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

MEMBERS OF THE GOVERNING BOARD

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

DISTRICT ADMINISTRATION

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

School	CALPADS	4/4/2019	5/10/2019
Sheridan Elementary (K-5)	56	56	56
First Street Elementary (K-5)	439	439	441
Carlin C. Coppin Elementary (K-5)	444	452	448
Creekside Oaks Elementary (K-5)	589	620	626
Twelve Bridges Elementary (K-5)	644	647	647
Foskett Ranch Elementary (K-5)	412	422	422
Lincoln Crossing Elementary (K-5)	666	671	671
Glen Edwards Middle School (6-8)	869	869	866
Twelve Bridges Middle School (6-8)	796	803	806
Lincoln High School (9-12)	2,004	1,999	1,988
Phoenix High School (10-12)	100	82	81
SDC Program (18-22)	14	10	9
TOTAL	**7033**	**7,070**	**7,061**

SDC Pre-School

Carlin C. Coppin	0
Foskett Ranch	31
First Street/LIP	15

Parent Education

Continuing Educ. Classes	16

GLOBAL DISTRICT GOALS

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

Western Placer Unified School District

Regular Meeting of the Board of Trustees

June 18, 2019

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

AGENDA

2018-2019 Goals & Objectives (G & O) for the Management Team: Component I: Quality Student Performance; **Component II:** Curriculum Themes; **Component III:** Special Student Services; **Component IV:** Staff & Community Relations; **Component V:** Facilities/Administration/Budget.

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

6:15 P.M. START

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

2. **COMMUNICATION FROM THE PUBLIC**

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

6:20 P.M.

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

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

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

3.3 CONFERENCE WITH REAL PROPERTY NEGOTIATORS
New High School Property APN: 329-020-041, APN: 329-020-043, APN 329-020-019

3.4 STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918
Student Discipline – Stipulated Expulsion Student #18-19-N

3.5 PERSONNEL
Public Employee Employment/Discipline/Dismissal/Release –
a. Employee Employment/Discipline/Dismissal/Release Employee #CL18/19.4

b. Employee Employment/Discipline/Dismissal/Release Employee #CL18/19.5
c. Employee Employment/Discipline/Dismissal/Release Employee #CE18/19.5
Roll call vote:

7:00 P.M.

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

4.1 ***Page 11*** **- CONFERENCE WITH LABOR NEGOTIATOR**
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators:
~Scott Leaman, Superintendent
~Kerry Callahan, Deputy Superintendent of Educational Services
~Gabe Simon, Assistant Superintendent of Personnel Services
~Audrey Kilpatrick, Assistant Superintendent of Business and Operations

4.2 ***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

4.3 ***Page 13*** **- CONFERENCE WITH REAL PROPERTY NEGOTIATORS**
New High School Property APN: 329-020-041, APN: 329-020-043, APN 329-020-019

4.4 ***Page 14*** **- STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
Student Discipline – Stipulated Expulsion Student #18-19-N

4.5 ***Page 15-17*** **- PERSONNEL**
Public Employee Employment/Discipline/Dismissal/Release -
a. Employee Employment/Discipline/Dismissal/Release Employee #CL18/19.4
b. Employee Employment/Discipline/Dismissal/Release Employee #CL18/19.5
c. Employee Employment/Discipline/Dismissal/Release Employee #CE18/19.5
Roll call vote:

6. ***Page 19-88*** **- 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 Ratification of contract – Miracle Play Systems and Western Placer Unified School District – Playground at First Street Elementary School
6.4 Disposal of Surplus Items-TBE HSP Math
6.5 Disposal of Surplus Items – Maintenance Items

6.6 California Interscholastic Federation Application for 2019-20 at LHS
6.7 Ratification of Agreement between Alliant International University, Inc. and WPUSD
6.8 Marketing and Communications Coordinator
6.9 Ratification of Contract Whest Koast Plumbing and Western Placer Unified School District-Carlin C. Coppin Elementary School
6.10 Ratification of Contract with School Datebooks and Western Placer Unified School District-Creekside Oaks Elementary School
6.11 Approve Resolution No. 18/19.36, Authorizing the Supply of Access Control System of Twelve Bridges High School from Ojo Technology, Under a Piggyback Contract Pursuant to Public Contracts Code Section 20118
6.12 Approve Resolution No. 18/19.37, Authorizing the Supply of Access Control System at Scott M. Leaman Elementary School from Ojo Technology, Under a Piggyback Contract Pursuant to Public Contracts Code Section 20118
6.13 Ratification of Contract – Strikes Unlimited and Western Placer Unified School District – Annual District Administrator's Orientation Meeting
6.14 Ratification of Contract with Phantom Fireworks and Western Placer Unified School District – Glen Edwards Middle School
6.15 Student Discipline Stipulated Expulsion Student #18/19-N
6.16 Approve application for 2019-2020 Agriculture Career Technical Education Incentive Grand Funding

Roll call vote:

7. COMMUNICATION FROM THE PUBLIC

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

8. REPORTS & COMMUNICATION

- Lincoln High School Student Advisory – Lindsey Ridgway
- Western Placer Teacher's Association – Tim Allen
- Western Placer Classified Employee Association – Jim Houck
- Superintendent - Scott Leaman

9. ♦ACTION ♦DISCUSSION ♦INFORMATION

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

9.1 Information *Page 90* – **ANNUAL REPORT OF MEASURE "A" AND MEASURE "N" CITIZENS' BOND OVERSIGHT COMMITTEE - Adell** *(18-19 G & O Component I, II, III, IV, V)*

- On March 17, 2015, the Board approved Resolution 14/15.21 on January 17, 2017, the Board approved Resolution 16/17.17 pursuant to the requirements of Education Code Section 15278, et seq., appointing members to the Measure "A" and Measure "N" Citizens' Bond 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.

9.2 Action *Page 92* – **APPROVE RESOLUTION NO. 18/19.35, AUTHORIZING THE SUPERINTENDENT OR ASSISTANT SUPERINTENDENT OF BUSINESS AND OPERATIONS TO AWARD AND EXECUTE CONTRACTS DURING THE MONTH OF JULY – Adell** *(18-19 G & O Component I, II, III, IV, V)*

•Due to the infrequency of Board Meeting during July, and from time to time contract competitively bid that is reasonably necessary and appropriate to the normal operation and management of the District may require the expeditious award and execution during the month of July, it is in the best interest of the District to delegate the power to award and execute contracts during the month of July to avoid costly delays.

Roll call vote:

9.3 Discussion/ Action *Page 95* – **APPROVAL OF REVISED 19/20 SALARY SCHEDULES FOR CERTIFICATED INCLUDING COUNSELORS, CERTIFICATED MANAGEMENT, CLASSIFIED MANAGEMENT, SENIOR MANAGEMENT, ASSISTANT SUPERINTENDENTS, AND DEPUTY SUPERINTENDENT – Simon** *(18-19 G & O Component I, II, III, IV, V)*

•These 2019-2020 salary schedules were approved at the regular Board of Trustees meeting on June 4, 2019. The only proposed change is to revise the Master's Degree stipend to align with the stipend on the Certificated salary schedule and update the certificated hourly and daily rates.

9.4 Discussion/ Action *Page 105* – **CONSIDER APPROVING JOB DESCRIPTION FOR FOOD SERVICE WAREHOUSE WORKER AND REVISION TO 19/20 CLASSIFIED SALARY SCHEDULE – Simon** *(18-19 G & O Component I, II, III, IV, V)*

•As a part of the ongoing review of District needs, programs, and staffing by the District, there exists a need to approve a job description for a classified Food Service Warehouse Worker in order to establish the job requirements.

9.5 Action *Page 110* – **INCREASE PAID MEAL PRICES – 2019-20 – Kilpatrick** *(18-19 G & O Component I, II, III, IV, V)*

•During 2012 to 2017, the District increased the preschool, elementary school, high school and adult paid meal prices to compare to other districts and mitigate increased staffing and food costs.

9.6 Action *Page 112* – **APPROVE RESOLUTION #18/19.34 – THE EDUCATION PROTECTION ACCOUNT AND SPENDING PLAN FOR 2019-2020 – Kilpatrick** *(18-19 G & O Component I, II, III, IV, V)*

•Proposition 30, The Schools and Local Public Safety Protection Act of 2012, added Article XIII, Section 36 to the California Constitution effective

November 8, 2016 (commencing 01/01/2018), temporarily increases the states sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

9.7 Action ***Page 116*** **– APPROVAL OF THE 2019-2020 LCAP – Callahan** *(18-19 G & O Component I, II, III, IV, V)*

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

9.8 Action ***Page 117*** **– APPROVE 2019-2020 LCAP FEDERAL ADDENDUM – Callahan** *(18-19 G & O Component I, II, III, IV, V)*

- The Local Control Accountability Plan (LCAP) Federal Addendum is meant to supplement the LCAP to ensure the eligible Local Education Agencies (LEAs) have the opportunity to meet the LEA Plan provisions of the Every Student Succeeding Act (ESSA).

9.9 Action ***Page 130*** **– 2019-20 WESTERN PLACER UNIFIED SCHOOL DISTRICT ADOPTED BUDGET – Kilpatrick** *(18-19 G & O Component I, II, III, IV, V)*

- 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.

9.10 Action ***Page 326*** **- ADOPTION OF REVISED/NEW EXHIBITS/ POLICIES/ REGULATIONS – Leaman** *(18-19 G & O Component I, II, III, IV, V)*

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

  - BP/AR 1312.1 – Complaints Concerning District Employees
  - BP 4119.22/4219.22/4319.22 – Dress and Grooming
  - BP/AR 5121 – Grades/Evaluation of Student Achievement
  - BP/AR 5131.2 - Bullying
  - BP/AR 5132 – Dress and Grooming
  - BP 6142.6 – Visual and Performing Arts Education

10. BOARD OF TRUSTEES

10.1 FUTURE AGENDA ITEMS

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

- School Safety

10.2 BOARD MEMBER REPORTS/COMMENTS

11. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

- **July 2, 2019** 6:00 P.M., Special Meeting of the Board of Trustees – District Office/City Hall Bldg., 4th Floor Zebra Room
- **July 23, 2019** 7:00 P.M., Special Meeting of the Board of Trustees – Lincoln High School Performing Arts Theater, 790 J Street, Lincoln

12. ADJOURNMENT

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

Posted: 061419
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DISCLOSURE OF ACTION TAKEN IN CLOSED SESSION, IF ANY

Western Placer Unified School District
CLOSED SESSION AGENDA

Place: **District Office/City Hall Bldg. – Overlook Room (Fourth Floor)**
Date: **Tuesday, June 18, 2019**
Time: **6:05 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. <u>LICENSE/PERMIT DETERMINATION</u>
   A. Specify the number of license or permit applications.
2. <u>SECURITY MATTERS</u>
   A. Specify law enforcement agency
   B. Title of Officer

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

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

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

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

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 18, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:

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

ADMINISTRATION RECOMMENDATION:

Administration recommends the board of trustees be updated on negotiations.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION

AGENDA ITEM AREA:
Disclosure of Action Taken in Closed Session

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

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 18, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:

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

RECOMMENDATION:

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

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
CONFERENCE WITH REAL PROPERTY NEGOTIATORS

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Scott Leaman, Superintendent

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 18, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustee will disclose any action taken in closed session in regard Real Property (Parcel: 329-020-043, 329-020-041 & 329-020-019)

RECOMMENDATION:

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

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Student Discipline
Stipulated Expulsion
Student #18-19-N

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Chuck Whitecotton
District Hearing Officer

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 18, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will take action under consent to approve the Stipulated Expulsion of Student #18-19-N.

RECOMMENDATION:

The Administration recommends the Board of Trustees approve the Stipulated Expulsion of Student #18-19-N.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
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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. GS
Assistant Superintendent of Personnel Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund

MEETING DATE:
June 18, 2019

ROLL CALL REQUIRED:
Yes (Closed Session)

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to Employee #CL 18/19.4 Discipline/Dismissal/Release

RECOMMENDATION:

Administration recommends the Board of Trustees disclose action taken in closed session in regard to Employee #CL 18/19.4 Discipline/Dismissal/Release.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
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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. GS
Assistant Superintendent of Personnel Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund

MEETING DATE:
June 18, 2019

ROLL CALL REQUIRED:
Yes (Closed Session)

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to Employee #CL 18/19.5 Discipline/Dismissal/Release

RECOMMENDATION:

Administration recommends the Board of Trustees disclose action taken in closed session in regard to Employee #CL 18/19.5 Discipline/Dismissal/Release.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
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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. GS
Assistant Superintendent of Personnel Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund

MEETING DATE:
June 18, 2019

ROLL CALL REQUIRED:
Yes (Closed Session)

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to Employee # CE 18/19.5 Discipline/Dismissal/Release

RECOMMENDATION:

Administration recommends the Board of Trustees disclose action taken in closed session in regard to Employee # CE 18/19.5 Discipline/Dismissal/Release.

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**
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:
Certificated 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 18, 2019

ROLL CALL REQUIRED:
Yes

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the certificated personnel report.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT

June 18, 2019

CERTIFICATED/MANAGEMENT

NEW HIRES:

1. Name: Claudia Pfeffer
   Position: Music
   FTE: 1.0
   Effective: August 9, 2019
   Site: Creekside Oaks

2. Name: Sara Mason
   Position: Math
   FTE: 1.0
   Effective: August 9, 2019
   Site: Glen Edwards

3. Name: Lynn Hendrickson-Andres
   Position: Speech and Language Pathologist
   FTE: 1.0
   Effective: August 9, 2019
   Site: Creekside Oaks/First Street

4. Name: Jon-Davis Abramson
   Position: SDC (ASD)
   FTE: 1.0
   Effective: August 9, 2019
   Site: Foskett Ranch

5. Name: Katelyn Tomasello
   Position: 4th Grade (Temp)
   FTE: 1.0
   Effective: August 9, 2019
   Site: Lincoln Crossing

6. Name: Melissa Collins
   Position: RSP
   FTE: 1.0
   Effective: August 9, 2019
   Site: Carlin C Coppin

7. Name: Stacy Poppinga
   Position: Social Science
   FTE: 1.0
   Effective: August 9, 2019
   Site: Lincoln High

REHIRE:

1. Name: Raymond Gonzales
   Position: Art
   FTE: .2
   Effective: August 9, 2019
   Site: Twelve Bridges Middle

CHANGE:

1. Name: Emily Ortiz
   Position: MTSS Coordinator
   FTE: .4
   Effective: July 1, 2019
   Site: District

REQUEST FOR LEAVE OF ABSENCE (SHARED CONTRACTS): None

RESIGNATIONS:

1. Name: Carol Marinaro
   Position: SDC Teacher
   FTE: 1.0
   Effective: June 30, 2019
   Site: GEMS

RETIREMENTS: None

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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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 GS
Assistant Superintendent of Personnel Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund/Categorical

MEETING DATE:
June 18, 2019

ROLL CALL REQUIRED:
Yes

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 18, 2019

CLASSIFIED/MANAGEMENT

NEW HIRES:

1. Name: Sandra House — Effective: 6/3/19
   Position: Technology Support Technician I — Site: District
   FTE: 8 hours/5 days a week — Replacement
   Days: 12 months/Year

REHIRE: None

TRANSFER/PROMOTION: None

ADDITIONAL POSITION: None

RESIGNATIONS:

1. Name: Brandi Loutzenhiser — Effective: 6/7/19
   Position: Intervention Service Provider — Site: Carlin C Coppin Elementary School

2. Name: Sean Del Villar — Effective: 6/11/19
   Position: Custodian/Groundsman — Site: Twelve Bridges Elementary School

RETIREMENTS: None

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:

Ratification of Contract – Miracle Play Systems and Western Placer Unified School District – Playground at First Street Elementary School

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

Donations/PTC/RDA/Site Funds

MEETING DATE:

June 18, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached two contracts with Miracle Play Systems are for the purchase, post installation and oversight consulting fee for a replacement playground at First Street Elementary School. The cost of the equipment, installation and consulting services totals to $25,385.35 and will be paid with donations for the equipment and consulting fee and PTC and RDA funds for the post installation.

RECOMMENDATION:

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

June 5, 2019

PO BOX 263
ALAMO, CA 94507
Phone (800) 879-7730
Fax (510) 893-2163
Email info@miracleplaygroup.com

MIRACLE playsystems DESIGNING PLAY

Job: P18_0536_1st Street Elementary Name: P18_0536_1st Street Elementary Number: 00004618 Type: CSL# 981433 PO: Terms: Net 30	End User To: WPUSD 1400 First St Lincoln, CA Delivery Contact: Delivery Phone: Delivery Address: Lincoln, CA	Bill To: WPUSD	Sub Total $17,484.00 Freight $2,172.01 Tax $1,086.34 Total $20,742.35

Item	Type	Qty	Rate	Total
Installation Consulting Fee	Install	1	$2,500.00	$2,500.00
Miracle Equipment per 18_0536_1stStreetElementary_004_BOM	Equipment	1	$18,730.00	$14,984.00

Sub Total $17,484.00
Total Freight $2,172.01
Total Tax $1,086.34
Grand Total $20,742.35

Company: Western Placer USD
Signature: [signature]
Name: Audrey Valpredo
Date: 6/5/19

INDEMNITY

Client/Owner shall defend, indemnify and hold harmless Miracle Playsystems, Inc., its officers, directors, board of trustees, agents, or employees and each of them, from any and all claims, demands, causes of action in law or in equity, damages, penalties, costs, expenses, reasonable attorneys' fees, reasonable experts' fees, reasonable consultants' fees, judgments, losses or liabilities, of every kind and nature whatsoever arising out of or in any way connected with or incidental to, the performance of the services under this Agreement or any of the obligations contained in this Agreement ("Claims"). Without limitation, "damages" include personal injury, including, but not limited to bodily injury, emotional injury, sickness or disease, or death to persons, including, but not limited to, any employees or agents of Miracle Playsystems, Inc., or any other person; or other damages of any kind to anyone including, without limitation, economic loss, property damage and loss of use thereof. It is expressly acknowledged and agreed that each of the foregoing indemnities is independent, that each shall be given effect, and that each shall apply despite any acts or omissions, misconduct or negligent conduct, whether active or passive, on the part of, or other contractor(s); provided, however, Miracle Playsystems, Inc. duty to indemnify shall be limited to the percentage or the degree Miracle Playsystems, Inc. comparative negligence caused any damages.

STANDARD NOTES

- Price quotation is good for 90 days. Accurate color selections must be made in writing prior to equipment going into production. Colors to be confirmed with your local sales representative.
- PLEASE MAKE PURCHASE ORDER AND CHECK TO MIRACLE PLAYSYSTEMS, INC at PO Box 263 Alamo, CA 94507
- Please email/fax quotation with your signature to accept this quote and place order. Fax 510-893-2163 or email Info@MiraclePlayGroup.com
- Unless otherwise specified, Miracle Playsystems, Inc **DOES NOT** include the following in this proposal:
    - Engineered drawings
    - Installation of equipment or other site amenities
    - Specialty trades, equipment, power supply required to install equipment
- Any insurance requiring in excess of $1M/$2M per occurrence, special insurance coverage or wording, Prevailing/Certified wage rates, local permitting, bid/performance bonds, temp fencing, geo tech surveys, playground safety inspection, equipment offload, and testing services.

TERMS & CONDITIONS

- Purchase contract terms & conditions of sale: The client/customer's acceptance and understanding of these terms & conditions and all other supporting documentation provided as part of this package is evidenced by signing of this estimate/quote.
- Payment terms: Standard terms (on approved credit), unless otherwise noted are 50% with order and balance to ship equipment (no retention). Should any changes be required to the products after order is placed, modifications or changes will be at client/customers expense. Miracle Playsystems, Inc maintains a no return policy and asks all clients to determine feature, layout and color selection prior to ordering. Should any order be cancelled after production has started a 30% restocking fee will be charged to client. Credit card convenience fee is 3.5% which will be added to all credit card charges • Lead times: Estimated lead times for the time the order is released into production until it is delivered will vary and are as follows:
- 8-12 weeks for standard (non-custom) play features for US based manufacturers;
- 12-20 weeks standard play features (non-custom) from European & Canadian manufacturers. Expedited Air Freight is available for additional cost (calculated on case by case basis).
- Custom play feature lead times are determined on a case by case basis.

CONSTRUCTION SERVICES (if applicable)

Unless otherwise noted, we exclude responsibility for material delivery & offloading equipment, removal & disposal of packaging accumulated by equipment packaging, project security, landscape & hardscape repair based on access route to site, delays or returns due to layout conflicts or delay of other trades, removal of spoils from job site, locating underground: utilities, pipes, obstructions in work area, conditions unforeseen and/or not disclosed at time of estimate, permits, engineering, material testing, soil samples, CPSI. Conditions: Grades; stable, compacted & workable with 95% compaction and less than 1% grade, adequate access to site for labor, materials, tools and equipment. Estimate good for 90 days from quote or Dec. 31 of current calendar year, whichever comes first. Terms: Upon completion.

GENERAL TERMS

- THIS QUOTE IS LIMITED TO AND GOVERNED BY THE TERMS CONTAINED HEREIN: Miracle Playsystems, Inc. objects to any other terms proposed by client, in writing or otherwise, as material alterations, and all such proposed terms shall be void. Client authorizes Miracle Playsystems, Inc. to ship equipment and agrees to pay the total specified. Shipping terms are FOB the place of shipment via common carrier.
- Client and owner/operator agree to indemnify and hold Miracle Playsystems, Inc. harmless from and against all liabilities, losses, penalties, damages and expenses, including costs and attorney fees, resulting from any and all claims, liens, damages, actions, suits, judgments or settlements, injuries arising or alleged to arise out of their failure, or failure of architect, contractors, subcontractors, installers, employees, agents and assigns to assemble, install, inspect and/or maintain the play equipment and impact absorbing surfacing in full compliance with each manufacturers installation instructions and safety requirements and their misuse and/or alteration of the play equipment.

Company: APUSD
Signature: _____
Name: Audrey Kilpatrick
Date: 6/4/19

MIRACLE playsystems DESIGNING PLAY

June 5, 2019

PO BOX 263
ALAMO, CA 94507
Phone (800) 879-7730
Fax (510) 893-2163
Email info@miracleplaygroup.com

MIRACLE playsystems DESIGNING PLAY

Job: P18_0536_1st Street Elementary
Name: P18_0536_1st Street Elementary_002
Number: 00005284
Type:
CSL# 981433
PO:
Terms: Net 30

End User To:
WPUSD
1400 First St
Lincoln, CA

Delivery Contact:
Delivery Phone:
Delivery Address:
Lincoln, CA

Bill To: WPUSD

Sub Total $4,643.00
Freight $0.00
Tax $0.00
Total $4,643.00

Item	Type	Qty	Rate	Total
Variance between consulting fee ($2500) & post installation ($7143)	Install	1	$4,643.00	$4,643.00

Sub Total $4,643.00
Total Freight $0.00
Total Tax $0.00
Grand Total $4,643.00

Company: WPUSD
Signature: _____
Name: Andrea Tuttle
Date: 6/5/19

INDEMNITY

Client/Owner shall defend, indemnify and hold harmless Miracle Playsystems, Inc., its officers, directors, board of trustees, agents, or employees and each of them, from any and all claims, demands, causes of action in law or in equity, damages, penalties, costs, expenses, reasonable attorneys' fees, reasonable experts' fees, reasonable consultants' fees, judgments, losses or liabilities, of every kind and nature whatsoever arising out of or in any way connected with or incidental to, the performance of the services under this Agreement or any of the obligations contained in this Agreement ("Claims"). Without limitation, "damages" include personal injury, including, but not limited to bodily injury, emotional injury, sickness or disease, or death to persons, including, but not limited to, any employees or agents of Miracle Playsystems, Inc., or any other person; or other damages of any kind to anyone including, without limitation, economic loss, property damage and loss of use thereof. It is expressly acknowledged and agreed that each of the foregoing indemnities is independent, that each shall be given effect, and that each shall apply despite any acts or omissions, misconduct or negligent conduct, whether active or passive, on the part of, or other contractor(s); provided, however, Miracle Playsystems, Inc. duty to indemnify shall be limited to the percentage or the degree Miracle Playsystems, Inc. comparative negligence caused any damages.

STANDARD NOTES

- Price quotation is good for 90 days. Accurate color selections must be made in writing prior to equipment going into production. Colors to be confirmed with your local sales representative.
- PLEASE MAKE PURCHASE ORDER AND CHECK TO MIRACLE PLAYSYSTEMS, INC at PO Box 263 Alamo, CA 94507
- Please email/fax quotation with your signature to accept this quote and place order. Fax 510-893-2163 or email Info@MiraclePlayGroup.com
- Unless otherwise specified, Miracle Playsystems, Inc **DOES NOT** include the following in this proposal:
    - Engineered drawings
    - Installation of equipment or other site amenities
    - Specialty trades, equipment, power supply required to install equipment
- Any insurance requiring in excess of $1M/$2M per occurrence, special insurance coverage or wording, Prevailing/Certified wage rates, local permitting, bid/performance bonds, temp fencing, geo tech surveys, playground safety inspection, equipment offload, and testing services.

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CONSTRUCTION SERVICES (if applicable)

Unless otherwise noted, we exclude responsibility for material delivery & offloading equipment, removal & disposal of packaging accumulated by equipment packaging, project security, landscape & hardscape repair based on access route to site, delays or returns due to layout conflicts or delay of other trades, removal of spoils from job site, locating underground: utilities, pipes, obstructions in work area, conditions unforeseen and/or not disclosed at time of estimate, permits, engineering, material testing, soil samples, CPSI. Conditions: Grades; stable, compacted & workable with 95% compaction and less than 1% grade, adequate access to site for labor, materials, tools and equipment. Estimate good for 90 days from quote or Dec. 31 of current calendar year, whichever comes first. Terms: Upon completion.

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- Client and owner/operator agree to indemnify and hold Miracle Playsystems, Inc. harmless from and against all liabilities, losses, penalties, damages and expenses, including costs and attorney fees, resulting from any and all claims, liens, damages, actions, suits, judgments or settlements, injuries arising or alleged to arise out of their failure, or failure of architect, contractors, subcontractors, installers, employees, agents and assigns to assemble, install, inspect and/or maintain the play equipment and impact absorbing surfacing in full compliance with each manufacturers installation instructions and safety requirements and their misuse and/or alteration of the play equipment.

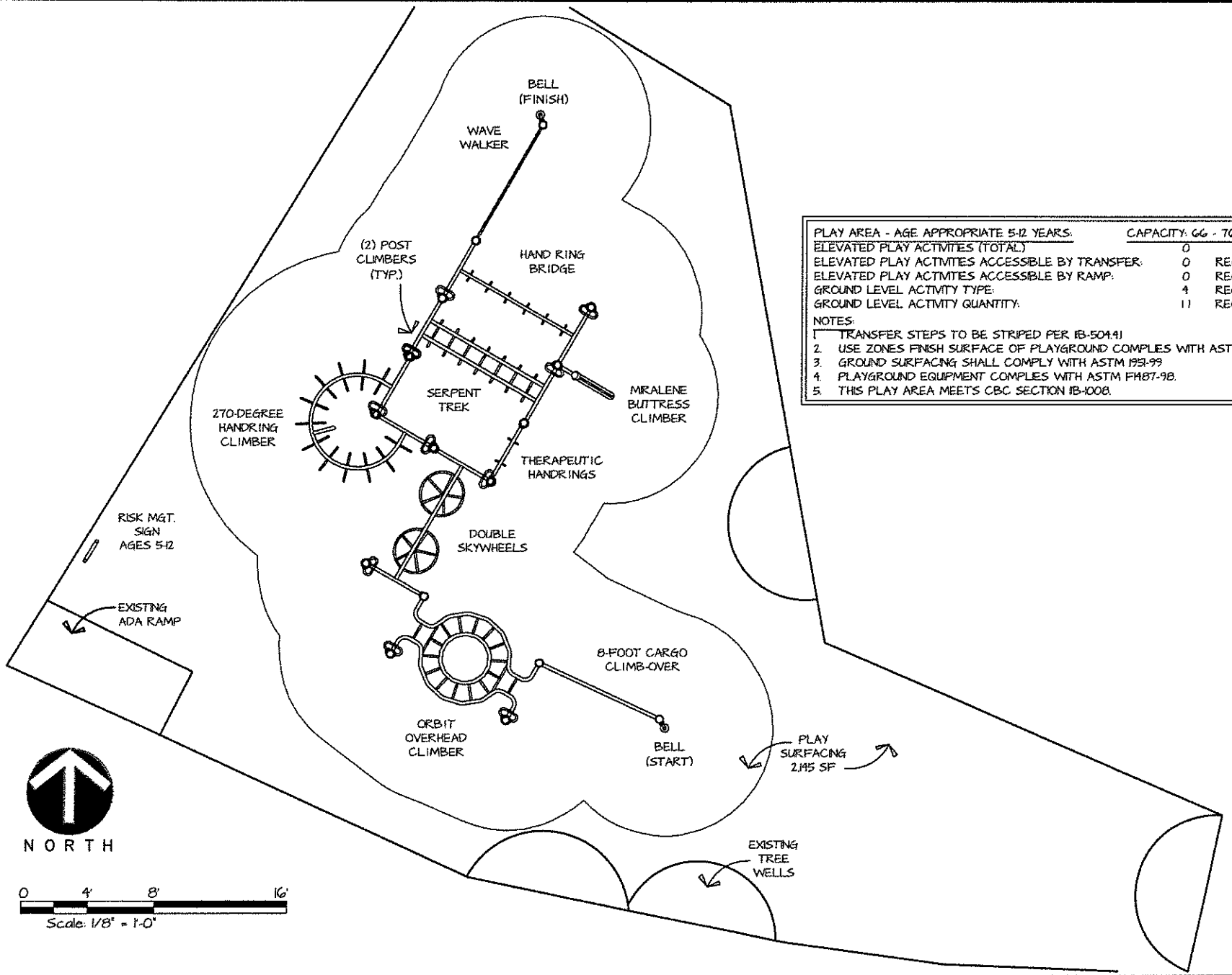
Company: WUSD

Signature: _____

Name: Andrea Kilpatrick

Date: 6/5/19

MIRACLE playsystems DESIGNING PLAY



PLAY AREA - AGE APPROPRIATE 5-12 YEARS:	CAPACITY: 66 - 76 CHILDREN		
ELEVATED PLAY ACTIVITES (TOTAL):	0		
ELEVATED PLAY ACTIVITES ACCESSIBLE BY TRANSFER:	0	REQ'D:	0
ELEVATED PLAY ACTIVITES ACCESSIBLE BY RAMP:	0	REQ'D:	0
GROUND LEVEL ACTIVITY TYPE:	4	REQ'D	0
GROUND LEVEL ACTIVITY QUANTITY:	11	REQ'D:	0

NOTES:

1. TRANSFER STEPS TO BE STRIPED PER IB-504.4.1
2. USE ZONES FINISH SURFACE OF PLAYGROUND COMPLIES WITH ASTM F1292-99.
3. GROUND SURFACING SHALL COMPLY WITH ASTM 1951-99
4. PLAYGROUND EQUIPMENT COMPLIES WITH ASTM F1487-98.
5. THIS PLAY AREA MEETS CBC SECTION 1B-1008.

MIRACLE playsystems DESIGNING PLAY

ALL DRAWINGS ARE SUBJECT TO CHANGE AND SHOULD BE REVIEWED BEFORE FINAL SALE. ALL SITE DIMENSIONS WILL NEED TO BE VERIFIED PRIOR TO SALE AND INSTALLATION

LINEAR FEET:	213 LF	SITE AREA:	2,145 SF
CRITICAL FALL HEIGHT:	8'-0" CFH	SCALE:	1/8" = 1'-0"
18_0536_FirstSt_004		DRAWN BY:	LDV
		DATE:	03-06-2019

First Street Elementary

Lincoln, CA



Colors Used In Rendering:

Blue

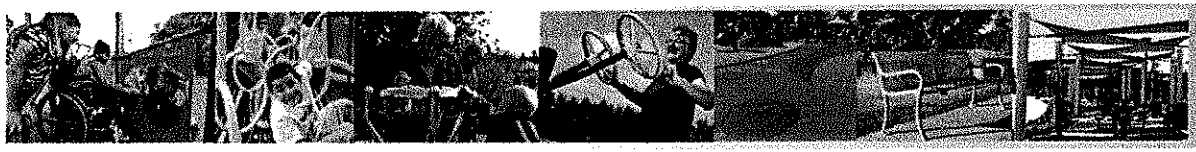
White

First Street Elementary School

Lincoln, CA.
06-03-2019

19_0536_FirstSt_004

MIRACLE playsystems DESIGNING PLAY



CREATING FUN PLAY ENVIRONMENTS TO ENRICH COMMUNITIES

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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SUBJECT:

Disposal of Surplus Items

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business Services

ENCLOSURES:

No

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

Textbook Fund

MEETING DATE:

June 18, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

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

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

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

RECOMMENDATION:

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

Surplus Items

Item	Quantity	Location	Estimated Value
California HSP math - ISBN #978-0-15-354170-4	45	TBE	0.00

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:

Disposal of Surplus Items

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business Services

ENCLOSURES:

No

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

General Fund

MEETING DATE:

June 18, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

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

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

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

RECOMMENDATION:

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

Surplus Items

Maintenance Items	Value	Location
Hobart - D - 300 - T Mixer, Standing Mixer - 30 QT	$1200	GEMS
Hobart H-600 Mixer, Standing Mixer - 60 QT	$3200	GEMS

An * indicates items that might be used within the District.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
California Interscholastic Federation
Application for 2019-20 School Year
At Lincoln High School

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 18, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:

The California Interscholastic Federation is requesting representatives for Lincoln High School during the 2019-20 school year.

RECOMMENDATION:

Administration recommends the approval of the application.

wp/rk/factform

2019-2020 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 28, 2019.**

Western Placer Unified School District/Governing Board at its June 18, 2019 meeting,
(Name of school district/governing board) (Date)
appointed the following individual(s) to serve for the 2019-2020 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Lincoln High School
NAME OF REPRESENTATIVE Donna Tofft POSITION Athletic Director
ADDRESS 790 J Street CITY Lincoln ZIP 95648
PHONE 916-645-6360 FAX 916-645-6349 E-MAIL dtofft@wpusd.org

****

NAME OF SCHOOL Lincoln High School
NAME OF REPRESENTATIVE Mike Maul POSITION Principal
ADDRESS 790 J Street CITY Lincoln ZIP 95648
PHONE 916-645-6360 FAX 916-645-6349 E-MAIL mmaul@wpusd.org

****

NAME OF SCHOOL
NAME OF REPRESENTATIVE POSITION
ADDRESS CITY ZIP
PHONE FAX E-MAIL

****

NAME OF SCHOOL
NAME OF REPRESENTATIVE POSITION
ADDRESS CITY ZIP
PHONE FAX E-MAIL

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Scott Leaman Signature

Address 600 Sixth Street, Sute 400 City Lincoln Zip 95648

Phone 916-645-6350 Fax 916-645-6356

PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.

TO: SUPERINTENDENT OF PUBLIC SCHOOLS
PRINCIPAL OF PRIVATE SCHOOLS

FROM: ROGER L. BLAKE

RE: FORM TO RECORD DISTRICT AND/OR SCHOOL REPRESENTATIVES TO LEAGUES

DATE: APRIL 15, 2019

Enclosed is a form upon which to record your district and/or school representatives to leagues for **next year, 2019-2020.** It is a form sent every year to you in order to obtain the names of league representatives to every league in the state and to make sure that the league representatives are designated by school district or school governing boards. **It is a legal requirement that league representatives be so designated.**

The education code gives the authority for high school athletics to high school governing boards. The code also requires that the boards, after joining CIF, designate their representatives to CIF leagues. This is a necessity! (Ed. Code 33353 (a) (1))

We are asking that, after action by the governing board, you **send the names of league representatives to your CIF Section office.** Obviously, the presumption behind this code section is that the representatives of boards are the only people who will be voting on issues, at the league and section level, that impact athletics.

If a governing board does not take appropriate action to designate representatives or this information is not given to Section offices within the required time frame, CIF is required to suspend voting privileges (CIF Constitution, Article 2, Section 25, p. 18) for the affected schools.

At the State Federated Council level, we will be asking that Sections verify that their representatives are designated in compliance with this Ed. Code section.

I hope this gives you a bit of background. Thank you for all you do to help support high school athletics. It is a valuable program in all high schools, and we appreciate the support you give to the program and to CIF.

Please return the enclosed form no later than June 28, 2019 directly to your CIF Section Office. Addresses of each section are listed on the back of the form. Please contact us if we can give you further information.

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
between Alliant International University, Inc.
and the Western Placer Unified School District

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Gabe Simon, Ed.D. G5
Assistant Superintendent of Personnel Services

ENCLOSURES:
Agreement

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 18, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:

The Western Placer Unified School District and Alliant International University, Inc. approve of this agreement. This agreement addresses practicum experience for Pupil Personnel Services (PPS) candidates.

RECOMMENDATION:

Administration recommends the Board of Trustees ratify the Agreement between Alliant International University, Inc. and the Western Placer Unified School District.

Alliant International University
California School of Education

MEMORANDUM OF UNDERSTANDING
Between
ALLIANT INTERNATIONAL UNIVERSITY, INC. A CALIFORNIA BENEFIT CORPORATION
And
WESTERN PLACER UNIFIED SCHOOL DISTRICT

Alliant International University, Inc., a California Benefit Corporation (the "University"), and Western Placer Unified School District (the "District") agree to the following conditions that apply to Practicum Students, Student Teachers, and Teacher Interns (collectively, "Interns") who are or will be enrolled in the Teacher Credential Program, the MA/PPS: School Psychology Program or School Counseling Program through the California School of Education at Alliant International University and will be serving their Practicum or Internship in the District. Interns nominated by either the University or the District shall be mutually acceptable by both the University and the District, and shall be subject to a mutually acceptable placement within the District. This Memorandum of Understanding shall become effective January 1, 2019 for a period of five (5) calendar years. This Memorandum of Understanding may be terminated by either party with sixty (60) days' written notice, unless both parties agree to an earlier termination date. Any termination of the Memorandum of Understanding by either party shall not affect the status of any Intern who has been placed with the District prior to the effective date of termination.

The University agrees and certifies that:

1. Each Candidate shall have passed the Basic Skills Requirement or California Educational Basic Skill Test (CEBST) and, for Student Teachers and Teacher Interns, required subject matter competency prior to assuming Student Teaching or Intern services or responsibilities.

2. Each Candidate shall possess a Bachelor's Degree, documented by official transcripts with a minimum overall GPA of 2.5. Teacher Credential Interns shall have passed the subject matter requirement.

3. Each Teacher Intern shall have a minimum of 120 hours of verified pre-service experience with students in educational settings. Each School Psychology Intern shall have a minimum of 400 hours of verified Practicum experience, and each School Counseling Intern shall have a minimum of 100 hours of verified Practicum experience.

4. Each Teacher Intern shall have passed U.S. Constitution coursework or examination.

5. Each Candidate shall be provided adequate supervision, advice, encouragement and support, as appropriate, by University personnel, including but not limited to the University faculty and the University field supervisor as directed by the California Commission on Teacher Credentialing Standards.

6. University Supervisors will observe and evaluate Teacher Interns at least six (6) times during a semester and allocate time with each Intern after each visit to discuss the observation.

7. University Supervisors will meet with District Support Providers at the beginning of the Candidate's field placement in order to establish roles and duties in order to best support the Candidate.

8. For Teacher Education programs, District Support Providers will be required to provide one evaluation per Alliant academic term (8 weeks) using Alliant's evaluative matrix based on the Teacher Performance Expectations (TPE) established by the Commission on Teacher Credentialing (CTC).

9. The University agrees to pay a stipend to master teachers in the amount of $175 per 8-week term.

The District agrees and certifies that:

1. The purpose of the Internship Program is to add to the pool of qualified teachers, school psychologists, or school counselors that the District has continually sought to maintain.

2. The Intern's services shall meet the instructional or service needs of the District.

3. Each Intern shall be assigned as an Intern under a contract with an appointment of at least .60 FTE of her/his workday, and placed in a job that shall allow for substantial experience in instructional or service duties.

4. No appointment shall be made unless the prospective Intern provides proof of fingerprint clearance or a photocopy of a California teaching permit, and verification that he or she is free from tuberculosis.

5. No Intern shall displace any fully credentialed employee in the District.

6. Each Intern shall be provided adequate supervision, advice, encouragement and support, as appropriate, by District personnel, including but not limited to both an immediate field supervisor and an in-district mentor as directed by the California Commission on Teacher Credentialing Standards.

7. The District and the University, in partnership, must provide support for each Intern.

8. The District and University, in partnership, must provide a total of 189 hours annually of support for each teacher intern (45 hours of which will be dedicated to ELL support).

9. The Intern's salary shall not be reduced to pay for the supervision of the Intern.

10. The Intern will apply to the California School of Education at Alliant International University for the Intern Credential within the first semester of coursework.

11. District Support Providers will meet with University Supervisors at the beginning of the candidate's field placement in order to establish roles and duties in order to best support the candidate.

12. The District Support Provider will observe and evaluate each Intern Teacher at least one time during a term (4 times in an academic year) and allocate time with each Intern after each visit to discuss the observation. The District Support Provider will provide evidence of each observation and evaluation to the University Supervisor.

13. District Site Support Providers must hold credentials in the same areas as the Interns they support and/or hold an Administrative Services Credential.

14. All Intern Teachers and Student Teachers must have experience working with diverse student populations including English Language Learners (ELLs), students with disabilities, and students from varying socioeconomic statuses. For Clinical Practice placements, at least 10% of the student body must be comprised of each of the following: ELLs, students with disabilities, and students from a low socio-economic background. If a candidate is in a Clinical Practice placement that falls short of the 10% threshold in any of the aforementioned areas, the District understands that for each percentage point below that threshold, the candidate will be required to observe for two (2) full days in either an ELL classroom, a Special Education classroom, or a classroom at a Title 1 school, depending on the area or areas, of deficient diverse student population group(s), to gain sufficient experience in those student population groups.

15. District Intern Support Providers, , and master teachers must have a minimum of three (3) years' teaching experience, have a Clear Credential in the credential area they are supervising (or an Administrative Service Credential), and have a Master's degree or equivalent. The District confirms that its Intern Support Providers have been adequately trained in their supervisory roles.

INSURANCE

Alliant International University, Inc. shall maintain commercial general liability insurance from an insurance carrier with an AM Best rating of A- VII or better in the minimum amounts of $1,000,000 per occurrence, $3,000,000 general aggregate, and shall furnish proof thereof in the form of a certificate of insurance within 30 days of the effective date of this Memorandum of Understanding.

The District shall provide and maintain commercial general liability insurance acceptable to Alliant International University, Inc., or utilize a program of self-insurance in the minimum amounts of $1,000,000 combined single limit, $3,000,000 general aggregate, and upon request shall furnish proof thereof in the form of a certificate of insurance within 30 days of the effective date of this Memorandum of Understanding.

Alliant International University does not furnish workers' compensation for students participating in this program. It is understood that Student Teachers are not employees of the District. Alliant International University, Inc., at its discretion, may maintain at its sole expense workers' compensation and employer's liability for students who are participating in its program.

NON-DISCRIMINATION, HARASSMENT, RETALIATION CLAUSE

The University and the District agree to abide by the requirements of all federal and state laws regarding prohibited discrimination, harassment, and retaliation, as well as equal opportunity, including, but not limited to: Titles VI and VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, Federal Executive Order 11246, as amended, the Rehabilitation Act of 1973, as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Discrimination in Employment Act of 1975, the Americans with Disabilities Act of 1990, the Equal Pay Act, the Fair Employment & Housing Act of 1968, as amended, the California Unruh Civil Rights Act, the California Fair Pay Act, and the California Fair Employment & Housing Act of 1959, as amended.

The University and the District agree not to discriminate in their enrollment and employment practices, and will render services under this Memorandum of Understanding without regard to an individual's age, race, color, religion, creed, sex (including pregnancy, childbirth, breastfeeding, and related medical conditions), sexual orientation, gender, gender expression, gender identification, national origin, ancestry, genetic information, military or veteran status, political affiliation, disabilities, or any other legally protected status. The University and the District will not permit harassment against individuals based on any of the aforementioned characteristics, nor will they permit retaliation against any individual who makes a good faith complaint regarding discrimination or harassment. Any act of discrimination, harassment, or retaliation committed by the University or the District or failure to comply with these statutory obligations when applicable shall be grounds for termination of this Memorandum of Understanding.

MUTUAL HOLD HARMLESS AND INDEMNIFICATION; LIMITATION OF LIABILITY; STUDENT STATUS

The University shall hold harmless, defend and indemnify the District and its officers, employees, and agents from and against any and all losses, demands, claims, damages (including costs and attorneys' fees), or causes of action arising from any negligent act or omission or willful misconduct of the University, its officers, employees, or student teachers, incurred in the performance of this Memorandum of Understanding, but only in proportion in and to the extent that 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 and agents.

The District shall hold harmless, defend and indemnify the University and its officers, employees, and agents from and against any and all losses, demands, claims, damages (including costs and attorneys' fees), or causes of action arising from any negligent act or omission or willful misconduct of the District, its officers, employees, or agents, incurred in the performance of this Memorandum of Understanding, but only in proportion in and to

the extent that 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 and agents.

Except for the indemnifying party's obligations pursuant to the immediately preceding two paragraphs or the other party's gross negligence or willful misconduct: (i) neither party shall be liable to the other party for any special, incidental, consequential, indirect or punitive damages (including loss of (anticipated) profits), and/or reasonable attorneys' fees and costs, arising in any way out of this Memorandum of Understanding, however caused and on any theory of liability.

Subject to the first two paragraphs of this section, a party shall have no liability to the other party for any loss suffered which arises out of any action or inaction if, in good faith, it is determined that such course of conduct was in the best interests of the parties involved and such course of conduct did not constitute gross negligence or intentional misconduct.

The parties to this Memorandum of Understanding hereby assert that no liability is assumed by either party for damages or injuries which arise from participants independently traveling to or from service sites.

The parties understand and agree that Interns are not employees, contractors or agents of the parties. Interns are students of the University. It is understood and agreed that the University's students are not to be considered employees of the District and therefore students are not eligible for worker's compensation insurance and the University does not maintain worker's compensation insurance for student coverage.

The parties to this Memorandum of Understanding also agree that each is responsible only for the actions of their respective officers, agents, and employees. Neither party hereto is to be considered the agent of the other party for any purpose whatsoever, and neither party has any authority to enter into any contract or assume any obligation for the other party or to make any warranty or representation on behalf of the other party.

CONFIDENTIALITY

The parties acknowledge that many student educational records are protected by the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 C.F.R. Part 99, as amended ("FERPA"), and that the permission of students must be obtained before student data can be released to anyone.

The parties' mutual understanding on the treatment of Confidential Information (as defined below) is as follows:

1. The District and the University shall not, and shall not permit any of their respective employees, agents or contractors, to use, reproduce, distribute, publish, disclose, transmit or otherwise transfer, directly or indirectly, to any other person, organization or entity, any Confidential Information of the other party (or any portion thereof), except (i) to the extent necessary to perform its obligations to the other party in connection with this Memorandum of Understanding; or (ii) with the prior written permission of the other party. Each party agrees to disclose the Confidential Information of the other party solely to those of its employees, agents and contractors having a good faith need to know such information. Each party shall protect the Confidential Information of the other party by exercising at least the same measures that such party uses to protect its own confidential information of like character, which shall be no less than a reasonable standard of care. Each party shall be held responsible for any and all breaches of this paragraph by or through any employee, agent or contractor of such party. Each party shall (x) inform all employees, agents and contractors having access to any or all of the Confidential Information of the other party of the existence of this Memorandum of Understanding and the confidentiality obligations set forth herein; and (y) take sufficient steps to cause such employees, agents and contractors to observe the confidentiality obligations set forth herein. If either party or one of their employees, agents or contractors is compelled (by deposition, interrogatory, request for documents, subpoena, civil investigation demand or similar process) to disclose any of the Confidential Information of the other party, that party shall provide the other party with prompt prior written notice of such compulsion so that the other party may seek, at its own expense, a protective order or other appropriate remedy or, if appropriate, waive compliance with the terms of this Memorandum of Understanding.

2. As used herein, "Confidential Information" means all confidential information in documents or other tangible materials clearly marked as proprietary or confidential about, or disclosed by, either party to this Memorandum of Understanding, including knowledge, technical and business information relating to such party's products, research and development, production, costs, engineering processes, artwork, designs, computer software, formulas, methods, ideas, concepts, contemplated new services, improvements, associations with other organizations, profit or margin information, finances, customers, suppliers, marketing, and past, present or future business plans and business arrangements, and information concerning employees (including, in the case of the University and the District, faculty), Interns, and students or prospective students (provided any disclosure relating to any student or prospective student is permitted by and carried out in accordance with FERPA). Notwithstanding the foregoing, no information shall be deemed Confidential Information if such information: (i) is generally known to the public on the date of disclosure of same or becomes generally known to the public after such date through no breach of this Memorandum of Understanding or any other obligation of confidentiality; (ii) was known by the party receiving such information under this Memorandum of Understanding (the "Receiving Party") without any obligation to hold it in confidence at the time of disclosure; (iii) is received by the Receiving Party after the date of disclosure by the other party (the "Disclosing Party") hereunder from a third party without imposition, knowledge or breach of any obligation of confidentiality; (iv) is independently developed by the Receiving Party after the date of disclosure by the Receiving Party without access to Confidential Information of the Disclosing Party; or (v) is approved for release by written authorization of the Disclosing Party.

3. The District and the University acknowledge that the University's use of the internship programs may be subject to the privacy regulations outlined in FERPA, for the handling of such information. The District shall not knowingly disclose Confidential Information to any third party in violation of FERPA. The District represents and warrants that it will comply with FERPA to the extent applicable and will instruct its employees handling Intern student information provided by the University of its obligations under FERPA. The District further agrees that it will prohibit its employees from accessing any records of any student or prospective students at the University, including Interns, without a valid business reason to access such records.

GENERAL TERMS

This Memorandum of Understanding contains all of the terms and conditions between the parties. This Memorandum of Understanding may be revised or modified only by mutual agreement and written amendment signed by both parties.

Each party represents and warrants to the other party that: (i) it has all requisite power and authority to execute this Memorandum of Understanding and to perform its obligations hereunder; (ii) the execution, delivery and performance of this Memorandum of Understanding have been duly authorized and approved by each party, and will not conflict with any agreement of, or law applicable to, such party; (iii) this Memorandum of Understanding is a valid and binding agreement of each party enforceable in accordance with its terms.

In addition to its representations in the immediately preceding paragraph, the District represents and warrants to the University that:

1. it is and will continue to be in compliance all applicable federal, state, and local laws, including without limitation all privacy, data protection, advertising and marketing laws, and contracts;

2. neither it nor any of its affiliates has been debarred or suspended, or engaged in any activity that is cause for debarment or suspension, pursuant to applicable state law; and

3. it shall take any and all actions, or refrain from or cease such actions, as is necessary to maintain the University's reputation, accreditation, state approvals, Title IV eligibility, and academic integrity, including, but not limited to, adherence with the U.S. Department of Education's misrepresentation regulations provided at 34 C.F.R. Part 668 Subpart F.

Neither party may, without written approval of the other, assign this Memorandum of Understanding or transfer its interest or any part thereof under this Memorandum of Understanding to any third party, except that a party

may assign its rights or obligations to a third party in connection with the merger, reorganization or acquisition of stock or assets affecting all or substantially all of the properties or assets of the assigning party.

This Memorandum of Understanding constitutes the entire understanding and agreement among the parties hereto with respect to the subject matter hereof, and there are no agreements, understandings, restrictions or warranties among the parties other than those set forth herein provided for.

If any of the sections of this Memorandum of Understanding shall be deemed invalid, void, or for any reason unenforceable, that section shall be deemed severable and shall not affect the validity and enforceability of any remaining section.

Except for ancillary measures in aid of arbitration and for proceedings to obtain provisional or equitable remedies and interim relief, including, without limitation, injunctive relief, any controversy, dispute or claim arising out of or in connection with or relating to this Memorandum of Understanding, or the breach, termination or validity thereof or any transaction contemplated hereby (any such controversy, dispute or claim being referred to as a "Dispute"), shall be finally settled by arbitration administered by Judicial Arbitration & Mediation Services, Inc. ("JAMS"), pursuant to its Comprehensive Arbitration Rules & Procedures (the "JAMS Rules"). The parties understand and agree that, by signing this Agreement, they are expressly waiving, to the fullest extent permitted by law, any and all rights to a trial before a judge or jury or hearing before an adjudicative agency, regarding any disputes and claims which they now have or which they may in the future have that are subject to arbitration under this Agreement. There shall be one neutral arbitrator that shall be mutually agreed to by the parties or, if the parties do not agree, then one shall be appointed pursuant to JAMS's procedures, in each case, within 30 business days of receipt of the demand for arbitration by the respondent(s) in any such proceeding. An arbitration pursuant to this paragraph shall take place in San Diego, California. A final award shall be rendered as soon as reasonably possible. The Arbitrator shall permit both parties to engage in reasonable pre-hearing discovery to obtain information to prosecute or defend the asserted claims. The arbitration decision or award shall be in writing. The arbitrator shall have the authority to award any relief authorized by law in connection with the asserted claims or disputes. Judgment on the decision or award rendered by the arbitrator may be entered and specifically enforced in any court having jurisdiction thereof. All arbitrations commenced pursuant to this Memorandum of Understanding, or any other related agreement or document, shall be consolidated and heard by the initially appointed arbitrator. The arbitration award or ruling shall provide for payment by the losing party of the fees and costs of the arbitration, including without limitation, the reasonable attorneys' fees and attorneys' costs incurred by the prevailing parties.

This Memorandum of Understanding, and any controversy arising out of or relating to this Memorandum of Understanding, shall be governed by and construed in accordance with the internal laws of the State of California, without regard to conflict of law principles that would result in the application of any law other than the law of the State of California.

This Memorandum of Understanding may be executed and delivered by facsimile signature and in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument and each of which may be executed by less than all parties, each of which shall be enforceable against the parties actually executing such counterparts, and all of which together shall constitute one instrument.

The titles and subtitles used in this Memorandum of Understanding are used for convenience only and are not to be considered in construing or interpreting this Memorandum of Understanding.

All notices and other communications given or made pursuant to this Memorandum of Understanding shall be in writing and shall be deemed effectively given: (a) upon personal delivery to the party to be notified, (b) when sent by confirmed facsimile if sent during normal business hours of the recipient, and if not so confirmed, then on the next business day, (c) five (5) days after having been sent by registered or certified mail, return receipt requested, postage prepaid, or (d) one (1) business day after deposit with a nationally recognized overnight courier, specifying next business day delivery, with written verification of receipt. All communications shall be sent to the respective parties at their address as set forth on the signature page hereto, or to such facsimile number or address as subsequently modified by written notice given in accordance with this paragraph.

The Sections titled "Non-Discrimination, Harassment, and Retaliation Clause," "Mutual Hold Harmless and Indemnification; Limitation of Liability; Student Status," "Confidentiality," and "General Terms" shall survive the termination of this Memorandum of Understanding.

(*Signatures on following page*)

IN WITNESS WHEREOF, and intending to be legally bound, the parties have duly executed this Memorandum of Understanding by their authorized representatives as of the date first written above.

Alliant International University, Inc.:

_____

Andy Vaughn, President **Date**
Alliant International University, Inc.

_____

Dr. Mary Oling-Sisay, Dean **Date**
California School of Education
Alliant International University, Inc.

Address:

10455 Pomerado Rd.
San Diego, CA 92131

Western Placer Unified School District:

_____ _____

President, Board of Education, Western Placer Unified School District **Date**

_____ _____

Superintendent, Western Placer Unified School District **Date**

Address:

600 Sixth Street
Lincoln, CA 95648

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:
Marketing and Communications Coordinator

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Scott Leaman, Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Superintendent

FINANCIAL INPUT/SOURCE:
One-time Funds

MEETING DATE:
June 18, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:

The position of Marketing and Communications Coordinator was established to spotlight the District's many positive activities along with many other duties. One key desired outcome for the position was the retention of elementary students. Last year, the elementary student enrollment stabilized after years of decline and this year we were fortunate to see an increase in students.

The District feels there are many areas left to leverage if the position were expanded from its current half time to full time. In addition to honing and expanding our marketing plans, the coordinator will add crisis communication activities to enhance district safety.

This position will be funded through one-time funds.

RECOMMENDATION:
Administration recommends expanding the position to full time.

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:

Ratification of Contract –
Whest Koast Plumbing and
Western Placer Unified School District –
Carlin C. Coppin Elementary School

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of
Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

PTC Funds

MEETING DATE:

June 18, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract with Whest Koast Plumbing are for the installation of a filtered dual drinking fountain at Carlin C. Coppin Elementary School. The drinking fountain will be non-refrigerated, vandal-resistant, and includes a bottle filler. The cost of the equipment and installation services totals to $11,754.00 and will be paid with PTC funds.

RECOMMENDATION:

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

JOB PROPOSAL

WHEST KOAST PLUMBING
4625 Ottawa Court
Rocklin, CA 95765
(916) 435-4020
CSLB # 771281

DATE ORDERED 3/5/19
ORDER TAKEN BY C.H.
PHONE NO.
CUSTOMER ORDER # 35192
JOB LOCATION Same
JOB PHONE
STARTING DATE
TERMS Proposal

W.P.U.S.D

Carlin C. Coppin Elementary School
150E. 12th Street
Lincoln, CA. 95648

MATERIALS

DESCRIPTION OF WORK

(2)

We propose to furnish and install quantity one (1) Halsey Taylor HydroBoost filtered Non-refrigerated Vandal-Resistant Dual Drinking Fountain with Bottle Filler.

Total Labor and Materials $ 5,877.00 per unit

TOTAL MATERIALS

MISCELLANEOUS CHARGES

$ 11,754.00

This proposal is only good for 90 days

TOTAL MISCELLANEOUS

LABOR HRS RATE AMOUNT

DATE ORDERED

DATE COMPLETED

CUSTOMER APPROVAL SIGNATURE

Asst Supt of Business Svs and Operations

TOTAL LABOR
TOTAL MATERIALS
TOTAL MISCELLANEOUS
SUBTOTAL
TAX
GRAND TOTAL

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:

Ratification of Contract with
School Datebooks and
Western Placer Unified School District -
Creekside Oaks Elementary School

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Asst. Supt. – Business & Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

Title I

MEETING DATE:

June 18, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract is for services with School Datebooks and Creekside Oaks Elementary School. The services include an order of 220 datebooks for the 2019-2020 school year. The total cost of services is $790.43 which will be paid with Title I funds.

RECOMMENDATION:

Administration recommends that the Board ratify the contract agreement between School Datebooks and Creekside Oaks Elementary School.

School Datebooks
powered by sdi innovations

2019 CHH Elementary 8.5x11 Contract

Order online @ schooldatebooks.com

2880 U.S. Hwy. 231 S.
Lafayette, IN 47909-2874
Phone: (800) 705-7526
Fax: (765) 471-8874

School	Administrator	Contact	
Creekside Oaks Charter E S 2030 1st St Lincoln, CA 95648	Mr Kenneth Gammelgard, Principal Phone: (916) 645-6380 Fax: (916) 645-6383 Email:	Ms. Diana Weiss-Karr, 5th Grade Teacher Phone: (949) 798-9218 Cell/Summer Number: ____ Email: dweiss-karr@wpusd.org	Date: 6/3/2019 Sales Rep: Greg Newcomb greg@sdiinnovations.com CSR: Amanda Garner amanda.garner@sdiinnovations.com

Billing and Shipping

Bill To PO#:
Creekside Oaks ~~Charter~~ E S
Ms. Diana Weiss-Karr
2030 1st St
Lincoln , CA 95648
United States
Email: dweiss-karr@wpusd.org

Ship To Creekside Oaks ~~Charter~~ E S
Ms. Diana Weiss-Karr
2030 1st St
Lincoln , CA 95648
United States
Email: dweiss-karr@wpusd.org

Desired Delivery Date: _____
Earliest Delivery Date: _____

No deliveries prior to **5/1/2019**. To ensure on-time delivery, we will ship 7-10 days before your Earliest Delivery Date (EDD), if all deadlines are met. It is possible that your books may arrive before your Desired Delivery Date (DDD). Please take this into account when selecting your dates and make sure the facilities are open and able to accept delivery at this time. A 1-week window between the EDD and DDD is required.

Product	#Books	#Pages	Cost/Book	Base Cost
CHH Elementary 8.5x11	220	0	$2.90	$638.00

Discounts **Discounts do not apply to three-year contracts*

4% Discount per year with a three-year contract	$638.00	x	0.00	$0.00
4% Discount for contracts received by 10/19/18*	$638.00	x	0.00	$0.00
3% Discount for contracts received by 12/14/18*	$638.00	x	0.00	$0.00
2% Discount for contracts received by 4/5/19*	$638.00	x	0.00	$0.00
1% School District Discount	$638.00	x	0.00	$0.00

Cover Options **orders <250 will incur a per book enhancement fee; minimums apply*

▶ Spirit — Durable cardstock; Make it your own with your school color, then add school name and logo.	$0.20	x	220	$44.00

Cover Details Circle Your Design Selection
Same As Last Year: ☐
Text Line 1: _____
Text Line 2: _____
Mascot: _____
Cover Color: Emerald Green

Custom Spirit Back Cover	$0.20	x	0	$0.00

Enhancements **orders <250 will incur a per book enhancement fee; minimums apply*

Vinyl pocket page	$0.30	x	0	$0.00
Card-stock hall pass	$0.20	x	0	$0.00

Accessories

This Week Marker *(Minimum order of 25)*	$0.20	x	0	$0.00
Teacher Lesson Plan and Grade Book *(Minimum order of 25)*	$3.95	x	0	$0.00

Enhancement Fee

Orders <250 will incur a per book enhancement fee; minimums apply	$0.25	x	220	$55.00
			Sub-Total*	**$737.00**

Shipping and Handling: 12% , Shipping Discount of 12% Applied, **FREE SHIPPING** Rate applies to contiguous US/Canada only. Int'l rates may vary. $0.00

Sales Tax: 0.072500 Exempt#: $53.43

* Net 30 (Net due within 30 days from invoice date)
* Sales tax will be added if applicable

Total (USD) **$790.43**

* Exchange policy: Custom orders (which includes handbook, personalized/custom cover, or any enhancements) cannot be exchanged. Non-custom orders can be exchanged for a different product at school's shipping expense. (Shipping must be via traceable method within 30 days of receipt.) No returns.

Buyer understands that handbook material and cover artwork are to be provided to School Datebooks, Inc. ("SDI") in the formats specified and within the deadlines provided in order to guarantee delivery by the desired delivery date. Failure to follow these guidelines may result in delivery delays and/or additional costs to the Buyer. Buyer understands that datebook and cover change requests after submission may result in additional costs and that quantity changes may result in a different per unit cost. Redelivery fees may apply if buyer is unable to accept delivery during the agreed upon delivery window. Cancelled contracts will be subject to a charge of 15% of the contract total or the total of all costs incurred as of the date of cancellation, whichever is greater. Buyer understands that when purchase orders are required, the buyer will be responsible for delivering the purchase order to SDI. In the event that invoices are not paid when due, Buyer will be responsible for any expenses, including reasonable legal fees, incurred by SDI in attempt to collect the balance due. Buyer represents and warrants to SDI that it owns or has the right to use and reproduce any and all trademarks, logos, images or other materials reproduced in this product. Buyer will be responsible for securing any required licenses and/or paying any and all licensing fees that may be due. Buyer agrees to indemnify and hold SDI harmless from and against any and all liability related to the use and reproduction of such items. As a representative of the Buyer, I understand and agree that I have authority to sign this contract and that this contract will remain in effect in the event that I leave my position prior to the completion of the contract.

In the event that an item on this contract is impacted by tariffs, SDI may impose a surcharge in the amount of the tariff. SDI will notify you if your order will be impacted.

☑ **One-Year Contract**
We agree to purchase datebooks from School Datebooks for the year of 2019-2020.

☐ **Three-Year Contract**
We agree to purchase datebooks from School Datebooks for the years of 2019-2020, 2020-2021, 2021-2022 at a 4% discount per year. The three year contract also "locks" into our current price grid for the length of the contract.* (*Shipping rate subject to change after initial year.)

6/3/19 — Date
Carrie Kaulson — Signed (School Administrator)
Director of Business Services — Title

Please remember to indicate your cover selection.

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 No. 18/19.36, Authorizing the Supply of Access Control System at Twelve Bridges High School from Ojo Technology, Under a Piggyback Contract Pursuant to Public Contracts Code Section 20118

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Michael Adell
Director of Facilities

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Measure A

MEETING DATE:
June 18, 2019

ROLL CALL REQUIRED:
Yes

BACKGROUND:

The Twelve Bridges High School Project will include door hardware and an access control system as part of the scope of work. The access control system will be the new standard specification for new construction and modernization projects throughout the District.

Because of an expeditious schedule for completion and economic means, it is in the District's best interest to purchase the access control system through a proposal procured by the California Multiple Award Schedule (CMAS) under a piggyback contract pursuant to Public Contracts Code Section 20118. The District has selected Ojo Technology through contracts (#3-18-84-0022T and #3-18-84-0022R) procured and authorized by the California Department of General Services effective December 4, 2017 through February 27, 2023. District staff has received an acceptable price proposal from Ojo Technology to supply a fully functional access control system at Twelve Bridges High School including door hardware and software for a total cost of $229,824.84.

RECOMMENDATION:

Staff recommends that the Board of Trustees approve Resolution 18/19.36, Authorizing the Supply of Access Control System at Twelve Bridges High School from Ojo Technology, Under a Piggyback Contract Pursuant to Public Contracts Code Section 20118.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 18/19.36

Supply of Access Control System at Twelve Bridges High School

WHEREAS, the Governing Board (the "Board") of the Western Placer Unified School District (the "District") has determined that a true and very real need exists for the supply of a fully functional access control system (the "Property"); and

WHEREAS, the governing board of a school district may under Section 20118 of the California Public Contract Code, without advertising for bids, if the board has determined it to be in the best interest of the district, authorize by contract, lease, requisition or purchase order, any public corporation or agency to lease data-processing equipment, purchase materials, supplies, equipment, automotive vehicles, tractors, services and other personal property for the district in the manner in which the public corporation is authorized by law to lease or purchase; and

WHEREAS, the Board of the District has determined that it is in the best interest of the District to purchase the Property from Ojo Technology, through a contract procured by the California Multiple Schedule Award (CMAS) under the Contracts #3-18-84-0022T and #3-18-84-0022R (Information Technology Goods and Services), effective December 4, 2017 through February 27, 2023 ("Purchase Contract"); and

WHEREAS, the Board of the District has determined that this Purchase Contract is the most economical means for providing the Property to the District.

NOW, THEREFORE, the District Board hereby finds, determines, declares and resolves as follows:

Section 1. All of the recitals set forth above are true and correct and the Board so finds and determines.

Section 2. The Board hereby finds and determines the acquisition of the Property pursuant to Public Contracts Code section 20118 to be in the best interest of the District.

Section 3. The Board hereby finds and determines the Purchase Contract provides the most economical means for providing the Property to the District.

Section 4. The Superintendent or Superintendent's designee is hereby authorized and directed to do any and all things and to execute and deliver any and all documents which they may, in consultation with legal counsel, deem necessary or advisable in order to consummate this transaction and otherwise carry out, give effect to and comply with the terms and intent of this Resolution.

Section 5. This Resolution shall be effective as of the date of its adoption.

ADOPTED by the Governing Board of the Western Placer Unified School District on the 18th day of June, 2019 by the following vote:

AYES:

NOES:

ABSENT:

WESTERN PLACER UNIFIED SCHOOL DISTRICT

_____
President of the Board of Trustees

ATTEST:

_____
Secretary of the Board of Trustees

PROJECT SUMMARY: Western Placer Unified School District – TBHS & Smiles

Access Control System:

This is a parts only sale. Manufacturer warranty applies. Warranty will not initiate until locks are activated. Ojo Technology will store all product in our ware house at no charge until sites are ready for installation. Ojo Technology has appropriate insurance to protect the District's investment. The District is welcome to inspect the Ojo storage facility at any time.

California Multiple Award Schedules (CMAS)

- Access Control System: 3-18-84-0022T Avigilon
- Access Control Systems 3-18-84-0022R Avigilon

SCOPE DETAIL:

This is a parts sale only. Installation and configuration to be quoted and performed once each site is ready to receive the products quoted. It is recommended that Ojo Technology only configure the system and installation of locking hardware be left to others.

Exclusions:

- Installation of locking hardware
- Data cabling
- Configuration of systems not listed on this proposal
- Any products or services not listed in the Scope of Work

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Without the express written permission of Ojo Technology.

BILL OF MATERIALS TBHS:

Western Placer Unified School District – TBHS Access Control – PARTS ONLY

Equipment and Materials (TAXABLE)							
ITEM	QTY	UNIT	Type	PART No.	DESCRIPTION	UNIT SELL	EXT. SELL
1	192	ea	ACM	AC-SW-MER-RDR	This Part Number is REQUIRED for all systems using Mercury Field hardware controllers, and must specify the total amount of Reader/Doors that will be installed for use with Mercury controllers only. The total quantities must match the overall system size Example: If a 64 Reader/Door system is purchased and 53. Reader/Doors will be configured to work with Mercury controllers, you must specify a quantity of 64.	$ -	$ -
2	100	ea	ACM	AC-ING-CARD-APTIQ-XF8520	Schlage (formerly aptiQ™) Smart Card 2K byte/16k bit ISO Glossy White (Allegion Part Number: XF8520)	$ 3.61	$ 361.00
3	1	ea	ACM	AC-ALL-SCH-HHD-KIT-USB	Handheld Device Kit (USB devices ONLY:AD-Series and CO-Series). Includes Handheld Device pre-loaded with SUS Application, HHD-USB Cable. Used to initialize, manage, and test AD-Series and CO-Series devices.(Allegion Part Number: HDD KIT-USB)	$ 566.70	$ 566.70
4	15	ea	ACM	AC-ALL-SCH-PIM400-1501-LC	900 MHz Panel Interface Module for 16 door intelligent controller (AC-MER-CONT-1DR Sold Separately) for AD Series wireless devices; powered by Mercury Security. Encrypted with AES-128 bit keys, Certifications: FCC Part 15, Industry Canada(IC), RoHS, UL294 Listed when connected to UL294 power supply, Dimensions: 10.43" X 7.28" X 3.79" (26.49cm X 18.49 cm X 9.63 cm), Weight 2.8 lbs (1.27 kg)(Allegion Part Number: PIM400-1501-LC)	$ 853.02	$ 12,795.30
5	27	ea	ACM	AC-SCH-AD400993RSOMTRHO626 JDLHR4B134	AD-400 networked wireless (900 MHz), Exit trim chassis with rim/concealed vertical rod or cable, 50 Office-IPB (interior push button) with LED, Multi-Tech (Proximity and Smart), Rhodes Lever,Satin Chrome finish, Cylinder Type: JD less Schlage 6-pin, Left Hand Reverse (LHR), 4 AA Batteries, 1-3/4" (Commercial Door Standard) (Allegion Schlage Part #:AD-400-993R-50-MT-RHO-626-JD-LHR-4B-134)	$ 1,127.46	$ 30,441.42

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6	28	ea	ACM	AC-SCH-AD400993RS0MTRHO626 JDRHR4B134	AD-400 networked wireless (900 MHz) - 993R exit trim -rim/concealed vertical rod or cable Function - 50 Office-IPB (interior push button) with LED Reader - Multi-Tech (Proximity and Smart) Does NOT read HID iClass Secure SectorLever - Rhodes 626 - Satin Chrome Key System - JD Handing - Right Hand Reverse (RHR) Battery - 4 AA Batteries Door Thickness - 1-3/4" (Commercial Door Standard) BAA - No - Buy American Act (Allegion Schlage Part Number: AD-400-993R-50-MT-RHO-626-JD-RHR-4B-134)	$ 1,127.46	$ 31,568.88
7	126	ea	ACM	AC-SCH-AD400CY50MTRHO626JD RH4B1324710025134	AD-400 networked wireless (900 MHz), Cylindrical chassis, 50 Office-IPB (interior push button) with LED, Multi-Tech (Proximity and Smart), Rhodes Lever, Satin Chrome finish, Cylinder Type: JD less Schlage 6-pin, Right Hand (RH), 4 AA Batteries, 1-3/4" (Commercial Door Standard) (Allegion Schlage Part #: AD-400-CY-50-MT-RHO-626-JD-RH-4B-13-247-10-025-134)	$ 977.28	$ 123,137.28
8	21	ea	ACM	AC-MER-CONT-LP1501	Intelligent Controller, Linux Based with 1 door, 2 inputs and 2 outputs, PoE+ Support, expandable up to 17 doors.	$ 356.55	$ 7,487.55
9	6	ea	ACM	AC-ING-READ-APTIQSNG-MT15	Schlage (formerly aptiQ™) Multi-Technology - Single Gang Reader	$ 150.72	$ 904.32
10	6	ea	ACM	AC-RO-SMALL-ENC	6.5W x 6.5W x 3D small size enclosure suitable for 1 x Mercury $ 35.25 $ 105.75	$ 40.52	$ 243.12

					Software		
ITEM	QTY	UNIT	Vendor	PART No.	DESCRIPTION	UNIT SELL	EXT. SELL
1	12	ea	ACM	AC-SW-16RCU	16 Reader Count Software License	$ 450.01	$ 5,400.12

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Price Summary TBHS:

We are providing this proposal for this identified scope of work for the following price:

TOTALS:				
		Materials Subtotal:	$	207,505.57
Tax Rate:	7.250%	Sales Tax:	$	15,044.15
		Software:	$	5,400.12
		Miscellaneous Non-Taxable:	$	1,875.00
		Subtotal:	$	229,824.84
		Grand Total:	$	229,824.84

This proposal covers only the direct costs described above. Should other conditions change to our base contract (e.g. time of completion, schedule, sequence of work, etc.) as a result of this revision, we reserve the right to re-quote this proposal when these additional costs can be determined.

Ojo Technology Do not copy (physically, electronically or in any other media)
Without the express written permission of Ojo Technology.

DGS CALIFORNIA DEPARTMENT OF GENERAL SERVICES

Governor Edmund G. Brown Jr.

December 4, 2017

Mr. Ken Castle
Ojo Technology, Inc.
103 Hammond Avenue
Fremont, CA 94539

Subject: OJO TECHNOLOGY, INC.'s California Multiple Award Schedule (CMAS)

CMAS Contract No.:	**3-17-84-0022R**
CMAS Contract Term:	**December 4, 2017 through August 31, 2021**
Base GSA Schedule No.:	**GS-07F-9671S**

The State of California is pleased to accept your firm's offer to establish a California Multiple Award Schedule (CMAS) contract, which we have assigned the CMAS contract number and term identified above. This contract number must be shown on each invoice rendered. Additionally, this letter shall not be construed as a commitment to purchase any or all of the State's requirements from your firm. Prior approval is required from the State for all news releases regarding this contract.

It is your firm's responsibility to furnish, upon request, a copy of this CMAS contract to State and local government agencies. A complete CMAS contract includes the following: **1)** this acceptance letter, **2)** CMAS cover pages (which includes the signature page, ordering instructions and special provisions, and any attachments or exhibits as prepared by the CMAS Unit), **3)** CMAS terms and conditions, **4)** Federal GSA (or Non-GSA) terms and conditions, and **5)** product/service listing and prices. The CMAS Unit strongly recommends that government agencies place orders with Contractors who provide ALL of the contract elements described above.

To manage this contract, Contractors are directed to the "CMAS Contract Management and Information Guide", which can be accessed at www.dgs.ca.gov/pd/programs/leveraged/cmas.aspx, then select the "For Suppliers/Contractors" link. This guide covers topics such as CMAS Quarterly Reports, amendments, extensions, renewals, Contractor's change of address or contact person, company name change requests, and marketing your CMAS contract.

It is the Contractor's responsibility to submit on a timely basis detailed CMAS Quarterly Reports (along with any applicable incentive fees).

THE NEXT QUARTERLY REPORT DUE FOR THIS CONTRACT IS Q4-2017 (OCT-DEC) DUE BY JAN 15, 2018.

The "Approved CMAS Contractor" logo is only available to CMAS contract holders for display at conferences or on other marketing material. A login and password is required to download the logo. Go to http://www.dgs.ca.gov/pd/Resources/FormsResourcesLibrary.aspx , then select "Reference Material"; click on "CMAS Logos" under the heading "Marketing Tools". At the prompt, enter the login: "cmassupplier" and the password: "cmas010194".

Should you have any questions regarding this contract, please contact me at 916/375-4554. Thank you for your continued cooperation and support of the CMAS Program.

JANNA WELK, Program Analyst
California Multiple Award Schedules Unit

DGS CALIFORNIA DEPARTMENT OF GENERAL SERVICES

Procurement Division
707 Third Street, 2nd Floor, MS #2-202
West Sacramento, CA 95605-2811

State of California

MULTIPLE AWARD SCHEDULE

Ojo Technology, Inc.

CONTRACT NUMBER:	**3-17-84-0022R**
SUPPLEMENT NO.:	N/A
CMAS CONTRACT TERM:	12/4/2017 through 8/31/2021
CONTRACT CATEGORY:	Information Technology Goods & Services
APPLICABLE TERMS & CONDITIONS:	September 8, 2014
MAXIMUM ORDER LIMIT:	$500,000
FOR USE BY:	State & Local Government Agencies
BASE GSA SCHEDULE NO.:	GS-07F-9671S
BASE SCHEDULE HOLDER:	Star Asset Security, Inc.

This contract provides for the purchase and warranty of hardware and software. (See page 2 for the specific brands and restrictions applicable to this contract.)

NOTICE: Products and/or services on this CMAS may be available on a Mandatory Statewide Contracts. If this is the case, the use of this CMAS is restricted unless the State agency has an approved exemption as explained in the Statewide Contract User Instructions. Information regarding Statewide Contracts can be obtained at the website: http://www.documents.dgs.ca.gov/pd/contracts/contractindexlisting.pdf. This requirement is not applicable to local government entities.

The most current Ordering Instructions and Special Provisions and CMAS Terms and Conditions, products and/or services and pricing are included herein. All purchase orders issued under this contract incorporate the following Ordering Instructions and Special Provisions and CMAS Terms and Conditions dated September 8, 2014.

Agency non-compliance with the requirements of this contract may result in the loss of delegated authority to use the CMAS program.

Contractor non-compliance with the requirements of this contract may result in contract termination.

Effective Date: **12/4/2017**

JANNA WELK, Program Analyst, California Multiple Award Schedules Unit

DGS CALIFORNIA DEPARTMENT OF GENERAL SERVICES

Governor Edmund G. Brown Jr.

March 26, 2018

Mr. Ken Castle
Ojo Technology, Inc.
103 Hammond Avenue
Fremont, CA 94539

Subject: OJO TECHNOLOGY, INC.'s California Multiple Award Schedule (CMAS)

CMAS Number:	**3-18-84-0022T**
CMAS Term Dates:	**March 26, 2018 through February 27, 2023**
Base GSA Schedule No.:	**47QSWA18D0026**

The State of California is pleased to accept your firm's offer to establish a California Multiple Award Schedule (CMAS), which we have assigned the CMAS number and term dates identified above. This CMAS number must be shown on each invoice rendered. Additionally, this letter shall not be construed as a commitment to purchase any or all of the State's requirements from your firm. Prior approval is required from the State for all news releases regarding this CMAS.

It is your firm's responsibility to furnish, upon request, a copy of this CMAS to State and local government agencies. A copy of this CMAS can be obtained at caleprocure.ca.gov. A complete CMAS consists of the following: 1) CMAS cover pages (which includes the signature page, ordering instructions and special provisions, and any attachments or exhibits as prepared by the CMAS Unit), 2) CMAS terms and conditions, 3) Federal GSA (or Non-GSA) terms and conditions, and 4) product/service listing and prices. The CMAS Unit strongly recommends that government agencies place orders with CMAS contractors who provide ALL of the elements described above.

To manage this CMAS, contractors are directed to the "CMAS Management and Information Guide", which can be accessed at www.dgs.ca.gov/pd/programs/leveraged/cmas.aspx, then select "For Suppliers/Contractors." This guide covers topics such as CMAS Quarterly Reports, amendments, extensions, renewals, CMAS contractor's change in contact information, company name change requests, and marketing your CMAS.

It is the CMAS contractor's responsibility to submit on a timely basis detailed CMAS Quarterly Reports (along with any applicable incentive fees).

THE NEXT QUARTERLY REPORT DUE FOR THIS CMAS IS Q1-2018 (JAN-MAR) DUE BY APR 15, 2018.

The "Approved CMAS Contractor" logo is only available to CMAS holders for display at conferences or on other marketing material. A login and password is required to download the logo. Go to www.dgs.ca.gov/pd/Resources/FormsResourcesLibrary.aspx , then select "Reference Material"; click on "CMAS Logos" under the heading "Marketing Tools". At the prompt, enter the login: "cmassupplier" and the password: "cmas010194".

Should you have any questions regarding this CMAS, please contact me at 916/375-4554. Thank you for your continued cooperation and support of the CMAS Program.

JANNA WELK, Program Analyst
California Multiple Award Schedules Unit

DGS CALIFORNIA DEPARTMENT OF GENERAL SERVICES

Procurement Division
707 Third Street, 2nd Floor, MS #2-202
West Sacramento, CA 95605-2811

State of California

MULTIPLE AWARD SCHEDULE

Ojo Technology, Inc.

CMAS NUMBER:	**3-18-84-0022T**
SUPPLEMENT NO.:	N/A
CMAS TERM DATES:	3/26/2018 through 2/27/2023
CMAS CATEGORY:	Information Technology Goods & Services
APPLICABLE TERMS & CONDITIONS:	December 1, 2017
MAXIMUM ORDER LIMIT:	State Agencies: **See Purchasing Authority Dollar Threshold provision** Local Government Agencies: **Unlimited**
FOR USE BY:	State & Local Government Agencies
BASE GSA SCHEDULE NO.:	47QSWA18D0026
BASE SCHEDULE HOLDER:	Fiber Plus, Inc.

This CMAS provides for the purchase and warranty of security access control systems, surveillance systems and accessories. (See page 2 for the specific brands and restrictions applicable to this CMAS.)

NOTICE: Products and/or services on this CMAS may be available on a Mandatory Statewide Contracts. If this is the case, the use of this CMAS is restricted unless the State agency has an approved exemption as explained in the Statewide Contract User Instructions. Information regarding Statewide Contracts can be obtained at the website: www.documents.dgs.ca.gov/pd/contracts/contractindexlisting.pdf. This requirement is not applicable to local government entities.

The most current Ordering Instructions and Special Provisions, CMAS Terms and Conditions, and products and/or services are included herein. All purchase orders issued by State agencies under this CMAS shall incorporate these Ordering Instructions and Special Provisions and CMAS Terms and Conditions dated December 1, 2017.

Agency non-compliance with the requirements of this CMAS may result in the loss of delegated authority to use the CMAS program.

CMAS contractor non-compliance with the requirements of this CMAS may result in termination of the CMAS.

Effective Date: **3/26/2018**

JANNA WELK, Program Analyst, California Multiple Award Schedules Unit

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 No. 18/19.37, Authorizing the Supply of Access Control System at Scott M. Leaman Elementary School from Ojo Technology, Under a Piggyback Contract Pursuant to Public Contracts Code Section 20118

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Michael Adell
Director of Facilities

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Measure A

MEETING DATE:
June 18, 2019

ROLL CALL REQUIRED:
Yes

BACKGROUND:

The Scott M. Leaman Elementary School Project will include door hardware and an access control system as part of the scope of work. The access control system will be the new standard specification for new construction and modernization projects throughout the District.

Because of an expeditious schedule for completion and economic means, it is in the District's best interest to purchase the access control system through a proposal procured by the California Multiple Award Schedule (CMAS) under a piggyback contract pursuant to Public Contracts Code Section 20118. The District has selected Ojo Technology through contracts (#3-18-84-0022T and #3-18-84-0022R) procured and authorized by the California Department of General Services effective December 4, 2017 through February 27, 2023. District staff has received an acceptable price proposal from Ojo Technology to supply and install a fully functional access control system at Scott M. Leaman Elementary School including door hardware and software for a total cost of $124,507.37.

RECOMMENDATION:

Staff recommends that the Board of Trustees approve Resolution 18/19.37, Authorizing the Supply of Access Control System at Scott M. Leaman Elementary School from Ojo Technology, Under a Piggyback Contract Pursuant to Public Contracts Code Section 20118.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 18/19.37

Supply of Access Control System at Scott M. Leaman Elementary School

WHEREAS, the Governing Board (the "Board") of the Western Placer Unified School District (the "District") has determined that a true and very real need exists for the supply of a fully functional access control system (the "Property"); and

WHEREAS, the governing board of a school district may under Section 20118 of the California Public Contract Code, without advertising for bids, if the board has determined it to be in the best interest of the district, authorize by contract, lease, requisition or purchase order, any public corporation or agency to lease data-processing equipment, purchase materials, supplies, equipment, automotive vehicles, tractors, services and other personal property for the district in the manner in which the public corporation is authorized by law to lease or purchase; and

WHEREAS, the Board of the District has determined that it is in the best interest of the District to purchase the Property from Ojo Technology, through a contract procured by the California Multiple Schedule Award (CMAS) under the Contracts #3-18-84-0022T and #3-18-84-0022R (Information Technology Goods and Services), effective December 4, 2017 through February 27, 2023 ("Purchase Contract"); and

WHEREAS, the Board of the District has determined that this Purchase Contract is the most economical means for providing the Property to the District.

NOW, THEREFORE, the District Board hereby finds, determines, declares and resolves as follows:

Section 1. All of the recitals set forth above are true and correct and the Board so finds and determines.

Section 2. The Board hereby finds and determines the acquisition of the Property pursuant to Public Contracts Code section 20118 to be in the best interest of the District.

Section 3. The Board hereby finds and determines the Purchase Contract provides the most economical means for providing the Property to the District.

Section 4. The Superintendent or Superintendent's designee is hereby authorized and directed to do any and all things and to execute and deliver any and all documents which they may, in consultation with legal counsel, deem necessary or advisable in order to consummate this transaction and otherwise carry out, give effect to and comply with the terms and intent of this Resolution.

Section 5. This Resolution shall be effective as of the date of its adoption.

ADOPTED by the Governing Board of the Western Placer Unified School District on the 18th day of June, 2019 by the following vote:

AYES:

NOES:

ABSENT:

WESTERN PLACER UNIFIED SCHOOL DISTRICT

_____

President of the Board of Trustees

ATTEST:

_____

Secretary of the Board of Trustees

PROJECT SUMMARY: Western Placer Unified School District – TBHS & Smiles

Access Control System:

This is a parts only sale. Manufacturer warranty applies. Warranty will not initiate until locks are activated. Ojo Technology will store all product in our ware house at no charge until sites are ready for installation. Ojo Technology has appropriate insurance to protect the District's investment. The District is welcome to inspect the Ojo storage facility at any time.

California Multiple Award Schedules (CMAS)

- Access Control System: 3-18-84-0022T Avigilon
- Access Control Systems 3-18-84-0022R Avigilon

SCOPE DETAIL:

This is a parts sale only. Installation and configuration to be quoted and performed once each site is ready to receive the products quoted. It is recommended that Ojo Technology only configure the system and installation of locking hardware be left to others.

Exclusions:

- Installation of locking hardware
- Data cabling
- Configuration of systems not listed on this proposal
- Any products or services not listed in the Scope of Work

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Without the express written permission of Ojo Technology.

BILL OF MATERIALS SMILES:

Western Placer Unified School District – SMILES Access Control – PARTS ONLY

Equipment and Materials (TAXABLE)							
ITEM	QTY	UNIT	Type	PART No.	DESCRIPTION	UNIT SELL	EXT. SELL
1	112	ea	ACM	AC-SW-MER-RDR	This Part Number is REQUIRED for all systems using Mercury Field hardware controllers, and must specify the total amount of Reader/Doors that will be installed for use with Mercury controllers only. The total quantities must match the overall system size Example: If a 64 Reader/Door system is purchased and 53. Reader/Doors will be configured to work with Mercury controllers, you must specify a quantity of 64.	$ -	$ -
2	100	ea	ACM	AC-ING-CARD-APTIQ-XF8520	Schlage (formerly aptiQ™) Smart Card 2K byte/16k bit ISO Glossy White (Allegion Part Number: XF8520)	$ 3.61	$ 361.00
3	1	ea	ACM	AC-ALL-SCH-HHD-KIT-USB	Handheld Device Kit (USB devices ONLY:AD-Series and CO-Series). Includes Handheld Device pre-loaded with SUS Application, HHD-USB Cable. Used to initialize, manage, and test AD-Series and CO-Series devices.(Allegion Part Number: HDD KIT-USB)	$ 566.70	$ 566.70
4	10	ea	ACM	AC-ALL-SCH-PIM400-1501-LC	900 MHz Panel Interface Module for 16 door intelligent controller (AC-MER-CONT-1DR Sold Separately) for AD Series wireless devices; powered by Mercury Security. Encrypted with AES-128 bit keys, Certifications: FCC Part 15, Industry Canada(IC), RoHS, UL294 Listed when connected to UL294 power supply, Dimensions: 10.43" X 7.28" X 3.79" (26.49cm X 18.49 cm X 9.63 cm), Weight 2.8 lbs (1.27 kg)(Allegion Part Number: PIM400-1501-LC)	$ 853.02	$ 8,530.20
5	10	ea	ACM	AC-SCH-AD400993R50MTRHO626 JDLHR4B134	AD-400 networked wireless (900 MHz), Exit trim chassis with rim/concealed vertical rod or cable, 50 Office-IPB (interior push button) with LED, Multi-Tech (Proximity and Smart), Rhodes Lever,Satin Chrome finish, Cylinder Type: JD less Schlage 6-pin, Left Hand Reverse (LHR), 4 AA Batteries, 1-3/4" (Commercial Door Standard) (Allegion Schlage Part #:AD-400-993R-50-MT-RHO-626-JD-LHR-4B-134)	$ 1,127.46	$ 11,274.60

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6	7	ea	ACM	AC-SCH-AD400993R50MTRHO626JDRHR4B134	AD-400 networked wireless (900 MHz) - 993R exit trim -rim/concealed vertical rod or cable Function - 50 Office-IPB (interior push button) with LED Reader - Multi-Tech (Proximity and Smart) Does NOT read HID iClass Secure SectorLever - Rhodes 626 - Satin Chrome Key System - JD Handing - Right Hand Reverse (RHR) Battery - 4 AA Batteries Door Thickness - 1-3/4" (Commercial Door Standard) BAA - No - Buy American Act (Allegion Schlage Part Number: AD-400-993R-50-MT-RHO-626-JD-RHR-4B-134)	$ 1,127.46	$ 7,892.22
7	79	ea	ACM	AC-SCH-AD400CY50MTRHO626JDRH4B1324710025134	AD-400 networked wireless (900 MHz), Cylindrical chassis, 50 Office-IPB (interior push button) with LED, Multi-Tech (Proximity and Smart), Rhodes Lever, Satin Chrome finish, Cylinder Type: JD less Schlage 6-pin, Right Hand (RH), 4 AA Batteries, 1-3/4" (Commercial Door Standard) (Allegion Schlage Part #: AD-400-CY-50-MT-RHO-626-JD-RH-4B-13-247-10-025-134)	$ 977.28	$ 77,205.12
8	16	ea	ACM	AC-MER-CONT-LP1501	Intelligent Controller, Linux Based with 1 door, 2 inputs and 2 outputs, PoE+ Support, expandable up to 17 doors.	$ 356.55	$ 5,704.80
9	3	ea	ACM	AC-ING-READ-APTIQSNG-MT15	Schlage (formerly aptiQ™) Multi-Technology - Single Gang Reader	$ 150.72	$ 452.16
10	3	ea	ACM	AC-RO-SMALL-ENC	6.5W x 6.5W x 3D small size enclosure suitable for 1 x Mercury $ 35.25 $ 105.75	$ 40.52	$ 121.56

					Software		
ITEM	QTY	UNIT	Vendor	PART No.	DESCRIPTION	UNIT SELL	EXT. SELL
1	7	ea	ACM	AC-SW-16RCU	16 Reader Count Software License	$ 450.01	$ 3,150.07

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Price Summary SMILES:

We are providing this proposal for this identified scope of work for the following price:

TOTALS:				
		Materials Subtotal:	$	112,108.36
Tax Rate:	7.250%	Sales Tax:	$	8,127.86
		Software:	$	3,150.07
		Miscellaneous Non-Taxable:	$	1,121.08
		Subtotal:	$	124,507.37
		Grand Total:	$	124,507.37

Maintenance- Not Included

Exclusions & Clarifications:

1. Tax and shipping are included.
2. There are no provisions in the Scope of Work for the configuration / re-configuration of existing active component equipment including, but not limited to, switches, routers, servers, firewalls, etc.
3. All work performed Monday – Friday 08:00 A.M. to 5:00 P.M.
4. Access to all required space for installation and testing of systems must be provided.
5. Items or quantities not called out in the above scope of work are not included.
6. Electrical circuits, if required, shall be provided by customer.
7. Ojo Technology will use existing equipment rack / cabinets and will use the dedicated VLAN port assigned by customer. Ojo will not perform switch configuration (i.e., VLANs, etc.).
8. This quote contains confidential information and is only for the intended addressee(s).
9. This proposal is valid for thirty (30) calendar days from the date above.

Ojo Technology™

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Without the express written permission of Ojo Technology.

DGS CALIFORNIA DEPARTMENT OF GENERAL SERVICES

Governor Edmund G. Brown Jr.

December 4, 2017

Mr. Ken Castle
Ojo Technology, Inc.
103 Hammond Avenue
Fremont, CA 94539

Subject: OJO TECHNOLOGY, INC.'s California Multiple Award Schedule (CMAS)

CMAS Contract No.:	**3-17-84-0022R**
CMAS Contract Term:	**December 4, 2017 through August 31, 2021**
Base GSA Schedule No.:	**GS-07F-9671S**

The State of California is pleased to accept your firm's offer to establish a California Multiple Award Schedule (CMAS) contract, which we have assigned the CMAS contract number and term identified above. This contract number must be shown on each invoice rendered. Additionally, this letter shall not be construed as a commitment to purchase any or all of the State's requirements from your firm. Prior approval is required from the State for all news releases regarding this contract.

It is your firm's responsibility to furnish, upon request, a copy of this CMAS contract to State and local government agencies. A complete CMAS contract includes the following: **1)** this acceptance letter, **2)** CMAS cover pages (which includes the signature page, ordering instructions and special provisions, and any attachments or exhibits as prepared by the CMAS Unit), **3)** CMAS terms and conditions, **4)** Federal GSA (or Non-GSA) terms and conditions, and **5)** product/service listing and prices. The CMAS Unit strongly recommends that government agencies place orders with Contractors who provide ALL of the contract elements described above.

To manage this contract, Contractors are directed to the "CMAS Contract Management and Information Guide", which can be accessed at www.dgs.ca.gov/pd/programs/leveraged/cmas.aspx, then select the "For Suppliers/Contractors" link. This guide covers topics such as CMAS Quarterly Reports, amendments, extensions, renewals, Contractor's change of address or contact person, company name change requests, and marketing your CMAS contract.

It is the Contractor's responsibility to submit on a timely basis detailed CMAS Quarterly Reports (along with any applicable incentive fees).

THE NEXT QUARTERLY REPORT DUE FOR THIS CONTRACT IS Q4-2017 (OCT-DEC) DUE BY JAN 15, 2018.

The "Approved CMAS Contractor" logo is only available to CMAS contract holders for display at conferences or on other marketing material. A login and password is required to download the logo. Go to http://www.dgs.ca.gov/pd/Resources/FormsResourcesLibrary.aspx , then select "Reference Material"; click on "CMAS Logos" under the heading "Marketing Tools". At the prompt, enter the login: "cmassupplier" and the password: "cmas010194".

Should you have any questions regarding this contract, please contact me at 916/375-4554. Thank you for your continued cooperation and support of the CMAS Program.

JANNA WELK, Program Analyst
California Multiple Award Schedules Unit

DGS CALIFORNIA DEPARTMENT OF GENERAL SERVICES

Procurement Division
707 Third Street, 2nd Floor, MS #2-202
West Sacramento, CA 95605-2811

State of California

MULTIPLE AWARD SCHEDULE

Ojo Technology, Inc.

CONTRACT NUMBER:	**3-17-84-0022R**
SUPPLEMENT NO.:	N/A
CMAS CONTRACT TERM:	12/4/2017 through 8/31/2021
CONTRACT CATEGORY:	Information Technology Goods & Services
APPLICABLE TERMS & CONDITIONS:	September 8, 2014
MAXIMUM ORDER LIMIT:	$500,000
FOR USE BY:	State & Local Government Agencies
BASE GSA SCHEDULE NO.:	GS-07F-9671S
BASE SCHEDULE HOLDER:	Star Asset Security, Inc.

This contract provides for the purchase and warranty of hardware and software. (See page 2 for the specific brands and restrictions applicable to this contract.)

NOTICE: Products and/or services on this CMAS may be available on a Mandatory Statewide Contracts. If this is the case, the use of this CMAS is restricted unless the State agency has an approved exemption as explained in the Statewide Contract User Instructions. Information regarding Statewide Contracts can be obtained at the website: http://www.documents.dgs.ca.gov/pd/contracts/contractindexlisting.pdf. This requirement is not applicable to local government entities.

The most current Ordering Instructions and Special Provisions and CMAS Terms and Conditions, products and/or services and pricing are included herein. All purchase orders issued under this contract incorporate the following Ordering Instructions and Special Provisions and CMAS Terms and Conditions dated September 8, 2014.

Agency non-compliance with the requirements of this contract may result in the loss of delegated authority to use the CMAS program.

Contractor non-compliance with the requirements of this contract may result in contract termination.

Effective Date: **12/4/2017**

JANNA WELK, Program Analyst, California Multiple Award Schedules Unit

DGS CALIFORNIA DEPARTMENT OF GENERAL SERVICES

Governor Edmund G. Brown Jr.

March 26, 2018

Mr. Ken Castle
Ojo Technology, Inc.
103 Hammond Avenue
Fremont, CA 94539

Subject: OJO TECHNOLOGY, INC.'s California Multiple Award Schedule (CMAS)

CMAS Number:	**3-18-84-0022T**
CMAS Term Dates:	**March 26, 2018 through February 27, 2023**
Base GSA Schedule No.:	**47QSWA18D0026**

The State of California is pleased to accept your firm's offer to establish a California Multiple Award Schedule (CMAS), which we have assigned the CMAS number and term dates identified above. This CMAS number must be shown on each invoice rendered. Additionally, this letter shall not be construed as a commitment to purchase any or all of the State's requirements from your firm. Prior approval is required from the State for all news releases regarding this CMAS.

It is your firm's responsibility to furnish, upon request, a copy of this CMAS to State and local government agencies. A copy of this CMAS can be obtained at caleprocure.ca.gov. A complete CMAS consists of the following: **1)** CMAS cover pages (which includes the signature page, ordering instructions and special provisions, and any attachments or exhibits as prepared by the CMAS Unit), **2)** CMAS terms and conditions, **3)** Federal GSA (or Non-GSA) terms and conditions, and **4)** product/service listing and prices. The CMAS Unit strongly recommends that government agencies place orders with CMAS contractors who provide ALL of the elements described above.

To manage this CMAS, contractors are directed to the "CMAS Management and Information Guide", which can be accessed at www.dgs.ca.gov/pd/programs/leveraged/cmas.aspx, then select "For Suppliers/Contractors." This guide covers topics such as CMAS Quarterly Reports, amendments, extensions, renewals, CMAS contractor's change in contact information, company name change requests, and marketing your CMAS.

It is the CMAS contractor's responsibility to submit on a timely basis detailed CMAS Quarterly Reports (along with any applicable incentive fees).

THE NEXT QUARTERLY REPORT DUE FOR THIS CMAS IS Q1-2018 (JAN-MAR) DUE BY APR 15, 2018.

The "Approved CMAS Contractor" logo is only available to CMAS holders for display at conferences or on other marketing material. A login and password is required to download the logo. Go to www.dgs.ca.gov/pd/Resources/FormsResourcesLibrary.aspx , then select "Reference Material"; click on "CMAS Logos" under the heading "Marketing Tools". At the prompt, enter the login: "cmassupplier" and the password: "cmas010194".

Should you have any questions regarding this CMAS, please contact me at 916/375-4554. Thank you for your continued cooperation and support of the CMAS Program.

JANNA WELK, Program Analyst
California Multiple Award Schedules Unit

DGS CALIFORNIA DEPARTMENT OF GENERAL SERVICES

Procurement Division
707 Third Street, 2nd Floor, MS #2-202
West Sacramento, CA 95605-2811

State of California

MULTIPLE AWARD SCHEDULE

Ojo Technology, Inc.

CMAS NUMBER:	**3-18-84-0022T**
SUPPLEMENT NO.:	N/A
CMAS TERM DATES:	3/26/2018 through 2/27/2023
CMAS CATEGORY:	Information Technology Goods & Services
APPLICABLE TERMS & CONDITIONS:	December 1, 2017
MAXIMUM ORDER LIMIT:	State Agencies: **See Purchasing Authority Dollar Threshold provision** Local Government Agencies: **Unlimited**
FOR USE BY:	State & Local Government Agencies
BASE GSA SCHEDULE NO.:	47QSWA18D0026
BASE SCHEDULE HOLDER:	Fiber Plus, Inc.

This CMAS provides for the purchase and warranty of security access control systems, surveillance systems and accessories. (See page 2 for the specific brands and restrictions applicable to this CMAS.)

NOTICE: Products and/or services on this CMAS may be available on a Mandatory Statewide Contracts. If this is the case, the use of this CMAS is restricted unless the State agency has an approved exemption as explained in the Statewide Contract User Instructions. Information regarding Statewide Contracts can be obtained at the website: www.documents.dgs.ca.gov/pd/contracts/contractindexlisting.pdf. This requirement is not applicable to local government entities.

The most current Ordering Instructions and Special Provisions, CMAS Terms and Conditions, and products and/or services are included herein. All purchase orders issued by State agencies under this CMAS shall incorporate these Ordering Instructions and Special Provisions and CMAS Terms and Conditions dated December 1, 2017.

Agency non-compliance with the requirements of this CMAS may result in the loss of delegated authority to use the CMAS program.

CMAS contractor non-compliance with the requirements of this CMAS may result in termination of the CMAS.

Effective Date: **3/26/2018**

JANNA WELK, Program Analyst, California Multiple Award Schedules Unit

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 – Strikes Unlimited 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 18, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract is for services with Strikes Unlimited and Western Placer Unified School District for the annual District Administrators' Orientation meeting on August 2, 2019. The cost of these services will be $640.00 and will be paid with the Administration Budget.

RECOMMENDATION:

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

Strikes Unlimited, Inc.
Halftime Bar and Grill
Event / Catering Contract Agreement

Event Name	WESTERN PLACER UNIFIED	**Event Date**	FRIDAY, AUGUST 2ND
Contact Person	BROOKE BARKER	**Phone #**	916.645.6350
Email Address	BBARKER@WPUSD.ORG		
Billing Address		**City**	**State** CA **Zip**

Approximate Number of Guests: *35* **Start Time:** *9:00AM* **End Time:** *3:00PM* **Food Service Time:** *TBD*

A signed copy of this agreement will guarantee your reservation, without a signed Agreement in place your event is not guaranteed therefore your reservation is considered tentative.

Room / Facility Details		Qty	Start Time	End Time	# Lanes	# Games	Total Cost
Bowling 3-5	$9.00 pp incl. shoes Mon-Fri						
Bowling – Per Game	$5.00 per game, $4.00 for shoes						
Bowling – Per Hour	See Rate Sheet						
Stadium Room	$75/hr – Half/D $250– Full/D $500	6 HOURS	9:00PM	3:00PM			$ 325
Skybox	$35/hr – Half/D $125 – Full/D $235						
Halftime	TBD	1 HOUR	12:00PM	1:00PM			$ 0.00
Arcade	Cards – Denomination TBD						
Back Alley VIP Lounge	Mon-Thurs before 6pm: $150/hr						
	Mon-Thurs after 6pm: $200/hr						
	Fri-Sat before 6pm: $200/hr						
	Fri-Sat after 6pm $250/hr						
	Sunday (all day) $200/hr						
	BOWLING 1 GAME WITH SHOES	35 PEOPLE	1:00PM	2:00PM	7	1	$315

Facility Use Total: *$ 640*

See attached Diagrams for Table Setup Style

Room Set-up	No. Tables	No. Chairs	√
League Style			
Classroom/Bingo			
Rounds			
Reverse Chevron			
Mess Hall			
U-Shape			
Other:			

Additional Items	√
Projector	
Audio Cables	
Microphone	
DVD	
Special Music	
Other: (DJ, Karaoke, or other outside entertainment)	

Start and End times must be honored. You are reserving an area for specific times. It is your responsibility to insure that your event starts and finishes within the times agreed upon. ***Customer Initials*** _____

Your event is booked for a specific time period. It is your responsibility to ensure that your guests are on time for the event. When your assigned time expires, you will have to vacate the areas you have reserved. **Customer Initials:** _____

Bowling Machines: We always have mechanics available in the facility however the machines can have unavoidable glitches which may cause a delay on your lane. Should there be mechanical problems, the mechanic on duty will work promptly to remedy situations as they occur. **Customer Initials:** _____

Stadium Room: A $125.00 Cleaning Deposit will be held for events in the Stadium Room. This Deposit is refundable if the room is left clean and free of debris. Strikes Unlimited Prohibits the use of the following: Confetti, Streamers, Glitter, or any similar products. Should these products be used during your event, your cleaning deposit will be retained in full.

Customer Initials: _____

ARCADE CARDS: All sales on arcade cards are to be either a set dollar amount or time frame. Any unused arcade cards will not be accepted for credits or refunds. Unused arcade cards can be used at a later date as they do not expire.

Customer Initials: _____

All signage, displays, or private entertainment for your event must be approved by our Management. No pins, tacks, or other fastening device may be used as part of your event. Strikes Unlimited, Inc./Halftime Bar and Grill is not responsible for any equipment or material damaged, lost, or left unattended either prior to, during, or following your event. All of your personal equipment, materials, or effects must be removed by you when your event is finished. You will be responsible for, and you shall reimburse Strikes Unlimited, Inc./Halftime Bar and Grill for any damage, loss, or liability caused on this property by you, or any of your guests. **Customer Initials:** _____

Any refunds and or credits will be processed within five (5) business days of the event.

Customer Initials: _____

FOOD AND BEVERAGE

For all events, Strikes Unlimited, Inc./Halftime Bar and Grill will provide all food and beverage preparation and service. Outside catering services are not permitted in the facility. Our menu items are sold on a per guest basis with portion sizes having been determined by our Food and Beverage Department. If you would like information regarding exact quantities or ingredients, please do not hesitate to ask. No food, alcoholic beverages or non-alcoholic beverages will be permitted to be brought into the facility. We reserve the right to discontinue service to any customer who, in our opinion should not be served alcoholic beverages. You are responsible to inform us of any customer under the legal drinking age attending a function where alcohol beverages are being served. **Customer Initials:** _____

In accordance with appropriate health codes, Strikes Unlimited, Inc./Halftime Bar and Grill reserves the right to discard any leftover food items after the agreed upon event timetable where there is a reasonable risk for food borne illness to occur.

Customer Initials: _____

If you or any of your guests request to take any of the remaining uneaten food items, you agree to indemnify, defend, and hold Strikes Unlimited, Inc./Halftime Bar and Grill and its affiliates, its officers, directors, and employees harmless from any claims, injuries, losses, or damages (including personal injury, wrongful death, and attorney's fees) arising from or related to the post-event consumption of leftover food and beverage items. **Customer Initials:** _____

You must confirm your menu seven (7) days prior to your event. In the event that your party is smaller than anticipated, you will still be charged for the confirmed number if your event is scheduled within seven (7) business days of changes. If your event is larger than the number confirmed, you will be charged for the larger number. Please be aware that we may not be able to offer your set menu to additional guests without appropriate notice. **Customer Initials:** _____

Strikes Unlimited will take reasonable steps to identify ingredients which may cause allergic reactions for those with food allergies, however, there is a possibility that manufacturers of the commercial foods that Strikes uses could change the formulation at any time without notice. Clients concerned with food allergies such as, nuts/peanuts, gluten, and or fish/shellfish need to be aware of this risk. Food in our facility is not prepared in a gluten free or kosher kitchen. Strikes Unlimited will not assume any liability for adverse reactions to foods consumed. The exclusion and limitation of liability contained in this clause shall apply whether the liability claim is based in contract, tort, and negligence, under statue or on any other legal basis. **Customer Initials:** _____

On all food and beverage orders there will be a 7.25% sales tax and an 18% service charge. This amount is based on the minimum number of eight (8) guests. This number will be considered a guarantee, not subject to reduction, and charges will be made accordingly. FOOD AND BEVERAGE ORDERS MUST BE RECEIVED NO LATER THAN SEVEN (7) DAYS PRIOR TO THE SCHEDULED EVENT. ONCE THE FOOD AND BEVERAGE ORDER (INCLUDING DRINK TICKETS) IS PLACED, INVOICE IS FINAL.

Customer Initials: _____

DRINK TICKETS: All drink ticket sales are final and no credits or refunds will be accepted. Drink tickets will be ONLY honored until the event is concluded. There will be no sale of additional drink tickets the day of the event. **Customer Initials:** _____

You, the Client, agree to indemnify and hold harmless, Strikes Unlimited, Inc./Halftime Bar and Grill and its officers, directors, and employees from any and all losses, claims, damages, and liabilities relating to or arising from your negligence or willful misconduct during the event.

Terms of Payment / Credit Arrangements

1. Initial, non-refundable deposit for the amount of **50%** of event $ 320 .00 THREE HUNDRED TWENTY Dollars to Secure Event Date. Event will not be posted to the calendar without the initial deposit
2. Any remaining balance will be due, in full, on the day of your event. No Exceptions

All additional costs will be presented to you, *(The Client)*, upon completion of your event and all final payments will be made at that time. If there is an unpaid balance, or collection or litigation is required, you *(The Client)*, shall be considered overdue and the unpaid amount will accrue interest at a rate of 1.5% and you *(The Client)*, agree to pay all reasonable attorney fees, court costs, collection, and litigation expenses. If your event is cancelled by you *(The Client)* within Fourteen (14) business days of the event, all deposits will be forfeited and Non-Refundable with the exception of the Back Alley, Back Alley deposits are non-refundable regardless of date of cancellation.

In the event of any legal action or proceeding related to this agreement, the prevailing party shall be entitled to recover reasonable attorney fees and cost.

All revisions to this contract must be approved in writing by both the client and Strikes Unlimited, Inc./Halftime Bar and Grill.

This Agreement and all revisions shall be binding on both parties unless cancelled by either party at least Fourteen (14) business days in advance or in the event of unforeseen circumstances in which we are unable to fulfill the terms of the Agreement such as acts of God, or other emergency conditions, at which time all deposits would be refunded.

Audrey Kilpatrick — 6/11/19

(Client) Printed Name — *Date*

(Client) Signature

ALYSSA WEAVER — 6/11/19

(Strikes Unlimited Rep) Printed Name — *Date*

Alyssa Weaver

(Strikes Unlimited Rep) Signature

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 Phantom Fireworks and Western Placer Unified School District – Glen Edwards Middle School

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of
Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

GEMS – Band Fundraising

MEETING DATE:

June 18, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract is for services with Phantom Fireworks and Western Placer Unified School District/ Glen Edwards Middle School (GEMS) for the 2019-20 school year as a fundraiser for Band. The services provide GEMS with a 24 ft. fireworks stand at the Joiner Parkway Plaza location. The cost of services is $490.00 and will be paid with GEMS Band Fundraising.

RECOMMENDATION:

Administration recommends that the Board ratify the contract agreement between Phantom Fireworks and Western Placer Unified School District/ Glen Edwards Middle School.

Phantom Fireworks Western Region, LLC ◆ Hereinafter referred to as "Phantom" ◆
Distributors of Phantom® Brand and Wolf Pack® Brand Fireworks

8341 Demetre Avenue ◆ Sacramento, California 95828 ◆ (916) 388-1479, (800) 554-8955 ◆ FX (916) 388-1476

FIREWORKS STAND LICENSE AND SUPPLY AGREEMENT 2019

ACCOUNT NAME & GROUP INFORMATION		
Acct Name: Glen Edwards Middle School		Account#: 602723
Mailing Address: 204 L St	City, State, Zip: Lincoln, CA 95648	
CONTACT FOR CORRESPONDENCE / BILLING INFORMATION		
Contact Name: Albert Medina	HM#:	WK#: 916-535-6370
Mailing Address: 404 Gold Circle	MB#: 909-702-0543	FX#:
City, State, Zip: Rocklin, CA 95765	EMAIL: amedina@wpusd.k12.ca.us; a3medina@gmail.com	
Treasurer/Alternate: David Hill	Alternate's PH#: 916-845-6030 Alternate's Email: dhill@wpusd.k12.ca.us	
FIREWORKS STAND	**STATE APPLICATION**	**NOTE**
Stand Location: Joiner Parkway Plaza	County: Placer	% of Retail to be Billed = 50%
Stand Address: 155 Joiner Pkwy	Ordinance: Lincoln	
City, State, Zip: Lincoln, CA 95648	Filing Deadline: June	

EXPENSE ITEMS	UNIT OR ACTUAL COSTS	ACCOUNT OBTAINS	COMPANY OBTAINS & CHGS	INTERNAL USE ONLY	
STATE LICENSE	$50.00		$50.00	ACCT INFO	VERIFIED:
CITY / COUNTY PERMITS		PO			ENTERED:
FIRE INSPECTION				OP CHGS	ENTERED:
TASK FORCE					ORDER #:
Insurance Extension/Admin Fee			3% RETAIL		
LOCATION RENTAL		50/50 SPLIT			INVOICE #:
STAND SERVICE ☐16' ☒24' ☐32' WINGS ☒Y ☐N	$310.00		$310.00	VIP MERCH	ORDER #:
FIRE EXTINGUISHER SERVICE ☐PO ☐1 ☒2 ☐OTHER	$15.00	☐PO ☐DC ☒H20	$30.00		INVOICE #:
BROCHURES / SALES AIDS	$25.00		$25.00	ORIG	ORDER #:
INITIAL DELIVERY CHARGE	$75.00		$75.00		INVOICE #:

Phantom Fireworks® will attempt to provide the contracting entity set out above (herein referred to as the "Stand Operator") with the stand location listed above. Phantom Fireworks® will also attempt to maintain the same cost for the location rental and fees as listed above. However, agreements with property owners and actions of authorities may cause the stand location and/or the location rental cost and/or fees for the Stand Operator to change. The Stand Operator understands and acknowledges that the stand location and/or location rental cost and/or fees are subject to change. Phantom Fireworks® and the Stand Operator together agree to be legally bound and obligated for the above noted fireworks season in accordance with all of the terms and conditions contained on exhibit A attached hereto.

Authorized Signature — 6/1/18 Date

Account Manager Signature — 6/1/18 Date

Albert A Medina — 6/11/18 Date

Please Print Name of Signatory

Regional Manager Signature — 6/12/18 Date

6/11/18

Asst Supt of Business Svs and Operations

Phantom Fireworks Western Region, LLC
Distributors of Phantom and Wolf Pack Brand Fireworks
8341 Demetre Avenue Sacramento, CA 95828 • Toll Free: (800) 554-8955 • Fax: (916) 388-1476

FIREWORKS TEMPORARY SALES LICENSE & LEASE AGREEMENT

This agreement is made between: *Joiner Parkway Plaza, LLC*

Address: *23 Kingwood Road Oakland, CA 94619*

(hereinafter referred to as the "Landlord"), and Phantom Fireworks Western Region, LLC (hereinafter referred to as "Phantom") of the address specified above, for the purpose of granting an Operating Group designated by Phantom, the exclusive right to operate a temporary state legal consumer fireworks sales facility on the following described premises

Joiner Parkway Plaza
Location Name.

155 Joiner Parkway *Lincoln, CA 95648*
Address City, State Zip Assessor's Parcel Number

The parking lot or common area listed above is owned and/or controlled by the Landlord, and the Landlord warrants and certifies full right and authority to do so, grants to Phantom, and the Operating Group selected by Phantom, the exclusive right to operate a consumer fireworks sales stand or tent on the premises for the specified period from:

Date	Year		Date	Year	Rental Fee	Initial
28-Jun	*2018*	to	*4-Jul*	*2018*		X JV
28-Jun	*2019*	to	*4-Jul*	*2019*		X JV
28-Jun	*2020*	to	*4-Jul*	*2020*		X JV

*The stand or tent may be set up and taken down 5-10 days before and after the selling period as permitted by law.

Phantom and the Landlord agree to the following terms and conditions

1. Phantom will provide liability insurance coverage in the aggregate amount of $10,000,000.00, will name Landlord as an "Additional Insured," and will, prior to occupancy, deliver a certificate to Landlord evidencing such insurance covering the erection, maintenance and operation of the fireworks sales venue; additionally, Phantom will hold the Landlord harmless from any liability in connection with same
2. Phantom shall pay all costs involved in erection, maintenance and operation of the stand or tent, and, on departure, Phantom shall return the premises to its original condition.
3. Phantom shall obtain and pay for all necessary permits and licenses required by law; shall post any debris and performance bonds required by local authority; and shall adhere to all laws and regulations.
4. If the sale of consumer fireworks shall be prohibited by public authority, the prepaid lease rent will be refunded, and this lease agreement shall automatically become null and void. If the public authority having jurisdiction over the leased premises limits or restricts the sale of fireworks in any way, then this lease agreement is subject to revision.
5. ~~If Phantom is unable to secure a group to operate on the property and the property is not utilized, the prepaid rent will be refunded, and this lease agreement shall automatically become null and void for that year. In the event the property is not utilized in a given year, Phantom shall have the option to use the property for the following year under the same terms and conditions by giving notice by March 1, of the next year.~~ If the property is sold or otherwise inaccessible due to construction or the like, then this lease is subject to revision. If this lease should become null and void under this provision or paragraph 4 of this agreement, then prepaid rents shall be refunded to Phantom within ten (10) business days of written cancellation. X JV (Landlord's initials).
6. ~~Landlord agrees that if a refund of prepaid rent is due and owing to Phantom under the provisions of this agreement, that Phantom's acceptance of less than the full amount of any prepayment shall not be deemed an accord and satisfaction or compromise of such payment unless Phantom specifically consents in writing to payment of such lesser fund, regardless of Landlord's characterization as "full payment," "accord and satisfaction," or other similar characterization on the payment instrument.~~
7. In any action or proceeding to enforce, interpret or declare rights under this agreement, the prevailing party shall be entitled to its reasonable attorney fees, costs associated with suit and litigation expenses.
8. Rent shall be payable by *June 1st* of each lease year.
9. This agreement commences as of the date indicated on the signature below.
10. ~~Phantom is hereby given an option to renew this Lease for five (5) one (1) year periods beginning in the year 2018 under the same terms and conditions as stated above. Phantom must notify Landlord of its intent to exercise option by May 1 of the last lease year reflected in this Lease.~~ KP
11. Each individual signing this Lease Agreement expressly represents and warrants that they are authorized by the entity for which they sign, to legally bind and commit that entity to the terms set forth herein. All notices required or allowed under this Agreement shall be given in writing to the addresses listed herein or such other addresses as the parties may designate.
12. This Lease Agreement along with its terms and provisions, including the amount paid as rent shall remain confidential unless disclosure is mutually agreed to in writing by both parties or as disclosure is required by governmental entities.

X [signature] X 7/20/17
Landlord - Authorized Signator Date

JILA VAUGHAN
Print Name and Capacity

Phone: (510) 301-8488

Email: JILAVON@PACBELL.NET

[signature] 7/20/17
Phantom - Authorized Signator Date

Kristine Phillips
Print Name

Title: Property Manager

Email: kphillips@fireworks.com

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 11/20/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME:	
Britton-Gallagher and Associates, Inc One Cleveland Center, Floor 30 1375 East 9th Street Cleveland OH 44114	PHONE (A/C, No, Ext): 216-658-7100	FAX (A/C, No): 216-658-7101
	E-MAIL ADDRESS: info@brittongallagher.com	
	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A: Everest Indemnity Insurance Co.	10851
	INSURER B: Maxum Indemnity Company	26743
	INSURER C: Axis Surplus Ins Company	26620
	INSURER D: Everest National Insurance Company	10120
	INSURER E :	
	INSURER F :	

INSURED
Phantom Fireworks Western Region, LLC 2445 Belmont Avenue Youngstown OH 44505

COVERAGES **CERTIFICATE NUMBER:** 2090352895 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	GENERAL LIABILITY	Y		SI8GL00643-181	10/30/2018	10/30/2019	EACH OCCURRENCE	$1,000,000
	X COMMERCIAL GENERAL LIABILITY						DAMAGE TO RENTED PREMISES (Ea occurrence)	$500,000
	CLAIMS-MADE X OCCUR						MED EXP (Any one person)	$
	X Non-Owned Stand						PERSONAL & ADV INJURY	$1,000,000
	Endt Included						GENERAL AGGREGATE	$2,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						PRODUCTS - COMP/OP AGG	$2,000,000
	POLICY PRO-JECT X LOC							$
D	AUTOMOBILE LIABILITY	Y		SI8CA00095-181	10/30/2018	10/30/2019	COMBINED SINGLE LIMIT (Ea accident)	$1,000,000
	X ANY AUTO						BODILY INJURY (Per person)	$
	ALL OWNED AUTOS SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	X HIRED AUTOS X NON-OWNED AUTOS						PROPERTY DAMAGE (Per accident)	$
								$
B	UMBRELLA LIAB X OCCUR	Y		EXC8025343-05	10/30/2018	10/30/2019	EACH OCCURRENCE	$4,000,000
	X EXCESS LIAB CLAIMS-MADE						AGGREGATE	$4,000,000
	DED RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y/N						WC STATU-TORY LIMITS OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) N/A						E.L. EACH ACCIDENT	$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$
C	Excess Liability #2	Y		P-001-000046155-01	10/30/2018	10/30/2019	Each Occ/ Aggregate Total Limits	$5,000,000 $10,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Products Liability extends only to products purchased from Phantom Fireworks Western Region , LLC.
The Certificate Holders are named as Additional Insureds with respect to General Liability as required by written contract subject to policy terms, conditions and exclusions.
GROUP NAME: GLEN EDWARDS MIDDLE SCHOOL
LOCATION: JOINER PARKWAY PLAZA - 155 JOINER PARKWAY, LINCOLN, CA 95648
MUNICIPALITY: CITY OF LINCOLN
See Attached...

CERTIFICATE HOLDER

WESTERN PLACER UNIFIED SCHOOL DISTRICT
600 6TH STREET
4TH FLOOR
LINCOLN CA 95648

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Student Discipline
Stipulated Expulsion
Student #18-19-N

AGENDA ITEM AREA:
Consent Session

REQUESTED BY:
Chuck Whitecotton
District Hearing Officer

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 18, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will take action under consent to approve the Stipulated Expulsion of Student #18-19-N.

RECOMMENDATION:

The Administration recommends the Board of Trustees approve the Stipulated Expulsion of Student #18-19-N.

wp/rk/factform

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:
Approve application for 2019-2020 Agriculture Career Technical Education Incentive Grant funding

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Kerry Callahan
Deputy Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
Ag Incentive

MEETING DATE:
June 18, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:
In order to receive Agriculture Career Technical Education Incentive Grant funding the board must review and approve WPUSD's application for funding. Enclosed for review and consideration for approval is the 2019-2020 application for funding.

RECOMMENDATION:
Administration recommends the board approve the application for 2019-2020 Agriculture Career Technical Education Incentive Grant funding.

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2019–20 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2019)

Lincoln High School	Western Placer Unified School District
School Site	District

Please include the following items with your application:

- ☐ Eligibility Determination Sheet
- ☐ Variance Request Form (if applicable)
- ☐ Quality Criterion 12 Form (if applicable)
- ☐ Award Estimator and Budget Sheet
- ☐ List of Agriculture Teachers

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Carrie Carlson	Director of Business Services
Signature of Authorized Agent	Authorized Agent Title
Signature of Agriculture Teacher Responsible for the Program	Signature of Principal

Contact Phone Number: (916) 645-6360

Date of Local Agency Board Approval: 6/18/19

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2019–20 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2019)

Eligibility Determination Sheet

IN ORDER TO APPLY FOR FUNDING, YOU MUST MEET **ALL** THE QUALITY CRITERIA LISTED BELOW.

Please check each Quality Criteria you meet:

- [X] 1. Curriculum and Instruction
- [X] 2. Leadership and Citizenship Development
- [X] 3. Practical Application of Occupational Skills
- [X] 4. Qualified and Competent Personnel
- [X] 5. Facilities, Equipment, and Materials
- [X] 6. Community, Business, and Industry Involvement
- [X] 7. Career Guidance
- [X] 8. Program Promotion
- [X] 9. Program Accountability and Planning

IF YOU CHECKED **ALL** THE REQUIRED QUALITY CRITERIA, PLEASE CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

If you **do not** meet one or more of the criteria listed above, you may submit a Variance Request Form for each unmet criterion.

A variance is a proposed plan to bring your program into compliance with all the quality criteria listed above, prior to the following year's application.

All variances must be approved with this application in order to be eligible for funding. Non-compliance with the terms of the approved variance will result in a loss of funds.

Will you be including a formal Variance Request Form for each unmet criterion?

☐ Yes ☑ No

IF YOU ARE REQUESTING ONE OR MORE VARIANCES, PLEASE COMPLETE A **VARIANCE REQUEST FORM** FOR EACH AND CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

IF YOU DO NOT MEET **ALL** REQUIRED QUALITY CRITERIA LISTED ABOVE, **AND** YOU ARE **NOT** SUBMITTING A VARIANCE REQUEST FORM

STOP

YOU ARE NOT ELIGIBLE TO APPLY FOR FUNDING THROUGH THE AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT.

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2019–20 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2019)

AWARD ESTIMATOR

DATES OF PROJECT DURATION: **JULY 1, 2019 TO JUNE 30, 2020**

Applicant Information (please fill in the underlined fields)

Number of Different Agriculture Teachers at Site (Please attach a separate list of Agriculture teachers' names):	5
Total Number of Students from the prior fiscal year R-2 Report:	557
Number of teachers meeting Criterion 10 (see instructions for more information):	5
Number of teachers meeting Criterion 11a (see instructions for more information):	3
Number of teachers meeting Criterion 11b (see instructions for more information):	0
Do you meet all criteria on the attached Quality Criterion 12 Form (Y/N)?	N

Award Calculations

Part 1: Based on your number of agriculture teachers at the site: (Please attach a separate list of Agriculture teachers' names):	$ 5,000.00
Part 2: Based on $8.00 per member listed on the R-2 Report:	$ 4,456.00
Part 3a: Based on number of teachers meeting Criterion 10:	$ 10,000.00
Part 3b: Based on number of teachers meeting Criterion 11a:	$ 6,000.00
Part 3c: Based on number of teachers meeting Criterion 11b:	$ 0.00
Part 4: Based on meeting all criteria on the Quality Criterion 12 Form:	$ 0.00
Total Estimated Award:	$ 25,456.00

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2019–20 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2019)

Budget Sheet

Incentive grant awards must be matched for each Account Number below (4000, 5000, and 6000). Account Number 4000 requires only the subtotal be matched, but Account Numbers 5000 and 6000 must be matched by line item. A waiver of matching must be approved for any instances where matching funds do not meet or exceed Incentive Grant funds.

Amount left to Allocate: $ 0.00

4000: Books & Supplies

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Books and Supplies	$ 14,956.00	$ 14,956.00
Subtotal	**N/A**	$ 14,956.00	$ 14,956.00

5000 Services and Operating Expenses, including services of consultants, staff travel, conferences, rentals, leases, repairs, and bus transportation

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	State Convention	$ 4,000.00	$ 4,000.00
2.	CDE Registration and Travel	$ 2,000.00	$ 2,000.00
3.	FFA Competitions	$ 1,000.00	$ 1,000.00
4.	CATA	$ 3,500.00	$ 3,500.00
5.			
6.			
7.			
8.			
9.			
10.			
Subtotal	**N/A**	$ 10,500.00	$ 10,500.00

6000 Capital Outlay, including sites, buildings, improvement of buildings, and equipment

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.			
2.			
3.			
4.			
5.			
Subtotal	**N/A**	$ 0.00	$ 0.00

Total Allocated Funds: $ 25,456.00 $ 25,456.00

Lincoln High School
Agriculture Teachers

Mike Trueblood

Barret Hess

Cassandra Walker

Jessica Armistead

Tom Toy

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

SUBJECT:
Annual Report of the Measure "A" and Measure "N" Citizens' Bond Oversight Committee

AGENDA ITEM AREA:
Information

REQUESTED BY:
Michael Adell
Director of Facilities

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Measure A/Measure N Funds

MEETING DATE:
June 18, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:

On March 17, 2015, the Board approved Resolution 14/15.21 and on January 17, 2017, the Board approved Resolution 16/17.17 pursuant to the requirements of Education Code Section 15278, et seq., appointing members to the Measure "A" and Measure "N" Citizens' Bond 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 4 years to review expenditure reports to ensure the bond proceeds have been expended only for the purposes set forth in the ballot measures 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 XIIIA, 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" and Measure "N" Citizens Bond Oversight Committee.

MEASURE A & MEASURE N

BOND OVERSIGHT COMMITTEE REPORT

PRESENTED TO THE WESTERN PLACER UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES

JUNE 18, 2019

COMMITTEE MEMBERS:

David Fear (Chair), Ashley Indrieri (Vice Chair), Kimberly Vinci, Keela Clark, Ed Rowan, Carol Hunt, Judson Cline and Agnes Valdez,

INTRODUCTION:

As the committee Chair, I would like to thank the members who have been faithfully attending our meetings this school year. We represent a variety of groups and interests in this community and have worked hard to see that the bonds passed by our community are being used for their intended purpose and that our fellow community members are well informed. We would like to thank Michael Adell, Hannah Ritchie, Audrey Kilpatrick, Tom Butcher and Julie Brown for their work and assistance to the committee in providing excellent reports

COMMITTEE ACTIVITY:

The committee held 3 meetings this year, 10/24/18, 2/6/19 and 5/8/19

During the February meeting the committee heard the results of the audit presented by the District Auditors, Crowe Horwath, for both the Measure A and Measure N General Obligation Bonds which found expenditures were in accordance with allowable costs for both measures and no issues found.

As of May, 2019 the committee received reports showing the Measure A estimated expenditures at $26,287,757.83 to date and the Measure N estimated expenditures at $16,628,701.44 to date. The committee has reviewed project requisitions and project expenditures, finding that all expenditures follow the guidelines of Measure A and Measure N.

THE FUTURE

The committee looks forward to continue to work with staff and to monitor the district's progress on the project.

FINDINGS

The Measure A and Measure N Bond Oversight Committee finds that the District is in compliance with the requirements of Article XIIIA, Section 1(b)(3) of the California Constitution.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Approve Resolution No. 18/19.35, Authorizing the Superintendent or Assistant Superintendent of Business and Operations to Award and Execute Contracts During the Month of July

AGENDA ITEM AREA:
Action

REQUESTED BY:
Michael Adell
Director of Facilities

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Facilities Funds

MEETING DATE:
June 18, 2019

ROLL CALL REQUIRED:
Yes

BACKGROUND:

Due to the infrequency of Board Meetings during July, and from time to time a contract competitively bid that is reasonably necessary and appropriate to the normal operation and management of the District may require the expeditious award and execution during the month of July, it is in the best interest of the District to delegate the power to award and execute contracts during the month of July to avoid costly delays.

Approval of this resolution will authorize Scott Leaman, Superintendent, or Audrey Kilpatrick, Assistant Superintendent of Business and Operations, and delegate the power to award and enter into contracts on behalf of the District during the month of July.

RECOMMENDATION:

Staff recommends that the Board of Trustees approve Resolution 18/19.35, Authorizing the Superintendent or Assistant Superintendent of Business and Operations to Award and Execute Contracts during the Month of July.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 18/19.35

Authorizing Superintendent or Assistant Superintendent of Business and Operations to Award and Execute Contracts During the Month of July

WHEREAS, Education Code Section 35161 provides that the Governing Board of any school district may execute any powers delegated by law to it or the district of which it is the Governing Board and may delegate to an officer or employee of the district any of those powers or duties; and

WHEREAS, Board Policy 3300 allows the Superintendent to authorize any expenditures up to the amount specified in Public Contract Code Section 20111; and

WHEREAS, all contracts that are usual, necessary, and appropriate to the normal operation of the District are submitted to the Governing Board during the regular school year for approval prior to execution; and

WHEREAS, from time to time a contract with a value exceeding $90,600 for purchase of equipment, materials, supplies and services that are not construction services, and a value exceeding $15,000 for construction or reconstruction services of public facilities, that is reasonably necessary and appropriate to the normal operation of the District may require execution during the month of July; and

WHEREAS, this Governing Board has determined that the execution of contracts during the month of July is essential to the continued successful management of the District; and

WHEREAS, during the month of July the Governing Board meets infrequently and therefore has determined that it is in the best interest of the District to delegate the power to award and execute contracts during these months to the Superintendent or Assistant Superintendent of Business and Operations of the Western Placer Unified School District subject to ratification by the Governing Board at its next regularly scheduled meeting;

NOW, THEREFORE, BE IT RESOLVED that the Governing Board does hereby authorize the Superintendent or Assistant Superintendent of Business and Operations to award and execute any contract during the month of July with a value exceeding $90,600 for purchase of equipment, materials, and services and $15,000 for construction and reconstruction services that is necessary and appropriate to ensure the continued and successful management of the District's programs on behalf of this Governing Board and the Western Placer Unified School District.

APPROVED, PASSED AND ADOPTED by the Governing Board of the Western Placer Unified School District, Placer County, State of California, this 18th day of June, 2019 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

_____

President of the Governing Board,
Western Placer Unified School District

ATTEST:

_____

Secretary of the Board of Trustees,
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:
Approval of Revised 19/20 Salary Schedules for Certificated including Counselors, Certificated Management, Classified Management, Senior Management, Assistant Superintendents, and Deputy Superintendent

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Gabe Simon, Ed.D.
Assistant Superintendent of Personnel Services

ENCLOSURES:
Salary Schedules

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund

MEETING DATE:
June 18, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:

These 2019-2020 salary schedules were approved at the regular Board of Trustees meeting on June 4, 2019. The only proposed changes are to revise the Master's Degree stipend to align with the stipend on the Certificated salary schedule and update the certificated hourly and daily rates.

RECOMMENDATION:

Administration recommends that the Board of Trustees approve the revised 2019-2020 salary schedules for Certificated including Counselors, Certificated Management, Classified Management, Senior Management, Assistant Superintendents, and Deputy Superintendent.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Certificated Management
2019-2020 Salary Schedule

Position Classification	Duty Days	Car Allowance	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8
District Psychologist	192	200	67,209	71,749	77,111	82,472	87,835	93,197	95,993	98,873
Mental Health Specialist	192	200	67,209	71,749	77,111	82,472	87,835	93,197	95,527	97,915
Library Media Specialist	195	N/A	60,213	62,018	63,880	65,796	67,772	69,805	71,550	73,339
Preschool Program Coordinator	195	75	83,398	85,899	88,478	91,131	93,867	96,683	99,100	101,577
Educational Technology Coordinator	204	200	87,247	89,865	92,561	95,337	98,199	101,145	103,674	106,265
Special Education Program Spec.	204	200	89,952	92,619	95,492	98,366	101,237	104,110	106,713	109,381
Elementary Asst. Principal	204	75	87,249	89,865	92,561	95,337	98,199	101,145	103,674	106,265
Middle School Asst. Principal	204	75	89,944	92,619	95,492	98,366	101,237	104,110	107,234	110,451
**Program Support Specialist Interventions	210	125	77,342	79,660	82,050	84,514	87,047	89,654	91,895	94,193
Multi-Tiered System of Supports (MTSS) Coordinator	210	100	97,857	100,751	103,866	106,983	110,103	113,224	116,621	120,119
Elementary Principal	210	100	97,857	100,751	103,866	106,983	110,103	113,224	116,621	120,119
High School Asst. Principal	210	200	98,137	101,037	104,140	107,276	110,409	113,538	116,944	120,453
Middle School Principal	210	100	101,233	104,234	107,435	110,671	113,904	117,129	121,814	126,687
Continuation High School Principal	210	200	98,327	101,242	104,351	107,494	110,635	113,767	116,611	119,526
Director of Spec.Education	220	200	106,208	109,368	112,558	115,933	119,410	122,994	127,914	133,030
Director of Human Services	220	200	105,208	108,309	111,656	114,994	118,328	121,674	124,716	127,834
High School Principal	220	200	112,623	115,944	119,528	123,100	126,670	130,253	133,510	136,847
Director of Educational Services	220	200	101,149	104,159	107,198	110,412	113,725	117,138	122,995	129,145
Director of Supplemental Programs & Accountability	220	200	101,149	104,159	107,198	110,412	113,725	117,138	122,995	129,145

District paid life insurance ($8.33) - **MA Stipend - $1,340** - District paid ACSA dues. Retiree benefits as stipulated at Board of Trustee's meeting, March 7, 2000 (after 10 yrs.of service w/WPUSD, entitled to $3,600 per year for 5 years) or Board of Trustee's meeting January 15, 2008 after 15 years (those offered in the agreement between the district and WPTA at Section XIV, E.2

Longevity - Based on administrative years of service in the WPUSD:

5 years in administration	2.5% added to base salary	10 years in administration	3.0% added to base salary	1/2% Every 5 years After
15 years in administration	3.5% added to base salary	20 years in administration	4.0% added to base salary	

Revised 6/19/01 - K-5 5%, 6-12 3%, Directors 3.87% added to 2000-01 schedule, effective 7/1/01
Revised 10/21/03 - .5% added to 2001-02 schedule, effective 7/1/02
Revised 10/21/03 - 2% added to 2002-03 schedule, effective 7/1/03
Revised 7/1/04 - Reclass Middle School Principal, Elementary School Principal, High School Principal
1.5% added to 2003-04 schedule, effective 7/1/04 for remainder positions on salary shcedule
Revised 6/20/06 - 9% added to 2004-05 schedule for all positions except Elementary Asst. Principal (6%) and Director of Special Ed. (Reclassified)
Revised 71/07 - 4% added to 2006/2007 schedule for all positions except H.S. Assist. Princ. (4.35%)
Revised 8/1/09 - 3% added to 2007/2008 schedule effective 7/1/09 for Sp. Ed. Program Spec.& Dir., Human Ser.;
4.75% for District Psychologist; 5.41% for Elem. Assist. Princ.& Elem. Princ.; 6% for Prog. Sup. Spec.;
6.43% for Mid. Sch. Princ.;7.42% for H.S. Assist. Princ.; 8% for Dir. Sp.Ed., Mid. Sch. Princ.,
Continuation H.S. Princ. & H.S. Princ. Also Changed H.S. Principal days from 222 to 220
Revised 7/1/11 - Salary Schedule reflects 4 furlough days
Revised 7/1/12 - Salary Schedule reflects 8 furlough days
Revised 7/1/13 - Salary Schedule reflects 4 furlough days
Revised 7/1/14 - 5% added to 2014-2015 schedule for Director of Special Ed.
Revised 7/1/15 - Salary Schedule reflects 3.75% increase w/retro back to March 1, 2015.
Revised Duty Days (Program Specialist, Special Ed) from 207 to 204, effective July 1, 2015
Revised 4/19/16 - Salary Schedule reflects 4% increase w/retro back to January 1, 2016
*2016-17 Off Salary Schedule Payment of 1.5% w/retro back to July 1, 2016
Revised 7/1/17 - Salary Schedule reflects 1.53% Increase
Revised 4/1/18 - Special Education Program Specialist Salary Aligned to Middle School Assistant Principal Salary Schedule, Effective 7/1/18
Revised 6/19/18 - Educational Technology Coordinator added Effective 7/1/18
Revised 4/2/19 - Multi-Tiered System of Supports Coordinator added Effective 7/1/19
Revised 7/1/18 - Salary Schedule reflects .50% increase w/retro back to January 1, 2019
Revised 7/1/19 - Salary Schedule reflects 1.3% Increase
Pending Board Approval 6/18/19 - Master Stipend
**Contingent Upon Continuing Grant Funding
****In addition to the above, the district pays $14,424 annually towards health benefits**

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Classified Management Positions
2019-2020 Salary Schedule

Classified Management position designation excludes the employees serving in such positions from overtime provisions
The duties, flexibility of hours, salary and authority of such positions set them apart from those positions, which are subject to overtime provisions. Said management positions shall not be unreasonably discriminated against as a result of the overtime provisions.

Such management employees working 12 months shall be eligible for vacation as follows: 0/4 Yrs. - 10 Days,
5/10 Yrs. - 15 Days, 11/14 Yrs. - 16 Days, 15 Yrs. Plus - 20 Days

Position Classification	CONTRACT DAYS	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8
Director of Business Services $100/Mo Car Allowance	260	88,025	93,008	98,748	104,485	110,226	115,961	122,338	129,067
Director of Facilities $300/Mo Car Allowance	260	88,018	93,008	98,748	104,485	110,226	115,961	122,338	129,067
Occupational Therapist $200/Mo Car Allowance	200	68,603	72,016	75,607	79,379	83,337	87,495	89,682	91,924
Behavior Analyst $200/Mo Car Allowance	200	76,148	79,935	83,921	88,106	92,500	97,114	99,542	102,031
Food Service Director $200/Mo Car Allowance	260	65,963	70,128	74,385	78,638	82,897	89,582	94,509	99,707
Transportation Director	260	65,963	70,128	74,385	78,638	82,897	89,582	92,269	95,037
Assistant Director of Facilities $300/Mo Car Allowance	260	65,191	69,314	73,521	77,725	81,934	88,541	90,755	93,024
Facilities Coordinator $300/Mo Car Allowance	260	59,646	62,614	65,736	69,016	72,456	76,046	77,948	79,896
Facilities Construction Coordinator $300/Mo Car Allowance	260	59,646	62,614	65,736	69,016	72,456	76,046	77,948	79,896
Marketing and Communications Coordinator $200/Mo Car Allowance	260	53,326	55,994	58,793	61,733	64,820	68,061	69,762	71,506
*After School Coordinator	210	38,431	40,454	42,584	44,823	47,182	49,666	52,398	55,280
*Transition Specialist (Based on TTP Grant budget)	205						41,601	42,641	43,707
*Workability 1 Site Coord. (Based on Workability 1 Grant Budget)	205						37,588	38,528	39,491

Longevity increments are 5% salary increase for 10 yrs. and 5% for each additional 5 yrs. of completed service
Effective for employees hired on or after 7/1/19 - Longevity: 2.5% salary increase for 10 years of service and 2.5% for each additional 5 years of completed service.

All Salaries Based on 8 Hour Days
Retiree Benefits: $3,600 for 3 or 5 years District paid life insurance ($8.33) and salary protection plan ($9.66) **MA Stipend - $1,340**

Effective 7/1/14 - 5% added to the 2014-2015 salary schedule and elimination of Employer paid PERS
Effective 7/1/15 - 3.75% added to the 2015-2016 Salary Schedule, retro to 3/1/15
Revised 4/19/16 - Salary Schedule reflects 4% increase w/retro back to January 1, 2016
Effective 7/1/16 1.5% lump sum pay from the 2016-2017 salary schedule
Effective 7/1/17 1.53% added to the 2017-2018 salary schedule
Effective 7/1/17 - Facilities Construction Coordinator added
Effective 7/1/18 - Marketing and Communications Coordinator added
Effective 12/4//18 - Assistant Director of Facilities added.
Effective 7/1/18 .50% added to the 2018-2019 salary schedule w/retro back to January 1, 2019
Effective 7/1/19 1.3% added to the 2019-2020 salary schedule
Effective 7/1/19 works days adjusted for Transition Specialist to 205 days and Workability 1 Site Coord. to 205 days
Pending Board Approval 6/18/19 - Master Stipend
*Contingent Upon Continuing Grant Funding

*****In addition to the above, the district pays $14,424 annually towards health benefits**

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Senior Management Positions
2019-2020 Salary Schedule

Senior Management position designation excludes the employees serving in such positions from overtime provisions. The duties, flexibility of hours, salary and authority of such positions set them apart from those positions which are subject to overtime provisions. Said management positions shall not be unreasonably discriminated against as a result of the overtime provisions.

Position Classification	CONTRACT DAYS	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Director of Technology $250/Mo Car Allowance	260	106,433	110,159	114,017	118,008	122,138
Director of Maintenance & Operations $250/Mo Car Allowance	260	96,165	99,535	103,019	106,625	110,357

Longevity increments are 5% salary increase for 10 yrs. and 5% for each additional 5 yrs. of completed service
Effective for employees hired on or after 7/1/19 - Longevity: 2.5% salary increase for 10 years of service and 2.5% for each additional 5 years of completed service.

All Salaries Based on 8 Hour Days

Retiree Benefits: $3,600 for 3 or 5 years

District paid life insurance ($8.33) and salary protection plan ($9.66)

MA Stipend - $1,340

Effective 7/1/14 - added 5% to the 2014-2015 Salary Schedule
Effective 7/1/15 - added 3.75% to the 2015-2016 Salary Schedule, retro to 3/1/15
Revised 4/19/16 - Salary Schedule reflects 4% increase w/retro back to January 1, 2016
Effective 7/1/16 1.5% lump sum pay from the 2016-2017 salary schedule
Effective 7/1/17 1.53% added to the 2017-2018 salary schedule
Effective 7/1/18 0.5% added to the 2018-2019 salary schedule w/retro back to Janaury 1, 2019
Effective 7/1/18 1.3% added to the 2019-2020 salary schedule
Pending Board Approval 6/18/19 - Master Stipend
*****In addition to the above, the district pays $14,424 annually towards health benefits**

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Full Time Assistant Superintendent Positions
2019-2020 Salary Schedule

Position Classification	Duty Days	Car Allowance	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8
Assistant Superintendent of Business Services	260	350	132,449	135,697	139,021	142,430	145,925	149,510	152,799	156,160
Assistant Superintendent of Personnel Services	260	350	132,449	135,697	139,021	142,430	145,925	149,510	152,799	156,160
Assistant Superintendent of Educational Services	260	350	132,449	135,697	139,021	142,430	145,925	149,510	152,799	156,160

MA Stipend - $1,340

Longevity - Based on administrative years of service in the WPUSD

5 years in administration	2.5% added to base salary
10 years in administration	3.0% added to base salary
15 years in administration	3.5% added to base salary
20 years in administration	4.0% added to base salary
1/2% Every 5 years After	

Notation: Salary advancement is with the recommendation of the Superintendent and with the approval of the Board of Trustees.

Revised 7/1/11 - Salary Schedule reflects 4 furlough days
Revised 7/1/12 - Salary Schedule reflects 8 furlough days
Revised 7/1/13 - Salary Schedule reflects 4 furlough days
Revised 7/1/15 - Salary Schedule reflects 3.75% increase w/retro back to March 1, 2015
Revised 4/19/16 - Salary Schedule reflects 4% increase w/retro back to January 1, 2016
*2016-17 Off Salary Schedule Payment of 1.5% w/retro back to July 1, 2016
Revised 7/1/17 - Salary Schedule reflects 1.53% increase
Revised 7/1/18 - Salary Schedule reflects 0.5% increase w/retro back to January 1, 2019
Revised 7/1/19 - Salary Schedule reflects 1.3% increase
Effective 7/1/19 - Charter Technical Assistance added as regular duties
Pending Board Approval 6/18/19 - Master Stipend
*****In addition to the above, the district pays $14,424 annually towards health benefits**

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Full Time Deputy Superintendent Positions
2019-2020 Salary Schedule

Position Classification	Duty Days	Car Allowance	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8
Deputy Superintendent of Educational Services	260	350	132,449	135,697	139,021	142,430	145,925	149,510	152,799	156,160

MA Stipend - $1,340

Longevity - Based on administrative years of service in the WPUSD

5 years in administration	2.5% added to base salary
10 years in administration	3.0% added to base salary
15 years in administration	3.5% added to base salary
20 years in administration	4.0% added to base salary
1/2% Every 5 years After	

Notation: Salary advancement is with the recommendation of the Superintendent and with the approval of the Board of Trustees

Revised 7/1/11 - Salary Schedule reflects 4 furlough days
Revised 7/1/12 - Salary Schedule reflects 8 furlough days
Revised 7/1/13 - Salary Schedule reflects 4 furlough days
Revised 7/1/15 - Salary Schedule reflects 3.75% increase w/retro back to March 1, 2015
Revised 4/1/16 - Salary Schedule reflects 4% increase w/retro back to January 1, 2016
*2016-17 Off Salary Schedule Payment of 1.5% w/retro back to July 1, 2016
Revised 7/1/17 - Salary Schedule reflects 1.53% increase
Revised 3/1/19 - Removed $150 stipend
Revised 7/1/18 - Salary Schedule reflects 0.5% increase w/retro back to January 1, 2019
Revised 7/1/19 - Salary Schedule reflects 1.3% increase
Effective 7/1/19 - Charter Technical Assistance added as regular duties
Pending Board Approval 6/18/19 - Master Stipend

***In addition to the above, the district pays $14,424 annually towards health benefits**

WESTERN PLACER UNIFIED SCHOOL DISTRICT
2018/2019 CERTIFICATED SALARY SCHEDULE

STEP	A AB + 0	B AB + 15	C Credential OR AB + 30	D AB + 45 MA + 0	E AB + 60 MA + 15	F AB + 75 MA + 30	STEP
1	38,082	41,338	47,481	48,378	51,232	53,585	1
2			49,142	50,192	53,154	55,728	2
3			50,863	52,074	55,147	57,956	3
4			52,643	54,027	57,216	60,276	4
5				56,053	59,360	62,686	5
6				58,155	61,587	65,193	6
7				60,335	63,896	67,801	7
8				62,598	66,293	70,514	8
9					68,778	73,334	9
10					71,358	76,266	10
11						79,318	11
12						82,491	12
13						83,399	13
14						84,315	14
15						85,243	15
16						86,181	16
17						87,129	17
18						88,087	18
19						89,056	19
20						90,036	20
21						91,027	21
22						92,028	22
23						93,040	23
24						94,063	24

MASTER STIPEND IS 2.5% OF F-1 1,340

ASSIGNMENT - HOURLY

F-1 Placement, Daily Rate = $289.77

$291.23 daily rate divided by 7.5 hours = $38.83 hourly rate.

*2012-2013 Salary Schedule reflects 6 furlough days per MOU dated February 28, 2012

*2013-2014 Salary Schedule reflects 1 furlough day per MOU dated May 10, 2013

*2014-2015 Salary Schedule reflects 3.75% increase w/retro back to March 1, 2015

*2015-2016 Salary Schedule reflects 4% increase w/retro back to January 1, 2016

*2016-17 Off Salary Schedule Payment of 1.5% w/retro back to July 1, 2016

*2017-18 Salary Schedule reflects an adjustment to cells F13 through F24 equal to .53% and a 1% increase on the Salary Schedule effective July 1, 2017

2018-19 Salary Schedule reflects .50% increase with retro back to January 1, 2019

In addition to the above, the district pays $14,424 annually towards health benefits

WESTERN PLACER UNIFIED SCHOOL DISTRICT
2018/2019 COUNSELOR SALARY SCHEDULE

STEP	A AB + 0	B AB + 15	C Credential OR AB + 30	D AB + 45 MA + 0	E AB + 60 MA + 15	F AB + 75 MA + 30	STEP
1	41,891	45,471	52,229	53,215	56,355	58,943	1
2			54,057	55,211	58,470	61,301	2
3			55,949	57,281	60,662	63,752	3
4			57,907	59,429	62,937	66,303	4
5				61,658	65,296	68,954	5
6				63,971	67,746	71,713	6
7				66,369	70,285	74,581	7
8				68,858	72,922	77,565	8
9					75,656	80,667	9
10					78,494	83,893	10
11						87,249	11
12						90,741	12
13						91,739	13
14						92,747	14
15						93,767	15
16						94,799	16
17						95,842	17
18						96,896	18
19						97,962	19
20						99,040	20
21						100,130	21
22						101,231	22
23						102,344	23
24						103,469	24

Counselors will be placed at no less than Column F Step 1 on the certificated salary schedule based on years of service credit.

For a counselor to be placed on steps F11-F24 he or she must meet Column F unit requirements

MASTER STIPEND IS 2.5% OF F-1 1,340

ASSIGNMENT - HOURLY

F-1 Placement, Daily Rate = $289.77

$291.23 daily rate divided by 7.5 hours = $38.83 hourly rate.

*2012-2013 Salary Schedule reflects 6 furlough days per MOU dated February 28, 2012

*2013-2014 Salary Schedule reflects 1 furlough day per MOU dated May 10, 2013

*2014-2015 Salary Schedule reflects 3.75% increase w/retro back to March 1, 2015

*2015-2016 Salary Schedule reflects 4% increase w/retro back to January 1, 2016

*2016-17 Off Salary Schedule Payment of 1.5% w/retro back to July 1, 2016

*2017-18 Salary Schedule reflects an adjustment to cells F13 through F24 equal to .53% and a 1% increase on the Salary Schedule effective July 1, 2017

**2018-19 Salary Schedule reflects .50% increase with retro back to January 1, 2019*

In addition to the above, the district pays $14,424 annually towards health benefits

WESTERN PLACER UNIFIED SCHOOL DISTRICT
2019/2020 CERTIFICATED SALARY SCHEDULE

STEP	A AB + 0	B AB + 15	C Credential OR AB + 30	D AB + 45 MA + 0	E AB + 60 MA + 15	F AB + 75 MA + 30	STEP
1	38,082	41,338	47,481	48,378	51,232	53,585	1
2			49,142	50,192	53,154	55,728	2
3			50,863	52,074	55,147	57,956	3
4			52,643	54,027	57,216	60,276	4
5				56,053	59,360	62,686	5
6				58,155	61,587	65,193	6
7				60,335	63,896	67,801	7
8				62,598	66,293	70,514	8
9					68,778	73,334	9
10					71,358	76,266	10
11						79,318	11
12						82,491	12
13						83,545	13
14						84,599	14
15						85,799	15
16						86,999	16
17						88,199	17
18						89,399	18
19						90,599	19
20						91,799	20
21						92,999	21
22						94,199	22
23						95,399	23
24						96,599	24

MASTER STIPEND IS 2.5% OF F-1 1,340

ASSIGNMENT - HOURLY

F-1 Placement, Daily Rate = $289.77

$291.23 daily rate divided by 7.5 hours = $38.83 hourly rate.

*2012-2013 Salary Schedule reflects 6 furlough days per MOU dated February 28, 2012

*2013-2014 Salary Schedule reflects 1 furlough day per MOU dated May 10, 2013

*2014-2015 Salary Schedule reflects 3.75% increase w/retro back to March 1, 2015

*2015-2016 Salary Schedule reflects 4% increase w/retro back to January 1, 2016

*2016-17 Off Salary Schedule Payment of 1.5% w/retro back to July 1, 2016

*2017-18 Salary Schedule reflects an adjustment to cells F13 through F24 equal to .53% and a 1% increase on the Salary Schedule effective July 1, 2017

*2018-19 Salary Schedule reflects .50% increase with retro back to Janaury 1, 2019

*2019-20 Salary Schedule reflects Steps F13 & F14 increase by $1,054, F15 to F24 increase by $1,200 at each step effective July 1, 2019

In addition to the above, the district pays $14,424 annually towards health benefits

WESTERN PLACER UNIFIED SCHOOL DISTRICT
2019/2020 COUNSELOR SALARY SCHEDULE

STEP	A AB + 0	B AB + 15	C Credential OR AB + 30	D AB + 45 MA + 0	E AB + 60 MA + 15	F AB + 75 MA + 30	STEP
1	41,891	45,471	52,229	53,215	56,355	58,943	1
2			54,057	55,211	58,470	61,301	2
3			55,949	57,281	60,662	63,752	3
4			57,907	59,429	62,937	66,303	4
5				61,658	65,296	68,954	5
6				63,971	67,746	71,713	6
7				66,369	70,285	74,581	7
8				68,858	72,922	77,565	8
9					75,656	80,667	9
10					78,494	83,893	10
11						87,249	11
12						90,741	12
13						91,900	13
14						93,059	14
15						94,379	15
16						95,699	16
17						97,019	17
18						98,339	18
19						99,659	19
20						100,979	20
21						102,299	21
22						103,619	22
23						104,939	23
24						106,259	24

Counselors will be placed at no less than Column F Step 1 on the certificated salary schedule based on years of service credit.

For a counselor to be placed on steps F11-F24 he or she must meet Column F unit requirements

MASTER STIPEND IS 2.5% OF F-1 1,340

ASSIGNMENT - HOURLY

F-1 Placement, Daily Rate = $289.77

$291.23 daily rate divided by 7.5 hours = $38.83 hourly rate.

*2012-2013 Salary Schedule reflects 6 furlough days per MOU dated February 28, 2012

*2013-2014 Salary Schedule reflects 1 furlough day per MOU dated May 10, 2013

*2014-2015 Salary Schedule reflects 3.75% increase w/retro back to March 1, 2015

*2015-2016 Salary Schedule reflects 4% increase w/retro back to January 1, 2016

*2016-17 Off Salary Schedule Payment of 1.5% w/retro back to July 1, 2016

*2017-18 Salary Schedule reflects an adjustment to cells F13 through F24 equal to .53% and a 1% increase on the Salary Schedule effective July 1, 2017

*2018-19 Salary Schedule reflects .50% increase with retro back to Janaury 1, 2019

*2019-20 Salary Schedule reflects Steps F13 & F14 increase by $1,054, F15 to F24 increase by $1,200 at each step effective July 1, 2019

In addition to the above, the district pays $14,424 annually towards health benefits

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 Food Service Warehouse Worker
and Revision to 19/20 Classified Salary Schedule

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Gabe Simon, Ed.D.
Assistant Superintendent of
Personnel Services

ENCLOSURES:
Proposed Job Description for
Food Service Warehouse Worker,
Revised Classified Salary Schedule

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General

MEETING DATE:
June 18, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:

As a part of the ongoing review of District needs, programs, and staffing by the District, there exists a need to approve a job description for a classified Food Service Warehouse Worker in order to establish the job requirements. This job description will go into effect July 1, 2019 following Board approval. Other Food Service personnel are completing some of these duties. This would be a reclassification for existing staff.

RECOMMENDATION:

Approve the attached job description and revised classified salary schedule for Food Service Warehouse Worker.

5/20/14 5/30/14

Western Placer Unified School District

POSITION DESCRIPTION

Position Title:	**FOOD SERVICE WAREHOUSE WORKER**
Department:	Food Service
Reports To:	Director of Food Services

SUMMARY:
Under the direction of an assigned supervisor, assist in the receiving, storing, rotation, issuing, and delivery of food, food service equipment, and food service supplies.

ESSENTIAL DUTIES AND RESPONSIBILITIES:
* Fills orders according to established procedures; picks and stages food and supply orders for delivery to schools
* Maintains cleanliness and order in warehouse, coolers, and freezers
* Operates manual and electric pallet jacks
* Maintains daily communication regarding deliveries and inventory
* Follows appropriate food safety procedures while performing job duties
* Drives a District vehicle to various locations to pick up and deliver food
* Pulls food orders from warehouse and loads onto trucks or vans
* Shelves or stores items received in the appropriate section of the warehouse
* Places food items in racks, coolers, or freezers as required
* Rotates perishable and non perishable inventory as needed
* Assures food shipments are not spoiled or damaged
* Pulls, packs, and ships items or supplies to District locations according to established procedures
* Monitors stock levels
* Prepares requests for the purchase of food supplies and maintains proper inventory levels
* May assist with **duties associated with Food Service Assistant**
* **Prepares and places orders as needed**
* Other related duties as assigned

QUALIFICATION REQUIREMENTS:
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:
High school diploma or general education degree (GED) required. At least 1 years of related school nutrition program experience.

LANGUAGE SKILLS:
Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-one-one and small group situations to clients and other employees of the organization.

MATHEMATICAL SKILLS:
Ability to perform basic mathematical functions to count and account for inventory for the purpose of stocking and deliveries.

REASONING ABILITY:
Ability to define problems, collect data, establish facts, and draw valid conclusions.

OTHER SKILLS and ABILITIES:
Working knowledge of the following:

*Safe handling, rotation, and storage of food
*Proper loading and unloading of food service vehicles
*Operation of equipment and machines used in the receipt, storage, and shipping of food service supplies and equipment
*Operation of a computer utilizing data entry and record keeping techniques
*Space utilization and inventory techniques
*Food service and storage health and safety regulations

Ability to establish and maintain effective working relationships with students, staff and the school community. Ability to speak clearly and concisely in English both in oral and written communication. Ability to perform duties with awareness of all district requirements and Board of Trustee policies.

LICENSES:
Possession of an appropriate California Class C operator's license issued by the State Department of Motor Vehicles.

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. Ability to occasionally lift and/or move up to 50 pounds such as milk crates, frozen food, canned food etc. Ability to perform physical and clerical duties involved in the rotation and proper handling of food service supplies and equipment. Ability to operate warehouse machines and equipment. Ability to stand for extended periods of time, reach overhead, bend at the waist, kneel, crouch, and use proper lifting methods. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee frequently is required to walk and sit in a vehicle to transport between District locations. The employee is occasionally required to stand and reach with hands and arms. Specific vision abilities required by this job include close vision, color vision, and depth perception.

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 frequently loud to where you have to raise your voice to be heard.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
CLASSIFIED SALARY SCHEDULE 2019-2020

Range: Cafeteria

14 Cafeteria Site Cashier, **Food Service Warehouse Worker**
16 Central Kitchen Assistant
20 Central Kitchen Lead
23 Child Nutritional Clerk
12 Food Service Assistant
16 Food Service Lead
20 Middle School Cafeteria Lead
23 High School Cafeteria Lead

Range: Clerical

26 Accounting Technician I
28 Accounting Technician II
17 Adult School Account Clerk
24 Alternative Education Secretary/Administrative Assistant
22 Assistant Principal Secretary/Administrative Assistant
16 Bilingual School Clerk
22 Counselor Secretary/Administrative Assistant
24 Department Secretary/Administrative Assistant
22 District ELD & Intervention Program Secretary/Administrative Assistant
20 District Office Clerk
23 District Receptionist Clerk
42 Facilities Planner
26 Facilities Support Clerk, Grant Funded
15 Grant Funded Bilingual Clerk
14 Grant Funded Clerk
14 Grant Funded Support Services Clerk
18 Grant Funded Transition Support Provider
20 Health Clerk
22 Preschool Clerk
24 Registrar/Student Data Manager
20 School Office Clerk II
22 School Office Clerk III
24 School Secretary I/Administrative Assistant (K-5)
25 School Secretary I/Administrative Assistant (6-12)
22 Special Education Clerk
28 Special Education Secretary/Administrative Assistant
28 Supplemental Programs & Accountability Secretary/ Administrative Assistant

Range: Education

13 Campus Monitor
13 Campus/Cafeteria Supervisor
17 Computer Laboratory Technician
21 High School Library Technician
14 Infant/Toddler Paraprofessional
15 Instructional Aide
16 Instructional Aide-Bilingual/ESL
17 Instructional Aide-Special Education
25 Interpreter - Oral ***(Paid on Step A only)***
25 Interpreter- Deaf & Hard of Hearing
20 Intervention Services Provider
19 Library Technician
32 Licensed Vocational Nurse
28 LVN/Paraprofessional, Specialized Phys Hlth Care
28 Occupational Therapist Assistant I
17 Paraprofessional, Specialized Physical Health Care
25 Parent/School/Community Liaison
15 Preschool Instructional Aide
24 Preschool Instructor
28 Speech-Language Pathology Assistant
33 Translator - Written ***(Paid on Step A only)***

RANGE	Step A	Step B	Step C	Step D	Step E	Step F*
12	14.16	14.82	15.55	16.29	17.10	17.96
13	14.52	15.19	15.93	16.71	17.54	18.42
14	14.82	15.55	16.29	17.10	17.96	18.86
15	15.19	15.93	16.71	17.54	18.36	19.28
16	15.55	16.29	17.10	17.96	18.80	19.74
17	15.93	16.71	17.54	18.36	19.29	20.26
18	16.29	17.10	17.96	18.80	19.77	20.76
19	16.71	17.54	18.36	19.29	20.22	21.23
20	17.10	17.96	18.80	19.77	20.72	21.76
21	17.54	18.36	19.29	20.22	21.24	22.30
22	17.94	18.80	19.77	20.72	21.75	22.83
23	18.36	19.29	20.22	21.24	22.28	23.39
24	18.80	19.77	20.72	21.75	22.79	23.93
25	19.29	20.22	21.24	22.28	23.36	24.53
26	19.77	20.72	21.75	22.79	23.93	25.12
27	20.22	21.24	22.28	23.36	24.52	25.75
28	20.72	21.75	22.79	23.93	25.14	26.40
29	21.24	22.28	23.36	24.52	25.74	27.02
30	21.75	22.79	23.93	25.14	26.38	27.70
31	22.28	23.36	24.52	25.74	27.03	28.38
32	22.79	23.93	25.14	26.38	27.69	29.08
33	23.36	24.52	25.74	27.03	28.36	29.77
34	23.93	25.14	26.38	27.69	29.07	30.53
35	24.52	25.74	27.03	28.36	29.79	31.28
36	25.14	26.38	27.69	29.07	30.52	32.05
37	25.74	27.03	28.36	29.79	31.27	32.83
38	26.38	27.69	29.07	30.52	32.06	33.66
39	27.03	28.36	29.79	31.27	32.86	34.50
40	27.69	29.07	30.52	32.06	33.63	35.32
41	28.36	29.79	31.27	32.86	34.49	36.22
42	29.07	30.52	32.06	33.63	35.30	37.07
43	29.79	31.27	32.86	34.49	36.17	37.98
44	30.52	32.06	33.63	35.30	37.06	38.91
45	31.27	32.86	34.49	36.17	37.99	39.89
46	32.06	33.63	35.30	37.06	38.92	40.87
47	32.86	34.49	36.17	37.99	39.89	41.89
48	33.63	35.30	37.06	38.92	40.89	42.93
49	34.49	36.17	37.99	39.89	41.91	44.00
50	35.30	37.06	38.92	40.89	42.94	45.09

Range: Technology

33 District & Site Support Tech
45 Network Administrator
45 Technology Data Specialist
33 CALPADS Coord/Tech Project Tech/Tech Sup Tech I
36 Technology Support Tech II

Range: Transportation & Maintenance

33 Assistant Mechanic
24 Bus Driver, Special Needs
22 Custodian/Groundsman
37 Dispatcher/Driver Trainer
33 District Maintenance Worker
24 Grounds Maintenance Worker
26 Lead Custodian
24 Maintenance/Custodian
42 Mechanic

Longevity: 2.5% salary increase for 10 years of service and 2.5% for each additional 5 years of completed service.

Retiree Benefits: After 15 years of service, 3,600 for a maximum of five (5) consecutive years or to age 65 or $6,000 per year for a maximum of three (3) consecutive years or until age 65.

* STEP F: Employees will be placed on Step F at the beginning of the school year in their 15th year of service with the District

Effective 7/1/14 5% added to the 2014-2015 salary schedule & elimination of Employer paid PERS
Effective 7/1/15 3.75% added to the 2015-2016 salary schedule, retro to 3/1/15
Effective 3/15/16 4% added to the 2015-2016 salary schedule, retro to 1/1/16
Effective 7/1/16 1.5% lump sum pay from 2016-2017 salary schedule
Effective 7/1/17 1.53% added to the 2017-2018 salary schedule
Effective 7/1/18 .50% added to the 2018-2019 salary schedule retro to 1/1/19
Effective 7/1/19 .25% added to the 2019-2020 salary schedule, Step F added

*****In addition to the above, the district pays $14,424 annually towards health benefits**

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

SUBJECT:

Increase Paid Meal Prices - 2019-20

AGENDA ITEM AREA:

Action

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent, Business & Operations

ENCLOSURES:

None

DEPARTMENT:

Business Services/Nutrition Services

FINANCIAL INPUT/SOURCE:

Nutrition Services, Fund 13

MEETING DATE:

June 18, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

During 2012 to 2017, the District increased the preschool, elementary school, high school and adult paid meal prices to compare to other districts and mitigate increased staffing and food costs

The Cafeteria program continues to experience increase pension PERS costs for labor, increasing food costs, repair and maintenance of aged food equipment. While WPUSD is not the lowest in some meal prices, we are also need to keep pace with the average prices in our comparable districts.

Based on the comparative districts, administration is proposing an increase in the middle school breakfast price from $1.75 to $2.00 and lunch price from $3.00 to $3.25. All other meal prices will remain the same including milk prices.

The new middle school breakfast and lunch meal and adult meal prices would be effective July 1, 2019.

A review of neighboring and comparable school districts shows that Western Placer Unified School District's middle school breakfast and lunch prices are slightly below average. Therefore, we recommend implementing the following pricing structure beginning in the 2019-20 school year:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING

PROPOSED BREAKFAST (B) AND LUNCH (L) PROGRAM PRICES Effective July 1, 2019:

Grade Range	Current Price	Proposed Price	Increase
K-5 – B	$1.75	$1.75	-0-
K-5 – L	$3.00	$3.00	-0-
6-8 - B	**$1.75**	**$2.00**	**+$0.25**
6-8 - L	**$3.00**	**$3.25**	**+$0.25**
9-12 – B	$2.25	$2.25	-0-
9-12 - L	$3.50	$3.50	-0-
Reduced Breakfast	$0.30	$0.30	-0-
Reduced Lunch	$0.40	$0.40	-0-
Adult	$4.00	$4.00	-0-
Headstart Program	$3.00	$3.00	-0-
Milk/Juice Only	$0.50	$0.50	-0-

RECOMMENDATION:

Approve new meal price schedule for Western Placer Unified School District breakfast and lunch program effective the 2019-20 school year.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
Approve Resolution #18/19.34 -
The Education Protection Account and
Spending Plan for 2019-20

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 18, 2019

ROLL CALL REQUIRED:
Yes

BACKGROUND:

Proposition 30, The Schools and Local Public Safety Protection Act of 2012, added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting12/31/2017), and Proposition 55 Article XIII, Section 36 to the California Constitution effective November 8, 2016 (commencing 01/01/2018), temporarily increases the states sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

The revenues generated are deposited into a state account called the Education Protection Account (EPA). School districts, county offices of education, and charter schools receive funds from the EPA based on their proportionate share of the statewide revenue limit amount.

EPA is a component of the school district's total LCFF funding. Accordingly, a corresponding reduction is made to a school district's LCFF Funding equal to the amount of their EPA entitlement.

Pursuant to Article XIII, Section 36 of the California Constitution, school districts, county offices of education, and community college districts are required to determine how the moneys received from the Education Protection Account are spent in the school or schools within its jurisdiction. District must annually post on its website an accounting of how much money was received from EPA and how that money was spent.

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 2019-20 EPA spending plan is attached.

RECOMMENDATION:

Staff recommends the Board of Trustees adopt the Resolution 18/19.34, pertaining to the Education Protection Account and the 2019-20 Spending Plan as attached.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 18/19.34

THE EDUCATION PROTECTION ACCOUNT

RESOLUTION OF THE BOARD OF EDUCATION OF WESTERN PLACER UNIFIED SCHOOL DISTRICT REGARDING THE EDUCATION PROTECTION ACCOUNT – 2019-20

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting12/31/2017), and Proposition 55 Article XIII, Section 36 to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

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 18th day of June, 2019
, 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

Expenditures through: _____
For Fund(s), Resource(s), and Project Year(s):

01 1400 0 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
LCFF Sources	8010-8099	1,359,610.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Unearned Revenue	9650	0.00
TOTAL AVAILABLE		1,359,610.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	2,311,778.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	809,058.00
Books and Supplies	4000-4999	0.00
Services and Other Operating Expenditures	5000-5999, except 5100-5199	(1,761,226.00)
Subagreements for Services	5100-5199	0.00
Capital Outlay	6000-6999	0.00
Other Outgo (Excluding Indirect Costs)	7000-7299, 7400-7499	0.00
Indirect Costs	7310,7350	0.00
Other Financing Uses	7600-7999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		1,359,610.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00
INDIRECT COSTS AS A PERCENTAGE OF ELIGIBLE EXPENDITURES		
Eligible Expenditures (Objects 1000-5999 except objects 5100-5199)		1,359,610.00
Indirect Costs (Objects 7310 and 7350)		0.00
Indirect Costs divided by Eligible Expenditures		0.00%

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 the 2019-2020 LCAP

AGENDA ITEM AREA:
Action

REQUESTED BY:
Kerry Callahan
Deputy Superintendent

ENCLOSURES:
Yes (click here)

DEPARTMENT:
Educational Service

FINANCIAL INPUT/SOURCE:
LCFF

MEETING DATE:
June 18, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:
The District has prepared the Local Control Accountability Plan (LCAP), including the annual update and budget overview for parents, for board review and adoption. Adoption of the LCAP 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 4, 2019 for the LCAP with no comment from the public.

Since the public hearing, the District has made minor changes to the LCAP in response to feedback and change requests from the Placer County Office of Education (PCOE). These changes do not impact the intent of the LCAP or represent a substantial change to program content. WPUSD authorizes staff to make such necessary technical corrections to enable the approval of the LCAP by the County Superintendent of Schools.

RECOMMENDATION:
Administration recommends the Board adopt the 2019-2020 LCAP.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:
Approve 2019-2020 LCAP Federal Addendum

AGENDA ITEM AREA:
Action

REQUESTED BY:
Kerry Callahan
Deputy Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
ESSA Funds

MEETING DATE:
June 18, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:
The Local Control Accountability Plan (LCAP) Federal Addendum is meant to supplement the LCAP to ensure that eligible Local Education Agencies (LEAs) have the opportunity to meet the LEA Plan provisions of the Every Student Succeeding Act (ESSA).

The LCAP Federal Addendum template must be completed and submitted to the California Department of Education (CDE) to apply for federal ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

This is the first year in which the LCAP Federal Addendum is required in lieu of the LEA Plan for application of federal ESSA funding.

Enclosed is Western Placer Unified School District's LCAP Federal Addendum.

RECOMMENDATION:
Administration recommends the Board approve the LCAP Federal Addendum.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA Name

Western Placer Unified School District

CDS Code:

31-66951-0000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A
Student Support and Academic
Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

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

With regard to LCFF Supplemental funds and federal funds, funding decisions are based on the six LCAP goals. All school sites receive an allotment of state LCFF supplemental funds based on their populations of unduplicated pupils. These funds support site-based initiatives that align with the district's LCAP goals and concentrate on college and career readiness and closing the achievement gap. Title I, Part A funds, eighty-five percent of which are distributed to Title I schools, provide additional resources to our highest-need schools to further enhance site-based programs and activities that align with the district's LCAP goals and serve unduplicated pupils. Title II and Title III funds, also concentrated on the six LCAP goals, support enhanced district-wide initiatives related to professional growth and improvement, and English Learners, respectively.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Federal funds are intended to further enhance programs and activities at our highest-need schools and for our highest-need students.

School site plans (SPSAs) articulate how site-based initiatives align with LCAP goals and how site funding sources, including state and federal funds, are interwoven to best support those initiatives. The SPSAs are developed with input from school site leadership teams and School Site Councils (consisting of parents, classified staff, and certificated staff), and they are based on extensive analyses of school-wide data. The goals, actions, and resources allocated within each SPSA must align with the LCAP. Educational services staff monitors the development and implementation of each school site's SPSA to ensure it is compliant and that resources are being allocated appropriately.

Instructions, Strategy, and Alignment Contact
Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name
Kathleen Leehane

Contact Phone and Optional Extension
916-645-6350

Contact Email
kleehane@wpusd.org

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

WPUSD regularly analyzes staffing data, utilizing reports on Data Quest (and other local sources of data) to monitor our percentage and placement of inexperienced and ineffective teachers. The Personnel department regularly monitors staff misassignments.

Western Placer Unified is a destination district that attracts highly qualified veteran teachers from surrounding districts. In 2017-18, only 24 of 322 teachers (8%) had under three years of teaching experience. District-wide, our teachers average fifteen years of experience. There is no measurable discrepancy in average years of experience across grade-span-alike school sites.

WPUSD holds the belief that the most effective teachers should be placed with the most at-risk students; therefore, during student placement, we work to ensure that (to the degree possible) our identified at-risk students are placed with our most experienced teachers. Our data shows that to be true. None of our schools (including those with the highest percentages of unduplicated pupils) has more than five teachers with less than three years of experience.

Title I, Part A, Educator Equity Contact
Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name
Gabriel Simon

Contact Phone and Optional Extension
916-645-6350

Contact Email
gsimon@wpusd.org

Parent and Family Engagement
ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

WPUSD Board Policy 6020 outlines our parent and family engagement policy. In general terms, it states that sustained parent involvement positively impacts student achievement and school climate. The policy makes a commitment to develop meaningful opportunities for parents to be involved in district and school decision-making and to jointly develop a parent involvement program.

WPUSD sends home a yearly packet to parents every fall that contains notifications of parent rights, a copy of the parent involvement policy, and other important policies and procedures. A copy of the packet is also posted on the district website. Other pertinent district information is shared with parents via school and district websites, school newsletters, online learning management systems (i.e. - Schoology), School Messenger, and through district/school committees. All district and school documentation is provided in English and Spanish, as required by California Education Code 48985(a). WPUSD also provides ASL interpreters, when needed, for parents who are hard of hearing.

Parents are given the opportunity to meet with their children's teacher(s) twice yearly during parent conference weeks to learn about their children's academic progress and to receive suggestions for working with their children at home. Mini-trainings on some programs (i.e. - iReady, Schoology) are offered in the fall during Back to School Nights; Back to School Nights are also used as a forum to explain content standards and assessments to parents. Additionally, parents have the opportunity to participate in other parent-focused educational programs: continuing education classes (GED Prep, ESL), Love & Logic, and PIQE (offered fall 2018 at Creekside Oaks Elementary).

WPUSD values parent input on funding and programmatic decisions. Parents serve on district and/or school committees (i.e. – School Site Councils, English Learner Advisory Committees, the District Advisory Committee/District English Learner Advisory Committee, and Parent-Teacher Associations, to name a few), participate in multiple surveys, and are encouraged to informally communicate with school and district staff regularly. Recognizing that speaking another language can be a barrier that inhibits parent participation, WPUSD has hired three bilingual parent liaisons to help facilitate meaningful participation from Spanish-speaking families and from other families who struggle to access school/district services. A parent involvement plan, focused on the six categories of parent engagement and involvement (based on the State Board of Education's Parent and Family Involvement Policy, the National PTA's National Standards for Family-School Partnerships, and Joyce L. Epstein's Framework of Six Types of Parent Involvement), was jointly developed by parents (via feedback provided to the district's parent liaisons) and other district staff in fall, 2017. Revisiting the parent involvement plan yearly will insure parent and family engagement remains a district priority going forward.

Parent input is woven directly into the LCAP stakeholder engagement process. The district's DAC/DELAC parent group serves as an advisory group to the district's LCAP Committee (made up of certificated staff, classified staff, and administration). Agendas for DAC/DELAC and the LCAP Committee are planned at the same time; requests for input/feedback are planned, intentional, and valued.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All six Title I schools in Western Placer Unified have schoolwide programs.

Our Title I schools conduct a yearly needs assessment, examining a variety of academic achievement data to ensure their comprehensive school site plans best serve the needs of students who are failing or at-risk of failing. Throughout this process, Title I schools solicit feedback from parents and community members (primarily through School Site Councils and the English Learner Advisory Committees, where applicable).

Annually, all of our schools prepare comprehensive school site plans that describe the actions to be implemented in order to increase academic achievement and close the achievement gap. These plans include performance goals and provide detailed budgets that outline the LCFF state supplemental funds and federal funds allocated to each action. Schools formally review these school site plans yearly to determine the effectiveness of the actions put in place; based on their reviews, schools revise their plans as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. These comprehensive school site plans are reviewed by Educational Services and approved annually by the Board of Trustees.

At this time, no schools in Western Placer Unified are in targeted assistance.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

WPUSD has a designated administrator who serves as a liaison for homeless students: the Homeless Youth Coordinator. The position is funded with state LCFF Supplemental funds.

The Homeless Youth Coordinator participates in the Placer County Homeless Network (PCHN), a county-wide consortium that coordinates resources for homeless students and provides professional development to the region's homeless liaisons.

Homeless students are placed in educational programs based on a variety of factors: educational stability, least restrictive setting, access to resources/services, and access to extracurricular/enrichment activities to name a few. To ensure that homeless students are able to be placed in an educational setting that is in their best interest, WPUSD uses state LCFF Supplemental funds and/or federal funds to provide transportation for homeless students, as needed.

Homeless students are one of our unduplicated student groups. WPUSD reports their achievement levels, test results, graduation rates, suspension/expulsion rates, and other relevant data to the Governing Board at least once a year. Changes are made to district/school programs based on data analysis. Based on our 2018 fall dashboard, this student population continues to underperform academically, attend school more irregularly, and get suspended more than other subgroups. They remain a significant area of focus for us moving forward.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) coordination with institutions of higher education, employers, and other local partners; and

(B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

WPUSD collaborates with Placer County Office of Education (PCOE) to plan for students' transitions from PCOE's Early Childhood Education program to our elementary school programs.

WPUSD uses state LCFF supplemental funds to sponsor summer transition programs for fifth graders going to middle school and for eighth graders going to high school. Each secondary school creates a transition program that is customized and unique; yet, all WPUSD transition programs focus on both socio-emotional support and academic preparation for students' next level of education. WPUSD also uses state LCFF supplemental funds and federal grant money to fund a part-time College and Career Specialist who is housed at Lincoln High School. The College and Career Specialist works with the high school counseling department to provide opportunities for college/career exploration and to identify student interests and skills.

WPUSD began offering dual enrollment courses at Lincoln High School in the 2018-19 school year. We also support Sierra College's Promise program, a program that targets students who may not be planning to immediately attend a four-year university. The Promise program helps participants become college-ready in high school. Then, it helps them with financial support and education/career planning once they begin attending community college.

WPUSD is also deeply committed to the AVID program, using significant LCFF funding to support AVID personnel, professional development, and program costs for eight schools (our comprehensive high school, both middle schools, and five elementary schools).

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

WPUSD uses state funds to GATE test all second graders. This guarantees equitable access to our district's GATE program. WPUSD has a third through fifth grade GATE magnet program, in addition to advanced classes in middle school and high school. Schools with intervention blocks use that time to provide enrichment activities for students exceeding the state standards. Additionally, Lincoln High School offers an abundance of Honors and Advanced Placement courses.

WPUSD has a part-time district librarian and library technicians at all school sites, supported by general funds. Additional general funds and community donations are used to keep library resources up-to-date.

Title I Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name
Kathleen Leehane

Contact Phone and Optional Extension
916-645-6350

Contact Email
kleehane@wpusd.org

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

WPUSD uses Title II, Part A funds to support teacher induction programs for applicable certificated employees. Title II, Part A funds are also used to ensure the recruitment and retention of highly qualified teachers. Other state and district funds support a variety of other opportunities for professional growth and improvement, including but not limited to: peer coaching (for both teachers and administrators), professional development on effective first instruction (i.e. – AVID, TESS, GLAD), professional development on new curriculum/instructional materials (i.e. – Benchmark Advance, Ready Common Core, iReady, NGSS, STEM), and structured weekly PLC time.

WPUSD site administrators are provided with concrete expectations. They then participate in professional development activities and receive on-site support/guidance to help them meet those expectations. Our administrative team receives focused, job-embedded training on group development, planning effective staff development, data analysis, data-driven decision-making, and learning-focused supervision. They also work with a one-on-one coach and receive additional guidance and support during instructional walkthroughs. Site administrators submit evidence of practice to Educational Services.

WPUSD teachers receive continuous, formative feedback on their instruction. Teachers participate in professional development focused on identified areas of student need and/or areas of personal growth.

WPUSD teachers have a variety of opportunities to participate in leadership roles. Teachers are regularly recruited to serve on district committees, action teams, and stakeholder groups, in addition to serving in many site-based leadership roles. Pursuance of advancement is encouraged and supported.

WPUSD teachers and administrators are surveyed regularly to determine topics of interest related to professional development and to collect feedback/input about the effectiveness of programs offered.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

At present, WPUSD has one CSI school (Phoenix High, our continuation high school). Since we only have one school, any additional funds specifically received for CSI activites will go to that school. A small percentage of funds will be utilized at the district level to cover any district costs associated with providing enhanced support to Phoenix High School. Should we have multiple schools with that designation in the future, we would prioritize funding similar to the method used for distributing Title I, Part A funds. If funds are allocated on a school-by-school basis, we would allocate most of the funds to the school site(s) identified, keeping a small percentage of funds at the district level. If funds are allocated to the district, we would distribute funds to school sites based on their FRPM count.

Schools identified as CSI or TSI will be required to include an action plan for utilizing Title II, Part A funds in their school site plans (SPSAs). The SPSAs will articulate how site funding sources, including state and federal funds, will be interwoven to best support struggling students. Input from School Site Councils, ELAC (where applicable), and school leadership teams will be an integral part of the plan's development, as would the extensive analysis of school-wide data. Since schools formally review their SPSAs yearly to determine the effectiveness of the actions put in place, we can anticipate a revision of plans as necessary, based on student needs and the results of the evaluation, to ensure continuous improvement.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

WPUSD uses the following data to monitor and evaluate the effectiveness of its Title II, Part A-funded activities:

- teacher formal evaluation documents (yearly)
- classroom walkthroughs/observations (ongoing)
- teacher surveys identifying professional development needs (yearly)
- professional development registration logs (yearly)
- superintendent interviews with probationary certificated employees (yearly)

WPUSD meaningfully consults with the following stakeholders to update and improve Title II, Part A-funded activities:

- LCAP Committee: certificated staff, certificated management, and classified staff (monthly)
- DAC/DELAC: parents, including parents of English Learners (quarterly)
- ESAC: Educational Services staff, WPTA representatives (monthly)
- Admin PLC: site administrators and Educational Services staff (monthly)

Throughout our LCAP process, we also consult regularly with PCOE and other community groups. Additionally, site administrators regularly review notes from weekly teacher PLC meetings and report additional feedback to the district office related to Title II, Part A-funded activities.

All funding decisions related to Title II, Part A-funded activities are in direct alignment with our LCAP. We use Title II, Part A funds to further enhance programs already supported by state funds.

Title II, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name
Kerry Callahan

Contact Phone and Optional Extension
916-645-6350

Contact Email
kcallahan@wpusd.org

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

At present, we have trained approximately 90 certificated staff members on best practices related to integrated and designated ELD via our district-designed, two-day ELD Institutes. These institutes include follow-up coaching/observation cycles with our district's English Learner Teacher on Special Assignment (TOSA).

Our data shows that our English Learners tend to stagnate when they reach the "Upper Expanding/Lower Bridging" Level of English Language acquisition. Therefore, we are also continuing to provide extensive training for our elementary school teachers on Guided Language Acquisition Design (GLAD); GLAD is a standards-based ELD instructional model that utilizes research-proven instructional strategies to address the skill gaps that lead to English Learners becoming Long-Term English Learners.

Also, 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.

Going forward, professional development will focus on insuring the district's mission and vision for English Learner programs align with California's English Learner Roadmap. To that end, all site administrators at schools with high populations of English Learners were trained on the main components of the English Learner Roadmap in February, 2019. This training included an initial self-assessment and some goal-setting. More detailed, follow-up training on the EL Roadmap is planned for the 2019-2020 school year.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Teacher on Special Assignment (TOSA) for English Learner Services continues to be responsible for case managing all immigrant students in WPUSD. Case management includes, but is not 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.

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Teachers use research-based strategies to assist students in meeting or exceeding state standards in all core areas. Integrated and designated ELD instruction, beyond mainstream English, is provided to accelerate English Learners' progress toward English proficiency.

Our data shows that many of our Long-Term English Learners (LTELs) continue to struggle academically and are unable to meet the district's criteria for reclassification. To that end, we adopted AVID Excel in 2016-17, a middle school program designed specifically to reclassify LTELs by the end of 8th grade so they can begin high school prepared to take college preparatory coursework; this program is provided in addition to LTEL students' core English class and designated/integrated ELD. The AVID Excel program added a second cohort in 2017-18. Based on enrollment numbers, we converted this class back to a regular AVID elective in 2018-19. LTELs are still heavily recruited for AVID at the middle school level.

Lastly, the district provides specialized 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.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All students participate in state testing, the results of which are used to determine academic progress and proficiency. Additionally, English Learners take the ELPAC, which determines progress toward English proficiency. 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. Other formative assessments are also used to monitor student progress (i.e. – iReady, district benchmarks).

EL Intervention plans are in place for English Learners who are struggling academically. The academic progress of recently reclassified students is also monitored yearly. In addition, teachers and support staff utilize weekly collaboration (PLC) time to regularly monitor student progress and develop intervention plans for students in need of additional scaffolding and/or supports. Principals continually conduct informal and formal classroom walkthroughs to provide constructive feedback to 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 once 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 the past two years, most school staffs have committed to designating explicit PLC time, throughout the school year, that focuses exclusively on evaluating EL and RFEP student data. Their evaluations lead to adjustments of instruction, classroom scaffolds and interventions, and the creation/monitoring of intervention plans for struggling EL and RFEP students. Since the fall of 2017, principals and educational services staff have worked with MiraVia LLC to tighten and hone their data analysis protocols.

Title III, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name
Kathleen Leehane

Contact Phone and Optional Extension
916-645-6350

Contact Email
kleehane@wpusd.org

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Goal four of the District's LCAP states that "All students will be safe and actively engaged at school." Numerous research has concluded that a school's culture and climate significantly impacts students' well-being and academic achievement. We are committed to ensuring that students are physically, emotionally, and culturally safe while at school. Consequently, we must ensure that our school environments (culture and climate) promote and support student safety. Furthermore, we believe that all students should be actively engaged in their learning, which requires us to implement practices that ensure students have voice and choice in how they learn and demonstrate proficiency. According to the Search Institute (November 2010), "Helping young people identify their sparks, and providing them the opportunity to develop those interests, appear to be important additions to academic educational methods and help students achieve school success." To support us in achieving our LCAP goal, and with the plethora of research regarding school culture and climate and instructional methods that support student well-being and achievement, we have partnered with many organizations to implement effective programs/practices around youth development, mental health, positive behavior, and safety. Below are all the organizations we are partnered with along with brief descriptions of what they are supporting us with.

Youth Development Network - Youth Development Framework
Wellness Together - Mental Health Counseling
Lincoln Parks & Rec - Summer Programs for At-Risk Youth
Lighthouse - Mental Health Counseling
Coalition for Auburn & Lincoln Youth (CALY) - Advocacy/Action Group
PROTECT (with Rotary) to address human trafficking
Community Recovery Resources (CoRR) - Student Assistance Program (SAP) - substance abuse counseling

Title IV Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name
Kerry Callahan

Contact Phone and Optional Extension
916-645-6350

Contact Email
kcallahan@wpusd.org

2019-20 Local Control and Accountability Plan (LCAP) Budget Overview for Parents Input Form

Required Prompts(s)	Response(s)
Local Educational Agency (LEA) Name: Enter the LEA name	Western Placer Unified School District
CDS Code: Enter the County District School (CDS) code for the LEA (14 digits)	31-66951-0000000
LEA Contact Information: Enter the name, phone number, and email of the LEA's contact	Scott Leaman, Superintendent
Coming LCAP Year: Enter the upcoming fiscal year for which the LCAP will be adopted using this format: 20XX-XX	2019-20
Current LCAP Year: Enter the current fiscal year for which the previous LCAP was adopted using this format: 20XX-XX	2018-19

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

Projected General Fund Revenue for the 2019-20 LCAP Year	Amount
Total LCFF Funds Enter the total amount of LCFF funds the LEA estimates it will receive in the LCAP Year.	$64,424,125
LCFF Supplemental & Concentration Grants Enter the total amount of LCFF supplemental & concentration grants the LEA estimates it will receive	$3,966,354
All Other State Funds Enter the total amount of other state funds (excluding LCFF funds) the LEA estimates it will receive	$5,715,545
All Local Funds Enter the total amount of local funds and entitlements the LEA estimates it will receive	$4,101,267
All Federal Funds Enter the total amount of federal funds (including all Every Student Succeeds Act Title funds)	$2,326,564
Total Projected Revenue There is no entry required as the total is calculated for you	$76,567,501

Total Budgeted Expenditures for the 2019-20 LCAP Year	Amount
Total Budgeted General Fund Expenditures Enter the total budgeted General Fund expenditures for the Coming LCAP year	$76,668,484
Total Budgeted Expenditures in LCAP Enter the total amount of budgeted expenditures included in the LCAP for the Coming LCAP Year	$44,761,997
Total Budgeted Expenditures for High Needs Students in LCAP Enter the total amount of budgeted expenditures for planned actions and services included in the LCAP for the Coming LCAP Year that contribute to increasing or improving services for unduplicated students	$3,966,354
Expenditures Not in the LCAP	$31,906,487

Expenditures for High Needs Students in the 2018-19 LCAP Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP Enter the total of the budgeted expenditures, from all fund sources, that are identified as contributing to the increased or improved services for unduplicated students included in the current LCAP year	$3,731,847
Estimated Actual Expenditures for High Needs Students in LCAP Enter the total of the estimated actual expenditures (from all fund sources) associated with the actions/services that are identified as contributing to increasing or improving services for unduplicated students as reflected in the Annual Update in the current LCAP year	$3,617,266

Funds for High Needs Students	Amount
2019-20 Difference in Projected Funds and Budgeted Expenditures	$0
2018-19 Difference in Budgeted and Actual Expenditures	$-114,581

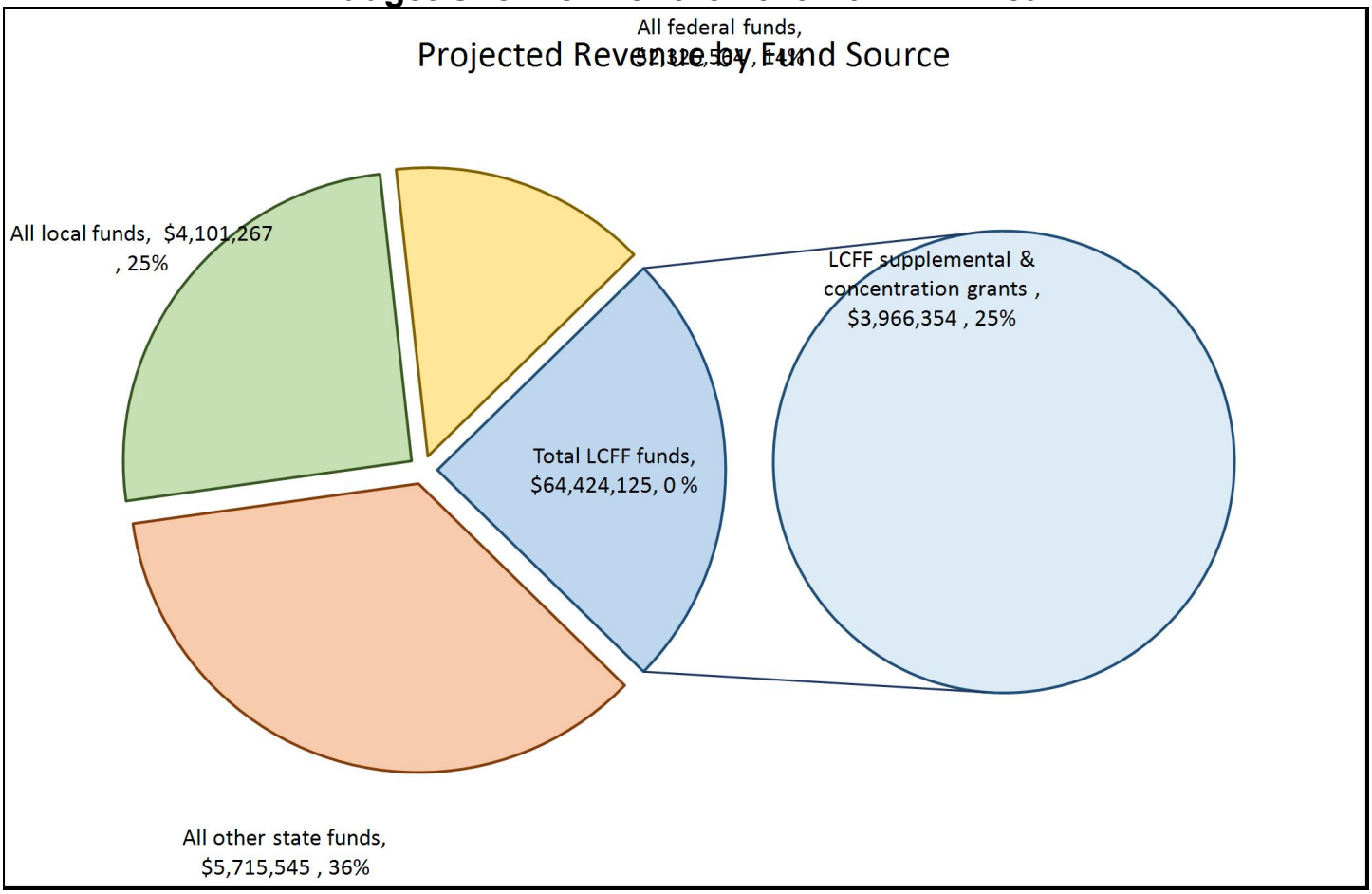
Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.	Our comprehensive educational program is dedicated to meeting the needs of all students and is encompassed in our LCAP goals and actions. The General Fund (GF) also includes costs for district and school site administrators, clerical support, home to school transportation (non-supplemental portion), technology support and utilities for the general operations and facility maintenance of the district and school sites ($30,608,598 / 40%). Students have access to extracurricular activities such as after-school sports and clubs and after school programs ($1,297,889 / 1.7%). These expenses are not included in the LCAP. Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for 2019-20 LCAP Year of $132,421,381 also includes $87,659,384 of Bond Funds for Measure A and N projects budgeted to be spent in 2019-20.
The total estimated actual expenditures for actions and services to increase or improve services for high needs students in 2018-19 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2018-19.	The 2018-19 estimated actual expenditures are less than budgeted due to: (1) planned carryover of funds to support expanded support to school sites for LCAP goals in 2019-20 and (2) expenditures coming in less than what was originally budgeted. The difference did not impact our ability to carry out actions and services to increase or improve services for high need students.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Western Placer Unified School District
CDS Code: 31-66951-0000000
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: Scott Leaman, Superintendent

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

Budget Overview for the 2019-20 LCAP Year

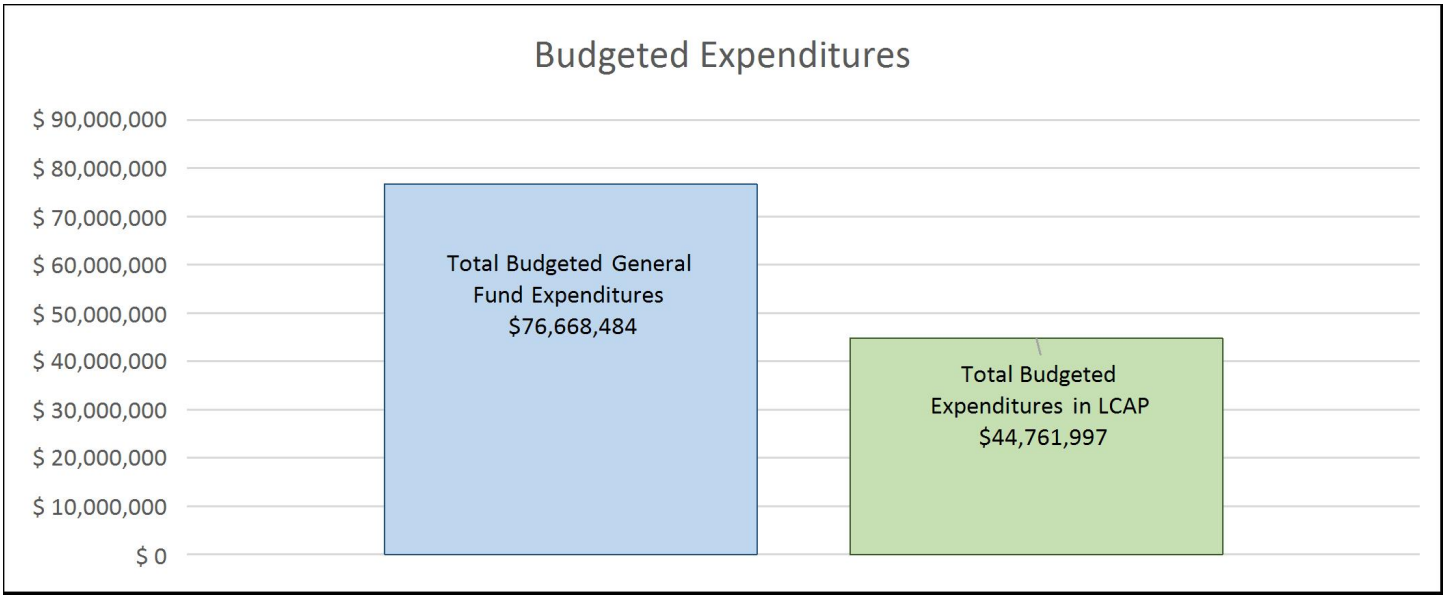


This chart shows the total general purpose revenue Western Placer Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Western Placer Unified School District is $76,567,501, of which $64,424,125 is Local Control Funding Formula (LCFF), $5,715,545 is other state funds, $4,101,267 is local funds, and $2,326,564 is federal funds. Of the $64,424,125 in LCFF Funds, $3,966,354 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Western Placer Unified School District plans to spend $76,668,484 for the 2019-20 school year. Of that amount, $44,761,997 is tied to actions/services in the LCAP and $31,906,487 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Our comprehensive educational program is dedicated to meeting the needs of all students and is encompassed in our LCAP goals and actions. The General Fund (GF) also includes costs for district and school site administrators, clerical support, home to school transportation (non-supplemental portion), technology support and utilities for the general operations and facility maintenance of the district and school sites ($30,608,598 / 40%). Students have access to extracurricular activities such as after-school sports and clubs and after school programs ($1,297,889 / 1.7%). These expenses are not included in the LCAP.

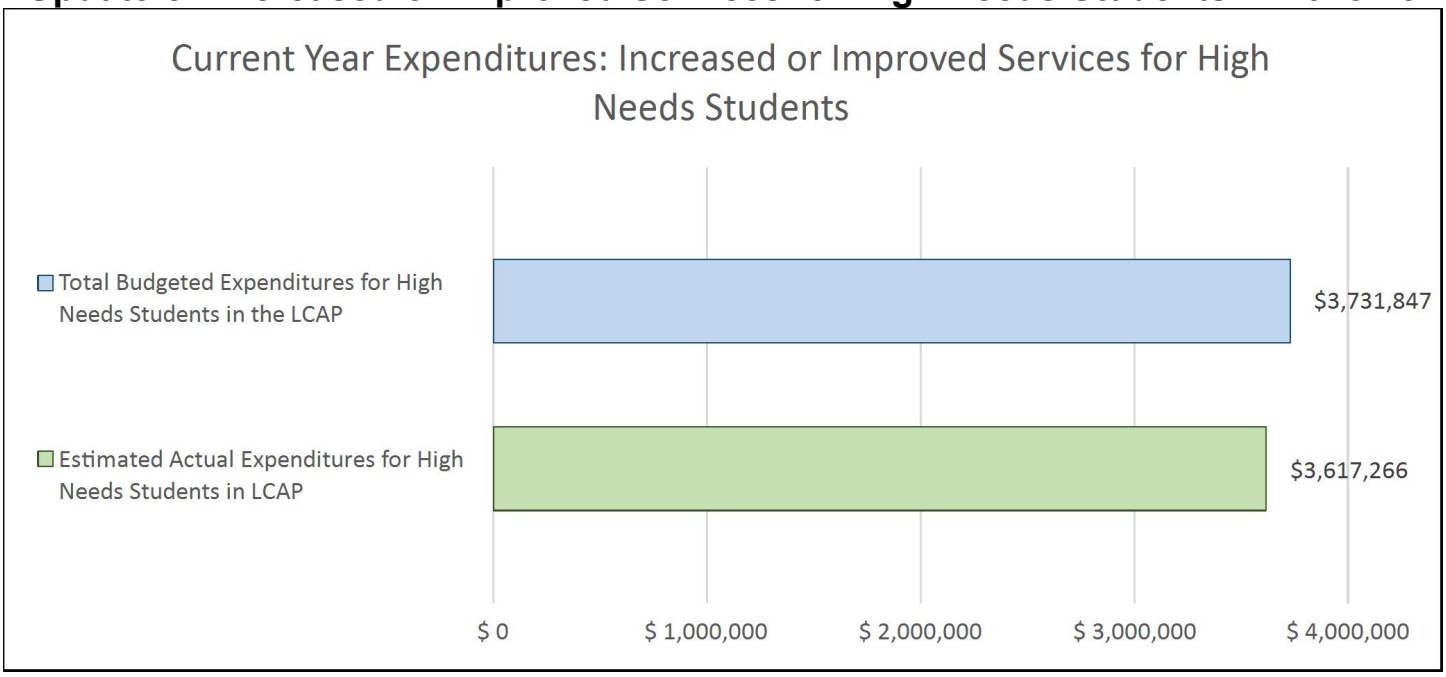
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for 2019-20 LCAP Year of $132,421,381 also includes $87,659,384 of Bond Funds for Measure A and N projects budgeted to be spent in 2019-20.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Western Placer Unified School District is projecting it will receive $3,966,354 based on the enrollment of foster youth, English learner, and low-income students. Western Placer Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Western Placer Unified School District plans to spend $3,966,354 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



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

In 2018-19, Western Placer Unified School District's LCAP budgeted $3,731,847 for planned actions to increase or improve services for high needs students. Western Placer Unified School District estimates that it will actually spend $3,617,266 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-114,581 had the following impact on Western Placer Unified School District's ability to increase or improve services for high needs students: The 2018-19 estimated actual expenditures are less than budgeted due to: (1) planned carryover of funds to support expanded support to school sites for LCAP goals in 2019-20 and (2) expenditures coming in less than what was originally budgeted. The difference did not impact our ability to carry out actions and services to increase or improve services for high need students.

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

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

2017-20 Plan Summary

The Story

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

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

WPUSD includes, three (4) school sites with Transitional Kindergarten (TK), seven (7) K-5 elementary schools, two (2) middle schools for grades 6-8, a comprehensive senior high school for grades 9-12, and a continuation high school. They also provide Alternative Education through Independent Study for grades K-12. The student population for grades TK-12 is 7,088. Of our total student population, 58% are White, 29% are Hispanic or Latino, 3% are Asian, 3% are Filipino, 2% are African American, and 5% are Other. Additionally, 8% of our population are English Learners, 4% are identified as GATE, 12% receive Special Education services, and 33% are socio-economically disadvantaged. WPUSD also sponsors three (2) independent charter school districts; Horizon Charter and John Adams Academy who collectively serve roughly 3,000 students from Placer and other surrounding counties.

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

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

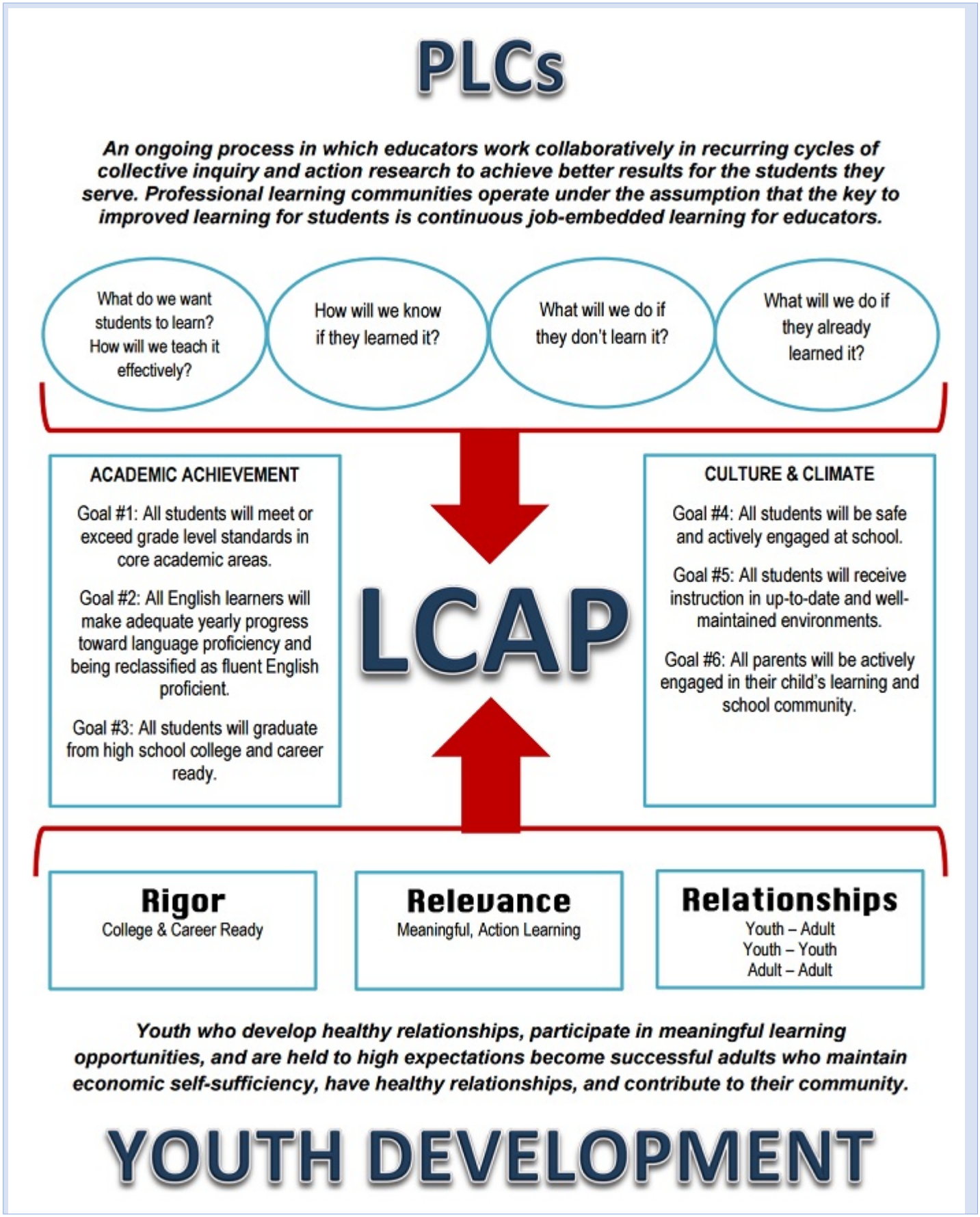
LCAP Highlights

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

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

Within our work on Professional Learning Communities, our focus has been on answering the essential questions of the PLC process: "What do we want students to learn? How will we teach it effectively? How will we know if they have learned it? What will we do if they don't learn it? What will we do if they already learned it?" Therefore, we are working to identify essential learning targets for students within our core curricular areas through the work of our "Action Teams" . We are also providing professional development for teachers and administrators focused on increasing the use/effectiveness of research-based instructional strategies in all classrooms - GLAD, AVID and brain-based direct instruction have been the major instructional strategies utilized district-wide. Additionally, we have established and implemented common district benchmark assessments in English language arts and mathematics to support teachers in evaluating their students' progress in meeting the learning targets and their own instructional effectiveness. Additionally, we have begun the process of implementing the MTSS Framework to ensure that after effective first instruction (Tier I) we have a plan for systemically providing Tier II and Tier III interventions for students. We have purchased and are implementing I-Ready Diagnostics, an online supplemental instruction for English language arts and mathematics (K-8), to support individualized support for student learning and ongoing monitoring of student progress. The work of Professional Learning Communities is cyclical; you are constantly revisiting and refining your work around the essential questions. Therefore, in the 2019-2020 school year, we will continue to focus on defining/refining our learning targets for students, supporting teachers' instructional effectiveness, implementing common assessments to track student performance, and continue to develop our comprehensive MTSS plan for supporting all students. Teachers and administrators will continue to receive training and support in using data to drive decision-making. A focus will also be placed on utilizing classroom walkthroughs, district benchmark assessments, and other diagnostic assessments as multiple data points to stimulate meaningful, data-rich PLC conversations. Additionally, staff will continue to be provided appropriate training and coaching to support their effectiveness in meeting the needs of all students. The aforementioned focus and aligned activities are intended to support our overarching goal of ensuring all students are college and career ready upon completion of high school.

In the area of Youth Development, roughly 30% of WPUSD staff have participated in a four-day Youth Development Institute and 15 staff have been further trained as trainers of youth development. The youth development framework identifies five supports and opportunities that youth need to become healthy, productive adults. They are safety, relationships, youth participation, community involvement, and skill building. Schools have worked diligently to improve safety and relationships with and for students. PBIS has been implemented at more than half of our school sites and staff continue to receive training and support from our Mental Health Specialist, whom we hired as part of LCAP to support PBIS and students' mental health. Schools are implementing mentoring programs to support student connections with and at school and additional support staff have been hired to ensure no student is without at least one positive adult connection. Intentional efforts have been made to provide enhanced opportunities for students to engage in meaningful learning and develop their leadership skills. Extra- and co-curricular activities are on the rise in WPUSD as well as community partnerships for service learning and mentoring. Bilingual parent liaisons work to improve school/family relations and actively engage parents in their child's learning and school community. Lastly, additional counselors promote college and career readiness and teachers work hard to ensure that students learn the essential skills they need to be deemed college and career ready. WPUSD will continue to support the implementation of the youth development supports and opportunities through the 2019-2020 LCAP. Youth Development Institutes will be offered, support for PBIS will continue, and additional staff hired to support our youth development efforts will continue to be funded.



Review of Performance

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

Greatest Progress

Western Placer Unified was selected by the California Department of Education as an Exemplary Districts Awardee for 2019, 1 of only 18 districts honored in the state of California. Twelve Bridges Middle School was honored as a California Distinguished School for 2019 as well. These are significant achievements that highlight our recent growths and successes.

Compared to last year, Western Placer saw a 5% increase in the number of students who met or exceeded standards in Math, and we saw a 1% increase in English Language Arts. We continue to close the gap to other districts in Placer County. Our overall graduation rate rose 3.3%, and our graduation rate for students with disabilities rose 17.7%! This is a huge accomplishment, considering our graduation rate for students with disabilities was one of our greatest needs last year. Our suspension rates continue to be low, illustrating a district culture that encourages a sense of belonging and community while prioritizing the physical, emotional, and cultural safety of our students. Our chronic absenteeism rates are also low, indicating that students generally like being at school.

Our Advanced Placement data shows an increase in students attempting college-level coursework. Seven schools have the AVID program on their sites, with an eighth (First Street School) adding AVID in the fall of 2019.

We continue to provide professional development aligned with the tenets of Professional Learning Communities, Common Core and NGSS, and Effective First Instruction; these professional development opportunities have strengthened administrator and teacher leadership and effectiveness. Principals continue to participate in extensive training on facilitating meetings, managing groups, and guiding data-driven decision-making, in addition to receiving job-embedded coaching.

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

The hiring of key staff to drive reform efforts across the district has been critical; from our Teachers on Special Assignment (TOSAs) providing targeted support for teachers to improve instructional effectiveness to our Parent Liaisons engaging our non-English speaking families in playing a more active role in their children's education. Without these staff, our abilities to implement and support programs/practices such as PBIS, Youth Development, AVID, and CTE would fall short.

We are committed to continuing programs/practices such as AVID and Youth Development. We are also committed to ensuring we have the capacity (staff) to maintain and build upon the

programs/practices. Lastly, we are also committed to ongoing professional development for staff to ensure their effectiveness in implementing programs/practices that we believe will continue us on the positive trajectory to all students being college and career ready.

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

Greatest Needs

Western Placer had one state indicator with an overall performance status of "orange": the college and career indicator. Unfortunately, our a-g completion rate has been on a slow decline for the last four years. Last spring, our eleventh grade English Language Arts SBAC scores also declined. These points of data counteracted our increase in Seals of Biliteracy, Golden State Merit Seals, and CTE Completion.

We feel strongly that students should graduate as a-g completers; therefore, we will continue to increase our efforts in this area. We implemented transcript audits and worked closely with the high school counseling staff to identify 11th and 12th grade students on the cusp of completing their a-g requirements; counselors met with those students to encourage a-g completion. Lincoln High School has also begun tying student incentives (i.e. - off-campus lunch) to a-g completion and has implemented parent conferences as part of their a-g "opt out" process. We are confident that future data will reflect these systems changes.

While not highlighted in orange or red on the state dashboard, our academic performance in math continues to be a significant concern. Even with our math gains last spring, our academic performance in math continues to lag behind similar districts, and it continues to remain far below our English Language Arts performance. Our academic performance in math continues to grow increasingly disparate across higher grades.

We remain committed to improving our math instruction. In 2019-20, a district consultant, in collaboration with our Teachers on Special Assignment (TOSAs) will be working extensively with site administrators and teachers to focus on enhancing our alignment with the California mathematical frameworks. The consultant and TOSAs will provide extensive training and coaching that increases awareness and understanding of the California mathematical frameworks in an effort to improve math instruction.

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

Performance Gaps

* The suspension rate indicator has three student groups that fell two performance levels below the "all student" performance level of "green": African-American (orange), Native Hawaiian/Pacific Islander (orange), and Homeless (red). This is actually a decrease from seven student groups in this area last year.

Many steps have been taken in the last three years to address school culture and climate as it relates to student behavior. In the summer of 2015 the district began a partnership with the Youth Development Network to provide youth development training and ongoing coaching to staff that aligns with the youth development framework. The research-based framework outlines the essential supports and opportunities (safety, relationships, meaningful participation, community involvement, and skill building) that youth need to become healthy adults. The training and ongoing coaching support equips staff with effective approaches to utilize when working with our students. When environments for youth are rich with the critical supports and opportunities, they are less likely to engage in at-risk behaviors that could lead to suspensions. To-date, all site principals have been trained in youth development and approximately 30% percent of all staff (including classified staff) have been trained. Additionally, fifteen (15) staff members from throughout the district have been trained as youth development trainers, shifting the responsibility from outside consultants to district staff. We are committed to ongoing training for staff and feel that, by aligning our practices with the youth development framework, we will yield improvements in our overall culture and climate which will reflect in our suspension rates.

In addition to youth development, eight of our schools are implementing PBIS. To support PBIS implementation, we have a full time Mental Health Specialist that we recently hired to provide PBIS coaching to schools as well as support for students exhibiting patterns of unhealthy behavior. We also have a partnership with Wellness Together to provide additional site-based mental health services. We will continue to implement and refine all of the aforementioned actions and to fund the additional support staff needed to engage in this work.

* The graduation rate indicator has one student group that fell two performance levels below the "all student" performance level of "green": Hispanic (orange). The new student monitoring system put into place at Lincoln High School (mentioned in the prior section) should also help identify students in danger of not graduating. The counseling team will then put a plan in place to help students who are struggling to graduate.

* The academic indicator for English Language Arts has one student group that fell two performance levels below the "all student" performance level of "green": Homeless (orange). Our overall data indicates that our homeless student population needs considerably more support in a variety of areas. We are working with our district's homeless/foster youth coordinator to determine how to best leverage our resources (and our community's resources) for this high-needs population.

* The academic indicator for math has two student groups that fell two performance levels below the "all student" performance level of "green": Homeless (orange) and English Learner (orange). In addition to the supports for homeless students mentioned in the paragraph above, we have begun offering professional development for teachers that specifically addresses what ELD looks like during math instruction. Our first round of training occurred in spring, 2019. Additional sessions will be offered in the summer and fall of 2019. We hope this concentrated training provides some additional scaffolds/strategies that math teachers can use to help English Learners better access the content.

Comprehensive Support and Improvement

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

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Phoenix High School

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

WPUSD submitted the application for funding on behalf of Phoenix High School. Additionally, Educational Services staff met with site administration to review the process for creating and implementing the CSI plan.

To date, Phoenix High School's staff and School Site Council have conducted a needs assessment to determine potential underlying causes for their low graduation rate. The data indicated a disproportionate number of twelfth graders needing to return for a fifth year in order to graduate. The data also showed some students narrowly missing a-g certification. These two data points highlighted a need for more academic counseling at Phoenix. Presently, Phoenix has an academic counselor on site 1 day a week. Phoenix High School, in conjunction with the district office, is in the process of developing a CSI plan that addresses its need for increased academic counseling.

The identification of Phoenix High School as a CSI school has led to a review of district protocols for allocating resources to school sites. Past practice has allocated support staff to school sites based solely on enrollment numbers. The district is now working to change its protocol to ensure student needs are included, along with enrollment numbers, when allocating support staff.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

WPUSD will regularly monitor and track data related to Phoenix High's twelfth graders, particularly their graduation progress and credit completion. District office staff will meet regularly with site administration to analyze the results.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. District SBAC Data for English Language and Mathematics **18-19** 1. The district's change in "Average Distance from Level 3" will increase by at least 5 points from the prior year, for all students and significant subgroups, in English Language Arts and Mathematics.	1. Our "Average Distance from Level 3" for all students in ELA is 17.6 points above Level 3 and in Math is 10.3 points below Level 3; this is an improvement of 6 points in ELA and 7.2 points in Math from the prior year. We met our goal of increasing by at least 5 points in both subject areas. The changes (from the prior school year) to our "Average Distance from Level 3" for our significant subgroups in ELA and Math are as follows: Spec Ed -- improved 8.2 pts in ELA and improved 9.3 pts below in Math Socio-Economically Disadvantaged -- improved 5.1 pts in ELA and improved 5.9 pts in Math English Learners -- improved 3.7 pts in ELA and improved 2.2 pts in Math Hispanic or Latino -- improved 4 pts in ELA and improved 4.9 pts in Math White -- improved 8.1 pts in ELA and improved 7.9 pts in Math

Expected	Actual
Baseline Our current "Average Distance from Level 3" for all students in ELA is 7.2 points above Level 3 and in Math is 14.5 points below Level 3. Our current "Average Distance from Level 3" for our significant subgroups in ELA and Math are as follows: Spec Ed -- 65.6 pts below in ELA and 83 pts below in Math Socio-Economically Disadvantaged -- 25.8 pts below in ELA and 46.3 pts below in Math English Learners -- 39 pts below in ELA and 58.7 pts below in Math Hispanic or Latino -- 20.3 pts below in ELA and 43.5 pts below in Math White -- 18.6 pts above in ELA and 2.1 pts below in Math	Every subgroup showed some improvement from the prior year in both subjects, but two groups (English Learners, Hispanic/Latino) did not meet our "5 points or more" goal.
Metric/Indicator 2. District Benchmark Assessment Data for English Language Arts and Mathematics **18-19** 2a. The percentage of of students in grades K-8 who perform "on or above level," as measured by three iReady diagnostic assessments in English Language Arts and Math , will be 50%. 2b. The percentage of of students in grades 9-11 who meet or exceed standard as measured by both district benchmarks in English Language Arts and Math will increase by 5% from the prior year. **Baseline** There is no baseline. The baseline data will be established in 2017-2018.	2a. The percentages of students in grades K-8 who met the "typical growth target," as measured by the 2nd iReady diagnostic assessments, were 56% in English Language Arts and 23% in Math. We met our goal in English Language Arts but did not meet our goal in Math. b. The most recent English benchmarks were administered in October 2018. The results are as follows: Grade 9 -- 56.7% mastered Grade 10 -- 69.6% mastered Grade 11 -- 73.1% mastered The most recent Math benchmarks were administered in February 2019. The results are as follows: Math 1 - 41.4% mastered Math 2 - 8% mastered Math 3 - 57% mastered
Metric/Indicator 3. Student Grades **18-19** 3. At least 75% of all secondary students will meet or exceed standards ("C" or better) in all core areas, as measured by semester report card grades. **Baseline** The percentage of secondary students meeting or exceeding "C" or better in core areas were as follows: • English: 84% • Science: 74%	3. Based on fall semester 2018, our percentages of secondary students (6th - 12th grade) who earned a "C" or better in core areas were as follows: English = 60% Science = 67% Math = 53% History = 46% These numbers are lower than fall semester 2017. In many cases, this is due to PLC conversations about rigor and mastering standards and, thus, secondary teachers weighing assessments more heavily in their grading.

Expected	Actual
• Math: 77% • History: 71%	
Metric/Indicator 4. Students Receiving Special Education Services **18-19** 4. The percentage of all students receiving special education services will decrease by 0.5% from the prior year or be 9% or less. **Baseline** 12.3% of students received Special Education services in 2016-2017.	4. 12.3 % of students are receiving Special Education services in 2018-19, which is the same percentage of students who received services in 2017-18. (Note: Our CALPADS data in this area indicates a lower percentage of Special Education students than we actually have. We are working to fix this error in data reporting.) We did not meet our goal in this area.
Metric/Indicator 5. Highly Qualified Teachers **18-19** 5. All teachers will be highly qualified and appropriately credentialed for their teaching assignment(s). **Baseline** All teachers assigned for the 2016-2017 school year were highly qualified and appropriately credentialed for their teaching assignment(s).	5. All teachers assigned for the 2018-2019 school year are highly qualified and appropriately credentialed for their teaching assignment(s).

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Core Curriculum & Resources (a) English language arts PLCs will continue to work with site administration and educational services' support staff to refine curriculum maps and instructional guides for English language arts (grades TK-12) that are aligned with CA standards and SBAC	Core Curriculum & Resources (a) English language arts PLCs worked with site administration and educational services' support staff to refine curriculum maps and instructional guides for English language arts (grades TK-12) that align with CA standards and SBAC assessment targets. Grade TK-5	Assistant Superintendent of Educational Services - Certificated Salary, Employee Benefits Supplemental $94,274 Director of Educational Services - Certificated Salary, Employee Benefits Supplemental $111,510	Assistant Superintendent of Educational Services - Certificated Salary, Employee Benefits Supplemental 94,908 Director of Educational Services - Certificated Salary, Employee Benefits Supplemental 112,289

assessment targets. Grade TK-5 teachers will continue to implement newly adopted instructional materials to support their instructional alignment with the new CA standards. Grade 6-10 teachers will implement newly adopted instructional materials to support their instructional alignment with the new CA standards. Grade 11-12 teachers will continue to update existing materials to support their standards-based instruction and alignment with AP and ERWC course requirements. (b) Math PLCs will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that are aligned with CA standards and SBAC assessment targets. Additionally, they will continue to evaluate and refine implementation of instructional materials and strategies to ensure students meet or exceed grade level standards. (c) Science PLCs will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for science (grades TK-Physics) that are aligned with NGSS and anticipated assessment targets. Additionally, they will continue to identify and purchase instructional	teachers implemented newly adopted instructional materials to support their instructional alignment with the new CA standards. Grade 6-10 teachers implemented newly adopted instructional materials to support their instructional alignment with the new CA standards. Grade 11-12 teachers updated existing materials to support their standards-based instruction and alignment with AP and ERWC course requirements. (b) Math PLCs worked with site administration and educational services' support staff to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that align with CA standards and SBAC assessment targets. Additionally, they evaluated and refined implementation of instructional materials and strategies to ensure students meet or exceed grade level standards. (c) Science PLCs worked with site administration and educational services' support staff to refine curriculum maps and instructional guides for science (grades TK-Physics) that align with NGSS and anticipated assessment targets. Additionally, they identified and purchased instructional materials/resources needed to ensure students meet or exceed grade level standards.	Administrative Assistant for Educational Services - Certificated Salary, Employee Benefits Supplemental $47,407 Instructional Materials - IMF - Books and Supplies Base $300,000 Instructional Materials - Teacher Lottery Allocation - Books and Supplies Lottery $169,650 Instructional Materials - Restricted Lottery - Books and Supplies Lottery $319,968	Administrative Assistant for Educational Services - Certificated Salary, Employee Benefits Supplemental 47,407 Instructional Materials - IMF - Books and Supplies Base 207,946 Instructional Materials - Teacher Lottery Allocation - Books and Supplies Lottery 144,516 Instructional Materials - Restricted Lottery - Bools and Supplies Lottery 425,024

materials/resources needed to ensure students meet or exceed grade level standards. (d) Social Science PLCs (grades 6-12) will work with site administration and educational services' support staff to pilot and adopt new instructional materials that are aligned with the new CA framework for history/social science and the CA literacy standards for social science. (e) i-Ready intervention curriculum for students not making progress toward meeting standard in ELA and math will be implemented. (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.	(d) Social Science PLCs (grades 6-8) worked with site administration and educational services' support staff to pilot new instructional materials that are aligned with the new CA framework for history/social science and the CA literacy standards for social science. We anticipate a selection for adoption to be made shortly. Grades 9-12 decided to postpone piloting materials until 2019-2020. (e) i-Ready intervention curriculum for students not making progress toward meeting standard in ELA and math was implemented. (f) 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 was documented through PLC agendas and minutes, and other relevant artifacts.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Effective First Instruction	Effective First Instruction	Teachers - Certificated Salary, Employee Benefits Base $29,222,225	Teachers - Certificated Salary, Employee Benefits Base 29,066,418

(a) All teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding; providing relevant independent assignments/projects; providing frequent, targeted feedback to students on their progress; and creating a positive learning environment where students are safe and actively engaged. (b) Administrators will continue to receive professional development and coaching around effective first instruction and teacher feedback. They will regularly observe and provide feedback on classroom instruction to effectively support teachers in improving their instructional practices. (c) Teachers and administrators will participate in informal walkthroughs to identify effective first instruction taking place and to discuss areas for growth as a school. (d) Teachers, supported by administrators, will participate in	(a) All teachers utilized effective, research-based instructional practices to ensure students meet or exceed grade level standards. Such practices included, but were not limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding; providing relevant independent assignments/projects; providing frequent, targeted feedback to students on their progress; and creating a positive learning environment where students are safe and actively engaged. (b) Administrators received professional development and coaching around effective first instruction and teacher feedback. They regularly observed (a minimum of 60 minutes per week) and provided feedback on classroom instruction to effectively support teachers in improving their instructional practices. (c) Administrators participated in informal walkthroughs to identify effective first instruction taking place and discussed areas for growth as a school. (d) Teachers, supported by administrators, participated in	Site Administrators - Certificated Salary, Employee Benefits Base $2,526,442	Site Administrators - Certificated Salary, Employee Benefits Base 2,467,920

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.	weekly, collaborative PLCs that focused on effective first instruction to support students in meeting or exceeding specified learning targets. Evidence of this was documented through PLC agendas and minutes, and other relevant artifacts.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Progress Monitoring (a) Teachers in grades K-8 will administer three i-Ready diagnostic assessments in ELA and mathematics. Assessment results will be used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions supports for accelerating learning. (b) Teachers in grades 9-11 will administer at least two district developed benchmark assessments in ELA and mathematics. Assessment results will be used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions supports for accelerating learning.	Progress Monitoring (a) Teachers in grades K-8 administered three i-Ready diagnostic assessments in ELA and mathematics. Assessment results were used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions supports for accelerating learning. (b) Teachers in grades 9-11 administered at least two district developed benchmark assessments in ELA and mathematics. Assessment results were used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions supports for accelerating learning.	Coordinator of Homeless & Foster Youth Services - Certificated Salary, Employee Benefits Supplemental $30,350 Administrative Assistant for Homeless & Foster Youth Services - Classified Salary, Employee Benefits Supplemental $8,274 Director of Supplemental Programs & Accountability - Certificated Salary, Employee Benefits Supplemental $122,283 Administrative Assistant for Supplemental Programs & Accountability - Classified Salary, Employee Benefits Supplemental $83,792	Coordinator of Homeless & Foster Youth Services - Certificated Salary, Employee Benefits Supplemental $30,566 Administrative Assistant for Homeless & Foster Youth Services - Classified Salary, Employee Benefits Supplemental $8,274 Director of Supplemental Programs & Accountability - Certificated Salary, Employee Benefits Supplemental $123,173 Administrative Assistant for Supplemental Programs & Accountability - Classified Salary, Employee Benefits Supplemental $76,799

(c) Teachers will utilize district supported student information systems (i.e., PowerSchool, Schoology, Illuminate, i-Ready, etc.) to record and monitor student progress. (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop and administer common formative assessments (at least one per month) to assess student progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts. (e) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and other support staff will work closely with site administration to monitor unduplicated pupils' (and other identified at-risk students) progress toward meeting or exceeding grade level standards and support teachers and other relevant staff in providing appropriate intervention services to identified at-risk students.	(c) Teachers utilized district supported student information systems (i.e., PowerSchool, Schoology, Illuminate, i-Ready, etc.) to record and monitor student progress. (d) Teachers, supported by administrators, participated in weekly, collaborative PLCs to develop and administer common formative assessments (at least one per month) to assess student progress toward meeting specified learning targets. Evidence of this work was documented through PLC agendas and minutes, Illuminate, and other relevant artifacts. (e) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and other support staff worked closely with site administration to monitor unduplicated pupils' (and other identified at-risk students) progress toward meeting or exceeding grade level standards and to support teachers and other relevant staff in providing appropriate intervention services to identified at-risk students.	Illuminate Online Assessment & Analytics System - Services & Other Operating Expenditures Supplemental $41,940	Illuminate Online Assessment & Analytics System - Services & Other Operating Expenditures Supplemental $41,628

Action 4

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

Interventions (a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for students not making adequate progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, PowerSchool, Illuminate, i-Ready, and other relevant artifacts. (b) The district MTSS team will finalize and begin implementing a comprehensive, district-wide MTSS plan. The team will support site administrators and leadership teams in implementing the MTSS plan district-wide. Necessary resources to support Tier II and Tier III interventions will be provided. (c) Intervention support staff will be provided to schools to work with all students that have been targeted and prescribed Tier II and Tier III intervention services. Such support staff will include, but not be limited to: paraprofessionals, intervention support providers, program specialists, counselors, psychologists, behaviorists, peer tutors, and mental health specialists.	Interventions (a) Teachers, supported by administrators, participated in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for students not making adequate progress toward meeting specified learning targets. Evidence of this work was documented through PLC agendas and minutes, PowerSchool, Illuminate, i-Ready, and other relevant artifacts. (b) The district MTSS team went through MTSS and UDL training and are developing a comprehensive, district-wide MTSS plan. A part-time MTSS Coordinator will be hired for the 2019-2020 school year with LPSBG funds. (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, but not be limited to: paraprofessionals, intervention support providers, program specialists, counselors, psychologists, behaviorists, peer tutors, and mental health specialists. (d) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and other support staff	Program Specialists - Certificated Salary, Employee Benefits Base $298,633 Intervention Support Staff & Resources - Certificated Salary, Classified Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $230,700 Paraprofessionals - Classified Salary, Employee Benefits Base $294,724 Psychologists - Certificated Salary, Employee Benefits Base $599,416 Counselors - Certificated Salary, Employee Benefits Base $362,517 Summer Transition Programs - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $45,000 Targeted Tutoring Program - Classified Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $85,000 Summer Bridge Programs - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating	Program Specialists - Certificated Salary, Employee Benefits Base $283,587 Intervention Support Staff & Resources - Certificated Salary, Classified Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $208,611 Paraprofessionals - Classified Salary, Employee Benefits Base $290,477 Psychologists - Certificated Salary, Employee Benefits Base $622,810 Counselors - Certificated Salary, Employee Benefits Base $307,150 Summer Transition Programs - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $33,256 Targeted Tutoring Program - Classified Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $94,408 Summer Bridge Programs - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating

(d) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and other support staff will work closely with site administration to ensure that proper intervention services are being provided for all unduplicated pupils (and other identified at-risk students) not making adequate progress toward meeting specified learning targets. (e) Summer Transition Programs to help ease the transition for students moving from grade 5 to 6 and 8 to 9 will be implemented. Unduplicated students will be the target population for these programs. (f) Targeted tutoring will be provided to students (K-12) before, during and after school to ensure their success in meeting core academic learning targets. Unduplicated students will be the target population for tutoring. (g) In partnership with City of Lincoln Parks & Rec, Summer Bridge Programs will be provided to students to support extended learning. Unduplicated students will be the target population for these programs.	worked closely with site administration to ensure that proper intervention services were provided for all unduplicated pupils (and other identified at-risk students) not making adequate progress toward meeting specified learning targets. (e) Summer Transition Programs to help ease the transition for students moving from grade 5 to 6 and 8 to 9 were implemented. Unduplicated students were the target population for these programs. (f) Targeted tutoring was provided to students (K-12) before, during and after school to ensure their success in meeting core academic learning targets. Unduplicated students were be the target population for tutoring. (g) In partnership with City of Lincoln Parks & Rec, Summer Bridge Programs were provided to students to support extended learning. Unduplicated students were the target population for these programs.	Expenditures Supplemental $75,000	Expenditures Supplemental $30,000

Action 5

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Professional Development & Collaboration (a) Secondary math teachers will be provided ongoing coaching on a brain-based direct instruction model that encompasses effective, research-based practices to ensure students meet or exceed grade-level standards. (b) Core area teachers will continue to receive content and literacy training as it relates to CCSS/NGSS and their respective curricular areas. (c) General education and special education teachers at the secondary levels will receive ongoing support in co-teaching to support in providing more inclusive learning for special education students. (d) Educational services will facilitate collaboration and training for core areas teachers on a variety of topics that support students in meeting or exceeding grade-level standard. Instructional coaching will also be provided to teachers wanting or needing additional supports. (e) Teachers, support staff and administrators will be provided opportunities to participate in other, relevant professional developments to support students	Professional Development & Collaboration (a) Secondary math teachers were provided ongoing coaching on a brain-based direct instruction model that encompasses effective, research-based practices to ensure students meet or exceed grade-level standards. (b) Core area teachers received content and literacy training as it relates to CCSS/NGSS and their respective curricular areas. (c) General education and special education teachers at the secondary levels received ongoing support in co-teaching to support more inclusive learning for special education students. (d) 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 was provided to teachers wanting or needing additional supports. (e) Teachers, support staff and administrators were provided opportunities to participate in other, relevant professional developments to support students in meeting or exceeding grade-level standards.	Professional Development, Collaboration and Supplemental Resources (Total Amount to Support all Goals) - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $399,170 Math TOSA - Certificated Salary, Employee Benefits Supplemental $68,866 ELA/Literacy TOSA - Certificated Salary, Employee Benefits Supplemental $69,188 STEM/CTE TOSA - Certificated Salary, Employee Benefits Supplemental $69,048 New Teacher Induction Program - - Certificated Salary, Employee Benefits Title II $40,000	Professional Development, Collaboration and Supplemental Resources (Total Amount to Support all Goals) - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $321,018 Math TOSA - Certificated Salary, Employee Benefits Supplemental $69,555 ELA/Literacy TOSA - Certificated Salary, Employee Benefits Supplemental $69,047 STEM/CTE TOSA - Certificated Salary, Employee Benefits Supplemental $69,212 New Teacher Induction Program - - Certificated Salary, Employee Benefits Title II $30,300

in meeting or exceeding grade-level standards. (f) Administration and site leadership teams will be provided ongoing support to ensure effective implementation of PLCs throughout the district. (g) Teachers, supported by administrators and educational services, will participate in weekly in collaborative PLCs to discuss best instructional practices, conduct teacher research, update and refine instructional guides and common assessments, and to further develop themselves as educators. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, I-Ready and other relevant artifacts. (h) New teachers will be provided New Teacher Induction support through PCOE to ensure they are equipped to provide best first instruction and interventions and to be contributing members of their PLC teams.	(f) Administration and site leadership teams were provided ongoing support to ensure effective implementation of PLCs throughout the district. (g) Teachers, supported by administrators and educational services, participated in weekly collaborative PLCs to discuss best instructional practices, conduct teacher research, update and refine instructional guides and common assessments, and to further develop themselves as educators. Evidence of this work was documented through PLC agendas and minutes, Illuminate, I-Ready and other relevant artifacts. (h) New teachers were provided New Teacher Induction support through PCOE to ensure they are equipped to provide best first instruction and interventions and to be contributing members of their PLC teams.		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for	Direct School Site Allocations (a) School sites received supplemental and base funding to provide additional supports for	School Site Allocations (Total Amount to Support All Goals) - Books and Supplies Supplemental $223,541	School Site Allocations (Total Amount to Support All Goals) - Books and Supplies Supplemental $241,964

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.	teachers, support staff, and students that are aligned with Goal 1. (b) School sites developed and had approved a plan (SPSA for Title I schools) that outlines how their supplemental funding was used to support Goal 1.	School Site Allocations (Total Amount to Support All Goals) - Books and Supplies Base $421,178	School Site Allocations (Total Amount to Support All Goals) - Books and Supplies Base $389,178

Analysis

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

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

With the exception of not being as far along with MTSS as anticipated and not finalizing our adoption of instructional materials for social science (grade 6-8), we implemented all the actions as written in the 2018-2019 LCAP. Administrators and teachers received various training to enhance their understanding of Common Core and NGSS as well as instructional effectiveness. The teachers on special assignment for math, ELA, CTE/STEM, and EL provided instructional supports for teachers through district training, PLC collaboration, and small group and one-on-one coaching. The social science adoption was not completed at the middle school level and will continue into the fall of 2019. We anticipate new materials being purchased and implemented in the spring 2020 semester. A district-wide system for MTSS was not finalized, but the plan will be completed in 2019-2020. We are hiring a part-time MTSS coordinator with LPSBG funds to help us complete and roll out our plan. Walkthroughs were consistently conducted, and it is a goal for 2019-2020 to have more teachers participate alongside site and district administration.

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

Our SBAC scores showed slight improvement from spring 2017 to spring 2018. Our ELA scores grew 6 points, and our math scores grew 7.2 points. Our students with disabilities showed improvement, gaining 8.2 points in ELA and 9.3 points in Math; we feel these results are a direct correlation to our focus on inclusion and co-teaching. While satisfied with our improvement, we continue to lag behind similar districts in our math achievement, and we continue to show a large achievement gap with our unduplicated student groups.

This year, we focused on implementing iReady as a supplemental resource for K-8 in both English and Math. This program provided teachers with more detailed data on areas of growth for their students and provided targeted intervention support for their struggling students. We also continued our work, in collaboration with Cohort 2 of the California SUMS grant, to develop a district-wide MTSS system.

Professional development activities continue to be a strength; to the degree we are able, we offer job-embedded, ongoing training for teachers on a variety of topics (i.e. - brain-based direct instruction, AVID, English Language Development). Teachers have, in general, provided positive feedback regarding training received, and we have observed new strategies being implemented in classrooms. Administrators continued to conduct informal classroom walkthroughs at least one hour a week. Administrators and teachers have continued to strengthen PLCs, keeping the focus on the essential questions and ensuring that decisions align with the mission, vision, values, and goals of the schools.

With more data available for analysis, it has become easier for us to make refined decisions about curriculum, instruction, and interventions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

GOAL 1 - ACTION 1 - 1) Instructional Materials IMF - estimated actuals less than budget due to use of one-time mandate funds of $150,000 used for ELA adoption materials. Any unspent funds will be carried over to the 2019/2020 Budget to be spent on textbook adoption. 2) Instructional Materials Restricted Lottery - estimated actuals more than budget due to 2017/18 unspent carryover funds and 2018/19 allocated funds being spent on textbooks and curriculum materials in 2018/19. ACTION 4 - 1)Summer Transition Programs and Summer Bridge Programs - estimated actuals less than budgets as the bulk of the expnditures will be spent in the summer months of June and July 2019 on Summer Series programs. ACTION 5 - 1) Professional Development, Collaboration and Supplemental Resources - estimated actuals less than budget due to reallocation of $65,000 to GOAL 3 - ACTION 4 Education Technology Coordinator position created after the start of the school year. New Teacher Induction Program - estimated actuals less than budget as the budget was estimated at the time due to multiple teacher vacancies. Estimated actuals are accurately reflecting the current teachers requiring Teacher Induction services.

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

Minimal changes are being made to this goal. We are updating our timelines related to the comprehensive, district-wide MTSS plan [Goal 1.4(b)]. We are also accounting for plans to continue piloting social science materials (grades 6-8) in 2019-2020 [Goal 1.1(d)]. We adjusted the percentage of students getting a "c" or better in core classes from 80% to 70% for Metric #3. This was adjusted down as a result of our data from this year.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Language acquisition of English Learners **18-19** 1. The percentage of English Learners who score either a 3 (moderately developed) or a 4 (well developed) on the ELPAC will be 30%. **Baseline** This data is always one year behind. 56.5% of English Learners progressed at least one language proficiency level in 2015-2016.	1. The percentage of students who scored a 3 (moderately developed) on the 2018 ELPAC was 40.2%. The percentage who scored a 4 (well developed) on the 2018 ELPAC was 24.7%. Cumulatively, 64.9% of our English Learners scored a 3 or 4. We met our goal. 2019 ELPAC scores are not available for analysis yet.
Metric/Indicator 2. Reclassification of English Learners **18-19** 2. The percentage of English Learners reclassified as fluent English proficient will meet or exceed 10%. **Baseline**	2. Reclassification data reporting is always a year behind. The state's 2018-19 data actually reports students who reclassified during the 2017-2018 school year. Our official 2018-19 data, therefore, shows that we did not reclassify as many English Learners as is typical for us (only 5.8%). That is due to the transition from CELDT to ELPAC in the 2017-18 school year.

Expected	Actual
20.6% (135 of 653) of our English Learners were reclassified in the spring of 2017.	This school year, however, 16% (94 of 586) of our English Learners were reclassified in the spring of 2019. We consider this goal met.
Metric/Indicator 3. Progress of RFEP students **18-19** 3. 85% of students reclassified as fluent English proficient between 2015 and 2018 will demonstrate “satisfactory progress” as measured by the district’s RFEP Monitoring Process. **Baseline** There is no baseline. The baseline data will be established in 2017-2018.	3. 89.7% of students reclassified as fluent English proficient between 2015 and 2018 demonstrated "satisfactory progress" (or higher) as measured by the district's RFEP Monitoring Process. This is a 4% gain from the 2017-2018 school year.
Metric/Indicator 4. Integrated and Designated ELD **18-19** 4. All English Learners will receive integrated and designated ELD to support attainment of spoken and academic fluency in English. **Baseline** All English Learners received integrated and designated ELD.	4. All English Learners receive integrated and designated ELD.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Core Curriculum & Resources (a) English language arts PLCs will continue to work with site administration and educational services' support staff to refine curriculum maps and instructional guides for English language arts (grades TK-12) that are aligned with CA standards and SBAC assessment targets. The	Core Curriculum & Resources (a) English language arts PLCs worked with site administration and educational services' support staff to refine curriculum maps and instructional guides for English language arts (grades TK-12) that are aligned with CA standards and SBAC assessment targets. The instructional guides include	See funding Goal 1, Action 1	See funding Goal 1, Action 1

instructional guides will include integrated and designated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Grade TK-5 teachers will continue to implement newly adopted instructional materials (program 2) to support their instructional alignment with the new CA standards for ELA/ELD. Grade 6-10 teachers will implement newly adopted instructional materials (program 2) for ELA/ELD. Grade 11-12 teachers will continue to update existing materials to support their standards-based instruction and alignment with AP and ERWC course requirements and ELA/ELD standards. (b) Math PLCs will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that are aligned with CA standards and SBAC assessment targets. The instructional guides will include integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Additionally, they will continue to evaluate and refine implementation of	integrated and designated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Grade TK-5 teachers implemented newly adopted instructional materials (program 2) to support their instructional alignment with the new CA standards for ELA/ELD. Grade 6-10 teachers implemented newly adopted instructional materials (program 2) for ELA/ELD. Grade 11-12 teachers updated existing materials to support their standards-based instruction and alignment with AP and ERWC course requirements and ELA/ELD standards. (b) Math PLCs worked with site administration and educational services' support staff to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that are aligned with CA standards and SBAC assessment targets. The instructional guides include integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Additionally, they evaluated and refined implementation of instructional materials and strategies to ensure students meet or exceed grade

instructional materials and strategies to ensure students meet or exceed grade level standards and gain academic language. (c) Science PLCs will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for science (grades TK-Physics) that are aligned with NGSS and anticipated assessment targets. The instructional guides will include integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Additionally, they will continue to identify and purchase instructional materials/resources needed to ensure students meet or exceed grade level standards and gain academic language. (d) Social Science PLCs (grades 6-12) will work with site administration and educational services' support staff to pilot and adopt new instructional materials that are aligned with the new CA framework for history/social science, the CA literacy standards for social science, and incorporate ELD standards and integrated ELD teaching strategies. (e) Designated ELD teachers will continue work with site administration and educational	level standards and gain academic language. (c) Science PLCs worked with site administration and educational services' support staff to refine curriculum maps and instructional guides for science (grades TK-Physics) that are aligned with NGSS and anticipated assessment targets. The instructional guides include integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Additionally, they identified and purchased instructional materials/resources needed to ensure students meet or exceed grade level standards and gain academic language. (d) Social Science PLCs (grades 6-8) worked with site administration and educational services' support staff to pilot new instructional materials that are aligned with the new CA framework for history/social science, the CA literacy standards for social science, and incorporate ELD standards and integrated ELD teaching strategies. A decision regarding adoption will be made soon and materials will be purchased. Grades 9-12 are holding off pursing new materials until 2019-2020.

services' support staff to refine curriculum maps and instructional guides for teaching designated ELD. (f) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that English learners are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	(e) Designated ELD teachers worked with site administration and educational services' support staff to refine curriculum maps and instructional guides for teaching designated ELD. (f) Teachers, supported by administrators, participated in weekly, collaborative PLCs 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 was documented through PLC agendas and minutes, and other relevant artifacts.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Effective First Instruction (a) All teachers will utilize effective, research-based instructional practices to ensure English learners meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning with visual cues and supports; providing guided	Effective First Instruction (a) All teachers utilized effective, research-based instructional practices to ensure English learners meet or exceed grade level standards. Such practices included, 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	See funding Goal 1, Action 2 Base Duplicate Additional sections for Designated ELD at secondary schools --Certificated Salary, Employee Benefits Supplemental $202,496	See funding Goal 1, Action 2 Duplicate Additional sections for Designated ELD at secondary schools --Certificated Salary, Employee Benefits Supplemental $197,996

(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	(gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding that require ELs to speak; providing relevant independent assignments/projects; providing frequent, targeted feedback to ELs on their progress; and creating a positive learning environment where English learners are safe and actively engaged
(b) Administrators will continue to receive professional development and coaching around effective first instruction teacher feedback. They will regularly observe and provide feedback on classroom instruction to effectively support teachers in improving their instructional practices for English Learners.	(b) Administrators received professional development and coaching around effective first instruction teacher feedback. They regularly observed and provided feedback on classroom instruction to effectively support teachers in improving their instructional practices for English Learners.
(c) Teachers and administrators will participate in informal walkthroughs to identify effective first instruction taking place and to discuss areas for growth as a school to better support English learners.	(c) Teachers and administrators participated in informal walkthroughs to identify effective first instruction taking place and to discuss areas for growth as a school to better support English learners.
(d) Designated and integrated ELD will be provided to all English learners. At the secondary schools, additional sections will be allocated to ensure designated ELD instruction is provided to English learners beyond their mainstream core classes. The additional sections will ensure that the class sizes for designated ELD are well	(d) Designated and integrated ELD was provided to all English learners. At the secondary schools, additional sections were allocated to ensure designated ELD instruction was provided to English learners beyond their mainstream core classes. The additional sections ensured that the class sizes for designated ELD

below the general staffing ratio of 36:1. (e) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on effective first instruction to support English learners in meeting or exceeding specified language targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	are well below the general staffing ratio of 36:1. (e) Teachers, supported by administrators, participated in weekly, collaborative PLCs focused on effective first instruction to support English learners in meeting or exceeding specified language targets. Evidence of this work was documented through PLC agendas and minutes, and other relevant artifacts.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Progress Monitoring (a) Teachers in grades 9-11 will administer at least two district developed benchmark assessments in ELA and mathematics. Assessment results will be used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions and supports for English Learners and redesignated fluent English proficient students. (b) Teachers in grades K-8 will administer three i-Ready diagnostic assessments in ELA and mathematics. Assessment results will be used as one measure to evaluate student progress, instructional	Progress Monitoring (a) Teachers in grades 9-11 administered at least two district developed benchmark assessments in ELA and mathematics. Assessment results were used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions and supports for English Learners and redesignated fluent English proficient students. (b) Teachers in grades K-8 administered three i-Ready diagnostic assessments in ELA and mathematics. Assessment results were used as one measure to evaluate student progress, instructional effectiveness, and to	See funding Goal 1, Action 3	See funding Goal 1, Action 3

effectiveness, and to determine appropriate interventions and supports for English Learners and redesignated fluent English proficient students. (c) Teachers will utilize district supported student information systems (i.e., PowerSchool, Schoology, Illuminate, etc.) to record and monitor student progress (including English learners and redesignated fluent English proficient learners). (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop common formative assessments (at least one per month) to assess students' (including English learners and redesignated fluent English proficient learners) progress toward meeting specified learning/language targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts. (e) The director of supplemental programs & accountability, EL TOSAs, parent/school/community liaisons, and other support staff will work closely with site administration to monitor English learners' and reclassified English language proficient students' progress toward meeting learning/language targets.	determine appropriate interventions and supports for English Learners and redesignated fluent English proficient students. (c) Teachers utilized district supported student information systems (i.e., PowerSchool, Schoology, Illuminate, etc.) to record and monitor student progress (including English learners and redesignated fluent English proficient learners). (d) Teachers, supported by administrators, participated in weekly, collaborative PLCs to develop common formative assessments (at least one per month) to assess students' (including English learners and redesignated fluent English proficient learners) progress toward meeting specified learning/language targets. Evidence of this work was documented through PLC agendas and minutes, Illuminate, and other relevant artifacts. (e) The director of supplemental programs & accountability, EL TOSAs, parent/school/community liaisons, and other support staff worked closely with site administration to monitor English learners' and reclassified English language proficient students' progress toward meeting learning/language targets.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Interventions (a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for English Learners not making adequate progress toward meeting specified language targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, I-Ready, and other relevant artifacts. (b) The district MTSS team will finalize and begin implementing a comprehensive, district-wide MTSS plan. The team will support site administrators and leadership teams in implementing the MTSS plan district-wide. Necessary resources to support Tier II and Tier III interventions for English Learners will be provided. (c) Intervention support staff will be provided to schools to work with English Learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets. Such support staff will include, but not be limited to:	Interventions (a) Teachers, supported by administrators, participated in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for English Learners not making adequate progress toward meeting specified language targets. Evidence of this work was documented through PLC agendas and minutes, Illuminate, I-Ready, and other relevant artifacts. (b) The district MTSS team went through MTSS and UDL training and are developing a comprehensive, district-wide MTSS plan. A part-time MTSS Coordinator will be hired for the 2019-2020 school year with LPSBG funds. Necessary resources to support Tier II and Tier III interventions for English Learners will be provided. (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. Such support staff	See funding Goal 1, Action 4	See funding Goal 1, Action 4

instructional aides, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and intervention specialists. (d) The director of supplemental programs & accountability and intervention specialists will work closely with site administration to ensure that proper intervention services are being provided for all English Learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets. (e) Summer Transition Programs to help ease the transition for students moving from grade 5 to 6 and 8 to 9 will be implemented. English Learners will be one of the target populations for these programs. (f) Targeted tutoring will be provided to students (K-12) before, during and after school to ensure their success in meeting core academic learning targets. English Learners will be one of the target populations for tutoring. (g) In partnership with City of Lincoln Parks & Recreation, Summer Bridge Programs will be provided to students (K-4 & 7) to support extended learning. English Learners will be one of the target populations for these programs.	included, but were not limited to: instructional aides, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and intervention specialists. (d) The director of supplemental programs & accountability and intervention specialists worked closely with site administration to ensure that proper intervention services were provided for all English Learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets. (e) Summer Transition Programs to help ease the transition for students moving from grade 5 to 6 and 8 to 9 were implemented. English Learners were one of the target populations for these programs. (f) Targeted tutoring was provided to students (K-12) before, during and after school to ensure their success in meeting core academic learning targets. English Learners were one of the target populations for tutoring. (g) In partnership with City of Lincoln Parks & Recreation, Summer Bridge Programs were provided to students (K-4 & 7) to support extended learning. English Learners were one of the target populations for these programs.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development & Collaboration (a) Teachers will receive English language development training to support their understanding of and ability to teach integrated and/or designated ELD to English Learners in their respective curricular areas. (b) Some elementary teachers will receive GLAD refresher training and coaching to enhance their abilities to provide effective first instruction to English Learners. (c) Teacher, support staff and administrators will be provided opportunities to participate in other, relevant professional developments to support English Learners' language attainment and academic achievement. (d) Educational services will facilitate collaboration and training for teachers on a variety of topics that support English Learners in meeting language/learning targets. Coaching will also be provided to teachers wanting or needing additional supports. (e) Teachers, supported by administrators and educational	Professional Development & Collaboration (a) Teachers received English language development training to support their understanding of and ability to teach integrated and/or designated ELD to English Learners in their respective curricular areas. (b) Some elementary teachers received GLAD refresher training and coaching to enhance their abilities to provide effective first instruction to English Learners. (c) Teacher, support staff and administrators were provided opportunities to participate in other, relevant professional developments to support English Learners' language attainment and academic achievement. (d) Educational services facilitated collaboration and training for teachers on a variety of topics that support English Learners in meeting language/learning targets. Coaching was also be provided to teachers wanting or needing additional supports. (e) Teachers, supported by administrators and educational	See funding Goal 1, Action 5 Supplemental Duplicate English Learner Services TOSAs - Certificated Salary, Employee Benefits Supplemental $172,276	See funding Goal 1, Action 5 English Learner Services TOSAs - Certificated Salary, Employee Benefits Supplemental $76,199

services, will participate weekly in collaborative PLCs to discuss best instructional practices, conduct teacher research, update and refine instructional guides and common assessments, and to further develop themselves as educators. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, I-Ready and other relevant artifacts.	services, participated weekly in collaborative PLCs to discuss best instructional practices, conduct teacher research, update and refine instructional guides and common assessments, and to further develop themselves as educators. Evidence of this work was documented through PLC agendas and minutes, Illuminate, I-Ready and other relevant artifacts.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and English learners that are aligned with Goal 2. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 2.	Direct School Site Allocations (a) School sites received supplemental and base funding to provide additional supports for teachers, support staff, and English learners that are aligned with Goal 2. (b) School sites developed and had approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 2.	See funding Goal 1, Action 6	See funding Goal 1, Action 6

Analysis

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

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

We implemented all the actions as written in the 2018-2019 LCAP. Despite our reduction in staff from 2 English Learner TOSAs to 1 English Learner TOSA, we still spent time focusing on integrated ELD in all core subject areas and across all grade levels. This year, we also began focusing on designated ELD at the elementary level and plan to continue that focus in the 2019-2020 school year. Our teachers continue to be trained (or refreshed) on instructional strategies proven to increase English Learner achievement, including GLAD, ELD Institutes, brain-based direct instruction, and AVID.

This year, we also focused on ELPAC test preparation at the secondary level, working on honing students' knowledge of the test domains, working through sample test questions, and doing some student-by-student goal-setting.

English Learners and reclassified students were regularly monitored to ensure academic success; students who struggled were provided with a variety of intervention supports. While all teachers provided integrated and designated ELD as required during the 2018-2019 school year, we recognize that we must continue to improve upon our delivery of integrated and designated ELD across grade levels and subject areas.

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

Overall, the academic achievement of our English Learners on the SBAC showed a small increase in both English and Math, +3.7 points and +2.2 points, respectively. English Learners continued to perform far below "all students" in English and Math. Our reclassified students, in contrast, continue to perform on or above par with our English-only students on both the SBAC and in the classroom.

Many of the actions and services put in place to support our English Learners proved to be effective. Our focus on utilizing effective instructional strategies during integrated ELD helped English Learners better access the core. Our English Learner teacher on special assignment provided job-embedded training and coaching, which reinforced effective classroom instruction for English Learners. Our routine progress monitoring of English Learners and reclassified students allowed us to provide immediate interventions and supports for struggling students. Lastly, the funding we allocated to lower ELD class sizes (secondary) and to provide additional intervention support (elementary) gave English Learners more time to work with qualified personnel.

64.9% of our English Learners achieved either a Level 3 or a Level 4 on the spring 2018 ELPAC. Additionally, 81 students were reclassified as fluent English proficient in the 2018-19 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

GOAL 2 - ACTION 5 English Leaner Services TOSAs - estimated actuals less than budget due to movement of one TOSA to become a VP at Glen Edwards Middle School. Vacancy not filled and savings used to create part-time Education Technology Director

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

Minimal changes are being made to this goal. We adjusted our actions to account for the extension of our timeline for social science materials pilot and adoption. We adjusted Metric #1 related to ELPAC achievement. Our baseline assumptions were too low and our students performed quite well (much better than anticipated) on ELPAC.
Our anticipated achievement moving forward is much higher.

When one of our English Learner TOSAs took an administrative position within the district, we did not backfill the position. Therefore, services were provided by 1 English Learner TOSA in the 2018-19 school year as opposed to the 2 indicated in last year's LCAP. We will continue next year with just one TOSA. Through the LCAP input process, we will determine need and adequacy of staffing when writing our new 3-year LCAP for 2020-2023.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Graduation Rate **18-19** 1. The district's cohort graduation rate will increase 0.5% from the prior year. **Baseline** Our district's cohort graduation rate was 93.1% in 2015-2016.	1.The district's graduation rate in 2017-18 was 90.3%, an increase of 3.3% from the 2016-17 graduation rate. We met our goal.
Metric/Indicator 2. A-G Completion **18-19** 2. The percentage of graduates meeting A-G requirements will increase by 6% from the prior year. **Baseline** Our district's A-G completion rate in 2015-2016 was 43.5%.	2. 37.4% of 2018 graduates were reported as meeting A-G requirements. This number was largely static, as 37% of 2017 graduates were reported as meeting A-G requirements. We did not meet our goal in this area.

Expected	Actual
Metric/Indicator 3. AP Exam Passage Rate **18-19** 3. The percentage of AP students scoring a 3 or better on all AP exams will increase by 3% from the prior year. **Baseline** 62.7% of AP students scored a 3 or better on all AP exams in 2015-2016.	3. In spring 2018, AP students took 337 AP tests, passing 174 with a score of "3" or better (a passage rate of 51.6%). This compares to spring 2017, when AP students took 268 AP tests, passing 175 with a score of "3" or better (a passage rate of 65%). We did not meet our goal in this area.
Metric/Indicator 4. Enrollment in AP Courses **18-19** 4. The percentage of high school students enrolled in at least one AP course will increase by 1% from the prior year. **Baseline** In fall 2016, 86% of students who took an AP course received a "C" or better in that course.	4. 240 students attempted an AP test in spring 2018 compared to 186 students in spring 2017. This is a significant increase. We met our goal in this area.
Metric/Indicator 5. CTE Industry Certifications **18-19** 5. The percentage of high school students who earn a CTE industry certification will increase by 5% from the prior year. **Baseline** Eight (8) students earned a CTE industry certification during the 2016-2017 school year.	5. 39 students earned a CTE Industry certification in the 2017-2018 school year. We met our goal in this area.
Metric/Indicator 6. CTE Pathway Completion **18-19** 6. The percentage of high school students who complete at least one CTE pathway will increase by 5% from the prior year. **Baseline** 115 students completed a CTE pathway.	6. 89 students completed a CTE pathway in 2017-18, compared to 104 students completing a pathway in 2016-17. This is a decrease of 15 students. We did not meet our goal in this area.
Metric/Indicator 7. SBAC EAP College Readiness Indicator **18-19** 7. The percentage of all students in grades 3-8 and 11 who score “Standard Exceeded” in SBAC in ELA and math will increase by 5% from the prior year; “Standard Exceeded” in 11th grade indicates college readiness.	7. 33% of 11th grade students scored "Standard Exceeded" in ELA and 8% of 11th grade students scored "Standard Exceeded" in Math, a decrease of 3% in each subject area. We did not meet our goal in this area.

Expected	Actual
Baseline 36% of 11th grade students scored "Standard Exceeded" in ELA and 11% of 11th grade students scored "Standard Exceeded" in Math.	
Metric/Indicator 8. State Seal of Biliteracy **18-19** 8. The percentage of students in grade 12 who qualify to receive the California State Seal of Biliteracy will increase by 1% from the prior year. **Baseline** 2% of the graduating class of 2017 (29 out of 431) received the California State Seal of Biliteracy.	8. 9.5% of the graduating class of 2018 (43 out of 453) received the California State Seal of Biliteracy, a 2.8% increase from the class of 2017. We met this goal.
Metric/Indicator 9. Enrollment in College Coursework (other than AP) **18-19** 9. The percentage of high school students enrolled in at least one dual/concurrent enrollment course (i.e. – Sierra College, American River College) will increase by 20% from the prior year. **Baseline** Five (5) students enrolled in at least one dual/concurrent enrollment course.	9. This year, we have two sections of Sierra College English hosted at Lincoln High School. 48 students are presently enrolled in those two sections. This is a significant increase from last year. We met this goal.
Metric/Indicator 10. College/Career Readiness Indicator **18-19** 10. The percentage of high school seniors who are considered "Prepared" for college and career will increase by 5% from the prior year. **Baseline** 42.5% of high school seniors were "Prepared" for college and career.	10. 42.7% of the Class of 2018 were "Prepared" for college and career, a decrease in 5.2% from the prior year. We did not meet our goal in this area.

Actions / Services

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

Action 1

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

College Readiness (a) Site administration will work with educational services to finalize new graduation requirements that better align with A-G requirements for the freshman class of 2019-2020. (b) The AVID program will continue to be implemented and supported at GEMS, TBMS, LHS, COES, SES and CCC. It will be added to LCES. Additional sections will be provided to the secondary schools to allow for smaller class sizes in AVID. (c) Additional counseling support will continue to be provided to ensure all students (with an emphasis on ELs, SED, and FY) receive academic guidance and intervention to support college readiness, eligibility, and acceptance. Furthermore, a college & career specialist will provide enhanced guidance and support to ensure students and families have the knowledge and resources needed to attain college admission and/or career placement. (d) WPUSD will continue to enhance dual/concurrent enrollment through ARC, Sierra College, and other post secondary partnerships to support college readiness and credit toward an associates/bachelors degree.	College Readiness (a) Site administration at the high school changed. As a result, new graduation requirements that better align with A-G requirements for the freshman class of 2019-2020 were not finalized. The intent is to finalize the requirements for implementation in the fall of 2021 with freshman at both LHS and the new high school (opening fall 2021). (b) The AVID program was implemented and supported at GEMS, TBMS, LHS, COES, SES and CCC. It was added to LCES. Additional sections were provided to the secondary schools to allow for smaller class sizes in AVID. (c) Additional counseling support was 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 part-time college & career specialist provided enhanced guidance and support to ensure students and families have the knowledge and resources needed to attain college admission and/or career placement. (d) WPUSD enhanced dual/concurrent enrollment through Sierra College to support college	AVID Implementation (Membership, Professional Development, Materials, and Additional Sections) - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures Supplemental $410,991 Counselors - Certificated Salary, Employee Benefits Supplemental $486,967	AVID Implementation (Membership, Professional Development, Materials, and Additional Sections) - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures Supplemental $423,783 Counselors - Certificated Salary, Employee Benefits Supplemental $408,409

(e) Seniors who are not deemed college ready, as measured by the grade 11 EAP, will be placed in EAP senior math and/or ERWC English.	readiness and credit toward an associates/bachelors degree. (e) Seniors who were not deemed college ready, as measured by the grade 11 EAP, were placed in EAP senior math and/or ERWC English.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Career Readiness (a) Site administration will work with educational services to finalize new graduation requirements that expect students to complete CTE coursework to earn a high school diploma. This phase in implementation will require this beginning with the freshman class of 2019-2020. (b) Six, 4-year career pathways (Agriculture, Engineering, Bio-medical, Media Arts, Construction Management, and Information Communication Technology) at LHS will continue to be fully implemented and supported. (c) Additional counseling support will continue to be provided to ensure all students (with an emphasis on ELs, SED, and FY) receive career guidance and intervention to support career readiness and industry certification. Furthermore, a college & career specialist will	Career Readiness (a) Site administration at the high school changed. As a result, new graduation requirements that require students to complete CTE coursework were not finalized. The intent is to finalize the requirements for implementation in the fall of 2021 with freshman at both LHS and the new high school (opening fall 2021). (b) Six, 4-year career pathways (Agriculture, Engineering, Bio-medical, Media Arts, Construction Management, and Information Communication Technology) at LHS were fully implemented and supported. (c) Additional counseling support was 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 part-time college & career	See funding Goal 3, Action 1 Supplemental Duplicate Carl D. Perkins Grant for CTE - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Carl D. Perkins Career and Technical Education 38,347 Career Technical Education Incentive Grant - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Career Technical Education Incentive Grant (CTEIG) $450,792 Agriculture Incentive Grant - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Agriculture Incentive Grant $12,091	See funding Goal 3, Action 1 Supplemental Duplicate Carl D. Perkins Grant for CTE - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Carl D. Perkins Career and Technical Education $32,290 Career Technical Education Incentive Grant - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Career Technical Education Incentive Grant (CTEIG) $500,135 Agriculture Incentive Grant - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Agriculture Incentive Grant $9,949

continue to provide enhanced guidance and support to ensure students and families have the knowledge and resources needed to attain college admission and/or career placement. (d) WPUSD will continue to enhance dual/concurrent enrollment through ARC, Sierra College, and other post-secondary entities to support career readiness and credit toward industry certification and/or college degrees. (e) WPUSD will continue to implement programs and funding in accordance with their Carl D. Perkins Career Technical Education Grant to support career readiness of students (see grant narrative for additional information). (f) 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).	specialist provided enhanced guidance and support to ensure students and families have the knowledge and resources needed to attain college admission and/or career placement. (d) WPUSD enhanced dual/concurrent enrollment through ARC and Sierra College to support career readiness and credit toward industry certification and/or college degrees. (e) WPUSD implemented programs and funding in accordance with their Carl D. Perkins Career Technical Education Grant to support career readiness of students (see grant narrative for additional information). (f) WPUSD's two CTE Incentive Grants were implemented to support career readiness of students (see grant narrative for additional information). (g) WPUSD's Agriculture Incentive Grant was implemented to support college and career readiness of students in the agriculture pathway (see grant narrative for additional information).

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Interventions (a) 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. (b) 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.	Interventions (a) 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. (b) Intervention support staff was provided to schools to work with students not making adequate progress toward meeting college and career readiness. Such support staff included, but was not limited to: paraprofessionals, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and mental health specialist.	See funding Goal 1, Action 4 Base Duplicate Counselors - see funding Goal 3, Action 1 Summer School - Certificated Salary, Employee Benefits Supplemental $0 Online Credit Recovery Program - Services & Other Operating Expenditures Supplemental $15,000 Additional sections for online credit recovery - Certificated Salary, Employee Benefits Supplemental $132,848	See funding Goal 1, Action 4 Base Duplicate Counselors - see funding Goal 3, Action 1 Summer School - Certificated Salary, Employee Benefits Supplemental $644 Online Credit Recovery Program - Services & Other Operating Expenditures Supplemental $15,000 Additional sections for online credit recovery - Certificated Salary, Employee Benefits Supplemental $136,842

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development & Collaboration (a) Administrators, teachers, counselors and other support staff will be provided AVID, AP, CTE, academic planning and other relevant training and coaching to support students' college and career readiness.	Professional Development & Collaboration (a) Administrators, teachers, counselors and other support staff were provided AVID, AP, CTE, academic planning and other relevant training and coaching to support students' college and career readiness.	See funding Goal 1, Action 5	See funding Goal 1, Action 5 Education Technology Coordinator - Certificated Salary, Employee Benefits Supplemental $64,766

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 3. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 3.	Direct School Site Allocations (a) School sites received supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 3. (b) School sites developed and had approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 3.	See funding Goal 1, Action 6	See funding Goal 1, Action 6

Analysis

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

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

We implemented the actions/services as described in the LCAP. AVID was fully implemented at the three comprehensive secondary sites as intended and three of our seven elementary schools implemented AVID elementary. Our college and career specialist took an assistant principal at one of our middle schools and we did not fully replace her. Instead we hired a part-time (0.2 FTE) counselor to support the college and career center. Counselors worked closely with students to update academic plans that encourage college and career readiness. Credit recovery and other intervention supports were provided to students to ensure progress toward college and career readiness. All CTE grants were implemented in alignment with the expectations of said grants to support the implementation and enhancement of the career pathways at LHS. Partnerships with Sierra College resulted in ongoing dual enrollment agreements. Teachers received various trainings to support them in providing effective instruction aligned with college and career readiness standards. We hired a part-time ed tech coordinator to support 21st century teaching and learning.

We have yet to approve and implement new requirements for graduation that better align with college and career readiness standards, but still plan to do so. We have decided to wait on this change until the new high school opens. Therefore, the changes will take place with the entering freshman classes of 2021-2022.

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

Our measures of college and career readiness continue to highlight this as an area of need for us. The percentage of students who scored "exceeded" in ELA declined from 37% in 2076 to 33% in 2018. The percentage in Math also declined from 11% in 2017 to 8.5% in 2018. Our a-g rate hovers in the 36-37% range, while our county a-g rate is close to 60%.

We did see a 3.3% increase in our district's graduation rate, including a 17.7% increase for students with disabilities and a 5.7% increase for socioeconomically disadvantaged students. We also continue to see an increase in the number of students taking and passing AP courses/exams. 240 AP tests were administered in the 2017-18 school year, and 72.5% of those tests were scored a 3 or higher. We also continue to see students striving to receive the Seal of Biliteracy. Unfortunately, we will see slight drop in recipients of the State Seal of Biliteracy this school year (36 recipients instead of 46 from 2017-18), due to the additional requirement of formally testing students' oral language proficiency. 121 students in the class of 2018 received the Golden State Seal Merit Diploma.

Programatically, both AVID and CTE continue their district expansion. AVID Elementary at four of our elementary schools at the start of the 2018-2019 school year, with a fifth coming on board in the 2019-2020 school year. Our secondary schools continue to fill their AVID elective sections while also implementing AVID strategies school-wide. Additionally, our CTE program continues to grow at Lincoln High School. We now offer 12 pathways across 6 industry sectors, and we had 104 CTE completers in the class of 2018 (compared to 58 in the class of 2017).
We feel strongly that continued focus on AVID, college and career counseling, credit recovery and other intervention services, enhancement of CTE pathways, and access to rigorous coursework that we will continue to see progress in meeting our goal of all students becoming college and career ready.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

GOAL 3 - ACTION 4 - Education Technology Coordinator - New position created during the school year. To ensure students meet college and career readiness they must be technologically proficient. As a result, it was decided to add a part-time Education Technology Coordinator to support teachers in developing the skills to instruct students in a technology rich environment. Budget reallocated from ACTION 5 - Professional Development, Collaboration and Supplemental Resource.

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

We will be adding AVID at another elementary school (FSS) while we continue to support it at our existing AVID sites. We will continue to fund a part-time college and career specialist as well as an ed tech coordinator. We will be adding a full-time (temporary) counselor

at Phoenix High School with CSI funds to help improve their graduation rate. Lastly, we updated Metric #3 to be more realistic in expectations regarding improvements in A-G rates. It was adjusted from 5% increase annually to 3% increase annually.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 4

All students will be safe and actively engaged at school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Attendance Rate **18-19** 1. The district's average daily attendance will increase by 0.2% from the prior year or be at least 98%. **Baseline** The district's average daily attendance rate was 96.2% in 2015-2016.	1. The district's average daily attendance rate in 2017-18 was 95.8%. This is a decrease in 0.2% from the prior year. We did not meet our goal in this area.
Metric/Indicator 2. Truancy Rate **18-19** 2. The district's truancy rate will decrease by 1% from the prior year or be less than 2%. **Baseline** The district's truancy rate was 8.9% in 2014-2015. (This data is always one year behind.)	2. The state has moved from calculating a truancy rate to calculating a chronic absenteeism rate. The district's chronic absenteeism rate in 2017-18 was 0.5%, compared to 7.5% in 2016-17. While the data is reported differently, a 7% decrease definitely shows significant improvement.

Expected	Actual
Metric/Indicator 3. High School Dropout Rate **18-19** 3. The district's cohort high school dropout rate will decrease by 0.1% from the prior year. **Baseline** The district's cohort high school dropout rate was 6.4% in 2015-2016.	3. (This data is one year behind on DataQuest.) The district's adjusted grade 9-12 dropout rate was 2.4% in the 2016-17 school year. We met our goal.
Metric/Indicator 4. 8th Grade Dropout Rate **18-19** 4. The district's 8th grade dropout rate will be less than 1%. **Baseline** The district's 8th grade dropout rate in 2015-2016 was 1.1% (6 out of 549).	4. The district reported zero 8th grade dropouts in the 2017-18 school year. We met our goal.
Metric/Indicator 5. Suspension Rate **18-19** 5. The district's suspension rate will decrease by 0.2% from the prior year or be less than 3%. **Baseline** The district's suspension rate in 2014-2015 was 3.2%. (This data is always one year behind.)	5. The district's suspension rate in 2017-18 was 2.5%, a 0.5% decrease from the 2016-17 school year. We met our goal.
Metric/Indicator 6. Expulsion Rate **18-19** 6. The district's expulsion rate will be less than 0.25%. **Baseline** The district's expulsion rate in 2014-2015 was 0.0%. (This data is always one year behind.)	6. The district's expulsion rate in 2017-18 was .04%. We met our goal.

Actions / Services

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

Action 1

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
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.	Youth Development (a) Teachers, support staff, and administrators received training in youth development. (b) School sites refined their plans for implementing youth development supports and opportunities that ensure safety, relationships, engagement, community involvement, and skill building for youth. (c) Coaching and other supports were provided to sites to ensure their success in implementing the youth development supports and opportunities.	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Positive Behavior & Mental Health (a) Select school sites received training and support to implement the PBIS framework. (b) A mental health specialist supported schools and students in need of mental health support. In addition, the district contracted with Wellness Together to provide additional mental health support to school sites. The support	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5 Mental Health Specialist - Certificated Salary, Employee Benefits Supplemental $115,122 District Resource Officer - Services & Other Operating Expenditures Supplemental $133,985	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5 Mental Health Specialist - Certificated Salary, Employee Benefits Supplemental $122,944 District Resource Officer - Services & Other Operating Expenditures Supplemental $119,500

behavior. The resource officer will conduct home visits, implement prevention programs to deter high risk behaviors, and provide intervention supports to at-risk students and their families. (d) District psychologists will provide mental health services to special education students per their IEPs. Additionally, they will do proper screenings and assessments of students referred for specialized services and make recommendations for services, etc. based on their expert analysis of assessment data.	consisted of group and individual counseling for students. (c) A district resource officer was provided to support school sites in preventing truancy and defiant behavior. The resource officer conducted home visits, implemented prevention programs to deter high risk behaviors, and provided intervention supports to at-risk students and their families. (d) District psychologists provided mental health services to special education students per their IEPs. Additionally, they completed proper screenings and assessments of students referred for specialized services and made recommendations for services, etc. based on their expert analysis of assessment data.	Psychologists - Certificated Salary, Employee Benefits Mental Health Funds $273,696	Psychologists - Certificated Salary, Employee Benefits Mental Health Funds $254,682 Mental Health Service Provider - Services & Other Operating Expenditures Supplemental $131,490

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
MTSS (a) The district MTSS team will finalize a comprehensive, district-wide MTSS plan and support site administrators in implementing the plan. (b) Once completed, the district MTSS team will monitor the implementation of the comprehensive, district-wide MTSS plan and evaluate	MTSS (a) TThe district MTSS team went through MTSS and UDL training and are developing a comprehensive, district-wide MTSS plan. A part-time MTSS Coordinator will be hired for the 2019-2020 school year with LPSBG funds.	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5

appropriate data to make informed decisions about supports for schools and students.			

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 4. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 4.	Direct School Site Allocations (a) School sites received supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 4. (b) School sites developed and had approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 4.	See funding Goal 1, Action 6	See funding Goal 1, Action 6

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Transportation (a) Transportation will be provided to unduplicated students at no charge to ensure they get to school daily.	Transportation (a) Transportation was provided to unduplicated students at no charge to ensure they got to school daily.	Transportation - Direct Cost Transfer Supplemental $59,000	Transportation - Direct Cost Transfer $59,000 Supplemental $59,000

Analysis

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

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

The actions for goal #4 were implemented as noted in the LCAP. Youth Development training continues to be provided by the 15 staff trained as trainers. We have the internal capacity to train and support staff in implementing the youth development framework, which will allow us to continue moving forward in implementing youth development district-wide. Our Mental Health Specialist supported schools implementing PBIS. Staff were provided training and coaching throughout the year to ensure effective implementation of the PBIS framework. We developed a contract with Wellness Together to provide additional mental health support to all schools. Transportation was provided for low-income and foster youth who needed it at no cost. School sites used site allocated funds to support student engagement/leadership programs; bucket fillers, recess rangers, K kids are just a few of the many activities supported with site funds.

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

WPUSD received a score of "green" (for the second consecutive year) for its annual suspension rate on the California School Dashboard. Our suspension rate in 2017- 2018 was 2.5% and declined 0.5% from the year prior. We also received a score of "blue" for our chronic absenteeism rate, showing a 7.3% decline from the prior year.

We feel strongly that staff members' willingness to embrace the tenets of Youth Development has directly (and positively) impacted our suspension rate and our chronic absenteeism rate.

We administered the 2017-2018 California Healthy Kids Survey (CHKS) in spring, 2018. Generally, our students reported feeling safe at school. They also widely reported being treated with respect by adults. Elementary-age students reported feeling a connectedness to school, and they generally felt like they encountered caring adults at school. As students progressed in grade levels, their connectedness to school and their belief that there were caring adults at school declined. One of our biggest areas of need (as reported by students in the CHKS) is for" meaningful participation" in school. Many students reported that they lack opportunities to participate in decision-making at the school or classroom level. One way we addressed this was by including high school students in our Youth Development district trainings; they attend alongside teachers and staff and participate equally in the training. We acknowledge that more needs to be done in this area.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

GOAL 4 - ACTION 2 - 1) Mental Health Service Provider - services added after LCAP approved there was an apparent need for additional mental health support so a contract with wellness together was established to provide additional support for students both individually and in small group. Funds reallocated from additional Supplemental Funds received from the State during the 2018/19 school year.

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

Minimal changes are being made to this goal. We adjusted actions to account for changes in timelines around implementation of our district-wide MTSS plan. We also are hiring a part-time (0.4 FTE) MTSS coordinator with LPSBG funds to support completion and roll out of our MTSS plan. We will continue to support enhanced mental health services for students by contracting with Wellness Together. Lastly, we adjust Metrics #2 and #3 to better align with new state terms and reporting for chronic absenteeism and adjusted grad rate.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Instructional Materials **18-19** 1. All students will have access to standards-aligned instructional materials. **Baseline** All students have access to standards-aligned instructional materials.	1. All students have access to standards-aligned instructional materials.
Metric/Indicator 2. Adequacy of Facilities **18-19** 2. All school facilities will receive adequate (in good repair) rating, as measured by FIT. **Baseline** All school facilities have adequate (in good repair) ratings, as measured by FIT.	2. All school facilities have adequate (in good repair) ratings, as measured by FIT.
Metric/Indicator 3. Technology Standard **18-19**	3. In August 2018, the district hired a part-time Coordinator of Educational Technology. The coordinator has been working with the district's site tech

Expected	Actual
The district standard for technology will be documented in an updated district technology plan. **Baseline** There is no current district standard for technology in schools and classrooms.	trainers to fully update the district's technology plan, which includes a section detailing the district standard for technology. This work is still in progress.
Metric/Indicator 4. Improvements to Technology and Facilities **18-19** 4. Improvements to technology and facilities will be made in order of priority. **Baseline** Improvements to technology and facilities are currently made in order of priority, within the confines of the available budget.	4. Improvements to technology and facilities are currently made in order of priority, within the confines of the available budget.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Technology (a) The district standard for technology in schools and classrooms will be implemented for all new construction. The district standard for technology will be documented in an updated district technology plan. (b) Technologies will be updated, replaced, or added in order of priority and in accordance with the district standard for technology.	Technology (a) The district standard for technology in schools and classrooms was implemented for all new construction. The district standard for technology was documented in an updated district technology plan. (b) Technologies were updated, replaced, or added in order of priority and in accordance with the district standard for technology.	Technology Budget - Computer Replacement - Books and Supplies Base $300,000	Technology Budget - Computer Replacement - Books and Supplies $300,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintenance (a) School facilities and grounds will be well maintained and improvement needs will be assessed. Improvements will be made in order of priority.	Maintenance (a) School facilities and grounds were well maintained and improvement needs were assessed. Improvements were made in order of priority.	Routine Repair & Maintenance Program - Classified Salary, Employee Benefits, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Base $1,877,987	Routine Repair & Maintenance Program - Classified Salary, Employee Benefits, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Base $2,007,152
		Maintenance, Operations & Custodial Services Program - Classified Salary, Employee Benefits, Employee Benefits, Base $1,739,546	Maintenance, Operations & Custodial Services Program - Classified Salary, Employee Benefits, Employee Benefits, Base $1,693,346

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Measure A and Measure N School Bonds (a) Improvements to technology and facilities at GEMS will continue to be made in accordance with the Measure N Bond. (b) Plans to build a new high school in the Twelve Bridges area will be implemented in accordance with the Measure A Bond and construction will begin. (c) Construction of a new elementary school in the Lincoln Crossing area will occur in accordance with the Measure N Bond.	Measure A and Measure N School Bonds (a) Improvements to technology and facilities at GEMS were made in accordance with the Measure N Bond. (b) Plans to build a new high school in the Twelve Bridges area were implemented in accordance with the Measure A Bond and construction began. (c) Construction of Scott M. Leaman Elementary in the Lincoln Crossing area began in accordance with the Measure N Bond.	Measure A Bond - Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Other $14,820,000	Measure A Bond - Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Other $9,290,564
		Measure N Bond - Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Other $30,596,178	Measure N Bond - Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Other $13,023,242

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Direct School Site Allocations (a) School sites received supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 5. (b) School sites developed and had approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 5.	See funding Goal 1, Action 6	See funding Goal 1, Action 6

Analysis

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

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

We have implemented the actions/services as indicated in the LCAP. We made significant improvements to technology and facilities. Below is a summary of actions taken during the 2018-2019 school year in accordance with LCAP.

Maintenance Projects:
LHS
- Permit Boiler in girls locker room
- 2 new exterior LED lights at New Gym
- 2 new LED lights exterior stadium
- 3 new LED on visitor side stadium
- Replaced 1 LED light pole – insurance claim
- New fence in alley way

- New fence to block off HVAC on 2 classrooms
- Install rock around 19 portables
- Paint rooms 34 – 48 classrooms
- Repair the skirting and ramps for Classrooms 34-48 classrooms
- Replace all outside lighting for classrooms 34-48 classrooms
- Replace all exterior signs for portable restrooms and classrooms 34-48
- New carpet inside theater
- New wallpaper for theater
- Replace 71 theater seats
- Install Barracudas
- Install Feminine Hygiene dispensers
- Paint snack shack by stadium

TBE
- Repaired water leak on Boiler
- Repaired water leak on Chiller
- Replaced new fire panel

TBM
- Replace 35 seats inside the MPR
- Refurbish Trash Compactor
- New hoist for the basketball hoop
- Install Feminine Hygiene dispensers

FSS
- Replace all the clocks to atomic wireless
- New Slurry seal for playground
- Repair several asphalt repairs
- New Striping for Playground
- Replace 2 new restrooms FRP
- Replace 3 new floors for restrooms
- Replace and repair back patio deck
- New Fence in front of special needs classrooms

COES
- New Slurry seal for playground
- Repair several asphalt repairs
- New Striping for Playground

CCC
- Install Room 9 &10 new carpet
- New Slurry seal for playground
- Repair several asphalt repairs
- New Striping for playground

LCE
- Refurbish Trash Compactor
- Added chiller to water fountains
- Installed 2 new gates

FRE
- Repaired PA system
- Replaced the sewer septic pump
- Added new gate to front of the school

GEMS
- Install pea-gravel walk way
- Installed mini-split HVAC
- Install Feminine Hygiene dispensers

FARM
- Replaced all inside and outside LED lights in 4 classrooms

Warehouse
- Refurbish scissor lift
- Refurbish 2 grounds trailers
- Epoxy warehouse floor
- Refurbished new Maintenance Office
- Install hot water sink
- Move 2 new sheds for maintenance and grounds

District Wide Fire Inspection and repair

Facilities Projects:
Reroofing Projects - New single ply roofing system on Dale Pence Gymnasium and roof seal coating on HVAC ductwork on Performing Arts Building at Lincoln High School

Measure A Bond Projects - Completed project design and Division of State Architect approvals for Twelve Bridges High School and started construction March 2019.
Measure N Bond Projects - Completed project design and Division of State Architect approvals for Scott M. Leaman Elementary School and started construction April 2019. 90% completion of construction of new library/classrooms building at Glen Edwards Middle School (Phase I). Completed design and Division of State Architect approvals for new gymnasium/band room building, administration addition, and modernization of existing school buildings (Phase II). Start Construction of Phase II June 2019.
Lincoln High School - Addition of 5 portable classrooms on site for growth and Replacement of scoreboard at stadium.
Creekside Oaks Elementary School - Replacement of playground structure and ADA improvements for accessibility.

Technology Projects:
Added ~1,500 Chrome devices district wide
Replaced phone system at Phoenix High School with IP phone system
Replaced Bell/PA system at First Street Elementary
Replaced Bell/PA system at Phoenix High School
Installed 20 projectors throughout the District .
Increased network speed from 1.5 Mbps to 1Gbps at Maintenance/Transportation building
Installed battery backup at Creekside Oaks.
Installed battery backup at Phoenix
Virtualized read only domain controller
Installed wireless at maintenance/transportation building
Optimized wireless coverage at Lincoln High School

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

Our schools are in better repair and technologies have been updated throughout the district. The facilities, maintenance and technology departments have worked hard to prioritize needs and support schools in enhancing their environments and technologies.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

GOAL 5 - ACTION 3 1) Measure A & N Bonds are multi-year facilities bond projects that will occasionally experience delays in progress due to State and Environmental compliance issues. Budgets are based on full completion and estimated actuals are based on progress to date. Both projects remain on track for completion by the original timelines.

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

No changes are being made.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 6

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Parent Involvement Plan **18-19** 1. A comprehensive district parent involvement plan will be completed and board approved. **Baseline** There is no district parent involvement plan.	1. A draft of a parent involvement plan has been written. It has yet to be completely finalized and board approved.
Metric/Indicator 2. Parent Involvement in School Sponsored Events **18-19** 2. Baseline data of parent involvement in school sponsored events will be collected. **Baseline** A system for collecting data regarding parent involvement has not yet been developed.	2. A system for collecting data regarding parent involvement has still not been developed.

Expected	Actual
Metric/Indicator 3. Parent Use of Student Information Systems **18-19** 3. Parents' use of district sponsored student information systems will increase by 5%. **Baseline** As of April 2017, Schoology (at secondary schools) has been visited 66,098 times in the 2016-2017 school year and Jupiter Ed (at elementary schools) has been visited by 292 families.	3. As of April 2019, Schoology (at secondary schools) has been visited 129,587 times. This is a two-fold increase since 2017. Jupiter Ed is no longer supported at the district level, so there is no data available.
Metric/Indicator 4. Parent Participation in Continuing Education **18-19** 4. Parent participation in district sponsored continuing education will increase by 2%. **Baseline** From September through May, three classes were offered in the evenings (ESL, GED Preparation, and computer literacy). Approximately 50-60 parents attended at least one of the classes over the course of the year. Additionally, three Latino Literacy courses were offered at various times of day during the spring. Another 25-30 parents attended at least one Latino Literacy course.	4. From September through May, two classes are offered in the evenings (ESL and GED Preparation). Our enrollment in these classes has declined from the prior year. Approximately 35 parents have attended at least one of the classes this school year, compared to approximately 50 parents attending last year. We have added other parent education options this year, which we feel our parents are choosing to attend in lieu of the classes mentioned above: • Parent Institute for Quality Education (PIQE) -- 11 graduates • Creekside Oaks Elementary Parent Empowerment Nights (a series of events) -- attendence varies • Lincoln High School Parent Education Nights (tied to ELAC meetings) at Lincoln High School -- attendance varies • Vaping Information Night (in cooperation with the Coalition for Auburn and Lincoln Youth) -- 100 attendees

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Education (a) Parent education will be provided through evening continuing education classes,	Parent Education (a) Parent education was provided through evening continuing education classes, collaboration	Parent/Continuing Education - Classified Salary, Employee Benefits Title I $6,000	Parent/Continuing Education - Classified Salary, Employee Benefits Title I $10,165

collaboration with regional adult schools, and other avenues. (b) Data regarding parent education will be collected.	with regional adult schools, and other avenues. (b) Data regarding parent education was collected.	Parent/Continuing Education - Classified Salary, Employee Benefits Title III $6,000	Parent/Continuing Education - Classified Salary, Employee Benefits Title III $0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Involvement (a) A comprehensive district parent involvement plan will be developed.. (b) Schools will solicit parent volunteers to support student learning and school projects. (c) Teachers will utilize Schoology/Turnitin at the secondary schools and PowerSchool/Illuminate at the elementary schools to support parents in accessing student learning information online and in communicating with teachers and administration. Additionally, they will provide parents with resources to support learning at home. (d) Bilingual parent/school/community liaisons will work to increase the overall number of parent volunteers, focusing specifically on parents of unduplicated students.	Parent Involvement (a) A comprehensive district parent involvement plan was developed. (b) Schools solicited parent volunteers to support student learning and school projects. Some schools covered the cost of fingerprinting to entice more volunteers. The district is pursing ways to provide TB testing to further support volunteers. (c) Teachers utilized Schoology/Turnitin at the secondary schools and PowerSchool/Illuminate at the elementary schools to support parents in accessing student learning information online and in communicating with teachers and administration. Additionally, they provided parents with resources to support learning at home. (d) Bilingual parent/school/community liaisons worked to increase the overall number of parent volunteers,	Schoology/Turnitin - Services & Other Operating Expenditures Supplemental $39,719 Parent/School/Community Liaisons (3.0 FTE) - Certificated Salary, Employee Benefits Supplemental $158,100	Schoology/Turnitin - Services & Other Operating Expenditures Supplemental $41,097 Parent/School/Community Liaisons (3.0 FTE) - Certificated Salary, Employee Benefits Supplemental $147,481

	focusing specifically on parents of unduplicated students.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Communication & Collaborative Decision Making (a) District and site administrators will actively seek out a diverse population of parents to participate on collaborative decision- making committees, such as DAC, SSC, LCAP, etc. (b) Bilingual parent/school/community liaisons will support collaborative decision-making and communication by facilitating discussions and encouraging two-way communication between parents and school/district staff. Parents of unduplicated students will be their target audience.	Communication & Collaborative Decision Making (a) District and site administrators sought out a diverse population of parents to participate on collaborative decision- making committees, such as DAC, SSC, LCAP, etc. (b) Bilingual parent/school/community liaisons supported collaborative decision-making and communication by facilitating discussions and encouraging two-way communication between parents and school/district staff. Parents of unduplicated students were their target audience.	Parent/School/Community Liaisons - see funding Goal 6, Action 2	Parent/School/Community Liaisons - see funding Goal 6, Action 2

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Community Involvement (a) District and site administrators will actively seek out community organizations such as PAL, Rotary, Chamber of Commerce, Knights of Columbus, SCHOOLS, etc. to	Community Involvement (a) District and site administrators actively sought out community organizations such as PAL, Rotary, Chamber of Commerce, Knights of Columbus, SCHOOLS,	Parent/School/Community Liaisons - see funding Goal 6, Action 2	Parent/School/Community Liaisons - see funding Goal 6, Action 2

partner with in ensuring all students' achievement and success. (b) Bilingual parent/school/community liaisons will continue to work to enhance community relationships and develop partnerships with community organizations that directly benefit parent of unduplicated students.	etc. to partner with in ensuring all students' achievement and success. (b) Bilingual parent/school/community liaisons worked to enhance community relationships and develop partnerships with community organizations that directly benefit parent of unduplicated students.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Direct School Site Allocations (a) School sites received supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 6. (b) School sites developed and had approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 6.	Direct School Site Allocations See funding Goal 1, Action 6	Direct School Site Allocations See funding Goal 1, Action 6

Analysis

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

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

Three full-time parent/school/community liaisons continued to assist families in navigating our educational system. These liaisons worked closely with unduplicated pupils' families (English Learner families, in particular) to ensure they were equipped with the skills to effectively support their children's academic experiences. They also worked closely with other district staff to ensure appropriate resources and supports were provided to students and families.

The district also offered continuing education classes for parents throughout the school year: GED Preparation and English as a Second Language (ESL). Approximately 30-40 parents participated. We also offered PIQE (Parent Institute for Quality Education) at Creekside Oaks Elementary School in the fall of 2018. Approximately 15 parents attended and graduated from the program.

Large volumes of secondary school parents utilized Schoology to communicate with their students' teachers and learn about school events, We no longer support a similar online platform at the elementary level. All schools' websites and the district's website have been revamped to improve usability and to make information more accessible to mobile devices, and we now have a district marketing and communications coordinator who helps push information out on a variety of social media platforms.

We have completed a draft strategic plan that focuses on increasing parent engagement and anticipate board approval in 2019-2020.

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

The addition of three parent/school/community liaisons continues to have a significant impact on parent involvement in our schools. The increased ability to communicate at all school sites has greatly improved parents' engagement and participation at our schools. With regard to the liaisons, feedback from parents continues to be extremely positive. DAC/DELAC committee members share that they feel more welcome, connected and valued at their respective schools than they have in years past, and they continue to identify the liaisons as the most important resources allocated with LCFF funds. In looking at our data this year, Spanish-speaking parents accessed the liaisons at much higher ratio than English-speaking (or other language-speaking) parents. Our work to increase our outreach with all parent groups continues.

We are fortunate to host some continuing education classes for our parents, including English as a Second Language (ESL) and GED Prep. Going forward, we would like to increase attendance at those classes and seminars, and we would like to widen the scope of offerings as well. We hope to bring the Parent Institute of Quality Education (PIQE) back to our district next year. Additionally, we would like to increase attendance at our quarterly parent stakeholder meetings (DAC/DELAC) to ensure that a wide variety of parents' voices are being heard.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

GOAL 6 ACTION 1 1) Parent/Continuing Education - Due to reduction in Title II funding - evening support classes provided through Supplemental and Title I funds.

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

There are no changes being made.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

LCAP Committee Meetings - October 18, 2018; November 15, 2018; January 17, 2019; February 21, 2019; April 23, 2019; May 16, 2019

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

DELAC/DAC Meetings - October 25, 2018; February 28, 2019; March 28, 2019; May 2, 2019

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

Admin PLC Meetings - September 7, 2018; November 5, 2018; December 3, 2018; January 10, 2019; February 25, 2018; March 25, 2019 (Secondary); April 8, 2019 (Elementary)

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

Public Hearing and LCAP Draft to Board of Trustees - June 4, 2019

Opportunity for Public Comment - May through June 2019

Final Approval of LCAP - Board of Trustees - June 18, 2019

Impact on LCAP and Annual Update

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

1. The LCAP Committee supported the District in reviewing/analyzing the 2017-2018 and available 2018-2019 actual measurable outcomes as compared to what was/is expected.
2. The LCAP Committee reviewed the 2018-2019 actions implemented and provided input as to their effectiveness.
3. The LCAP Committee gave input into the revision of expected measurable outcomes for 2019-2020.
4. The LCAP Committee provided input regarding programs/actions/staffing they would like implemented (or refined/enhanced) to support attainment of the expected measurable outcomes.

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

The DAC/DELAC Committee provided considerable feedback about both the effectiveness of current programs and the need to expand/add programs to benefit our students. They also provided input for the LCAP Annual Update and feedback related to changes in the 2019-2020 portion of the LCAP. The DAC/DELAC Committee reviewed the draft LCAP before it was presented to the Board of Trustees for approval.

The DAC/DELAC committee continues to feel strongly that the targeted after school tutoring program needs to be grown; they have seen a direct positive impact on their own children's academic achievement. The committee continues to request more tutors and more hours when the budget allows. The committee also feels strongly about the AVID program. They were pleased to see that we are added and continue to add AVID to our elementary schools. Our DAC/DELAC Committee continues to be most thankful for the addition of our three parent/school/community liaisons. The increased ability to communicate at all school sites has greatly improved parents' engagement and participation at our schools. Committee members state that they feel more welcome and more a part of their school communities than they have in years past.

Site administration provided input and data regarding the successes and struggles in the 2018-2019 actions relative to the goals. Discussions concluded with them revising their major focus areas and corresponding non-negotiables for their work in the 2019-2020 school year. Administrators will be provided targeted professional development and coaching to support their success in adhering to the non-negotiables. Administration continues to be concerned about math scores and college and career readiness.

The public hearing was held and there were no comments from the public.

The LCAP was posted on the main page of the district website with a link to the Superintendent's email; zero (0) comments were received.

The board approved the LCAP.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

We saw overall academic gains in both English and Math, with a growth rate of 1% and 6%, respectively, in the amount of students scoring "Met" (3) or "Exceeded" (4) on state testing. We have seen small gains in math achievement among our socioeconomically disadvantaged students and our students with disabilities. However, English Learners continue to perform far below "all students" in English and Math, with a 45% fewer English Learners achieving proficiency in English compared to "all students" and 36% fewer English Learners achieving proficiency in math. Unfortunately, our English Learner achievement gap is growing.

Our academic performance in math continues to lag behind similar districts, and it continues to remain far below our English Language Arts performance. Of particular concern to us is the fact that our Math and English Language Arts performance is equitable in 3rd grade, with only a 2% discrepancy across subjects (62% of students scoring "met" or "exceeded" in Math and 60% in English Language Arts). Yet, our academic performance grows increasingly disparate across higher grades. Students have a 17% discrepancy between Math and English Language Arts performance in 5th grade, and that stretches to 33% in the 11th grade.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. District SBAC Data for English Language and Mathematics	Our current "Average Distance from Level 3" for all students in ELA is 7.2 points above Level 3 and in Math is 14.5 points below Level 3. Our current "Average Distance from Level 3" for our significant subgroups in ELA and Math are as follows: Spec Ed -- 65.6 pts below in ELA and 83 pts below in Math Socio-Economically Disadvantaged -- 25.8 pts below in ELA and 46.3 pts below in Math English Learners -- 39 pts below in ELA and 58.7 pts below in Math Hispanic or Latino -- 20.3 pts below in ELA and 43.5 pts below in Math White -- 18.6 pts above in ELA and 2.1 pts below in Math	1. The district's change in "Average Distance from Level 3" will increase by at least 10 points from the prior year, for all students and significant subgroups, in English Language Arts and Mathematics.	1. The district's change in "Average Distance from Level 3" will increase by at least 5 points from the prior year, for all students and significant subgroups, in English Language Arts and Mathematics.	1. The district's change in "Average Distance from Level 3" will increase by at least 5 points from the prior year, for all students and significant subgroups, in English Language Arts and Mathematics.
2. District Benchmark Assessment Data for English Language Arts and Mathematics	There is no baseline. The baseline data will be established in 2017-2018.	2. As this is a baseline year for benchmark data, 60% of all students in grades 2-11 will meet or exceed standard as	2a. The percentage of of students in grades K-8 who perform "on or above level," as measured by three	2a. The percentage of of students in grades K-8 who perform "on or above level," as measured by three

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		measured by both district benchmarks in English Language Arts. 50% of all students in grades 2-11 will meet or exceed standard as measured by both district benchmarks in Mathematics.	iReady diagnostic assessments in English Language Arts and Math , will be 50%. 2b. The percentage of of students in grades 9-11 who meet or exceed standard as measured by both district benchmarks in English Language Arts and Math will increase by 5% from the prior year.	iReady diagnostic assessments in English Language Arts and Math, will increase 3% from the prior year. 2b. The percentage of of students in grades 9-11 who meet or exceed standard as measured by both district benchmarks in English Language Arts and Math will increase by 5% from the prior year.
3. Student Grades	The percentage of secondary students meeting or exceeding "C" or better in core areas were as follows: • English: 84% • Science: 74% • Math: 77% • History: 71%	3. At least 75% of all secondary students will meet or exceed standards ("C" or better) in all core areas, as measured by semester report card grades.	3. At least 75% of all secondary students will meet or exceed standards ("C" or better) in all core areas, as measured by semester report card grades.	3. At least 70% of all secondary students will meet or exceed standards ("C" or better) in all core areas, as measured by semester report card grades.
4. Students Receiving Special Education Services	12.3% of students received Special Education services in 2016-2017.	4. The percentage of all students receiving special education services will decrease by 0.5% from the prior year or be 9% or less.	4. The percentage of all students receiving special education services will decrease by 0.5% from the prior year or be 9% or less.	4. The percentage of all students receiving special education services will decrease by 0.5% from the prior year or be 9% or less.
5. Highly Qualified Teachers	All teachers assigned for the 2016-2017 school year were highly qualified and	5. All teachers will be highly qualified and appropriately	5. All teachers will be highly qualified and appropriately	5. All teachers will be highly qualified and appropriately

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	appropriately credentialed for their teaching assignment(s).	credentialed for their teaching assignment(s).	credentialed for their teaching assignment(s).	credentialed for their teaching assignment(s).

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Core Curriculum & Resources (a) English language arts action teams will continue to work with site administration	Core Curriculum & Resources (a) English language arts PLCs will continue to work with site administration	Core Curriculum & Resources (a) English language arts PLCs will continue to work with site administration

and educational services' support staff to refine curriculum maps and instructional guides for English language arts (grades TK-12) that are aligned with CA standards and SBAC assessment targets. Grade TK-5 teachers will implement newly adopted instructional materials to support their instructional alignment with the new CA standards. Grade 6-10 teachers will pilot and adopt new materials for ELA. Grade 11-12 teachers will continue to update existing materials to support their standards-based instruction and alignment with AP and ERWC course requirements. (b) Math action teams will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that are aligned with CA standards and SBAC assessment targets. Additionally, they will continue to evaluate and refine instructional materials and strategies to ensure students meet or exceed grade level standards. (c) Science action teams will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for science (grades TK-Physics) that are aligned with NGSS and anticipated assessment targets. Additionally, they will continue to identify and purchase instructional materials/resources needed to ensure students meet or exceed grade level standards.	and educational services' support staff to refine curriculum maps and instructional guides for English language arts (grades TK-12) that are aligned with CA standards and SBAC assessment targets. Grade TK-5 teachers will continue to implement newly adopted instructional materials to support their instructional alignment with the new CA standards. Grade 6-10 teachers will implement newly adopted instructional materials to support their instructional alignment with the new CA standards. Grade 11-12 teachers will continue to update existing materials to support their standards-based instruction and alignment with AP and ERWC course requirements. (b) Math PLCs will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that are aligned with CA standards and SBAC assessment targets. Additionally, they will continue to evaluate and refine implementation of instructional materials and strategies to ensure students meet or exceed grade level standards. (c) Science PLCs will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for science (grades TK-Physics) that are aligned with NGSS and anticipated assessment targets. Additionally, they will continue to identify and purchase instructional	and educational services' support staff to refine curriculum maps and instructional guides for English language arts (grades TK-12) that are aligned with CA standards and SBAC assessment targets. Additionally, they will evaluate and refine implementation of instructional materials and strategies to ensure students meet or exceed grade level standards. (b) Math PLCs will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that are aligned with CA standards and SBAC assessment targets. Additionally, they will continue to evaluate and refine implementation of instructional materials and strategies to ensure students meet or exceed grade level standards. (c) Science PLCs will work with site administration and educational services' support staff to pilot and adopt new instructional materials (grades K-12) that are aligned with the new science framework and NGSS standards. (d) Social Science PLCs will continue to pilot and then select instructional materials (grades 6-12) to adopt for use. They will work with site administration and educational services' support staff to establish curriculum maps that are aligned with the new CA framework for history/social science and the CA literacy standards for social science. Additionally,

(d) Social Science action teams will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for social science (grades 6-12) that are aligned with the new CA framework for history/social science and the CA literacy standards for social science. Additionally, they will continue to identify and purchase instructional materials/resources needed to ensure students meet or exceed grade level standards. (e) Intervention resources for students not making progress toward meeting standard in core areas will be provided. The focus of intervention will primarily be on improving achievement in literacy and math. (f) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that all students are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	materials/resources needed to ensure students meet or exceed grade level standards. (d) Social Science PLCs (grades 6-12) will work with site administration and educational services' support staff to pilot and adopt new instructional materials that are aligned with the new CA framework for history/social science and the CA literacy standards for social science. (e) i-Ready intervention curriculum for students not making progress toward meeting standard in ELA and math will be implemented. (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.	they will evaluate and refine implementation of instructional materials and strategies to ensure students meet or exceed grade level standards. (e) i-Ready intervention curriculum for students not making progress toward meeting standard in ELA and math will be implemented. (f) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that all students are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$67,565	$94,274	$98,704
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Assistant Superintendent of Educational Services - Certificated Salary, Employee Benefits	Assistant Superintendent of Educational Services - Certificated Salary, Employee Benefits	Assistant Superintendent of Educational Services - Certificated Salary, Employee Benefits
Amount	$73,438	$111,510	$116,781
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Director of Educational Services - Certificated Salary, Employee Benefits	Director of Educational Services - Certificated Salary, Employee Benefits	Director of Educational Services - Certificated Salary, Employee Benefits
Amount	$28,909	$47,407	$49,303
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Administrative Assistant for Educational Services - Certificated Salary, Employee Benefits	Administrative Assistant for Educational Services - Certificated Salary, Employee Benefits	Administrative Assistant for Educational Services - Certificated Salary, Employee Benefits
Amount	$300,000	$300,000	$300,000
Source	Base	Base	Base
Budget Reference	Instructional Materials - IMF - Books and Supplies	Instructional Materials - IMF - Books and Supplies	Instructional Materials - IMF - Books and Supplies
Amount	$162,925	$169,650	$170,850
Source	Lottery	Lottery	Lottery
Budget Reference	Instructional Materials - Teacher Lottery Allocation - Books and Supplies	Instructional Materials - Teacher Lottery Allocation - Books and Supplies	Instructional Materials - Teacher Lottery Allocation - Books and Supplies

Amount	$266,049	$319,968	$357,750
Source	Lottery	Lottery	Lottery
Budget Reference	Instructional Materials - Restricted Lottery - Books and Supplies	Instructional Materials - Restricted Lottery - Books and Supplies	Instructional Materials - Restricted Lottery - Books and Supplies
Amount			$143,760
Source			Supplemental
Budget Reference			i-Ready Intervention Curriculum for ELA and Math

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Effective First Instruction	Effective First Instruction	Effective First Instruction

(a) All teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding; providing relevant independent assignments/projects; providing frequent, targeted feedback to students on their progress; and creating a positive learning environment where students are safe and actively engaged. (b) Administrators will receive professional development and coaching around effective first instruction; they will work to define what it is and how to effectively observe and provide feedback to support teachers in improving their instructional practices. (c) Teachers and administrators will participate in informal walkthroughs to identify effective first instruction taking place and to discuss areas for growth as a school. (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on effective first instruction to support students in meeting or exceeding specified learning targets.	(a) All teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding; providing relevant independent assignments/projects; providing frequent, targeted feedback to students on their progress; and creating a positive learning environment where students are safe and actively engaged. (b) Administrators will continue to receive professional development and coaching around effective first instruction and teacher feedback. They will regularly observe and provide feedback on classroom instruction to effectively support teachers in improving their instructional practices. (c) Teachers and administrators will participate in informal walkthroughs to identify effective first instruction taking place and to discuss areas for growth as a school. (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on effective first instruction to support students in meeting	(a) All teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding; providing relevant independent assignments/projects; providing frequent, targeted feedback to students on their progress; and creating a positive learning environment where students are safe and actively engaged. (b) Administrators will continue to receive professional development and coaching around effective first instruction and teacher feedback. They will regularly observe and provide feedback on classroom instruction to effectively support teachers in improving their instructional practices. (c) Teachers and administrators will participate in informal walkthroughs to identify effective first instruction taking place and to discuss areas for growth as a school. (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on effective first instruction to support students in meeting

Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$27,507,341	$29,222,225	$30,689,517
Source	Base	Base	Base
Budget Reference	Teachers - Certificated Salary, Employee Benefits	Teachers - Certificated Salary, Employee Benefits	Teachers - Certificated Salary, Employee Benefits
Amount	$2,505,978	$2,526,442	$2,503,703
Source	Base	Base	Base
Budget Reference	Site Administrators - Certificated Salary, Employee Benefits	Site Administrators - Certificated Salary, Employee Benefits	Site Administrators - Certificated Salary, Employee Benefits

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Progress Monitoring (a) Teachers will administer two district benchmark assessments in ELA and mathematics to students in grades 2-11. (b) Teachers will administer three diagnostic assessments in ELA and mathematics to students in grades K-8. (c) Teachers will utilize district supported student information systems (i.e., PowerSchool, Schoology, Illuminate, etc.) to record and monitor student progress. (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop and administer common formative assessments (at least one per month) 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.	Progress Monitoring (a) Teachers in grades K-8 will administer three i-Ready diagnostic assessments in ELA and mathematics. Assessment results will be used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions supports for accelerating learning. (b) Teachers in grades 9-11 will administer at least two district developed benchmark assessments in ELA and mathematics. Assessment results will be used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions supports for accelerating learning. (c) Teachers will utilize district supported student information systems (i.e., PowerSchool, Schoology, Illuminate, i-Ready, etc.) to record and monitor student progress.	Progress Monitoring (a) Teachers in grades K-8 will administer three i-Ready diagnostic assessments in ELA and mathematics. Assessment results will be used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions supports for accelerating learning. (b) Teachers in grades 9-11 will administer at least two district developed benchmark assessments in ELA and mathematics. Assessment results will be used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions supports for accelerating learning. (c) Teachers will utilize district supported student information systems (i.e., PowerSchool, Schoology, Illuminate, i-Ready, etc.) to record and monitor student progress.

(e) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and other support staff will work closely with site administration to monitor unduplicated pupils' (and other identified at-risk students) progress toward meeting or exceeding grade level standards and support teachers and other relevant staff in providing appropriate intervention services to identified at-risk students.	(d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop and administer 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. (e) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and other support staff will work closely with site administration to monitor unduplicated pupils' (and other identified at-risk students) progress toward meeting or exceeding grade level standards and support teachers and other relevant staff in providing appropriate intervention services to identified at-risk students.	(d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop and administer 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. (e) The director of supplemental programs & accountability, coordinator for homeless & foster youth, MTSS coordinator, and other support staff will work closely with site administration to monitor unduplicated pupils' (and other identified at-risk students) progress toward meeting or exceeding grade level standards and support teachers and other relevant staff in providing appropriate intervention services to identified at-risk students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$31,126	$30,350	$31,789
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Coordinator of Homeless & Foster Youth Services - Certificated Salary, Employee Benefits	Coordinator of Homeless & Foster Youth Services - Certificated Salary, Employee Benefits	Coordinator of Homeless & Foster Youth Services - Certificated Salary, Employee Benefits

Amount	$8,465	$8,274	$8,004
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Administrative Assistant for Homeless & Foster Youth Services - Classified Salary, Employee Benefits	Administrative Assistant for Homeless & Foster Youth Services - Classified Salary, Employee Benefits	Administrative Assistant for Homeless & Foster Youth Services - Classified Salary, Employee Benefits
Amount	$77,443	$122,283	$128,100
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Director of Supplemental Programs & Accountability - Certificated Salary, Employee Benefits	Director of Supplemental Programs & Accountability - Certificated Salary, Employee Benefits	Director of Supplemental Programs & Accountability - Certificated Salary, Employee Benefits
Amount	$81,661	$83,792	$85,280
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Administrative Assistant for Supplemental Programs & Accountability - Classified Salary, Employee Benefits	Administrative Assistant for Supplemental Programs & Accountability - Classified Salary, Employee Benefits	Administrative Assistant for Supplemental Programs & Accountability - Classified Salary, Employee Benefits
Amount	$44,850	$41,940	$43,293
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Illuminate Online Assessment & Analytics System - Services & Other Operating Expenditures	Illuminate Online Assessment & Analytics System - Services & Other Operating Expenditures	Illuminate Online Assessment & Analytics System - Services & Other Operating Expenditures

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Interventions (a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for students not making adequate progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, PowerSchool, Illuminate, I-Ready, and other relevant artifacts. (b) A district MTSS team will be established to develop a comprehensive MTSS plan to be implemented district-wide.	Interventions (a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for students not making adequate progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, PowerSchool, Illuminate, i-Ready, and other relevant artifacts. (b) The district MTSS team will finalize and begin implementing a comprehensive, district-wide MTSS plan. The team will support site administrators and leadership teams in implementing the MTSS plan district-wide. Necessary	Interventions (a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for students not making adequate progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, PowerSchool, Illuminate, i-Ready, and other relevant artifacts. (b) The district MTSS team, supported by a part-time MTSS coordinator, will finalize the District's comprehensive MTSS plan. Necessary resources to support Tier II and Tier III interventions will be provided.

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

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

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

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

(g) Summer Bridge Programs will be provided to students (K-4 & 7) to support extended learning for students needing

resources to support Tier II and Tier III interventions will be provided.

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

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

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

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

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

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

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

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

(g) In partnership with City of Lincoln Parks & Rec, Summer Bridge Programs

additional time to meet learning targets. Unduplicated students will be the target population for these programs.	(g) In partnership with City of Lincoln Parks & Rec, Summer Bridge Programs will be provided to students to support extended learning. Unduplicated students will be the target population for these programs.	will be provided to students to support extended learning. Unduplicated students will be the target population for these programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$277,222	$298,633	$321,659
Source	Base	Base	Base
Budget Reference	Program Specialists - Certificated Salary, Employee Benefits	Program Specialists - Certificated Salary, Employee Benefits	Program Specialists - Certificated Salary, Employee Benefits
Amount	$432,463	$230,700	$207,107
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Intervention Support Staff & Resources - Certificated Salary, Classified Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures	Intervention Support Staff & Resources - Certificated Salary, Classified Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures	Intervention Support Staff & Resources - Certificated Salary, Classified Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures
Amount	$225,040	$294,724	$309,329
Source	Base	Base	Base
Budget Reference	Paraprofessionals - Classified Salary, Employee Benefits	Paraprofessionals - Classified Salary, Employee Benefits	Paraprofessionals - Classified Salary, Employee Benefits

Amount	$623,825	$599,416	$627,514
Source	Base	Base	Base
Budget Reference	Psychologists - Certificated Salary, Employee Benefits	Psychologists - Certificated Salary, Employee Benefits	Psychologists - Certificated Salary, Employee Benefits
Amount	$351,582	$362,517	$320,720
Source	Base	Base	Base
Budget Reference	Counselors - Certificated Salary, Employee Benefits	Counselors - Certificated Salary, Employee Benefits	Counselors - Certificated Salary, Employee Benefits
Amount	$45,000	$45,000	$45,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Summer Transition Programs - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures	Summer Transition Programs - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures	Summer Transition Programs - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures
Amount	$85,000	$85,000	$105,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Targeted Tutoring Program - Classified Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures	Targeted Tutoring Program - Classified Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures	Targeted Tutoring Program - Classified Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures
Amount	$45,000	$75,000	$75,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Summer Bridge Programs - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures	Summer Bridge Programs - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures	Summer Bridge Programs - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional Development & Collaboration (a) All secondary math teachers will be provided ongoing coaching on a brain-based direct instruction model that encompasses effective, research-based practices to ensure students meet or exceed grade-level standards. (b) Core area teachers will continue to receive content and literacy training as it relates to CCSS/NGSS and their respective curricular areas.	Professional Development & Collaboration (a) Secondary math teachers will be provided ongoing coaching on a brain-based direct instruction model that encompasses effective, research-based practices to ensure students meet or exceed grade-level standards. (b) Core area teachers will continue to receive content and literacy training as it relates to CCSS/NGSS and their respective curricular areas.	Professional Development & Collaboration (a) Administrators and teachers will be provided training and coaching related to curricular alignment, brain-based direct instruction, assessment development, and technology integration to ensure students meet or exceed grade-level standards. (b) Core area teachers will continue to receive content and literacy training as it relates to CCSS/NGSS and their respective curricular areas.

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

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

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

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

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

(g) Teachers, supported by administrators and educational services, will participate in

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

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

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

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

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

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

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

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

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

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

weekly, collaborative PLCs to discuss best instructional practices, conduct teacher research, and to further develop themselves as educators. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, I-Ready and other relevant artifacts. (h) New teachers will be provided New Teacher Induction support through PCOE to ensure they are equipped to provide best first instruction and interventions and to be contributing members of their PLC teams.	(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.	(h) New teachers will be provided New Teacher Induction support through PCOE to ensure they are equipped to provide best first instruction and interventions and to be contributing members of their PLC teams.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$268,137	$399,170	$293,477
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Professional Development, Collaboration and Supplemental Resources (Total Amount to Support all Goals) - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures	Professional Development, Collaboration and Supplemental Resources (Total Amount to Support all Goals) - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures	Professional Development, Collaboration and Supplemental Resources (Total Amount to Support all Goals) - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures
Amount	$67,410	$68,866	$72,337
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Math TOSA - Certificated Salary, Employee Benefits	Math TOSA - Certificated Salary, Employee Benefits	Math TOSA - Certificated Salary, Employee Benefits

Amount	$66,717	$69,188	$71,809
Source	Supplemental	Supplemental	Supplemental
Budget Reference	ELA/Literacy TOSA - Certificated Salary, Employee Benefits	ELA/Literacy TOSA - Certificated Salary, Employee Benefits	ELA/Literacy TOSA - Certificated Salary, Employee Benefits
Amount	$56,008	$69,048	$123,980
Source	Supplemental	Supplemental	Supplemental
Budget Reference	STEM/CTE TOSA - Certificated Salary, Employee Benefits	STEM/CTE TOSA - Certificated Salary, Employee Benefits	STEM/CTE TOSA - Certificated Salary, Employee Benefits
Amount	$0	$40,000	$55,431
Source	Educator Effectiveness Fund (EEF)	Title II	Title II
Budget Reference	New Teacher Induction Program (EEF carryover will be used if available) - Certificated Salary, Employee Benefits	New Teacher Induction Program -- Certificated Salary, Employee Benefits	New Teacher Induction Program -- Certificated Salary, Employee Benefits

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 1. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 1.	Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 1. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 1.	Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 1. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 1.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$163,541	$223,541	$223,541
Source	Supplemental	Supplemental	Supplemental
Budget Reference	School Site Allocations (Total Amount to Support All Goals) - Books and Supplies	School Site Allocations (Total Amount to Support All Goals) - Books and Supplies	School Site Allocations (Total Amount to Support All Goals) - Books and Supplies
Amount	$410,455	$421,178	$435,113
Source	Base	Base	Base
Budget Reference	School Site Allocations (Total Amount to Support All Goals) - Books and Supplies	School Site Allocations (Total Amount to Support All Goals) - Books and Supplies	School Site Allocations (Total Amount to Support All Goals) - Books and Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

While our reclassified students' academic performance is generally on par with our English-only students, our English Learner student achievement continues to fall far below the achievement of "all students." There is a 95-point difference in our English Learners' Average Distance from Level 3 in English and a 85.6-point difference in Math compared to "all students". There was a drop in achievement (-4.7 points in English and -5.8 points in Math) for our English Learners last year, while "all students" made small gains in both areas.

Approximately one-third of our English Learners are identified as either long-term English Learners or at-risk of becoming long-term English Learners.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Language acquisition of English Learners	This data is always one year behind. 56.5% of English Learners progressed at least one language proficiency level in 2015-2016.	1. 100% of English Learners will take the ELPAC to support the accuracy of the District's baseline data.	1. The percentage of English Learners who score either a 3 (moderately developed) or a 4 (well developed) on the ELPAC will be 30%.	1. The percentage of English Learners who score either a 3 (moderately developed) or a 4 (well developed) on the ELPAC will be 75%. 2. The percentage of English Learners progressing at least one language proficiency level, as measured by ELPAC, will be 75%.
2. Reclassification of English Learners	20.6% (135 of 653) of our English Learners were reclassified in the spring of 2017.	2. The percentage of English Learners reclassified as fluent English proficient will meet or exceed 10%.	2. The percentage of English Learners reclassified as fluent English proficient will meet or exceed 10%.	2. The percentage of English Learners reclassified as fluent English proficient will meet or exceed 10%.
3. Progress of RFEP students	There is no baseline. The baseline data will be established in 2017-2018.	3. 75% of students reclassified as fluent English proficient between 2014 and 2017 will demonstrate “satisfactory progress” as measured by the district’s RFEP Monitoring Process.	3. 85% of students reclassified as fluent English proficient between 2015 and 2018 will demonstrate “satisfactory progress” as measured by the district’s RFEP Monitoring Process.	3. 90% of students reclassified as fluent English proficient between 2016 and 2019 will demonstrate “satisfactory progress” as measured by the district’s RFEP Monitoring Process.
4. Integrated and Designated ELD	All English Learners received integrated and designated ELD.	4. All English Learners will receive integrated and designated ELD to support attainment of	4. All English Learners will receive integrated and designated ELD to support attainment of	4. All English Learners will receive integrated and designated ELD to support attainment of

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		spoken and academic fluency in English.	spoken and academic fluency in English.	spoken and academic fluency in English.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Core Curriculum & Resources (a) English language arts action teams will continue to work with site administration and educational services' support staff to refine curriculum maps and instructional guides for English language arts (grades TK-12) that are aligned with CA standards	Core Curriculum & Resources (a) English language arts PLCs will continue to work with site administration and educational services' support staff to refine curriculum maps and instructional guides for English language arts (grades TK-12) that are aligned with CA standards	Core Curriculum & Resources (a) English language arts PLCs will continue to work with site administration and educational services' support staff to refine curriculum maps and instructional guides for English language arts (grades TK-12) that are aligned with CA standards

and SBAC assessment targets. The instructional guides will have integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Grade TK-5 teachers will implement newly adopted instructional materials (program 2) to support their instructional alignment with the new CA standards for ELA/ELD. Grade 6-10 teachers will pilot and adopt new materials (program 2) for ELA/ELD. Grade 11-12 teachers will continue to update existing materials to support their standards-based instruction and alignment with AP and ERWC course requirements and ELA/ELD standards. (b) Math action teams will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that are aligned with CA standards and SBAC assessment targets. The instructional guides will have integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Additionally, they will continue to evaluate and refine instructional materials and strategies to ensure students meet or exceed grade level standards and gain academic language.	and SBAC assessment targets. The instructional guides will include integrated and designated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Grade TK-5 teachers will continue to implement newly adopted instructional materials (program 2) to support their instructional alignment with the new CA standards for ELA/ELD. Grade 6-10 teachers will implement newly adopted instructional materials (program 2) for ELA/ELD. Grade 11-12 teachers will continue to update existing materials to support their standards-based instruction and alignment with AP and ERWC course requirements and ELA/ELD standards. (b) Math PLCs will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that are aligned with CA standards and SBAC assessment targets. The instructional guides will include integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Additionally, they will continue to evaluate and refine implementation of instructional materials and strategies to ensure students meet or exceed grade level standards and gain academic language.	and SBAC assessment targets. The instructional guides will include integrated and designated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Additionally, they will evaluate and refine instructional materials and strategies to ensure students meet or exceed grade level standards and gain academic language. (b) Math PLCs will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that are aligned with CA standards and SBAC assessment targets. The instructional guides will include integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Additionally, they will continue to evaluate and refine implementation of instructional materials and strategies to ensure students meet or exceed grade level standards and gain academic language. (c) Science PLCs will work with site administration and educational services' support staff to pilot and adopt new instructional materials (grades K-12) that are aligned with the new science framework, the NGSS standards, and

(c) Science action teams will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for science (grades TK-Physics) that are aligned with NGSS and anticipated assessment targets. The instructional guides will have integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Additionally, they will continue to identify and purchase instructional materials/resources needed to ensure students meet or exceed grade level standards and gain academic language.

(d) Social Science action teams will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for social science (grades 6-12) that are aligned with the new CA framework for history/social science and the CA literacy standards for social science. The instructional guides will have integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Additionally, they will continue to identify and purchase instructional materials/resources needed to ensure students meet or exceed grade level standards and gain academic language.

(c) Science PLCs will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for science (grades TK-Physics) that are aligned with NGSS and anticipated assessment targets. The instructional guides will include integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Additionally, they will continue to identify and purchase instructional materials/resources needed to ensure students meet or exceed grade level standards and gain academic language.

(d) Social Science PLCs (grades 6-12) will work with site administration and educational services' support staff to pilot and adopt new instructional materials that are aligned with the new CA framework for history/social science, the CA literacy standards for social science, and incorporate ELD standards and integrated ELD teaching strategies.

(e) Designated ELD teachers will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for teaching designated ELD.

(f) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that English learners are provided a

incorporate ELD standards and integrated ELD teaching strategies.

(d) Social Science PLCs will continue to pilot and then select instructional materials (grades 6-12) to adopt. They will work with site administration and educational services' support staff to establish curriculum maps that are aligned with the new CA framework for history/social science and the CA literacy standards for social science. Additionally, they will evaluate and refine implementation of instructional materials and strategies to ensure English Learners meet or exceed grade level standards and gain academic language.

(e) Designated ELD teachers will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for teaching designated ELD.

(f) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that English learners are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.

(e) Designated ELD teachers will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for teaching designated ELD. (f) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that English learners are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	See funding Goal 1, Action 1	See funding Goal 1, Action 1	See funding Goal 1, Action 1

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Effective First Instruction (a) All teachers will utilize effective, research-based instructional practices to ensure English learners meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning with visual cues and supports; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding that require ELs to speak; providing relevant independent assignments/projects; providing frequent, targeted feedback to ELs on their progress; and creating a positive learning environment where English learners are safe and actively engaged (b) Administrators will receive professional development and coaching around effective integrated and designated ELD instruction; they will work to define what designated and integrated ELD are and how to effectively observe and provide	Effective First Instruction (a) All teachers will utilize effective, research-based instructional practices to ensure English learners meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning with visual cues and supports; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding that require ELs to speak; providing relevant independent assignments/projects; providing frequent, targeted feedback to ELs on their progress; and creating a positive learning environment where English learners are safe and actively engaged (b) Administrators will continue to receive professional development and coaching around effective first instruction teacher feedback. They will regularly observe and provide feedback on classroom instruction to effectively support teachers in improving	Effective First Instruction (a) All teachers will utilize effective, research-based instructional practices to ensure English learners meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning with visual cues and supports; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding that require ELs to speak; providing relevant independent assignments/projects; providing frequent, targeted feedback to ELs on their progress; and creating a positive learning environment where English learners are safe and actively engaged (b) Administrators will continue to receive professional development and coaching around effective first instruction teacher feedback. They will regularly observe and provide feedback on classroom instruction to effectively support teachers in improving

feedback to support teachers in improving their instructional practices for English Learners. (c) Teachers and administrators will participate in informal walkthroughs to identify effective first instruction taking place and to discuss areas for growth as a school to better support English learners. (d) Designated and integrated ELD will be provided to all English learners. At the secondary schools, additional sections will be allocated to ensure designated ELD instruction is provided to English learners beyond their mainstream core classes. The additional sections will ensure that the class sizes for designated ELD are well below the general staffing ratio of 36:1. (e) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on effective first instruction to support English learners in meeting or exceeding specified language targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	their instructional practices for English Learners. (c) Teachers and administrators will participate in informal walkthroughs to identify effective first instruction taking place and to discuss areas for growth as a school to better support English learners. (d) Designated and integrated ELD will be provided to all English learners. At the secondary schools, additional sections will be allocated to ensure designated ELD instruction is provided to English learners beyond their mainstream core classes. The additional sections will ensure that the class sizes for designated ELD are well below the general staffing ratio of 36:1. (e) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on effective first instruction to support English learners in meeting or exceeding specified language targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	their instructional practices for English Learners. (c) Teachers and administrators will participate in informal walkthroughs to identify effective first instruction taking place and to discuss areas for growth as a school to better support English learners. (d) Designated and integrated ELD will be provided to all English learners. At the secondary schools, additional sections will be allocated to ensure designated ELD instruction is provided to English learners beyond their mainstream core classes. The additional sections will ensure that the class sizes for designated ELD are well below the general staffing ratio of 36:1. (e) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on effective first instruction to support English learners in meeting or exceeding specified language targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Duplicate	Duplicate	Duplicate
Source	Base	Base	Base
Budget Reference	See funding Goal 1, Action 2	See funding Goal 1, Action 2	See funding Goal 1, Action 2

Amount	$210,323	$202,496	$204,733
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Additional sections for Designated ELD at secondary schools - Certificated Salary, Employee Benefits	Additional sections for Designated ELD at secondary schools -- Certificated Salary, Employee Benefits	Additional sections for Designated ELD at secondary schools - Certificated Salary, Employee Benefits

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Progress Monitoring (a) Teachers will administer two district benchmark assessments in ELA and mathematics to students in grades 2-11 to monitor student progress and the effectiveness of district curriculum maps,	Progress Monitoring (a) Teachers in grades 9-11 will administer at least two district developed benchmark assessments in ELA and mathematics. Assessment results will be used as one measure to evaluate student progress,	Progress Monitoring (a) Teachers in grades 9-11 will administer at least two district developed benchmark assessments in ELA and mathematics. Assessment results will be used as one measure to evaluate student progress,

instructional guides, and instruction in supporting student achievement (including English learners and redesignated fluent English proficient learners) toward meeting or exceeding grade level standards and obtaining language proficiency. (b) Teachers will administer three diagnostic assessments in ELA and mathematics to students in grades K-8 to assess student progress (including English learners and redesignated fluent English proficient learners) and to make decisions regarding intervention. (c) Teachers will utilize district supported student information systems (i.e., PowerSchool, Schoology, Illuminate, etc.) to record and monitor student progress (including English learners and redesignated fluent English proficient learners). (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop common formative assessments (at least one per month) to assess students' (including English learners and redesignated fluent English proficient learners) progress toward meeting specified learning/language targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts. (e) The director of supplemental programs & accountability, EL TOSAs,	instructional effectiveness, and to determine appropriate interventions and supports for English Learners and redesignated fluent English proficient students. (b) Teachers in grades K-8 will administer three i-Ready diagnostic assessments in ELA and mathematics. Assessment results will be used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions and supports for English Learners and redesignated fluent English proficient students. (c) Teachers will utilize district supported student information systems (i.e., PowerSchool, Schoology, Illuminate, etc.) to record and monitor student progress (including English learners and redesignated fluent English proficient learners). (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop common formative assessments (at least one per month) to assess students' (including English learners and redesignated fluent English proficient learners) progress toward meeting specified learning/language targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts.	instructional effectiveness, and to determine appropriate interventions and supports for English Learners and redesignated fluent English proficient students. (b) Teachers in grades K-8 will administer three i-Ready diagnostic assessments in ELA and mathematics. Assessment results will be used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions and supports for English Learners and redesignated fluent English proficient students. (c) Teachers will utilize district supported student information systems (i.e., PowerSchool, Schoology, Illuminate, etc.) to record and monitor student progress (including English learners and redesignated fluent English proficient learners). (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop common formative assessments (at least one per month) to assess students' (including English learners and redesignated fluent English proficient learners) progress toward meeting specified learning/language targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts.

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.	(e) The director of supplemental programs & accountability, EL TOSAs, parent/school/community liaisons, and other support staff will work closely with site administration to monitor English learners' and reclassified English language proficient students' progress toward meeting learning/language targets.	(e) The director of supplemental programs & accountability, EL TOSAs, parent/school/community liaisons, and other support staff will work closely with site administration to monitor English learners' and reclassified English language proficient students' progress toward meeting learning/language targets.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	See funding Goal 1, Action 3	See funding Goal 1, Action 3	See funding Goal 1, Action 3

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Interventions (a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for English learners not making adequate progress toward meeting specified language targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, I-Ready, and other relevant artifacts. (b) A district MTSS team will be established to develop a comprehensive MTSS plan to be implemented district-wide. This plan will include specific supports for English Learners. (c) Intervention support staff will be provided to schools to work with English learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets. Such support staff will include, but not be limited to: instructional aides, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and intervention specialists. (d) The director of supplemental programs & accountability and intervention specialists will work closely with site administration to ensure that proper intervention services are being provided for all English learners (and redesignated fluent English proficient learners) not	Interventions (a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for English Learners not making adequate progress toward meeting specified language targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, I-Ready, and other relevant artifacts. (b) The district MTSS team will finalize and begin implementing a comprehensive, district-wide MTSS plan. The team will support site administrators and leadership teams in implementing the MTSS plan district-wide. Necessary resources to support Tier II and Tier III interventions for English Learners will be provided. (c) Intervention support staff will be provided to schools to work with English Learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets. Such support staff will include, but not be limited to: instructional aides, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and intervention specialists. (d) The director of supplemental programs & accountability and intervention specialists will work closely with site administration to ensure that proper	Interventions (a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for English Learners not making adequate progress toward meeting specified language targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, I-Ready, and other relevant artifacts. (b) The district MTSS team, supported by a part-time MTSS coordinator, will finalize and begin implementing a comprehensive, district-wide MTSS plan. The team will support site administrators and leadership teams in implementing the MTSS plan district-wide. Necessary resources to support Tier II and Tier III interventions for English Learners will be provided. (c) Intervention support staff will be provided to schools to work with English Learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets. Such support staff will include, but not be limited to: instructional aides, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and intervention specialists. (d) The director of supplemental programs & accountability and intervention specialists will work closely with site

making adequate progress toward meeting specified language/learning targets. (e) Summer Transition Programs to help ease the transition for students moving from grade 5 to 6 and 8 to 9 will be implemented. English Learners will be one of the target populations for these programs. (f) Targeted tutoring will be provided to students (K-12) before, during and after school to ensure their success in meeting core academic learning targets. English Learners will be one of the target populations for tutoring. (g) Summer Bridge Programs will be provided to students (K-4 & 7) to support extended learning for students needing additional time to meet learning targets. English Learners will be one of the target populations for these programs.	intervention services are being provided for all English Learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets. (e) Summer Transition Programs to help ease the transition for students moving from grade 5 to 6 and 8 to 9 will be implemented. English Learners will be one of the target populations for these programs. (f) Targeted tutoring will be provided to students (K-12) before, during and after school to ensure their success in meeting core academic learning targets. English Learners will be one of the target populations for tutoring. (g) In partnership with City of Lincoln Parks & Recreation, Summer Bridge Programs will be provided to students (K-4 & 7) to support extended learning. English Learners will be one of the target populations for these programs.	administration to ensure that proper intervention services are being provided for all English Learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets. (e) Summer Transition Programs to help ease the transition for students moving from grade 5 to 6 and 8 to 9 will be implemented. English Learners will be one of the target populations for these programs. (f) Targeted tutoring will be provided to students (K-12) before, during and after school to ensure their success in meeting core academic learning targets. English Learners will be one of the target populations for tutoring. (g) In partnership with City of Lincoln Parks & Recreation, Summer Bridge Programs will be provided to students (K-4 & 7) to support extended learning. English Learners will be one of the target populations for these programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	See funding Goal 1, Action 4	See funding Goal 1, Action 4	See funding Goal 1, Action 4

Action 5

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional Development & Collaboration (a) Teachers will receive English language development training to support their understanding of and ability to teach integrated and/or designated ELD to English learners in their respective curricular areas. (b) Elementary teachers will receive GLAD training and coaching to enhance their abilities to provide effective first instruction to English learners. (c) Teacher, support staff and administrators will be provided opportunities to participate in other, relevant professional developments to	Professional Development & Collaboration (a) Teachers will receive English language development training to support their understanding of and ability to teach integrated and/or designated ELD to English Learners in their respective curricular areas. (b) Some elementary teachers will receive GLAD refresher training and coaching to enhance their abilities to provide effective first instruction to English Learners. (c) Teacher, support staff and administrators will be provided opportunities to participate in other, relevant professional developments to	Professional Development & Collaboration (a) Teachers will receive English language development training to support their understanding of and ability to teach integrated and/or designated ELD to English Learners in their respective curricular areas. (b) Some elementary teachers will receive GLAD refresher training and coaching to enhance their abilities to provide effective first instruction to English Learners. (c) Teacher, support staff and administrators will be provided opportunities to participate in other, relevant professional developments to

support English learners' language attainment and academic achievement. (d) Educational services will facilitate collaboration and training for teachers on a variety of topics that support English learners in meeting language/learning targets. Coaching will also be provided to teachers wanting or needing additional supports. (e) Action teams will meet throughout the year to refine unit maps, instructional guides and assessments and to discuss effective instructional practices to ensure English learners adequately progress toward language proficiency. (f) Teachers, supported by administrators and educational services, will participate in weekly, collaborative PLCs to discuss best instructional practices, conduct teacher research, and to further develop themselves as educators of English learners. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, I-Ready, and other relevant artifacts.	support English Learners' language attainment and academic achievement. (d) Educational services will facilitate collaboration and training for teachers on a variety of topics that support English Learners in meeting language/learning targets. Coaching will also be provided to teachers wanting or needing additional supports. (e) Teachers, supported by administrators and educational services, will participate weekly in collaborative PLCs to discuss best instructional practices, conduct teacher research, update and refine instructional guides and common assessments, and to further develop themselves as educators. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, I-Ready and other relevant artifacts.	support English Learners' language attainment and academic achievement. (d) Educational services will facilitate collaboration and training for teachers on a variety of topics that support English Learners in meeting language/learning targets. Coaching will also be provided to teachers wanting or needing additional supports. (e) Teachers, supported by administrators and educational services, will participate weekly in collaborative PLCs to discuss best instructional practices, conduct teacher research, update and refine instructional guides and common assessments, and to further develop themselves as educators. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, I-Ready and other relevant artifacts.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Duplicate	Duplicate	Duplicate
Source	Supplemental	Supplemental	Supplemental
Budget Reference	See funding Goal 1, Action 5	See funding Goal 1, Action 5	See funding Goal 1, Action 5

Amount	$158,509	$172,276	$79,247
Source	Supplemental	Supplemental	Supplemental
Budget Reference	English Learner Services TOSAs - Certificated Salary, Employee Benefits	English Learner Services TOSAs - Certificated Salary, Employee Benefits	English Learner Services TOSA - Certificated Salary, Employee Benefits

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and English learners that are aligned with Goal 2.	Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and English learners that are aligned with Goal 2.	Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and English learners that are aligned with Goal 2.

(b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 2.	(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.	(b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 2.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	See funding Goal 1, Action 6	See funding Goal 1, Action 6	See funding Goal 1, Action 6

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Our 2018 college and career indicator has the status of "orange" on the California School dashboard. This status is due, in large part, to the fact that our a-g completion rate has been declining for the last four years. In 2018-19, 37% of graduating seniors met the a-g requirements, which was a drop of almost 5% from the prior year. Our a-g rate should be significantly higher, based on other student academic performance indicators. The "orange" status is likely also due to a drop in eleventh grade ELA SBAC scores in English and consistently low eleventh grade Math scores.

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. Unduplicated pupils need to be better supported in developing college and career readiness as their readiness data falls short of white, more affluent students' readiness data.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Graduation Rate	Our district's cohort graduation rate was 93.1% in 2015-2016.	1. The district's cohort graduation rate will increase 0.5% from the prior year.	1. The district's cohort graduation rate will increase 0.5% from the prior year.	1. The district's cohort graduation rate will increase 0.5% from the prior year.
2. A-G Completion	Our district's A-G completion rate in 2015-2016 was 43.5%.	2. The percentage of graduates meeting A-G requirements will increase by 3% from the prior year.	2. The percentage of graduates meeting A-G requirements will increase by 6% from the prior year.	2. The percentage of graduates meeting A-G requirements will increase by 5% from the prior year.
3. AP Exam Passage Rate	62.7% of AP students scored a 3 or better on all AP exams in 2015-2016.	3. The percentage of AP students scoring a 3 or better on all AP exams will increase by 5% from the prior year.	3. The percentage of AP students scoring a 3 or better on all AP exams will increase by 3% from the prior year.	3. The percentage of AP students scoring a 3 or better on all AP exams will increase by 3% from the prior year.
4. Enrollment in AP Courses	In fall 2016, 86% of students who took an AP course received a "C" or better in that course.	4. The percentage of high school students enrolled in at least one AP course will increase by 3% from the prior year.	4. The percentage of high school students enrolled in at least one AP course will increase by 1% from the prior year.	4. The percentage of high school students enrolled in at least one AP course will increase by 1% from the prior year.
5. CTE Industry Certifications	Eight (8) students earned a CTE industry certification during the 2016-2017 school year.	5. The percentage of high school students who earn a CTE industry certification will increase by 5% from the prior year.	5. The percentage of high school students who earn a CTE industry certification will increase by 5% from the prior year.	5. The percentage of high school students who earn a CTE industry certification will increase by 5% from the prior year.
6. CTE Pathway Completion	115 students completed a CTE pathway.	6. The percentage of high school students who complete at least one CTE pathway will increase by 5% from the prior year.	6. The percentage of high school students who complete at least one CTE pathway will increase by 5% from the prior year.	6. The percentage of high school students who complete at least one CTE pathway will increase by 5% from the prior year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
7. SBAC EAP College Readiness Indicator	36% of 11th grade students scored "Standard Exceeded" in ELA and 11% of 11th grade students scored "Standard Exceeded" in Math.	7. The percentage of all students in grades 3-8 and 11 who score “Standard Exceeded” in SBAC in ELA and math will increase by 5% from the prior year; “Standard Exceeded” in 11th grade indicates college readiness.	7. The percentage of all students in grades 3-8 and 11 who score “Standard Exceeded” in SBAC in ELA and math will increase by 5% from the prior year; “Standard Exceeded” in 11th grade indicates college readiness.	7. The percentage of all students in grades 3-8 and 11 who score “Standard Exceeded” in SBAC in ELA and math will increase by 5% from the prior year; “Standard Exceeded” in 11th grade indicates college readiness.
8. State Seal of Biliteracy	2% of the graduating class of 2017 (29 out of 431) received the California State Seal of Biliteracy.	8. The percentage of students in grade 12 who qualify to receive the California State Seal of Biliteracy will increase by 1% from the prior year.	8. The percentage of students in grade 12 who qualify to receive the California State Seal of Biliteracy will increase by 1% from the prior year.	8. The percentage of students in grade 12 who qualify to receive the California State Seal of Biliteracy will increase by 1% from the prior year.
9. Enrollment in College Coursework (other than AP)	Five (5) students enrolled in at least one dual/concurrent enrollment course.	9. The percentage of high school students enrolled in at least one dual/concurrent enrollment course (i.e. – Sierra College, American River College) will increase by 5% from the prior year.	9. The percentage of high school students enrolled in at least one dual/concurrent enrollment course (i.e. – Sierra College, American River College) will increase by 20% from the prior year.	9. The percentage of high school students enrolled in at least one dual/concurrent enrollment course (i.e. – Sierra College, American River College) will increase by 5% from the prior year.
10. College/Career Readiness Indicator	42.5% of high school seniors were "Prepared" for college and career.	10. Baseline year	10. The percentage of high school seniors who are considered "Prepared" for college and career will increase by 5% from the prior year.	10. The percentage of high school seniors who are considered "Prepared" for college and career will increase by 5% from the prior year.

Planned Actions / Services

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

Action 1

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
College Readiness (a) Site administration will work with educational services to get board approval of new graduation requirements that better align with A-G requirements to ensure that all students are college ready upon graduation from high school.	College Readiness (a) Site administration will work with educational services to finalize new graduation requirements that better align with A-G requirements for the freshman class of 2019-2020. (b) The AVID program will continue to be implemented and supported at GEMS,	College Readiness (a) Site administration will work with educational services to develop new graduation requirements that better align with A-G requirements to implement beginning with the 2021-2022 freshman class.

(b) The AVID program will continue to be implemented and supported at the comprehensive secondary school sites. Additional sections will be provided to the secondary schools to allow for smaller class sizes in AVID. AVID elementary will be newly implemented at COES, SES and CCC. (c) Additional counseling support will continue to be provided to ensure all students (with an emphasis on ELs, SED, and FY) receive academic guidance and intervention to support college readiness, eligibility, and acceptance. Furthermore, a college & career specialist will provide enhanced guidance and support to ensure students and families have the knowledge and resources needed to attain college admission and/or career placement. (d) WPUSD will continue to enhance dual/concurrent enrollment through ARC, Sierra College, and other post secondary partnerships to support college readiness and credit toward an associates/bachelors degree. (e) Seniors who are not deemed college ready, as measured by the grade 11 EAP, will be placed in EAP senior math and/or ERWC English.	TBMS, LHS, COES, SES and CCC. It will be added to LCES. Additional sections will be provided to the secondary schools to allow for smaller class sizes in AVID. (c) Additional counseling support will continue to be provided to ensure all students (with an emphasis on ELs, SED, and FY) receive academic guidance and intervention to support college readiness, eligibility, and acceptance. Furthermore, a college & career specialist will provide enhanced guidance and support to ensure students and families have the knowledge and resources needed to attain college admission and/or career placement. (d) WPUSD will continue to enhance dual/concurrent enrollment through ARC, Sierra College, and other post secondary partnerships to support college readiness and credit toward an associates/bachelors degree. (e) Seniors who are not deemed college ready, as measured by the grade 11 EAP, will be placed in EAP senior math and/or ERWC English.	(b) The AVID program will continue to be implemented and supported at GEMS, TBMS, LHS, COES, SES, LCES and CCC. It will be added to FSS. Additional sections will be provided to the secondary schools to allow for smaller class sizes in AVID. (c) Additional counseling support will continue to be provided to ensure all students (with an emphasis on ELs, SED, and FY) receive academic guidance and intervention to support college readiness, eligibility, and acceptance. Furthermore, a part-time college & career specialist will provide enhanced guidance and support to ensure students and families have the knowledge and resources needed to attain college admission and/or career placement. (d) WPUSD will continue to enhance dual/concurrent enrollment through ARC, Sierra College, and other post secondary partnerships to support college readiness and credit toward an associates/bachelors degree. (e) Seniors who are not deemed college ready, as measured by the grade 11 EAP, will be placed in EAP senior math and/or ERWC English.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$382,428	$410,991	$454,722
Source	Supplemental	Supplemental	Supplemental
Budget Reference	AVID Implementation (Membership, Professional Development, Materials, and Additional Sections) - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures	AVID Implementation (Membership, Professional Development, Materials, and Additional Sections) - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures	AVID Implementation (Membership, Professional Development, Materials, and Additional Sections) - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures
Amount	$354,836	$486,967	$424,745
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Counselors - Certificated Salary, Employee Benefits	Counselors - Certificated Salary, Employee Benefits	Counselors - Certificated Salary, Employee Benefits

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Career Readiness (a) Site administration will work with educational services to get board approval of new graduation requirements that expect students to complete CTE coursework to earn a high school diploma. This will ensure that all students are career ready upon graduation from high school. (b) Six, 4-year career pathways (Agriculture, Engineering, Bio-medical, Media Arts, Construction Management, and Information Communication Technology) at LHS will continue to be fully implemented and supported. (c) Additional counseling support will continue to be provided to ensure all students (with an emphasis on ELs, SED, and FY) receive career guidance and intervention to support career readiness and industry certification. Furthermore, a college & career specialist will provide enhanced guidance and support to ensure students and families have the knowledge and resources needed to attain college admission and/or career placement.	Career Readiness (a) Site administration will work with educational services to finalize new graduation requirements that expect students to complete CTE coursework to earn a high school diploma. This phase in implementation will require this beginning with the freshman class of 2019-2020. (b) Six, 4-year career pathways (Agriculture, Engineering, Bio-medical, Media Arts, Construction Management, and Information Communication Technology) at LHS will continue to be fully implemented and supported. (c) Additional counseling support will continue to be provided to ensure all students (with an emphasis on ELs, SED, and FY) receive career guidance and intervention to support career readiness and industry certification. Furthermore, a college & career specialist will continue to provide enhanced guidance and support to ensure students and families have the knowledge and resources needed to attain college admission and/or career placement.	Career Readiness (a) Site administration will work with educational services to develop new graduation requirements that expect students to complete CTE coursework to earn a high school diploma. These new requirements will be implemented with the 2021-2022 freshman class. (b) Six, 4-year career pathways (Agriculture, Engineering, Bio-medical, Media Arts, Construction Management, and Information Communication Technology) at LHS will continue to be fully implemented and supported. (c) Additional counseling support will continue to be provided to ensure all students (with an emphasis on ELs, SED, and FY) receive career guidance and intervention to support career readiness and industry certification. Furthermore, a part-time college & career specialist will continue to provide enhanced guidance and support to ensure students and families have the knowledge and resources needed to attain college admission and/or career placement.

(d) WPUSD will continue to enhance dual/concurrent enrollment through ARC, Sierra College, and other post-secondary entities to support career readiness and credit toward industry certification and/or college degrees. (e) In the event of carryover funds, WPUSD's two CCPT Grants (one for Ag and the other for Engineering and Bio-medical) will continue to be implemented to support college and career readiness of students (see grant narrative for additional information). (f) WPUSD will continue to implement programs and funding in accordance with their Carl D. Perkins Career Technical Education Grant to support career readiness of students (see grant narrative for additional information). (g) WPUSD's two CTE Incentive Grants will continue to be implemented to support career readiness of students (see grant narrative for additional information). (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).	(d) WPUSD will continue to enhance dual/concurrent enrollment through ARC, Sierra College, and other post-secondary entities to support career readiness and credit toward industry certification and/or college degrees. (e) WPUSD will continue to implement programs and funding in accordance with their Carl D. Perkins Career Technical Education Grant to support career readiness of students (see grant narrative for additional information). (f) 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).	(d) WPUSD will continue to enhance dual/concurrent enrollment through ARC, Sierra College, and other post-secondary entities to support career readiness and credit toward industry certification and/or college degrees. (e) WPUSD will continue to implement programs and allocate funding in accordance with their Carl D. Perkins Career Technical Education Grant to support career readiness of students (see grant narrative for additional information). (f) WPUSD will continue to implement programs and allocate funding in accordance with their two CTE Incentive Grants to support career readiness (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).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Duplicate	Duplicate	Duplicate
Source	Supplemental	Supplemental	Supplemental
Budget Reference	See funding Goal 3, Action 1	See funding Goal 3, Action 1	See funding Goal 3, Action 1
Amount	$28,800	38,347	$38,766
Source	Carl D. Perkins Career and Technical Education	Carl D. Perkins Career and Technical Education	Carl D. Perkins Career and Technical Education
Budget Reference	Carl D. Perkins Grant for CTE - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay	Carl D. Perkins Grant for CTE - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay	Carl D. Perkins Grant for CTE - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay
Amount	$530,605	$450,792	$154,467
Source	Career Technical Education Incentive Grant (CTEIG)	Career Technical Education Incentive Grant (CTEIG)	Career Technical Education Incentive Grant (CTEIG)
Budget Reference	Career Technical Education Incentive Grant - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay	Career Technical Education Incentive Grant - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay	Career Technical Education Incentive Grant - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay

Amount	$11,709	$12,091	$13,783
Source	Agriculture Incentive Grant	Agriculture Incentive Grant	Agriculture Incentive Grant
Budget Reference	Agriculture Incentive Grant - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay	Agriculture Incentive Grant - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay	Agriculture Incentive Grant - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Designated At-risk
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

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

(a) Summer school will be provided for students not obtaining adequate grades/credits toward graduation. (b) Additional sections will be provided for at-risk students to enroll in an online credit recovery program during the school day to accelerate learning and ensure they meet graduation requirements. (c) Intervention support staff will be provided to schools to work with students not making adequate progress toward meeting college and career readiness. Such support staff will include, but not be limited to: paraprofessionals, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and mental health specialist.	(a) 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. (b) 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.	(a) 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. (b) 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. (c) A full-time academic counselor will be added at Phoenix High School to improve monitoring of student graduation progress and to address its low graduation rate.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Duplicate	Duplicate	Duplicate
Source	Base	Base	Base
Budget Reference	See funding Goal 1, Action 4	See funding Goal 1, Action 4	See funding Goal 1, Action 4
Budget Reference	Counselors - see funding Goal 3, Action 1	Counselors - see funding Goal 3, Action 1	Counselors - see funding Goal 3, Action 1

Amount	$50,000	$0	$0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Summer School - Certificated Salary, Employee Benefits	Summer School - Certificated Salary, Employee Benefits	Summer School - Certificated Salary, Employee Benefits
Amount	$15,000	$15,000	$15,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Online Credit Recovery Program - Services & Other Operating Expenditures	Online Credit Recovery Program - Services & Other Operating Expenditures	Online Credit Recovery Program - Services & Other Operating Expenditures
Amount	$114,613	$132,848	$141,591
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Additional sections for online credit recovery - Certificated Salary, Employee Benefits	Additional sections for online credit recovery - Certificated Salary, Employee Benefits	Additional sections for online credit recovery - Certificated Salary, Employee Benefits
Amount			$110,000
Source			Comprehensive Support and Improvement (CSI)
Budget Reference			Counselor - Certificated Salary, Employee Benefits

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional Development & Collaboration (a) Administrators, teachers, counselors and other support staff will be provided AVID, AP, CTE, academic planning and other relevant training and coaching to support students' college and career readiness.	Professional Development & Collaboration (a) Administrators, teachers, counselors and other support staff will be provided AVID, AP, CTE, academic planning and other relevant training and coaching to support students' college and career readiness.	Professional Development & Collaboration (a) Administrators, teachers, counselors and other support staff will be provided AVID, AP, CTE, academic planning and other relevant training and coaching to support students' college and career readiness. (b) Teachers and support staff will be provided technology support and training to ensure classroom environments and instruction integrate technological tools that support implementation of the technology standards required for students to meet college and career readiness.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	See funding Goal 1, Action 5	See funding Goal 1, Action 5	See funding Goal 1, Action 5

Amount			$67,357
Source			Supplemental
Budget Reference			Ed Tech Coordinator (0.5 FTE) - Employee Salary and Benefits

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 3.	Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 3.	Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 3.

(b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 3.	(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.	(b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 3.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	See funding Goal 1, Action 6	See funding Goal 1, Action 6	See funding Goal 1, Action 6

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 4

All students will be safe and actively engaged at school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

While our student suspensions and expulsions are lower than the state average, we continue to suspend some subgroups at a disproportionate rate. Additionally, we saw a two-fold increase (from 2016-17 to 2017-18) in the amount of students suspended for vaping/tobacco-related offenses. We are on track to double our vaping/tobacco-related offenses again this year. This is an area of significant concern for us.

Bullying and harassment continue to be voiced as concerns across all grade levels. Based on the results of our spring 2018 California Healthy Kids Survey (CHKS), drug and alcohol use is rising to the surface as a pertinent issue for secondary students. 42% of 11th graders and 32% of 9th graders admitted to using drugs and/or alcohol at some point in their young lives. We need to continue our focus on ensuring that students have the supports and opportunities they need to become healthy, productive (college and career ready) adults.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Attendance Rate	The district's average daily attendance rate was 96.2% in 2015-2016.	1. The district's average daily attendance will increase by 0.2% from the prior year or be at least 98%.	1. The district's average daily attendance will increase by 0.2% from the prior year or be at least 98%.	1. The district's average daily attendance will increase by 0.2% from the prior year or be at least 98%.
2. Truancy Rate	The district's truancy rate was 8.9% in 2014-2015. (This data is always one year behind.)	2. The district's truancy rate will decrease by 0.1% from the prior year or be less than 2%.	2. The district's truancy rate will decrease by 1% from the prior year or be less than 2%.	2. The district's chronic absenteeism rate will decrease by 0.1% from the prior year or be less than 2%.
3. High School Dropout Rate	The district's cohort high school dropout rate was 6.4% in 2015-2016.	3. The district's cohort high school dropout rate will decrease by 0.2% from the prior year.	3. The district's cohort high school dropout rate will decrease by 0.1% from the prior year.	3. The district's adjusted grad rate for high school dropout will decrease by 0.1% from the prior year.
4. 8th Grade Dropout Rate	The district's 8th grade dropout rate in 2015-2016 was 1.1% (6 out of 549).	4. The district's 8th grade dropout rate will be less than 1%.	4. The district's 8th grade dropout rate will be less than 1%.	4. The district's 8th grade dropout rate will be less than 1%.
5. Suspension Rate	The district's suspension rate in 2014-2015 was 3.2%. (This data is always one year behind.)	5. The district's suspension rate will decrease by 0.2% from the prior year or be less than 3%.	5. The district's suspension rate will decrease by 0.2% from the prior year or be less than 3%.	5. The district's suspension rate will decrease by 0.2% from the prior year or be less than 3%.
6. Expulsion Rate	The district's expulsion rate in 2014-2015 was 0.0%. (This data is always one year behind.)	6. The district's expulsion rate will be less than 0.5%.	6. The district's expulsion rate will be less than 0.25%.	6. The district's expulsion rate will be less than 0.25%.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

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

2017-18	2018-19	2019-20
(c) Coaching and other supports will be provided to sites to ensure their success in implementing the youth development supports and opportunities.	(c) Coaching and other supports will be provided to sites to ensure their success in implementing the youth development supports and opportunities.	(c) Coaching and other supports will be provided to sites to ensure their success in implementing the youth development supports and opportunities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Positive Behavior & Mental Health (a) Select school sites will continue to receive training and support to implement the PBIS framework. (b) A mental health specialist will support schools and students in need of mental health support. (c) A district resource officer will be provided to support school sites in preventing truancy and defiant behavior. The resource officer will conduct home visits, implement prevention programs to deter high risk behaviors, and provide intervention supports to at-risk students and their families. (d) District psychologists will provide mental health services to special education students per their IEPs. Additionally, they will do proper screenings and assessments of students referred for specialized services and make recommendations for services, etc. based on their expect analysis of assessment data.	Positive Behavior & Mental Health (a) Select school sites will continue to receive training and support to implement the PBIS framework. (b) A mental health specialist will support schools and students in need of mental health support. (c) A district resource officer will be provided to support school sites in preventing truancy and defiant behavior. The resource officer will conduct home visits, implement prevention programs to deter high risk behaviors, and provide intervention supports to at-risk students and their families. (d) District psychologists will provide mental health services to special education students per their IEPs. Additionally, they will do proper screenings and assessments of students referred for specialized services and make recommendations for services, etc. based on their expert analysis of assessment data.	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. Additionally, Wellness Together, a mental health contractor, will provide mental health providers to enhance supports for students. (c) A district resource officer will be provided to support school sites in preventing truancy and defiant behavior. The resource officer will conduct home visits, implement prevention programs to deter high risk behaviors, and provide intervention supports to at-risk students and their families. (d) District psychologists will provide mental health services to special education students per their IEPs. Additionally, they will do proper screenings and assessments of students referred for specialized services and make recommendations for services, etc. based on their expert analysis of assessment data.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5
Amount	$110,983	$115,122	$127,862
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Mental Health Specialist - Certificated Salary, Employee Benefits	Mental Health Specialist - Certificated Salary, Employee Benefits	Mental Health Specialist - Certificated Salary, Employee Benefits
Amount	$130,000	$133,985	$125,475
Source	Supplemental	Supplemental	Supplemental
Budget Reference	District Resource Officer - Services & Other Operating Expenditures	District Resource Officer - Services & Other Operating Expenditures	District Resource Officer - Services & Other Operating Expenditures
Amount	$329,666	$273,696	$258,042
Source	Mental Health Funds	Mental Health Funds	Mental Health Funds
Budget Reference	Psychologists - Certificated Salary, Employee Benefits	Psychologists - Certificated Salary, Employee Benefits	Psychologists - Certificated Salary, Employee Benefits
Amount			$136,750
Source			Supplemental
Budget Reference			Contract with Wellness Together for Student Mental Health Services

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
MTSS (a) A district MTSS team will be established to develop a comprehensive MTSS plan to be implemented district-wide. This plan will specifically outline the continuum of supports to be offered to students for both academic and social emotional needs. (b) The district MTSS team will receive training to support them in developing the comprehensive MTSS plan WPUSD. (c) The district MTSS team will develop a comprehensive MTSS plan to be implemented district-wide.	MTSS (a) The district MTSS team will finalize a comprehensive, district-wide MTSS plan and support site administrators in implementing the plan. (b) Once completed, the district MTSS team will monitor the implementation of the comprehensive, district-wide MTSS plan and evaluate appropriate data to make informed decisions about supports for schools and students.	MTSS (a) The district MTSS team, supported by a part-time MTSS coordinator, will finalize the district MTSS plan and support site administrators in implementing the comprehensive MTSS plan district-wide. (b)The district MTSS team will monitor the implementation of the comprehensive MTSS plan and evaluate appropriate data to make informed decisions about supports for schools and students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5
Amount			$60,000
Source			Other
Budget Reference			MTSS Coordinator (0.4 FTE) - LPSBG

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 4. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 4.	Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 4. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 4.	Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 4. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 4.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	See funding Goal 1, Action 6	See funding Goal 1, Action 6	See funding Goal 1, Action 6

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Transportation (a) Transportation will be provided to unduplicated students at no charge to ensure they get to school daily.	Transportation (a) Transportation will be provided to unduplicated students at no charge to ensure they get to school daily.	Transportation (a) Transportation will be provided to unduplicated students at no charge to ensure they get to school daily.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$59,000	$59,000	$59,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Transportation - Direct Cost Transfer	Transportation - Direct Cost Transfer	Transportation - Direct Cost Transfer

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

Local Priorities:

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 all of our students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Instructional Materials	All students have access to standards-aligned instructional materials.	1. All students will have access to standards-aligned instructional materials.	1. All students will have access to standards-aligned instructional materials.	1. All students will have access to standards-aligned instructional materials.
2. Adequacy of Facilities	All school facilities have adequate (in good repair) ratings, as measured by FIT.	2. All school facilities will receive adequate (in good repair) rating, as measured by FIT.	2. All school facilities will receive adequate (in good repair) rating, as measured by FIT.	2. All school facilities will receive adequate (in good repair) rating, as measured by FIT.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3. Technology Standard	There is no current district standard for technology in schools and classrooms.	3. The district standard for technology in schools and classrooms will be updated.	The district standard for technology will be documented in an updated district technology plan.	Outcome will be met in 2018-2019.
4. Improvements to Technology and Facilities	Improvements to technology and facilities are currently made in order of priority, within the confines of the available budget.	4. Improvements to technology and facilities will be made in order of priority.	4. Improvements to technology and facilities will be made in order of priority.	4. Improvements to technology and facilities will be made in order of priority.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Technology (a) The district standard for technology in schools and classrooms will be updated. (b) Technologies will be updated, replaced, or added in order of priority.	Technology (a) The district standard for technology in schools and classrooms will be implemented for all new construction. The district standard for technology will be documented in an updated district technology plan. (b) Technologies will be updated, replaced, or added in order of priority and in accordance with the district standard for technology.	Technology (a) The district standard for technology in schools and classrooms will be implemented for all new construction. (b) Technologies will be updated, replaced, or added in order of priority and in accordance with the district standard for technology.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$300,000	$300,000	$300,000
Source	Base	Base	Base
Budget Reference	Technology Budget - Computer Replacement - Books and Supplies	Technology Budget - Computer Replacement - Books and Supplies	Technology Budget - Computer Replacement - Books and Supplies

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Maintenance (a) School facilities and grounds will be well maintained and improvement needs will be assessed. Improvements will be made in order of priority.	Maintenance (a) School facilities and grounds will be well maintained and improvement needs will be assessed. Improvements will be made in order of priority.	Maintenance (a) School facilities and grounds will be well maintained and improvement needs will be assessed. Improvements will be made in order of priority.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,877,987	$1,877,987	$1,877,987
Source	Base	Base	Base
Budget Reference	Routine Repair & Maintenance Program - Classified Salary, Employee Benefits, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay	Routine Repair & Maintenance Program - Classified Salary, Employee Benefits, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay	Routine Repair & Maintenance Program - Classified Salary, Employee Benefits, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay

Amount	$1,533,787	$1,739,546	$1,879,012
Source	Base	Base	Base
Budget Reference	Maintenance, Operations & Custodial Services Program - Classified Salary, Employee Benefits, Employee Benefits,	Maintenance, Operations & Custodial Services Program - Classified Salary, Employee Benefits, Employee Benefits,	Maintenance, Operations & Custodial Services Program - Classified Salary, Employee Benefits, Employee Benefits

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Measure A and Measure N School Bonds (a) Final improvements to technology and facilities at LHS will be made in accordance with the Measure A Bond.	Measure A and Measure N School Bonds (a) Improvements to technology and facilities at GEMS will continue to be made in accordance with the Measure N Bond.	Measure A and Measure N School Bonds (a) Final improvements to technology and facilities at GEMS will be made in accordance with the Measure N Bond.

(b) Improvements to technology and facilities at GEMS will begin to be made in accordance with the Measure N Bond. (c) Plans to build a new high school in the Twelve Bridges area will be developed in accordance with the Measure A Bond. (d) Plans to build a new elementary school in the Lincoln Crossing area will be developed in accordance with the Measure N Bond and construction may begin.	(b) Plans to build a new high school in the Twelve Bridges area will be implemented in accordance with the Measure A Bond and construction will begin. (c) Construction of a new elementary school in the Lincoln Crossing area will occur in accordance with the Measure N Bond.	(b) Construction of a new high school in the Twelve Bridges area will continue in accordance with the Measure A Bond. (c) Final construction of a new elementary school in the Lincoln Crossing area will occur in accordance with the Measure N Bond.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000,000	$14,820,000	$50,327,130
Source	Other	Other	Other
Budget Reference	Measure A Bond - Books and Supplies, Services & Other Operating Expenditures, Capital Outlay	Measure A Bond - Books and Supplies, Services & Other Operating Expenditures, Capital Outlay	Measure A Bond - Books and Supplies, Services & Other Operating Expenditures, Capital Outlay
Amount	$7,000,000	$30,596,178	$37,332,254
Source	Other	Other	Other
Budget Reference	Measure N Bond - Books and Supplies, Services & Other Operating Expenditures, Capital Outlay	Measure N Bond - Books and Supplies, Services & Other Operating Expenditures, Capital Outlay	Measure N Bond - Books and Supplies, Services & Other Operating Expenditures, Capital Outlay

Action 4

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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.	Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 5. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 5.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	See funding Goal 1, Action 6	See funding Goal 1, Action 6	See funding Goal 1, Action 6

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 6

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

We do have a large volume of secondary parents who utilize our online student learning system (i.e. - Schoology) to communicate with their students' teachers and learn about school events; we do not have a similar system for elementary parents. We also have a small group of parents who participate in our various continuing education classes. School-level parent workshops are offered, but the quantity and types of offerings vary by school site.

We would like to offer more district-wide parent workshops next year. Additionally, we would like to increase attendance at our quarterly parent stakeholder meetings (DAC/DELAC) to ensure that a wide variety of parents' voices are being heard.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Parent Involvement Plan	There is no district parent involvement plan.	1. A comprehensive district parent involvement plan will be completed and board approved.	1. A comprehensive district parent involvement plan will be completed and board approved.	1. The board approved comprehensive district parent involvement plan will be implemented.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2. Parent Involvement in School Sponsored Events	A system for collecting data regarding parent involvement has not yet been developed.	2. Baseline data of parent involvement in school sponsored events will be collected.	2. Baseline data of parent involvement in school sponsored events will be collected.	2. Parent involvement in school sponsored events will increase by 5%.
3. Parent Use of Student Information Systems	As of April 2017, Schoology (at secondary schools) has been visited 66,098 times in the 2016-2017 school year and Jupiter Ed (at elementary schools) has been visited by 292 families.	3. Parents' use of district sponsored student information systems will increase by 5%.	3. Parents' use of district sponsored student information systems will increase by 5%.	3. Parents' use of district sponsored student information systems will increase by 5%.
4. Parent Participation in Continuing Education	From September through May, three classes were offered in the evenings (ESL, GED Preparation, and computer literacy). Approximately 50-60 parents attended at least one of the classes over the course of the year. Additionally, three Latino Literacy courses were offered at various times of day during the spring. Another 25-30 parents attended at least one Latino Literacy course.	4. Parent participation in district sponsored continuing education will increase by 2%.	4. Parent participation in district sponsored continuing education will increase by 2%.	4. Parent participation in district sponsored continuing education will increase by 2%.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Parent Education (a) Parent education will be provided through evening continuing education classes, collaboration with regional adult schools, and other avenues. (b) A system for collecting precise data around parent education will be developed, and more accurate baseline data regarding parent education will be collected.	Parent Education (a) Parent education will be provided through evening continuing education classes, collaboration with regional adult schools, and other avenues. (b) Data regarding parent education will be collected.	Parent Education (a) Parent education will be provided through evening continuing education classes, collaboration with regional adult schools, and other avenues. (b) Data regarding parent education will be collected.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,000	$6,000	$6,000
Source	Title I	Title I	Title I
Budget Reference	Parent/Continuing Education - Classified Salary, Employee Benefits	Parent/Continuing Education - Classified Salary, Employee Benefits	Parent/Continuing Education - Classified Salary, Employee Benefits
Amount	$6,000	$6,000	$6,000
Source	Title III	Title III	Title III
Budget Reference	Parent/Continuing Education - Classified Salary, Employee Benefits	Parent/Continuing Education - Classified Salary, Employee Benefits	Parent/Continuing Education - Classified Salary, Employee Benefits

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent Involvement (a) A comprehensive district parent involvement plan will be developed. (b) Schools will solicit parent volunteers to support student learning and school projects. (c) Teachers will utilize Schoology/Turnitin at the secondary schools and PowerSchool/Illuminate at the elementary schools to support parents in accessing student learning information online and in communicating with teachers and administration. Additionally, they will provide parents with resources to support learning at home. (d) Bilingual parent/school/community liaisons will work to increase the overall number of parent volunteers, focusing specifically on parents of unduplicated students.	Parent Involvement (a) A comprehensive district parent involvement plan will be developed.. (b) Schools will solicit parent volunteers to support student learning and school projects. (c) Teachers will utilize Schoology/Turnitin at the secondary schools and PowerSchool/Illuminate at the elementary schools to support parents in accessing student learning information online and in communicating with teachers and administration. Additionally, they will provide parents with resources to support learning at home. (d) Bilingual parent/school/community liaisons will work to increase the overall number of parent volunteers, focusing specifically on parents of unduplicated students.	Parent Involvement (a) A comprehensive district parent involvement plan will be in place and implemented with fidelity. (b) Schools will solicit parent volunteers to support student learning and school projects. (c) Teachers will utilize Schoology/Turnitin at the secondary schools and PowerSchool/Illuminate at the elementary schools to support parents in accessing student learning information online and in communicating with teachers and administration. Additionally, they will provide parents with resources to support learning at home. (d) Bilingual parent/school/community liaisons will work to increase the overall number of parent volunteers, focusing specifically on parents of unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$35,085	$39,719	$42,741
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Schoology/Turnitin - Services & Other Operating Expenditures	Schoology/Turnitin - Services & Other Operating Expenditures	Schoology/Turnitin - Services & Other Operating Expenditures
Amount	$155,000	$158,100	$164,866
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Parent/School/Community Liaisons (3.0 FTE) - Certificated Salary, Employee Benefits	Parent/School/Community Liaisons (3.0 FTE) - Certificated Salary, Employee Benefits	Parent/School/Community Liaisons (3.0 FTE) - Certificated Salary, Employee Benefits

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Communication & Collaborative Decision Making (a) District and site administrators will actively seek out a diverse population of parents to participate on collaborative decision- making committees, such as DAC, SSC, LCAP, etc. (b) Bilingual parent/school/community liaisons will support collaborative decision-making and communication by facilitating discussions and encouraging two-way communication between parents and school/district staff. Parents of unduplicated students will be their target audience.	Communication & Collaborative Decision Making (a) District and site administrators will actively seek out a diverse population of parents to participate on collaborative decision- making committees, such as DAC, SSC, LCAP, etc. (b) Bilingual parent/school/community liaisons will support collaborative decision-making and communication by facilitating discussions and encouraging two-way communication between parents and school/district staff. Parents of unduplicated students will be their target audience.	Communication & Collaborative Decision Making (a) District and site administrators will actively seek out a diverse population of parents to participate on collaborative decision- making committees, such as DAC, SSC, LCAP, etc. (b) Bilingual parent/school/community liaisons will support collaborative decision-making and communication by facilitating discussions and encouraging two-way communication between parents and school/district staff. Parents of unduplicated students will be their target audience.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	Parent/School/Community Liaisons - see funding Goal 6, Action 2	Parent/School/Community Liaisons - see funding Goal 6, Action 2	Parent/School/Community Liaisons - see funding Goal 6, Action 2

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Community Involvement (a) 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. (b) Bilingual parent/school/community liaisons will continue to work to enhance community relationships and develop partnerships with community organizations that directly benefit parent of unduplicated students.	Community Involvement (a) 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. (b) Bilingual parent/school/community liaisons will continue to work to enhance community relationships and develop partnerships with community organizations that directly benefit parent of unduplicated students.	Community Involvement (a) 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. (b) Bilingual parent/school/community liaisons will continue to work to enhance community relationships and develop partnerships with community organizations that directly benefit parent of unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	Parent/School/Community Liaisons - see funding Goal 6, Action 2	Parent/School/Community Liaisons - see funding Goal 6, Action 2	Parent/School/Community Liaisons - see funding Goal 6, Action 2

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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.	Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 6. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 6.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	Direct School Site Allocations See funding Goal 1, Action 6	Direct School Site Allocations See funding Goal 1, Action 6	Direct School Site Allocations See funding Goal 1, Action 6

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$3,966,354	6.71%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In the Western Placer Unified School District (WPUSD) 80% of our at-risk students meet one or more criteria for supplemental funding. It is for this reason that we believe that our supplemental funding can be used to target all of our under performing students (80% of whom are unduplicated pupils). What we also know is there are some supports that are critical to the success of our at-risk/unduplicated population of students that cannot target just these students without also benefiting our general population of students. In education we do not operate programs/services as straight silos - everything co-mingles to varying degrees - nor do we educate our special populations of students in silos - they are mainstreamed together. Therefore, there are some programs/services that we are funding with supplemental dollars to support all our students, knowing that without them many students would still achieve but our at-risk students would be less likely to. Although all students will benefit, our unduplicated students are always the intended audience. For example, we are using supplemental dollars to provide an online assessment and data system (Illuminate) to ensure that we are commonly assessing our students and our instructional effectiveness so that we can improve instruction and target interventions for our at-risk/unduplicated students. All students will benefit from this assessment and data system, but without it we will not have an effective way to track student progress and ensure that interventions are provided to the students in need.

Research very clearly shows that all students, but especially at-risk students, benefit from schooling in an environment where best practices for students' academic achievement and social/emotional well-being are in place. Such best practices consistently found in high performing districts/schools can be summarized into nine characteristics: (1) A clear and shared focus, (2) High standards and expectations for all students, (3) Effective school/district leadership, (4) High levels of communication and collaboration, (5) Curriculum, instruction and assessments aligned with state standards, (6) Frequent monitoring of teaching and learning, (7) Focused professional development, (8) A supportive learning environment, and (9) High levels of family and community involvement. WPUSD is committed to being a high performing district. To that note, our LCAP actions are intended to support us in attaining the characteristics of a high performing district, which will support all our students' achievement, but more importantly the achievement of

our at-risk/unduplicated students. When able, we utilized supplemental funding to enhance and specifically target services for our duplicated pupils. For example, we are providing additional sections to our secondary schools to provide designated ELD to English learners in a much smaller than normal class size environment (Goal 2.2). We are providing targeted interventions for at-risk students, both after school and during summer break (Goal 1.4). 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 (Goal 4.5) . Outlined below, with research/rationale, are the programs/services to the benefit of all students, with still our unduplicated pupils as the intended audience, that we are funding with supplemental dollars.

Leadership

Leadership begins with district and site administrators. A recent RAND Corporation report found that nearly 60% of a school's impact on student achievement is attributable to leadership and teacher effectiveness. A research paper written by Leithwoood and colleagues concludes, "as far as we are aware, there is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership." Research on high performing leaders delineates particular traits. High performing leaders build a shared vision and sense of purpose, establish effective teams and distribute leadership among school staff, understand and develop people, establish school routines, and monitor performance. For WPUSD, leadership in educational services is critical. Therefore, supplemental funding is being utilized to fully or partially fund leadership and assistance support roles in educational services to ensure a clear vision, common best practices for our students (including a viable curriculum, best first instruction, common assessments, and MTSS), professional development supports, and accountability for student achievement. These positions are: Assistant Superintendent of Educational Services, Director of Educational Services, Director of Supplemental Programs & Accountability, Coordinator of Homeless & Foster Youth, Admin Assistants, and Teachers on Assignment for Math, ELA, English Learner Services, and STEM/CTE. (Goals 1-6)

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. (Goals 1 & 2)

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. (Goals 1-4)

Academic, Career and Social/Emotional Guidance and Intervention

At ASCA's annual summer conference in 2013, Rich Lapan (from the University of Massachusetts Amherst) and Tim Poynton (Suffolk University) discussed research that their institutions were undertaking in partnership with the Massachusetts School Counselor Association around effectiveness of school counseling on student achievement. Their research showed that when students receive more frequent and helpful college and career counseling services, they: are more motivated to do well in school, are more connected to their school, get along better with others, and see their school as being a more civil and safe space to be. These findings are particularly meaningful because they show that school counseling, in addition to helping students prepare for college and career, can serve as a key aspect of the school improvement process – student motivation, student connectedness and school climate have long been identified as important factors in student achievement. By utilizing supplemental funds to provide more counselors in the district,

WPUSD hopes to see better outcomes for students' academic and social/emotional achievements. Additionally, by providing additional counselors, resulting in lower counselor to student ratios, counselors will be able to better assist low income, foster youth, and non-English proficient students/families. (Goal 3)

Advancement Via Individual Determination (AVID)

AVID is a nonprofit organization dedicated to closing the achievement gap. Low income students from homes where parents have not had the opportunity to attend college are encouraged to participate in AVID. Policymakers and educators now consider AVID's mission to be an essential strategy for closing the achievement gap, making college access and success available to all students. AVID students outperform peers on state mandated exams, grade point averages and standardized tests. AVID students' attendance rates improve and surpass the general population. Once in college AVID graduates are more well prepared than peers. Financial support for AVID teachers and additional AVID sections will allow more at risk students to participate in AVID courses and will assist secondary schools in implementing AVID strategies and creating a college-going culture school-wide. Therefore, WPUSD will utilize supplemental funds to enhance and support the AVID program at secondary schools in the district. Additionally, supplemental funds will provide the AVID Excel program to Glen Edwards Middle School; AVID Excel is an intervention program designed to accelerate the language acquisition of long-term English learners with the intent reclassifying them as fluent English proficient by the end of 8th grade. (Goal 3.1 & 3.4)

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. (Goal 3.2 & 3.4)

Youth Development

In a study done in 2006 by Dr. Theresa Akey, it was concluded that the earlier schools and teachers begin to build students' healthy self-awareness of strengths and confidence in their ability to do well, the better students will perform academically. This study suggests that perceived academic competence may play an even more important role than engagement in shaping achievement outcomes. The influence of perceived academic competence on both reading and mathematics achievement was between two and four times larger than that of engagement in school. These findings suggest that the earlier schools and teachers begin to build students' confidence in their ability to do well, the better off students will be. This study found that two factors in the school context — supportive teachers and clear and high expectations about behavior — were key to enhancing the development of both perceived competence and engagement. Teachers whom students see as supportive and who set clear rules and guidelines about behavior help create an atmosphere in which students feel in control and confident about their ability to succeed in future educational endeavors. To ensure the academic achievement of all students in WPUSD, it is critical that we create environments where students are safe, connected, engaged, and held to high expectations for behavior and learning. Students' achievement will only be as good as the environment that supports it. Therefore, WPUSD will utilize supplemental funding to provide youth development professional development, coaching, and supports to administrators, teachers and support staff to ensure they are equipped to implement best practices aligned with the youth development framework. Such practices are further supported by the PBIS framework and Love & Logic which are also a component of our Goal 4 related to student safety and engagement and funded with supplemental dollars. Lastly, supplemental funds will be utilized for a Mental Health Specialist to support Tier II behavioral and/or mental health interventions for students and to support teachers in better implementing their own Tier I interventions with students. (Goal 4)

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. (Goal 4.2)

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. (Goal 6.2)

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. (Goal 6)

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.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$3,731,847	6.70%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In the Western Placer Unified School District (WPUSD) 80% of our at-risk students meet one or more criteria for supplemental funding. It is for this reason that we believe that our supplemental funding can be used to target all of our under performing students (80% of whom are unduplicated pupils). What we also know is there are some supports that are critical to the success of our at-risk/unduplicated population of students that cannot target just these students without also benefiting our general population of students. In education we do not operate programs/services as straight silos - everything co-mingles to varying degrees - nor do we educate our special populations of students in silos - they are mainstreamed together. Therefore, there are some programs/services that we are funding with supplemental dollars to support all our students, knowing that without them many students would still achieve but our at-risk students would be less likely to. Although all students will benefit, our unduplicated students are always the intended audience. For example, we are using supplemental dollars to provide an online assessment and data system (Illuminate) to ensure that we are commonly assessing our students and our instructional effectiveness so that we can improve instruction and target interventions for our at-risk/unduplicated students. All students will benefit from this assessment and data system, but without it we will not have an effective way to track student progress and ensure that interventions are provided to the students in need.

Research very clearly shows that all students, but especially at-risk students, benefit from schooling in an environment where best practices for students' academic achievement and social/emotional well-being are in place. Such best practices consistently found in high performing districts/schools can be summarized into nine characteristics: (1) A clear and shared focus, (2) High standards and expectations for all students, (3) Effective school/district leadership, (4) High levels of communication and collaboration, (5) Curriculum, instruction and assessments aligned with state standards, (6) Frequent monitoring of teaching and learning, (7) Focused professional development, (8) A supportive learning environment, and (9) High levels of family and community involvement. WPUSD is committed to being a high performing district. To that note, our LCAP actions are intended to support us in attaining the characteristics of a high performing district, which will support all our students' achievement, but more importantly the achievement of our at-risk/unduplicated students. When able, we utilized supplemental funding to enhance and specifically target services for our duplicated pupils. For example, we are providing additional sections to our secondary schools to provide designated ELD to English learners in a much smaller than normal class size environment (Goal 2.2). We are providing targeted interventions for at-risk students, both after school and during summer break (Goal 1.4). 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 (Goal 4.5) . Outlined below, with research/rationale, are the programs/services to the benefit of all students, with still our unduplicated pupils as the intended audience, that we are funding with supplemental dollars.

Leadership

Leadership begins with district and site administrators. A recent RAND Corporation report found that nearly 60% of a school's impact on student achievement is attributable to leadership and teacher effectiveness. A research paper written by Leithwoood and

colleagues concludes, "as far as we are aware, there is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership." Research on high performing leaders delineates particular traits. High performing leaders build a shared vision and sense of purpose, establish effective teams and distribute leadership among school staff, understand and develop people, establish school routines, and monitor performance. For WPUSD, leadership in educational services is critical. Therefore, supplemental funding is being utilized to fully or partially fund leadership and assistance support roles in educational services to ensure a clear vision, common best practices for our students (including a viable curriculum, best first instruction, common assessments, and MTSS), professional development supports, and accountability for student achievement. These positions are: Assistant Superintendent of Educational Services, Director of Educational Services, Director of Supplemental Programs & Accountability, Coordinator of Homeless & Foster Youth, Admin Assistants, and Teachers on Assignment for Math, ELA, English Learner Services, and STEM/CTE. (Goals 1-6)

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. (Goals 1 & 2)

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. (Goals 1-4)

Academic, Career and Social/Emotional Guidance and Intervention

At ASCA's annual summer conference in 2013, Rich Lapan (from the University of Massachusetts Amherst) and Tim Poynton (Suffolk University) discussed research that their institutions were undertaking in partnership with the Massachusetts School Counselor Association around effectiveness of school counseling on student achievement. Their research showed that when students receive more frequent and helpful college and career counseling services, they: are more motivated to do well in school, are more connected to their school, get along better with others, and see their school as being a more civil and safe space to be. These findings are particularly meaningful because they show that school counseling, in addition to helping students prepare for college and career, can serve as a key aspect of the school improvement process – student motivation, student connectedness and school climate have long been identified as important factors in student achievement. By utilizing supplemental funds to provide more counselors in the district, WPUSD hopes to see better outcomes for students' academic and social/emotional achievements. Additionally, by providing additional counselors, resulting in lower counselor to student ratios, counselors will be able to better assist low income, foster youth, and non-English proficient students/families. (Goal 3)

Advancement Via Individual Determination (AVID)

AVID is a nonprofit organization dedicated to closing the achievement gap. Low income students from homes where parents have not had the opportunity to attend college are encouraged to participate in AVID. Policymakers and educators now consider AVID's mission to be an essential strategy for closing the achievement gap, making college access and success available to all students. AVID students outperform peers on state mandated exams, grade point averages and standardized tests. AVID students' attendance rates improve and surpass the general population. Once in college AVID graduates are more well prepared than peers. Financial support for AVID teachers and additional AVID sections will allow more at risk students to participate in AVID courses and will assist secondary

schools in implementing AVID strategies and creating a college-going culture school-wide. Therefore, WPUSD will utilize supplemental funds to enhance and support the AVID program at secondary schools in the district. Additionally, supplemental funds will provide the AVID Excel program to Glen Edwards Middle School; AVID Excel is an intervention program designed to accelerate the language acquisition of long-term English learners with the intent reclassifying them as fluent English proficient by the end of 8th grade. (Goal 3.1 & 3.4)

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. (Goal 3.2 & 3.4)

Youth Development

In a study done in 2006 by Dr. Theresa Akey, it was concluded that the earlier schools and teachers begin to build students' healthy self-awareness of strengths and confidence in their ability to do well, the better students will perform academically. This study suggests that perceived academic competence may play an even more important role than engagement in shaping achievement outcomes. The influence of perceived academic competence on both reading and mathematics achievement was between two and four times larger than that of engagement in school. These findings suggest that the earlier schools and teachers begin to build students' confidence in their ability to do well, the better off students will be. This study found that two factors in the school context — supportive teachers and clear and high expectations about behavior — were key to enhancing the development of both perceived competence and engagement. Teachers whom students see as supportive and who set clear rules and guidelines about behavior help create an atmosphere in which students feel in control and confident about their ability to succeed in future educational endeavors. To ensure the academic achievement of all students in WPUSD, it is critical that we create environments where students are safe,

connected, engaged, and held to high expectations for behavior and learning. Students' achievement will only be as good as the environment that supports it. Therefore, WPUSD will utilize supplemental funding to provide youth development professional development, coaching, and supports to administrators, teachers and support staff to ensure they are equipped to implement best practices aligned with the youth development framework. Such practices are further supported by the PBIS framework and Love & Logic which are also a component of our Goal 4 related to student safety and engagement and funded with supplemental dollars. Lastly, supplemental funds will be utilized for a Mental Health Specialist to support Tier II behavioral and/or mental health interventions for students and to support teachers in better implementing their own Tier I interventions with students. (Goal 4)

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. (Goal 4.2)

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. (Goal 6.2)

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. (Goal 6)

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.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$3,418,510	6.60%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In the Western Placer Unified School District (WPUSD) 80% of our at-risk students meet one or more criteria for supplemental funding. It is for this reason that we believe that our supplemental funding can be used to target all of our under performing students (80% of whom are unduplicated pupils). What we also know is there are some supports that are critical to the success of our at-risk/unduplicated population of students that cannot target just these students without also benefiting our general population of students. In education we do not operate programs/services as straight silos - everything co-mingles to varying degrees - nor do we educate our special populations of students in silos - they are mainstreamed together. Therefore, there are some programs/services that we are funding with supplemental dollars to support all our students, knowing that without them many students would still achieve but our at-risk students would be less likely to. Although all students will benefit, our unduplicated students are always the intended audience. For example, we are using supplemental dollars to provide an online assessment and data system (Illuminate) to ensure that we are commonly assessing our students and our instructional effectiveness so that we can improve instruction and target

interventions for our at-risk/unduplicated students. All students will benefit from this assessment and data system, but without it we will not have an effective way to track student progress and ensure that interventions are provided to the students in need.

Research very clearly shows that all students, but especially at-risk students, benefit from schooling in an environment where best practices for students' academic achievement and social/emotional well-being are in place. Such best practices consistently found in high performing districts/schools can be summarized into nine characteristics: (1) A clear and shared focus, (2) High standards and expectations for all students, (3) Effective school/district leadership, (4) High levels of communication and collaboration, (5) Curriculum, instruction and assessments aligned with state standards, (6) Frequent monitoring of teaching and learning, (7) Focused professional development, (8) A supportive learning environment, and (9) High levels of family and community involvement. WPUSD is committed to being a high performing district. To that note, our LCAP actions are intended to support us in attaining the characteristics of a high performing district, which will support all our students' achievement, but more importantly the achievement of our at-risk/unduplicated students. When able, we utilized supplemental funding to enhance and specifically target services for our duplicated pupils. For example, we are providing additional sections to our secondary schools to provide designated ELD to English learners in a much smaller than normal class size environment. We are providing targeted interventions for at-risk students, both after school and during summer break. We are also providing transportation to unduplicated pupils at no cost to ensure they get to school daily, whereas other students must pay for our transportation if they want to utilize it. Outlined below, with research/rationale, are the programs/services to the benefit of all students, with still our unduplicated pupils as the intended audience, that we are funding with supplemental dollars.

Leadership

Leadership begins with district and site administrators. A recent RAND Corporation report found that nearly 60% of a school's impact on student achievement is attributable to leadership and teacher effectiveness. A research paper written by Leithwoood and colleagues concludes, "as far as we are aware, there is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership." Research on high performing leaders delineates particular traits. High performing leaders build a shared vision and sense of purpose, establish effective teams and distribute leadership among school staff, understand and develop people, establish school routines, and monitor performance. For WPUSD, leadership in educational services is critical. Therefore, supplemental funding is being utilized to fully or partially fund leadership and assistance support roles in educational services to ensure a clear vision, common best practices for our students (including a viable curriculum, best first instruction, common assessments, and MTSS), professional development supports, and accountability for student achievement. These positions are: Assistant Superintendent of Educational Services, Director of Educational Services, Director of Supplemental Programs & Accountability, Coordinator of Homeless & Foster Youth, Admin Assistants, and Teachers on Assignment for Math, ELA, English Learner Services, and STEM/CTE.

Progress Monitoring and Interventions

Robert Marzano defines a guaranteed and viable curriculum as one that "gives students access to the same essential learning...and can be taught in the time allotted". Doug Reeves maintains, " A criterion for schools that have made great strides in achievement and equity is immediate and decisive intervention," According to the Council of Chief School Officers, "Characteristics of high performing schools include...using assessment data to support student success." Additionally, according to a study commissioned by the Wallace Foundation in 2011, "Research indicates that, on average, students lose skills over the summer, particularly in mathematics. However, not all students experience “average” losses, and summer learning loss disproportionately affects low-income students. Low-income students lose substantial ground in reading during the summer, while their higher-income peers often gain. Most disturbing is that it appears that summer learning loss is cumulative and that, over time, these periods of differential learning rates between low-income and higher-income students contribute substantially to the achievement gap in reading. It may be that efforts to close the achievement gap during the school year alone

will be unsuccessful. Rigorous studies of voluntary summer programs, mandatory summer programs, and programs that encourage students to read at home in the summer have all found positive effects on student achievement. The combined evidence from these studies suggests that all of these types of summer learning programs can mitigate summer learning losses and even lead to achievement gains. Moreover, longitudinal studies conclude that the effects of summer learning programs endure for at least two years after the student has engaged in the summer program." The planned actions and services in Goals 1 and 2 reflect the aforementioned research. Action teams will work with educational services to create assessments and to monitor student progress and effectiveness of instruction. Additionally, PLCs will utilize assessment data to prescribe intervention supports for at-risk students. Early intervention is the key to locating and eliminating the gaps in understanding that may prevent students in achieving success. Regular benchmarking and reporting is the best indicator that progress is being made. To that end, the district will use supplemental dollars to purchase Illuminate, an online assessment and data system, to ensure collection and analysis of data is quick and well-organized. Finally, supplemental funds will be utilized to provide targeted intervention supports before, during and afterschool as well as during summer school.

Professional Development

In 2007, the National Center for Educational Evaluation and Regional Assistance reported that teachers who receive an average of 49 hours of professional development annually have a 21% boost in student achievement as compared to their counterparts who do not receive professional development. Current research shows that intensive ongoing professional development for administrators and teachers leads to an increase in student achievement. Furthermore, it shows that teachers need on-the-job support to make the new ideas part of their daily practice. This evidence suggests that states reap greater benefits in terms of student achievement when they invest in classroom-based coaching as opposed to more costly changes such as smaller classes. WPUSD will provide ongoing professional development and coaching to teachers, administrators, and support staff to build their capacity and ability to implement the LCAP aligned actions/practices toward obtaining our LCAP goals. Numerous studies have found benefits for students that were associated with higher levels of efficacy in teachers. These included increased student achievement in reading, language and mathematics (Tracz and Gibson), teacher use of fewer control tactics (Ashton, Webb and Doda), and fewer referrals of children from

low socio-economic backgrounds to special education (Newman). At-risk students will benefit the most if supported by effective teachers, administrators and support staff.

Academic, Career and Social/Emotional Guidance and Intervention

At ASCA's annual summer conference in 2013, Rich Lapan (from the University of Massachusetts Amherst) and Tim Poynton (Suffolk University) discussed research that their institutions were undertaking in partnership with the Massachusetts School Counselor Association around effectiveness of school counseling on student achievement. Their research showed that when students receive more frequent and helpful college and career counseling services, they: are more motivated to do well in school, are more connected to their school, get along better with others, and see their school as being a more civil and safe space to be. These findings are particularly meaningful because they show that school counseling, in addition to helping students prepare for college and career, can serve as a key aspect of the school improvement process – student motivation, student connectedness and school climate have long been identified as important factors in student achievement. By utilizing supplemental funds to provide more counselors in the district, WPUSD hopes to see better outcomes for students' academic and social/emotional achievements. Additionally, by providing additional counselors, resulting in lower counselor to student ratios, counselors will be able to better assist low income, foster youth, and non-English proficient students/families.

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AVID is a nonprofit organization dedicated to closing the achievement gap. Low income students from homes where parents have not had the opportunity to attend college are encouraged to participate in AVID. Policymakers and educators now consider AVID's mission to be an essential strategy for closing the achievement gap, making college access and success available to all students. AVID students outperform peers on state mandated exams, grade point averages and standardized tests. AVID students' attendance rates improve and surpass the general population. Once in college AVID graduates are more well prepared than peers. Financial support for AVID teachers and additional AVID sections will allow more at risk students to participate in AVID courses and will assist secondary schools in implementing AVID strategies and creating a college-going culture school-wide. Therefore, WPUSD will utilize supplemental funds to enhance and support the AVID program at secondary schools in the district. Additionally, supplemental funds will provide the AVID Excel program to Glen Edwards Middle School; AVID Excel is an intervention program designed to accelerate the language acquisition of long-term English learners with the intent reclassifying them as fluent English proficient by the end of 8th grade.

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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.

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School Resource Officer

Keeping students safe and actively engaged takes many forms. One form is a school resource officer. "The number one goal of an SRO should be to bridge the gap between law enforcement and youth. So what we are talking about at the end of the day is building relationships," says Mo Canady, executive director of the National Association of School Resource Officers. He cites the Department of Justice (DOJ) statistic that a drop in juvenile arrests by nearly 50% between 1994 and 2009 coincided with an expanding use of school resource officers. In 2013, the DOJ awarded nearly $45 million in grants to fund hundreds of school resource officer positions across the country. WPUSD will utilize supplemental funding for an SRO who will be based at the high school but will be a support to all district schools. The SRO will work closely with other support staff to implement the youth development framework for youth safety, connectedness, engagement, and learning.

Online Learning Management/Communication System

Joyce Epstein's Framework of Six Types of Involvement (for schools and parents) cites Communicating as one of the six. She quotes, "Communications about school programs and student progress to mean ' two-way, three-way and many-way' channels of communication that connect schools, families, students, and the community." Results for parents include understanding school programs and policies, monitoring and awareness of child's progress, responding effectively to students' problems, and interactions with teachers and ease of communication with school and teachers. Schoology offers a platform for collaboration, communication and resource sharing between home and school. Therefore, WPUSD will utilize supplemental funding to provide Schoology/Turnitin as a means of communicating with students and families regarding student learning.

Parent Engagement

The overarching theme in research related to parent engagement is that parents of at-risk students will make a positive contribution to their children's education if they receive the appropriate training and encouragement. Conversely, Delores Pena's study in 2000 indicated some of the most significant barriers to parental participation in school are home language, parent educational level, attitudes of school staff, and cultural influences. Pena emphasized the importance of building trust and positive relationships between schools and families. WPUSD will utilize supplemental funding to help nurture school-to-home relationships and address some of the barriers to parent participation by hiring three bilingual Parent/School/Community Liaisons. WPUSD will also contract with Document Tracking Services (DTS) to create surveys in both English and Spanish to encourage regular two-way communication between home and school.

At-risk students (roughly 80% of whom are unduplicated pupils) will be targeted for intervention services. Intervention services will be more robust with the addition of intervention support providers, counselors, sections for intervention support classes resulting in lower class sizes, AVID expansion and support. Additionally, the district resource officer, behavior/mental health specialists will further expand resources to our unduplicated pupil population. Although some of the aforementioned additions will enhance services to all students, the vast majority of time and focus will be on ensuring our uduplicated students have the supports and opportunities they

need to succeed at the same level as the rest of our student population.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary]

[Annual Update]

[Stakeholder Engagement]

[Goals, Actions, and Services]

[Planned Actions/Services]

[Demonstration of Increased or Improved Services for Unduplicated Students]

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

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

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:
  (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    (A) enrolled less than 31 days
    (B) enrolled at least 31 days but did not attend at least one day
    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      (i) are enrolled in a Non-Public School
      (ii) receive instruction through a home or hospital instructional setting
      (iii) are attending a community college full-time.
  (2) The number of students who meet the enrollment requirements.
  (3) Divide (1) by (2).

(b) "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).

(c) "High school graduation rate" shall be calculated as follows:
  (1) For a 4-Year Cohort Graduation Rate:
    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    (B) The total number of students in the cohort.
    (C) Divide (1) by (2).
  (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      (i) a regular high school diploma
      (ii) a High School Equivalency Certificate
      (iii) an adult education diploma
      (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    (B) The number of students in the DASS graduation cohort.
    (C) Divide (1) by (2).

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

(e) "Expulsion rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* 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 *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	88,407,237.00	64,974,117.00	49,673,481.00	88,407,237.00	132,421,381.00	270,502,099.00
	0.00	300,000.00	0.00	0.00	0.00	0.00
Agriculture Incentive Grant	12,091.00	9,949.00	11,709.00	12,091.00	13,783.00	37,583.00
Base	37,942,668.00	37,335,984.00	35,913,217.00	37,942,668.00	39,564,554.00	113,420,439.00
California Career Pathways Trust	0.00	0.00	0.00	0.00	0.00	0.00
Career Technical Education Incentive Grant (CTEIG)	450,792.00	500,135.00	530,605.00	450,792.00	154,467.00	1,135,864.00
Carl D. Perkins Career and Technical Education	38,347.00	32,290.00	28,800.00	38,347.00	38,766.00	105,913.00
Comprehensive Support and Improvement (CSI)	0.00	0.00	0.00	0.00	110,000.00	110,000.00
Educator Effectiveness Fund (EEF)	0.00	0.00	0.00	0.00	0.00	0.00
Lottery	489,618.00	569,540.00	428,974.00	489,618.00	528,600.00	1,447,192.00
Mental Health Funds	273,696.00	254,682.00	329,666.00	273,696.00	258,042.00	861,404.00
Other	45,416,178.00	22,313,806.00	9,000,000.00	45,416,178.00	87,719,384.00	142,135,562.00
Supplemental	3,731,847.00	3,617,266.00	3,418,510.00	3,731,847.00	3,966,354.00	11,116,711.00
Title I	6,000.00	10,165.00	6,000.00	6,000.00	6,000.00	18,000.00
Title II	40,000.00	30,300.00	0.00	40,000.00	55,431.00	95,431.00
Title III	6,000.00	0.00	6,000.00	6,000.00	6,000.00	18,000.00

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

Total Expenditures by Object Type						
Object Type	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	88,407,237.00	64,974,117.00	49,673,481.00	88,407,237.00	132,421,381.00	270,502,099.00
	88,407,237.00	64,974,117.00	49,673,481.00	88,407,237.00	132,421,381.00	270,502,099.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	88,407,237.00	64,974,117.00	49,673,481.00	88,407,237.00	132,421,381.00	270,502,099.00
		0.00	300,000.00	0.00	0.00	0.00	0.00
	Agriculture Incentive Grant	12,091.00	9,949.00	11,709.00	12,091.00	13,783.00	37,583.00
	Base	37,942,668.00	37,335,984.00	35,913,217.00	37,942,668.00	39,564,554.00	113,420,439.00
	California Career Pathways Trust	0.00	0.00	0.00	0.00	0.00	0.00
	Career Technical Education Incentive Grant (CTEIG)	450,792.00	500,135.00	530,605.00	450,792.00	154,467.00	1,135,864.00
	Carl D. Perkins Career and Technical Education	38,347.00	32,290.00	28,800.00	38,347.00	38,766.00	105,913.00
	Comprehensive Support and Improvement (CSI)	0.00	0.00	0.00	0.00	110,000.00	110,000.00
	Educator Effectiveness Fund (EEF)	0.00	0.00	0.00	0.00	0.00	0.00
	Lottery	489,618.00	569,540.00	428,974.00	489,618.00	528,600.00	1,447,192.00
	Mental Health Funds	273,696.00	254,682.00	329,666.00	273,696.00	258,042.00	861,404.00
	Other	45,416,178.00	22,313,806.00	9,000,000.00	45,416,178.00	87,719,384.00	142,135,562.00
	Supplemental	3,731,847.00	3,617,266.00	3,418,510.00	3,731,847.00	3,966,354.00	11,116,711.00
	Title I	6,000.00	10,165.00	6,000.00	6,000.00	6,000.00	18,000.00
	Title II	40,000.00	30,300.00	0.00	40,000.00	55,431.00	95,431.00
	Title III	6,000.00	0.00	6,000.00	6,000.00	6,000.00	18,000.00

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

Total Expenditures by Goal						
Goal	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	36,360,096.00	35,907,441.00	34,273,150.00	36,360,096.00	38,013,851.00	108,647,097.00
Goal 2	374,772.00	274,195.00	368,832.00	374,772.00	283,980.00	1,027,584.00
Goal 3	1,547,036.00	1,591,818.00	1,487,991.00	1,547,036.00	1,420,431.00	4,455,458.00
Goal 4	581,803.00	687,616.00	629,649.00	581,803.00	767,129.00	1,978,581.00
Goal 5	49,333,711.00	26,314,304.00	12,711,774.00	49,333,711.00	91,716,383.00	153,761,868.00
Goal 6	209,819.00	198,743.00	202,085.00	209,819.00	219,607.00	631,511.00

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