Western Placer Unified School District
Regular Meeting of the Board of Trustees
June 2, 2015, 7:00 P.M.
LINCOLN HIGH SCHOOL – Performing Arts Theater
790 J Street, Lincoln, CA 95648

AGENDA

2013-2014 Goals & Objectives (G & 0) for the Management Team: Component I: Quality Student Performance; Component II: Curriculum Themes; Component III: Special Student Services; Component IV: Staff & Community Relations; Component V: Facilities/Administration/Budget.

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

5:30 P.M. START

1. **CALL TO ORDER** – Lincoln High School – Performing Arts Theater

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 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 Theater. Request forms are to be submitted to the Board Clerk prior to the start of the meeting.

5:35 P.M.

3. **CLOSED SESSION** – Lincoln High School – Library

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

3.2 PERSONNEL
Public Employee Employment/Discipline/Dismissal/Release

3.3 LIABILITY
Rejection of claim, (Student No. 14-15.1) pursuant to Government Codes 910.

3.4 CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION
Subdivision (a) of Section 54956.9 – Western Placer Unified School District vs. State of California, et al., Sac. Superior Court Case No. 34-2014-80001762

3.5 INTERDISTRICT ATTENDANCE APPEAL

a. Interdistrict Request Appeal 15/16 – 32
b. Interdistrict Request Appeal 15/16 – 33
c. Interdistrict Request Appeal 15/16 – 34
d. Interdistrict Request Appeal 15/16 – 35

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

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

DISTRICT ADMINISTRATION

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

	STUDENT ENROLLMENT		
School	**2013-14 CALPADS**	**4/7/2015**	**5/5/2015**
Sheridan Elementary (K-5)	86	78	78
First Street Elementary (K-5)	492	468	466
Carlin C. Coppin Elementary (K-5)	402	390	390
Creekside Oaks Elementary (K-5)	635	629	630
Twelve Bridges Elementary (K-5)	682	633	633
Foskett Ranch Elementary (K-5)	529	486	488
Lincoln Crossing Elementary (K-5)	701	657	656
Glen Edwards Middle School (6-8)	732	794	789
Twelve Bridges Middle School (6-8)	824	800	800
Lincoln High School (9-12)	1,610	1,591	1,580
Phoenix High School (10-12)	62	80	76
TOTAL	**6755**	**6,606**	**6,586**

Fee Based Programs
Twelve B.E. 19 A.M.
First Street 12 A.M./14 P.M.
Parent Education 129

Pre-K/Special Ed
Foskett 18
First Street 74

State Preschool
First & L Street 23 A.M. /21 P.M.
Carlin Coppin 24 A.M.
Sheridan 12 A.M.

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.

7:00 P.M.

4. ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE–Lincoln High Performing Arts Theater

The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

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

4.2 PERSONNEL
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Rejection of claim, (Student No. 14-15.1) pursuant to Government Codes 910.

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4.5 INTERDISTRICT ATTENDANCE APPEAL
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b. Interdistrict Request Appeal 15/16 – 33
c. Interdistrict Request Appeal 15/16 – 34
d. Interdistrict Request Appeal 15/16 – 35

5. SPECIAL ORDER OF BUSINESS
District will Honor:
- Retirees
- Employee of the Year
- Teachers of the Year

6. 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 Approval of Meeting Minutes for:
- May 5 & May 19, 2015 Regular Board of Trustee Meeting

6.2 Approval of Warrants
6.3 Classified Personnel Report
6.4 Approve Agreement for Fiscal Budget Services between School Services of California, Inc., and WPUSD
6.5 Ratification of Contract with Youth Development Network
6.6 Ratification of Contract with EADMS
6.7 Ratification of Contract with iParadigms, LLC for turnitin.com

6.8 Ratify Consultant Agreement between Tsugufumi Furuyama and Western Placer Unified School District.

6.9 Approve Rental Lease Agreement between Ray Morgan Company and WPUSD-Lincoln High School

6.10 Approve contract between Renaissance Learning and WPUSD/Twelve Bridges Elementary School.

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, but within the board's subject matter jurisdiction. 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 "Request to Address Board of Trustees" are located at the entrance to the Performing Arts Theater. Request forms are to be submitted to the Board Clerk prior to the start of the meeting.

8. REPORTS & COMMUNICATION

8.1 Lincoln High School, Student Advisory – Jillian Loya

8.2 Western Placer Teacher's Association – Tara McCroskey

8.3 Western Placer Classified Employee Association – Mike Kimbrough

8.4 Superintendent - Scott Leaman

9. PUBLIC HEARING

9.1 Public Hearing on 2015-2018 Western Placer Unified School District LCAP

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

9.2 Public Hearing on 2015-16 Western Placer Unified School District Proposed Budget

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

10. ♦ACTION ♦DISCUSSION ♦INFORMATION

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

10.1 Information/ Discussion **WESTERN PLACER UNIFIED SCHOOL DISTRICT-ELECTIONS ANALYSIS OF MEASURE A - $60M (11/04/14) AND MEASURE J – $163M (11/02/10) – Leaman/Kilpatrick** *(14-15 G & O-Component I, II, III, V, IV)*

- With the success and passage of Measure A in November 2014, administration requested an election comparison analysis of Measure A, a $60M school bond on the November 4, 2014 ballot and Measure J, a $163M school bond on the

November 2, 2010 ballot. The analysis, completed by Amanda Clifford of Clifford Moss, will compare both measure, voting results, particular individual measure packaging, key demographics and other pertinent information.

10.2 Information/ **2015-16 BUDGET ASSUMPTIONS AND PROPOSED BUDGET FOR GENERAL FUND AND OTHER FUNDS – Kilpatrick** *(14-15 G & O-Component I, II, III, V, IV)*

- District staff has prepared the 2015-16 Proposed Budget documents for Board adoption at the June 16, 2015, Board of Trustees meeting. The recent State's May Revision Budget has an impact on our 2015-16 budget assumptions along with multi-year projections.

10.3 Action **PI YEAR 5 RESTRUCTURING PLAN FOR FIRST STREET ELEMENTARY SCHOOL– Callahan** *(14-15 G & O-Component I, II, III, V, IV)*

- Under ESEA, PI schools are responsible for implementing certain state and federal requirements during each year that they are in PI.

10.4 Information **CCPT GRANT – UPDATE ON MIDDLE SCHOOL AG PROGRAM – Callahan** *(14-15 G & O-Component I, II, III, V, IV)*

- As part of the California Career Pathways Trust (CCPT) Grant for Agriculture awarded to WPUSD a middle school program was added to Twelve Bridges and Glen Edwards Middle Schools. Students began taking an Agriculture elective in January 2015. Jessica Armistead will present an update to the board regarding the status of the new program at the middle schools.

10.5 Action **APPROVE RESOLUTION NO. 14/15.23 IN ORDER TO APPOINT A REPRESENTATIVE AND AN ALTERNATE TO THE SCHOOLS INSURANCE GROUP JOINT POWERS BOARD - Leaman** *(14-15 G & O Component I, II, III, IV, V)*

- As a participating agency in Schools Insurance Group, WPUSD must delegate a representative as a member of the Joint Powers Board and an alternate to serve in the absence of the representative.

Roll call vote:

10.6 Action **APPROVE RESOLUTION NO. 14/15.24, AUTHORIZING THE PURCHASE OF PORTABLE CLASSROOMS FROM IMPACT CONSTRUCTION SERVICES, INC., UNDER A PIGGYBACK CONTRACT PURSUANT TO EDUCATION CODE SECTION 20118 (LINCOLN HIGH SCHOOL) - Adell** *(14-15 G & O Component I, II, III, IV, V)*

- Due to projected growth and a current lack of available classroom space at Lincoln High School, it will be necessary for the District to add four (4) additional portable classrooms, one (1) portable restroom building, and associated site work at the site.

Roll call vote:

10.7 Action **APPROVE RESOLUTION NO. 14/15.25 AUTHORIZING THE PURCHASE OF PORTABLE CLASSROOMS FROM IMPACT CONSTRUCTION SERVICES, INC., UNDER A PIGGYBACK**

CONTRACT PURSUANT TO EDUCATION CODE SECTION 20118 (GLEN EDWARDS MIDDLE SCHOOL) - Leaman *(14-15 G & O Component I, II, III, IV, V)*

•Due to projected growth and a current lack of available classroom space at Glen Edwards Middle School, it will be necessary for the District to add one (1) additional standard portable classroom, one (1) portable science classroom, and associated site work at the site.

Roll call vote:

10.8 Discussion/ Action **COLLECTIVE BARGAINING AGREEMENT REOPENERS BETWEEN WESTERN PLACER UNIFIED SCHOOL DISTRICT AND THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION CHAPTER #741 – Davis** *(14-15 G & O-Component I, II, III, V, IV)*

•The reopener articles for the collective bargaining agreement between the California School Employees Association Chapter # 741 (CSEA) and the Western Placer Unified School District (WPUSD) are being submitted for ratification. Both parties have completed a collaborative effort to finalize the changes to the contract. The Tentative Agreement has been ratified by CSEA.

10.9 Discussion/ Action **COLLECTIVE BARGAINING AGREEMENT BETWEEN WESTERN PLACER UNIFIED SCHOOL DISTRICT AND THE WESTERN PLACER TEACHERS ASSOCIATION – Davis** *(14-15 G & O-Component I, II, III, V, IV)*

•The Collective Bargaining Agreement between the Western Placer Teachers Association (WPTA) and the Western Placer Unified School District (WPUSD) is being submitted for ratification. Both parties have completed a lengthy effort to finalize the contract. The terms of the agreement will be in effect from July 1, 2015 – June 30, 2018 with opportunities for both parties to reopen limited articles pursuant to the agreement. The Tentative Agreement has been ratified by WPTA.

10.10 Discussion/ Action **APPROVAL OF ADJUSTMENT TO SALARY FOR THE DISTRICT'S CERTIFICATED MANAGEMENT EMPLOYEES, ASSISTANT SUPERINTENDENTS & THE SUPERINTENDENT – Davis** *(14-15 G & O-Component I, II, III, V, IV)*

•In light of the Tentative Agreements with CSEA and WPTA effecting salary for other classified and certificated employees of the District which included an increase in salaries of 3.75% applied to the various salary schedules, retroactive to March 1, 2015, the District administration is recommending that the same 3.75% increase, retroactive to March 1, 2015, be applied to the positions which are listed on the Certificated Management, Assistant Superintendents, and Superintendent salary schedules. Copies of the proposed revised schedules are included.

10.11 Discussion/ Action **APPROVAL OF ADJUSTMENT TO SALARY FOR THE DISTRICT'S CLASSIFIED MANAGEMENT EMPLOYEES, SENIOR MANAGEMENT OF THE CLASSIFIED EMPLOYEES, CLASSIFIED/CONFIDENTIAL EMPLOYEES & GRANT FUNDED AFTER SCHOOL PROGRAM EMPLOYEES – Davis** *(14-15 G & O Component I, II, III, V, IV)*

•In light of the Tentative Agreements with CSEA and WPTA effecting salary for other classified and certificated employees of the District which included an increase in salaries of 3.75% applied to the various salary schedules, retroactive to March 1, 2015, the District administration is recommending that the same 3.75% increase, retroactive to March 1, 2015, be applied to the positions which are listed on the Classified Management, Senior Management of the Classified, and Classified/Confidential salary and Grant Funded After School Program salary schedules. Copies of the proposed revised schedules are included. The total estimated cost of the salary increase for these three employee groups is approximately $48,000 for the 2015-2016 school year.

10.12 **Discussion/ Action** **CONSIDER APPROVING REVISED JOB DESCRIPTION FOR THE PAYROLL/BENEFITS TECHNICIAN POSITION – Davis** *(14-15 G & O-Component I, II, III, V, IV)*

•As a part of the ongoing review of District needs and job descriptions by the District there exists a need to approve a revised job description for the Payroll/Benefits Technician position, which is a classified/confidential position in order to add some essential duties and to delineate the duties especially surrounding employee benefits. In light of the additional essential duties and responsibilities being added there will be an increase in compensation for the Payroll/Benefits Technician of $1.12 per hour effective for the 2015-2016 school year.

10.13 **Discussion/ Action** **CONSIDER APPROVING REVISED JOB DESCRIPTION FOR THE PERSONNEL ACCOUNTING TECHNICIAN POSITION – Davis** *(14-15 G & O-Component I, II, III, V, IV)*

•As a part of the ongoing review of District needs and job descriptions by the District there exists a need to approve a revised job description for the Personnel Accounting Technician position, which is a classified/confidential position in order to update and correct some of the essential job duties. This is simply an adjustment to language in the job description and there is no financial impact as a result of this change.

10.14 **Action** **ADOPTION OF REVISED/NEW POLICIES/REGULATIONS/ EXHIBITS – Leaman** *(14-15 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 3260 Fees and Charges
- BP 3280 Sale, Lease, Rental of District-Owned Real Property
- AR 3460 Financial Reports and Accountability
- BP 6146.1 High School Graduation Requirements
- AR 6159.4 Behavioral Interventions for Special Education Students
- BB 9324 Minutes and Recordings

11. BOARD OF TRUSTEES

11.1 FUTURE AGENDA ITEMS

The following are a number of agenda items that the Board of Trustees has been monitoring. They are NOT action items for tonight's meeting, but are noted here for

continuing purposes and to ensure that when there are changes or new information they will be called up as Action/Discussion/Information.

- High School in the Twelve Bridges Area
- Lincoln Crossing Elementary South/Facilities Update
- Community Information Breakfast (*Fall*)

11.2 BOARD MEMBER REPORTS/COMMENTS

12. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

- **June 16, 2015 7:00 P.M.**, Regular Meeting of the Board of Trustee – Lincoln High School

13. ADJOURNMENT

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

Posted: 052915

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DISCLOSURE

OF ACTION

TAKEN IN

CLOSED SESSION,

IF ANY

Western Placer Unified School District
CLOSED SESSION AGENDA

Place: **Lincoln High School – Library**
Date: **Tuesday, June 2, 2015**
Time: **5:35 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
Ryan Davis, Assistant Superintendent of Personnel Services
Audrey Kilpatrick, Assistant Superintendent Business and Operations
Kerry Callahan, Assistant Superintendent of Educational Services

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
Ryan Davis
Assistant Superintendent
of Personnel Services

ENCLOSURES:
No

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 2, 2015

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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SUBJECT:
PUBLIC EMPLOYEE EMPLOYMENT/DISCIPLINE/ DISMISSAL/RELEASE

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Ryan Davis
Assistant Superintendent of Personnel Services

ENCLOSURES:
No

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 2, 2015

ROLL CALL REQUIRED:
Yes

BACKGROUND:

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

RECOMMENDATION:

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

wp/rk/factform

4.2

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:
Rejection of Claim (Student No. 14-15.1)
Pursuant to Government Codes 910

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
Audrey Kilpatrick,
Assistant Superintendent of
Business and Operations

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 2, 2015

ROLL CALL REQUIRED:
Yes

BACKGROUND:

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

RECOMMENDATION:

Administration recommends the Board of Trustees reject the claim.

wp/rk/factform

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:
CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION

AGENDA ITEM AREA:
Disclosure of Action Taken in Closed Session

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 2, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to Case 34-2014-80001762, Western Placer Unified School District vs. State of California

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

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

SUBJECT:
Interdistrict Appeal

AGENDA ITEM AREA:
Disclosure of Action Taken in Closed Session

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 2, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will discuss disclose any action taken in closed session regarding the following transfer appeals:

- Interdistrict Request Appeal 15/16 - 32
- Interdistrict Request Appeal 15/16 - 33
- Interdistrict Request Appeal 15/16 - 34
- Interdistrict Request Appeal 15/16 - 35

ADMINISTRATION RECOMMENDATION:

Disclose any action taken.

wp/rk/factform

SPECIAL

ORDER

OF

BUSINESS

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:
District Will Honor

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

AGENDA ITEM AREA:
Special Order of Business

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 2, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees would like to Honor Retirees, and other Special Staff.

RECOMMENDATION:

wp/rk/facsheetrecog

WESTERN PLACER
UNIFIED SCHOOL DISTRICT

2014-15 CLASSIFIED EMPLOYEES OF THE YEAR

The following were voted Employee of the Year in their category Classification, be their peers.

Yolanda Venegas
Child Nutrition

Ramon Iniguez
Maintenance & Operations

Gloria Garcia
Office & Technical

Maribel Vergara
Para-Educator & Instructional Assistance

Valerie Smith
Support Services & Security

Maria Armstrong
Transportation Department

Gloria Garcia
WPUSD overall Employee of the Year 2014-15

Yolanda Venegas
Placer County Child Nutrition Employee of the Year 2014-15

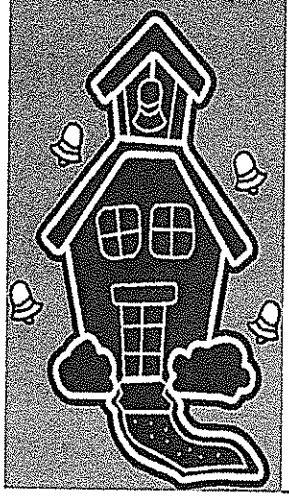
Debbie Tofft
Ray Gonzales
Teachers of the Year 2014-15

5.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT

RETIREES

* Alice Bartley
* Carolyn Brown
* Gloria Garcia
* Christine Hawley
* Patricia Laird
* Janene Malatesta
* Hilma Valtatie
* Dan Williams
* Manuel Nevaraz
* Caroldee Althouse
* Rosie Kirkland



Honoring Retirees
Please Join Us

The Western Placer Unified School District would like to invite you to the Governing Board Meeting on Tuesday, June 2, 2015 where we plan to honor you for your years of dedicated service to the students of WPUSD. Please feel free to bring any friends or family members to the meeting.

Date: June 2, 2015

Time: 7:00 p.m.

Location: 790 J Street, LHS Performing Arts Theater

5.2

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:
Approval of Minutes:
- 05/05/15 Regular Board of Trustee Meeting
- 05/19/15 Regular Board of Trustee Meeting

AGENDA ITEM AREA:
CONSENT AGENDA

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 2, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:

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

- May 5, 2015 Regular Board of Trustee Meeting
- May 19, 2015 Regular Board of Trustee Meeting

RECOMMENDATION:

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

wp/rk/factform

Western Placer Unified School District
Regular Meeting of the Board of Trustees
May 5, 2015, 7:00 P.M.
LINCOLN HIGH SCHOOL – Performing Arts Theater
790 J Street, Lincoln, CA 95648

MINUTES

2013-2014 Goals & Objectives (G & 0) for the Management Team: Component I: Quality Student Performance; Component II: Curriculum Themes; Component III: Special Student Services; Component IV: Staff & Community Relations; Component V: Facilities/Administration/Budget.

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

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

Others Present:
Scott Leaman, Superintendent
Audrey Kilpatrick, Assistant Superintendent of Business & Operations
Ryan Davis, Assistant Superintendent of Personnel Services
Kerry Callahan, Assistant Superintendent of Educational Services
Rosemary Knutson, Secretary to the Superintendent
Randy Woods, TBMS Vice Principal
Stacey Brown, GEMs Principal
Chuck Whitecotton, PHS Principal
Carol Percy, Lincoln News Messenger

5:15 P.M. START

1. **CALL TO ORDER** – Lincoln High School – Performing Arts Theater

2. **COMMUNICATION FROM THE PUBLIC**

5:20 P.M.

3. **CLOSED SESSION** – Lincoln High School – Library
   - 3.1 **CONFERENCE WITH LABOR NEGOTIATOR**
     Bargaining groups: WPTA & CSEA Negotiations
     Agency Negotiators: Scott Leaman, Superintendent, Ryan Davis, Assistant Superintendent of Personnel Services, Audrey Kilpatrick, Assistant Superintendent of Business and Operations, Kerry Callahan, Assistant Superintendent of Educational Services
   - 3.2 **PERSONNEL**
     Public Employee Employment/Discipline/Dismissal/Release

3.3 **INTERDISTRICT ATTENDANCE APPEAL**

a. Interdistrict Request Appeal 15/16 – 16
b. Interdistrict Request Appeal 15/16 – 17
c. Interdistrict Request Appeal 15/16 – 18
d. Interdistrict Request Appeal 15/16 – 19
e. Interdistrict Request Appeal 15/16 – 20
f. Interdistrict Request Appeal 15/16 – 21

7:00 P.M.

4. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE**–Lincoln High Performing Arts Theater

The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

4.1 **CONFERENCE WITH LABOR NEGOTIATOR**

Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators: Scott Leaman, Superintendent, Ryan Davis, Assistant Superintendent of Personnel Services, Audrey Kilpatrick, Assistant Superintendent of Business and Operations, Kerry Callahan, Assistant Superintendent of Educational Services

No action was taken

4.2 **PERSONNEL**

Public Employee Employment/Discipline/Dismissal/Release

Mrs. Wyatt reported out of close session, the Board to action to approve and ratified a separation and release Agreement between employee CL 14/15.4, CSEA and Western Placer Unified School District. Passed by a 5-0 roll call vote (**Ayes:** *Long, Haley, Carras, Wyatt, Armitage* **No:** *None*)

4.3 **INTERDISTRICT ATTENDANCE APPEAL**

a. Interdistrict Request Appeal 15/16 – 16

Motion by Mr. Armitage, seconded by Mr. Carras and passed by a 5-0 (**Ayes:** *Armitage, Carras, Haley, Long, Wyatt* **No:** *None*) vote to approve transfer appeal.

b. Interdistrict Request Appeal 15/16 – 17

Motion by Mr. Carras, seconded by Mr. Long, and passed by a 5-0 (**Ayes:** *Armitage, Carras, Haley, Long, Wyatt* **No:** *None*) vote to deny transfer appeal.

c. Interdistrict Request Appeal 15/16 – 18

Motion by Mrs. Wyatt, seconded by Mr. Carras, and passed by a 3-2 (**Ayes:** *Carras, Haley, Wyatt* **No:** *Armitage, Long*) vote to approve transfer appeal.

d. Interdistrict Request Appeal 15/16 – 19

Parent withdrew appeal

e. Interdistrict Request Appeal 15/16 – 20

Motion by Mr. Armitage, seconded by Mr. Carras, and passed by a 5-0 (Ayes: *Armitage, Carras, Haley, Long, Wyatt* **No:** *None*) vote to approve transfer appeal.

f. Interdistrict Request Appeal 15/16 – 21

Motion by Mr. Long, seconded by Mr. Carras, and passed by a 5-0 (Ayes: *Armitage, Carras, Haley, Long, Wyatt* **No:** *None*) vote to approve transfer appeal.

5. CONSENT AGENDA

5.1 Approval of Meeting Minutes for:
- March 3 & March 17, 2015 Regular Board of Trustee Meeting

5.2 Approval of Warrants
5.3 Certificated Personnel Report
5.4 Classified Personnel Report
5.5 Student Discipline Stipulated Expulsion Student #14/15 – H.
5.6 Approve California Interscholastic Federation Application for 2015-16 School Year at Lincoln High School.
5.7 Ratification of Contract with board Docs and Western Placer Unified School District.
5.8 Ratification of Contract – MCT Vision Screening
5.9 Ratification of Contract with Economic Planning Systems and Western Placer Unified School District.
5.10 Ratification of Contract with Shady Creek Outdoor School and Glen Edwards Middle School
5.11 Ratification of Contract with Rocklin Lanes and Glen Edwards Middle School.
5.12 Ratification of Contract with Starstruck Showcase and Carlin C. Coppin.
5.13 Overnight Field Trip – Phoenix High School
5.14 Ratification of Contract with TNT Fireworks and Western Placer Unified School District.

Mr. Armitage requested to pull 5.5 for discussion. Motion by Mr. Armitage, seconded by Mrs. Wyatt, and passed by a 5-0 (**Ayes:** *Long, Wyatt, Armitage, Carras, Haley* **No:** *None*) roll call vote to approve consent agenda as presented with the exception of 5.5.

Mr. Armitage had a concern for the nature of the offence, and that the student was out for one week and now back at school. The school felt they wanted to work with this individual student, if there is another incident it will be an automatic expulsion. Motion by Mr. Armitage, seconded by Mrs. Wyatt, and passed by a 5-0 (**Ayes:** *Wyatt, Armitage, Carras, Long, Haley* **No:** *None*) roll call vote to approve 5.5 the Stipulated Expulsion for student #14/15-H.

6. COMMUNICATION FROM THE PUBLIC

Ted Widing with Lincoln Kiwanis presented checks to both Glen Edwards Middle School and Twelve Bridges Middle School. Both Mr. Brown and Mr. Woods were present to receive checks to help support the Literacy Program. Both checks were in the amount of $1,500.00 each.

7. REPORTS & COMMUNICATION

7.1 Lincoln High School, Student Advisory, Jillian Loya, not present

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

7.3 Western Placer Classified Employee Association, Mike Kimbrough, was not present

7.4 Superintendent, Scott Leaman reported the following:

- There will be a variety of positions being posted this week or next week.
- Will be filling the Sheridan position as ½ time principal and with half time music/science.
- Director of supplemental programs will also be open
- There are many other positions that will be open for the district
- Appreciate all the efforts around negotiations, with the groups.
- WASC went very well and the high school did a great job.

8. ♦ACTION ♦DISCUSSION ♦INFORMATION

8.1 Action **APPROVE RESOLUTION 14/15.22 AUTHORIZING THE ISSUANCE AND SALE OF GENERAL OBLIGATION, ELECTION OF 2014, SERIES 2015A, PRELIMINARY OFFICIAL STATEMENT AND BOND PURCHASE AGREEMENT – Kilpatrick** *(14-15 G & O-Component I, II, III, V, IV)*

•In 2014, the voters passed Measure A, a Proposition 39 election authorization to issue $60 million of general obligation bonds. Measure A is to provide for the construction of a new high school in the Twelve Bridges area, and improve Lincoln High School by updating/replacing aging classrooms and support facilities, and instructional technology needed for improved teaching, replacing portable classrooms, repairing/replacing roofs, worn-out floors, electrical systems, seismic upgrades and improving energy efficiency.

Audrey Kilpatrick presented Resolution #14/15.22 for issuance of the general bond. Motion by Mr. Carras, seconded by Mr. Armitage, and passed by a 5-0 (**Ayes:** *Armitage, Carras, Long, Wyatt, Haley* **No:** *None*) roll call vote to approve Resolution 14/15.22 authorizing the issuance and sale of General Obligation, Election of 2014, Series 2015A, Preliminary Official Statement and Bond Purchase Agreement. This will include 10 million for LHS, and 10 million for the Twelve Bridges site.

8.2 Discussion/ Action **CONSIDER APPROVING NEW JOB DESCRIPTION FOR DIRECTOR OF SUPPLEMENTAL PROGRAMS AND ACCOUNTABILITY – Davis** *(14-15 G & O-Component I, II, III, V, IV)*

•After the recent vacancy in the Program Support Specialist for Categorical Programs position, District Administration reviewed the overall needs of the

Educational Services Department and the school sites and determined that there exists a need for a new position, to replace the previous Program Support Specialist role, for a Director of Supplemental Programs and Accountability to best serve the needs of the District.

Ryan Davis presented the new job description for Director of Supplemental Programs. Motion by Mrs. Wyatt, seconded by Mr. Carras and passed by a 5-0 (**Ayes:** *Armitage, Carras, Haley, Long, Wyatt* **No:** *None*) vote to approve the new job description for Director of Supplemental Programs and Accountability.

8.3 Action **ADOPTION OF REVISED/NEW POLICIES/REGULATIONS/ EXHIBITS – Leaman** *(14-15 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 5146 Married/Pregnant/Parenting Students
- BP 6142.6 Visual and Performing Arts Education
- BP/AR 6145 Extracurricular and Cocurricular Activities
- BP/AR 6176 Weekend/Saturday Classes

Motion by Mr. Carras, seconded by Mr. Armitage and passed by a 5-0 (**Ayes:** *Armitage, Carras, Haley, Long, Wyatt* **No:** *None*) vote to approve revised/new policies/regulations/exhibits as presented.

9. BOARD OF TRUSTEES

9.1 FUTURE AGENDA ITEMS

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

- High School in the Twelve Bridges Area
- Lincoln Crossing Elementary South/Facilities Update
- Community Information Breakfast (*Fall*)

9.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Long shared he attended the accreditation meeting
Mrs. Wyatt shared Rotary gave money to both First Street and Creekside Oaks School. Also today is "Big Day of Giving"
Mr. Armitage had no report
Mr. Carras had no report
Mr. Haley had no report

10. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

➢**May 19, 2015 7:00 P.M.**, Regular Meeting of the Board of Trustee – First Street Elementary School

11. ADJOURNMENT

There being no further business the meeting was adjourned at 7:35 p.m.

Brian Haley, President

Kris Wyatt, Clerk

Scott Leaman, Superintendent

Rosemary Knutson, Secretary to the Superintendent

Adopted:

Ayes:

Noes:

Absent

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

Western Placer Unified School District
Regular Meeting of the Board of Trustees
May 19, 2015, 7:00 P.M.
First Street Elementary School – Multi–Purpose Room
1400 First Street, Lincoln, CA 95648

MINUTES

2014-2015 Goals & Objectives (G & 0) for the Management Team: Component I: Quality Student Performance; Component II: Curriculum Themes; Component III: Special Student Services; Component IV: Staff & Community Relations; Component V: Facilities/Administration/Budget.

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

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

Others Present:
Scott Leaman, Superintendent
Audrey Kilpatrick, Assistant Superintendent of Business & Operations
Ryan Davis, Assistant Superintendent of Personnel Services
Kerry Callahan, Assistant Superintendent of Educational Services
Rosemary Knutson, Secretary to the Superintendent
Carol Percy, Lincoln News Messenger

5:40 P.M. START

1. **CALL TO ORDER** – First Street Elementary School – 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 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 Multi-Purpose Room. Request forms are to be submitted to the Board Clerk prior to the start of the meeting.

5:45 P.M.

3. **CLOSED SESSION** – First Street Elementary School – Conference Room

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

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

3.3 **INTERDISTRICT ATTENDANCE APPEAL**
a. Interdistrict Request Appeal 15/16 – 22
b. Interdistrict Request Appeal 15/16 – 23
c. Interdistrict Request Appeal 15/16 – 24
d. Interdistrict Request Appeal 15/16 – 25
e. Interdistrict Request Appeal 15/16 – 26
f. Interdistrict Request Appeal 15/16 – 27
g. Interdistrict Request Appeal 15/16 – 28
h. Interdistrict Request Appeal 15/16 – 29
i. Interdistrict Request Appeal 15/16 – 30

7:00 P.M.

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

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

No action was taken

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

No action was taken

4.3 **INTERDISTRICT ATTENDANCE APPEAL**
a. Interdistrict Request Appeal 15/16 – 22

Motion by Mrs. Wyatt, seconded by Mr. Long, and passed by a 4-1 (**Ayes:** *Carras, Haley, Long, Wyatt* **No:** *Armitage*) vote to deny transfer appeal.

b. Interdistrict Request Appeal 15/16 – 23

Motion by Mr. Armitage, seconded by Mr. Long, and passed by a 5-0 (**Ayes:** *Armitage, Carras, Haley, Long, Wyatt* **No:** *None*) vote to deny transfer appeal.

c. Interdistrict Request Appeal 15/16 – 24

Motion by Mr. Long, seconded by Mr. Carras, and passed by a 5-0 (**Ayes**: *Armitage, Carras, Haley, Long, Wyatt* **No:** *None*) vote to deny transfer appeal.

d. Interdistrict Request Appeal 15/16 – 25

Motion by Mr. Armitage, seconded by Mrs. Wyatt, and passed by a 5-0 (Ayes: *Armitage, Carras, Haley, Long, Wyatt* **No:** *None*) vote to deny transfer appeal.

e. Interdistrict Request Appeal 15/16 – 26

Motion by Mrs. Wyatt, seconded by Mr. Long, and passed by a 5-0 (**Ayes**: *Armitage, Carras, Haley, Long, Wyatt* **No:** *None*) vote to deny transfer appeal.

f. Interdistrict Request Appeal 15/16 – 27

Motion by Mrs. Wyatt to approve, motion fails. Motion by Mr. Long, seconded by Mr. Armitage, and passed by a 4-1 (**Ayes**: *Armitage, Carras, Haley, Long* **No:** *Wyatt*) vote to deny transfer appeal.

g. Interdistrict Request Appeal 15/16 – 28

Motion by Mr. Armitage, seconded by Mrs. Wyatt, and passed by a 5-0 (Ayes: *Armitage, Carras, Haley, Long, Wyatt* **No:** *None*) vote to deny transfer appeal.

h. Interdistrict Request Appeal 15/16 – 29

Motion by Mrs. Wyatt, seconded by Mr. Armitage, and passed by a 5-0 (Ayes: *Armitage, Carras, Haley, Long, Wyatt* **No:** *None*) vote to deny transfer appeal.

i. Interdistrict Request Appeal 15/16 – 30

Motion by Mr. Armitage, seconded by Mr. Long, and passed by a 5-0 (Ayes: *Armitage, Carras, Haley, Long, Wyatt* **No:** *None*) vote to approve transfer appeal.

5. SPECIAL ORDER OF BUSINESS

School Being Featured: First Street Elementary School

Mr. Leaman introduced Mr. Ayala, Principal. Mr. Ayala shared information about 5th grade student, Elena Ivaldi. He read information about her participation in the USA Gold, and is ranked 12 in the nation, along with being the only girl on the team. He read a list of her many other accomplishments in Sports and Academics. Mr. Leaman presented her with a certificate.

Mrs. Munno, Mrs. Vargas, and Mrs. Wagner presented a program on the Kindergarten Bootcamp, they each shared parts of the program. Now Kindergarten is Standards Based Driven, with Phonological awareness; writing standards; text types and purposes. They shared student's results before and after the Bootcamp program.

6. CONSENT AGENDA

6.1 Certificated Personnel Report
6.2 Classified Personnel Report
6.3 Waiver of California High School Exit Exam Requirement for Diploma for Special Education Students Who Have Passed CAHSEE Math and/or CAHSEE ELA, with Modifications, LHS Students #A-1 – A-10.
6.4 Ratification of Contract with Schoology
6.5 Ratification of Contract with Starstruck Showcase and Foskett Ranch Elementary School.
6.6 Ratification of Contract with Total Compensation Systems, Inc. and Western Placer Unified School District.
6.7 Ratification of Contract with Bill Smith Photography and Lincoln Crossing Elementary.
6.8 Ratify Contract between Capitol Public Finance Group and Western Placer Unified School District.

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

7. COMMUNICATION FROM THE PUBLIC

No communication from the public

8. REPORTS & COMMUNICATION

8.1 Lincoln High School Student Advisory – Jillian Loya was not present
8.2 Western Placer Teacher's Association, Tara McCroskey reported the Governor's May revision sounds exciting. As WPTA president, we are celebrating (ESP) Educational Support Personnel. She thanked Mike Kimbrough and CSEA.
8.3 Western Placer Classified Employee Association – Mike Kimbrough was not present
8.4 Superintendent - Scott Leaman reported the following:

- Thanked Ruben for the presentation, and was very impressed with Kindergarten Bootcamp.
- Final newsletter of the year going out on Monday
- Still have a lot of staffing going on, have done screening for Asst. Supt., and interviews will be Friday. As well as other administration positions open in the district.
- Attended a workshop on Monday, regarding the Governor's May Revise, good news the Governor is keeping his word with more money going to education.

9. ♦ACTION ♦DISCUSSION ♦INFORMATION

9.1 Information/ Discussion **MAY REVISION – UPDATE OF 2015-16 GOVERNOR'S PROPOSED STATE BUDGET - Kilpatrick** *(14-15 G & O Component I, II, III, V, IV)*

•On May 14, 2015, Governor Jerry Brown released his May Revision to the proposals for the 2015-16 State Budget. The May Revision is a statutory

6.1.10

opportunity for the Governor to recast his proposals in light of the latest economic data.

Staff is reviewing the information and details of the Governor's May Revision and will also be attending the School Services of California May Revise conference on May 19, 2015 where more detailed information will be provided.

Staff will update the Board of Trustees on the latest 2015-16 State budget information based on the Governor's May Revision and the effect on the District for the 2015-16 fiscal year.

Audrey presented a powerpoint on the 2015-16 May Revision, which included the following:

- Themes and Thoughts
- GF Revenue Increases Over 2014-15 Budget Act
- K – 12 Spending Proposal – Overview
- Issue Not address in May Revision
- Progress Toward LCFF Implementation
- LCFF in One Chart
- January Budget vs. May Revision
- 2015-16 Local Control Funding Formula
- LCFF Gap Closure Estimates
- Stand-Alone Categoricals
- One-Time Discretionary Funding
- Funding CalPERS and CalSTRS

This was information only item.

9.2 Action **ADOPTION OF REVISED/NEW POLICIES/REGULATIONS/ EXHIBITS – Leaman** *(14-15 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 3513.3 - Tobacco-Free Schools
- BP/AR 4131 - Staff Development
- BP/AR 4231 - Staff Development
- BP/AR 4331 - Staff Development
- BP/AR 5123 - Promotion/Acceleration/Retention
- BP 5131.62 – Tobacco
- BP/AR 5141.21 - Administering Medication and Monitoring Health Conditions
- BP/AR 5144.1 - Suspension and Expulsion/Due Process
- BP/AR 6141.5 - Advanced Placement
- BP/AR 6142.91 - Reading/Language Arts Instruction
- BP 6142.92 - Mathematics Instruction
- BP/AR 6151 - Class Size
- BP 6162.5 - Student Assessment
- BP 6162.54 - Test Integrity/Test Preparation
- BP/AR 6164.2 - Guidance/Counseling Services
- BP/AR 6173.1 - Education for Foster Youth
- BP 6177 - Summer Learning Programs

- BP/AR 6184 - Continuation Education

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

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.

- High School in the Twelve Bridges Area
- Lincoln Crossing Elementary South/Facilities Update
- Community Information Breakfast (*Fall*)

10.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Long shared there is a Choir Performance Thursday night at LHS
Mrs. Wyatt attended scholarship awards night at LHS, also attended Classified Employee/Teacher of the Year Awards night, it was very nice. Commended Ruben on tonight's presentation. She shared Kindergarten teacher, Ms. Vargas was a LHS graduate, and it's good to see students come back and teach. Thrilled there are no pink slips this year. Lincoln Rotary gave 21 bikes this year, and $6,000. towards self-esteem programs, as well as scholarship monies.
Mr. Armitage TBMS Spring concert is on Thursday
Mr. Carras enjoyed hearing the students play their instruments
Mr. Haley remembers the education foundation gave First Street School start up funds for their band.

11. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

- **June 2, 2015** 7:00 P.M., Regular Meeting of the Board of Trustees – Lincoln High School - Performing Arts Theater
- **June 16, 2015** 7:00 P.M., Regular Meeting of the Board of Trustees – Lincoln High School - Performing Arts Theater

12. ADJOURNMENT

There being no further business the meeting was adjourned at 8:20 p.m.

Brian Haley, President

Kris Wyatt, Clerk

Scott Leaman, Superintendent

Rosemary Knutson, Secretary to the Superintendent

Adopted:

Ayes:

Noes:

Absent:

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

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
Approval of Warrants

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Audrey Kilpatrick
Assistant Superintendent of
Business and Operations

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

DEPARTMENT:
Business Services

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 2, 2015

ROLL CALL REQUIRED:
N/A

BACKGROUND:

The Board of Trustees will consider approval of warrants paid since the May 5, 2015 board meeting.

RECOMMENDATION:

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

wp/rk/factsheetwarrants

6.2

Checks Dated 05/01/2015

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85428707	05/01/2015	CROWN DISTRIBUTING INC.	13-4380		866.94
85428708	05/01/2015	DISCOUNT SCHOOL SUPPLY	01-4300		245.15
85428709	05/01/2015	GOLD STAR FOODS, INC	13-4710		103.54
85428710	05/01/2015	GOLDEN STATE EQUIPMENT REPAIR	13-5600		1,506.91
85428711	05/01/2015	PIZZA GUYS	13-4710		664.97
85428712	05/01/2015	SCHOOL SPECIALTY INC	01-4300	815.00	
			01-4400	1,116.60	1,931.60
85428713	05/01/2015	PACIFIC GAS & ELECTRIC CO	01-5510		5,890.28
85428714	05/01/2015	VERIZON WIRELESS	01-5560	1,526.64	
			11-5560	32.17	
			12-5560	32.17	
			13-5560	71.34	1,662.32
85428715	05/01/2015	Krystal G. Arnold	01-4300		99.99
85428716	05/01/2015	Heather A. Graves	01-4300		411.70
85428717	05/01/2015	Brandon D. Lopez	01-4300		170.90
85428718	05/01/2015	Barbara G. Muskat	01-4300		185.00
85428719	05/01/2015	Clinton J. Nelson	01-4300		108.41
85428720	05/01/2015	Karen C. Newman	01-4300		29.01
85428721	05/01/2015	Kristin N. Noriega	01-4300		121.91
85428722	05/01/2015	Karen A. Roberts	01-4300		84.68
85428723	05/01/2015	Courtney A. Sisney	01-4300		187.56
85428724	05/01/2015	ARBOR SCIENTIFIC	01-4300	298.22	
			Unpaid Sales Tax	19.15-	279.07
85428725	05/01/2015	BANK OF AMERICA #6993 BUSINESS CARD	01-4300		1,426.32
85428726	05/01/2015	BARNES & NOBLE BOOKSTORES	01-4300		50.66
85428727	05/01/2015	BEST BUY FOR BUSINESS	01-4300		52.14
85428728	05/01/2015	CA STATE UNIVERSITY SACRAMENTO	01-5200		600.00
85428729	05/01/2015	CALIF FOUNDATION FOR BIRDS OF PREY	01-5800		1,500.00
85428730	05/01/2015	CALTRONICS BUSINESS SYSTEMS	01-5600		91.80
85428731	05/01/2015	CDW GOVERNMENT INC	01-4300		438.37
85428732	05/01/2015	CELEBRATIONS PARTY RENTALS	01-5600		471.64
85428733	05/01/2015	CITY OF LINCOLN/NON UTILITY	01-5800		135.00
85428734	05/01/2015	CLASSROOM DIRECT.COM	01-4300		72.50
85428735	05/01/2015	CURRICULUM ASSOCIATES INC.	01-4300		327.49
85428736	05/01/2015	DISCOVERY OFFICE SYSTEMS	01-4300	277.43	
			01-5600	361.99	639.42
85428737	05/01/2015	FOLLETT LIBRARY RESOURCES	01-4300		82.18
85428738	05/01/2015	GOPHER SPORT	01-4300		622.59
85428739	05/01/2015	HUTU ANAPE CULTURAL FOUNDATION	01-5800		2,500.00
85428740	05/01/2015	INSECT LORE	01-4300		191.50
85428741	05/01/2015	LAKESHORE LEARNING MATERIALS	01-4300		513.34
85428742	05/01/2015	MAGICAL MOONSHINE THEATRE	01-5800		895.00
85428743	05/01/2015	MARK J FOWLER	01-5800		1,000.00
85428744	05/01/2015	MIKE SMITH PHOTOGRAPHY	01-5600		218.00
85428745	05/01/2015	NASCO MODESTO	01-4300		262.25
85428746	05/01/2015	OFFICE DEPOT	01-4300		2,277.08

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ESCAPE ONLINE

Checks Dated 05/01/2015

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85428747	05/01/2015	OHLONE COMMUNITY COLLEGE	01-5200		198.00
85428748	05/01/2015	ORIENTAL TRADING COMPANY INC	01-4300	33.87	
			Unpaid Sales Tax	1.88-	31.99
85428749	05/01/2015	PACIFIC ENVIRONMENTAL	01-5800		8,687.00
85428750	05/01/2015	POSTMASTER / GEMS	01-4300		539.00
85428751	05/01/2015	REALLY GOOD STUFF	01-4300	585.88	
			Unpaid Sales Tax	35.68-	550.20
85428752	05/01/2015	SAFEWAY INC	01-4300		84.68
85428753	05/01/2015	SANDS INN & SUITES	01-5200		280.22
85428754	05/01/2015	SCHOLASTIC BOOKS	01-4300		508.00
85428755	05/01/2015	SCHOOL SPECIALTY INC	01-4300		1,624.08
85428756	05/01/2015	SCHOOLOGY	01-5800		5,040.00
85428757	05/01/2015	STAPLES ADVANTAGE	01-4300		5,091.29
85428758	05/01/2015	STRIKES UNLIMITED, INC.	01-5800		100.00
85428759	05/01/2015	TIMOTHY DEAN WILLIAMS DBA: CREATIVE SOULS	11-5800		85.00
85428760	05/01/2015	WARD'S NATURAL SCIENCE	01-4300		62.50
85428761	05/01/2015	WESTERN BLUE AN NWN COMPANY	01-4300		760.45
85428762	05/01/2015	Janet Spilman	01-5200		36.80
85428763	05/01/2015	Justin Mori	01-5200		126.50
85428764	05/01/2015	Monica Sullivan	01-5200		119.60
85428765	05/01/2015	Shelley Friey	01-5200		33.35
85428766	05/01/2015	Jessica L. Rogers	01-4300		95.53
85428767	05/01/2015	ADI HONEYWELL INTERNATIONAL	01-4300		18.77
85428768	05/01/2015	APPLE INC.	01-4300		220.00
85428769	05/01/2015	ATTAINMENT COMPANY INC	01-4300		46.93
85428770	05/01/2015	BANK OF AMERICA #4408	01-4300	25.00	
			01-5200	75.00	100.00
85428771	05/01/2015	CDW GOVERNMENT INC	01-4300	34.30	
			01-5800	292.30	326.60
85428772	05/01/2015	CITY OF LINCOLN - ALARM PRGM LINCOLN POLICE DEPARTMENT	01-5800		20.00
85428773	05/01/2015	DISCOVERY OFFICE SYSTEMS	01-5600		144.13
85428774	05/01/2015	FOLLETT EDUCATIONAL SERVICES	01-4100		3,338.17
85428775	05/01/2015	GRAINGER .	01-4300		107.93
85428776	05/01/2015	GUIDING FITNESS	01-5800		750.00
85428777	05/01/2015	KRONICK MOSKOVITZ TIEDEMANN	01-5810		2,982.93
85428778	05/01/2015	LOZANO SMITH, LLP	01-5810	6,631.62	
			21-5810	754.00	
			25-5810	3,290.25	10,675.87
85428779	05/01/2015	LPA INC.	21-6210	2,425.00	
			25-6210	1,975.00	4,400.00
85428780	05/01/2015	MAXIM HEALTHCARE SERVICES DBA MAXIM STAFFING SOLUTIONS	01-5800		1,087.50
85428781	05/01/2015	MEDICAL BILLING TECHNOLOGIES	01-5800		172.00
85428782	05/01/2015	MEDISCAN, INC.	01-5800		6,000.00
85428783	05/01/2015	MI PUEBLITO TAQUERIA	01-4300		800.00

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Checks Dated 05/01/2015

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85428784	05/01/2015	MIRACLE PLAYSYSTEMS INC	01-4300		191.23
85428785	05/01/2015	PCOE - PLACER CO OFFICE OF ED	01-5200	9,500.00	
			01-5800	2,400.00	11,900.00
85428786	05/01/2015	PLACER COUNTY SELPA	01-5200		600.00
85428787	05/01/2015	PURCHASE POWER	01-4300		151.06
85428788	05/01/2015	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		127.93
85428789	05/01/2015	SAC VAL JANITORIAL SALES	01-4300		29.56
85428790	05/01/2015	SCHOOL SPECIALTY INC	01-4300		115.24
85428791	05/01/2015	SIERRA OFFICE SUPPLIES &	01-4300		417.63
85428792	05/01/2015	SIG EMPLOYEE BENEFITS TRUST	76-9554		621,410.70
85428793	05/01/2015	SUPER DUPER SCHOOL COMPANY	01-4300	112.56	
			Unpaid Sales Tax	7.86-	104.70
85428794	05/01/2015	THE FRUITGUYS	01-5800		82.00
85428795	05/01/2015	TROXELL COMMUNICATIONS	01-4300	483.75	
			01-4400	1,475.00	1,958.75
85428796	05/01/2015	UNIVERSAL SPECIALTIES, INC.	01-4300		1,589.80
85428797	05/01/2015	VALLEY PRECISION GRADING INC	40-5800		2,900.00
		Total Number of Checks	**91**		**725,740.84**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	83	89,687.42
11	Adult Education Fund	2	117.17
12	Child Development Fund	1	32.17
13	Cafeteria Fund	5	3,213.70
21	Building Fund #1	2	3,179.00
25	Capital Facilities Fund	2	5,265.25
40	Spec Res For Capital Outlay	1	2,900.00
76	Payroll Fund	1	621,410.70
	Total Number of Checks	**91**	725,805.41
	Less Unpaid Sales Tax Liability		64.57-
	Net (Check Amount)		**725,740.84**

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Checks Dated 05/08/2015

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85429922	05/08/2015	PACIFIC GAS & ELECTRIC CO	01-5510		6,185.53
85429923	05/08/2015	WAVE BROADBANK - ROCKLIN	01-5560		82.80
85429924	05/08/2015	"DANIELSEN COMPANY, THE"	13-4380	264.74	
			13-4710	6,088.70	
			Unpaid Sales Tax	5.49-	6,347.95
85429925	05/08/2015	CROWN DISTRIBUTING INC.	13-4380		964.25
85429926	05/08/2015	D & P CREAMERY	13-4710		8,780.55
85429927	05/08/2015	GOLD STAR FOODS, INC	13-4710		6,369.31
85429928	05/08/2015	ORIENTAL TRADING COMPANY INC	01-4300	467.98	
			Unpaid Sales Tax	29.87-	438.11
85429929	05/08/2015	PIZZA GUYS	13-4710		1,092.58
85429930	05/08/2015	PROPACIFIC FRESH	13-4710		1,234.92
85429931	05/08/2015	S & S WORLDWIDE	01-4300		1,524.09
85429932	05/08/2015	SARA LEE	13-4710		723.91
85429933	05/08/2015	SYSCO SACRAMENTO	13-4380	326.71	
			13-4710	885.00	1,211.71
85429934	05/08/2015	VENDMART OF SACRAMENTO	13-4710		844.59
85429935	05/08/2015	Amanda Y. Burch	01-5200		113.28
85429936	05/08/2015	Brooke A. Crosthwaite	01-5200		22.48
85429937	05/08/2015	Tracey N. Lillie	01-5200	117.88	
			11-5200	96.60	214.48
85429938	05/08/2015	Jina S. Martelle	11-5200		12.65
85429939	05/08/2015	Wendy K. Meagher	01-5200		48.60
85429940	05/08/2015	Bonnie L. Pellow	01-5200		92.01
85429941	05/08/2015	Nancyann M. Rowell	01-5200		129.95
85429942	05/08/2015	Jennifer T. Sperber	01-5200		47.10
85429943	05/08/2015	Keyonna M. Williams	01-5200		163.88
85429944	05/08/2015	ATTAINMENT COMPANY INC	01-4300		100.68
85429945	05/08/2015	AUBURN TROPHIES	01-4300		43.00
85429946	05/08/2015	BOYLE FUTURE TECHNOLOGY	01-4340	65.00	
			01-4365	280.24	345.24
85429947	05/08/2015	BUS WEST - FRESNO	01-4365		77.21
85429948	05/08/2015	CAPITOL CLUTCH AND BRAKE INC	01-4365		46.05
85429949	05/08/2015	CAPITOL PUBLIC FINANCE GROUP	21-5800		3,450.00
85429950	05/08/2015	CAREER KIDS LLC	01-4300		531.45
85429951	05/08/2015	COLLEGE OAK TOWING	01-5800		675.00
85429952	05/08/2015	DISCOVERY OFFICE SYS/US BANK EQUIPMENT FINANCE	01-5600		1,545.56
85429953	05/08/2015	ECONOMIC & PLANNING SYS. INC.	49-5800		107.50
85429954	05/08/2015	Flex-Plan Services, Inc.	01-5800		121.00
85429955	05/08/2015	GRAINGER .	01-4300		99.49
85429956	05/08/2015	HORIZON	01-4300		41.06
85429957	05/08/2015	JANELLE PUBLICATIONS INC.	01-4300	42.70	
			Unpaid Sales Tax	2.70-	40.00
85429958	05/08/2015	JOHN DEERE LANDSCAPES	01-4300		200.42
85429959	05/08/2015	KRISTINE N CORN DBA SIERRA PEDIATRIC THERAPY CLINIC	01-5800		819.38

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Checks Dated 05/08/2015

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85429960	05/08/2015	LAKESHORE LEARNING MATERIALS	01-4300		714.61
85429961	05/08/2015	LAMINATION DEPOT	01-4300		62.22
85429962	05/08/2015	LPA INC.	01-6210		1,775.00
85429963	05/08/2015	MEDICAB OF SACRAMENTO/SIERRA	01-5800		913.00
85429964	05/08/2015	MEDICAL BILLING TECHNOLOGIES	01-5800		1,575.00
85429965	05/08/2015	PEARSON - PSYCHOLOGICAL CORP.	01-4300		2,808.00
85429966	05/08/2015	PEARSON EDUCATION	01-4100		483.65
85429967	05/08/2015	PLACER LEARNING CENTER	01-5800		35,212.40
85429968	05/08/2015	QUALITY SOUND SYSTEMS	01-5600		3,398.92
85429969	05/08/2015	QUEST MEDIA & SUPPLIES INC	01-5800		7,200.00
85429970	05/08/2015	RAINFORTH GRAU ARCHITECTS	21-6210		225.00
85429971	05/08/2015	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		60.32
85429972	05/08/2015	SAC VAL JANITORIAL SALES	01-4300		3,414.50
85429973	05/08/2015	SCHOOL SPECIALTY INC	01-4300		162.88
85429974	05/08/2015	SLAKEY BROTHERS	01-4300		38.23
85429975	05/08/2015	SOUTHWEST INTERIORS INC.	01-4300		1,451.83
85429976	05/08/2015	SUNBELT RENTALS	01-5600		610.14
85429977	05/08/2015	TAG / AMS INC	01-5800		152.00
85429978	05/08/2015	TALK TECHNOLOGIES INC	01-4300		2,551.00
85429979	05/08/2015	THE FRUITGUYS	01-5800		130.00
85429980	05/08/2015	VALLEY POWER SYSTEM INC	01-5600		2,821.94
85429981	05/08/2015	ZEP SALES & SERVICE	01-4300		111.78
85429982	05/08/2015	Daniel T. Alcorn	01-4300		177.56
85429983	05/08/2015	Joanne C. Burke	01-4300		115.59
85429984	05/08/2015	Barbara J. Green	01-4300		71.61
85429985	05/08/2015	Lisa A. Kaufman	01-4300		35.98
85429986	05/08/2015	Stephanie C. Maul	01-4300		252.75
85429987	05/08/2015	Clinton J. Nelson	01-4300		186.07
85429988	05/08/2015	Karen L. Villa	01-4300		138.23
85429989	05/08/2015	Kelli M. Willard	01-4300		17.76
85429990	05/08/2015	Melissa B. Willes	12-4300		179.77
85429991	05/08/2015	ALL PRO SOUND	01-4300	385.93	
			Unpaid Sales Tax	26.93-	359.00
85429992	05/08/2015	ANGELINA BROWN - DBA ANGEION CONSULTING	01-5800		2,343.33
85429993	05/08/2015	APPLE COMPUTER INC	01-4400		1,541.11
85429994	05/08/2015	AVALON PRINTING & GRAPHICS	01-4300		222.70
85429995	05/08/2015	B&H PHOTO VIDEO	01-4300	1,156.34	
			Unpaid Sales Tax	80.68-	1,075.66
85429996	05/08/2015	CATA CONFERENCE	01-5200		647.00
85429997	05/08/2015	CDW GOVERNMENT INC	01-4300		234.36
85429998	05/08/2015	CITY OF LINCOLN/NON UTILITY	01-5800		303.00
85429999	05/08/2015	DE LAGE LANDEN	01-5600		131.63
85430000	05/08/2015	DEMCO MEDIA	01-4300		155.89
85430001	05/08/2015	DICK BLICK COMPANY	01-4300		417.22
85430002	05/08/2015	DISCOUNT SCHOOL SUPPLY	01-4300		86.13

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Checks Dated 05/08/2015

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85430003	05/08/2015	DISCOVERY OFFICE SYSTEMS	01-4300		369.99
85430004	05/08/2015	FLINN SCIENTIFIC INC	01-4300		557.71
85430005	05/08/2015	FOLLETT SCHOOL SOLUTIONS, INC.	01-4200		446.80
85430006	05/08/2015	FULL COMPASS SYSTEMS	01-4300	374.05	
			01-4400	859.95	
			Unpaid Sales Tax	84.00-	1,150.00
85430007	05/08/2015	FUN AND FUNCTION	01-4300	226.44	
			Unpaid Sales Tax	14.10-	212.34
85430008	05/08/2015	FUTURE HORIZONS INC	01-4300		61.82
85430009	05/08/2015	GOPHER SPORT	01-4300		120.62
85430010	05/08/2015	GROTH MUSIC	01-4300	75.58	
			Unpaid Sales Tax	4.58-	71.00
85430011	05/08/2015	INTERACT	01-4300		47.74
85430012	05/08/2015	LAKESHORE LEARNING MATERIALS	01-4300		148.77
85430013	05/08/2015	LEGO EDUCATION	01-4300		638.37
85430014	05/08/2015	LINDA NICHOLS-PLOWMAN - DBA INTERACTIVE MEDIA PUBLISHING	01-4300	100.63	
			Unpaid Sales Tax	5.63-	95.00
85430015	05/08/2015	MCGRAW-HILL	01-4300		5,514.50
85430016	05/08/2015	MIKE SMITH PHOTOGRAPHY	01-5600		375.00
85430017	05/08/2015	MJB WELDING SUPPLY, INC.	01-4400		802.13
85430018	05/08/2015	NASCO MODESTO	01-4300		1,035.22
85430019	05/08/2015	NICKY'S COMMUNICATOR	01-4300	717.03	
			Unpaid Sales Tax	50.03-	667.00
85430020	05/08/2015	OFFICE DEPOT	01-4300		709.16
85430021	05/08/2015	ORIENTAL TRADING COMPANY INC	01-4300	70.17	
			Unpaid Sales Tax	3.99-	66.18
85430022	05/08/2015	PACIFIC ENVIRONMENTAL	01-5800		5,875.00
85430023	05/08/2015	PC & MacExchange	01-4400		2,975.36
85430024	05/08/2015	PLACER COUNTY MUSEUMS DIVISION	01-5800		840.00
85430025	05/08/2015	PLANK ROAD PUBLISHING INC	01-4300	195.97	
			Unpaid Sales Tax	12.35-	183.62
85430026	05/08/2015	PRO-ED	01-4300	534.38	
			Unpaid Sales Tax	34.11-	500.27
85430027	05/08/2015	REALLY GOOD STUFF	01-4300	1,353.16	
			Unpaid Sales Tax	82.91-	1,270.25
85430028	05/08/2015	REI RECREATIONAL EQUIPMENT INC	01-4300		677.71
85430029	05/08/2015	RISO PRODUCTS OF SAC INC	01-4300		502.72
85430030	05/08/2015	S & S WORLDWIDE	01-4300		349.06
85430031	05/08/2015	SAFEWAY INC	01-4300		230.66
85430032	05/08/2015	SCHOLASTIC TEACHING RESOURCES	01-4300		113.19
85430033	05/08/2015	SCHOOL SPECIALTY INC	01-4300		453.38
85430034	05/08/2015	SCIENTIFIC INSTRUMENT REPAIR	01-4300	90.99	
			01-5600	320.26	411.25
85430035	05/08/2015	SUPER 8 MOTEL	01-5200		348.08
85430036	05/08/2015	TEACHER CREATED RESOURCES	01-4300		73.56
85430037	05/08/2015	US BANK BUSINESS EQUIPMENT	01-5600		492.00
85430038	05/08/2015	WESTERN BLUE AN NWN COMPANY	01-4400		722.40

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Checks Dated 05/08/2015						
Check Number	Check Date	Pay to the Order of	Fund Object		Expensed Amount	Check Amount
		Total Number of Checks		117		148,560.40

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	103	117,350.99
11	Adult Education Fund	2	109.25
12	Child Development Fund	1	179.77
13	Cafeteria Fund	9	27,575.26
21	Building Fund #1	2	3,675.00
49	Mello Roos Capital Projects	1	107.50
	Total Number of Checks	117	148,997.77
	Less Unpaid Sales Tax Liability		437.37-
	Net (Check Amount)		148,560.40

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Checks Dated 05/13/2015

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85430564	05/13/2015	PACIFIC ENVIRONMENTAL	01-5800		7,230.00
85430565	05/13/2015	STAPLES ADVANTAGE	01-4300	8,148.61	
			13-4300	107.50	8,256.11
		Total Number of Checks	**2**		**15,486.11**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	2	15,378.61
13	Cafeteria Fund	1	107.50
	Total Number of Checks	**2**	15,486.11
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		**15,486.11**

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

6.2.8

Checks Dated 05/15/2015

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85431305	05/15/2015	CITY OF LINCOLN / PG&E REIMB	01-5510		1,826.92
85431306	05/15/2015	RECOLOGY FMRLY AUBURN PLACER DISPOSAL	01-5540		334.13
85431307	05/15/2015	SPURR	01-5530		8,170.73
85431308	05/15/2015	WAVE BROADBANK - ROCKLIN	01-5560		13,000.00
85431309	05/15/2015	Audrey K. Kilpatrick	01-5200		19.12
85431310	05/15/2015	A-Z BUS SALES INC	01-4365		2,474.21
85431311	05/15/2015	AIRGAS	01-4300		24.84
85431312	05/15/2015	APPLE INC.	01-4300	678.11	
			01-4400	597.93	1,276.04
85431313	05/15/2015	ARK THERAPEUTIC SERVICE INC	01-4300	123.05	
			Unpaid Sales Tax	7.73-	115.32
85431314	05/15/2015	AVID CENTER	01-5200		6,291.00
85431315	05/15/2015	B.Z. SERVICE STATION	01-5800		75.00
85431316	05/15/2015	BOYLE FUTURE TECHNOLOGY	01-4340	40.00	
			01-4365	82.16	122.16
85431317	05/15/2015	BRIGHT EYES ENTERPRISE, INC.	01-4300		257.85
85431318	05/15/2015	C & S TELECOMMUNICATIONS INC	01-5600		110.00
85431319	05/15/2015	DAWSON OIL COMPANY	01-4345		6,691.34
85431320	05/15/2015	GCR TIRES & SERVICE	01-4360		508.51
85431321	05/15/2015	GRAINGER .	01-4300		27.21
85431322	05/15/2015	HOLT OF CALIFORNIA	01-4365		434.37
85431323	05/15/2015	HORIZON	01-4300		238.23
85431324	05/15/2015	J & J SCREEN & GLASS	01-5600		675.50
85431325	05/15/2015	JABBERGYM INC.	01-5800		4,156.25
85431326	05/15/2015	KINKO'S INC. FEDEX ACCOUNT# 0579238461 0001	01-4300		70.94
85431327	05/15/2015	LOWE'S	01-4300		721.55
85431328	05/15/2015	LOY MATTISON DBA LOY MATTISON ENTERPRISES	01-5800		341.25
85431329	05/15/2015	LOZANO SMITH, LLP	01-5810		931.00
85431330	05/15/2015	LUIS FRASER DBA-DON'T TREAD ON ME REPTILE REMOVAL	01-5800		150.00
85431331	05/15/2015	MAXIM HEALTHCARE SERVICES DBA MAXIM STAFFING SOLUTIONS	01-5800		374.64
85431332	05/15/2015	MEDICAL BILLING TECHNOLOGIES	01-5800		261.30
85431333	05/15/2015	MISSION UNIFORM SERVICE INC	01-4300	71.12	
			01-5800	2,212.59	2,283.71
85431334	05/15/2015	NATIONAL AUTISM RESOURCE	01-4300		499.63
85431335	05/15/2015	ODYSSEY LEARNING CENTER, INC.	01-5800		9,671.49
85431336	05/15/2015	PLACER COUNTY SELPA	01-5200		375.00
85431337	05/15/2015	PLACER LEARNING CENTER	01-5800		2,118.40
85431338	05/15/2015	PRO-ED	01-4300	65.80	
			Unpaid Sales Tax	4.20-	61.60
85431339	05/15/2015	RAY MORGAN CO. / CHICO	01-5600	22.54	
			01-5800	202.19	224.73
85431340	05/15/2015	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		378.96

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ESCAPE ONLINE

Checks Dated 05/15/2015

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85431341	05/15/2015	RIEBES AUTO PARTS	01-4365		1,066.61
85431342	05/15/2015	SCHOOL PSYCHOLOGY ASSOC CA STATE UNIVERSITY SACRAMENTO	01-5200		296.00
85431343	05/15/2015	SCHOOL STEPS, INC.	01-5800		22,275.00
85431344	05/15/2015	SIERRA FOOTHILLS ACADEMY	01-5800		17,691.77
85431345	05/15/2015	SIERRA OFFICE SUPPLIES &	01-4300		118.10
85431346	05/15/2015	STATE OF CALIFORNIA - DOJ	01-5821		160.00
85431347	05/15/2015	SUTTER MEDICAL FOUNDATION	01-5800		574.00
85431348	05/15/2015	THE FRUITGUYS	01-5800		169.00
85431349	05/15/2015	WESTERN BLUE AN NWN COMPANY	01-4300	949.10	
			01-4400	3,070.20	4,019.30
85431350	05/15/2015	WESTERN PLACER WASTE	01-5540		201.44
85431351	05/15/2015	YOUTH DEVELOPMENT NETWORK	01-5800		2,500.00
85431352	05/15/2015	Rebecca A. Hickey	01-4300		12.90
85431353	05/15/2015	Rosie A. Kirkland	01-5200		8.97
85431354	05/15/2015	"DANIELSEN COMPANY, THE"	13-4380	196.55	
			13-4710	4,552.64	
			Unpaid Sales Tax	4.06-	4,745.13
85431355	05/15/2015	CROWN DISTRIBUTING INC.	13-4380		1,185.00
85431356	05/15/2015	GOLD STAR FOODS, INC	13-4710		10,533.84
85431357	05/15/2015	INSECT LORE	01-4300		98.19
85431358	05/15/2015	LOWE'S	01-4300		163.79
85431359	05/15/2015	MINDWARE BRAINY TOYS	01-4300	217.74	
			Unpaid Sales Tax	15.19-	202.55
85431360	05/15/2015	MISSION UNIFORM SERVICE INC	13-5800		722.84
85431361	05/15/2015	PIZZA GUYS	13-4710		1,218.84
85431362	05/15/2015	PROPACIFIC FRESH	13-4710		2,592.15
85431363	05/15/2015	RISO PRODUCTS OF SAC INC	01-5600		425.00
85431364	05/15/2015	S & S WORLDWIDE	01-4300		94.52
85431365	05/15/2015	SAFEWAY INC	01-4300		1,346.49
85431366	05/15/2015	SARA LEE	13-4710		216.46
85431367	05/15/2015	SYSCO SACRAMENTO	13-4710		168.05
85431368	05/15/2015	SARA LEE	13-4710		78.00
85431369	05/15/2015	Scott E. Pickett	01-4300		253.92
85431370	05/15/2015	Melissa B. Willes	01-4300		17.18
85431371	05/15/2015	AIRGAS	01-4300		66.45
85431372	05/15/2015	BIO CORPORATION	01-4300	340.25	
			Unpaid Sales Tax	20.25-	320.00
85431373	05/15/2015	BURKETT'S OFFICE	01-4300		8,855.27
85431374	05/15/2015	CALTRONICS BUSINESS SYSTEMS	01-5600		312.11
85431375	05/15/2015	CENGAGE LEARNING	01-4300		501.09
85431376	05/15/2015	CHEVRON	01-4300		205.03
85431377	05/15/2015	DISCOVERY OFFICE SYSTEMS	01-4300		343.70
85431378	05/15/2015	EDUCATORS PUBLISHING SERVICE	01-4300		64.12
85431379	05/15/2015	ENTERPRISE RENT A CAR	01-5600		646.45
85431380	05/15/2015	FOLLETT LIBRARY RESOURCES	01-4200	164.26	
			01-4300	133.24	297.50

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Checks Dated 05/15/2015

Check Number	Check Date	Pay to the Order of		Fund Object	Expensed Amount	Check Amount
85431381	05/15/2015	FOLLETT SCHOOL SOLUTIONS, INC.		01-4200		845.66
85431382	05/15/2015	FULL COMPASS SYSTEMS		01-4300	913.75	
				Unpaid Sales Tax	63.75-	850.00
85431383	05/15/2015	HAWKINS OFFICIATING SERVICE		01-5800		560.00
85431384	05/15/2015	LAKESHORE LEARNING MATERIALS		01-4300		285.49
85431385	05/15/2015	LOWE'S		01-4300	165.47	
				01-4400	504.50	669.97
85431386	05/15/2015	NASCO MODESTO		01-4300		574.44
85431387	05/15/2015	OFFICE DEPOT		01-4300	4,077.24	
				12-4300	190.69	4,267.93
85431388	05/15/2015	ORIENTAL TRADING COMPANY INC		01-4300	148.97	
				Unpaid Sales Tax	9.50-	139.47
85431389	05/15/2015	PCOE - PLACER CO OFFICE OF ED		01-5200		240.00
85431390	05/15/2015	RAY MORGAN CO. / CHICO		01-4300	151.15	
				01-5600	206.36	357.51
85431391	05/15/2015	REALLY GOOD STUFF		01-4300	88.28	
				Unpaid Sales Tax	5.40-	82.88
85431392	05/15/2015	RIEBES AUTO PARTS		01-4300		122.53
85431393	05/15/2015	SAFEWAY INC		01-4300		59.99
85431394	05/15/2015	SCHOLASTIC BOOKS		01-4200		97.68
85431395	05/15/2015	SCHOLASTIC TEACHING RESOURCES		01-4200		72.00
85431396	05/15/2015	SCHOOL SPECIALTY INC		01-4300		1,609.08
85431397	05/15/2015	SIERRA HAY & FEED		01-4300		96.78
85431398	05/15/2015	STEVE SPANGLER SCIENCE		01-4300	282.48	
				Unpaid Sales Tax	17.84-	264.64
85431399	05/15/2015	SUPER DUPER SCHOOL COMPANY		01-4300	212.10	
				Unpaid Sales Tax	14.80-	197.30
85431400	05/15/2015	TOLEDO P.E. SUPPLY		01-4300	617.49	
				Unpaid Sales Tax	37.50-	579.99
85431401	05/15/2015	WESTERN BLUE	AN NWN COMPANY	01-4300		17,236.79
85431402	05/15/2015	David & Fara Smith		01-5800		275.00
			Total Number of Checks	**98**		**179,544.82**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	89	158,089.98
12	Child Development Fund	1	190.69
13	Cafeteria Fund	9	21,464.37
	Total Number of Checks	98	179,745.04
	Less Unpaid Sales Tax Liability		200.22-
	Net (Check Amount)		**179,544.82**

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

6.2.11

Checks Dated 05/22/2015

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85432576	05/22/2015	Christy L. Aday	01-4300		58.23
85432577	05/22/2015	Ruben Ayala	01-5200		352.79
85432578	05/22/2015	Cindy J. Hood	01-5200		47.44
85432579	05/22/2015	Clelia Jocoy	01-4300		68.62
85432580	05/22/2015	Flavia E. McGinley	01-5200		176.05
85432581	05/22/2015	Scott E. Pickett	01-5200		185.62
85432582	05/22/2015	Karen A. Roberts	01-4300		33.30
85432583	05/22/2015	Melissa B. Willes	12-4300		47.47
85432584	05/22/2015	ALZO DIGITAL	01-4300	326.93	
			Unpaid Sales Tax	22.81-	304.12
85432585	05/22/2015	AMF BOWLING CENTERS INC DBA ROCKLIN LANES	01-5800		1,213.50
85432586	05/22/2015	ANDERSONS SCHOOL SPIRIT	01-4300	125.16	
			Unpaid Sales Tax	7.20-	117.96
85432587	05/22/2015	ATHLETICS UNLIMITED	01-4300		750.04
85432588	05/22/2015	B&H PHOTO VIDEO	01-4300	215.00	
			Unpaid Sales Tax	15.00-	200.00
85432589	05/22/2015	BANK OF AMERICA #6993 BUSINESS CARD	01-4300	1,669.55	
			01-5200	3,821.22	
			01-5800	948.00	6,438.77
85432590	05/22/2015	BARCO PRODUCTS COMPANY	01-4300	520.43	
			Unpaid Sales Tax	31.71-	488.72
85432591	05/22/2015	BARNES & NOBLE BOOKSTORES	01-4300		349.14
85432592	05/22/2015	BEST BUY FOR BUSINESS	01-4300		181.47
85432593	05/22/2015	BIO CORPORATION	01-4300	433.74	
			Unpaid Sales Tax	25.88-	407.86
85432594	05/22/2015	BSN SPORTS SPORTS SUPPLY GROUP	01-4300		967.54
85432595	05/22/2015	CDW GOVERNMENT INC	01-4300		87.75
85432596	05/22/2015	CLASSROOM DIRECT.COM	01-4300		199.33
85432597	05/22/2015	DE LAGE LANDEN	01-5600		320.35
85432598	05/22/2015	DELL	01-4400		712.69
85432599	05/22/2015	DELTA WIRELESS	01-5800		280.90
85432600	05/22/2015	DEMCO MEDIA	01-4300		387.98
85432601	05/22/2015	DINN BROS., INC.	01-4300	101.68	
			Unpaid Sales Tax	6.33-	95.35
85432602	05/22/2015	DISCOVERY OFFICE SYSTEMS	01-4300		571.81
85432603	05/22/2015	FOLLETT SCHOOL SOLUTIONS, INC.	01-4200	333.25	
			01-4300	576.61	909.86
85432604	05/22/2015	FULL COMPASS SYSTEMS	01-4300	1,552.01	
			Unpaid Sales Tax	102.01-	1,450.00
85432605	05/22/2015	GATEWAY FUND RAISING SERVICE	01-4300		3,810.00
85432606	05/22/2015	GOPHER SPORT	01-4300		194.95
85432607	05/22/2015	LAKESHORE LEARNING MATERIALS	01-4300		290.92
85432608	05/22/2015	MARENEM INC.	01-4300	76.38	
			Unpaid Sales Tax	4.88-	71.50
85432609	05/22/2015	MASE CENTER	01-5200		190.00

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6.2.12

Checks Dated 05/22/2015

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85432610	05/22/2015	MUSICIANS FRIEND	01-4300		183.23
85432611	05/22/2015	NASCO MODESTO	01-4300		1,211.56
85432612	05/22/2015	NEVCO, INC.	01-4300	235.89	
			01-4400	919.82	1,155.71
85432613	05/22/2015	OFFICE DEPOT	01-4300		805.52
85432614	05/22/2015	ORIENTAL TRADING COMPANY INC	01-4300	370.88	
			Unpaid Sales Tax	23.32-	347.56
85432615	05/22/2015	PARADISE PARTY RENTALS	01-4300		1,799.20
85432616	05/22/2015	PC & MacExchange	01-4400		1,487.68
85432617	05/22/2015	PCOE - PLACER CO OFFICE OF ED	01-5200		250.00
85432618	05/22/2015	PRO-ED	01-4300	105.40	
			Unpaid Sales Tax	6.73-	98.67
85432619	05/22/2015	QUALITY PLANNERS INC	01-4300	692.18	
			Unpaid Sales Tax	38.85-	653.33
85432620	05/22/2015	RAMOS OIL COMPANY	01-4300		1,212.34
85432621	05/22/2015	RAY MORGAN CO. / CHICO	01-4300		175.27
85432622	05/22/2015	REALLY GOOD STUFF	01-4300	466.53	
			Unpaid Sales Tax	28.78-	437.75
85432623	05/22/2015	RISO PRODUCTS OF SAC INC	01-4300		755.13
85432624	05/22/2015	SAFEWAY INC	01-4300		715.80
85432625	05/22/2015	SCHOLASTIC TEACHING RESOURCES	01-4300		162.69
85432626	05/22/2015	SCHOOL SPECIALTY - PRMR AGNDA	01-4300		1,207.61
85432627	05/22/2015	SCHOOL SPECIALTY INC	01-4300		4,178.92
85432628	05/22/2015	SCIENTIFIC INSTRUMENT REPAIR	01-4300	331.23	
			01-5600	1,165.80	1,497.03
85432629	05/22/2015	STAPLES ADVANTAGE	01-4300	8,783.92	
			13-4300	105.35	8,889.27
85432630	05/22/2015	SUNSPLASH/GOLFLAND	01-5800		3,182.50
85432631	05/22/2015	TEACHER CREATED RESOURCES	01-4300		170.65
85432632	05/22/2015	U.S. BANK NATIONAL ASSOCIATIONU.S. BANCORP PURCHASING CARD	01-4300	97.67	
			01-5200	465.16-	
			01-5600	300.00	
			01-5800	596.00	
			13-4380	5.40	
			25-5200	1,015.83	1,549.74
85432633	05/22/2015	WESTERN BLUE AN NWN COMPANY	01-4300	1,579.39	
			01-4400	23,400.83	24,980.22
85432634	05/22/2015	WOODWIND & BRASSWIND	01-4300	1,850.13	
			01-4400	1,169.99	3,020.12
85432635	05/22/2015	YOUR FENCE STORE	01-4300	147.28	
			Unpaid Sales Tax	10.28-	137.00
85432636	05/22/2015	Teri Berke	01-4300		59.80
85432637	05/22/2015	William S Avey	01-4300		506.51
85432638	05/22/2015	Lauren M. Quinn	01-4300	276.12	
			01-5200	1,186.57	1,462.69
85432639	05/22/2015	"DANIELSEN COMPANY, THE"	13-4380	60.92	
			13-4710	4,206.60	4,267.52

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ESCAPE ONLINE

6.2.13

Checks Dated 05/22/2015

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85432640	05/22/2015	ORIENTAL TRADING COMPANY INC	01-4300	196.14	
			Unpaid Sales Tax	12.29-	183.85
85432641	05/22/2015	PIZZA GUYS	13-4710		1,341.39
85432642	05/22/2015	PROPACIFIC FRESH	13-4710		1,482.77
85432643	05/22/2015	SARA LEE	13-4710		1,708.60
85432644	05/22/2015	SCHOOL SPECIALTY INC	01-4300		111.29
85432645	05/22/2015	SYSCO SACRAMENTO	13-4710		286.98
85432646	05/22/2015	BRIANNE HARMS	13-4710		8.25
85432647	05/22/2015	CITY OF LINCOLN	01-5540	5,166.88	
			01-5550	4,790.45	
			01-5570	21,296.04	31,253.37
85432648	05/22/2015	JIVE COMMUNICATIONS, INC.	01-5560		184.48
85432649	05/22/2015	PACIFIC GAS & ELECTRIC CO	01-5510		51,096.92
85432650	05/22/2015	VERIZON WIRELESS	01-5560	1,297.47	
			11-5560	27.99	
			12-5560	27.99	
			13-5560	62.99	1,416.44
85432651	05/22/2015	Faith A. Biagini	01-5800		54.90
85432652	05/22/2015	Amber N. Hichborn	01-5200		146.16
85432653	05/22/2015	Sara J. Hodgen	01-5200		117.88
85432654	05/22/2015	Jessica L. Rogers	01-5200		157.55
85432655	05/22/2015	AUBURN TROPHIES	01-4300		160.06
85432656	05/22/2015	BANK OF AMERICA #4408	01-4300		248.00
85432657	05/22/2015	BOYLE FUTURE TECHNOLOGY	01-4340	50.00	
			01-4365	78.23	128.23
85432658	05/22/2015	CAPITOL PUBLIC FINANCE GROUP	21-5800		3,450.00
85432659	05/22/2015	CSU CHICO RESEARCH FOUNDATION	01-5200		1,600.00
85432660	05/22/2015	DISCOVERY OFFICE SYSTEMS	01-4300		59.61
85432661	05/22/2015	FUN AND FUNCTION	01-4300	431.34	
			Unpaid Sales Tax	26.85-	404.49
85432662	05/22/2015	JCI JOHNSON CONTROLS INC.	21-5800		112,068.00
85432663	05/22/2015	LOZANO SMITH, LLP	01-5810	7,133.04	
			21-5810	2,441.37	
			25-5810	1,104.52	10,678.93
85432664	05/22/2015	LPA INC.	01-6210	1,793.35	
			01-6220	33,036.52	
			21-6210	12,254.48	
			25-6210	10,972.71	58,057.06
85432665	05/22/2015	NRP - PREMIER GRAD PRODUCTS	01-4300		327.88
85432666	05/22/2015	PCOE - PLACER CO OFFICE OF ED	01-5200		425.00
85432667	05/22/2015	RAY MORGAN CO. / CHICO	01-4300		138.68
85432668	05/22/2015	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		731.42
85432669	05/22/2015	SAC VAL JANITORIAL SALES	01-4300		1,438.35
85432670	05/22/2015	SIERRA OFFICE SUPPLIES &	01-4300		153.35
85432671	05/22/2015	THE FRUITGUYS	01-4300		41.00
85432672	05/22/2015	YOUTH DEVELOPMENT NETWORK	01-5800		26,400.00

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Checks Dated 05/22/2015

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85432673	05/22/2015	YOUTH DEVELOPMENT NETWORK	01-5200		53,600.00
		Total Number of Checks		**98**	**448,183.94**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	89	295,867.25
11	Adult Education Fund	1	27.99
12	Child Development Fund	2	75.46
13	Cafeteria Fund	9	9,269.25
21	Building Fund #1	4	130,213.85
25	Capital Facilities Fund	3	13,093.06
	Total Number of Checks	98	448,546.86
	Less Unpaid Sales Tax Liability		362.92-
	Net (Check Amount)		**448,183.94**

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

6.2.15

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:
Classified Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Ryan Davis
Assistant Superintendent, Personnel Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund/Categorical

MEETING DATE:
June 2, 2015

ROLL CALL REQUIRED:

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the classified personnel report.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT

June 2, 2015

CLASSIFIED/MANAGEMENT

NEW HIRES:

1. Name: Francisco Munoz — Effective: 6/30/15
   Position: Custodian/Groundsman — Site: Lincoln High School
   Salary: CSEA, Range 22, Step B — Replacement
   Hours: 8 Hours/Day
   Days: 12 Months/Year

2. Name: Kevin Perry — Effective: 7/1/15
   Position: CALPADS Coord/Tech Proj Tech/ Tech Sup Tech I — Site: District Office
   Salary: CSEA, Range 33, Step A — Replacement
   Hours: 8 Hours/Day
   Days: 12 Months/Year

3. Name: Hannah Ritchie — Effective: 6/1/15
   Position: Facilities Support Clerk, Grant Funded — Site: District Office
   Salary: CSEA, Range 26, Step C
   Hours: 8 Hours/Day
   Days: 12 Months/Year

4. Name: Craig Terrell — Effective: 5/27/15
   Position: Bus Driver, Special Needs — Site: Transportation
   Salary: CSEA, Range 24, Step A — Replacement
   Hours: 5.25 Hours/Day
   Days: 10 Months/Year

TRANSFER/PROMOTION:

1. Name: Marcie Petersen — Effective: 8/21/15
   Position: School Clerk II to School Secretary II — Site: Twelve Bridges Middle
   Salary: CSEA, Range 25, Step C — Replacement
   Hours: 8 Hours/Day
   Days: 11 Months/Year

ADDITIONAL POSITION:

1. Name: Jessica Ressa — Effective: 5/18/15
   Position: Instructional Aide — Site: Twelve Bridges Elementary School
   Salary: CSEA, Range 15, Step A — Replacement
   Hours: 2 Hours/Day
   Days: 10 Months/Year

RESIGNATIONS:

1. Name: Manuel Nevarez
   Position: Bus Driver, Special Needs
   Site: Transportation
   Hours: 5.66 Hours/Day
   Effective: 6/5/15

2. Name: Jon Shorkey
   Position: Campus/Café Supervisor
   Site: Lincoln Crossing Elementary
   Hours: 2 Hours/Day
   Effective: 5/29/15

3. Name: Melissa Waggoner
   Position: Campus/Café Supervisor
   Site: Carlin C. Coppin Elementary
   Hours: 2 Hours/Day
   Effective: 6/30/15

RETIREMENTS:

1. Name: Gloria Garcia
   Position: School Clerk II
   Site: Glen Edwards Middle
   Hours: 8 Hours/Day
   Effective: 6/12/15

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:

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

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business Services

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

General Funds

MEETING DATE:

June 2, 2015

ROLL CALL REQUIRED:

No

BACKGROUND:

School Services of California, Inc., is specially trained to provide assistance regarding topics of school finance, legislation, school budgeting and general fiscal issues. The attached agreement authorizes School Services of California, Inc., to continue to provide fiscal budget services to Western Placer Unified School District through the 2015-16 school year.

RECOMMENDATION:

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

0027550 / S10 P.O.#_____

AGREEMENT FOR SPECIAL SERVICES
Fiscal Budget Services

This is an agreement between the **WESTERN PLACER UNIFIED SCHOOL DISTRICT**, hereinafter referred to as "Client," and **SCHOOL SERVICES OF CALIFORNIA, INC.**, hereinafter referred to as "Consultant," entered into as of July 1, 2015.

RECITALS

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

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

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

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

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

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

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

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

   d. Eight (8) hours of service annually as the Client directs on fiscal issues, including: analysis of specific revenue or expenditure issues, analysis of specific legislative or regulatory issues, and a "quick query" service to provide telephone response to specific fiscal questions of the Client. Services for which the base service hours may not be used, include: mandate questions, Client-specific economy, efficiency, or management consulting services, including, but not limited to, efficiency or management studies, demographic or school facility studies; special education studies; fiscal health analysis, and/or an in-depth budget review, direct collective bargaining or factfinding assistance; legislative representation or advocacy; fiscal analysis for purposes of collective bargaining, appearance as an expert witness, provision of depositions or declarations for district legal issues; or, major customized research projects or studies

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

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

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

   a. $2,760 annually, plus expenses, or payable at $230 per month, plus expenses, for the services listed in Item 1 above, upon billings from Consultant

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

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

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

3. The term of this contract shall be for the period of one year, beginning July 1, 2015, and terminating June 30, 2016 This Agreement may be terminated prior to June 30, 2016 by either party on thirty (30) days' written notice. In the event that the Client elects to terminate services at the end of the Agreement, the Client shall give a 30-day written notice of nonrenewal. Consultant will provide continuing services for 90 days after the expiration date of the Agreement or until the Client provides written notice. The Client is responsible for these accrued charges and Consultant may bill these additional days. In case of cancellation, the Client shall be liable for any costs accrued to the date of cancellation under Item 2 above.

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

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

BY: _____ DATE: 5/21/15
Western Placer Unified School District

BY: _____ DATE: May 11, 2015
JOHN D. GRAY
President
School Services of California, Inc.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:
Ratification of Contract with
Youth Development Network

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Kerry Callahan KC
Assistant Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
2014-2015 Mental Health and
2015-2016 LCFF Supplemental

MEETING DATE:
June 2, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:
The attached contract is for the Youth Development Network to provide three, 4-day Youth Development Institutes for up to 120 staff and students. The institutes are based on youth development research and participants will receive training on best practices for providing youth with the critical supports and opportunities they need to achieve academically and to become healthy, productive adults. Two institutes will be held in June and the third one will be held in August.

RECOMMENDATION:
Administration recommends that the Board ratify the contract proposal agreement between the Youth Development Network and Western Placer Unified School District.

YOUTH DEVELOPMENT NETWORK

CONTRACT for SERVICES

Youth Development Network (YDN) is pleased to provide you with a contract and budget to support the Western Placer Unified School District in creating systemic change with regards to youth development. Our work with administrators, staff and students helps improve organizational climates. We believe, based on previous relationships and experiences, that this work strengthens environments for all (administrators staff and students) and sparks change in a sustainable way because it focuses on approach, process and research.

We are honored to take this opportunity for the Youth Development Network (YDN) to strengthen its bond with the District team. To support them through positive organizational change while creating a common language, with the goal of aligning practices with youth development principles and building staff and organization capacity.

Western Placer Unified School District

May 10, 2015

6.5.1

YOUTH DEVELOPMENT NETWORK

Youth Development Institute Program Support

The YDN's core youth development training known as the Youth Development Institute (YDI) is based on the framework for practice.

The training helps shift beliefs of adults so they can:

- View youth as resources
- Become more student centered
- Understand the value of relation ship building with students as key to learning
- Understand the cultural context of students lives as a key to relation ship building and effective class room practices
- Be willing to share power and control with students
- Understand the importance of the role of parents and community as partners in learning
- Understand the importance of making school more relevant to students based on the students life experiences

Research tells us the skills (described above) that youth will develop through this project will strengthen their ability to navigate their adolescents as well as better prepare them for college, work and citizenship. Additionally, our capacity building process helps schools, organizations, and adults become more responsive to youth and develop better tools and practices to engage youth.

Immediate, or short-term, outcomes expected include:

- More youth will develop their leader ship skills.
- More leadership opportunities will be available for vulnerable and disenfran chised youth.
- More organizations will use effective youth development practices.
- More youth will be vested in, and connected to their schools and communities.
- More youth will have caring relationship with adults.

BE PART OF THE CHANGE YOU WANT TO SEE

The YDI will provide activities and tools to support teachers, principals and district staff as they create caring classroom /school environments where:

- Students feel ownership over, and clarity on, behavior expectations (how to create collective classroom norms)
- Attention is paid to group process and development where students intentionally become known to each other and to teachers (using the Tribes Trail, icebreakers, story-telling. cultural sharing techniques)
- Students know adults care about them through strength based interaction and clear expectations (collective classroom norms, positive respectful interactions, cultural awareness)
- Students are empowered to become teachers and learners in the classroom through appropriate us of fading facilitation techniques (teaches facilitation skills development and group process development)
- Students become more motivated to learn through differentiated learning techniques (use of visual, auditory, kinesthetic and other multiple intelligences)
- Students gain the tools to take ownership of their learning by intentionally being taught skills to work in teams, to problem solve, to advocate for self, to present self. (understand "core competencies" of youth development and 21st century skills, and how to employ service learning or project based teaching methods)

Physical Address: 5115 Dudley Blve, McClellan, CA 95652 • **Mailing Address:** 3222 Winona Way, North Highlands, CA 95660
(P) 916.566.1652 (f) 916.566.1653 • www.ydnetwork.org

6.5.2

CUSTOMIZED COACHING TO SUPPORT ACTION PLANS

The YDI experience provides transformative individual and group shifts in practice that are supported and aided by data that help target and document improvement. Coaching has been proven to be a key element of this YDI process. Coaching builds connections between these components and supports staff in the implementation of their action plans, helping organizations make their action planning process highly productive and low in anxiety.

Coaching may include some or all of the following customized activities for the agency:

- Specific development of strategies and technical assistance focused on the action plans developed during the YDI
- Targeted professional development based on areas of improvement identified by YDI Action plans (individual mini-trainings designed to address each area of the survey, depending on which ones might be most helpful)
- Targeted coaching (this could be with specialized groups of individual staff, partners, or community wide gatherings)

This coaching, and the conversation it creates, helps transform school culture and transfer any learning and improvements from the YDI to a larger region-wide conversation. Thus, even if not all staff participated in the YDI sessions, their ideas for movement and change can be implemented region-wide and impact the climate of the entire organization and community.

TRANSFORM YOUR DISTRICT - TRANSFORM YOUR REGION

We believe that a region that takes part in the components of this project, as outlined above, will see dramatic changes in their organizational climate. Staff and students will sense the change and engagement will increase for all stakeholders.

We are excited about this potential partnership with the staff of the Western Placer Unified School District and we look forward to strengthening our bond with the region—to ensure that organization staff rally around the youth-centered approach and implement concrete quality practices that will help students feel more safe, engaged, and effective at community programs.

YDI RECOMMENDED STRUCTURE

YDI session for up to 40 teachers, principals, and District admin staff:

a. Four –full day workshops – content learning sessions (broken into two 2-day consecutive session no more than 2- weeks apart)
b. 1/2 day follow-up session – momentum continuum (approx. 60-90 days following YDI session)
c. School site-coaching – 6-10 hours of coaching and technical assistance w/ YDI Alumni to support action plans created during YDI session (1-3 hour blocks of blended on-site and virtual sessions – customized based on need and content)

Coaching

This service is optional and customizable based on your organization vision, goals and objectives. Past YDI alumni organizations that have created sustainable strengths based youth engagement models within their programs and school systems have taken advantage of coaching and technical assistance following their Youth Development Institute experience. The Organizational coaching will be based on action plans designed by participating organizations during the YDI and will be available for purchase for a limited number of participating schools.

YOUTH DEVELOPMENT NETWORK

YOUTH DEVELOPMENT INSTITUTE

The Youth Development Institute (YDI) was created to help youth-serving organizations improve their programs by incorporating evidence-based youth development practices. YDI provides teams a powerful and interactive learning and training experience as a way to launch organizational change with the goal of aligning practices with youth development principles, building staff and agency capacity and professionalizing the youth development field. YDI consists of 4-day of training and optional fee based coaching.

YOUR ORGANIZATION SHOULD BE INVOLVED

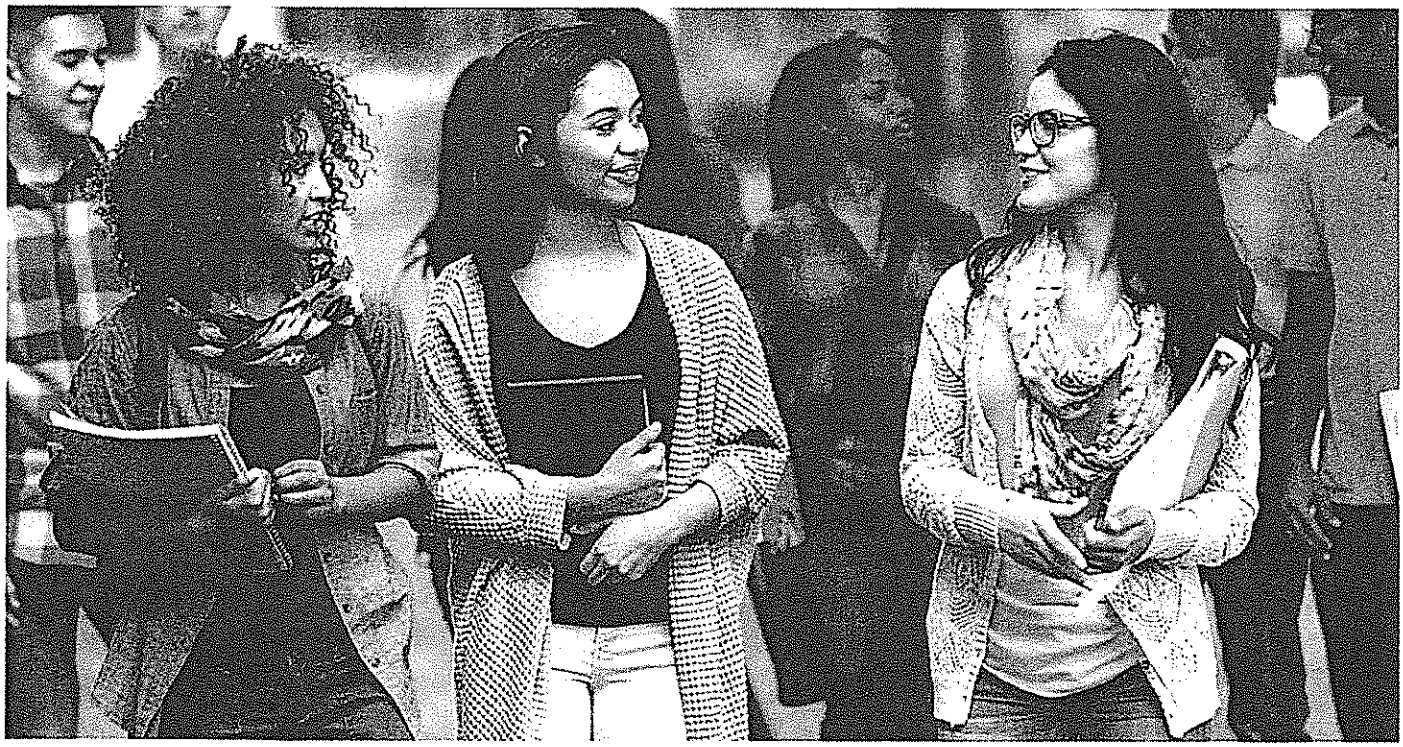
The YDI curriculum was developed by the Community Network for Youth Development (CNYD) as part of the national Building Exemplary Systems for Training Initiative and will be presented by the Youth Development Network.

Through the YDI participating organizations and staff will:

- Develop new professional skills and abilities using research-based practices.
- Connect with a professional community of youth developers.
- Receive resource materials and assessment information to develop an organizational plan to agencies better align with youth development practices.
- Optional-fee based: Receive on-site coaching assistance to build staff and agency capacities to apply concepts and lessons learned through YDI.

The YDI will help train a team of staff from your agency on:

- Creating quality environments for youth, and
- Making sure that youth receive the essential experiences now that will contribute to their development into successful and healthy adults.
- Creating action plans to build cultures that are student centered and relationship driven



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6.5.4

YOUTH DEVELOPMENT NETWORK

REACTION FROM THE FIELD

Here's what YDI can bring to a school, through focusing staff on positive supports for young people, thereby improving school climate:

PIONEER HIGH SCHOOL, WOODLAND, CA

Below is data from Pioneer High School (PHS) that demonstrates the positive impact that youth development and positive behavioral interventions and supports can have on a school's performance. For the past three years, PHS has been working hard to implement research-based practices to improve school culture and we are beginning to see the positive results. Some of the practices contributing to our success are: positive student recognition programs, school-wide behavior expectations (Be Safe, Be Respectful, be Responsible), youth development trainings for teachers and staff, youth-leadership/advisory programs, 9th and 10th grade teams, and progressive intervention plans to correct poor student behavior and improve academic performance.

AVERAGE DAILY ATTENDANCE (ADA)

2010-2011 = 93.52%
Aug 10- Dec 1, 2011 = 95.84% (approx 37 more students attending daily)
Anticipated 2011-2012 ADA Savings = $119,880 ($18/student/day)

NUMBER OF SUSPENSIONS

2010-2011 - 6.3 days of suspension assigned/day of school
Aug 10 - Dec 31, 2011 - 2.4 days of suspension assigned/day of school
2011-2012 ADA Growth = $12,636 ($18/student/day)

ACADEMIC PERFORMANCE INDEX (API) 2009-2010 = 672

2010-2011 = 720
A gain of 48 points (without working specifically on curriculum)
PHS API target for 2011-2012 is 757; "We are flying high to 800!"

TOTAL SAVINGS (1 year) = $132,516

To effectively implement the practices listed above, Pioneer High School partnered with the Youth Development Network (YDN) in Sacramento (a continuous partnership) and the Placer County Office of Education in Placer (a one-year partnership).

YDN prides itself on building leadership capacity within the organizations for which it works through coaching and a Train-the-Trainer model. Thus, after the 2011-2012 school year, PHS no longer required YDN support to sustain the policies and procedures that have made Pioneer High School a more safe and supportive school climate.

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT, SACRAMENTO, CA

Galt Joint Union Elementary School District was one of 16 communities nation-wide honored to receive the highly competitive Race to the Top federal grant award. This $10 million award, to be distributed over the period of several years, demonstrates the impact we can make in our communities when school administration, teachers, parents, police, parks and recreation staff, and civic leaders come together to seriously consider the future of our youth. This grant would not have been possible without the leadership and support of the YDN along with the dedication of our partner's time and resources to realign the services of the respective organizations to create an environment where youth can develop into successful citizens.

"Our sustained partnership with YDN has played a significant part in student performance success. From employees, board members and community leaders working together to implement the Galt Youth Master Plan to applying strengths-based leadership and learning - YDN has been our coach and out-of -the-box collaborator" ***Karen Schauer Ed. D, Superintendent - Galt Joint Union Elementary School District***

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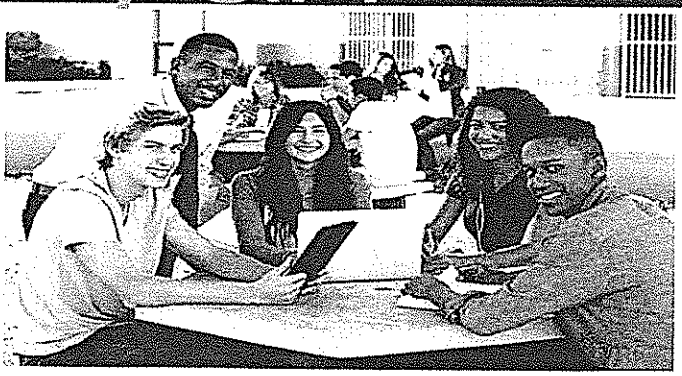
6.5.5

ydn YOUTH DEVELOPMENT Network



Western Placer Unified School District

Youth Development Institute

FOUR DAY INSTITUTE 110-120 PARTICIPANTS

Session 1 – June 16-17 & June 23-24, 2015		$30,000*	
Session 2 – June 16-17 & June 23-24, 2015 simultaneous session		$30,000*	
Session 3 – August 4, 5, 6, 7, 2015		$30,000*	
Each session for up to 40 participants 8:30am-3:30 pm daily schedule			
Add an additional $5,000 per session for YDN staff to coordinate breakfast & lunch catering			
Total Fee for Services		$90,000	
Multi Session Discount		$10,000	
Total Discounted Fee for Service		$80,000	
Payment Schedule Following Completion of Each YDI Session **June 2015 - $53,600** **August 2015 - $26,400**			

THE FINE PRINT

****All quotes provided assume that all costs and arrangements for food, facilitates, marketing, promotion and registration will be provided by the organization staff unless otherwise stated**
*This proposal captures the costs associated with local travel related expenses within the Sacramento – Yolo Region. Travel related expenses for sessions outside of this area are in additional to the quotes provided. All travel related expenses would be reimbursed by Organization based on actual expenses submitted for reimbursement following the event, unless other arrangements are made at the time of contract agreement. Travel expenses may include, but are not limited to, transportation costs, airfare, rental car, cabs, shuttles, mileage, overnight accommodations, and travel meals.
Specific training content, activities and depth of engagement may vary dependent on the duration of session(s) (2015 pricing)

Adrian Ruiz – Executive Director YDN

5/13/2015
Date

Kerry Callahan – Western Placer USD
Assistant Superintendent of Educational Services

5/14/15
Date

Mailing Address: 3222 Winona Way, North Highlands, CA 956560 **Physical Address:** 5115 Dudley Blvd., McClellan, CA 95652
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6.5.6

"Our sustained partnership with YDN has played a significant part in student performance success. From employees, board members and community leaders working together to implement the Galt Youth Master Plan to applying strengths-based leadership and learning - YDN has been our coach and out-of-the-box collaborator." Karen Schauer Ed. D, Superintendent - Galt Joint Union Elementary School District

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6.5.7

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:
Ratification of Contract with EADMS

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Kerry Callahan KC
Assistant Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
2015-2016 LCFF Supplemental

MEETING DATE:
June 2, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:
The attached contract is for the Educator's Assessment Data Management System (EADMS) for management of WPUSD's online assessments and state and local assessment data. This contract replaces previous agreements with Online Assessment Reporting System (OARS) and will enhance the services we are provided for no additional cost to the district.

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

EADMS™: Agreement of Terms and Conditions

For Annual Service Agreement with **Western Placer Unified School District**

Description of Service

Adrylan Communications, Inc., a California corporation located at 25032 Las Brisas Rd., Murrieta, CA 92562, (hereafter referred to as "Adrylan") agrees to provide the services set forth herein in accordance with terms and conditions of this Agreement to Western Placer Unified School District, (hereafter referred to as "Customer"), for access to the Educator's Assessment Data Management System (EADMS™) Technology Platform. This is part of a comprehensive professional development program being implemented by Customer to foster better collaboration and instruction by teachers.

The term of this Agreement is for a 1-year contract spanning the 2015-2016 school year, July 1, 2015 to June 30, 2016. Customer may elect to thereafter annually renew this Agreement at Adrylan's regular pricing in accordance with a written renewal Agreement executed by the parties. Upon acceptance of this Agreement, Customer shall be entitled to the level of services listed in Appendix A-H.

Single-Year Contract Pricing

EADMS™ Assessment & Analytic Technology Platform	$ 24,937.50	(Appendix A)
Common Core Item Bank & Assessment Content	$ 8,312.50	(Appendix B)
Scanning Software Licenses & Support	$ 0.00	(Appendix C)
Integrated Add-on Products	$ 0.00	(Appendix D)
New System Implementation: Migration & Transition Services	$ 0.00	(Appendix E)
Customized Software & Functionality	$ 0.00	(Appendix F)
Training Support	$ 0.00	(Appendix G)
Assessment & Survey Materials Production & Support	$ 0.00	(Appendix H)
Total annual contract price	$ 33,250.00	

Customer agrees that the total contract price is payable no later than 30 days past the start of the contract period in each year.

Assessment Technology Platform

The EADMS™ Assessment Technology Platform features and per student costs provided as a part of this contract are specified in Appendix A.

During the term of this contract, Customer is entitled to access the standard EADMS™ Technology Platform. EADMS™ is a full featured Assessment Management & Analytic Reporting System delivered as Software as a Service (SaaS).

6.6.1

Optional Contract Support Services & Products

1. **Common Core Item Bank & Assessment Content**
   Common Core Item Banks and Assessment Content provided as a part of this contract are specified in Appendix B.

   Customer can license CCSS Item Banks, Testlets, Benchmarks, and other content from 3rd party content providers, as specified in Appendix B. Customer is responsible for selecting a content provider that supports the Question and Test Interoperability (QTI v2.1) or Accessible Portable Item Protocol (APIP) standards, or some other standardized electronic format that can easily be imported, as determined by Adrylan.

2. **Scanning and Data Collection Support**
   A list of compatible scanners, various scanning options that integrate seamlessly with EADMS™, and Scanning and Data Collection Support provided as a part of this contract are specified in Appendix C.

   Customer is responsible for purchasing and installing scanners and scanning software compatible with the EADMS™ Technology Platform, if requiring a paper & pencil assessment capability. Customer can freely use any 3rd party scanning or data collection software it chooses but in that case Customer is responsible to verify the software used is capable of exporting student test results in an electronic format compatible with EADMS™. A multi-purpose data upload utility is provided within the EADMS™ platform to support this option.

3. **Integrated Add-on Products**
   Third party Add-on Products to the standard EADMS™ Technology Platform provided as a part of this contract are specified in Appendix D.

4. **New System Implementation: Migration & Transition Services**
   New System Implementation Migration and Transition services provided as a part of this contract are specified in Appendix E.

   Specific tasks required to migrate data from a previous data management system, or from some other electronic-based data warehouse system are specified in Appendix E. During the transition phase Customer agrees to provide support to Adrylan data technicians to guarantee data access and data definitions are specified and made available to Adrylan to ensure accurate and timely migration of legacy data, SIS enrollment & demographics data, and state & local testing results, as specified in Appendix E.

5. **Customized Software & Functionality**
   Customer requested customized software or functionality changes added to the standard EADMS™ Technology Platform provided as a part of this contract are specified in Appendix F.

6. **Training & Support**
   Training and Support tasks and training session scheduling provided as a part of this contract are specified in Appendix G.

6.6.2

Customer may request and pay for additional days of training at any time throughout the term of this contract based upon fees specified in Appendix G.

7. **Assessment & Survey Materials Production & Support**
   Assessment and Survey Materials Production & Support services provided as a part of this contract are specified in Appendix H.

Contract Service Descriptions

8. **Data Services**
   The EADMS™ Technology Platform delivers data services using the Software as a Service (SaaS) model, using advanced technology servers located in duplicate data centers in multiple geographic areas. Access to the EADMS™ data services shall be available to Customer by regular internet connection. Customer shall be responsible to provide all internet ready computers with appropriate browser software for its own use. Appropriate browsers must be HTML5-compliant, and include Microsoft Internet Explorer, Chrome, Firefox, and others. EADMS™ web-site pages are optimized to display at 1024 x 768 screen resolutions, however, other resolutions will work but may require additional scrolling. Some EADMS™ web-site features utilize client-side JavaScript, including client pop-up windows. EADMS™ requires the use of client-side "cookies" to track user selections. Access to the EADMS™ student online testing service requires specification of acceptable use IP ranges, if access needs to be restricted to Customer designated computer and mobile devices.

9. **Proprietary Item Bank Data**
   The EADMS™ system may contain an integrated third-party item bank, licensed from another vendor. These items are wholly owned by and proprietary to the third party vendor, and as such, are protected against unauthorized copying and use. The Customer, its employees and agents are prohibited from extracting, copying, or otherwise using any third party test item from the EADMS™ system and using it outside of the EADMS™ system. Customer acknowledges that Adrylan Communications is not responsible for the quality and content of third party item bank content. Adrylan is only responsible for providing access to third party item bank items, consistent with existing standard EADMS™ test creation, management, administration, and reporting features.

   Customer access to all third party content is only available during the term of this contract. Upon contract termination, Adrylan is not liable for loss of access to any tests or student results based on third party content. Customer must make arrangements with third party content vendors for continuation of access beyond contract termination date.

10. **Proprietary Locally Created Item Bank Data**
    The EADMS™ system has the capability to allow the Customer to create its own Item bank items. Such items shall only be available to Customer and are not shared as public items among different customers. Customer certifies that the EADMS™ system will not be used to enter test items from any third-party source, such as test publishers, or download content from the Internet, including images, without authorization from the source or copyright holder. In no event shall Adrylan be liable for any violation of third-party copyrights

6.6.3

resulting from input of proprietary or copyrighted test items or images by the Customer, its employees or agents.

11. Customer Data Obligations

Customer shall be responsible to provide Adrylan in computer ready format all enrollment and test data in accordance with Adrylan's input specification. Customer shall be responsible to provide all test, demographic and enrollment data identified with permanent, unique student and teacher identification numbers.

12. Security

EADMS™ is delivered using the Secure Sockets Layer (SSL) protocol (https://www.eadms.com). EADMS™ also uses a secure FTP over SSL (FTPS) and SFTP servers for transfer of bulk Customer data. All transfer of data between EADMS™ and Customer is encrypted. All student identifying information is protected by federal Family Educational Rights and Privacy Act (FERPA), California SB-1177 *(Applicable starting January 1, 2016)* & AB-1584, and any other specific student privacy laws and intent mandated by other states where we do business and may be restricted from disclosure by applicable state and federal law. Refer to Addendums 1-4 for required FERPA and specific state compliance statements.

All use of the data by Customer or any of its employees shall be by creation of a user account and entry of a security password assigned to each of Customer's users. Customer shall be responsible for administering user accounts, protecting all passwords and shall be responsible for all use or alteration of data by any individual in possession of the password.

13. Quality of the Data Provided

Adrylan shall provide reports and data summaries available through the EADMS™ Technology Platform. Customer shall be solely responsible for any decisions it or any other party makes based upon the data or any report created using the data.

14. Designated EADMS Customer Data Representative

Customer shall designate one individual to act as Customer's Primary Data Representative who shall be responsible for transmission of all data to Adrylan and shall be the point of contact for Adrylan in the event of any questions regarding the data or services provided by Adrylan to the Customer pursuant to the Agreement.

The Customer Primary Data Representative shall be Kevin Kurtz, or his representatives until, such time as Customer designates new Primary Data Representative in writing. The Primary Data Representative or designee(s) shall be the only Customer contact person authorized to perform data maintenance, addition, deletion or correction of user accounts, correction of errors in student enrollment or demographic data.

15. Access to Data

Customer shall have access to the data at all times except when the system is undergoing maintenance, upgrade or repair. All reasonable efforts shall be made to schedule system maintenance, upgrade or repair during non-business hours. However, in the event Adrylan is required to perform system maintenance, upgrades or repairs, Adrylan's responsibility shall be limited to completing the work as promptly as commercially reasonable.

6.6.4

16. Additional Services

Other data related service & support, customized software or functionality services, or assessment products requested by Customer not specifically specified in Appendix A-H at any time during the period of time covered by this contract are to be provided at additional cost. Customer shall make requests for services not provided as a part of this contract and specified in Appendix A-H in writing and Adrylan shall respond in writing with a quotation for the additional products or services.

Warranty

Adrylan makes no warranties, other than those implied by law, with respect to the data, any compilations thereof or any report generated there from.

Limitation of Liability

In no event shall Adrylan be liable for any use of the data by any party, including Customer. Customer shall indemnify, pay for the defense of, and hold harmless Adrylan and its officers, agents and employees of and from any and all liabilities, claims, debts, damages, suits, actions and causes of actions of whatsoever kind, nature or sort which may be incurred by reason of the Customer's negligent or willful acts and/or omissions in relation to this agreement.

Adrylan shall indemnify, pay for the defense of, and hold harmless the Customer and its officers, agents and employees of and from any and all liabilities, claims, debts, damage, demands, suits, actions and causes of actions of whatsoever kind, nature or sort which may be incurred by reason of Adrylan's negligent or willful acts and/or omissions in rendering any services hereunder. Adrylan shall assume full responsibility for payments of federal, state and local taxes or contributions imposed or required under social security, worker's compensation or income tax law, or any disability or unemployment law, or retirement contribution of any sort whatever, concerning Adrylan or any employee of Adrylan and shall further indemnify, pay for the defense of, and hold harmless the Customer of and from any such payment or liability arising out of or in any manner connected with Adrylan's performance under this agreement.

Amendment

Modification or amendment of this Agreement including by waiver shall only be in writing signed by representatives of both parties.

Arbitration

In the event a dispute shall arise between the parties to this agreement, it is hereby agreed that the dispute shall be referred to arbitration in accordance with the rules of the American Arbitration Association. The arbitrator's decision shall be final and legally binding and judgment may be entered thereon. Each party shall be responsible for its share of the arbitration fees in accordance with the applicable Rules of Arbitration. In the event a party fails to proceed with arbitration, unsuccessfully challenges the arbitrator's award, or fails to comply with the arbitrator's award, the other party is entitled to costs of suit, including a reasonable attorney's fee for having to compel arbitration or defend or enforce the award.

Applicable Law

To the extent permitted by law, the Agreement shall be construed in accordance with and governed by the laws of the State of California.

6.6.5

Termination
This is a single-year contract covering a 1-year period, July 1, 2015 through June 30, 2016. However, either party may terminate this Agreement prior to the expiration date, with or without cause, by delivering written notice of termination within sixty (60) days of the expiration of the Contract Year. The effective date of such termination shall be the expiration of the then current Contract Year. Except as set forth in this Section, neither party shall have any liability to the other for any damages of any sort resulting solely from the party's termination of this Agreement in accordance with the provisions of this Section.

DISTRICT hereby accepts the terms and conditions as set forth above

Western Placer Unified School District

By: KCallah Date: 5/14/15

Name: Kerry Callahan

Title: Asst. Supt. of Ed. Services

ADRYLAN COMMUNICATIONS hereby accepts the terms and conditions as set forth above

By: Anthony Tooley Date: April 27, 2015

Name: Anthony Tooley

Title: President

6.6.6

Appendix A – Assessment & Analytics Level of Service

The following assessment and analytic technology services will be delivered as part of this contract agreement:

EADMS™ Data Management Technology Platform Features:

- EADMS™ Data Management System Hosted at Adrylan's Data Center
  - Common Core Support
  - Test Creation & Administration Module
  - Student Online Assessment Module
  - Performance Task Creation & Assessment Module
  - Analytical Reporting Module, including:
    - Customized Enrollment Reports
    - Student Profile & Mastery Reports
    - Standards-Based Reporting Suite
    - State Mandated & Local Benchmark Performance Reports
    - System Usage Reports
      - User Monitoring of Logins and Report Access
      - Benchmark Activity & Compliance Reports
    - Custom Reports Services
      - Movement Analysis Reports
      - Scaled Score Calculations
    - General Purpose Report-Builder Module
  - Teacher, Principal, & Administrator Dashboards
- Support for general 3rd party Item Banks
- Unlimited phone support provided to EADMS™ Data Administrator(s)
- Electronic enrollment updates processed weekly

Under the terms of this single-year agreement, the Customer agrees to pay the following standard Technology Platform fees:

Contract Year	Student Count	Price / Student	Total EADMS™ Platform Cost
2015-2016	6,650	$3.75	$24,937.50

6.6.7

Appendix B – Common Core Item Bank & Assessment Content

Under the terms of this multi-year agreement, the Customer agrees to purchase the following selected Common Core aligned Item Banks and other content products that are compatible and EADMS™ ready. Each of the content products listed below is licensed for use only during the specified term of this contract.

Contract Year	Content Provider	Description	Cost basis	# Students	Total Content Cost
2015-2016	INSPECT	House Item Bank	$1.25	6,650	$8,312.50

6.6.8

Appendix C - Scanning software licenses & support

Three scanning and data collection options seamlessly integrated into EADMS™ Technology Platform are available for processing scan sheets:

1. EADMS™ Real-Time scanning software (LSO4)

The EADMS™ Real-Time desktop scanning software, called LSO4, is licensed on a per-student basis. Once licensed, the Customer has the right to install the LSO4 software on as many PC computers as desired, with unlimited user access. This license option is charged annually and provides software user support, and upgrades at no additional cost.

This software is compatible with PCs running Microsoft Windows XP, Windows 7, or Windows 8 operating systems. A minimum of 4GB system memory, 30 MB hard disk space is required, plus a compatible scanning device. LSO4 real-time scanning software supports most inexpensive image-based plain paper scanners. Scanners that have been verified to work include the following:

- Fujitsu model fi-7160 (model most recommended; best performance-to-cost)
- Fujitsu discontinued models fi-6130z, fi-6130, fi-5120
- Brother model DCP-8060 & DCP-8080
- Xerox Documate 3460

Any image based scanner with a Twain-compliant PC driver should work. Any scanner not on the above list must be verified prior to use. A PC application can be provided to test any scanner models that are not on the above list.

2. Scan-to-Network

The EADMS™ Scan-to-Network data collection option utilizes internet-enabled scanners owned by the Customer and transfers scan sheet images to Adrylan's FTP server where they are processed in near real-time, usually within a few minutes after being received.

Compatible internet-enabled scanners include most late model Multifunction Printers (MFPs) that are capable of generating J-PEG, PNG, or TIFF grayscale images at 300 dpi, and can auto-transmit to an external FTP server. Any MFP intended to be used as a Scan-to-Network device must first be tested and verified for scanning image accuracy before being assumed to work. Adrylan offers assistance with this testing at no additional cost.

MFPs used for Scan-to-Network data collection can experience high usage volume during assessment periods and for that reason, the Customer may need to purchase dedicated MFPs to support this need. Adrylan offers high-quality Lexmark brand MFPs at a discounted price.

3. GradeCam™

GradeCam™ scans paper assessment scan sheets using most web or document cameras. EADMS™ has an embedded GradeCam™ interface. GradeCam™ is licensed per student and can be purchased district-wide or by site.

6.6.9

Appendix C continued...

Under the terms of this multi-year agreement, the Customer agrees to purchase the following selected Scanning Software Licenses & Support Products:

Contract Year	Description	Cost basis	# Students	Total Cost
2015-2016				

6.6.10

Appendix D – Integrated Add-on Products

There are no Integrated Add-on Products to the EADMS™ Technology included in the terms of this multi-year contract. Customer may elect to add 3rd-party integrated products to the platform at a later date, to be covered by a separate agreement/contract.

Contract Year	3rd Party Vendor	Description	Cost basis	# Students	Total Cost
Total Integrated Add-on Products contract cost:					**$**

6.6.11

Appendix E – New System Implementation: Migration and Transition Services

Under the terms of this multi-year agreement, all New System Implementation Migration and Transition Services are included at no extra cost.

Contract Year	Description		Cost basis	Total Cost
Total New System Implementation: Migration & Transition Services contract cost:				**$**

6.6.12

Appendix F – Customized Software & Functionality Changes

There are no Customized Software or Functionality changes to the standard EADMS™ Technology Platform included in the terms of this multi-year contract. Customer may elect to add customized software or functional changes to the platform at a later date, to be covered by a separate agreement/contract.

Contract Year	Description	Scheduled to be Completed By	Total Cost
Total Customized Software & Functionality changes to EADMS™ Technology Platform contract cost:			**$**

6.6.13

Appendix G – Training Services

Under the terms of this multi-year agreement, the Customer agrees to purchase the following selected Training Services:

Contract Year	Description	Qty	Scheduled Dates	Total Cost
2015-2016				
	Total Training Services contract cost:			**$**

6.6.14

Appendix H – Assessment & Survey Materials Production & Support

These services include graphics formatting, proofing services, project management & production scheduling, printing, scanning, and delivery & pickup of locally created assessment or survey products.

Under the terms of this multi-year agreement, there are no Assessment & Survey Materials & Support products. Customer may elect to add Assessment & Survey Materials Production & Support at a later date, to be covered by a separate agreement/contract.

Selected	Description	Scheduled Delivery Date	Qty	Unit Price	Shipping & Handling	Total Cost
Total Materials Production contract cost:						**$**

6.6.15

Addendum 1

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
    - School officials with legitimate educational interest;
    - Other schools to which a student is transferring;
    - Specified officials for audit or evaluation purposes;
    - Appropriate parties in connection with financial aid to a student;
    - Organizations conducting certain studies for or on behalf of the school;
    - Accrediting organizations;
    - To comply with a judicial order or lawfully issued subpoena;
    - Appropriate officials in cases of health and safety emergencies; and
    - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

6.6.16

Addendum 2

Compliance with California Law, Assembly Bill 1584

Adrylan Communications, Inc., through its EADMS related K-12 products and services, ensures it complies with all of the required provisions listed in California Assembly Bill No. 1584, Education Code, Section 49073.1, enacted January 1, 2015.

California Assembly Bill No. 1584 Provisions:

- *A statement that pupil records continue to be the property of and under the control of the school district.*
    - Adrylan Communications complies with this provision and ensures that pupil records are the property of and under the control of the school district or local education agency. The EADMS System only contains pupil data provided to it from the school district either through direct secure data transfer from district servers or via district controlled data gathering methods, such as online or paper and pencil testing proctored by district staff.

- *A description of the means by which pupils may retain possession and control of their own pupil- generated content, if applicable, including options by which a pupil may transfer pupil-generated content to a personal account.*
    - Adrylan Communications complies with this provision. When access to pupil-generated content is granted by the district through a district issued and controlled pupil EADMS secure login account, pupils have the ability to access and download copies of their content to a personal account.

- *A prohibition against the third party using any information in the pupil record for any purpose other than those required or specifically permitted by the contract.*
    - Adrylan Communications complies with this provision. Adrylan Communications prohibits using any student information for any purpose outside those required or permitted by our contract, such as report generation.

- *A description of the procedures by which a parent, legal guardian, or eligible pupil may review personally identifiable information in the pupil's records and correct erroneous information.*
    - Adrylan Communications complies with this provision. The district controls whether parent or students have access to pupil data through the EADMS System. When such access is granted, parents or pupils can review such data. However, since all pupil data is provided to EADMS by the district, any parent or student request to correct data has to come directly from the district through daily student data updates or by utilizing specific EADMS System management tools.

- *A description of the actions the third party will take, including the designation and training of responsible individuals, to ensure the security and confidentiality of pupil records.*

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- Adrylan Communications complies with this provision by ensuring that staff is trained and systems are in place to provide required security and confidentiality of student records. All access to EADMS for viewing pupil data is strictly controlled by district-controlled user access lists. It is the district that grants user access to their data stored in EADMS. Adrylan Communications employees are granted access to pupil data on a need-to-know basis and then only in order to deliver services described by the contract. Adrylan Communications does not provide third-parties access to pupil data unless directed to do so in writing by the district.

- *A description of the procedures for notifying the affected parent, legal guardian, or eligible pupil in the event of an unauthorized disclosure of the pupil's records.*
  - Adrylan Communications complies with this provision. Unless provided for in the contract, the EADMS System does not contain parent or legal guardian contact information. However, in the unlikely case of an unauthorized disclosure of student records, Adrylan Communications will make every effort to assist the district in notifying the affected parents or legal guardian.

- *A certification that a pupil's records shall not be retained or available to the third party upon completion of the terms of the contract and a description of how that certification will be enforced. (NOTE: These requirements do not apply to pupil-generated content if the pupil chooses to establish or maintain an account with the third party for the purpose of storing that content either by retaining possession and control of their own pupil- generated content, or by transferring pupil-generated content to a personal account).*
  - Adrylan Communications complies with this provision and certifies that all student data is destroyed after completion of the terms of our contract.

- *A description of how the district and the third party will jointly ensure compliance with the federal Family Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g).*
  - Adrylan Communications complies with this provision and fully complies with FERPA regulations.
    - Adrylan Communications supports the schools requirement to allow parents or eligible students to inspect and review the student's assessment data maintained in the EADMS system for all parents issued a parent/student login.
    - A request by parents or eligible students to correct records which they believe to be inaccurate or misleading that affects assessment data stored in the EADMS System will be changed upon receipt by EADMS from the school's student information system.
    - Adrylan Communications does not release any student assessment information to any non-district party.

- *A prohibition against the third party using personally identifiable information in pupil records to engage in targeted advertising.*
  - Adrylan Communications complies with this provision. It is Adrylan Communication's policy to not sell, trade, or rent personal identification information in student records to anyone outside our organization.

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Addendum 3

Disclosure of Students' Records or Communications by School Teacher or Employee - Mich. Comp. Laws Section 600.2165

Adrylan Communications, Inc., through its EADMS related K-12 products and services, ensures it complies with all of the required provisions listed in Michigan Comp. Laws Section 600.2165:

No teacher, guidance officer, school executive or other professional person engaged in character building in the public schools or in any other educational institution, including any clerical worker of such schools and institutions, who maintains records of students' behavior or who has records in his custody, or who receives in confidence communications from students or other juveniles, shall be allowed in any proceedings, civil or criminal, in any court of this state, to disclose any information obtained by him from the records or such communications; nor to produce records or transcript thereof, except that testimony may be given, with the consent of the person so confiding or to whom the records relate, if the person is 18 years of age or over, or, if the person is a minor, with the consent of his or her parent or legal guardian.

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Addendum 4

Compliance with La. R.S. 17:3913, Student information; privacy; legislative intent; definitions; prohibitions; rules

and

La. R.S. 51:3071 *et seq.,* Louisiana Database Breach Notification Law

During the 2014 Louisiana Legislative Session, the State of Louisiana enacted new laws governing the collection, disclosure and use of students' personally identifiable information. The new laws require that any contracts between a school system and a third-party, who is entrusted with personally identifiable information of any student, contain the statutorily prescribed minimum requirements as to the use of personally identifiable information. In order to comply with the requirements of the new laws, this Addendum and the terms contained herein are hereby incorporated into the EADMS Terms and Conditions.

In accordance with La. R.S. 17:3913(F), Adrylan agrees to protect personally identifiable information in a manner that allows only those individuals, who are authorized by Adrylan to access the information, the ability to do so. Personally identifiable information should be protected by appropriate security measures, including, but not limited to, the use of user names, secure passwords, encryption, security questions, etc. Adrylan's network must maintain a high level of electronic protection to ensure the integrity of sensitive information and to prevent unauthorized access in these systems. Adrylan agrees to perform regular reviews of its protection methods and perform system auditing to maintain protection of its systems. Adrylan agrees to maintain secure systems that are patched, up to date, and have all appropriate security updates installed.

To ensure that the only individuals and entities who can access student data are those that have been specifically authorized by Adrylan to access personally identifiable student data, Adrylan shall implement various forms of authentication to identify the specific individual who is accessing the information. Adrylan must individually determine the appropriate level of security that will provide the necessary level of protection for the student data it maintains. Adrylan shall not allow any individual or entity unauthenticated access to confidential personally identifiable student records or data at any time.

Adrylan shall implement appropriate measures to ensure the confidentiality and security of personally identifiable information, protect against any unanticipated access or disclosure of information, and prevent any other action that could result in substantial harm to the School Board or any individual identified by the data.

Adrylan agrees that any and all personally identifiable student data will be stored, processed, and maintained in a secure location and solely on designated servers. No School Board data, at any time, will be processed on or transferred to any portable computing device or any portable storage medium, unless that storage medium is in use as part of Adrylan's designated backup and

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recovery processes. All servers, storage, backups, and network paths utilized in the delivery of the service shall be contained within the United States unless specifically agreed to in writing by the School Board.

Adrylan agrees that any and all data obtained from the School Board shall be used expressly and solely for the purposes enumerated in the original Contract. Data shall not be distributed, used, or shared for any other purpose. As required by Federal and State law, Adrylan further agrees that no data of any kind shall be revealed, transmitted, exchanged or otherwise passed to other vendors or interested parties. Adrylan shall not sell, transfer, share or process any student data for any purposes other than those listed in the Contract, including commercial advertising, marketing, or any other commercial purpose.

Adrylan shall establish and implement a clear data breach response plan outlining organizational policies and procedures for addressing a potential breach. Adrylan's response plan shall require prompt response for minimizing the risk of any further data loss and any negative consequences of the breach, including potential harm to affected individuals. A data breach is any instance in which there is an unauthorized release or access of personally identifiable information or other information not suitable for public release. This definition applies regardless of whether Adrylan stores and manages the data directly or through a contractor, such as a cloud service provider.

Adrylan shall develop a policy for the protection and storage of audit logs. The policy shall require the storing of audit logs and records on a server separate from the system that generates the audit trail. Adrylan must restrict access to audit logs to prevent tampering or altering of audit data. Retention of audit trails shall be based on a schedule determined after consultation with operational, technical, risk management, and legal staff.

Adrylan is permitted to disclose Confidential Information to its employees, authorized subcontractors, agents, consultants and auditors on a need to know basis only, provided that all such subcontractors, agents, consultants, and auditors have written confidentiality obligations to Adrylan and the School Board. The confidentiality obligations shall survive termination of any agreement with Vendor for a period of fifteen (IS) years or for so long as the information remains confidential, whichever is longer, and will inure to the benefit of the School Board.

Adrylan acknowledges and agrees that unauthorized disclosure or use of protected information may irreparably damage the School Board in such a way that adequate compensation could not be obtained solely in monetary damages. Accordingly, the School Board shall have the right to seek injunctive relief restraining the actual or threatened unauthorized disclosure or use of any protected information, in addition to any other remedy otherwise available (including reasonable attorney fees). Adrylan hereby waives the posting of a bond with respect to any action for injunctive relief. Adrylan further grants the School Board the right, but not the obligation, to enforce these provisions in Adrylan's name against any of Adrylan 's employees, officers, board members, owners, representatives, agents, contractors, and subcontractors.

Adrylan agrees to comply with the requirements of La. R.S. 51:3071 et seq. (Louisiana Database Breach Notification Law) as well as any other applicable laws that require the notification of individuals in the event of unauthorized release of personally identifiable information or other event requiring notification. In the event of a breach of any of the Adrylan's security obligations or

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other event requiring notification under applicable law, Adrylan agrees to notify the School Board immediately and assume responsibility for informing all such individuals in accordance with applicable law and to indemnify, hold harmless and defend the School Board and its employees from and against any and all claims, damages, or causes of action related to the unauthorized release.

In accordance with applicable state and federal law, Vendor agrees that auditors from any state, federal, or other agency, as well as auditors so designated by the School Board, shall have the option to audit Adrylan's service. Records pertaining to the service shall be made available to auditors and the School Board when requested.

Adrylan agrees that if the original Contract is terminated or if the original Contract expires, Adrylan shall return all data to the School Board in a useable electronic format. Adrylan further agrees to erase, destroy, and render unreadable, all data in its entirety in a manner that prevents its physical reconstruction through the use of commonly available file restoration utilities. Adrylan shall certify in writing that these actions have been completed within 30 days of the termination of the Contract or within seven (7) days from receipt of any request by the School Board, whichever comes first.

6.6.22

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 iParadigms, LLC for turnitin.com

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Kerry Callahan KC

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
2015-2016 LCFF Supplemental

MEETING DATE:
June 2, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:
The attached contract is with iParadigms, LLC for use of turnitin.com. Turnitin will be used in conjunction with Schoology our recently contracted online learning management system (digital learning environment) for Glen Edwards, Twelve Bridges Middle, Lincoln High, and Phoenix High.

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

REGISTRATION AGREEMENT

This REGISTRATION AGREEMENT ("Agreement") is made as of May 15, 2015 (the "Effective Date"), by and between iPARADIGMS, LLC, a California limited liability company ("iParadigms") and Western Placer Unified ("Institution" or "Customer").

1. OVERVIEW. iParadigms has developed and operates a unique service which allows educational institutions to check student work for possible textual matches against Internet-available resources and its own proprietary database (the "Service"). Institution desires to protect and promote academic integrity in its curriculum and students and wishes to subscribe to the Service as a tool for detecting and preventing plagiarism.

2. SERVICES LICENSE GRANT. During the Term and subject to Institution's compliance with the terms and conditions of this Agreement, iParadigms hereby grants to Institution a non-transferable, non-exclusive license to use the Service. This license shall extend to instructors employed by the Institution ("Instructors"), but only for their use in classes offered through Institution and provided that Instructors shall be subject to the terms and conditions of this Agreement and shall be bound by its provisions as members of Institution. Institution shall be responsible for ensuring their Instructors comply with the terms of this Agreement. No other license is granted by implication, estoppel or otherwise.

3. USE OF SERVICE. With respect to use of the Service, Institution shall:

a. abide by the Acceptable Use Policy set forth in the Usage Policy for the Turnitin.com site, incorporated herein by this reference, as may be revised by iParadigms from time-to-time. Any such revisions to the Acceptable Use Policy will be posted on the Turnitin.com site. Continued use of the Service shall constitute Institution's and its Instructors' acceptance of future revisions to the policy;

b. use the Service only in connection with classes offered in its own curriculum, to its own students ("Students") for the purpose of submitting Student work for evaluation and shall not rent, lease or provide access to or benefits from the Service to any other institution or individual;

c. use reasonable efforts to retain the confidentiality of any Service passwords;

d. not make statements to Students that Institution is using the Service in a given class when such class is not registered (Note: even within a particular class using the Service, for purposes of fairness and equal application, iParadigms strongly recommends requiring Student submission of all papers rather than submission by Instructors only of papers singled out by Instructor);

e. consider iParadigms' strong recommendation that the course syllabus of each course making use of the Service carry a notice substantially to the effect of the following: "Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site." If use of the Service is instituted after distribution of the syllabus, then Institution shall consider iParadigms' strong recommendation that equivalent written notice is provided by the Instructor to the Students;

f. consider iParadigms' strong recommendation that students enrolling at Institution receive clear notice similar to paragraph 3(e) above in their student handbook or comparable communication at the time of enrollment, and,

iParadigms may, in its sole discretion, suspend Institutions or any of its Instructor's or Student's access to the Service to (i) prevent damages to, or degradation of, the Service, (ii) comply with any law, regulation, court order, or other governmental request, (iii) otherwise protect iParadigms from potential legal liability; or (iv) address a breach of the Acceptable Use Policy set forth in the Usage Policy for the Turnitin.com site. iParadigms shall use reasonable efforts to provide Institution with notice prior to or promptly following any suspension of the Service. iParadigms shall restore access to the Service as soon as the event giving rise to suspension has been resolved.

4. ORIGINALITY REPORTS AND SOURCE DATABASE. With respect to reports evaluating textual sources ("Originality Reports") and the database of source documents ("Source Database"), Institution agrees:

a. to maintain any iParadigms' notices (including legal notices relating to iParadigms' proprietary rights (e.g., copyright and trademark notices) and disclaimer on the Originality Reports;

b. to exercise its independent professional judgment in, and to assume sole and exclusive responsibility for, determining the actual existence of plagiarism in a submitted paper under the acknowledgement and understanding that the Originality Reports are only tools for detecting textual similarities between compared works and do not determine conclusively the existence of plagiarism;

c. any disclosure of an Originality Report to any third party is at the Institution's own risk; and,

d. all papers submitted by Institution and/or its Instructors and Students shall be retained in the Source Database solely for the purposes of using such papers as source material to detect potential plagiarism of such papers in the future, for access by the instructor as an archive of submitted work, and for peer review if the instructor enables such option, except as expressly authorized by Students and/or Instructors.

5. iPARADIGMS OBLIGATIONS. iParadigms agrees to:

a. enable Instructors and/or account administrators to create Instructor accounts and enable Students to create Student accounts in the Service, subject to their agreement to be bound by and adherence to, as applicable, this Agreement, and the Usage Policy on the Turnitin.com Site;

6.7.1

b. create an Originality Report for each submitted paper and to use reasonable efforts to make such Originality Report available online for a period of one hundred and eighty (180) days after the set archive date for a class, with subsequent access, as available, to be provided via request to www.turnitin.com/help;

c. use reasonable efforts to protect the security of accounts, passwords and the Source Database;

d. comply with the then current Privacy Policy posted on the iParadigms' site, incorporated herein by this reference

6. **OWNERSHIP.** As between the parties, subject to the licenses granted herein and the underlying ownership rights of Students in and to the submitted papers, iParadigms owns all rights in and to the Service and all materials created by the Service, including the format of Originality Reports, and all intellectual property rights related thereto. With the exception of the limited license granted in Section 2, nothing contained herein shall be construed as granting Institution, Instructors, or Students any right, title, or interest in iParadigms' intellectual property or proprietary information. All rights in such items are expressly reserved to iParadigms.

7. **PRICING AND PAYMENT.** Pricing shall be per iParadigms' Service Pricing Agreement ("SPA"), incorporated herein as Exhibit A. The SPA shall also include the maximum usage of the Service permitted to Institution and Institution agrees not to exceed such usage without purchasing additional usage as per the SPA. All payments are due net thirty (30) days from the date of invoice. Payments are deemed late thereafter and shall accrue interest at the lesser of 1.5% per month or the maximum rate and net period allowable by California law.

8. **SUPPORT.** iParadigms shall provide reasonable email and phone support to Institution via Institution's sole appointed primary account administrator during iParadigms' normal support hours, with any additional support provided according to the terms of an Additional Support Agreement to be entered into by the parties.

9. **TERM AND TERMINATION.**

a. **Term.** The term ("Term") of this Agreement shall consist of an initial Term and any renewal Terms. The initial Term of this Agreement shall commence on the date set forth in the SPA and extend for a period of one (1) year or for the period of time specified in the SPA. Thereafter, the Agreement may be renewed on the mutual agreement of the parties for additional one (1) year renewal Terms. Prior to expiration of a pending Term, Institution's Administrator will be presented with reminders when logging onto the Service regarding the need for renewal. The pricing for such renewal, and any new terms and conditions applicable to the renewal Term will be subject to the mutual agreement of the parties.

b **Termination for Breach.** In the event of a material breach of this Agreement, the non-breaching party may provide the other party written notice of such breach and such other party shall have a period of thirty (30) days in which to cure the breach, except in the case of a payment breach, in which case the cure period shall be five (5) business days. In the event the breaching party fails to cure the breach within the cure period, in addition to whatever other remedies may be available at law or equity, the non-breaching party shall have the right to terminate this Agreement upon providing the other party written notice of termination

c. **Survival.** Sections 3(d), 4, 5(c)-(d), 6, and 9-13 shall survive any expiration or termination of this Agreement, regardless of the reason for such termination, and shall continue in full force and effect thereafter.

10. **AVAILABILITY.** iParadigms shall use reasonable efforts to make the Service available for access over the Internet at least 98% of the time during each month of the Term, except for scheduled maintenance and repairs, failures related to Institution's systems and Internet access, and any interruption in the Service due to causes beyond the control of iParadigms or that are not reasonably foreseeable by iParadigms, including, without limitation: loss or theft of data; interruption or failure of telecommunication or digital transmission links; Internet slow-downs or failure, failures or default of third party software, vendors, or products; and communications, network/internet connection, or utility interruption or failure. In the event iParadigms fails to achieve the foregoing availability requirement, iParadigms shall use commercially reasonable efforts to correct such loss or interruption as quickly as practicable.

11. **WARRANTY AND DISCLAIMER; LIMITATION OF LIABILITY AND LIABILITY CAP**

a. **Warranty.** iParadigms warrants that to the best of its knowledge, the Service (excluding any Institution, Instructor, Student, or other third party content) does not infringe the intellectual property rights of any third party. During the Term, iParadigms warrants that it shall use reasonable efforts to provide the Service and support as set forth herein and as described on iParadigms' site and published documentation. Notwithstanding the foregoing, Institution acknowledges that the Service is limited in scope by a finite database of material with which to compare a submitted work, a search process that might not have indexed the material that was used to create the submitted work, and non-access to certain proprietary databases of written work. Institution also acknowledges that Originality Reports indicate the possibility of textual matches only and that the actual determination of plagiarism is a matter subject to the professional judgment of Institution acting alone.

b. **Warranty Disclaimer.** EXCEPT AS SET FORTH IN SECTION 11(a) ABOVE, THE SERVICE (INCLUDING THE ORIGINALITY REPORTS) IS PROVIDED ON AN "AS IS" AND "AS AVAILABLE" BASIS. IPARADIGMS SPECIFICALLY DISCLAIMS ALL WARRANTIES OF ANY KIND, WHETHER EXPRESS, IMPLIED OR STATUTORY, INCLUDING BUT NOT LIMITED TO ANY WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, QUIET ENJOYMENT, QUALITY OF INFORMATION, NON-INFRINGEMENT AND TITLE. NO WARRANTY IS MADE THAT THE SERVICE WILL BE TIMELY, SECURE OR ERROR-FREE. IN JURISDICTIONS NOT ALLOWING THE LIMITATION OR EXCLUSION OF CERTAIN WARRANTIES, IPARADIGMS' WARRANTY SHALL BE LIMITED TO THE GREATEST EXTENT PERMITTED BY CALIFORNIA LAW.

THE SERVICE IS ACCESSED AND USED OVER THE INTERNET. INSTITUTION ACKNOWLEDGES AND AGREES THAT IPARADIGMS DOES NOT OPERATE OR CONTROL THE INTERNET AND THAT: (I) VIRUSES, WORMS, TROJAN HORSES, OR OTHER UNDESIRABLE DATA OR SOFTWARE; OR (II) UNAUTHORIZED USERS (e.g., HACKERS) MAY ATTEMPT TO OBTAIN ACCESS TO AND DAMAGE INSTITUTION'S DATA, COMPUTERS, OR NETWORKS.

6.7.2

IPARADIGMS SHALL NOT BE RESPONSIBLE FOR SUCH ACTIVITIES.

c. **Limitation of Liability**. REGARDLESS OF THE TYPE OF CLAIM OR THE NATURE OF THE CAUSE OF ACTION, TO THE EXTENT ALLOWED BY CALIFORNIA STATE LAW, INSTITUTION AGREES THAT IN NO EVENT WILL IPARADIGMS OR ITS AFFILIATES, OFFICERS, EMPLOYEES, AGENTS OR LICENSORS, BE LIABLE FOR (I) ANY DECISION MADE OR ACTION TAKEN OR NOT TAKEN IN RELIANCE UPON THE INFORMATION PROVIDED THROUGH THE SERVICE; (II) FOR ANY LIABILITY ARISING FROM INSTITUTION'S DISCLOSURE OF AN ORIGINALITY REPORT TO ANY THIRD PARTY, OR (III) FOR ANY INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL, EXEMPLARY OR PUNITIVE DAMAGES, INCLUDING BUT NOT LIMITED TO LOSS OF REVENUES AND LOSS OF PROFITS, EVEN IF IPARADIGMS HAS BEEN ADVISED AS TO THE POSSIBILITY OF SUCH DAMAGES.

d. **Liability Cap**. TO THE EXTENT ALLOWED BY CALIFORNIA STATE LAW, IPARADIGMS AND ITS AFFILIATES, OFFICERS, EMPLOYEES, AGENTS OR LICENSORS' TOTAL CUMULATIVE LIABILITY ARISING UNDER OR RELATED TO THIS AGREEMENT AND THE SERVICE, WHETHER IN CONTRACT, TORT OR OTHERWISE, WILL NOT EXCEED THE AMOUNTS PAID TO IPARADIGMS BY INSTITUTION UNDER THIS AGREEMENT DURING THE TWELVE (12) MONTHS IMMEDIATELY PRECEDING THE EVENT GIVEN RISE TO LIABILITY. SOME JURISDICTIONS DO NOT ALLOW THE LIMITATION OR EXCLUSION OF LIABILITY FOR INCIDENTAL OR CONSEQUENTIAL DAMAGES; IN THOSE JURISDICTIONS IPARADIGMS' LIABILITY UNDER THIS AGREEMENT SHALL BE LIMITED TO THE GREATEST EXTENT PERMITTED BY LAW. THE LIMITATION OF LIABILITY AND LIABILITY CAP SHALL APPLY EVEN IF THE EXPRESS WARRANTIES SET FORTH ABOVE FAIL OF THEIR ESSENTIAL PURPOSE.

e. **Third-Party Products.** In connection with the Service, iParadigms may make available to user, or Customer may separately license certain third party products (collectively, the "Third Party Products"). Except as otherwise provided in the third party licensor's license agreement, if any, accompanying the Third Party Products, Customer shall have a limited, non-transferable (except to a successor entity), non-exclusive license to use the Third Party Products solely in connection with the Services. EXCEPT AS OTHERWISE PROVIDED IN THE THIRD PARTY LICENSOR'S LICENSE AGREEMENT, IF ANY, ACCOMPANYING THE THIRD PARTY PRODUCTS, THE THIRD PARTY PRODUCTS ARE PROVIDED "AS-IS," WITHOUT WARRANTIES OF ANY KIND AND IPARADIGMS AND THE THIRD PARTY LICENSOR DISCLAIM ALL WARRANTIES WITH RESPECT TO THE THIRD PARTY PRODUCTS, INCLUDING, BUT NOT LIMITED TO, THE IMPLIED WARRANTIES OF NON-INFRINGEMENT, TITLE, MERCHANTABILITY, AND FITNESS FOR A PARTICULAR PURPOSE. IN NO EVENT WILL IPARADIGMS OR THE THIRD PARTY LICENSOR BE LIABLE TO CUSTOMER OR ANY THIRD PARTY FOR ANY DIRECT, INDIRECT, PUNITIVE, EXEMPLARY, INCIDENTAL, SPECIAL, OR CONSEQUENTIAL DAMAGES ARISING OUT OF THE THIRD PARTY PRODUCTS, EVEN IF THEY HAVE BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES OR LOSSES

12. **INDEMNIFICATION.** TO THE EXTENT ALLOWED BY CALIFORNIA STATE LAW, Institution shall defend and indemnify iParadigms and hold it and its affiliates, officers, directors, employees, agents, and licensors ("Indemnified Parties") harmless from any and all claims, losses, deficiencies, damages, liabilities, costs, and expenses (including but not limited to reasonable attorneys' fees and all related costs and expenses) incurred by the Indemnified Parties as a result of any claim, judgment, or adjudication related to or arising from: (a) Institution's breach of its obligations under this Agreement; or, (b) Institution's decision not to follow iParadigms' strong recommendations set forth in Section 3(e)-(f). To qualify for the foregoing indemnity obligation, the Indemnified Parties must: (i) give Institution prompt written notice of any claim; and (ii) allow Institution to control, and fully cooperate with Institution in, the defense and all related negotiations.

13. **GOVERNING LAW AND DISPUTE RESOLUTION.** This Agreement shall be governed by the laws of the United States of America and the State of California excluding its conflict of laws rules. The parties hereby consent to the exclusive personal jurisdiction of and venue in the federal or state courts located in the jurisdiction in which the defendant in any such action resides.

14. **OTHER PROVISIONS.** If subscription to the Service is via an individual department, all provisions applying to an Institution herein shall be deemed to apply to the department. This Agreement constitutes the entire agreement and understanding between the parties with respect to the subject matter hereof and supersedes and replaces any and all prior or contemporaneous written or oral agreements. Except as provided herein, all amendments or modifications to this Agreement must be by actual hardcopy execution by an authorized signatory of each party. A party's failure to insist upon or enforce strict performance of any provision of this Agreement shall not be construed as a waiver of any provision or right. If any provision of this Agreement is held to be invalid or unenforceable, such determination shall not affect the balance of the Agreement, which shall remain in full force and effect and the offending provision shall be modified to the minimum extent required to render the provision enforceable. Institution may not assign or transfer this Agreement. iParadigms may assign this agreement in the event of acquisition, merger, corporate reorganization or similar change of control event. iParadigms may use and reference Institution's name as a subscriber to the Service in connection with truthful advertising or promotion of the Service. There are no third party beneficiaries of this Agreement.

6.7.3

ACKNOWLEDGED AND AGREED, as of the Effective Date:

IPARADIGMS, LLC

By: [signature]

Laura [illegible] for C. Caran

Date: 5/15/15

Print Name: Chris Caran, CEO

Print Title: CEO

1111 Broadway 3rd Floor
Oakland CA 94607

WESTERN PLACER UNIFIED

By: [signature]

Date: 5/19/15

Print Name: Kerry Callahan

Print Title: Asst. Supt. of Ed Services

Address: 600 6th St., Ste 400
Lincoln, CA 95648

6.7.4

EXHIBIT A

SERVICES PRICING AGREEMENT

This **Services Pricing Agreement** ("SPA") is Exhibit A of the Registration Agreement entered into between **iParadigms** and **Western Placer Unified** as of the Effective Date.

PRICING: Institution shall pay a **services fee** (Fee) in the amount of **$ 16,245.50 US****, for a Turnitin Institutional License (including OriginalityCheck, GradeMark and PeerMark) for up to 3,280 Students for the Term. The Service shall include Turnitin with Integration, unlimited submissions of papers, unlimited classes and unlimited Originality Reports for the Term.

Payment is due net thirty (30) days from the date of invoice. Payments are deemed late thereafter and shall accrue interest at the lesser of 1.5% per month or the maximum rate and net period allowable by California law.

**** IMPORTANT TAX INFORMATION:** Products sold to certain states are subject to tax. iParadigms charges sales tax in these states: AZ, IL, IN, MA, MI, NM, NY, OH, SD, TX, UT, WA, PA. Estimated Tax above (if any) is not final. Invoice will reflect Applicable Tax (state and local). No sales tax is charged when provided a valid exemption certificate. If you have a valid tax exemption certificate, please email it to: ar@turnitin.com

TERM: Twelve (12) months commencing on the Activation Date, which is defined as the date as confirmed via the applicable iParadigms' invoice. (For planning purposes, the estimated Activation Date is **August 1, 2015.**)

OPTIONAL SERVICES: As may be completed below, Institution orders the following Training, which shall be governed by the terms and conditions as forth in http://turnitin.com/en_us/about-us/turnitin-training-terms-and-conditions, and this SPA:

__ **Online Training (Live Expert Training Plus)**, for which Institution shall pay a fee in the total amount of **$750 US****.

TOTAL FEES UNDER THIS SPA: $ 16,995.50 US**

ACKNOWLEDGED AND AGREED, as of 5/19/, 2015:

iPARADIGMS, LLC

By: Laura DiPiano for C. Caren

Date: 5/15/15

Print Name: Chris Caren

Print Title: CEO

1111 Broadway 3rd Floor
Oakland CA 94607

WESTERN PLACER UNIFIED

By: BCallahan

Date: 5/19/15

Print Name: Kerry Callahan

Print Title: Asst. Supt. Ed Services

Billing Address: 600 6th St. Ste 400
Lincoln, CA 95648

Billing Email Address: Same

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:

Ratify Consultant Agreement between Tsugufumi Furuyama and Western Placer Unified School District

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick,
Assistant Superintendent of Business & Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

General Fund - Technology Dept.

MEETING DATE:

June 2nd, 2015

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached Consultant Agreement is between Tsugufumi Furuyama and Western Placer Unified School District for school district technology services through June 30, 2015. The District is currently without a Technology Data Specialist CALPADS Coordinator for the remainder of the 2014/2015 school year and is need of technology services to complete the year end CALPADS certification for the 2014/15 school year by June 30, 2015.

RECOMMENDATION:

Administration recommends Board ratify the Consultant Agreement is between Tsugufumi Furuyama and Western Placer Unified School District.

Consultant Agreement

This Consultant Agreement ("Agreement") is made and entered into this 22nd day of May, 2015, between the Western Placer Unified School District ("DISTRICT"), and Tsugufumi Furuyama ("CONSULTANT").

I. RECITALS

WHEREAS, the CONSULTANT has been appointed as the Director of Technology for the DISTRICT effective July 1, 2015;

WHEREAS, prior to taking the position of Director of Technology, the CONSULTANT is employed in another capacity for another public school district through June 30, 2015;

WHEREAS, the District is currently without a Technology Data Specialist CALPADS Coordinator for the remainder of the 2014/2015 school year;

WHEREAS, the DISTRICT desires CONSULTANT's experience and expertise prior to his employment as Director of Technology on July 1, 2015;

WHEREAS, the DISTRICT is authorized by Section 53060 of the California Government Code to contract with and employ an independent contractor specially trained to perform special services required; and

WHEREAS, the CONSULTANT is a specially trained and experienced school district technology official, and possesses skills necessary to the DISTRICT'S efficient operation of its technology systems for the remainder of the current school year, especially with regarding to CALPADS and associated programs and is competent to perform these special consultant services in furtherance of the DISTRICT'S interests pursuant to this Agreement;

NOW, THEREFORE, and in consideration of the provisions herein, the DISTRICT and CONSULTANT agree as follows:

II. TERMS

1. The term of this Agreement shall be from the date of execution of this Agreement through June 30, 2015, at which time it shall automatically terminate unless terminated earlier as provided in paragraph six (6) below.

2. CONSULTANT shall provide school district technology services, specifically including CALPADS data submission to CALPADS and associated programs and databases; as well as audit, certify, and publish student and staff information to CALPADS and other local, regional, state, and federal agencies as required at the highest level of professional competence. CONSULTANT shall act under the direction of the DISTRICT's Superintendent or designee and shall perform all duties necessary or

advisable for the DISTRICT's technology operations and subject at all times to the applicable state and federal laws and Board Policies and Regulations.

3. In lieu of paying CONSULTANT for his services, District shall credit CONSULTANT a day of service toward his 2015/2016 contracted work days for each day of service he performs pursuant to this Agreement before July 1, 2015, thus reducing the number of work days for 2015/2016 by the number of work days he completes under this Agreement. There shall be no other compensation, benefits, holiday pay, sick pay, stipends, or reimbursements other than those specified in this Agreement.

4. While performing service hereunder, CONSULTANT is an independent contractor and not an officer, agent, or employee of the DISTRICT. Nothing in this Agreement shall be construed to be inconsistent with this relationship or status. The CONSULTANT shall have no power or authority except by this Contract to bind the DISTRICT in any respect. Neither DISTRICT nor any of its officers, employees or agents shall have control over the conduct of CONSULTANT except as set forth in this Agreement. CONSULTANT shall not at any time or in any manner represent that it is an officer, or employee, of the DISTRICT. CONSULTANT shall not incur or have the power to incur any debt, obligation, or liability whatever against DISTRICT or bind DISTRICT in any manner.

5. The DISTRICT shall reimburse CONSULTANT for all reasonable and necessary expenses incurred by him while acting within the scope of his duties and responsibilities under this Agreement, including travel expenses. Reimbursement shall be in accordance with Board Policy and practice and CONSULTANT shall provide expense records for any requested reimbursements to the DISTRICT's Governing Board for review and approval.

6. This Agreement may be terminated by either party for material breach of the obligations and duties hereunder upon seven (7) days notice to the other party. This Agreement may also be terminated by mutual agreement of the parties at any time.

7. This Agreement contains the entire agreement and understanding between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representation, express or implied, not contained in this Agreement.

8. This Agreement is subject to all applicable laws of the State of California and policies of the Governing Board, all of which are part of the terms and conditions of this contract.

9. If, during the term of this Agreement, it is found that a specific clause of the Agreement is invalid or unenforceable, the remainder of the Agreement not affected by such ruling, shall remain in full force and effect.

10. Neither party shall assign this Agreement or any part thereof without the written consent of the other party.

WITNESS the parties hereto the day and year first above written:

Date: 5/21/15 By: _____
Superintendent
Western Placer Unified School District

Date: 5/22/15 By: _____
Tsugufumi Furuyama, Consultant

Ratified by Governing Board on _____

6.8.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:

Approve Rental Lease Agreement
Between Ray Morgan Company and WPUSD-
Lincoln High School

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Supt. - Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

General Funds – Lincoln High School
Discretionary Funds

MEETING DATE:

June 2, 2015

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached rental lease agreement is for Ray Morgan Company and Western Placer Unified School District/Lincoln High School for four copiers to be used at the school site. The agreement term is for sixty (60) months at $782.00 per month. The term may be extended for twelve months unless written notice is received at least ninety (90) days before the end of the term. The copier rental charges will be paid with school site discretionary funds.

RECOMMENDATION:

Administration recommends the Board ratify the agreement for fiscal budget services between Ray Morgan Company and Western Placer Unified School District/Lincoln High School.

RMC

Ray Morgan Company

Value Rental

Lease Agreement

AGREEMENT NUMBER

This document is written in "Plain English". The words you and your refer to the customer. The words Owner, we, us and our refer to Ray Morgar Company. Every attempt has been made to eliminate confusing language and create a simple, easy-to-read docume

CUSTOMER INFORMATION

FULL LEGAL NAME OF CUSTOMER			STREET ADDRESS	
Western Placer Unified School District			600 6TH ST	
CITY	STATE	ZIP	PHONE	FAX
Lincoln	CA	95648	916-645-6360	916-645-6349
BILLING NAME (IF DIFFERENT FROM ABOVE)			BILLING STREET ADDRESS	
CITY	STATE	ZIP	FEDERAL TAX I.D. #	E-MAIL

EQUIPMENT LOCATION (IF DIFFERENT FROM ABOVE)
Lincoln High School,790 J Street,Lincoln,95648

MAKE / MODEL / ITEM DESCRIPTION	SERIAL NO.	STARTING METER
3 Canon IR-ADV 6265		
1 canon IR-ADV C350IF		

RENTAL TERMS

Term in months

60 (mos.)

RENTAL PAYMENT AMOUNT

60 Payments of $ 782.00
(plus applicable taxes)

Rental Payment Period is Monthly
Unless Otherwise Indicated

SECURITY DEPOSIT

$ 0.00 Received
(plus applicable taxes)

Payment includes 0 Color images per month | Overages billed monthly at 0.0553 per Color image

Payment includes 0 B&W images per month | Overages billed monthly at 0.0052 per B&W image

Scans billed separately at: 0.00 per scan

Please select one of the following: Meter readings will be: (●) Monthly ( ) Quarterly ( ) Other

(If nothing is selected, then Quarterly will be your Meter Reading option.)

THIS IS A NONCANCELABLE / IRREVOCABLE AGREEMENT. THIS AGREEMENT CANNOT BE CANCELED OR TERMINATED.

TERMS AND CONDITIONS

THIS AGREEMENT CONTAINS PROVISIONS SET FORTH ON THE REVERSE SIDE, ALL OF WHICH ARE MADE A PART OF THIS AGREEMENT

OWNER ACCEPTANCE

DATED: _____ OWNER: _____ SIGNATURE _____ TITLE _____

CUSTOMER ACCEPTANCE

By signing below, you certify that you have reviewed and do agree to all conditions and terms of this Agreement on this page and on page 2 attached hereto.

DATED: 5/21/15 CUSTOMER: WPUSD SIGNATURE X _____ TITLE Asst Supt of Business Svs and Operati

PRINT NAME Audrey Kilpatrick

DATED: _____ CUSTOMER: _____ SIGNATURE X _____ TITLE _____

PRINT NAME _____

GUARANTY

As additional inducement for us to enter into the Agreement, the undersigned ("you") unconditionally, jointly and severally, personally guarantees that the customer will make all payments and meet all obligatio required under this Agreement and any supplements fully and promptly. You agree that we may make other arrangements including compromise or settlement with the customer and you waive all defenses and notice of those changes and will remain responsible for the payment and obligations of this Agreement. We do not have to notify you if the customer is in default. If the customer defaults, you will immediately pay in accordance with the default provision of the Agreement all sums due under the terms of the Agreement and will perform all the obligations of the Agreement. If it is necessary for us to proceed legally to enforce this guaranty, you expressly consent to the jurisdiction of the court set out in paragraph 15 and agree to pay all costs, including attorneys fees incurred in enforcement of this guaranty. It is not necessa for us to proceed first against the customer before enforcing this guaranty. By signing this guaranty, you authorize us to obtain credit bureau reports for credit and collection purposes.

PRINT NAME OF GUARANTOR: _____ SIGNATURE X _____ DATE _____

ACCEPTANCE OF DELIVERY

You certify that all the equipment listed above has been furnished, that delivery and installation has been fully completed and satisfactory. Further, all conditions and terms of this Agreement have been review and acknowledged. Upon your signing below, your promises herein will be irrevocable and unconditional in all respects. You understand and agree that we have purchased the equipment from the supplier, a you may contact the above supplier for your warranty rights, which we transfer to you for the term of the Agreement. Your approval as indicated below of our purchase of the equipment from the supplier is a condition precedent to the effectiveness of this Agreement.

DATED: _____ CUSTOMER: _____ SIGNATURE X _____ TITLE _____

6.9.1

1. AGREEMENT: You agree to rent from us the personal property described under "MAKE/MODEL/ITEM DESCRIPTION" and as modified by supplements to this Master Agreement from time to time signed by you and us (such property and any upgrades, replacements, repairs and additions referred to as "Equipment") for business purposes only. You agree to all of the terms and conditions contained in this Agreement and any supplement, which together are a complete statement of our Agreement regarding the listed equipment ("Agreement") and supersedes any purchase order or outstanding invoice. This Agreement may be modified only by written agreement and not by course of performance. This Agreement becomes valid upon execution by us and will begin on the rent commencement date and will continue from the first day of the following month for the number of consecutive months shown. You also agree to pay to Owner interim rent for the use of the equipment prior to the due date of the first payment. The term will be extended automatically for successive 12 month terms unless you send us written notice you do not want it renewed at least ninety (90) days before the end of any term. If any provision of this Agreement is declared unenforceable in any jurisdiction, the other provisions herein shall remain in full force and effect in that jurisdiction and all others.
2. RENT: Rent will be payable in installments, each in the amount of the basic payment shown plus any applicable sales tax, use tax, plus 1/12th of the amount estimated by us to be personal property tax on the Equipment for each year of this Agreement. You will pay the security deposit on the date you sign this Agreement. Subsequent installments will be payable on the first day of each rental payment period shown beginning after the first rental payment period. We will have the right to apply all sums, received from the you, to any amounts due and owed to us under the terms of this Agreement. In the event this Agreement is not fully completed, the security deposit will be retained by us to compensate us for our documentation, processing and other expenses. If for any reason, your check is returned for nonpayment, a $20.00 bad check charge will be assessed.
3. MAINTENANCE AND SUPPLIES: The charges established by this Agreement include payment for the use of the designated Equipment and accessories, maintenance (during normal business hours), inspection, adjustment, parts replacement, drums and cleaning material required for the proper operation, as well as black toner, color toner and developer as defined by the Manufacturer's Published Yield per Container. Additional toner will be billed separately. Paper, media, staples and clear toner, if any is required by your particular equipment model, must be separately purchased by the customer. If necessary, the service and supply portion of this Agreement may be assigned. Customer has been informed that a surge protector is recommended to protect their electronic investment from harmful high voltage power disturbances. Said surge protectors should have network protection when connected in a network environment. Units that provide network protection are available through Ray Morgan Company Customer responsible for providing manufacturer recommended adequate power supply.
Check one of the following: ____ purchased _____ Has existing _____ Declined and will be responsible for damage caused by not having a surge protector.
4. OWNERSHIP OF EQUIPMENT: We are the owner of the equipment and have sole title to the equipment (excluding software). You agree to keep the equipment free and clear of all liens and claims.
5. WARRANTY DISCLAIMER: WE MAKE NO WARRANTY EXPRESS OR IMPLIED, INCLUDING THAT THE EQUIPMENT IS FIT FOR A PARTICULAR PURPOSE OR THAT THE EQUIPMENT IS MERCHANTABLE. YOU AGREE THAT YOU HAVE SELECTED THE SUPPLIER AND EACH ITEM OF EQUIPMENT BASED UPON YOUR OWN JUDGMENT AND DISCLAIM ANY RELIANCE UPON ANY STATEMENTS OR REPRESENTATIONS MADE BY US OR ANY SUPPLIER. WE DO NOT TAKE RESPONSIBILITY FOR THE INSTALLATION OR PERFORMANCE OF THE EQUIPMENT. THE SUPPLIER IS NOT AN AGENT OF OURS AND NOTHING THE SUPPLIER STATES CAN AFFECT YOUR OBLIGATION UNDER THE AGREEMENT. YOU WILL CONTINUE TO MAKE ALL PAYMENTS UNDER THIS AGREEMENT REGARDLESS OF ANY CLAIM OR COMPLAINT AGAINST SUPPLIER.
6. LOCATION OF EQUIPMENT: You will keep and use the equipment only at your address shown above and you agree not to move it unless we agree to it. At the end of the Agreement's term, you will return the Equipment to a location we specify at your expense, in retail resaleable condition, full working order, and in complete repair.
7. LOSS OR DAMAGE: You are responsible for the risk of loss or destruction of or damage to the equipment. No such loss or damage relieves you from the payment obligations under this Agreement. You agree to promptly notify us in writing of any loss or damage and you will pay to us the present value of the total of all unpaid payments for the full term plus the estimated fair market value of the Equipment at the end of the originally scheduled term, all discounted at six percent (6%) per year. Any proceeds of insurance will be paid to us and applied, at our option, against any loss or damage.
8. COLLATERAL PROTECTION AND INSURANCE: You agree to keep the equipment fully insured against loss with us as loss payee in the amount of the original cost until this agreement is terminated. You also agree to obtain a general public liability insurance policy from someone who is acceptable to us and include us as additional insured on the policy. You shall provide us with certificates evidencing issuance of these policies. Each policy must include a clause requiring the insurer to give us written notice of any alteration or cancellation of the policy. We are under no duty to ascertain the existence of or examine any such policy or to advise you in the event any such policy does not comply with these requirements. If you fail to provide appropriate property damage coverage certificate, we may enroll you in our property coverage insurance program and bill you a monthly property damage surcharge up to .0035 of the equipment cost as a result of our increased administrative costs and credit risks. We may make a profit on this program. As long as you remain current, in the event of a loss (excluding losses resulting from intentional acts), the replacement value of the equipment will be applied against any loss or damage as per paragraph 7. You must be current to benefit from this program. NOTHING IN THIS PARAGRAPH WILL RELIEVE YOU OF YOUR RESPONSIBILITY FOR LIABILITY COVERAGE ON THE EQUIPMENT.
9. INDEMNITY: We are not responsible for any loss or injuries caused by the installation or use of the equipment. You agree to hold us harmless and reimburse us for loss and to defend us against any claim for losses or injury caused by the Equipment.
10. TAXES AND FEES: You agree to pay when invoiced all taxes (including personal property tax, fines and penalties) and fees relating to this Agreement or the Equipment. You agree to (a) reimburse us annually for all personal taxes which we are required to pay as Owner of the Equipment or the remit to us each month our estimate of the monthly equivalent of the annual property taxes to be assessed. We will file all personal property, use or other tax return and you agree to pay us a process fee for making such filings. In addition you agree to pay us a UCC Filing fee of $35.00 and reimburse us for all costs involved in documenting and servicing this Agreement. You further agree to pay us $79.50 on the day the first payment is due as the origination fee. We reserve the right to charge a fee upon termination of this Agreement either by trade-up, buy-out or default. Any fee charged under this Agreement may include a profit.
11. ASSIGNMENT: YOU HAVE NO RIGHT TO SELL, TRANSFER, ASSIGN OR SUBRENT THE EQUIPMENT OR THIS AGREEMENT. We may sell, assign, or transfer this Agreement. You agree that if we sell, assign, or transfer this Agreement, the new owner will have the same rights and benefits that we have now and will not have to perform any of our obligations. You agree that the rights of the new owner will not be subject to any claims, defenses, or set offs that you may have against us.
12. DEFAULT AND REMEDIES: If you do not pay any rental payment or other sum due to us or other party when due or if you break any of your promises in the Agreement or any other agreement with us, you will be in default. If any part of a payment is more than 5 days late, you agree to pay a late charge of 10% of the payment which is late or if less, the maximum charge allowed by law. If you are ever in default, we may retain your security deposit and at our option, we can terminate or cancel this Agreement and require that you pay (1) the unpaid balance of this Agreement (discounted at 6%); (2) the amount of any purchase option and if none is specified, 20% of the original equipment cost which represents our anticipated residual value in the equipment; (3) and require you to return the equipment to us to a location designated by us at your cost. We may recover interest on any unpaid balance at the rate of 8% per annum. We may also use any of the remedies available to us under Article 2A of the Uniform Commercial Code as enacted in the State of Owner or its Assignee or any other law. If we refer this Agreement to an attorney for collection, you agree to pay our reasonable attorney's fees and actual court costs. If we have to take possession of the equipment, you agree to pay the cost of repossession. YOU AGREE THAT WE WILL NOT BE RESPONSIBLE TO PAY YOU ANY CONSEQUENTIAL OR INCIDENTAL DAMAGES FOR ANY DEFAULT BY US UNDER THIS AGREEMENT. You agree that any delay or failure to enforce our rights under this Agreement does not prevent us from enforcing any rights at a later time. No remedy set out in this paragraph is intended to be exclusive; each shall be cumulative but only to the extent necessary for us to recover from you those monies for which you are liable. It is further agreed that your right and remedies are governed exclusively by this Agreement and you waive Customer's rights under Article 2A(508-522) of the UCC.
13. UCC FILINGS: You grant us a security interest in the equipment if this agreement is deemed a secured transaction and you authorize us to record a UCC-1 financing statement or similar instrument, and appoint us your attorney-in-fact to execute and deliver such instrument, in order to show our interest in the equipment.
14. SECURITY DEPOSIT: The security deposit is non interest bearing and is to secure your performance under this Agreement. Any security deposit made may be applied by us to satisfy any amount owed by you, in which event you will promptly restore the security deposit to its full amount as set forth above. If all conditions herein are fully complied with and provided you have not ever been in default of this Agreement per paragraph 12, the security deposit will be refunded to you after the return of the equipment in accordance with paragraph 6.
15. CONSENT TO LAW, JURISDICTION, AND VENUE: This Agreement shall be deemed fully executed and performed in the state of Owner or its Assignee's principal place of business and shall be governed by and construed in accordance with its laws. If the Owner or its Assignee shall bring any judicial proceeding in relation to any matter arising under the Agreement, the Customer irrevocably agrees that any such matter may be adjudged or determined in any court or courts in the state of the Owner or its Assignee's principal place of business, or in any court or courts in Customer's state of residence, or in any other court having jurisdiction over the Customer or assets of the Customer, all at the sole election of the Owner. The Customer hereby irrevocably submits generally and unconditionally to the jurisdiction of any such court so elected by Owner in relation to such matters. **You waive trial by jury in any action between us.**
16. OVERAGES AND COST ADJUSTMENTS: You agree to comply with any billing procedures designated by us, including notifying us of the meter reading at the end of each month. At the end of the first year of this Agreement and once each successive twelve month period, we may increase the base usage charge per image and the per image charge over the base minimum by a minimum of 5% over the charges of the previous year. In addition, the Lease Company may assess an additional fuel and/or freight surcharge to offset higher than normal service costs as a result of adverse economic conditions.
17. UPGRADE/DOWNGRADE PROVISION: AFTER INCEPTION OF THE AGREEMENT AND UPON YOUR REQUEST, WE MAY REVIEW YOUR IMAGE VOLUME AND PROPOSE OPTIONS FOR UPGRADING OR DOWNGRADING TO ACCOMMODATE YOUR NEEDS.
18. TRANSITION BILLING: In order to provide an orderly transaction and a uniform billing cycle, the "Effective Date" of this Agreement will be the twentieth (20th) day of the month following installation of the new products (as example, if the new equipment is installed June 5th (the "Installation Date"), the Effective Date of the agreement will be June 20th). Customer agrees to pay a prorated amount for the period between the Installation Date and the Effective Date. The payment for the transition period will be based on the minimum usage payment prorated on a 30 day calendar month and will be added to the customer's first invoice. In addition, should this agreement replace an existing Ray Morgan Company generated previous equipment lease, a CLOSING BILL on the agreement being replaced, up to the Installation Date, will be sent approximately a week to ten days after delivery of the new equipment. Customer agrees to pay for these CLOSING BILL charges as they represent product and services provided under the prior agreement, up to the Installation Date of the new product(s).
19. FINANCE LEASE: This is a "finance lease" as defined in the Uniform Commercial Code warranties ("UCC"). You waive rights under (UCC 2A-303). You may be entitled to the promises and warranties (if any) provided to us by the Supplier, and you may contact the Supplier for a statement thereof. We hereby transfer to you all automatically transferable warranties, if any, made to us by the Supplier. You shall give us access to the Equipment Location to inspect the Equipment, and you agree to pay our related costs.
20. LESSEE GUARANTY: You agree to submit the original master lease documents with the security deposit to the Lessor via overnight courier the same day of the facsimile transmission of the lease documents. Should we fail to receive these originals, you agree to be bound by the faxed or electronic copy of this Agreement with appropriate signatures on both sides of the document. Lessee waives the right to challenge in court the authenticity of a faxed copy of this Agreement and the faxed copy shall be considered the original and shall be the binding Agreement for the purposes of any enforcement action under paragraph #12.

FOR MUNICIPALITIES ONLY
20-A. CUSTOMER COVENANTS: the Customer covenants and warrants that (1) it has, in accordance with the requirements of law, fully budgeted and appropriated sufficient funds for the current budget year to make the payments scheduled to come due and to meet its other obligations under the Agreement and such funds have not been expended for other purposes; and
(2) that there is no action, suit, proceeding or investigation pending, or threatened in any court or other tribunal or competent jurisdiction, state or federal or before any public board or body, which in any way would (a) restrain or enjoin the delivery of the Agreement or the ability of the Customer to make its Base Payments (as set out above); (b) contest or affect the authority for the execution or delivery of, or the validity of, the Agreement; or (c) contest the existence and powers of the Customer; nor is there any basis for any such action, suit, proceeding or investigation; and
(3) That the equipment will be operated and controlled by the Customer and will be used for essential government purposes and will be essential for the term of the Agreement.
(4) Customer has not previously terminated an agreement for non-appropriation, except as specifically described in a letter appended hereto.
20-B. SIGNATURES: Each signor warrants that he/she is fully conversant with the governing relevant legal and regulatory provisions and has full power and authorization to bind Customer. Signor(s) for Customer further warrant(s) its governing body has taken the necessary steps; including any legal bid requirements, under applicable law to arrange for acquisition of the Equipment; the approval and execution has been in accordance with all applicable open meeting laws; and that a resolution of the governing body of Customer authorizing execution of the Agreement has been duly adopted and remains in full force and effect.
20-C. NON APPROPRIATION: In the event Customer is in default under the Agreement because:
1. Funds are not appropriated for a fiscal period subsequent to the one in which the Agreement was entered into which are sufficient to satisfy all of Customer's obligations under the Agreement during said fiscal period;
2. Such non-appropriation did not result from any act or failure to act of customer;
3. Customer has exhausted all funds legally available for all payment due under the Agreement; and
4. There is no other legal procedure by which payment can be made to Owner. Then, provided that (a) Customer has given Owner written notice of the occurrence of paragraph 1 above thirty (30) days prior to such occurrence; (b) Owner has received a written opinion from Customer's counsel verifying the same within ten(10) days thereafter; and (c) the Customer does not directly or indirectly purchase, rent or in any way acquire any services or equipment supplied or provided for hereunder; upon receipt of the equipment delivered to a location designated by Owner, at Customer's expense, Owner's remedies for such default shall be to terminate the Agreement at the end of the fiscal period during which notice is given; retain the advance payments, if any; and/or sell, dispose of, hold, use or rent the equipment as Owner in its sole discretion may desire, without any duty to account to Customer

6.9.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:

Approve Contract Between Renaissance Learning And WPUSD/Twelve Bridges Elementary School

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Supt. - Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

TBE – LCFF Site Supplemental Funds

MEETING DATE:

June 2, 2015

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract is between Renaissance Learning and Western Placer Unified School District/Twelve Bridges Elementary School for the subscription for Accelerated Learning services at the school site. The agreement term is for the 2015/16 school year. The $8,149 fee will be paid with school site LCFF Supplemental funds.

RECOMMENDATION:

Administration recommends the Board ratify the agreement for fiscal budget services between Renaissance Learning and Western Placer Unified School District/Twelve Bridges Elementary School.

6.10

RENAISSANCE LEARNING™

Accelerating learning for all

PO Box 8036, Wis. Rapids, WI 54495-8036 - Phone:(800) 338-4204 Fax:(877) 280-7642 Federal I.D. 39-1559474

Quote #: 1396780

Twelve Bridges Elementary School - 1868790
2450 Eastridge Dr
Lincoln, CA 95648-8282
Contact: Rey Cubias - (916) 434-5220
Email: rcubias@wpusd.k12.ca.us

Reference ID: 55634
Created: 05/26/2015

Quote Summary	School Count : 1
Product & Services Total	$8,149.00
Shipping and Processing	$0.00
Sales Tax	$0.00
Grand Total	$8,149.00

To place an order, please submit your organization's required purchase order with reference to quote number 1396780. An invoice will be sent upon receipt of your purchase order. Payment is due net 30 days from the invoice date. If your organization does not require a purchase order, please contact our order services team at 877-444-3172 for assistance with placing your order.

Mail: PO Box 8036, Wis. Rapids, WI 54495-8036

Fax: (877)280-7642

Email: electronicorders@renaissance.com

If changes are necessary, or additional information is required, please contact your account executive(s) Bill Peterson at (866)560-3913, Thank You.

To expedite your order, please return the signed hosting agreement along with your purchase order.

Renaissance Learning is on the approved provider list for the Microsoft K-12 Voucher Program. We're here to help you make the best use of those funds so teachers can assess, personalize practice, and easily manage the daily activities of students at all levels. The cost for all products and services are the normal or standard prices charged for the products or services purchased.

This quote is valid for 30 days. All quotes and orders are subject to availability of merchandise. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance Learning approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance Learning with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

Renaissance Place is an advanced, web-based, software system. Renaissance Learning personnel are available to assist with each step of the detailed implementation to help you realize the multiple benefits that Renaissance Place provides. To ensure a successful implementation, please allow 30 to 90 days for the remote installation and setup.

6.10.1

RENAISSANCE LEARNING™
Accelerating learning for all
PO Box 8036, Wis. Rapids, WI 54495-8036 - Phone:(800) 338-4204 Fax:(877) 280-7642 Federal I.D. 39-1559474

Quote #: 1396780

Twelve Bridges Elementary School - 1868790					
Products & Services		**Quantity**	**Unit Price**	**Discount**	**Total**
Accelerated Reader 360 Subscription Renewal	9/1/2015 - 8/31/2016	550	$8.80	$0.00	$4,840.00
Accelerated Math Fluency Subscription Renewal	9/1/2015 - 8/31/2016	100	$2.40	$0.00	$240.00
STAR Early Literacy Enterprise Real Time Subscription Renew	9/1/2015 - 8/31/2016	100	$3.80	$0.00	$380.00
STAR Reading Enterprise Real Time Subscription Renewal	9/1/2015 - 8/31/2016	550	$3.80	$0.00	$2,090.00
Annual All Product RP Hosting Fee Renewal	9/1/2015 - 8/31/2016	1	$599.00	$0.00	$599.00
Twelve Bridges Elementary School Total				**$0.00**	**$8,149.00**

6.10.2

Renaissance Learning™, Inc. Application Hosting Agreement

1. Recitals and Definitions. This application hosting agreement ("Agreement") is made between Renaissance Learning, Inc. ("RLI") and Twelve Bridges Elementary School, Lincoln, CA ("Customer"). Customer desires RLI to provide an application hosting service for certain RLI software licensed by Customer ("Hosted Application(s)"), which is installed on servers located within the RLI hosting network and accessed by Customer via the Internet, and RLI desires to provide such application hosting service to Customer pursuant to the terms and conditions found in this Agreement. NOW, THEREFORE, in consideration of the mutual covenants and agreements set forth below, it is hereby agreed between the parties as follows:

2. Description of Application Hosting Services ("Hosting Services"). RLI shall provide access to the Hosted Application for those schools in the Customer's district that have purchased Hosting Services from RLI, as evidenced by a Customer purchase order or a quote accepted by Customer ("Order") which shall be deemed to be part of this Agreement. This Agreement solely covers the installation and use of separately licensed applications via the RLI hosting network. No license to use any software is explicitly stated or implied within this Agreement, all software applications must be licensed separately. License terms are contained within each Hosted Application and must be accepted by Customer in each respective application.

3. Access to Hosted Application. Access rights granted to Customer shall be limited to those access rights necessary to use the functions provided in the Hosted Application. RLI reserves the right to restrict or prevent access to (i) any and all functions that access critical server or system resources; (ii) directly modify the Hosted Application directories or database; or (iii) violate the terms of any Hosted Application software license agreement. RLI will provide Customer with an administrative logon ID and other information necessary to: connect to, access, and, use the Hosted Application.

4. Customer Responsibilities and Acknowledgements. Customer agrees and understands that:

(i) The Hosted Application will be housed at an RLI chosen facility, and will operate on servers determined by RLI;

(ii) Under this Agreement, RLI will only provide the services described in paragraph 2 and 3 above;

(iii) Customer covenants that it will purchase, has purchased, or has otherwise legally obtained licenses for each Hosted Application, and represents to RLI that it has the right and power to enter into this Agreement;

(iv) Customer will only use Hosted Applications in accordance with the software license agreement terms, will not make any Hosted Application available to any third party and, in particular will not allow Accelerated Reader quizzes to be taken from outside Customer's school or district facilities.

(v) Use of computer technology, public utilities and the internet are inherently subject to uncertainties and there can be no assurances that the Hosting Services will be uninterrupted, error-free, virus free, without slow response time, or completely secure; and,

(vi) Nothing in this Agreement shall be construed as granting Customer any additional rights to any Hosted Application, or as modifying any software license agreement.

5. Term, Termination and Renewal. This Agreement shall be effective as of the date of Customer's Order and continue for the period of the Hosting Services purchased. If Customer purchases an additional period of Hosting Services, this Agreement will apply to that subsequent period. Either party may terminate this Agreement upon 60 days written notice to the other party. Customer access to the Hosted Application will be discontinued upon the effective date of termination.

6. Confidentiality. In accordance with FERPA, RLI shall not disclose any personally identifiable student records from the Hosted Application's database to any third party except: (i) if required by law or valid court order, (ii) as directed in writing by Customer or, (iii) as permitted elsewhere in this agreement. RLI and its contractors may use data in the Hosted Application's database: (i) to maintain and improve application performance or functionality, (ii) for general research and, (iii) for other valid purposes. Any contractors of RLI shall be subject to the same obligation of confidentiality as RLI.

Customer will not disclose to any third party any confidential or proprietary information of RLI or any technical information relative to the setup and security of the Hosting Service including but not limited to Hosting Service Internet addresses, passwords, Internet URL's, Virtual Private Network setup and encryption key information, unless such disclosure is approved in writing by RLI.

7. Disclaimer of Warranties. ALL SERVICES PROVIDED PURSUANT TO THIS AGREEMENT ARE PROVIDED OR PERFORMED ON AN "AS IS" BASIS, AND CUSTOMER USE OF THE SERVICES IS SOLELY AT ITS OWN RISK. CUSTOMER'S EXCLUSIVE REMEDY IS TERMINATION AS SET FORTH IN PARAGRAPH 5 OF THIS AGREEMENT. RLI DOES NOT MAKE, AND HEREBY DISCLAIMS ALL OTHER WARRANTIES, WHETHER EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO, THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A

6.10.3

PARTICULAR PURPOSE. RLI DOES NOT WARRANT THAT THE SERVICES PROVIDED HEREUNDER WILL BE UNINTERRUPTED, ERROR-FREE, WITHOUT SLOW RESPONSE TIME, OR COMPLETELY SECURE. IN NO EVENT SHALL RLI BE LIABLE TO CUSTOMER OR ANY THIRD PARTY FOR ANY LOSSES, LOST PROFITS, LOST OR STOLEN DATA, DAMAGES, DELAYS INTERRUPTIONS, OR VIRUSES ARISING OUT OF OR RELATED TO THIS AGREEMENT REGARDLESS OF THE BASIS OF THE CLAIM. NOTWITHSTANDING ANYTHING TO THE CONTRARY, RLI'S AGGREGATE LIABILITY TO CUSTOMER (INCLUDING ATTORNEY'S FEES), IF ANY, SHALL NOT EXCEED THE AMOUNT OF THE FEES PAID TO RLI BY CUSTOMER UNDER THIS AGREEMENT DURING THE TWO (2) MONTHS IMMEDIATELY PRECEDING THE DATE ON WHICH SUCH CLAIM ACCRUED.

8. Force Majeure. Neither party shall be deemed in default or otherwise liable under this Agreement due to its inability to perform its obligations by reason of any fire, earthquake, flood, hurricane, tornado, snowstorm, epidemic, accident, explosion, casualty, virus or other malicious software, strike, lockout, labor controversy, riot, civil disturbance, act of public enemy, embargo, war, act of God, act of terrorism, or any municipal, county, state or national ordinance or law, or any executive, administrative or judicial order (which order is not the result of any act or omission which would constitute a default hereunder), or any failure or delay of any transportation, power, or communications system or any other or similar cause beyond that party's reasonable control.

9. Miscellaneous. This Agreement supersedes all previous agreements between the parties with respect to the subject matter hereof and shall be binding upon the parties, their respective successors, assigns, subsidiaries, affiliates, and administrators. No modification, amendment or waiver of any provision of this Agreement shall be effective unless approved in writing by both parties. The failure of RLI at any time to enforce any of the provisions of this Agreement shall in no way be construed as a waiver of such provisions and shall not affect the right of RLI thereafter to enforce each and every provision thereof in accordance with its terms. Customer may not assign its rights or obligations under this Agreement without the written consent of RLI except that this Agreement may be assigned to a successor and it shall be binding upon the successor. This Agreement is freely assignable by RLI. This Agreement shall be governed by the laws of the state of Wisconsin and the exclusive venue for disputes arising out of or related to this Agreement shall be an appropriate state or federal court located in Wisconsin.

This agreement is duly executed by the authorized representatives noted below.

RENAISSANCE LEARNING, INC.	CUSTOMER
Signature:	Signature:
Name: Robert R. Case	Name: Audrey Kilpatrick
Title: VP - Technical Services	Title: Asst Supt of Business Svs and Operations
Date: 05/26/2015	Date: 5/27/15

1868790 - Twelve Bridges Elementary School

Questions on your quote? Please call your Renaissance Learning, Inc. Sales Representative, Bill Peterson, at (866)560-3913.

6.10.4

Public

Hearing

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
Public Hearing on 2015-2018 Western Placer Unified School District LCAP

AGENDA ITEM AREA:
Public Hearing

REQUESTED BY:
Kerry Callahan KC
Assistant Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
NA

MEETING DATE:
June 2, 2015

ROLL CALL REQUIRED:
No

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

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

RECOMMENDATION:
Administration recommends the Board hold a public hearing regarding the proposed 2015-2018 LCAP.

WESTERN PLACER
UNIFIED SCHOOL DISTRICT

NOTICE OF PUBLIC HEARING

2015-2018 LCAP

Lincoln High School
Performing Arts Theater
790 J Street, Lincoln CA
June 02, 2015
7:00 P.M.

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

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

Posted: May 28, 2015

9.1.1

Introduction:

LEA: Western Placer Unified School District **Contact (Name, Title, Email, Phone Number):** Scott Leaman, Superintendent, sleaman@wpusd.k12.ca.us, 916-645-6350 **LCAP Year:** 2015-2018

Local Control and Accountability Plan and Annual Update Template

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

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

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

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

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

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State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

H'1'b

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
LCAP Overview Presentation to Board of Trustees - February 17, 2015 Information regarding the process being used by WPUSD to engage stakeholders and to update and revise the LCAP was shared with the Board. Additionally, information regarding the annual update and resulting proposed goals for 2015-2018 was also shared.	The Board gave their input on the process being used to engage stakeholders and update the LCAP. In previous meetings the board established board goals that provided parameters for the goals and actions needed in the LCAP.

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LCAP Committee Meetings - January 29, 2015; February 19, 2015; March 12, 2015; April 9, 2015; May 4, 2015; & May 26, 2015 The LCAP Committee consisting of representatives from classified and certificated administration and classified and certificated associations met monthly to participate in activities around the data, the 8 state priorities, and the LCAP goals and actions to provide input for the annual update and resulting revised 2015-2018 LCAP goals and actions. The preliminary draft of the 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.	1. The LCAP Committee gave feedback on provided (administrative) reflections regarding the 2014-2015 goals/actions to support the annual update. 2. The LCAP Committee reviewed proposed changes to the 2014-2017 LCAP goals and affirmed such changes. 3. The LCAP Committee provided the desired programs/actions/staffing they would like implemented (or refined/enhanced) to support attainment of the proposed new/revised goals. The programs/actions/staffing they desired are noted below (in no particular order): Quality curriculum; professional development; AVID; interventions (before, during and after school); more library time; teachers on special assignment to support teaching and learning; more counseling support; assistant principals; more course options (CTE, AP, etc.); school resource officer; more custodians and grounds workers; technology replacement, enhancement and support; parent education and support for parents; learning management systems (Schoology & JupiterEd); and smaller class sizes. All of the aforementioned desires are included in the 2015-2018 LCAP goals and actions in varying capacities. If funding continues to improve and/or our data continues to reflect the need for or success as a result of enhancement of programs/actions/staffing we we will work to expand/adjust our funding in accordance.
DELAC & DAC Meetings - February 18, 2015 (DELAC); March 25, 2015 (DAC); and May 13, 2015 (Joint Meeting) DELAC & DAC Committees were asked for input regarding the actions they would like to see related to the 8 state priorities and related LCAP goals. The preliminary draft of the LCAP was then shared with the DELAC & DAC Committees, which showed alignment with the input gathered from the group at previous input meetings, and further input was solicited.	The DELAC & DAC Committees provided the desired programs/actions/staffing they would like implemented (or refined/enhanced) to support attainment of the proposed new/revised goals. The programs/actions/staffing they desired are noted below (in no particular order): Math tutoring; ELD pull-out programs for English learners; use of qualitative and quantitative data; more access to academic and career counseling; online resources to support students at home; enrichment programs; more partnerships with the community colleges; focus on math and English; maintain school grounds/bathrooms; assistant principals at the elementary

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	schools; teacher awareness of bullying and students struggling; new gym at Glen Edwards Middle School; parent training; district culture of professionalism and inclusion; better communication with parents; staff training on communication and professionalism With the exception of a new gym for Glen Edwards Middle School, all of the aforementioned desires are reflected in the 2015-2018 goals and actions in varying capacities. If funding continues to improve and/or our data continues to reflect the need for or success as a result of enhancement of programs/actions/staffing we we will work to expand/adjust our funding in accordance.
District C & I Meetings - February 5, 2015 (All); March 19, 2015 (Secondary); March 26, 2015 (Elementary); and April 30, 2015 (All) The school site administration met with district administration during monthly C & I meetings to review data, the 8 state priorities, and the LCAP goals and actions and to provide input for the annual update and resulting revised 2015-2018 LCAP goals and actions.	Site administration played a key role in providing input and data regarding the successes and struggles in the 2014-2015 actions relative to the goals. Their input and data was incorporated into the annual update. Additionally, site administration provided input regarding the 8 state priorities, and the LCAP goals and actions that resulted in revised 2015-2018 LCAP goals and actions. The programs/actions/staffing they desired are noted below (in no particular order): Assistant principals; more counselors to enhance academic, career and social/emotional supports for students; school resource officer; more office staff; professional development to further support student achievement and connectedness to school; technology updates and enhancements; learning management system; interventions; and more support for English learners All of the aforementioned desires are included in the 2015-2018 LCAP goals and actions in varying capacities. If funding continues to improve and/or our data continues to reflect the need for or success as a result of enhancement of programs/actions/staffing we we will work to expand/adjust our funding in accordance.

Stakeholder Survey - April 2015 The Hanover Research Firm was contracted to develop, administer, and evaluate the results of WPUSD's LCAP survey for students, parents, and district staff.	We received 341 completed surveys, with more than 50% of the completed surveys being from parents. The data confirmed input provided through the aforementioned avenues, which has been reflected in the LCAP. Therefore, the LCAP reflects input received from the surveys.
Public Hearing and LCAP Draft to Board of Trustees - June 2, 2015	Impact not yet determined.
Opportunity for Public Comment - May through June 2015	Impact not yet determined.
Final Approval of LCAP - Board of Trustees - June 16, 2015	impact not yet determined.
Annual Update: LCAP Committee Meeting - February 19, 2015	**Annual Update:** At the February 19, 2015 LCAP Committee (consisting of representatives from classified and certificated administration and classified and certificated associations) Meeting reflections compiled by site administration were shared regarding the 2014-2015 actions related to the 2014-2017 LCAP goals. Additionally, the previous year's process and focus for stakeholder input and the development of the LCAP were discussed. It was agreed that the process was effective and needed to be continued but that the focus moving forward in developing the 2015-2018 LCAP needed to shift from maintenance of existing staffing and district status (on the eve of years of budget cuts) to a vision of improvement for the future. As a result, the goals for the 2015-2018 LCAP were modified and the aligned actions significantly changed.

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DELAC & DAC Meetings - October 15, 2014 & December 10, 2014 (DELAC) and November 19, 2014 & January 28, 2015 (DAC)	The DELAC & DAC Committee reviewed the 2014-2017 LCAP and shared their perspective on the gaps in services provided to students under the 2014-2017 LCAP goals and actions. It was agreed that further supports were needed to ensure achievement and connectedness of all students. As a result, the goals for the 2015-2018 LCAP were modified and the aligned actions significantly changed.
District C & I Meeting - February 5, 2015	Site administration provided reflections (with input from teachers and students at their respective sites) regarding the 2014-2015 actions related to the 2014-2017 LCAP goals. Additionally, the previous year's process and focus for input and the development of the LCAP were discussed. It was agreed that the process was effective and needed to be continued but that the focus moving forward in developing the 2015-2018 LCAP needed to shift from maintenance of existing staffing and district status (on the eve of years of budget cuts) to a vision of improvement for the future. As a result, the goals for the 2015-2018 LCAP were modified and the aligned actions significantly changed.

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

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

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

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Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

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

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

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

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

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

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

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

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

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

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

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GOAL 1:	All students will meet or exceed grade level standards in core academic areas.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	Although current state data regarding students achievement in core academic areas is limited, previous (generalized) data showed that our percentage of all students meeting or exceeding standard in given grades and/or subject areas ranged from approximately 10%-70% and from 0%-50% for our significant subgroups of students. The grades and core subject areas that achieved 70% of students meeting or exceeding standard are to be commended. However, in our highest achieving areas 30% of all students were not meeting expectation and 50% of our significant subgroups of students were not meeting expectation. Under the new CCSS and NGSS and the new CAASPP assessment and accountability system, our previous practices will fall short (as they did under our old standards and assessment and accountability system) in ensuring that all students and significant subgroups meet or exceed standard. Therefore, we are committed to developing structures and practices that will ensure we meet our goal of all students meeting or exceeding grade level standards in core academic areas.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All Students and Significant Subgroups

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	1. The percentage of all students (and significant subgroups) meeting or exceeding standard, as measured by SBAC, in English language arts and mathematics (grades 3-8 and 11) will increase 5% annually until 100% is obtained. 2. The percentage of all students (and significant subgroups) proficient or advanced, as measured by CST/CMA, in Science (grades 5, 8 and 10) will increase 5% annually until 100% is obtained. 3. Common district benchmark assessments (2-4 per year) will be developed and implemented for English language arts and mathematics (grades 1-11) and baseline data established. 4. The percentage of all students (and significant subgroups) meeting or exceeding standard ("C" or better in grades 6-12), as measured by trimester (grades K-5) or semester (grades 6-12) report card grades, in all core areas will increase 5% annually until 100% is obtained. 5. The percentage of all students (and significant subgroups) identified as GATE or High Achiever in ELA and math will increase by 0.5% annually until 10% is obtained. 6. The percentage of all students (and significant subgroups) receiving special education services will decrease by 0.5% annually until 9% is obtained. 7. All teachers will be highly qualified and appropriately credentialed for their teaching assignment(s).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 - Core Curriculum & Resources (a) English language arts action teams will work with educational services to develop curriculum maps and	LEA-wide	X All OR: _ Low Income pupils _ English Learners	Assistant Superintendent of Educational Services Supplemental $48,332 Director of Educational Services Supplemental $63,909

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instructional guides for English language arts (grades TK-11) that are aligned with CCSS and SBAC assessment targets. Additionally, they will identify and purchase the instructional materials/resources needed to ensure students meet or exceed grade level standards. (b) Math action teams will work with educational services to develop curriculum maps and instructional guides for mathematics (grades 6-Integrated III) that are aligned with CCSS and SBAC assessment targets. Additionally, they will align resources from our newly adopted CCSS materials (digits and Carnegie) for mathematics with the curriculum maps and instructional guides to ensure students meet or exceed grade level standards. (c) Intervention resources for students not making progress toward meeting standard in core areas will be researched and decisions regarding best options will be made. (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that all students are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Administrative Assistant for Educational Services Supplemental $24,493 Instructional Materials - IMF Base $300,000 Instructional Materials - Teacher Lottery Allocations Lottery $160,000 Instruction Materials - Restricted Lottery Lottery $217,000
1.2 - Best 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;	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers Base $24,451,000 Site Administrators Base $2,673,000

providing frequent, targeted feedback to students on their progress; and creating a positive learning environment where students are safe and actively engaged. (b) Teachers and administrators will participate in "Instructional Rounds" to identify Best First Instruction taking place and to discuss areas for growth as a school. (c) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on best first instruction to support students in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.			
1.3 - Progress Monitoring (a) English language arts and math action teams will work with educational services to develop and administer common district benchmark assessments (at least two per grade level or course) to monitor student progress and the effectiveness of district curriculum maps, instructional guides, and instruction in supporting student achievement toward meeting or exceeding grade level standards. (b) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop common formative assessments (at least one per month) to assess student progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, EADMS, and other relevant artifacts. (c) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and intervention specialists will work closely with site administration to monitor unduplicated pupils' (and other identified at-risk students) progress toward meeting or exceeding grade level standards.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	EADMS - Online Student Assessment and Analytics System Supplemental $33,250 Hanover Research Supplemental $37,500 Director of Supplemental Programs & Accountability Supplemental $71,011 Administrative Clerk for Educational Services Supplemental $24,000 Coordinator of Homeless & Foster Youth Services Supplemental $20,333

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(d) Hanover Research (outside consultant) will work with educational services to collect and analyze data related to the LCAP metrics for all goals and to support adjustments to the actions and the development of the 2015-2016 annual update for LCAP.			
1.4 - Interventions (a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for students not making adequate progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, EADMS, and other relevant artifacts. (b) Educational services will support site administrators in facilitating the development, articulation, and implementation of multi-tiered systems of support for each site. (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: instructional aides, intervention support providers, program specialists, counselors, psychologists, behaviorists, peer tutors, and intervention specialists. (d) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and intervention specialists will work closely with site administration to ensure that proper intervention services are being provided for all unduplicated pupils (and other identified at-risk students) not making adequate progress toward meeting specified learning targets.	LEA-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Designated At-risk	Program Specialists Base $210,000 Intervention Support Providers Supplemental $273,000 Instructional Aides Base $278,000 Psychologists Base $506,000 Counselors Base $310,000
1.5 - Professional Development & Collaboration (a) A cadre of elementary teachers and all special education teachers will be provided training and	LEA-wide	X All OR: _ Low Income pupils _ English Learners	Professional Development & Collaboration (Total Amount to Support all Goals) Supplemental $443,102 Math TOSA Supplemental $45,000

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 receive literacy training as it relates to CCSS/NGSS and their respective curricular areas. (c) Educational services will facilitate collaboration and training for core areas teachers on a variety of topics that support students in meeting or exceeding grade-level standard. Instructional coaching will also be provided to teachers wanting or needing additional supports. (d) Teachers, support staff and administrators will be provided opportunities to participate in other, relevant professional developments to support students in meeting or exceeding grade-level standards. (e) Teachers and administrators will be trained on how to effectively conduct "Instructional Rounds" to support teaching and learning. (f) Action teams will meet throughout the year to further develop unit maps, instructional guides and assessments and to discuss best instructional practices to ensure all students meet or exceed grade level standards. (g) Teachers, supported by administrators and educational services, will participate in weekly, collaborative PLCs to discuss best instructional practices, conduct teacher research, and to further develop themselves as educators. Evidence of this work will be documented through PLC agendas and minutes, EADMS, and other relevant artifacts. (h) New teachers will be provided BTSA support through PCOE to ensure they are equipped to provide best first instruction and interventions and to be contributing members of their PLC teams.		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELA/ELD TOSA Supplemental $45,000 BTSA Title I $20,000 BTSA Title II $10,000 BTSA Title III $20,000
1.6 - Direct School Site Allocations	LEA-wide	X All	School Site Allocations (Total Amount to Support All Goals)

2116

(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.		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental $163,541 School Site Allocations (Total Amount to Support All Goals) Base $395,000
1.7 - Indirect Costs (a) Indirect costs will be taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 1.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Indirect Costs (Total Amount to Support All Goals) Supplemental $102,462

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	1. The percentage of all students (and significant subgroups) meeting or exceeding standard, as measured by SBAC, in English language arts and mathematics (grades 3-8 and 11) will increase 5% annually until 100% is obtained. 2. The percentage of all students (and significant subgroups) proficient or advanced, as measured by CST/CMA, in Science (grades 5, 8 and 10) will increase 5% annually until 100% is obtained. 3. The percentage of all students (and significant subgroups) meeting or exceeding standard, as measured by district benchmark assessments in English language arts and mathematics will increase 5% annually until 100% is obtained. 4. Common district benchmark assessments (3-4 per year) will be developed for science and social science (grades 4-11). 5. The percentage of all students (and significant subgroups) meeting or exceeding standard ("C" or better in grades 6-12), as measured by trimester (grades K-5) or semester (grades 6-12) report card grades, in all core areas will increase 5% annually until 100% is obtained. 6. The percentage of all students (and significant subgroups) identified as GATE or High Achiever in ELA and math will increase by 0.5% annually until 10% is obtained. 7. The percentage of all students (and significant subgroups) receiving special education services will decrease by 0.5% annually until 9% is obtained. 8. All teachers will be highly qualified and appropriately credentialed for their teaching assignment(s).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 - Core Curriculum & Resources (a) English language arts action teams will work with educational services to develop curriculum maps and	LEA-wide	X All OR: _ Low Income pupils _ English Learners	Assistant Superintendent of Educational Services Supplemental $48,332 Director of Educational Services Supplemental $63,909 Administrative Assistant for Educational Services

instructional guides for English language arts (grades TK-11) that are aligned with CCSS and SBAC assessment targets. Additionally, they will identify and purchase the instructional materials/resources needed to ensure students meet or exceed grade level standards. (b) Math action teams will work with educational services to develop curriculum maps and instructional guides for mathematics (grades 6-Integrated III) that are aligned with CCSS and SBAC assessment targets. Additionally, they will align resources from our newly adopted CCSS materials (digits and Carnegie) for mathematics with the curriculum maps and instructional guides to ensure students meet or exceed grade level standards. (c) Intervention resources for students not making progress toward meeting standard in core areas will be researched and decisions regarding best options will be made. (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that all students are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental $24,493 Instructional Materials - IMF Base $300,000 Instructional Materials - Teacher Lottery Allocation Lottery $160,000 Instructional Materials - Restricted Lottery Lottery $217,000
1.2 - Best 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;	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers Base $24,451,000 Site Administrators Base $2,673,000

providing frequent, targeted feedback to students on their progress; and creating a positive learning environment where students are safe and actively engaged. (b) Teachers and administrators will participate in "Instructional Rounds" to identify Best First Instruction taking place and to discuss areas for growth as a school. (c) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on best first instruction to support students in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.			
1.3 - Progress Monitoring (a) English language arts and math action teams will work with educational services to develop and administer common district benchmark assessments (at least two per grade level or course) to monitor student progress and the effectiveness of district curriculum maps, instructional guides, and instruction in supporting student achievement toward meeting or exceeding grade level standards. (b) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop common formative assessments (at least one per month) to assess student progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, EADMS, and other relevant artifacts. (c) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and intervention specialists will work closely with site administration to monitor unduplicated pupils' (and other identified at-risk students) progress toward meeting or exceeding grade level standards.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	EADMS - Online Student Assessment and Analytics System Supplemental $33,250 Hanover Research Supplemental $37,500 Director of Supplemental Programs & Accountability Supplemental $71,011 Administrative Clerk for Educational Services Supplemental $24,000 Coordinator of Homeless & Foster Youth Services Supplemental $20,333

(d) Hanover Research (outside consultant) will work with educational services to collect and analyze data related to the LCAP metrics for all goals and to support adjustments to the actions and the development of the 2015-2016 annual update for LCAP.			
1.4 - Interventions (a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for students not making adequate progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, EADMS, and other relevant artifacts. (b) Educational services will support site administrators in facilitating the development, articulation, and implementation of multi-tiered systems of support for each site. (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: instructional aides, intervention support providers, program specialists, counselors, psychologists, behaviorists, peer tutors, and intervention specialists. (d) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and intervention specialists will work closely with site administration to ensure that proper intervention services are being provided for all unduplicated pupils (and other identified at-risk students) not making adequate progress toward meeting specified learning targets.	LEA-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Designated At-risk	Program Specialists Special Education $235,000 Intervention Support Providers Supplemental $273,000 Instructional Aides Base $278,000 Psychologists Base $506,000 Counselors Base $310,000 Intervention Specialists Supplemental $180,000
1.5 - Professional Development & Collaboration (a) A cadre of elementary teachers and all special education teachers will be provided training and	LEA-wide	X All OR: _ Low Income pupils _ English Learners	Professional Development & Collaboration (Total Amount to Support all Goals) Supplemental $314,756 Math TOSA Supplemental $45,000

12.1.16

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 receive literacy training as it relates to CCSS/NGSS and their respective curricular areas. (c) Educational services will facilitate collaboration and training for core areas teachers on a variety of topics that support students in meeting or exceeding grade-level standard. Instructional coaching will also be provided to teachers wanting or needing additional supports. (d) Teachers, support staff and administrators will be provided opportunities to participate in other, relevant professional developments to support students in meeting or exceeding grade-level standards. (e) Teachers and administrators will be trained on how to effectively conduct "Instructional Rounds" to support teaching and learning. (f) Action teams will meet throughout the year to further develop unit maps, instructional guides and assessments and to discuss best instructional practices to ensure all students meet or exceed grade level standards. (g) Teachers, supported by administrators and educational services, will participate in weekly, collaborative PLCs to discuss best instructional practices, conduct teacher research, and to further develop themselves as educators. Evidence of this work will be documented through PLC agendas and minutes, EADMS, and other relevant artifacts. (h) New teachers will be provided BTSA support through PCOE to ensure they are equipped to provide best first instruction and interventions and to be contributing members of their PLC teams.		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELA/ELD TOSA Supplemental $45,000 BTSA Title I $20,000 BTSA Title II $10,000 BTSA Title III $20,000
1.6 - Direct School Site Allocations	LEA-wide	X All	School Site Allocations (Total Amount to Support All Goals)

6.1.22

(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.		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental $163,541 School Site Allocations (Total Amount to Support All Goals) Base $395,000
1.7 - Indirect Costs (a) Indirect costs will be taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 1.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Indirect Costs (Total Amount to Support All Goals) Supplemental $112,619

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	1. The percentage of all students (and significant subgroups) meeting or exceeding standard, as measured by SBAC, in English language arts and mathematics (grades 3-8 and 11) will increase 5% annually until 100% is obtained. 2. The percentage of all students (and significant subgroups) proficient or advanced, as measured by CST/CMA, in Science (grades 5, 8 and 10) will increase 5% annually until 100% is obtained. 3. The percentage of all students (and significant subgroups) meeting or exceeding standard, as measured by district benchmark assessments in English language arts and mathematics will increase 5% annually until 100% is obtained. 4. Common district benchmark assessments will be implemented for science and social science (grades 4-11) and baseline data will be established. 5. The percentage of all students (and significant subgroups) meeting or exceeding standard ("C" or better in grades 6-12), as measured by trimester (grades K-5) or semester (grades 6-12) report card grades, in all core areas will increase 5% annually until 100% is obtained. 6. The percentage of all students (and significant subgroups) identified as GATE or High Achiever in ELA and math will increase by 0.5% annually until 10% is obtained. 7. The percentage of all students (and significant subgroups) receiving special education services will decrease by 0.5% annually until 9% is obtained. 8. All teachers will be highly qualified and appropriately credentialed for their teaching assignment(s).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 - Core Curriculum & Resources (a) English language arts action teams will work with	LEA-wide	X All OR: _ Low Income pupils	Assistant Superintendent of Educational Services Supplemental $48,332 Director of Educational Services Supplemental $63,909

04.23.10

educational services to develop curriculum maps and instructional guides for English language arts (grades TK-11) that are aligned with CCSS and SBAC assessment targets. Additionally, they will identify and purchase the instructional materials/resources needed to ensure students meet or exceed grade level standards. (b) Math action teams will work with educational services to develop curriculum maps and instructional guides for mathematics (grades 6-Integrated III) that are aligned with CCSS and SBAC assessment targets. Additionally, they will align resources from our newly adopted CCSS materials (digits and Carnegie) for mathematics with the curriculum maps and instructional guides to ensure students meet or exceed grade level standards. (c) Intervention resources for students not making progress toward meeting standard in core areas will be researched and decisions regarding best options will be made. (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that all students are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Administrative Assistant for Educational Services Supplemental $24,493 Instructional Materials - IMF Base $300,000 Instructional Materials - Teacher Lottery Allocations Lottery $160,000 Instructional Materials - Restricted Lottery Lottery $217,000
1.2 - Best 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;	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers Base $24,451,000 Site Administrators Base $2,673,000

providing relevant independent assignments/projects; providing frequent, targeted feedback to students on their progress; and creating a positive learning environment where students are safe and actively engaged. (b) Teachers and administrators will participate in "Instructional Rounds" to identify Best First Instruction taking place and to discuss areas for growth as a school. (c) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on best first instruction to support students in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.			
1.3 - Progress Monitoring (a) English language arts and math action teams will work with educational services to develop and administer common district benchmark assessments (at least two per grade level or course) to monitor student progress and the effectiveness of district curriculum maps, instructional guides, and instruction in supporting student achievement toward meeting or exceeding grade level standards. (b) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop common formative assessments (at least one per month) to assess student progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, EADMS, and other relevant artifacts. (c) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and intervention specialists will work closely with site administration to monitor unduplicated pupils' (and other identified at-risk students) progress toward meeting or exceeding grade level standards.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	EADMS - Online Student Assessment and Analytics System Supplemental $33,250 Hanover Research Supplemental $37,500 Director of Supplemental Programs & Accountability Supplemental $71,011 Administrative Clerk for Educational Services Supplemental $24,000 Coordinator of Homeless & Foster Youth Services Supplemental $20,333

6.1.25

(d) Hanover Research (outside consultant) will work with educational services to collect and analyze data related to the LCAP metrics for all goals and to support adjustments to the actions and the development of the 2015-2016 annual update for LCAP.			
1.4 - Interventions (a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for students not making adequate progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, EADMS, and other relevant artifacts. (b) Educational services will support site administrators in facilitating the development, articulation, and implementation of multi-tiered systems of support for each site. (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: instructional aides, intervention support providers, program specialists, counselors, psychologists, behaviorists, peer tutors, and intervention specialists. (d) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and intervention specialists will work closely with site administration to ensure that proper intervention services are being provided for all unduplicated pupils (and other identified at-risk students) not making adequate progress toward meeting specified learning targets.	LEA-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Designated At-risk	Program Specialists Base $210,000 Intervention Support Providers Supplemental $273,000 Instructional Aides Base $278,000 Psychologists Base $506,000 Counselors Base $310,000 Intervention Specialists Supplemental $180,000
1.5 - Professional Development & Collaboration (a) A cadre of elementary teachers and all special	LEA-wide	X All OR: _ Low Income pupils	Professional Development & Collaboration (Total Amount to Support all Goals) Supplemental $238,778

9.1.26

education teachers will be provided training and coaching on a brain-based direct instruction model that encompasses effective, research-based practices to ensure students meet or exceed grade-level standards. (b) Core area teachers will receive literacy training as it relates to CCSS/NGSS and their respective curricular areas. (c) Educational services will facilitate collaboration and training for core areas teachers on a variety of topics that support students in meeting or exceeding grade-level standard. Instructional coaching will also be provided to teachers wanting or needing additional supports. (d) Teachers, support staff and administrators will be provided opportunities to participate in other, relevant professional developments to support students in meeting or exceeding grade-level standards. (e) Teachers and administrators will be trained on how to effectively conduct "Instructional Rounds" to support teaching and learning. (f) Action teams will meet throughout the year to further develop unit maps, instructional guides and assessments and to discuss best instructional practices to ensure all students meet or exceed grade level standards. (g) Teachers, supported by administrators and educational services, will participate in weekly, collaborative PLCs to discuss best instructional practices, conduct teacher research, and to further develop themselves as educators. Evidence of this work will be documented through PLC agendas and minutes, EADMS, and other relevant artifacts. (h) New teachers will be provided BTSA support through PCOE to ensure they are equipped to provide best first instruction and interventions and to be contributing members of their PLC teams.		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Math TOSA Supplemental $45,000 ELA/ELD TOSA Supplemental $45,000 BTSA Title I $20,000 BTSA Title II $10,000 BTSA Title III $20,000

27, 40

1.6 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 1. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 1.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	School Site Allocations (Total Amount to Support All Goals) Supplemental $163,541 School Site Allocations (Total Amount to Support All Goals) Base $395,000
1.7 - Indirect Costs (a) Indirect costs will be taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 1.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Indirect Costs (Total Amount to Support All Goals) Supplemental $113,395

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

9.1.28

GOAL 2:	All English learners will make adequate yearly progress toward language proficiency and being reclassified as fluent English proficient.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	Currently, only 60% of English learners in WPUSD progress at least one language level, as measured by CELDT, each year. Additionally, only 11% of our English learners were reclassified as fluent English proficient. According to outdated CST scores, our English learners fell short in proficiency as compared to all other significant subgroups. Lastly, although better, achievement of our students redesignated as fluent English proficient is inconsistent and there is a need for better monitoring and support of these students. In light of the new the framework for ELA/ELD and best practices for teaching integrated and designated ELD to English learners, there is a definite need to support teachers and administrators in learning the new framework and practices so they are well equipped to best support our English learners.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: English Learners (EL); Reclassified Fluent English Proficient (RFEP) Students

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	1. The percentage of English learners progressing at least one language proficiency level, as measured by CELDT, will increase 5% annually until 100% is obtained. 2. The percentage of English learners reclassified as fluent English proficient in 2015-2016 will meet or exceed 20%. 3. 100% of the students reclassified as fluent English proficient in 2013-2014 and 2014-2015 will earn a "C" or better in all core area classes in 2015-2016. 4. All English learners will receive integrated and designated ELD to support attainment of spoken and academic fluency in English.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 - Core Curriculum & Resources (a) English language arts action teams will work with educational services to develop curriculum maps and instructional guides for English language arts (grades TK-11) that are aligned with CCSS and SBAC assessment targets. The instructional guides will have teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards. (b) Math action teams will work with educational services to develop curriculum maps and instructional	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.1

guides for mathematics (grades 6-Integrated III) that are aligned with CCSS and SBAC assessment targets. The instructional guides will have teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards. (c) Supplemental resources for providing integrated and designated ELD to English learners in core areas will be researched and decisions regarding best options will be made. (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that English learners are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.			
2.2 - Best 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) All teachers will provide integrated and designated ELD to English learners. At the secondary schools, additional sections will be allocated to provide targeted ELD instruction to English learners beyond their mainstream core classes. The additional sections will	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.2 Additional sections for targeted ELD at secondary schools Supplemental $216,000

9.1.30

ensure that the class sizes for the targeted ELD are well below the general staffing ratio of 36:1. (c) Teachers and administrators will participate in "Instructional Rounds" to identify Best First Instruction taking place and to discuss areas for growth as a school to better support English learners. (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on best first instruction to support English learners in meeting or exceeding specified language targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.			
2.3 - Progress Monitoring (a) English language arts and math action teams will work with educational services to develop and administer common district benchmark assessments (at least two per grade level or course) to monitor student progress and the effectiveness of district curriculum maps, instructional guides, and instruction in supporting student achievement (including English learners and redesignated fluent English proficient learners) toward meeting or exceeding grade level standards and obtaining language proficiency. (b) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop common formative assessments (at least one per month) to assess student (including English learners and redesignated fluent English proficient learners) progress toward meeting specified learning/language targets. Evidence of this work will be documented through PLC agendas and minutes, EADMS, and other relevant artifacts. (c) The director of supplemental programs & accountability and intervention specialists will work closely with site administration to monitor English learners' progress toward meeting learning/language targets.	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.3

2.4 - Interventions (a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for English learners not making adequate progress toward meeting specified language targets. Evidence of this work will be documented through PLC agendas and minutes, EADMS, and other relevant artifacts. (b) Educational services in collaboration with site administrators will develop an English learner master plan to outline the appropriate structures, services and supports needed to ensure English learners' (and redesignated fluent English proficient learners) language attainment and academic achievement. (c) Intervention support staff will be provided to schools to work with English learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets. Such support staff will include, but not be limited to: instructional aides, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and intervention specialists. (d) The director of supplemental programs & accountability and intervention specialists will work closely with site administration to ensure that proper intervention services are being provided for all English learners(and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets.	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.4
2.5 - Professional Development & Collaboration (a) Teachers will receive English language development training to support their understanding of and ability to teach integrated and designated ELD to English learners in their respective curricular areas. (b) Teacher, support staff and administrators will be	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	See funding Goal 1, Action 1.5

0.1.32

provided opportunities to participate in other, relevant professional developments to support English learners' language attainment and academic achievement. (c) Educational services will facilitate collaboration and training for teachers on a variety of topics that support English learners in meeting language/learning targets. Coaching will also be provided to teachers wanting or needing additional supports. (d) Action teams will meet throughout the year to further develop unit maps, instructional guides and assessments and to discuss best instructional practices to ensure English learners adequately progress toward language proficiency. (e) Teachers, supported by administrators and educational services, will participate in weekly, collaborative PLCs to discuss best instructional practices, conduct teacher research, and to further develop themselves as educators of English learners. Evidence of this work will be documented through PLC agendas and minutes, EADMS, and other relevant artifacts.		(Specify)	
2.6 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and English learners that are aligned with Goal 2. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 2.	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.6
2.7 - Indirect Costs (a) Indirect costs will be taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 2.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	See funding Goal 1, Action 1.7

		(Specify)	

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	1. The percentage of English learners progressing at least one language proficiency level, as measured by CELDT, will increase 5% annually until 100% is obtained. 2. The percentage of English learners reclassified as fluent English proficient in 2016-2017 will meet or exceed 20%. 3. 100% of the students reclassified as fluent English proficient in 2014-2015 and 2015-2016 will earn a "C" or better in all core area classes in 2016-2017. 4. All English learners will receive integrated and designated ELD to support attainment of spoken and academic fluency in English.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 - Core Curriculum & Resources (a) English language arts action teams will work with educational services to develop curriculum maps and instructional guides for English language arts (grades TK-11) that are aligned with CCSS and SBAC assessment targets. The instructional guides will have teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards. (b) Math action teams will work with educational services to develop curriculum maps and instructional guides for mathematics (grades 6-Integrated III) that are aligned with CCSS and SBAC assessment targets. The instructional guides will have teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards. (c) Supplemental resources for providing integrated and designated ELD to English learners in core areas will be researched and decisions regarding best options will be made. (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that English learners are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.1

9.1.16

documented through PLC agendas and minutes, and other relevant artifacts.			
2.2 - Best 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) All teachers will provide integrated and designated ELD to English learners. At the secondary schools, additional sections will be allocated to provide targeted ELD instruction to English learners beyond their mainstream core classes. The additional sections will ensure that the class sizes for the targeted ELD are well below the general staffing ratio of 36:1. (c) Teachers and administrators will participate in "Instructional Rounds" to identify Best First Instruction taking place and to discuss areas for growth as a school to better support English learners. (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on best first instruction to support English learners in meeting or exceeding specified language targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.2 Additional sections for targeted ELD at secondary schools Supplemental $216,000

6.135

2.3 - Progress Monitoring (a) English language arts and math action teams will work with educational services to develop and administer common district benchmark assessments (at least two per grade level or course) to monitor student progress and the effectiveness of district curriculum maps, instructional guides, and instruction in supporting student achievement (including English learners and redesignated fluent English proficient learners) toward meeting or exceeding grade level standards and obtaining language proficiency. (b) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop common formative assessments (at least one per month) to assess student (including English learners and redesignated fluent English proficient learners) progress toward meeting specified learning/language targets. Evidence of this work will be documented through PLC agendas and minutes, EADMS, and other relevant artifacts. (c) The director of supplemental programs & accountability and intervention specialists will work closely with site administration to monitor English learners' progress toward meeting learning/language targets.	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.3
2.4 - Interventions (a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for English learners not making adequate progress toward meeting specified language targets. Evidence of this work will be documented through PLC agendas and minutes, EADMS, and other relevant artifacts. (b) Educational services in collaboration with site administrators will develop an English learner master plan to outline the appropriate structures, services and supports needed to ensure English learners' (and	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.4

9.1.36

redesignated fluent English proficient learners) language attainment and academic achievement. (c) Intervention support staff will be provided to schools to work with English learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets. Such support staff will include, but not be limited to: instructional aides, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and intervention specialists. (d) The director of supplemental programs & accountability and intervention specialists will work closely with site administration to ensure that proper intervention services are being provided for all English learners(and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets.			
2.5 - Professional Development & Collaboration (a) Teachers will receive English language development training to support their understanding of and ability to teach integrated and designated ELD to English learners in their respective curricular areas. (b) Teacher, support staff and administrators will be provided opportunities to participate in other, relevant professional developments to support English learners' language attainment and academic achievement. (c) Educational services will facilitate collaboration and training for teachers on a variety of topics that support English learners in meeting language/learning targets. Coaching will also be provided to teachers wanting or needing additional supports. (d) Action teams will meet throughout the year to further develop unit maps, instructional guides and assessments and to discuss best instructional practices to ensure English learners adequately progress toward language proficiency.	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.5

9.13.16

(e) Teachers, supported by administrators and educational services, will participate in weekly, collaborative PLCs to discuss best instructional practices, conduct teacher research, and to further develop themselves as educators of English learners. Evidence of this work will be documented through PLC agendas and minutes, EADMS, and other relevant artifacts.			
2.6 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and English learners that are aligned with Goal 2. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 2.	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.6
2.7 - Indirect Costs (a) Indirect costs will be taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 2.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.7

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	1. The percentage of English learners progressing at least one language proficiency level, as measured by CELDT, will increase 5% annually until 100% is obtained. 2. The percentage of English learners reclassified as fluent English proficient in 2017-2018 will meet or exceed 20%. 3. 100% of the students reclassified as fluent English proficient in 2015-2016 and 2016-2017 will earn a "C" or better in all core area classes in 2017-2018. 4. All English learners will receive integrated and designated ELD to support attainment of spoken and academic fluency in English.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 - Core Curriculum & Resources	LEA-wide	_ All	See funding Goal 1, Action 1.1

8.3.16

(a) English language arts action teams will work with educational services to develop curriculum maps and instructional guides for English language arts (grades TK-11) that are aligned with CCSS and SBAC assessment targets. The instructional guides will have teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards. (b) Math action teams will work with educational services to develop curriculum maps and instructional guides for mathematics (grades 6-Integrated III) that are aligned with CCSS and SBAC assessment targets. The instructional guides will have teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards. (c) Supplemental resources for providing integrated and designated ELD to English learners in core areas will be researched and decisions regarding best options will be made. (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that English learners are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.		OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.2 - Best 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	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.2 Additional sections for targeted ELD at secondary schools Supplemental $216,000

6.1.19

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) All teachers will provide integrated and designated ELD to English learners. At the secondary schools, additional sections will be allocated to provide targeted ELD instruction to English learners beyond their mainstream core classes. The additional sections will ensure that the class sizes for the targeted ELD are well below the general staffing ratio of 36:1. (c) Teachers and administrators will participate in "Instructional Rounds" to identify Best First Instruction taking place and to discuss areas for growth as a school to better support English learners. (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on best first instruction to support English learners in meeting or exceeding specified language targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.			
2.3 - Progress Monitoring (a) English language arts and math action teams will work with educational services to develop and administer common district benchmark assessments (at least two per grade level or course) to monitor student progress and the effectiveness of district curriculum maps, instructional guides, and instruction in supporting student achievement (including English learners and redesignated fluent English proficient learners) toward meeting or exceeding grade level standards and obtaining language proficiency. (b) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop common formative assessments (at least one per	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.3

month) to assess student (including English learners and redesignated fluent English proficient learners) progress toward meeting specified learning/language targets. Evidence of this work will be documented through PLC agendas and minutes, EADMS, and other relevant artifacts. (c) The director of supplemental programs & accountability and intervention specialists will work closely with site administration to monitor English learners' progress toward meeting learning/language targets.			
2.4 - Interventions (a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for English learners not making adequate progress toward meeting specified language targets. Evidence of this work will be documented through PLC agendas and minutes, EADMS, and other relevant artifacts. (b) Educational services in collaboration with site administrators will develop an English learner master plan to outline the appropriate structures, services and supports needed to ensure English learners' (and redesignated fluent English proficient learners) language attainment and academic achievement. (c) Intervention support staff will be provided to schools to work with English learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets. Such support staff will include, but not be limited to: instructional aides, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and intervention specialists. (d) The director of supplemental programs & accountability and intervention specialists will work closely with site administration to ensure that proper intervention services are being provided for all English	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.4

learners(and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets.			
2.5 - Professional Development & Collaboration (a) Teachers will receive English language development training to support their understanding of and ability to teach integrated and designated ELD to English learners in their respective curricular areas. (b) Teacher, support staff and administrators will be provided opportunities to participate in other, relevant professional developments to support English learners' language attainment and academic achievement. (c) Educational services will facilitate collaboration and training for teachers on a variety of topics that support English learners in meeting language/learning targets. Coaching will also be provided to teachers wanting or needing additional supports. (d) Action teams will meet throughout the year to further develop unit maps, instructional guides and assessments and to discuss best instructional practices to ensure English learners adequately progress toward language proficiency. (e) Teachers, supported by administrators and educational services, will participate in weekly, collaborative PLCs to discuss best instructional practices, conduct teacher research, and to further develop themselves as educators of English learners. Evidence of this work will be documented through PLC agendas and minutes, EADMS, and other relevant artifacts.	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.5
2.6 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and English learners that are aligned with Goal 2.	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient	See funding Goal 1, Action 1.6

2.1.a

(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.		_ Other Subgroups: (Specify)	
2.7 - Indirect Costs (a) Indirect costs will be taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 2.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.7

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

6.1.19

GOAL 3:	All students will graduate from high school college and career ready.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	Only 50% of graduating seniors at LHS meet A-G requirements and 0% of graduating seniors at PHS meet A-G requirements. Additionally, WPUSD's cohort graduation rate is only 87%. Although there has been an increase in AP offerings at LHS, more students should be taking AP classes and the percentage of students passing AP exams with a 4 or better should be higher. LHS has developed five, 4-year career pathways that need to be implemented and supported. Additionally, there is a need to better track student participation in CTE courses and support completion of industry sector certifications. Unduplicated pupils need to be better supported in developing college and career readiness as their readiness data falls short of white, more affluent students' readiness data.
Goal Applies to:	Schools: Glen Edwards and Twelve Bridges Middle Schools and Lincoln and Phoenix High Schools
	Applicable Pupil Subgroups: All Students and Significant Subgroups

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:

1. The district's cohort graduation rate will increase 2% annually until 100% is obtained.
2. The percentage of all graduates meeting A-G requirements will increase by 3% annually until 100% of all graduates meet A-G requirements.
3. The percentage of all AP students scoring a 3 or better on AP exams (in all AP courses) will increase by 5% annually until 100% of all students (and significant subgroups) are scoring 3 or better on AP exams (in all AP courses).
4. The percentage of all (unduplicated) high school students who receive a "C" or better in at least one AP (or college equivalent) course will increase by 5% annually until 100% of all (unduplicated) high school students receive a "C" or better in at least one AP (or college equivalent) course.
5. The percentage of all (unduplicated) high school students who receive a "C" or better in at least one capstone CTE course will increase by 5% annually until 100% of all (unduplicated) high school students receive a "C" or better in at least one capstone CTE course.
6. The percentage of all students in grade 11 who are deemed college ready, as determined by EAP, in ELA and math will increase by 5% annually until 100% of all students in grade 11 are deemed college ready in ELA and math.
7. The percentage of students in grade 10 who pass the CAHSEE in ELA and math will increase 1% annually until 100% of students in grade 10 pass the CAHSEE in ELA and math.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 - College Readiness (a) Site administration will work with educational services to rewrite the graduation requirements to align with A-G requirements to ensure that all students are	School-wide (All Secondary Schools)	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	Additional sections for AVID at secondary schools Supplemental $213,300 AVID Membership, Supplies & Professional Development Supplemental $35,000

04/14/16

college ready upon graduation from high school. (b) The AVID program will be implemented and supported at all school sites. Additional sections will be provided to the secondary schools to allow for smaller class sizes in AVID. (c) Additional counseling support will be provided to ensure all students (with an emphasis on ELs, SED, and FY) receive academic guidance and intervention to support college readiness, eligibility, and acceptance. (d) WPUSD will pursue dual/concurrent enrollment through ARC and Sierra College to support college readiness and credit toward an associates/bachelors degree. (e) Seniors who are not deemed college ready, as measured by the grade 11 EAP, will be placed in EAP math and/or ERWC English.		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Counselors Supplemental $188,000
3.2 - Career Readiness (a) Site administration will work with educational services to rewrite the graduation requirements to align with the provision that CTE may be taken in lieu of fine arts for A-G eligibility. (b) Five, 4-year career pathways (Agriculture, Engineering, Bio-medical, Media Arts, and Information Communication Technology) at LHS will be fully implemented and supported. (c) Additional counseling support will be provided to ensure all students (with an emphasis on ELs, SED, and FY) receive career guidance and intervention to support career readiness. (d) WPUSD will pursue dual/concurrent enrollment through ARC and Sierra College to support career readiness and credit toward industry certification. (e) WPUSD's two CCPT Grants (one for Ag and the	School-wide (All Secondary Schools)	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Counselors (see funding Goal 3, Action 3.1) CRANE CCPT Grant for Engineering and Bio-medical California Career Pathways Trust $60,000 WPUSD CCPT Grant for Ag California Career Pathways Trust $2,200,000 Carl D. Perkins Grant for CTE Carl D. Perkins Career and Technical Education $45,000

SA 1.6

other for Engineering and Bio-medical) will continue to be implemented to support college and career readiness of students. (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.			
3.3 - Interventions (a) Summer school will be provided for students not obtaining adequate grades/credits toward graduation. (b) Additional sections will be provided for at-risk students to enroll in an online credit recovery program during the school day to accelerate learning and ensure they meet graduation requirements. (c) Additional sections will be provided for CAHSEE interventions to ensure students who did not pass CAHSEE math and/or English receive targeted intervention supports to prepare them to pass on subsequent attempts. (d) Intervention support staff will be provided to schools to work with students not making adequate progress toward meeting college and career readiness. Such support staff will include, but not be limited to: instructional aides, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and intervention specialists.	School-wide (All Secondary Schools)	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Designated At-risk	See funding Goal 1, Action 1.4 Summer School Supplemental $50,000 Additional sections for CAHSEE interventions Supplemental $15,300 Online Credit Recovery Program Supplemental $50,000 Additional sections for online credit recovery Supplemental $90,000
3.4 - Professional Development & Collaboration (a) Teachers will be provided AVID, AP, CTE, and other relevant training and coaching to support students' college and career readiness.	School-wide (All Secondary Schools)	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.5

9.7.16

3.5 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 3. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 3.	School-wide (All Secondary Schools)	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See Goal 1, Action 1.6
3.6 - Indirect Costs (a) Indirect costs will be taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 3.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.7

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	1. The district's cohort graduation rate will increase 2% annually until 100% is obtained. 2. The percentage of all graduates meeting A-G requirements will increase by 3% annually until 100% of all graduates meet A-G requirements. 3. The percentage of all AP students scoring a 3 or better on AP exams (in all AP courses) will increase by 5% annually until 100% of all students (and significant subgroups) are scoring 3 or better on AP exams (in all AP courses). 4. The percentage of all (unduplicated) high school students who receive a "C" or better in at least one AP (or college equivalent) course will increase by 5% annually until 100% of all (unduplicated) high school students receive a "C" or better in at least one AP (or college equivalent) course. 5. The percentage of all (unduplicated) high school students who receive a "C" or better in at least one capstone CTE course will increase by 5% annually until 100% of all (unduplicated) high school students receive a "C" or better in at least one capstone CTE course. 6. The percentage of all students in grade 11 who are deemed college ready, as determined by EAP, in ELA and math will increase by 5% annually until 100% of all students in grade 11 are deemed college ready in ELA and math. 7. The percentage of students in grade 10 who pass the CAHSEE in ELA and math will increase 1% annually until 100% of students in grade 10 pass the CAHSEE in ELA and math.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 - College Readiness	School-wide (All	X All OR:	Additional sections for AVID at secondary schools Supplemental $213,300

2.7.16

(a) Site administration will work with educational services to rewrite the graduation requirements to align with A-G requirements to ensure that all students are college ready upon graduation from high school. (b) The AVID program will be implemented and supported at all school sites. Additional sections will be provided to the secondary schools to allow for smaller class sizes in AVID. (c) Additional counseling support will be provided to ensure all students (with an emphasis on ELs, SED, and FY) receive academic guidance and intervention to support college readiness, eligibility, and acceptance. (d) WPUSD will pursue dual/concurrent enrollment through ARC and Sierra College to support college readiness and credit toward an associates/bachelors degree. (e) Seniors who are not deemed college ready, as measured by the grade 11 EAP, will be placed in EAP math and/or ERWC English.	Secondary Schools)	_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	AVID Membership, Supplies & Professional Development Supplemental $35,000 Counselors Supplemental $282,000
3.2 - Career Readiness (a) Site administration will work with educational services to rewrite the graduation requirements to align with the provision that CTE may be taken in lieu of fine arts for A-G eligibility. (b) Five, 4-year career pathways (Agriculture, Engineering, Bio-medical, Media Arts, and Information Communication Technology) at LHS will be fully implemented and supported. (c) Additional counseling support will be provided to ensure all students (with an emphasis on ELs, SED, and FY) receive career guidance and intervention to support career readiness and industry certification. (d) WPUSD will pursue dual/concurrent enrollment through ARC and Sierra College to support career	School-wide (All Secondary Schools)	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Counselors (see funding Goal 3, Action 3.1) CRANE CCPT Grant for Engineering and Bio-medical California Career Pathways Trust $60,000 WPUSD CCPT Grant for Ag California Career Pathways Trust $1,553,000 Carl D. Perkins Grant for CTE Carl D. Perkins Career and Technical Education $45,000

readiness and credit toward industry certification. (e) WPUSD's two CCPT Grants (one for Ag and the other for Engineering and Bio-medical) will continue to be implemented to support college and career readiness of students. (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.			
3.3 - Interventions (a) Summer school will be provided for students not obtaining adequate grades/credits toward graduation. (b) Additional sections will be provided for at-risk students to enroll in an online credit recovery program during the school day to accelerate learning and ensure they meet graduation requirements. (c) Additional sections will be provided for CAHSEE interventions to ensure students who did not pass CAHSEE math and/or English receive targeted intervention supports to prepare them to pass on subsequent attempts. (d) Intervention support staff will be provided to schools to work with students not making adequate progress toward meeting college and career readiness. Such support staff will include, but not be limited to: instructional aides, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and intervention specialists.	School-wide (All Secondary Schools)	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Designated At-risk	See funding Goal 1, Action 1.4 Summer School Supplemental $50,000 Additional sections for CAHSEE interventions Supplemental $15,300 Online Credit Recovery Program Supplemental $50,000 Additional sections for online credit recovery Supplemental $90,000
3.4 - Professional Development & Collaboration (a) Teachers will be provided AVID, AP, CTE, and other relevant training and coaching to support students' college and career readiness.	School-wide (All Secondary Schools)	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	See funding Goal 1, Action 1.5

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.5 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 3. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 3.	School-wide (All Secondary Schools)	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See Goal 1, Action 1.6
3.6 - Indirect Costs (a) Indirect costs will be taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 3.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.7

LCAP Year 3: 2017-2018	
Expected Annual Measurable Outcomes:	1. The district's cohort graduation rate will increase 2% annually until 100% is obtained. 2. The percentage of all graduates meeting A-G requirements will increase by 3% annually until 100% of all graduates meet A-G requirements. 3. The percentage of all AP students scoring a 3 or better on AP exams (in all AP courses) will increase by 5% annually until 100% of all students (and significant subgroups) are scoring 3 or better on AP exams (in all AP courses). 4. The percentage of all (unduplicated) high school students who receive a "C" or better in at least one AP (or college equivalent) course will increase by 5% annually until 100% of all (unduplicated) high school students receive a "C" or better in at least one AP (or college equivalent) course. 5. The percentage of all (unduplicated) high school students who receive a "C" or better in at least one capstone CTE course will increase by 5% annually until 100% of all (unduplicated) high school students receive a "C" or better in at least one capstone CTE course. 6. The percentage of all students in grade 11 who are deemed college ready, as determined by EAP, in ELA and math will increase by 5% annually until 100% of all students in grade 11 are deemed college ready in ELA and math. 7. The percentage of students in grade 10 who pass the CAHSEE in ELA and math will increase 1% annually until 100% of students in grade 10 pass the CAHSEE in ELA and math.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 - College Readiness (a) Site administration will work with educational services to rewrite the graduation requirements to align with A-G requirements to ensure that all students are college ready upon graduation from high school. (b) The AVID program will be implemented and supported at all school sites. Additional sections will be provided to the secondary schools to allow for smaller class sizes in AVID. (c) Additional counseling support will be provided to ensure all students (with an emphasis on ELs, SED, and FY) receive academic guidance and intervention to support college readiness, eligibility, and acceptance. (d) WPUSD will pursue dual/concurrent enrollment through ARC and Sierra College to support college readiness and credit toward an associates/bachelors degree. (e) Seniors who are not deemed college ready, as measured by the grade 11 EAP, will be placed in EAP	School-wide (All Secondary Schools)	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Additional sections for AVID at secondary schools Supplemental $213,300 AVID Membership, Supplies & Professional Development Supplemental $35,000 Counselors Supplemental $376,000

math and/or ERWC English.			
3.2 - Career Readiness (a) Site administration will work with educational services to rewrite the graduation requirements to align with the provision that CTE may be taken in lieu of fine arts for A-G eligibility. (b) Five, 4-year career pathways (Agriculture, Engineering, Bio-medical, Media Arts, and Information Communication Technology) at LHS will be fully implemented and supported. (c) Additional counseling support will be provided to ensure all students (with an emphasis on ELs, SED, and FY) receive career guidance and intervention to support career readiness and industry certification. (d) WPUSD will pursue dual/concurrent enrollment through ARC and Sierra College to support career readiness and credit toward industry certification. (e) WPUSD's two CCPT Grants (one for Ag and the other for Engineering and Bio-medical) will continue to be implemented to support college and career readiness of students. (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.	School-wide (All Secondary Schools)	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Counselors (see funding Goal 3, Action 3.1) CRANE CCPT Grant for Engineering and Bio-medical California Career Pathways Trust 60,000 WPUSD CCPT Grant for Ag California Career Pathways Trust $667,000 Carl D. Perkins Grant for CTE Carl D. Perkins Career and Technical Education $45,000
3.3 - Interventions (a) Summer school will be provided for students not obtaining adequate grades/credits toward graduation. (b) Additional sections will be provided for at-risk students to enroll in an online credit recovery program during the school day to accelerate learning and ensure they meet graduation requirements.	School-wide (All Secondary Schools)	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify)	See funding Goal 1, Action 1.4 Summer School Supplemental $50,000 Additional sections for CAHSEE interventions Supplemental $15,300 Online Credit Recovery Program Supplemental $50,000 Additional sections for online credit recovery Supplemental $90,000

9.1.52

(c) Additional sections will be provided for CAHSEE interventions to ensure students who did not pass CAHSEE math and/or English receive targeted intervention supports to prepare them to pass on subsequent attempts. (d) Intervention support staff will be provided to schools to work with students not making adequate progress toward meeting college and career readiness. Such support staff will include, but not be limited to: instructional aides, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and intervention specialists.		Designated At-risk	
3.4 - Professional Development & Collaboration (a) Teachers will be provided AVID, AP, CTE, and other relevant training and coaching to support students' college and career readiness.	School-wide (All Secondary Schools)	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.5
3.5 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 3. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 3.	School-wide (All Secondary Schools)	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See Goal 1, Action 1.6
3.6 - Indirect Costs (a) Indirect costs will be taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 3.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	See funding Goal 1, Action 1.7

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		_ Other Subgroups: (Specify)	

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

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GOAL 4:	All students will be safe and actively engaged at school.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	According to our district climate report card from WestEd, caring relationships, high expectations and school connectedness scored the lowest according to student responses. Although, for the most part, students perceive our schools as safe, bullying and harassment was a concern. Attendance rates across the district hover around 95%, which is commendable but not to the standard we would like to see. Additionally, the district's truancy rate is not where we would like it to be. Lastly, although student suspensions and expulsions are lower than the state average, they are not to the standard we would like to see, especially in defiance related (48900k) suspensions, which account for more than 50% of suspensions. We need to focus on ensuring that students have the supports and opportunities they need to become healthy, productive (college and career ready) adults. Therefore, there is a need to provide professional development and support to all staff in our organization that support youth development so they are well equipped to connect with students, provide them relevant opportunities to engage and lead, and set high expectations for their behavior and academic achievement.
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All Students and Significant Subgroups

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	1. The district's (and individual schools') average daily attendance will increase by 0.2% annually until average daily attendance reaches 98% for the district and all school sites. 2. The district's truancy rate will decrease by 0.1% annually until 2% is obtained. 3. The district's cohort dropout rate will decrease by 0.2% annually until 0% is obtained. 4. Total suspensions will decrease by 30 annually until total suspensions are less than 300. 5. Total expulsions will decrease by 2 annually until total expulsions are 0. 6. Baseline data regarding students' hope, engagement and well-being, as measured by Gallup Student Poll, will be established.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 - Youth Development (a) Teachers, support staff, and administrators will participate in a 4-day youth development institute. (b) School sites will develop a plan for implementing youth development supports and opportunities that ensure safety, relationships, engagement, community involvement, and skill building for youth.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development & Collaboration - See funding Goal 1, Action 1.5

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(c) Coaching and other supports will be provided to sites to ensure their success in implementing the youth development supports and opportunities.			
4.2 - PBIS (a) School sites will continue to receive training and support to implement the PBIS framework. (b) A behavior/mental health counselor will be provided to support the PBIS schools. (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.	School-wide (TBE, COES, CCC, SES and LHS)	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development & Collaboration - See funding Goal 1, Action 1.5 Behavior/Mental Health Counselor - Medi-Cal & Mental Health Funds Other $90,000 District Resource Officer Supplemental $116,000
4.3 - Love & Logic (a) Teachers, support staff, and administrators will be provided Love & Logic training. (b) Elementary schools will develop a system of accountability to ensure that the strategies of Love & Logic are being utilized in classrooms and throughout the schools. (c) Coaching and other supports will be provided to sites to ensure their success in implementing Love & Logic strategies.	School-wide (All Elementary Schools)	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development & Collaboration - See funding Goal 1, Action 1.5
4.4 - Each One, Reach One (a) Secondary schools will receive training and support from Kevin Bracy, founder of Each One, Reach One to support a positive school culture and climate and interactions among students. (b) Secondary schools will develop a plan to implement the Each One, Reach One program at their sites.	School-wide (All Secondary Schools)	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development & Collaboration - See funding Goal 1, Action 1.5

(c) Coaching and other supports will be provided to sites to ensure their success in implementing their plan.			
4.5 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 4. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 4.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.6
4.6 - Transportation (a) Transportation will be provided to unduplicated students at no charge to ensure they get to school daily.	LEA-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Transportation Supplemental $59,000
4.7 - Indirect Costs (a) Indirect costs will be taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 4.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.7

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LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	1. The district's (and individual schools') average daily attendance will increase by 0.2% annually until average daily attendance reaches 98% for the district and all school sites. 2. The district's truancy rate will decrease by 0.1% annually until 2% is obtained. 3. The district's cohort dropout rate will decrease by 0.2% annually until 0% is obtained. 4. Total suspensions will decrease by 30 annually until total suspensions are less than 300. 5. Total expulsions will decrease by 2 annually until total expulsions are 0. 6. The percentage of students' declaring high levels of hope, engagement and well-being, as measured by Gallup Student Poll, will increase by 5% annually until 100% of students declare high levels of hope, engagement and well-being.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 - Youth Development (a) Teachers, support staff, and administrators will participate in a 4-day youth development institute. (b) School sites will develop a plan for implementing youth development supports and opportunities that ensure safety, relationships, engagement, community involvement, and skill building for youth. (c) Coaching and other supports will be provided to sites to ensure their success in implementing the youth development supports and opportunities.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development & Collaboration - See funding Goal 1, Action 1.5
4.2 - PBIS (a) School sites will continue to receive training and support to implement the PBIS framework. (b) A behavior/mental health counselor will be provided to support the PBIS schools. (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.	School-wide (TBE, COES, CCC, SES and LHS)	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development & Collaboration - See funding Goal 1, Action 1.5 Behavior/Mental Health Counselor Supplemental $90,000 District Resource Officer Supplemental $116,000

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4.3 - Love & Logic (a) Teachers, support staff, and administrators will be provided Love & Logic training. (b) Elementary schools will develop a system of accountability to ensure that the strategies of Love & Logic are being utilized in classrooms and throughout the schools. (c) Coaching and other supports will be provided to sites to ensure their success in implementing Love & Logic strategies.	School-wide (All Elementary Schools)	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development & Collaboration - See funding Goal 1, Action 1.5
4.4 - Each One, Reach One (a) Secondary schools will receive training and support from Kevin Bracy, founder of Each One, Reach One to support a positive school culture and climate and interactions among students. (b) Secondary schools will develop a plan to implement the Each One, Reach One program at their sites. (c) Coaching and other supports will be provided to sites to ensure their success in implementing their plan.	School-wide (All Secondary Schools)	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development & Collaboration - See funding Goal 1, Action 1.5
4.5 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 4. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 4.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.6
4.6 - Transportation (a) Transportation will be provided to unduplicated students at no charge to ensure they get to school daily.	LEA-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent	Transportation Supplemental $59,000

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		English proficient _ Other Subgroups: (Specify)	
4.7 - Indirect Costs (a) Indirect costs will be taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 4.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.7

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	1. The district's (and individual schools') average daily attendance will increase by 0.2% annually until average daily attendance reaches 98% for the district and all school sites. 2. The district's truancy rate will decrease by 0.1% annually until 2% is obtained. 3. The district's cohort dropout rate will decrease by 0.2% annually until 0% is obtained. 4. Total suspensions will decrease by 30 annually until total suspensions are less than 300. 5. Total expulsions will decrease by 2 annually until total expulsions are 0. 6. The percentage of students' declaring high levels of hope, engagement and well-being, as measured by Gallup Student Poll, will increase by 5% annually until 100% of students declare high levels of hope, engagement and well-being.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 - Youth Development (a) Teachers, support staff, and administrators will participate in a 4-day youth development institute. (b) School sites will develop a plan for implementing youth development supports and opportunities that ensure safety, relationships, engagement, community involvement, and skill building for youth. (c) Coaching and other supports will be provided to sites to ensure their success in implementing the youth development supports and opportunities.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development & Collaboration - See funding Goal 1, Action 1.5

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4.2 - PBIS (a) School sites will continue to receive training and support to implement the PBIS framework. (b) A behavior/mental health counselor will be provided to support the PBIS schools. (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.	School-wide (TBE, COES, CCC, SES and LHS)	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development & Collaboration - See funding Goal 1, Action 1.5 Behavior/Mental Health Counselor Supplemental $90,000 District Resource Officer Supplemental $116,000
4.3 - Love & Logic (a) Teachers, support staff, and administrators will be provided Love & Logic training. (b) Elementary schools will develop a system of accountability to ensure that the strategies of Love & Logic are being utilized in classrooms and throughout the schools. (c) Coaching and other supports will be provided to sites to ensure their success in implementing Love & Logic strategies.	School-wide (All Elementary Schools)	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development & Collaboration - See funding Goal 1, Action 1.5
4.4 - Each One, Reach One (a) Secondary schools will receive training and support from Kevin Bracy, founder of Each One, Reach One to support a positive school culture and climate and interactions among students. (b) Secondary schools will develop a plan to implement the Each One, Reach One program at their sites. (c) Coaching and other supports will be provided to sites to ensure their success in implementing their plan.	School-wide (All Secondary Schools)	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development & Collaboration - See funding Goal 1, Action 1.5
4.5 - Direct School Site Allocations	LEA-wide	X All	See funding Goal 1, Action 1.6

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(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.		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.6 - Transportation (a) Transportation will be provided to unduplicated students at no charge to ensure they get to school daily.	LEA-wide	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Transportation Supplemental $59,000
4.7 - Indirect Costs (a) Indirect costs will be taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 4.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.7

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

9.16.2

GOAL 5:	All students will receive instruction in up-to-date and well-maintained environments.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	Many of our schools are older and in need of extra care. Additionally, our classrooms are not equitably equipped with the essential technologies needed to ensure 21st century learning environments for our students. Recent budget cuts eliminated critical resources in the areas of maintenance and technology and there is a clear need to improve our facilities and technologies to better serve our students and families.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	1. All students will have access to standards-aligned instructional materials. 2. All school facilities will receive adequate (in good repair) rating, as measured by FIT. 3. A district standard for technology in schools and classrooms will be developed. 4. A plan for implementing the district standard for technology to ensure all schools and classrooms meet such standard will be developed. 5. Improvements to technology and facilities, in accordance with the Measure A school bond, will be made to Lincoln High School.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 - Technology (a) A district standard for technology in schools and classrooms will be developed. (b) A plan for implementing the district standard for technology to ensure all schools and classrooms meet such standard will be developed. (c) Technologies will be updated, replaced, or added in order of priority.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology Budget - Computer Replacement Base $300,000
5.2 - Maintenance (a) Additional custodians will be added to the existing	LEA-wide	X All OR: _ Low Income pupils	Routine Repair & Maintenance Program Other $1,606,000 Mainteanance, Operations & Custodial Services Program Base $1,615,000

G-1.3

staffing to ensure that internal facilities are being well maintained. (b) Additional grounds workers will be added to the existing staffing to ensure that external facilities are being well maintained.		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.3 - Measure A School Bond (a) Improvements to technology and facilities at LHS will be made in accordance with the Measure A Bond.	School-wide (LHS)	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Measure A Bond Locally Defined (Bond Funds $10,000,000
5.4 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 5. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 5.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.6
5.5 - Indirect Costs (a) Indirect costs will be taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 5.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.7

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LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	1. All students will have access to standards-aligned instructional materials. 2. All school facilities will receive adequate (in good repair) rating, as measured by FIT. 3. Improvements to technology, in accordance with the district standard for technology in schools and classrooms, will be made in order of priority. 4. Improvements to technology and facilities, in accordance with the Measure A school bond, will be made to Lincoln High School.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 - Technology (a) A district standard for technology in schools and classrooms will be developed. (b) A plan for implementing the district standard for technology to ensure all schools and classrooms meet such standard will be developed. (c) Technologies will be updated, replaced, or added in order of priority.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology Budget - Computer Replacement Base $300,000
5.2 - Maintenance (a) Additional custodians will be added to the existing staffing to ensure that internal facilities are being well maintained. (b) Additional grounds workers will be added to the existing staffing to ensure that external facilities are being well maintained.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Routine Repair & Maintenance Program - Other Base $1,606,000 Maintenance, Operations & Custodial Services Program Base $1,615,000
5.3 - Measure A School Bond (a) Improvements to technology and facilities at LHS will be made in accordance with the Measure A Bond.	School-wide (LHS)	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Measure A Bond Other $10,000,000

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5.4 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 5. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 5.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.6
5.5 - Indirect Costs (a) Indirect costs will be taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 5.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.7

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	1. All students will have access to standards-aligned instructional materials. 2. All school facilities will receive adequate (in good repair) rating, as measured by FIT. 3. Improvements to technology, in accordance with the district standard for technology in schools and classrooms, will be made in order of priority. 4. Improvements to technology and facilities, in accordance with the Measure A school bond, will be completed at Lincoln High School.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 - Technology (a) A district standard for technology in schools and classrooms will be developed. (b) A plan for implementing the district standard for technology to ensure all schools and classrooms meet such standard will be developed. (c) Technologies will be updated, replaced, or added in order of priority.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology Budget Base $300,000

5.2 - Maintenance (a) Additional custodians will be added to the existing staffing to ensure that internal facilities are being well maintained. (b) Additional grounds workers will be added to the existing staffing to ensure that external facilities are being well maintained.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Routine Repair & Maintenance Program - Other Base $1,606,000 Mainteanance, Operations & Custodial Services Program Base $1,615,000
5.3 - Measure A School Bond (a) Improvements to technology and facilities at LHS will be made in accordance with the Measure A Bond.	School-wide (LHS)	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Measure A Bond Other $10,000,000
5.4 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 5. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 5.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.6
5.5 - Indirect Costs (a) Indirect costs will be taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 5.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.7

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

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GOAL 6:	All parents will be actively engaged in their child's learning and school community.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	Our district does not have a clear plan for engaging parents in students' learning. Additionally, we do not have a method to track current levels of parent involvement. Albeit the lack of data, we believe that we can and should improve in the area of parent involvement. In researching parent involvement, we discovered Joyce Epstein's framework of six types of parent involvement that we will utilize to develop and track parent involvement for the future. Additionally, in the short term, we realize that we must have an online learning/communication tool to allow parents to access information regarding their students' learning and to communicate easily with their students' teachers.	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	1. A comprehensive district parent involvement plan, aligned with Epstein's Framework for 6 Types of Parent Involvement, will be developed. 2. A system for collecting data regarding parent involvement will be developed for each of the 6 types of parent involvement. 3. Baseline data for parent usage of Schoology and JupiterEd will be collected.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 - Parent Education (a) A comprehensive district parent involvement plan, including tenets for parent education, will be developed. (b) A system for collecting data around parent education will be developed. (c) Parent education will be provided through continuing education.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Parent/Continuing Education Title I $10,000
6.2 - Two-way Communication (a) A comprehensive district parent involvement plan, including tenets for two-way communication, will be developed.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Schoology/Turnitin/JupiterEd Supplemental $52,236

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(b) A system for collecting data around all two-way communication will be developed. (c) Schoology/Turnitin at the secondary schools and JupiterEd at the elementary schools will be provided to support parents in accessing student learning information online and in communicating with teachers and administration. (d) Data regarding parent use of Schoology and/or JupiterEd will be collected.		English proficient _ Other Subgroups: (Specify)	
6.3 - Parent Volunteers (a) A comprehensive district parent involvement plan, including tenets for parent volunteers, will be developed. (b) A system for collecting data around parent volunteers will be developed. (c) Schools will solicit parent volunteers to support student learning and school projects.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.4 - Learning at Home (a) A comprehensive district parent involvement plan, including tenets for learning at home, will be developed. (b) A system for collecting data around learning at home will be developed. (c) Teachers will utilize Schoology/Turnitin/JupiterEd to promote learning at home. Additionally, they will provide parents with resources to support learning at home.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Schoology/Turnitin/Jupiter Ed - See funding Goal 6, Action 6.2
6.5 - Collaborative Decision Making (a) A comprehensive district parent involvement plan, including tenets for collaborative decision making, will be developed. (b) A system for collecting data around collaborative	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

decision making will be developed. (c) District and site administrators will actively seek out parents to participate on collaborative decision making committees, such as DAC, SSC, LCAP, etc.		_ Other Subgroups: (Specify)	
6.6 - Community Involvement (a) A comprehensive district parent involvement plan, including tenets for community involvement, will be developed. (b) A system for collecting data around community involvement will be developed. (c) District and site administrators will actively seek out community organizations such as PAL, Rotary, Chamber of Commerce, Knights of Columbus, SCHOOLS, etc. to partner with in ensuring all students' achievement and success.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.7 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 6. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 6.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.6
6.8 - Indirect Costs (a) Indirect costs will be taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 6.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.7

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LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	1. The comprehensive district parent involvement plan, aligned with Epstein's Framework for 6 Types of Parent Involvement, will be implemented. 2. Baseline data of parent involvement will be collected for each of the 6 types of parent involvement. 3. Parents' regular use of Schoology and JupiterEd will increase by 5% annually until 100% of all parents are regularly using Schoology and JupiterEd.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 - Parent Education (a) A comprehensive district parent involvement plan, including tenets for parent education, will be developed. (b) A system for collecting data around parent education will be developed. (c) Parent education will be provided through continuing education.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Parent/Continuing Education Title I $10,000
6.2 - Two-way Communication (a) A comprehensive district parent involvement plan, including tenets for two-way communication, will be developed. (b) A system for collecting data around all two-way communication will be developed. (c) Schoology/Turnitin at the secondary schools and JupiterEd at the elementary schools will be provided to support parents in accessing student learning information online and in communicating with teachers and administration. (d) Data regarding parent use of Schoology and/or JupiterEd will be collected.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Schoology/Turnitin/JupiterEd Supplemental $52,236
6.3 - Parent Volunteers (a) A comprehensive district parent involvement plan, including tenets for parent volunteers, will be developed.	LEA-wide	X All OR: _ Low Income pupils	

(b) A system for collecting data around parent volunteers will be developed. (c) Schools will solicit parent volunteers to support student learning and school projects.		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.4 - Learning at Home (a) A comprehensive district parent involvement plan, including tenets for learning at home, will be developed. (b) A system for collecting data around learning at home will be developed. (c) Teachers will utilize Schoology/Turnitin/JupiterEd to promote learning at home. Additionally, they will provide parents with resources to support learning at home.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Schoology/Turnitin/Jupiter Ed - See funding Goal 6, Action 6.2
6.5 - Collaborative Decision Making (a) A comprehensive district parent involvement plan, including tenets for collaborative decision making, will be developed. (b) A system for collecting data around collaborative decision making will be developed. (c) District and site administrators will actively seek out parents to participate on collaborative decision making committees, such as DAC, SSC, LCAP, etc.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.6 - Community Involvement (a) A comprehensive district parent involvement plan, including tenets for community involvement, will be developed. (b) A system for collecting data around community involvement will be developed.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

(c) District and site administrators will actively seek out community organizations such as PAL, Rotary, Chamber of Commerce, Knights of Columbus, SCHOOLS, etc. to partner with in ensuring all students' achievement and success.			
6.7 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 6. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 6.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.6
6.8 - Indirect Costs (a) Indirect costs will be taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 6.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.7

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	1. The comprehensive district parent involvement plan, aligned with Epstein's Framework for 6 Types of Parent Involvement, will be implemented. 2. Parent involvement in each of 6 types of parent involvement will increase annually as determined by the district's system for tracking parent involvement. 3. Parents' regular use of Schoology and JupiterEd will increase by 5% annually until 100% of all parents are regularly using Schoology and JupiterEd.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 - Parent Education (a) A comprehensive district parent involvement plan, including tenets for parent education, will be developed.	LEA-wide	X All OR: _ Low Income pupils _ English Learners	Parent/Continuing Education Title I $10,000

(b) A system for collecting data around parent education will be developed. (c) Parent education will be provided through continuing education.		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.2 - Two-way Communication (a) A comprehensive district parent involvement plan, including tenets for two-way communication, will be developed. (b) A system for collecting data around all two-way communication will be developed. (c) Schoology/Turnitin at the secondary schools and JupiterEd at the elementary schools will be provided to support parents in accessing student learning information online and in communicating with teachers and administration. (d) Data regarding parent use of Schoology and/or JupiterEd will be collected.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Schoology/Turnitin/JupiterEd Supplemental $52,236
6.3 - Parent Volunteers (a) A comprehensive district parent involvement plan, including tenets for parent volunteers, will be developed. (b) A system for collecting data around parent volunteers will be developed. (c) Schools will solicit parent volunteers to support student learning and school projects.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.4 - Learning at Home (a) A comprehensive district parent involvement plan, including tenets for learning at home, will be developed. (b) A system for collecting data around learning at home	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Schoology/Turnitin/Jupiter Ed - See funding Goal 6, Action 6.2

6.1.9

will be developed. (c) Teachers will utilize Schoology/Turnitin/JupiterEd to promote learning at home. Additionally, they will provide parents with resources to support learning at home.		English proficient _ Other Subgroups: (Specify)	
6.5 - Collaborative Decision Making (a) A comprehensive district parent involvement plan, including tenets for collaborative decision making, will be developed. (b) A system for collecting data around collaborative decision making will be developed. (c) District and site administrators will actively seek out parents to participate on collaborative decision making committees, such as DAC, SSC, LCAP, etc.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.6 - Community Involvement (a) A comprehensive district parent involvement plan, including tenets for community involvement, will be developed. (b) A system for collecting data around community involvement will be developed. (c) District and site administrators will actively seek out community organizations such as PAL, Rotary, Chamber of Commerce, Knights of Columbus, SCHOOLS, etc. to partner with in ensuring all students' achievement and success.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.7 - Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 6. (b) School sites will develop and have approved a plan	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	See funding Goal 1, Action 1.6

(SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 6.		_ Other Subgroups: (Specify)	
6.8 - Indirect Costs (a) Indirect costs will be taken from supplemental funds at a rate of 4.31% for business and operations oversight of Goal 6.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See funding Goal 1, Action 1.7

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

9.1.77

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites 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?

8L'1'b

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

Original GOAL 1 from prior year LCAP:	All students will reach high standards in Literacy (ELA), Mathematics & Science	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: All Students and Significant Subgroups	

Expected Annual Measurable Outcomes:	All students TK-12 will benefit from rigorous instruction focused on Common Core State Standards (CCSS), taught with CCSS aligned instructional materials. Support/enrichment materials, and home to school activities will raise the depth of knowledge and conceptual understanding of all students. All Students will show improvement in proficiency rates of 3% for ELA & Math (local benchmark assessments for 2013-14 and 2014-15) and for Science (Grades 5,8,10 CST scores), the District will begin the discussion on Science standards with a focus on providing 21st Century and STEM learning oppurtunities. Science proficiency rates will increase by 3% as measured by CST scores and district-wide local measures of assessment. Students will be engaged in their learning as measured by teacher observations and evaluation of student work. GATE students will still be clustered for instruction in regular neighborhood school classes or in District magnet programs with a rigorous program. there will be a .5% percentage increase of teachers who will receive their GATE Certification. There will be universal access for ALL students, including low income, EL and Foster Youth in all curriculum. A broad and complete instructional program, embedded with DOK strategies, integrated technology and 21st Century Skills will be offered to ALL students (Ed Code 51210 and 51220). There will be sufficient textbooks for all students. Quarterly reports will show Williams compliance for instructional materials.	Actual Annual Measurable Outcomes:	Ongoing Professional Development has provided teachers, coaches and support staff with strategies and content knowledge necessary to implement the Common Core Sate Standards. While some sites have created local benchmark assessments not all have done so making data unavailable (or inconsistent) to measure improvement in proficiency rates in ELA and Math. SBAC math and ELA and CST Science scores will be available in August 2015. The District is addressing the Next Generation Science Standards and is discussing the merits of both Integrated and traditional programs. GATE students continue to be clustered for instruction in either their neighborhood school or in a District magnet program. GATE training was offered during the 2013-2014 school year and an additional nine teachers obtained their GATE certification. All students have access to an engaging and standards based curriculum encompassing, technology, increasing student engagement and 21st Century Skills. However only our mathematics textbooks are updated to align with CCSS. All students have sufficient textbooks.

LCAP Year: 2014-15

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

6.176

Instruction - Teachers at all grade levels will convert to Common Core State Standards and prepare for SBAC. The district will adopt new materials for mathematics aligned with CCSS. CST Science scores for 2014 will not be available until August. (Statement re OARS Reading and Math fluency.....EOY results) All students TK-12 will benefit from rigorous instruction focused on Common Core State Standards (CCSS), taught with CCSS aligned instructional materials. Support/enrichment materials, and home to school activities will raise the depth of knowledge and conceptual understanding of all students. The District will begin the discussion on Science standards with a focus on providing 21st Century and STEM learning opportunities. Students will be engaged in their learning as measured by teacher observations and evaluation of student work. GATE students will be clustered for instruction in regular neighborhood school classes or in District magnet programs with a rigorous program. There will be universal access for ALL students, including low income, EL and Foster Youth in all curriculum. A broad and complete instructional program, embedded with DOK strategies, integrated technology and 21st Century Skills will be offered to ALL students (Ed Code 51210 and 51220). There will be sufficient textbooks for all students. Quarterly reports will show Williams compliance for instructional materials.	Current Certificated Salaries - General (Management, Administration, Teachers) Unrestricted,CSR,EPA 1000-1999: Certificated Personnel Salaries Base 20,600,000 Classified Salaries - General 2000-2999: Classified Personnel Salaries Base 1,500,000 Employee Benefits - General 3000-3999: Employee Benefits Base 7,700,000 Textbooks, Instructional Materials, and Supplies - General 4000-4999: Books And Supplies Base 1,300,000	New Common Core Math materials have been adopted in grades TK-12. Professional Development has been provided to all teachers and a survey will be distributed at the end of the school year to determine further instructional needs. August 2014 Science scores will be available in August 2015. Currently the District uses an online assessment program called OARS. Due to difficulties with the program itself it has been difficult for students to take the assessments online so that data can be represented. There is some summative data for the end of each trimester and teachers utilize that data, as well as from informal assessments during their PLC time. Many teachers and administrators as well as the Instructional Coaches have attended ongoing PD sessions through PCOE, SCOE, abd CSUS to continue increasing their knowledge level as to Common Core and SBAC requirements and how to best prepare students for the upcoming challenges. The Next Generation Science Standards are being discussed with a decision on which strategy to adopt forthcoming. GATE students are clustered, either within their grade level classrooms or in the District magnet programs. An exploration of additional strategies that focus on student engagement is in progress as the District remains committed to providing Universal Access to all students.	Current Certificated Salaries - General (Management, Administration, Teachers) Unrestricted,CSR,EPA 1000-1999: Certificated Personnel Salaries Base 20,654,000 Classified Salaries - General 2000-2999: Classified Personnel Salaries Base 1,829,000 Employee Benefits - General 3000-3999: Employee Benefits Base 6,464,000 Textbooks, Instructional Materials, and Supplies - General 4000-4999: Books And Supplies Base 752,000 Textbooks, Instructional Materials, and Supplies 4000-4999: Books And Supplies Lottery 510,000 Textbooks 4000-4999: Books And Supplies Common Core Standards Implementation Funds 469,000

08.1.80

Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Professional Development - Intensive and extensive professional development will be continued in Common Core State Standards Literacy and Mathematics and Smarter Balanced Assessment Consortium (SBAC) preparation for all certificated staff. Professional development will be provided for instructional support staff in the areas of CCSS, PBIS, Love & Logic.	Professional Development - General PAR,Prof Dev 1000-1999: Certificated Personnel Salaries Base 15,000 Professional Development - General - Lottery 4000-4999: Books And Supplies Other 126,000 Professional Development - General - PAR,Prof Dev 5000-5999: Services And Other Operating Expenditures Base 66,000 Common Core Staff Development, Training Technology Infrastructure, Technology Equipment - CCFunds 0000: Unrestricted Other 600,000	All elementary teachers and secondary math teachers received two and 1/2 days of training in the newly adopted common core materials for mathematics. Elementary teachers received five days of training and collaboration around CCSS for English language arts and SBAC assessment targets. Teachers participated in a variety of training offered by PCOE around reading, writing and literacy. Forty-five staff members were trained in Love & Logic. Although Glen Edwards Middle School dropped PBIS at their site, Sheridan Elementary and Twelve Bridges Elementary Schools began Tier I of PBIS Training. Additionally, Creekside Oaks Elementary, Carlin C. Coppin Elementary and Lincoln High Schools continued their PBIS trainings and implementation.	Professional Development - General PAR,Prof Dev 1000-1999: Certificated Personnel Salaries Base 1,200 Professional Development - General - Lottery 4000-4999: Books And Supplies Lottery 3,000 Professional Development - 1000-1999: Certificated Personnel Salaries Other 46,846
Scope of Service: LEA-wide		Scope of Service: LEA-wide	

18.1.D

X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Nutrition/Food Services - Nutrition and Food Service will be provided to all students. A Student Wellness Committee will support health and wellness for all students. Project Fit will support early fitness testing using the Physical Fitness Test (PFT) and students rewarded for setting their own fitness goals and progress toward those goals.	Nutrition Food Service Support - Classified Salaries - General 2000-2999: Classified Personnel Salaries Other 704000 Classified Benefits - General 3000-3999: Employee Benefits Other 315000	The student wellness committee met quarterly to discuss health and wellness for students. A survey was conducted to assess student thoughts regarding the food served in the cafeteria. Changes were made to address student concerns and desires.Discussion and strategies made to promote healthy choices in food selections for students. Project Fit no longer exists. However, two teachers were selected to work with other teachers to conduct early fitness testing and to set goals with students. We conducted an internal audit regarding physical fitness instruction (specifically the minutes of instruction/activity students were receiving) and corrected any areas deemed out of compliance. Cost were not incurred for above action/services as participants were base funded staff or volunteers.	
Scope of Service | LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth		Scope of Service | LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth	

2.8.20

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Transportation - District transportation will be provided to foster youth with transportation needs and to students living outside the city limits.	Transportation Services for Foster Students - Classified Salaries - General 2000-2999: Classified Personnel Salaries Base 440,000 Classified Benefits - General 3000-3999: Employee Benefits Base 214,000	District transportation was provided to foster youth with transportation needs and to students living outside the city limits. Allocation of expendutures based on Free and Reduced pertange of riders. Allocation of contribution to Transportation Program	Transportation Services for Free, Reduced Fee and Foster Students - General Fund Contribution 2000-2999: Classified Personnel Salaries Supplemental 59,000
Scope of Service: LEA-wide _ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide _ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	It was determined that we need to develop better, more consistent internal structures for local assessment and accountability. With limited state data (being only one measure of student achievement) it is critical to ensure we have adequate local measures to track student progress and ensure that multiple measures are being utilized to make sound decisions for student interventions and class placements. Therefore we will be updating our student assessment information system and developing common summative and formative assessments to be utilized in all core areas to track student progress and inform instruction and interventions. We also decided to modify our goal for academic achievement to better align with our focus for the future related to standards achievement in all core areas. Our new goal will be "All students will meet or exceed grade level standards in core academic areas." Lastly, we agreed that we needed to adjust and better specify our metrics for adequately evaluating our progress in meeting our academic achievement goal as well as our actions for ensuring progress toward attainment of such goal. The metrics will be concise and the actions more robust yet clearly defined to outline specific steps to be taken to ensure viable curriculum and aligned resources, best first instruction, muti-tiered systems of support, progress monitoring, and professional development for teachers that will yield the academic achievement we want to see from all our students.

6.1.20

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

9.1.84

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

Original GOAL 2 from prior year LCAP:	All students in need will reach high standards in English Language, Literacy (ELA), Mathematics & Science	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	English Learners (EL); Reclassified Fluent English Proficient (RFEP) Students

Expected Annual Measurable Outcomes:	All EL, RFEP, SWD, SED and FY students will show improvement in proficiency rates by 3% for ELA & Math (district-wide local measures of assessment will be used for 2013-14 and 2014-15) and for Science (Grades 5,8,10 CST scores) EL students will show improvement in DELDT, AMAO's 1, 2, & 3 (in 13-14 AMAO 1 missed target by 2% and AMAO 3 students scores 34.5% with a target of 89%). EL students scoring Levels 1,2 and 3 will increase 1 CELDT level. Reclassification levels will increase by 3%, Academic Intervention (Response to Intervention Rtl) services will continue to be offered to students at all grade levels to provide support to struggling students before they fail or need more intensive specialized services. The Summer school Credit Recovery Program and the Summer School Extended Year Program will be administered separately. The Summer Credit Recovery Program will utilize online curriculum delivered by a WPUSD HQT instructor and through Odysseyware, to maximize success and student engagement. Differentiated and blended learning will be offered to ALL students, targeting low income, EL's, students with special needs, homeless and foster youth, as well as GATE. All students will benefit from learning opportunities with technology integration and enhancing lessons to increase student learning. Parents and students will benefit from tutorial support and parent education opportunities.	Actual Annual Measurable Outcomes:	As benchmark proficiency rates are not available for all students it is not possible to measure any gains made. SBAC ELA and math and CST Science scores will be available in August 2015. Current CELDT data shows that 60.5% of students scoring levels 1,2, and 3 increased at least one CELDT level and 81 students have been reclassified. All sites have intervention programs targeting students not at grade level. A Summer School Credit Recovery Program was offered using Odysseyware software, taught by a HQT teacher. Extended School Year (ESY)was offered to all Special Education students whose IEPs indicated a need to continue classes throughout the summer. Throughout the school year all students are provided differentiated learning experiences designed to meet their various needs. Several parent classes were offered including technology and ways to assist with the new Math curriculum.

LCAP Year: 2014-15

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

9.1.85

Academic Intervention (Response to Intervention RtI) services will be offered to students at all grade levels to provide support to struggling students before they fail or need more intensive specialized services. The Summer school Credit Recovery Program and the Summer School Extended Year Program will be administered separately. The Summer Credit Recovery Program will utilize online curriculum delivered by a WPUSD HQT instructor and through Odysseyware, to maximize success and student engagement. Differentiated and blended learning will be offered to ALL students, targeting low income, EL's, students with special needs, homeless and foster youth, as well as GATE. All students will benefit from learning opportunities with technology integration and enhancing lessons to increase student learning. Parents and students will benefit from tutorial support and parent education opportunities.	Current Certificated Salaries - General (Management, Administration, Teachers) Unrestricted,CSR,EPA 1000-1999: Certificated Personnel Salaries Base 20,600,000 Certificated Salaries - General (EL, Intervention, AVID, School Psychologists), Title I 1000-1999: Certificated Personnel Salaries Other 400,000 Instructional Aide Support in Classroom - Classified Salaries - Support Title I 2000-2999: Classified Personnel Salaries Other 170,000 Textbooks, Instructional Materials, and Supplies - Support - Title I 4000-4999: Books And Supplies Other 475,000 Outside Services - Support - Title I 5800: Professional/Consulting Services And Operating Expenditures Other 120,000	All school sites provide intervention services to students not at grade level. A Summer School Credit Recovery Program was offered using Odysseyware software, taught by a HQT teacher. Extended School Year (ESY)was offered to all Special Education students whose IEPs indicated a need to continue classes throughout the summer. Throughout the school year all students are provided differentiated learning experiences designed to meet their various needs. Several parent classes were offered including technology and ways to assist with the new Math curriculum. Instructional support providers at some schools were utilized to support targeted interventions. Chromebooks were provided to students in specialized intervention classes (ie, ELD, CAHSEE, credit recovery). The homeless and foster youth administrator worked closely with county agencies to provide support for our foster and homeless youth.	Current Certificated Salaries - General (Management, Administration, Teachers) Unrestricted,CSR,EPA 1000-1999: Certificated Personnel Salaries Base 20,654,000 Certificated Salaries - General (EL, Intervention, AVID, School Psychologists), Title I 1000-1999: Certificated Personnel Salaries Title I 406,000 Classified Salaries - General 2000-2999: Classified Personnel Salaries Base 1,829,000 Instructional Aide Support in Classroom - Classified Salaries - Support Title I 2000-2999: Classified Personnel Salaries Title I 129,000 Employee Benefits - General 3000-3999: Employee Benefits Base 6,464,000 Textbooks, Instructional Materials, and Supplies - Support - Title I 4000-4999: Books And Supplies Title I 146,000 Outside Services - Support - Title I 5800: Professional/Consulting Services And Operating Expenditures Title I 155,000
Scope of Service | LEA-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service | LEA-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Additional sections/teachers will be provided to schools to lower class	Certificated Salaries - LCFF Supplemental, EIA 1000-1999:	Additional sections were provided at the high school to lower class sizes for	Certificated Salaries - LCFF Supplemental 1000-1999: Certificated

04.1.18

sizes and increase supports ELD, Interventions, and AVID. Additional time for school psychologists will be provided. Supplemental resources to support enhanced instruction for EL, RFEP, SWD, SED and FY students will be provided.	Certificated Personnel Salaries Supplemental 186,000 Classified Salaries - LCFF Supplemental, EIA 2000-2999: Classified Personnel Salaries Supplemental 12,000 Employee Benefits - LCFF Supplemental, EIA 3000-3999: Employee Benefits Supplemental 58,000 Textbooks, Instructional Materials and Supplies - LCFF Supplemental, EIA 4000-4999: Books And Supplies Supplemental 642,000 Classified Salaries - LCFF Supplemental, EIA 2000-2999: Classified Personnel Salaries Supplemental 31,000 Certificated Salaries - LCFF Supplemental, EIA LEP 1000-1999: Certificated Personnel Salaries Supplemental 38,000 Employee Benefits - LCFF Supplemental, EIA LEP 3000-3999: Employee Benefits Supplemental 15,000 Textbooks, Instructional Materials and Supplies - LCFF Supplemental, EIA LEP 4000-4999: Books And Supplies Supplemental 56,000 Textbooks, Instructional Materials and Supplies - LCFF Supplemental 4000-4999: Books And Supplies Supplemental 36,000	ELD, AVID, and CAHSEE interventions. The intervention and ELD program specialist worked closely with site administration to monitor progress of at-risk and English learner (including RFEPs) students. Additional time for school psychologists was provided.	Personnel Salaries Supplemental 336,000 Classified Salaries - LCFF Supplemental 2000-2999: Classified Personnel Salaries Supplemental 141,000 Employee Benefits - LCFF Supplemental 3000-3999: Employee Benefits Supplemental 148,000 Textbooks, Instructional Materials and Supplies - LCFF Supplemental 4000-4999: Books And Supplies Supplemental 262,000 Outside Services - LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Supplemental 98,000
Scope of Service | LEA-wide _ All OR: X Low Income pupils X English Learners		Scope of Service | LEA-wide _ All OR: X Low Income pupils X English Learners	

L8'17

X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education		X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	
Professional Development will be provided to teachers and support staff to ensure they are equipped with the skills to adequately support achievement of EL, RFEP, SWD, SED and FY students.	Professional Development - Prof. Development Funds 1000-1999: Certificated Personnel Salaries Supplemental 11,000	Teachers and support staff participated in a variety of training including math, ELA, Love & Logic, Youth Development, Edge ELD, and CABE conference. Additionally PLC time was dedicated to collaboration and support for teachers to address the needs of at-risk students.	Professional Development - Prof. Development Funds 1000-1999: Certificated Personnel Salaries Supplemental 37,000
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Scope of Service LEA-wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	It was determined that we need to develop better, more consistent internal structures for local assessment, intervention and accountability. With limited state data (being only one measure of student achievement) it is critical to ensure we have adequate local measures to track student progress and ensure that multiple measures are being utilized to make sound decisions for student interventions and class placements. Therefore we will be updating our student assessment information system and developing common summative and formative assessments to be utilized in all core areas to track student

	progress and inform instruction and interventions. We also decided to modify our goal for ensuring our at-risk students are achieving to specifically target our English learners. They are our most at-risk group and our data and current PI status around English learner services makes it clear that this is an area of focus for us. Therefore, our new goal will be "All English learners will make adequate yearly progress toward language proficiency and being reclassified as fluent English proficient." We will further address the needs of our English learners and other unduplicated students in our new goal #1 for student achievement. Enhanced Intervention supports and services will be provided to all our unduplicated student population to ensure their success and that we are closing the achievement gap that currently exists in our district. Lastly, we agreed that we needed to adjust and better specify our metrics for adequately evaluating our progress in meeting our intervention support goal as well as our actions for ensuring progress toward attainment of such goal. The metrics will be concise and the actions more robust yet clearly defined to outline specific steps to be taken to ensure viable curriculum and resources, best first instruction, muti-tiered systems of support, progress monitoring, and professional development for teachers that will yield the academic achievement we want to see from all our students and specifically our English learners.

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

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

Original GOAL 3 from prior year LCAP:	All students will be taught by highly qualified staff.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: All Students and Significant Subgroups	

Expected Annual Measurable Outcomes:	All teachers and support staff use CCSS strategies (text-dependent questions, Socratic Seminars, DOK 3/4 projects, performance/project tasks, close reading, writers workshop for narrative and expository text) to keep students engaged in the learning process. PLC Professional Development will continue as the District works with teachers to analyze data to improve student learning opportunities at a rigorous level. All teachers will be trained on the new math adoption in order to implement the adoption with fidelity. Site teams will be trained on integrating ELD standards within the ELA standards. The percentage of HQT will increase by 3% to reach 93% district-wide. Teachers having appropriate credentials for their assignment area will increase to 99%.	Actual Annual Measurable Outcomes:	Professional Development has been ongoing. The two Peer Coaches have attended a wide variety of training offered by both PCOE and SCOE, as well as CSUS. In turn, they have worked wth teachers to support Common Core instruction, standards and SBAC alignment and strategies designed to engage and motivate students. All sites function as Professional Learning Committees and spend a significant amount of time planning quality lessons and analyzing student learning. All teachers have been trained on the new math program and a survey was sent out to teachers in May to determine future areas of need in terms of Professional Development. The district continues to work toward the goal of increasing the percentage of Highly Qualified teachers and of all teachers having the appropriate credentials.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
All teachers and support staff will use CCSS strategies (text-dependent questions, Socratic Seminars, DOK 3/4 projects, performance/project tasks, close reading, writers workshop for narrative and expository text) to keep students engaged in the learning process. PLC Professional Development will continue as the District works with teachers to analyze data to improve student learning opportunities at a rigorous level. All	Teachers, Professional Development - Title I 1000-1999: Certificated Personnel Salaries Other 100,000 Teachers, Professional Development - Title II 1000-1999: Certificated Personnel Salaries Other 40,000 Outside Services, Conferences - Title I 5000-5999: Services And Other Operating Expenditures Other	All teachers are implementing CCSS strategies at varying degrees. Professional Development has been ongoing. The two Peer Coaches have attended a wide variety of trainings offered by both PCOE and SCOE, as well as CSUS. In turn, they have worked with teachers to support Common Core instruction, standards and SBAC alignment and strategies designed to engage and motivate	Teachers, Professional Development - Title I 1000-1999: Certificated Personnel Salaries Title I 100,000 Teachers, Professional Development - Title II 1000-1999: Certificated Personnel Salaries Title II 17,000 Outside Services, Conferences - Title I 5000-5999: Services And Other Operating Expenditures Title I 52,000 Outside Services, Conferences - Title

06.1.16

teachers will be trained on the new math adoption in order to implement the adoption with fidelity. Site teams will be trained on integrating ELD standards within the ELA standards. Shifts in responsibility for AERIES (Student Information System) verification and tracking of HQT status for substitute teachers will occur to ensure HQT substitutes whenever possible.	45,000 Outside Services, Conferences - Title II 5000-5999: Services And Other Operating Expenditures Other 10,000	students. All teachers have been trained on the new math program and a survey was sent out to teachers in May to determine future areas of need in terms of Professional Development. All sites function as Professional Learning Committees and spend a significant amount of time planning quality lessons and analyzing student learning. No training for ELD/ELA integration has yet been provided to teachers. Attempts are consistently made to hire HQT substitutes, as well. Shifts in responsibility for AERIES is still in process.	II 5000-5999: Services And Other Operating Expenditures Title II 27,000
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Almost all teachers in WPUSD are highly qualified per NCLB requirements. This is no longer a needed goal as it currently exists and will be eliminated in the 2015-2018 LCAP. However, per our teachers, being qualified on paper does not make them confident in their abilities to adequately provide best first instruction and muti-tiered systems of support to all their students especially in light of the new demands related to the transition to CCSS and CAASPP. Therefore, the need to provide professional development that is targeted to meet the general and individualized needs of our teachers is critical. Professional development and collaboration opportunities will be provided to teachers and support staff related to the LCAP goals for 2015-2018 to ensure they are well equipped to provide best first instruction; multi-tiered systems of support; integrated and designated ELD; formative feedback; and relevant, engaging learning opportunities in a safe, technology rich environment aligned with the demands of common core and college and career readiness. Such opportunities will be clearly outlined in their aligned goal areas for the 2015-2018 LCAP.

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

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

Original GOAL 4 from prior year LCAP:	All students will graduate from high school college and/or career ready.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups:	All Students and Significant Subgroups

Expected Annual Measurable Outcomes:	CAHSEE 10th grade pass rates will remain above 90% in ELA and Math for ALL students and ALL subgroups; There will be an increase to 55% of ALL graduating seniors including ALL subgroups will complete A - G requirements; ALL graduating seniors will have taken at least one CTE course; ALL subgroups will show AP enrollment rates commensurate with their overall school site representation; AP Exam Pass rates will be over 60%; LHS will fully develop five four-year career pathways - Agriculture, Engineering, Bio-medical, Media Arts, and Information Communication Technology (ROP). Drop-out Rates will decrease from 31.% to 3%. All students TK-12th grade, including subgroups ELs, RFEP,SWD,SED FY will be provided rigorous learning opportunities embedded with technology integration, 21st century skills for college and career readiness. Student engagement and achievement will be a target for all grade level PLCs. Increase participation of ALL students in enrichment opportunities such as Robotics, Odyssey of the Mind, Engineering Club, and STEM activities with opportunities working on 21st Century Skills and DOK strategies	Actual Annual Measurable Outcomes:	Outcome data for this goal is not yet available. In 2013-14 our percentage of graduating seniors with UC/CSU required courses was 50.6%. However, we are hopeful that we will meet all outcomes in this coming year. LHS is nearing completion of the development of their five career pathways, with ICT (the final one to complete) being formalized currently with Sierra College. PLC meeting agendas/minutes and a recent survey indicates that student achievement is not a primary target of PLCs - this is definitely a desire but lack of training and facilitation/oversight of PLC time is a hindrance.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
ALL student will take at least one CTE course; LHS will fully develop five four-year career pathways - Agriculture, Engineering, Bio-medical,	Certificated Staffing & benefits - LCFF - District CASHEE 1000-1999: Certificated Personnel Salaries	LHS has developed five, four-year career pathways - Agriculture, Engineering, Bio-medical, Media Arts, and Information Communication	Certificated Staffing & benefits - District CASHEE testing 1000-1999: Certificated Personnel Salaries Base

04.92

Media Arts, and Information Communication Technology (ROP). All students TK-12th grade, including subgroups ELs, RFEP, SWD, SED FY will be provided rigorous learning opportunities embedded with technology integration, 21st century skills for college and career readiness. Student engagement and achievement will be a target for all grade level PLCs. Increase participation of ALL students in enrichment opportunities such as Robotics, Odyssey of the Mind, Engineering Club, and STEM activities with opportunities working on 21st Century Skills and DOK strategies. Pathway progress is occurring in developing the Biomedical Pathway (first class of four-year Project Lead the Way Biomedical launching in 2014/15); Media Arts Pathway (two classes continuing in 2014/15 with final two class curricula being written through Specialized Secondary Program/SSP grant funding during 2014/15 for launch in 2015/16); and Information Communications Technology (two ROP classes continuing in 2014/15 with a third launching). CAHSEE pass rates for March 2014 10th grade testing will not be available until summer, 2014.	Base 2,000 Supplies & Instructional Materials - LCFF - District CASHEE 4000-4999: Books And Supplies Base 8,000 Pupil Testing 0000: Unrestricted Base 45,000	Technology. WPUSD was awarded a CCPT Ag grant and has spent much of the year working to implement the actions associated with it. A middle school Ag elective course was created and implemented in January 2015. A career counselor was hired and will begin in the fall 2015. LHS was also awarded funding for Bio-medical and Engineering through the CRANE consortium who was also awarded a CCPT grant. Supplies were purchased for these programs and new classes developed. LHS went through full WASC accreditation and was commended for their clearly defined career pathways. Students continue to be active in enrichment programs such as robotics.	2,000 Supplies & Instructional Materials - District CASHEE 4000-4999: Books And Supplies Base 8,000 Pupil Testing 0000: Unrestricted Base 45,000 CCPT Program - Staffing and Grant Approved Program Expenditures California Career Pathways Trust 402,000 WASC - Support - Substitute, Travel, Supplies Base 10,000
Scope of Service | LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		Scope of Service | LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

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proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Input from stakeholders made it clear that there needs to be emphasis on college AND career, with a healthy balance between CTE and college readiness so that all students are exposed and prepared for both. There is a need for more counseling support for academic and career guidance. Additionally funding to support improvements to AVID, CTE, AP, and credit recovery opportunities is critical. As a result, this goal will be modified slightly to note college and career rather than college and/or career readiness for all students. The new goal will be "All students will graduate from high school college and career ready." Additionally, funding and actions will be aligned with the desire to improve in the aforementioned areas. Lastly, we agreed that we needed to adjust and better specify our metrics for adequately evaluating our progress in meeting our college and career readiness goal as well as our actions for ensuring progress toward attainment of such goal. The metrics will be concise and the actions more robust yet clearly defined to outline specific steps to be taken to ensure viable curriculum and resources, best first instruction, muti-tiered systems of support, progress monitoring, and professional development for teachers that will yield the college and career readiness we want to see from all our students.		

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

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

Original GOAL 5 from prior year LCAP:	All students will feel supported at school and will receive instruction in a safe and well-maintained environment.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Maintain high FIT scores for individual school facility maintenance and repair; Continued low suspension/expulsion rates; PBIS (Positive Behavior Intervention and Support) program support on 5 campuses (LHS, GEMS, COES, CCC, and TBES), show evidence of continued drop in referral rates on those campuses. Before starting PBIS approximately 80% of schools had major defiance as their primary discipline referrals. The on-going goals is to decline 3% annually in discipline referrals. Social Worker and Mental Health Specialist support will be increased, as will School Psychologist mental health/social/emotional support; improvement in CHKS scores for students's sense of connection on campus. Preschool and TK classes will focus on social emotional foundation, 3% improvement in PFT scores for students' health/physical fitness; improve attendance rates at all sites to 97% (Currently 95.6%) continue to decrease chronic absenteeism from 18 SARB and 30 SAM referrals, drop-out rates will decrease from 3.1% to 3%, significant sub-group students (EL,Hispanic,SED,FY) will be well-represented in the AVID program. Increase support for maintenance and updated for district facilities to provide clean and safe environments, the quarterly Williams report will show compliance in maintained facilities; All campuses will have a safe, well maintained learning environment free from physical, emotional, and digital harassment.	Actual Annual Measurable Outcomes:	The FIT scores have remained high for individual school facility maintenance and repair. 45 certificated and classified staff members participated in Love and Logic training . Although end of the year PBIS data is not yet available, current SWIS data reflects a significant drop in referral rates in the elementary schools that have two or more years worth of data. The high school also shows some improvement but not as much as the elementary sites. While the district continues to emphasize attendance as a means to academic success we are still working on meeting the 97% goal, though we were close this year. School sites are beginning to use the SARB and SAM processes with an increasing frequency. Though we do not have suspension and expulsion data for 2014/15 the district rates remain relatively low with 641 suspensions and 10 expulsions. Mental health remained a focus with our Intervention Coordinator and site psychologists increasing their work with small groups and whole class lessons emphasizing social/emotional issues. Our significant sub-groups continue to be well represented in the AVID program.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain high FIT scores for individual school facility maintenance and repair;	Payroll & Business Services for	FIT scores have remained high for individual school facility maintenance	Routine Repair & Maintenance

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Continued low suspension/expulsion rates; PBIS (Positive Behavior Intervention and Support) will be implemented. Social Worker and Mental Health Specialist support will be increased, as will School Psychologist mental health/social/emotional support. Preschool and TK classes will focus on social emotional foundation. EL, Hispanic, SED, FY will be well-represented in the AVID program. Increase support for maintenance and updates for district facilities to provide clean and safe environments. All campuses will have a safe, well maintained learning environment free from physical, emotional, and digital harassment.	District Office and Sites - Salaries and Benefits 0000: Unrestricted Base 750,000 Utilities 0000: Unrestricted Base 1,600,000 Insurance 0000: Unrestricted Base 335,000 Maintenance and Transportation Supplies 0000: Unrestricted Base 465,000	and repair. The HVAC system was replaced at one site. Suspension and expulsion rates have remained low and within the average rate of years past. PBIS was implemented at two additional school sites. School Psychologists increased their mental health/social/emotional support at their school sites through use of games, puppets, yoga and small group work. Preschool and TK classes focused on daily activities designed to enhance their social emotional well being. EL, Hispanic, SED and FY students participated in AVID. While the attendance goal was not quite met school sites continue to stress the importance of attendance with incentives and awards. Extreme cases are taken to SARB or SAM. All campuses continue to maintain their focus on a learning environment free from physical, emotional and digital harassment. Many teachers and support staff received training in Love & Logic and/or youth development. AVID continues to grow and preparations for TBMS to add AVID to their site on 2015-2016 are underway.	Program - Resource 8150 Other 980,000 SARB Program - Aministrator 1000-1999: Certificated Personnel Salaries Supplemental 32,000 School Psychologists - Salaries & Benefits - Mental Health Prop 98 1000-1999: Certificated Personnel Salaries Other 199,000
Scope of Service | LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service | LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Facilities Maintenance and Repair - All facilities are in good repair;	Classified Salaries - Custodial, maintenance, grounds security -	All facilities have FIT reports and priorities are being made for	Facilities Improvements - Carlin C Coppin HVAC Project 6000-6999:

LCAP

maintenance and repair of Carlin C. Coppin School's HVAC will be replaced to ensure proper facilities for students.	Salaries and benefits 0000: Unrestricted Base 2,200,000	repairs/modernization. Maintenance and repair of Carlin C. Coppin School's HVAC replaced to ensure proper facilities for students.	Capital Outlay Other 500,000 Custodial Services Program Base 850,000 Routine Repair & Maintenance Program - Resource 8150 Other 980,000
Scope of Service | School-wide (CCC) X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service | School-wide (CCC) X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Behavioral/Mental/Emotional Support - The co-funding of school psychologists with Educationally Related Mental Health (ERMH) funding and general funds allowed for the hiring of two additional school psychologists on a cost-neutral basis to the general fund. School psychologists offer support to general education students in need, including a large number of significant subgroup students, in addition to special education students. The addition of a Mental Health Specialist (ERMH-funded) and a Social Worker (grant-funded) has also been essential in providing for the support of students in need.	ERMH & Grant Supported Certificated Salaries 1000-1999: Certificated Personnel Salaries Other 270,000 ERMH & Grant Supported Certificated Benefits 3000-3999: Employee Benefits Other 74,000 ERMH & Grant Supported other program support costs 0000: Unrestricted Other 342,000	The additional psychologist and social worker time was used to provide targeted support to our most at-risk students.	ERMH & Grant Supported Certificated Salaries 1000-1999: Certificated Personnel Salaries Other 236,000 ERMH & Grant Supported Certificated Benefits 3000-3999: Employee Benefits Other 62,000 ERMH & Grant Supported other program support costs Other 151,000 ERMH & Grant Supported Classified Salaries 2000-2999: Classified Personnel Salaries Other 4,000
Scope of Service | LEA-wide _ All OR:		Scope of Service | LEA-wide _ All OR:	

8b.1.b

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with mental health needs		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with mental health needs	
Ensure and maintain safe school campus - The PBIS program on five campuses will increase the sense of safety and the orderly campus culture on those sites; the PBIS program will be coordinated by the Social Worker position. The SPAR Committee completed the Suicide Prevention and Response protocols, and will be a part of each site's Safe School Plan.		The suicide prevention and response protocols were put into all school sites' safety plans. PBIS was further implemented on five campuses. Teachers, administration, and support staff participated in training and the social worker provided support and direction for successful implementation of PBIS.	
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: School-wide (SES, CCC, COES, TBE, LHS) X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Transportation will be provided for EL, FY and SED students at no cost.	Transportation - LCFF Supplemental 2000-2999: Classified Personnel Salaries Supplemental 121,000	District transportation was provided to foster youth with transportation needs and to students living outside the city limits. Supplemental expenditure was based on the percentage of free and reduced riders.	Transportation Services for Free, Reduced Fee and Foster Students - General Fund Contribution -LCFF Supplemental 2000-2999: Classified Personnel Salaries Supplemental 59,000
Scope of Service: LEA-wide		Scope of Service: LEA-wide	

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_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
EL, SED, and FY students will be provided enhanced opportunities to participate in visual and performing arts activities.	Music and Art programs - LCFF Supplemental 0000: Unrestricted Supplemental 9,000	Unduplicated students were provided equal opportunities to participate in visual and performing arts activities, but not enhanced opportunities.	
Scope of Service | LEA-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service | LEA-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Additional security measures will be taken to ensure student safety in low income schools.	Safety and Security - LCFF Supplemental 0000: Unrestricted Supplemental 49,000	Security cameras were purchased for our low income schools.	Non-Capitalized Supplies - Camera's and Supplies 4000-4999: Books And Supplies Supplemental 168,000
Scope of Service | LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service | LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

04.100

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This remains an area of focus for us. As a result of stakeholder input we are modifying this goal to be two goals. Student safety encompasses more than physical facility safety - it's also emotional and cultural safety - and needs to be addressed separate from facilities. Additionally, there is need to address the current status of our district technology within our goal for well-maintained facilities. Therefore the two goals will now be (1) "All students will receive instruction in up-to-date and well-maintained environments." and (2) "All students will be safe and actively engaged at school." We agreed that within these two new goals we need to adjust and better specify our metrics for adequately evaluating our progress in meeting our facilities and student safety/engagement goals as well as our actions for ensuring progress toward attainment of such goal. The metrics will be concise and the actions more robust yet clearly defined to outline specific steps to be taken to ensure that our facilities are up-to-date and well-maintained that that our students feel safe and are actively engaged at school.

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

6.1.16

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

Original GOAL 6 from prior year LCAP:	WPUSD will have clear communication with parents and community members that is regular and consistent to enhance district programs and student learning.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All
Expected Annual Measurable Outcomes:	There will be increase number of responses through parent surveys, enhance website to increase information to parents and the community, increase parent participation in events and meeting where parents are not proportionately represented. there will be an increased opportunity for parents of EL, RFEP, SWD, SED and Foster Youth parents/guardians to give input in decision making at district and school sites as monitored through meeting participation. Recruit, maintain and expand attendance in district and site Parent Education classes.	
Actual Annual Measurable Outcomes:	The district and school websites were completely revamped to improve communication to parents and ease of use. Evidence regarding improvements in parent participation in events, etc. was not consistently generated as there is no current system to gather such data districtwide. The LCAP input process for parent/community stakeholders will be more extensive in 2015 to ensure parents/guardians of EL, low income, and foster students are well represented. Implementation of Schoology and other online student learning management systems throughout the district shows that 75% of parents are regularly checking their students academic progress. Many sites offer classes for parents such as English as a Second Language and STEPS.	

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Parent-wide meetings, staff development and outreach for parent groups. There will be parent surveys. Enhancement of website to increase information to parents and the community, increase parent participation in events and meeting where parents are not proportionately represented. there will be an increased opportunity for parents of	Programs costs for meetings, staff development and outreach for parent groups - Title III LEP 0000: Unrestricted Other 73000	Parent outreach continues. Sites continue to have activities designed to involve parents such as festivals, musical performances and SSC and ELAC. Parent surveys are created and sent out both digitally and on paper. The District website has been reorganized and is easier to maneuver and find pertinent information. Many sites offer parent education classes and	Programs costs for meetings, staff development and outreach for parent groups - Title III LEP Title III 107,000

2014-15

EL, RFEP, SWD, SED and Foster Youth parents/guardians to give input in decision making at district and school sites as monitored through meeting participation. Recruit, maintain and expand attendance in district and site Parent Education classes.		they continue to seek input from formerly underepresented parents such as those of EL, RFEP, SWD, SED and Foster Youth students. While many sites offer parent education classes at this time we do not have a centralized system for collecting and reporting this type of data. It will be important to address this in the near future.	
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Parent meetings (with child care), parent development and outreach for parent groups will target parents/guardians of EL, SED, and FY students.	Programs costs for meetings, parent development and outreach for parent groups - LCFF Supplemental 0000: Unrestricted Supplemental 17,000		Programs costs for meetings, parent development and outreach for parent groups - LCFF Supplemental Supplemental 14,000
Scope of Service: LEA-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to	Parent communication and engagement remains an area of focus for us. Our goal will be modified slightly to highlight our desire and need for more active parent engagement rather than just regular communication with. Therefore, the new goal will be "All parents will be actively engaged in their child's learning and school community."		

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goals?	Schoology at Glen Edwards Middle and Lincoln High School has been helpful in bridging the communication gap between the schools and parents. Therefore we will ensure that all schools have an online learning management system for communicating and interacting with parents and students. Further emphasis will be placed on ways to actively engage our parents and involve them in decision making processes. We will be looking to expand our parent education and training opportunities and support for parents seeking assistance with supporting their childrens' academic and emotional well being. We agreed that we need to adjust and better specify our metrics for adequately evaluating our progress in actively engaging parents. The metrics will be concise and the actions more robust yet clearly defined to outline specific steps to be taken to ensure that our parent are actively engaged in their child's learning and school community.

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

6-1-16

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$2479769

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 (EADMS) 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 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

9.1.105

school successfully turning around it's 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 criticalTherefore, 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, 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 Assistant, Admin Clerk, Math Teacher on Special Assignment (TOSA), and ELA/ELD TOSA.

Progress Monitoring

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." The planned actions and services in Goals 1 and 2 reflect this 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 EADMS an online assessment and data system to ensure collection and analysis of data is quick and well organized. Additionally, WPUSD will contract with Hanover Research to assist in analyzing and disaggregating programmatic data to more effectively inform/reform program effectiveness.

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 effective of school counseling on student achievement. Their research showed that when students receive more frequent and helpful college and career counseling services, they: are more motivated to do well in school, are more connected to their school, get along better with others, and see their school as being a more civil and safe space to be. These findings are particularly meaningful because they show that school counseling, in addition to helping students prepare for college and career, can serve as a key aspect of the school improvement process – student motivation, student connectedness and school climate have long been identified as important factors in student achievement. By utilizing supplemental funds to provide more counselors in the district, WPUSD hopes to see better outcomes for students' academic and social/emotional achievements. Additionally, by providing additional counselors, resulting in lower counselor to student ratios, counselors will be able to better assist low income, foster youth, and non-English proficient students/families.

Advancement Via Individual Determination (AVID)

AVID is a nonprofit organization dedicated to closing the achievement gap. Low income students from homes where parents have not had the opportunity to attend college are encouraged to participate in AVID. Policymakers and educators now consider AVID's mission to be an essential strategy for closing the achievement gap, making college access and success available to all students. AVID students outperform peers on state mandated exams, grade point averages and standardized tests. AVID students' attendance rates improve and surpass the general population. Once in college AVID graduates are more well prepared than peers. Financial support for AVID teachers and additional AVID sections will allow more at risk students to participate in AVID courses. Therefore, WPUSD will utilize supplemental funds to enhance and support the AVID program at secondary schools in the district.

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 supported by the PBIS framework, Love & Logic, and the Each One, Reach One Alliance which are all a component of our Goal 6 related to student safety and engagement.

School Resource Office

Keeping students safe and actively engaged takes many forms. One form 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 and Jupiter Ed offer a platform for collaboration, communication and resource sharing between home and school. Therefore, WPUSD will utilize supplemental funding to provide Schoology/Turnitin and JupiterEd as a means of communicating with students and families

LCAP

regarding student learning.

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

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

5.30	%

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 t time and focus will be on ensuring our uduplicated students have the supports and opportunities they need to succeed at the same level as the rest of our student population.

For further information regarding the enhanced services, please see section 3A.

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Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	62,985,000.00	66,598,046.00	47,955,769.00	47,489,580.00	46,597,378.00	142,042,727.00
Base	57,840,000.00	59,562,200.00	31,038,000.00	32,434,000.00	32,644,000.00	96,116,000.00
California Career Pathways Trust	0.00	402,000.00	2,260,000.00	1,613,000.00	727,000.00	4,600,000.00
Carl D. Perkins Career and Technical Education	0.00	0.00	45,000.00	45,000.00	45,000.00	135,000.00
Common Core Standards Implementation Funds	0.00	469,000.00	0.00	0.00	0.00	0.00
Locally Defined (Bond Funds	0.00	0.00	10,000,000.00	0.00	0.00	10,000,000.00
Lottery	0.00	513,000.00	377,000.00	377,000.00	377,000.00	1,131,000.00
Other	3,864,000.00	3,158,846.00	1,696,000.00	10,000,000.00	10,000,000.00	21,696,000.00
Special Education	0.00	0.00	0.00	235,000.00	0.00	235,000.00
Supplemental	1,281,000.00	1,354,000.00	2,479,769.00	2,725,580.00	2,744,378.00	7,949,727.00
Title I	0.00	988,000.00	30,000.00	30,000.00	30,000.00	90,000.00
Title II	0.00	44,000.00	10,000.00	10,000.00	10,000.00	30,000.00
Title III	0.00	107,000.00	20,000.00	20,000.00	20,000.00	60,000.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	62,985,000.00	63,506,046.00	41,608,784.00	40,962,784.00	41,031,784.00	123,603,352.00
	0.00	402,000.00	41,608,784.00	40,962,784.00	41,031,784.00	123,603,352.00
0000: Unrestricted	6,485,000.00	45,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	42,262,000.00	42,721,046.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	2,978,000.00	4,050,000.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	8,376,000.00	13,138,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	2,643,000.00	2,318,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	121,000.00	177,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	120,000.00	155,000.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	0.00	500,000.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	62,985,000.00	63,506,046.00	41,608,784.00	40,962,784.00	41,031,784.00	123,603,352.00
	Base	0.00	0.00	28,639,000.00	29,330,000.00	29,540,000.00	87,509,000.00
	California Career Pathways Trust	0.00	402,000.00	60,000.00	0.00	0.00	60,000.00
	Locally Defined (Bond Funds	0.00	0.00	10,000,000.00	0.00	0.00	10,000,000.00
	Lottery	0.00	0.00	377,000.00	377,000.00	377,000.00	1,131,000.00
	Other	0.00	0.00	1,606,000.00	10,000,000.00	10,000,000.00	21,606,000.00
	Special Education	0.00	0.00	0.00	235,000.00	0.00	235,000.00
	Supplemental	0.00	0.00	916,784.00	1,010,784.00	1,104,784.00	3,032,352.00
	Title I	0.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00
0000: Unrestricted	Base	5,395,000.00	45,000.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Other	1,015,000.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Supplemental	75,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	41,217,000.00	41,311,200.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	810,000.00	481,846.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	235,000.00	405,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	506,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	17,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	1,940,000.00	3,658,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Other	874,000.00	4,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	164,000.00	259,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Title I	0.00	129,000.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	7,914,000.00	12,928,000.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Other	389,000.00	62,000.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental	73,000.00	148,000.00	0.00	0.00	0.00	0.00

4000-4999: Books And Supplies	Base	1,308,000.00	760,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Common Core Standards Implementation Funds	0.00	469,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery	0.00	513,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	601,000.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	734,000.00	430,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Title I	0.00	146,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	66,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	55,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	98,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	52,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	27,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	120,000.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	155,000.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Other	0.00	500,000.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

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

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

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

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

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

01-13-15 [California Department of Education]

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:

Public Hearing on 2015-16 Western Placer Unified School District Proposed Budget

AGENDA ITEM AREA:

Public Hearing

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business & Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

June 2, 2015

ROLL CALL REQUIRED:

No

BACKGROUND:

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

This hearing has been advertised in at least one local newspaper as required by law and notice was posted at least 72 hours in advance. The proposed budget was made available for public inspection at the District office and online at least 72 hours in advance.

RECOMMENDATION:

Administration recommends the Board hold a public hearing regarding the proposed 2015-16 Annual Budget.

WESTERN PLACER
UNIFIED SCHOOL DISTRICT

NOTICE OF PUBLIC HEARING

2015-16 Proposed Budget

Lincoln High School
Performing Arts Theater
790 J Street, Lincoln CA
June 2, 2015
7:00 P.M.

Notice is hereby given that the Board of Trustees of the Western Placer Unified School District shall hold a Public Hearing at which the governing Board shall take testimony from the public, discuss and approve or disapprove the 2015-16 Proposed Budget.

The proposed budget will be available for public inspection 3 days prior to the date set for the hearing. The proposed Budget will be available for public inspection at 600 Sixth Street, Suite 400, Lincoln, California, during regular business working hours.

Posted: May 28, 2015

9.2.1

INFORMATION

DISCUSSION

ACTION

ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

Western Placer Unified School District -
Election Analysis of Measure A - $60M (11/04/14) and
Measure J - $163M (11/02/10)

AGENDA ITEM AREA:

Information/Discussion

REQUESTED BY:

Scott Leaman, Superintendent
Audrey Kilpatrick, Asst. Supt. - Business & Operations

ENCLOSURES:

Presented at Board Meeting

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

June 2, 2015

ROLL CALL REQUIRED:

No

BACKGROUND:

With the success and passage of Measure A in November 2014, administration requested an election comparison analysis of Measure A, a $60M school bond on the November 4, 2014 ballot and Measure J, a $163M school bond on the November 2, 2010 ballot. The analysis, completed by Amanda Clifford of Clifford Moss, will compare both measures, voting results, particular individual measure packaging, key demographics and other pertinent information.

RECOMMENDATION:

Administration requests that the Board of Trustees review the presented information for discussion and comments.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Election Analysis:

Measure A, a $60M School Bond On the Nov 4, 2014 Ballot

Measure J, a $163M School Bond On the Nov 2, 2010 Ballot

CliffordMoss.

Election Results

Measure J RESULTS - Election Day: Nov. 2, 2010

Measure J Election Results	# VOTERS	%
Measure J - YES	9,045	44.57%
Measure J - NO (Loss)	11,249	55.43%
All Votes Cast on Measure J	20,294	100%

Measure A RESULTS - Election Day: Nov. 4, 2014

Measure A Election Results	# VOTERS	%
Measure A - YES (Win)	10,742	61.67%
Measure A - NO	6,676	38.33%
All Votes Cast on Measure A	17,418	100%

* Data source for this chart: Placer County Registrar of Voters.

CliffordMoss. 1

10.1.1

Voter Alignment

Western Placer Unified School District:

Where you Started

Measure J

Note: Data requires constant improvement.

CliffordMoss. 2

Measure J Pre-Electoral Research

Two Polls:

Poll #1 – January 2009

Likely June 2010 (n=400)
Final Test: **39% Support**
@ BOND SIZE - $200M

Likely June 2009 (n=360)
Final Test: **42% Support**
@ BOND SIZE - $200M

Poll #2 – May 2010

Split Sample A (n=200)
Final Test: **58% Support**
@ BOND SIZE - $161M

Split Sample B (n=200)
Final Test: **50% Support**
@ BOND SIZE - $90M

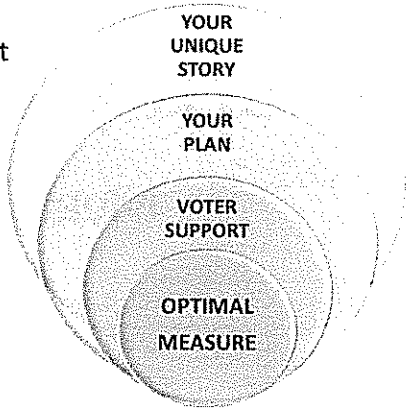
CliffordMoss. 3

10.1.2

Voter Alignment

Packaging Measure J

- NEED – Measure J Project List
- Affordability!
  $163M/$60/$100K AV per YR
- Ballot Language
  75-word Ballot Question
  300-word Argument in Favor
  250-word Rebuttal



CliffordMoss. 4

After filing for the ballot…

Measure J "Organics"

Within the 88-Day Campaign Window

- **Bad Economy – "Great Recession" in Full Swing**
- **Campaign Strategy – Late Start**
- **Voter Turnout**
- **Meg Whitman, 2010 Candidate for Governor)**
  Her Plan for Education got Traction/Influence
- **2007 Cancelation of High School** (still fresh in voters minds)
- **Other Ballot Measures** attract additional controversy
- **NO Argument Against Filed…but…**
- **Vocal and well funded opposition** (Tea Party)
- **Bond amount higher than safe threshold (per Poll)**
- **2006 District Debt still fresh on voters minds**

CliffordMoss. 5

10.1.3

Voter Alignment

Western Placer Unified School District:

Where you Started

Measure A

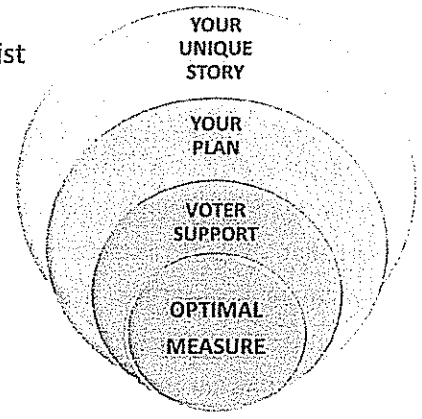
Note: Data requires constant improvement.

CliffordMoss. 6

Voter Alignment

Packaging Measure A

- NEED – Measure A Project List
- Affordability!
  $60M/$30/$100K AV per YR
- Ballot Language
  75-word Ballot Question
  300-word Argument in Favor
  250-word Rebuttal



CliffordMoss. 7

10.1.4

After filing for the ballot...

Measure A "Organics"

Within the 88-Day Campaign Window

- Economy - Recovering
- NO Argument Against Filed!...
- Low Voter Turnout
- No Vocal Opposition
- District Provided Limited Info-Only + Q&A
- Lower Bond Amount
- No Controversial Measures on Same Ballot
- Voters Have An Improved Perception Of District
- Targeted Project List for Bond Funds
- No Campaign

CliffordMoss. 8

Election Results

Election Comparison:

Results

November 2010 & 2014

But first, some reminders...

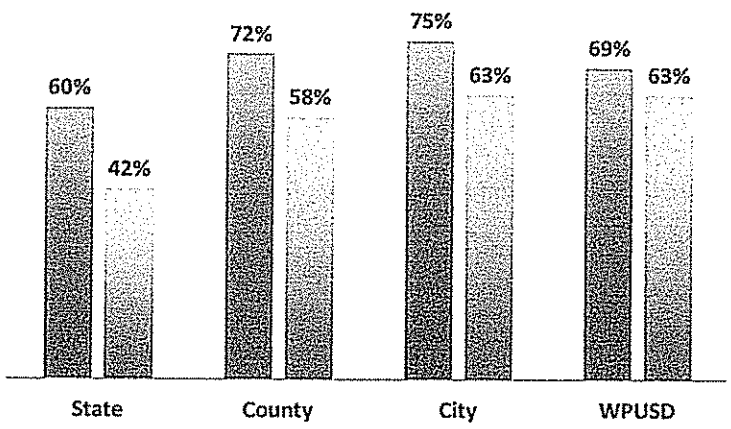
Note: Data requires constant improvement.

CliffordMoss. 9

10.1.5

Turnout – Who Showed Up

Turnout:
% Voted



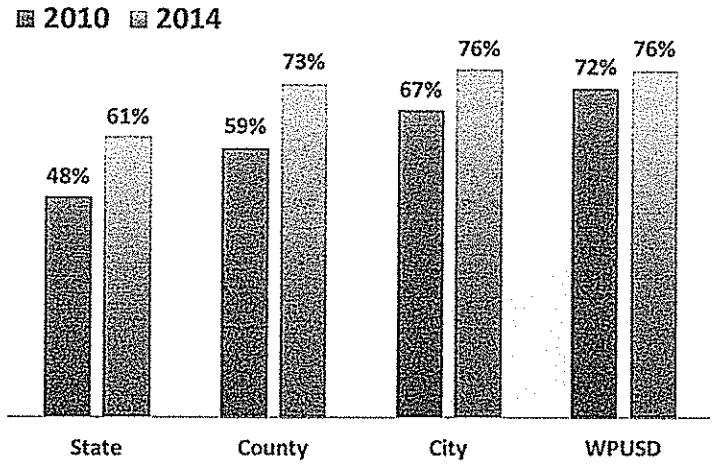
* Data source for this chart: Placer County Registrar of Voters.

CliffordMoss.

10

Turnout – Who Showed Up

Vote By Mail (VBM)



* Data source for this chart: Placer County Registrar of Voters.

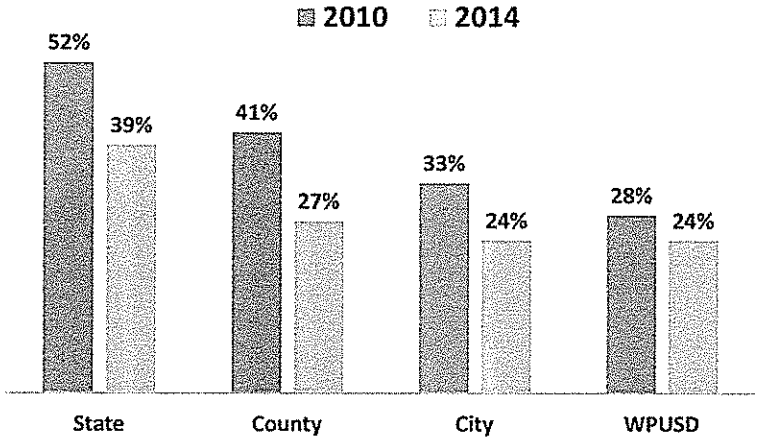
CliffordMoss.

11

10.1.6

Turnout – Who Showed Up

Polling Place Voters

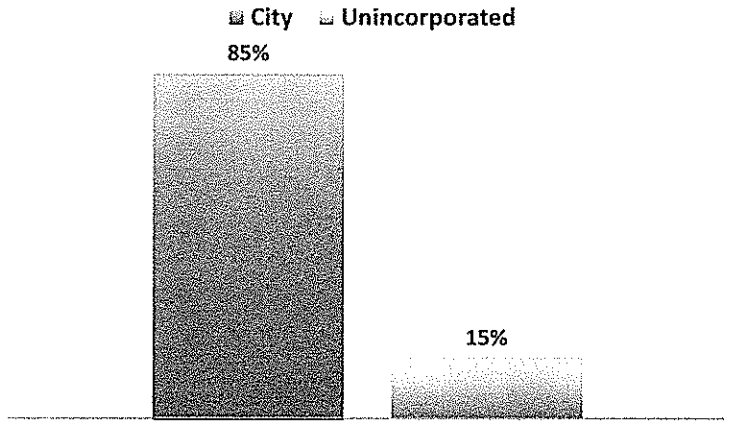


* Data source for this chart: Placer County Registrar of Voters.

CliffordMoss. 12

Turnout – Who Showed Up

WPUSD Voters: City of Lincoln vs. Unincorporated Areas



* Data source for this chart: Placer County Registrar of Voters.

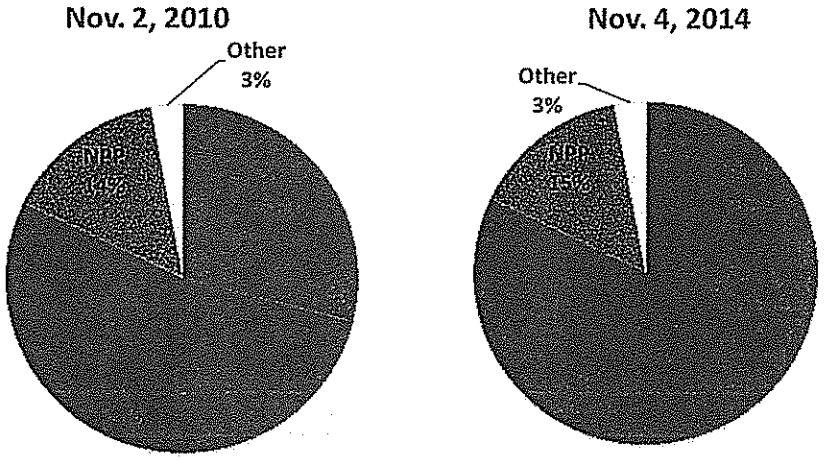
CliffordMoss. 13

10.1.7

Key Demographics

Political Party

*Among those who DID VOTE on Measure J & A**

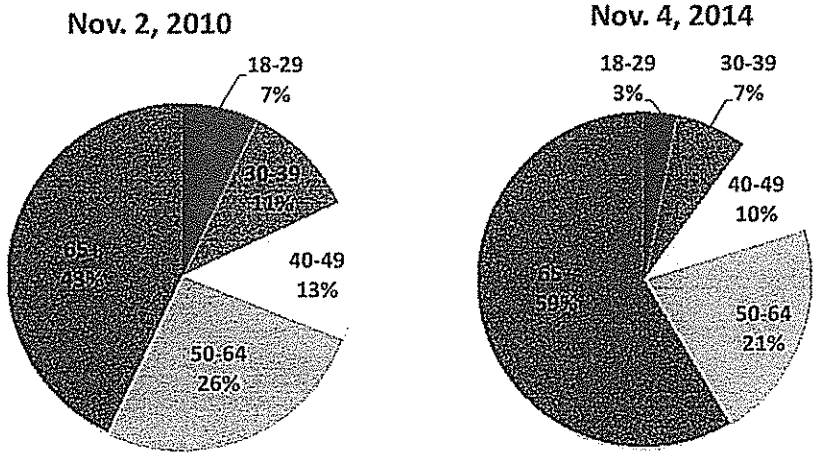


CliffordMoss. 14

Key Demographics

Age

*Among those who DID VOTE on Measure J & A**

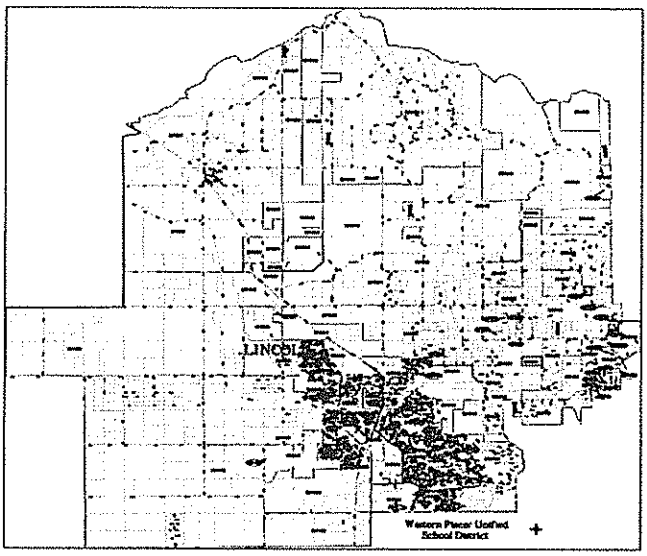


CliffordMoss. 15

10.1.8

Election Data

The only thing that matters: voters INSIDE WPUSD!



CliffordMoss. 16

Election Results

November 2nd 2010 Election:

Results

Measure J

Note: Data requires constant improvement.

CliffordMoss. 17

10.1.9

Results – Overall Turnout & Voting Venue

TURNOUT *	VOTERS	%
Total WPUSD who Voted**	21,789	100% 76% of all Voters
Likely November 2010 who Voted	17,005	78%
Unlikely November 2010 who Voted	4,784	22%

Voting Venue*	VOTERS	%
VOTE BY MAIL (VBM)	14,764	68%
POLLING PLACE (PP)	7,025	32%

* Data source for this chart: Placer County Registrar of Voters.
** This slide focuses on turnout only. ALL VOTERS = 28,760.

CliffordMoss. 18

On the Same Ballot – Nov 2010

Election Results:

	Measure	# of Yes votes	Yes %	# of No votes	No %
City of Lincoln Utility Users Tax (UUT)	Measure K	5,888	33.41%	11,734	66.59%
Auburn Union School District parcel tax	Measure L	7,629	54.83%	6,284	45.17%
Western Placer USD Bond	Measure J	9,045	44.57%	11,249	55.43%

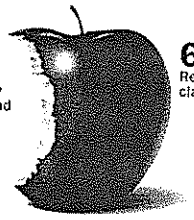
* Data source for this chart: Placer County Registrar of Voters.

CliffordMoss. 19

10.1.10

On the Same Ballot – Nov 2010

EDUCATION SPENDING IN CALIFORNIA



AS GOVERNOR, MEG WILL:

DIRECT MORE MONEY TO THE CLASSROOM

Only 60 percent of education spending in California actually reaches the classroom. Meg will usher in reforms that will collapse the state's more than 50 categorical grants, many of which are duplicative and far too prescriptive, into simplified grants for special education, rewarding outstanding teachers and schools, and other programs that contribute to greater student achievement. The remaining state funding will flow directly to local school districts in the form of a unified block grant that can be used as local administrators, principals, teachers and parents deem best.

Race for Governor of CA:

- **Meg Whitman WON with 57% in the City of Lincoln & 59% in WPUSD.**

CliffordMoss. 20

Election Results

November 2th 2010 Election:

Results

All WPUSD Precincts

Note: Data requires constant improvement.

CliffordMoss. 21

10.1.11

Election Results – Nov 2010

All Western Placer USD Precincts with Highest Yes%

Precinct	Reg.	Turnout	Turnout %	Yes	No	Yes %	No %
6233308	2	2	100.00%	2	0	100.00%	0.00%
6243215	2	2	100.00%	2	0	100.00%	0.00%
0240305	905	435	48.07%	233	202	53.56%	46.44%
0240315	1079	721	66.82%	354	367	49.10%	50.90%
0240340	942	592	62.85%	289	303	48.82%	51.18%
0240321	557	328	58.89%	160	168	48.78%	51.22%
0240317	939	591	62.94%	283	308	47.88%	52.12%
0240339	910	523	57.47%	250	273	47.80%	52.20%
0240307	588	393	66.84%	184	209	46.82%	53.18%
0243208	552	357	64.67%	167	190	46.78%	53.22%
0240318	996	800	80.32%	374	426	46.75%	53.25%
0240303	1099	895	81.44%	418	477	46.70%	53.30%
0240310	998	617	61.82%	287	330	46.52%	53.48%
0240347	708	463	65.40%	215	248	46.44%	53.56%
6243214	51	37	72.55%	17	20	45.95%	54.05%

CliffordMoss. 22

Election Results – Nov 2010

All Western Placer USD Precincts with Lowest Yes%

Precinct	Reg.	Turnout	Turnout %	Yes	No	Yes %	No %
6246702	5	3	60.00%	0	3	0.00%	100.00%
6240312	111	81	72.97%	30	51	37.04%	62.96%
6243216	149	122	81.88%	46	76	37.70%	62.30%
0245101	542	371	68.45%	140	231	37.74%	62.26%
6343211	21	13	61.90%	5	8	38.46%	61.54%
0241806	832	574	68.99%	227	347	39.55%	60.45%
6233311	71	58	81.69%	23	35	39.66%	60.34%
0240332	580	496	85.52%	200	296	40.32%	59.68%
0241702	507	358	70.61%	146	212	40.78%	59.22%
0240309	926	530	57.24%	218	312	41.13%	58.87%
0240335	715	596	83.36%	251	345	42.11%	57.89%
0240311	820	522	63.66%	220	302	42.15%	57.85%
0240334	811	686	84.59%	291	395	42.42%	57.58%
0240331	799	694	86.86%	296	398	42.65%	57.35%
0240301	807	709	87.86%	303	406	42.74%	57.26%

CliffordMoss. 23

10.1.12

Election Results – Nov 2010

All WPUSD Precincts with Highest Voter Turnout

Precinct	Reg.	Turnout	Turnout %	Yes	No	Yes %	No %
0240303	1099	895	81.44%	418	477	46.70%	53.30%
0240329	1041	842	80.88%	366	476	43.47%	56.53%
0240336	918	804	87.58%	348	456	43.28%	56.72%
0240318	996	800	80.32%	374	426	46.75%	53.25%
0240315	1079	721	66.82%	354	367	49.10%	50.90%
0240301	807	709	87.86%	303	406	42.74%	57.26%
0240331	799	694	86.86%	296	398	42.65%	57.35%
0240334	811	686	84.59%	291	395	42.42%	57.58%
0240325	893	661	74.02%	299	362	45.23%	54.77%
0240320	747	632	84.61%	272	360	43.04%	56.96%
0240310	998	617	61.82%	287	330	46.52%	53.48%
0240302	1015	611	60.20%	275	336	45.01%	54.99%
0240335	715	596	83.36%	251	345	42.11%	57.89%
0240340	942	592	62.85%	289	303	48.82%	51.18%
0240317	939	591	62.94%	283	308	47.88%	52.12%

CliffordMoss. 24

Election Results – Nov 2010

November 2nd Election:

Results

WPUSD Precincts

City & Unincorporated Areas

CliffordMoss. 25

10.1.13

Election Results – Nov 2010

Highest Turnout within City of Lincoln

Precinct	Reg.	Turnout	Turnout %	Yes	No	Yes %	No %
0240303	1099	895	81.44%	418	477	46.70%	53.30%
0240329	1041	842	80.88%	366	476	43.47%	56.53%
0240336	918	804	87.58%	348	456	43.28%	56.72%
0240318	996	800	80.32%	374	426	46.75%	53.25%
0240315	1079	721	66.82%	354	367	49.10%	50.90%
0240301	807	709	87.86%	303	406	42.74%	57.26%
0240331	799	694	86.86%	296	398	42.65%	57.35%
0240334	811	686	84.59%	291	395	42.42%	57.58%
0240325	893	661	74.02%	299	362	45.23%	54.77%
0240320	747	632	84.61%	272	360	43.04%	56.96%
0240310	998	617	61.82%	287	330	46.52%	53.48%
0240302	1015	611	60.20%	275	336	45.01%	54.99%
0240335	715	596	83.36%	251	345	42.11%	57.89%
0240340	942	592	62.85%	289	303	48.82%	51.18%
0240317	939	591	62.94%	283	308	47.88%	52.12%

CliffordMoss. 26

Election Results – Nov 2010

Highest TURNOUT outside City of Lincoln (Unincorporated)

Precinct	Reg.	Turnout	Turnout %	Yes	No	Yes %	No %
0241806	832	574	68.99%	227	347	39.55%	60.45%
0243301	586	437	74.57%	187	250	42.79%	57.21%
0246701	658	426	64.74%	188	238	44.13%	55.87%
0245101	542	371	68.45%	140	231	37.74%	62.26%
0241702	507	358	70.61%	146	212	40.78%	59.22%
0243208	552	357	64.67%	167	190	46.78%	53.22%
6243202	211	152	72.04%	67	85	44.08%	55.92%
6243216	149	122	81.88%	46	76	37.70%	62.30%
6343209	117	92	78.63%	40	52	43.48%	56.52%
6241701	114	91	79.82%	40	51	43.96%	56.04%
6233311	71	58	81.69%	23	35	39.66%	60.34%
6243214	51	37	72.55%	17	20	45.95%	54.05%
6343211	21	13	61.90%	5	8	38.46%	61.54%
6246702	5	3	60.00%	0	3	0.00%	100.00%
6233308	2	2	100.00%	2	0	100.00%	0.00%

CliffordMoss. 27

10.1.14

Election Results

November 4th 2014 Election:

Results

Measure A

Note: Data requires constant improvement.

CliffordMoss. 28

Results – Overall Turnout & Voting Venue

TURNOUT *	VOTERS	%
Total WPUSD who Voted**	18,024	100% 63% of all Voters
Likely November 2014 who Voted	15,957	89%
Unlikely November 2014 who Voted	2,067	11%

Voting Venue*	VOTERS	%
VOTE BY MAIL (VBM)	13,734	76%
POLLING PLACE (PP)	4,290	24%

* Data source for this chart: Placer County Registrar of Voters.
** This slide focuses on turnout only. ALL VOTERS = 28,596.

CliffordMoss. 29

10.1.15

Compared to Other Measures on the Same Ballot

Election Results

	Measure	# of Yes votes	Yes %	# of No votes	No %
Placer County Supervisor Salary Restriction Charter Amendment	Measure B	66,902	62.62%	39,935	37.38%
Western Placer USD Bond	Measure A	10,742	61.67%	6,676	38.33%

* Data source for this chart: Placer County Registrar of Voters.

CliffordMoss. 30

Election Results

November 4th 2014 Election:

Results

All WPUSD Precincts

Note: Data requires constant improvement.

CliffordMoss. 31

10.1.16

Election Results – Nov 2014

All Western Placer USD Precincts with Highest Yes%

Precinct	Reg.	Area	Turnout	Turnout %	Yes	No	Yes %	No %
6261207	14	Sheridan	10	71.43%	10	0	100.00%	0.00%
6261332	4	Sheridan	2	50.00%	2	0	100.00%	0.00%
6261405	10	Auburn Area	5	50.00%	4	1	80.00%	20.00%
0260304	1274	12 Bridges	671	52.67%	488	183	72.73%	27.27%
0260303	863	12 Bridges	418	48.44%	294	124	70.33%	29.67%
0260315	893	Foskett Ranch	423	47.37%	287	136	67.85%	32.15%
0260326	886	Old Lincoln	425	47.97%	286	139	67.29%	32.71%
0260312	992	12 Bridges	795	80.14%	524	271	65.91%	34.09%
0260318	1074	Sun City	862	80.26%	568	294	65.89%	34.11%
0260310	584	12 Bridges	465	79.62%	306	159	65.81%	34.19%
0260314	922	Foskett Ranch	463	50.22%	303	160	65.44%	34.56%
0260329	1057	Lincoln Crossing	483	45.70%	316	167	65.42%	34.58%
6361717	28	Auburn Area	20	71.43%	13	7	65.00%	35.00%
0260307	1110	12 Bridges	875	78.83%	560	315	64.00%	36.00%
0260316	699	Foskett Ranch	285	40.77%	182	103	63.86%	36.14%

CliffordMoss. 32

Election Results – Nov 2014

All Western Placer USD Precincts with Lowest Yes%

Precinct	Reg.	Area	Turnout	Turnout %	Yes	No	Yes %	No %
6261406	1	Auburn Area	1	100.00%	0	1	0.00%	100.00%
6261344	33	Thermalands	21	63.64%	7	14	33.33%	66.67%
6361712	7	East Lincoln	6	85.71%	2	4	33.33%	66.67%
6352129	90	Auburn Area	57	63.33%	21	36	36.84%	63.16%
6352130	17	Auburn Area	8	47.06%	3	5	37.50%	62.50%
6261311	123	Thermalands	91	73.98%	42	49	46.15%	53.85%
6261328	72	Thermalands	50	69.44%	24	26	48.00%	52.00%
6261314	42	Thermalands	33	78.57%	16	17	48.48%	51.52%
0261102	382	West Lincoln	243	63.61%	119	124	48.97%	51.03%
0261402	312	East Lincoln	175	56.09%	86	89	49.14%	50.86%
0261310	597	Thermalands	380	63.65%	190	190	50.00%	50.00%
6260301	6	West Lincoln	6	100.00%	3	3	50.00%	50.00%
0261334	454	Thermalands	276	60.79%	139	137	50.36%	49.64%
6260330	225	Old Lincoln	109	48.44%	56	53	51.38%	48.62%
0261318	359	Thermalands	213	59.33%	110	103	51.64%	48.36%

CliffordMoss. 33

10.1.17

Election Results – Nov 2014

All WPUSD Precincts with Highest Voter Turnout

Precinct	Reg.	Area	Turnout	Turnout %	Yes	No	Yes %	No %
0260305	1344	Catta Verdera	924	68.75%	581	343	62.88%	37.12%
0260317	1125	Sun City	916	81.42%	580	336	63.32%	36.68%
0260307	1110	12 Bridges	875	78.83%	560	315	64.00%	36.00%
0260318	1074	Sun City	862	80.26%	568	294	65.89%	34.11%
0260312	992	12 Bridges	795	80.14%	524	271	65.91%	34.09%
0260320	957	Sun City	750	78.37%	465	285	62.00%	38.00%
0260308	884	12 Bridges	739	83.60%	457	282	61.84%	38.16%
0260304	1274	12 Bridges	671	52.67%	488	183	72.73%	27.27%
0260311	786	12 Bridges	660	83.97%	419	241	63.48%	36.52%
0260313	800	Sun City	657	82.13%	409	248	62.25%	37.75%
0260325	1294	Old Lincoln	592	45.75%	328	264	55.41%	44.59%
0260319	729	Sun City	567	77.78%	342	225	60.32%	39.68%
0260328	1159	Lincoln Crossing	555	47.89%	346	209	62.34%	37.66%
0260329	1057	Lincoln Crossing	483	45.70%	316	167	65.42%	34.58%
0260310	584	12 Bridges	465	79.62%	306	159	65.81%	34.19%

CliffordMoss. 34

Election Results

November 4th Election:

Results

WPUSD Precincts

City & Unincorporated Areas

CliffordMoss. 35

10.1.18

Election Results – Nov 2014

Highest Turnout within City of Lincoln

Precinct	Reg.	Area	Turnout	Turnout %	Yes	No	Yes %	No %
0260305	1344	Catta Verdera	924	68.75%	581	343	62.88%	37.12%
0260317	1125	Sun City	916	81.42%	580	336	63.32%	36.68%
0260307	1110	12 Bridges	875	78.83%	560	315	64.00%	36.00%
0260318	1074	Sun City	862	80.26%	568	294	65.89%	34.11%
0260312	992	12 Bridges	795	80.14%	524	271	65.91%	34.09%
0260320	957	Sun City	750	78.37%	465	285	62.00%	38.00%
0260308	884	12 Bridges	739	83.60%	457	282	61.84%	38.16%
0260304	1274	12 Bridges	671	52.67%	488	183	72.73%	27.27%
0260311	786	12 Bridges	660	83.97%	419	241	63.48%	36.52%
0260313	800	Sun City	657	82.13%	409	248	62.25%	37.75%
0260325	1294	Old Lincoln	592	45.75%	328	264	55.41%	44.59%
0260319	729	Sun City	567	77.78%	342	225	60.32%	39.68%
0260328	1159	Lincoln Crossing	555	47.89%	346	209	62.34%	37.66%
0260329	1057	Lincoln Crossing	483	45.70%	316	167	65.42%	34.58%
0260310	584	12 Bridges	465	79.62%	306	159	65.81%	34.19%

CliffordMoss. 36

Election Results – Nov 2014

Highest TURNOUT outside City of Lincoln (Unincorporated)

Precinct	Reg.	Area	Turnout	Turnout %	Yes	No	Yes %	No %
0261310	597	Thermalands	380	63.65%	190	190	50.00%	50.00%
0261302	608	East Lincoln	361	59.38%	193	168	53.46%	46.54%
0261201	573	Sheridan	322	56.20%	182	140	56.52%	43.48%
0261334	454	Thermalands	276	60.79%	139	137	50.36%	49.64%
0261102	382	West Lincoln	243	63.61%	119	124	48.97%	51.03%
0261318	359	Thermalands	213	59.33%	110	103	51.64%	48.36%
0261402	312	East Lincoln	175	56.09%	86	89	49.14%	50.86%
6261103	215	West Lincoln	131	60.93%	71	60	54.20%	45.80%
6261303	165	Thermalands	101	61.21%	63	38	62.38%	37.62%
6261311	123	Thermalands	91	73.98%	42	49	46.15%	53.85%
6361713	103	East Lincoln	69	66.99%	41	28	59.42%	40.58%
6352129	90	Auburn Area	57	63.33%	21	36	36.84%	63.16%
6261328	72	Thermalands	50	69.44%	24	26	48.00%	52.00%
6261106	61	West Lincoln	44	72.13%	25	19	56.82%	43.18%
6261314	42	Thermalands	33	78.57%	16	17	48.48%	51.52%

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10.1.19

Election Results – Micro Communities

*Overall Election Result:

12 Bridges - 66% Yes
Foskett Ranch - 65% Yes
Catta Verdera - 63% Yes
Lincoln Crossing - 63% Yes
Sun City - 63% Yes
Old Lincoln - 58% Yes
Sheridan - 57% Yes
East Lincoln - 53% Yes
West Lincoln - 51% Yes
Thermalands - 50% Yes
Auburn Area - 46% Yes

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DISCUSSION

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Election Analysis:
Measure A, a $60M School Bond On the Nov 4, 2014 Ballot
Measure J, a $163M School Bond On the Nov 2, 2010 Ballot

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10.1.20

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:

2015-16 Budget Assumptions and Proposed Budget for General Fund and Other Funds

AGENDA ITEM AREA:

Information

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent - Business & Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

General Fund / Other Funds

MEETING DATE:

June 2, 2015

ROLL CALL REQUIRED:

No

BACKGROUND:

District staff has prepared the 2015-16 Proposed Budget documents for Board adoption at the June 16, 2015, Board of Trustees meeting. The most recent State's May Revision Budget has an impact on our 2015-16 budget assumptions along with multi-year projections. Enclosed are the 2015-16 Budget Assumptions and Proposed Budget for the General Fund and Other Funds for Board review and input.

RECOMMENDATION:

Board of Trustees review the 2015-16 Budget Assumptions and Proposed Budget for the General Fund and Other Funds and provide input.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING

Per California Education Code 42127, on or before July 1 of each year, the governing Board of each school district shall adopt the budget for the subsequent fiscal year. The 2015-16 budget will be presented to the Board of Trustees for approval on June 16, 2015.

The 2015-16 budget assumptions are used to prepare the 2015-16 Budget and multi-year projections. Placer County Office of Education (PCOE) provides districts with a Common Message letter outlining basic assumptions for the Adopted Budget. PCOE has recommended that each district use State Dept. of Finance (DOF) gap funding percentages as estimated by DOF and provided in the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator. Additionally, PCOE is recommending the district incorporate projection information from FCMAT and School Services of California (SSC) Dartboard for specific budget circumstances for our individual district. Every district receives differing amounts of revenue through the LCFF funding model and has its own particular set of financial risk factors. It is important all LEAs continue to assess their individual situations and plan accordingly to maintain fiscal solvency. The budget also reflects the most recent State's May Budget Revision and recent salary negotiation settlements

GENERAL FUND BUDGET ASSUMPTIONS:

The following budget assumptions will be used for the 2015-16 Proposed Adopted Budget:

REVENUES:

District assumptions for the 2015-16 budget year and future multi-years are conservative with projected LCFF GAP funding estimates based on the DOF estimates, projected COLAs, a slight increase in projected enrollment growth of 41 students in 2015-16 with an ADA percentage yield down to 95.5% in 2015/16.

	14/15 Estimated Actuals	15/16 Adopted Budget	16/17 Projection	17/18 Projection	
REVENUE					
Enrollment	6,658	6,699	6,766	6,834	Based on 14/15 Actual Enrollment
ADA Yield	95.5%	95.9%	95.5%	95.5%	Based on Historical Rates
ADA	6,358	6,445	6,482	6,547	
% Increase (Decrease) Enrollment	-0.8%	0.6%	1.0%	1.0%	Based on Historical Rates
# Increase (Decrease) Enrollment	(54)	41	67	68	
Funded ADA	6,452	6,445	6,482	6,547	
Statutory COLA %	0.85%	1.02%	1.60%	2.48%	Per LCFF Calculator May Revise
LCFF Entitlement Factors:					
Base Grant with COLA Grades K-3	$7,011	$7,083	$7,196	$7,374	Per LCFF Calculator May Revise
Base Grant with COLA Grades 4-6	$7,116	$7,189	$7,304	$7,485	Per LCFF Calculator May Revise
Base Grant with COLA Grades 7-8	$7,328	$7,403	$7,521	$7,708	Per LCFF Calculator May Revise
Base Grant with COLA Grades 9-12	$8,491	$8,578	$8,715	$8,931	Per LCFF Calculator May Revise
Grade Span Funding (K-3 CSR & 9-12)	$950	$960	$975	$999	Per LCFF Calculator May Revise
Supplemental Grants (% Adj. Base)	20%	20%	20%	20%	Per LCFF Calculator May Revise
Concentration Grants	50%	50%	50%	50%	Per LCFF Calculator May Revise
Concentration Grant Threshold	55%	55%	55%	55%	Per LCFF Calculator May Revise
LCFF Gap Closed Percentage	29.15%	53.08%	37.40%	36.74%	Per LCFF Calculator May Revise
LCFF Entitlement per ADA	6,831.89	7,699.51	8,030.63	8,307.27	Per LCFF Calculator May Revise
LCFF Funding	43,970,530	49,624,205	52,056,756	54,385,473	Per LCFF Calculator May Revise
Property Tax change	9.41%	3.00%	3.00%	3.00%	County Taxes Report/3-Year Average
Est. Property Taxes	38,074,041	39,216,262	40,392,750	41,604,533	County Taxes Report
Federal Revenue	0%	0%	0%	0%	Per PCOE Common Message
Categorical COLA	0.85%	1.02%	1.60%	2.48%	Per SSC Dartboard May Revise Budget
Lottery Unrestricted/ADA	$128.00	$128.00	$128.00	$128.00	Per SSC Dartboard May Revise Budget
Lottery Restricted/ADA	$34.00	$34.00	$34.00	$34.00	Per SSC Dartboard May Revise Budget

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING

EXPENDITURES:

EXPENDITURES	14/15 Estimated Actuals	15/16 Adopted Budget	16/17 Projection	17/18 Projection	
Certificated New Hires	6.20FTE	7.17FTE	2.0 FTE	2.0 FTE	Based on Projected 15-16 Staffing
Estimated Retirements	3.0 FTE	1.0 FTE	0.0 FTE	0.0 FTE	Based on Current Notifications
Reductions in Staffing	0.0 FTE	0.0 FTE	0.0 FTE	0.0 FTE	
Staffing Ratios:					
Kindergarten	25:1	25:1	25:1	25:1	MOU TK-3 Class-Size14/15 & 15/16
1-3	25:1	25:1	28:1	28:1	MOU TK-3 Class-Size14/15 & 15/16
4-5	31:1	31:1	31:1	31:1	MOU TK-3 Class-Size14/15 & 15/16
6-8	26:1	26:1	26:1	26:1	
9-12	29:1	29:1	29:1	29:1	MOU TK-3 Class-Size14/15 & 15/16
Certificated Step/Column	2.10%	2.10%	2.10%	2.10%	
Classified new Hires	0.0 FTE	4.0 FTE	0.0 FTE	0.0 FTE	2 FTE Custodians, 2 FTE Grounds
Estimated Retirements	0.0 FTE	0.0 FTE	0.0 FTE	0.0 FTE	
Reductions in Staffing	0.0FTE	0.0FTE	0.0FTE	0.0FTE	
Classified Step/Column	1.00%	1.00%	1.00%	1.00%	
Health Benefits	0.0%	0.0%	0.0%	0.0%	
CalPERS Employer Rate	11.771%	11.847%	13.05%	16.60%	Per SSC Dartboard May Revise Budget
CalSTRS Employer Rate	8.88%	10.73%	12.58%	14.43%	Per SSC Dartboard May Revise Budget
Budget Reductions	(1,249,000)	-	-	-	
Budget Add-Backs - General Funded		642,733	-	-	Detail in Presentation
Transfers Out	23,000	273,000	273,000	273,000	$250,000 per Year to Fund 17
Designated for Economic Uncertainty	3%	3%	3%	3%	
Deferred Maintenance Reserve	1,227,665	1,227,665	1,227,665	1,227,665	Reserved for Roofing Needs
Site Allocations:					
Elementary	31.66	47.00	47.00	47.00	Full Allocation - 15/16
Middle School	39.77	58.50	58.50	58.50	Full Allocation - 15/16
High School	56.93	83.75	83.75	83.75	Full Allocation - 15/16
Lottery per teacher	750.00	500.00	500.00	500.00	

Expenditures assumptions also include the budget enhancements to add back specific certificated and classified positions into the 2015/15 budget totaling approximately $643,000. Unrestricted general funds were used for these budget items.

2015/16 Budget Staffing Enhancements – Unrestricted General Fund

Additional Program Specialist	$ 105,000
Increase Discretionary Funds to Original Allocation at All School Sites	130,000
Vice Principals (2.0 FTE - .5 TBE, .5 FRE, .5 LCE, .5 COES)	226,000
Library Technicians - Increase Time	19,733
Additional School Site Office Staff - (3.0 FTE)	162,000
Total Additional Staffing 2015/16	$ 642,733

EXPENDITURES (Cont'd):

Also included in the 2015/16 budget are increases of two school site custodians and two grounds workers funded from the unrestricted general fund and the Routine Repair and Maintenance budget due to the increased district contribution of 1% to 3% of expenditures in 2015/16. The 2015/16 budget also includes the LCFF Supplemental Funds budget that has been reviewed by the District LCAP Committee.

Negotiations have been completed for the 2014-15 school year with all bargaining units, management, contract and confidential employees. With Board ratification, negotiated settlement costs are included and reserved from available Fund Balance Reserves in the Estimated Actual for the 2014/15 fiscal year, 2015/16 proposed budget and next two subsequent budget years of 2016/17 and 2017/18.

GOVERNOR'S MAY BUDGET REVISION

Local Control Funding Formula

The January Budget proposed $4 billion for continued implementation of the Local Control Funding Formula (LCFF). The May Revision provides another $2.1 billion, for a total of $6.1 billion of additional Proposition 98 revenues flowing to schools. New funding is estimated to close the gap between 2014-15 funding levels and LCFF full implementation targets by 53.08% in 2015-16. The Governor continues to keep his commitment to local control, the Control Funding Formula, and the Local Control and Accountability Plan (LCAP). As preferred by nearly every education organization, the lion's share of the increased funding goes straight to the LCFF.

Discretionary Funds – One-Time

In January, the Governor's Budget proposal included more than $1.1 billion in discretionary one-time Proposition 98 funding for school districts, charter schools, and COEs, equivalent to $180 per ADA. The May Revision adds $2.4 billion to total more than $3.5 billion in total discretionary funding, Equivalent to $601 per ADA. The discretionary funds may be used for any educational purpose. The narrative in the May Revision provides examples of discretionary expenditures to be professional development, teacher induction support to beginning teachers, instructional materials, and technology.

Other State Programs

Pupil transportation and Targeted Instructional Improvement Grants will continue as separate add-ons to the LCFF allocations, which do not receive a COLA; and categorical programs, such as Child Nutrition and Special Education, remain outside of the new formula and receive a modest 1.02% COLA.

Fund Balance – Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget. Below are the details of those unassigned funds that are reserved for specific district needs:

	Estimated Actuals 2014-15 Combined	Adopted Budget 2015-16 Combined
Components of Ending Fund Balance		
Nonspendable:		
Reserve - Revolving Fund	5,000	5,000
Restricted:		
Reserve - Designated Programs	288,197	288,197
Unassigned/Unappropriated:		
Reserve - Economic Uncertainty @ 3%	**1,749,393**	**1,870,093**
Reserve - Deferred Maintenance Reserve	881,571	881,571
Reserve - Salary Settlement 14/15 Retroactive Pay All Employees	433,721	-
Reserve - Potential GSA Funding Loss 16-17	-	-
Reserve - Charter Technical Assistance	93,646	193,646
Reserve - Special Education Support Program	-	350,000
Reserve - GAP Funding Contingency - Subsequent Budget Year	1,580,447	976,415
Reserve - Unassigned Economic Uncertainty surplus/(deficit)	**300,000**	**2,030,957**
Total Ending Fund Balance	5,331,975	6,595,879

2015-16 Proposed Budget for the General Fund and Other Funds

The 2015-16 Proposed Budget for the General Fund and Other Funds are presented in the following pages and display the 2014-15 Estimated Actuals Budget as well as the 2015-16 Proposed Budget.

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

July 1 Budget (Single Adoption)
General Fund Unrestricted and Restricted - Expenditures by Object

			2014-15 Estimated Actuals			2015-16 Budget			
			(A)	(B)	(C) = (A) + (B)	(D)	(E)	(F) = (D) + (E)	% Diff
A	REVENUES	Object	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	C & F
	1 LCFF Sources	8010-8099	43,970,530	688,207	44,658,737	49,624,206	692,035	50,316,241	12.7%
	2 Federal Revenue	8100-8299	1,739	3,038,848	3,040,587	1,739	2,403,584	2,405,323	-20.9%
	3 Other State Revenue	8300-8599	1,487,834	3,281,612	4,769,446	4,918,188	2,432,191	7,350,379	54.1%
	4 Other Local Revenue	8600-8799	1,077,122	2,756,860	3,833,982	982,650	2,545,737	3,528,387	-8.0%
	5 TOTAL REVENUES		46,537,225	9,765,527	56,302,752	55,526,783	8,073,547	63,600,330	13.0%
B	EXPENDITURES								
	1 Certificated salaries	1000-1999	21,295,422	4,347,801	25,643,223	23,253,933	4,679,251	27,933,184	8.9%
	2 Classified salaries	2000-2999	4,838,288	2,429,161	7,267,449	5,185,372	2,824,799	8,010,171	10.2%
	3 Employee Benefits	3000-3999	8,584,978	2,453,637	11,038,615	9,737,932	2,824,716	12,562,648	13.8%
	4 Books & Supplies	4000-4999	2,310,720	2,264,704	4,575,424	5,050,362	764,167	5,814,529	27.1%
	Services & Other								
	5 Operating Expenditures	5000-5999	3,321,371	1,834,566	5,155,937	3,471,774	1,300,092	4,771,866	-7.4%
	6 Capital Outlay	6000-6999	574,435	2,308,099	2,882,534	98,000	1,041,087	1,139,087	-60.5%
		7100-7299							
	7 Other Outgo	7400-7499	1,818,925	-	1,818,925	1,896,885	-	1,896,885	4.3%
	8 Indirect Costs	7300-7399	(772,931)	651,314	(121,617)	(583,320)	505,016	(78,304)	-35.6%
	9 TOTAL EXPENDITURES		41,971,208	16,289,282	58,260,490	48,110,938	13,939,128	62,050,066	6.5%
C	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		4,566,017	(6,523,755)	(1,957,738)	7,415,845	(5,865,581)	1,550,264	-179.2%
D	1 Interfund Transfers								
	a) Transfers In	8900-8929	-	-	-	-	-	-	0.0%
	b) Transfers out	7600-7629	52,620	-	52,620	286,360	-	286,360	444.2%
	2 Other Sources/Uses								
	a) Sources	8930-8979	-	-	-	-	-	-	0.0%
	b) Uses	7630-7699	-	-	-	-	-	-	0.0%
	3 Contributions	8980-8999	(4,986,101)	4,986,101	-	(5,865,581)	5,865,581	-	0.0%
	TOTAL OTHER FINANCING 4 SOURCES/USES		(5,038,721)	4,986,101	(52,620)	(6,151,941)	5,865,581	(286,360)	444.2%
E	NET INCREASE (DECREASE) IN FUND BALANCE		(472,704)	(1,537,654)	(2,010,358)	1,263,904	-	1,263,904	-162.9%
F	FUND BALANCE, RESERVES								
	1 Beginning Fund Balance								
	a) As of July 1 - Unaudited	9791	5,516,482	1,825,851	7,342,333	5,043,778	288,197	5,331,975	-27.4%
	b) Audit Adjustments	9793	-	-	-	-	-	-	0.0%
	c) As of July 1 - Audited		5,516,482	1,825,851	7,342,333	5,043,778	288,197	5,331,975	-27.4%
	d) Other Restatements	9795	-	-	-	-	-	-	0.0%
	e) Adjusted Beginning Balance		5,516,482	1,825,851	7,342,333	5,043,778	288,197	5,331,975	-27.4%
	2 Ending Balance, June 30		5,043,778	288,197	5,331,975	6,307,682	288,197	6,595,879	23.7%
	Components								
	a) Nonspendable								
	Revolving Cash	9711	5,000		5,000	5,000		5,000	0.0%
	Stores	9712	-	-	-	-	-	-	0.0%
	Prepaid Expenditures	9713		-	-		-	-	0.0%
	All Others	9719	-	-	-	-	-	-	0.0%
	b) Restricted - Federal/State.Local Programs	9740		288,197	288,197		288,197	288,197	0.0%
	c) Committed								
	Stabilization Arrangements	9750	-		-	-		-	0.0%
	Other Commitments	9760	-		-	-		-	0.0%
	d) Assigned								
	Other Assignments	9780	-		-	-		-	0.0%
	e) Unassigned/unappropriated								
	Reserve for Economic Uncertainty - 3%	9789	1,749,393		1,749,393	1,870,093		1,870,093	6.9%
	Reserve for Salary Settlement 14/15 Retroactive Pay - All Employees	9789	433,721		433,721	433,721		433,721	0.0%
	Reserve for Special Education Program Support	9789			-	350,000		350,000	0.0%
	Reserve for Charter Technical Assistance	9789	93,646		93,646	193,646		193,646	106.8%
	Reserve for Deferred Maintenance - Facilities/Roofing	9789	881,571		881,571	881,571		881,571	0.0%
	GAP Funding Contingency Reserve - Subsequent Budget Year	9789	1,580,447		1,580,447	976,415		976,415	-38.2%
	Unassigned/Unappropriated	9790	300,000		300,000	1,597,236		1,597,236	432.4%

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

July 1 Budget (Single Adoption)
General Fund Unrestricted and Restricted

		2014-15 Estimated Actuals			2015-16 Budget			
		(A) Unrestricted	(B) Restricted	(C) = (A) + (B) Total	(D) Unrestricted	(E) Restricted	(F) = (D) + (E) Total	% Diff C & F
G ASSETS								
1 Cash								
a) in County Treasury	9110	6,676,174	138,197	6,814,371				
1) Fair value adjustment to Cash in County Treasury	9111			-				
b) in Banks	9120			-				
c) in Revolving Fund	9130	5,000		5,000				
d) with Fiscal Agent	9135			-				
e) collections awaiting deposit	9140			-				
2 Investments	9150			-				
3 Accounts Receivable	9200	500,000	500,000	1,000,000				
4 Due from Grantor Government	9290			-				
5 Due from Other Funds	9310	121,617		121,617				
6 Stores	9320			-				
7 Prepaid Expenditures	9330	393,607		393,607				
8 Other Current Assets	9340	-	-	-				
9 TOTAL ASSETS		7,696,398	638,197	8,334,595				
H LIABILITIES								
1 Accounts Payable	9500	2,600,000	300,000	2,900,000				
2 Due to Grantor Governments	9590	-	-	-				
3 Due to Other Funds	9610	52,620	-	52,620				
4 Current Loans	9640	-	-	-				
5 Deferred Revenue	9650	-	50,000	50,000				
6 TOTAL LIABILITIES		2,652,620	350,000	3,002,620				
I FUND EQUITY								
Ending Fund Balance, June 30th		5,043,778	288,197	5,331,975				
[Balance sheet agrees to Operating Statement]		-	-	-				

10.2.6

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

July 1 Budget (Single Adoption)
Adult Education Fund

		Object	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
A	REVENUES				
	1 LCFF Sources	8010-8099	-	-	0.0%
	2 Federal Revenue	8100-8299	48,322	48,322	0.0%
	3 Other State Revenue	8300-8599			0.0%
	4 Other Local Revenue	8600-8799	100,000	-	-100.0%
	5 TOTAL REVENUES		148,322	48,322	-67.4%
B	EXPENDITURES				
	1 Certificated salaries	1000-1999	7,823	-	-100.0%
	2 Classified salaries	2000-2999	104,241	39,712	-61.9%
	3 Employee Benefits	3000-3999	47,589	24,141	-49.3%
	4 Books & Supplies	4000-4999	6,780	2,573	-62.1%
	Services & Other				
	5 Operating Expenditures	5000-5999	3,034	2,295	-24.4%
	6 Capital Outlay	6000-6999			0.0%
		7100-7299			
	7 Other Outgo	7400-7499			0.0%
	8 Indirect Costs	7300-7399	10,790	2,961	-72.6%
	9 TOTAL EXPENDITURES		180,257	71,682	-60.2%
C	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		(31,935)	(23,360)	-26.9%
D	1 Interfund Transfers				
	a) Transfers In	8900-8929	23,360	23,360	0.0%
	b) Transfers out	7600-7629		-	0.0%
	2 Other Sources/Uses				0.0%
	a) Sources	8930-8979		-	0.0%
	b) Uses	7630-7699		-	0.0%
	3 Contributions	8980-8999	-	-	0.0%
	TOTAL OTHER FINANCING				
	4 SOURCES/USES		23,360	23,360	0.0%
E	NET INCREASE (DECREASE) IN FUND BALANCE		(8,575)	-	-100.0%
F	FUND BALANCE, RESERVES				
	1 Beginning Fund Balance				
	a) As of July 1 - Unaudited	9791	43,857	35,282	-19.6%
	b) Audit Adjustments	9793		-	0.0%
	c) As of July 1 - Audited		43,857	35,282	-19.6%
	d) Other Restatements	9795		-	0.0%
	e) Adjusted Beginning Balance		43,857	35,282	-19.6%
	2 Ending Balance, June 30		35,282	35,282	0.0%
	Components				
	a) Nonspendable				
	Revolving Cash	9711	-	-	0.0%
	Stores	9712	-	-	0.0%
	Prepaid Expenditures	9713	-	-	0.0%
	All Others	9719	-	-	0.0%
	b) Restricted	9740	35,282	35,282	0.0%
	c) Committed				
	Stabilization Arrangements	9750	-	-	0.0%
	Other Commitments	9760	-	-	0.0%
	d) Assigned				
	Other Assignments	9780	-	-	0.0%
	District specific #1	9780	-	-	0.0%
	District specific #2	9780	-	-	0.0%
	e) Unassigned/unappropriated				
	Reserve for				
	Economic Uncertainty	9789	-	-	0.0%
	Unassigned/Unappropriated	9790	-	-	0.0%

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

		2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
G ASSETS				
1 Cash				
a) in County Treasury	9110	35,282		
1) Fair value adjustment to Cash in County Treasury	9111	-		
b) in Banks	9120	-		
c) in Revolving Fund	9130	-		
d) with Fiscal Agent	9135	-		
e) collections awaiting deposit	9140	-		
2 Investments	9150	-		
3 Accounts Receivable	9200			
4 Due from Grantor Government	9290	-		
5 Due from Other Funds	9310	-		
6 Stores	9320	-		
7 Prepaid Expenditures	9330	-		
8 Other Current Assets	9340	-		
9 TOTAL ASSETS		35,282		
H LIABILITIES				
1 Accounts Payable	9500			
2 Due to Grantor Governments	9590	-		
3 Due to Other Funds	9610	-		
4 Current Loans	9640	-		
5 Deferred Revenue	9650	-		
6 TOTAL LIABILITIES		-		
I FUND EQUITY				
Ending Fund Balance, June 30th		35,282		

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

July 1 Budget (Single Adoption)
Child Development Fund

		Object	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
A	REVENUES				
	1 LCFF Sources	8010-8099	-	-	0.0%
	2 Federal Revenue	8100-8299	1,212	-	-100.0%
	3 Other State Revenue	8300-8599	217,161	-	-100.0%
	4 Other Local Revenue	8600-8799	25,150	-	-100.0%
	5 TOTAL REVENUES		243,523	-	-100.0%
B	EXPENDITURES				
	1 Certificated salaries	1000-1999	44,328	-	-100.0%
	2 Classified salaries	2000-2999	112,996	-	-100.0%
	3 Employee Benefits	3000-3999	64,902	-	-100.0%
	4 Books & Supplies	4000-4999	6,712	-	-100.0%
	Services & Other				
	5 Operating Expenditures	5000-5999	2,552	-	-100.0%
	6 Capital Outlay	6000-6999			0.0%
		7100-7299			
	7 Other Outgo	7400-7499	13,000	13,000	0.0%
	8 Indirect Costs	7300-7399	14,418	-	-100.0%
	9 TOTAL EXPENDITURES		258,908	13,000	-95.0%
C	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		(15,385)	(13,000)	-15.5%
D	1 Interfund Transfers				
	a) Transfers In	8900-8929	29,260	13,000	-55.6%
	b) Transfers out	7600-7629		-	0.0%
	2 Other Sources/Uses				0.0%
	a) Sources	8930-8979	-	-	0.0%
	b) Uses	7630-7699	-	-	0.0%
	3 Contributions	8980-8999	-	-	0.0%
	TOTAL OTHER FINANCING				
	4 SOURCES/USES		29,260	13,000	-55.6%
E	NET INCREASE (DECREASE) IN FUND BALANCE		13,875	-	-100.0%
F	FUND BALANCE, RESERVES				
	1 Beginning Fund Balance				
	a) As of July 1 - Unaudited	9791	7,907	21,782	175.5%
	b) Audit Adjustments	9793	-	-	0.0%
	c) As of July 1 - Audited		7,907	21,782	175.5%
	d) Other Restatements	9795	-	-	0.0%
	e) Adjusted Beginning Balance		7,907	21,782	175.5%
	2 Ending Balance, June 30		21,782	21,782	0.0%
	Components				
	a) Nonspendable				
	Revolving Cash	9711		-	0.0%
	Stores	9712	-	-	0.0%
	Prepaid Expenditures	9713	-	-	0.0%
	All Others	9719	-	-	0.0%
	b) Restricted	9740	21,782	21,782	0.0%
	c) Committed				
	Stabilization Arrangements	9750	-	-	0.0%
	Other Commitments	9760	-	-	0.0%
	d) Assigned				
	Other Assignments	9780	-	-	0.0%
	District specific #1	9780	-	-	0.0%
	District specific #2	9780	-	-	0.0%
	e) Unassigned/unappropriated				
	Reserve for				
	Economic Uncertainty	9789	-	-	0.0%
	Unassigned/Unappropriated	9790	-	-	0.0%

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

		2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
G ASSETS				
1 Cash				
a) in County Treasury	9110	(32,508)		
1) Fair value adjustment to Cash in County Treasury	9111	-		
b) in Banks	9120	-		
c) in Revolving Fund	9130	-		
d) with Fiscal Agent	9135	-		
e) collections awaiting deposit	9140	-		
2 Investments	9150	-		
3 Accounts Receivable	9200	54,290		
4 Due from Grantor Government	9290	-		
5 Due from Other Funds	9310	-		
6 Stores	9320	-		
7 Prepaid Expenditures	9330	-		
8 Other Current Assets	9340	-		
9 TOTAL ASSETS		21,782		
H LIABILITIES				
1 Accounts Payable	9500			
2 Due to Grantor Governments	9590	-		
3 Due to Other Funds	9610	-		
4 Current Loans	9640	-		
5 Deferred Revenue	9650			
6 TOTAL LIABILITIES		-		
I FUND EQUITY				
Ending Fund Balance, June 30th		21,782		

10.2.10

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

July 1 Budget (Single Adoption)
Cafeteria Special Revenue Fund

		Object	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
A	REVENUES				
	1 LCFF Sources	8010-8099		-	0.0%
	2 Federal Revenue	8100-8299	998,000	998,000	0.0%
	3 Other State Revenue	8300-8599	75,000	75,000	0.0%
	4 Other Local Revenue	8600-8799	624,000	624,000	0.0%
	5 TOTAL REVENUES		1,697,000	1,697,000	0.0%
B	EXPENDITURES				
	1 Certificated salaries	1000-1999	-	-	0.0%
	2 Classified salaries	2000-2999	700,581	737,157	5.2%
	3 Employee Benefits	3000-3999	323,518	340,888	5.4%
	4 Books & Supplies	4000-4999	597,361	596,513	-0.1%
	Services & Other				
	5 Operating Expenditures	5000-5999	49,193	49,061	-0.3%
	6 Capital Outlay	6000-6999	-	-	0.0%
		7100-7299			
	7 Other Outgo	7400-7499	-	-	0.0%
	8 Indirect Costs	7300-7399	96,409	75,343	-21.9%
	9 TOTAL EXPENDITURES		1,767,062	1,798,962	1.8%
C	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		(70,062)	(101,962)	45.5%
D	1 Interfund Transfers				
	a) Transfers In	8900-8929	-	-	0.0%
	b) Transfers out	7600-7629	-	-	0.0%
	2 Other Sources/Uses				0.0%
	a) Sources	8930-8979	-	-	0.0%
	b) Uses	7630-7699	-	-	0.0%
	3 Contributions	8980-8999	-	-	0.0%
	TOTAL OTHER FINANCING				
	4 SOURCES/USES		-	-	0.0%
E	NET INCREASE (DECREASE) IN FUND BALANCE		(70,062)	(101,962)	45.5%
F	FUND BALANCE, RESERVES				
	1 Beginning Fund Balance				
	a) As of July 1 - Unaudited	9791	246,463	176,401	-28.4%
	b) Audit Adjustments	9793	-	-	0.0%
	c) As of July 1 - Audited		246,463	176,401	-28.4%
	d) Other Restatements	9795	-	-	0.0%
	e) Adjusted Beginning Balance		246,463	176,401	-28.4%
	2 Ending Balance, June 30		176,401	74,439	-57.8%
	Components				
	a) Nonspendable				
	Revolving Cash	9711	-	-	0.0%
	Stores	9712	19,488	19,488	0.0%
	Prepaid Expenditures	9713	-	-	0.0%
	All Others	9719	-	-	0.0%
	b) Restricted	9740	156,913	54,951	-65.0%
	c) Committed				
	Stabilization Arrangements	9750	-	-	0.0%
	Other Commitments	9760	-	-	0.0%
	d) Assigned				
	Other Assignments	9780	-	-	0.0%
	District specific #1	9780	-	-	0.0%
	District specific #2	9780	-	-	0.0%
	e) Unassigned/unappropriated				
	Reserve for				
	Economic Uncertainty	9789	-	-	0.0%
	Unassigned/Unappropriated	9790	-	-	0.0%

10.2.11

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

			2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
G	ASSETS				
	1 Cash				
	a) in County Treasury	9110	6,913		
	1) Fair value adjustment to Cash in County Treasury	9111	-		
	b) in Banks	9120	-		
	c) in Revolving Fund	9130	-		
	d) with Fiscal Agent	9135	-		
	e) collections awaiting deposit	9140	-		
	2 Investments	9150	-		
	3 Accounts Receivable	9200	160,000		
	4 Due from Grantor Government	9290	-		
	5 Due from Other Funds	9310	-		
	6 Stores	9320	19,488		
	7 Prepaid Expenditures	9330	-		
	8 Other Current Assets	9340			
	9 TOTAL ASSETS		186,401		
H	LIABILITIES				
	1 Accounts Payable	9500	10,000		
	2 Due to Grantor Governments	9590	-		
	3 Due to Other Funds	9610	-		
	4 Current Loans	9640	-		
	5 Deferred Revenue	9650	-		
	6 TOTAL LIABILITIES		10,000		
I	FUND EQUITY				
	Ending Fund Balance, June 30th		176,401		

10.2.12

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

July 1 Budget (Single Adoption)
Special Reserve Fund for Other Than Capital Outlay Projects

		Object	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
A	REVENUES				
	1 LCFF Sources	8010-8099			0.0%
	2 Federal Revenue	8100-8299			0.0%
	3 Other State Revenue	8300-8599			0.0%
	4 Other Local Revenue	8600-8799	-	-	0.0%
	5 TOTAL REVENUES		-	-	0.0%
B	EXPENDITURES				
	1 Certificated salaries	1000-1999	-	-	0.0%
	2 Classified salaries	2000-2999	-	-	0.0%
	3 Employee Benefits	3000-3999	-	-	0.0%
	4 Books & Supplies	4000-4999	-	-	0.0%
	Services & Other				
	5 Operating Expenditures	5000-5999	-	-	0.0%
	6 Capital Outlay	6000-6999	-	-	0.0%
		7100-7299			
	7 Other Outgo	7400-7499	-	-	0.0%
	8 Indirect Costs	7300-7399	-	-	0.0%
	9 TOTAL EXPENDITURES		-	-	0.0%
C	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		-	-	0.0%
D	1 Interfund Transfers				
	a) Transfers In	8900-8929	-	250,000	0.0%
	b) Transfers out	7600-7629	-	-	0.0%
	2 Other Sources/Uses				0.0%
	a) Sources	8930-8979	-	-	0.0%
	b) Uses	7630-7699	-	-	0.0%
	3 Contributions	8980-8999	-	-	0.0%
	TOTAL OTHER FINANCING 4 SOURCES/USES		-	250,000	0.0%
E	NET INCREASE (DECREASE) IN FUND BALANCE		-	250,000	0.0%
F	FUND BALANCE, RESERVES				
	1 Beginning Fund Balance				
	a) As of July 1 - Unaudited	9791	-	-	0.0%
	b) Audit Adjustments	9793	-	-	0.0%
	c) As of July 1 - Audited		-	-	0.0%
	d) Other Restatements	9795	-	-	0.0%
	e) Adjusted Beginning Balance		-	-	0.0%
	2 Ending Balance, June 30		-	250,000	0.0%
	Components				
	a) Nonspendable				
	Revolving Cash	9711	-	-	0.0%
	Stores	9712	-	-	0.0%
	Prepaid Expenditures	9713	-	-	0.0%
	All Others	9719	-	-	0.0%
	b) Restricted	9740	-	-	0.0%
	c) Committed				
	Stabilization Arrangements	9750	-	-	0.0%
	Other Commitments	9760	-	-	0.0%
	d) Assigned				
	Other Assignments	9780	-	-	0.0%
	Wetlands Mitigation	9780	-	250,000	0.0%

10.2.13

	9780	-	-	0.0%
e) Unassigned/unappropriated				
Reserve for				
Economic Uncertainty	9789	-	-	0.0%
Unassigned/Unappropriated	9790	-	-	0.0%

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

		2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
G ASSETS				
1 Cash				
a) in County Treasury	9110	-		
1) Fair value adjustment to Cash in County Treasury	9111	-		
b) in Banks	9120	-		
c) in Revolving Fund	9130	-		
d) with Fiscal Agent	9135	-		
e) collections awaiting deposit	9140	-		
2 Investments	9150	-		
3 Accounts Receivable	9200	-		
4 Due from Grantor Government	9290	-		
5 Due from Other Funds	9310	-		
6 Stores	9320	-		
7 Prepaid Expenditures	9330	-		
8 Other Current Assets	9340	-		
9 TOTAL ASSETS		-		
H LIABILITIES				
1 Accounts Payable	9500	-		
2 Due to Grantor Governments	9590	-		
3 Due to Other Funds	9610	-		
4 Current Loans	9640	-		
5 Deferred Revenue	9650	-		
6 TOTAL LIABILITIES		-		
I FUND EQUITY				
Ending Fund Balance, June 30th		-		

[Balance sheet agrees to Operating Statement] *TRUE*

10.2.14

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

July 1 Budget (Single Adoption)
Building Fund

	Object	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
A REVENUES				
1 LCFF Sources	8010-8099	-	-	0.0%
2 Federal Revenue	8100-8299	-	-	0.0%
3 Other State Revenue	8300-8599	-	-	0.0%
4 Other Local Revenue	8600-8799	17,000	100,000	488.2%
5 TOTAL REVENUES		17,000	100,000	488.2%
B EXPENDITURES				
1 Certificated salaries	1000-1999	-	-	0.0%
2 Classified salaries	2000-2999	-	-	0.0%
3 Employee Benefits	3000-3999	-	-	0.0%
4 Books & Supplies	4000-4999	22,343	7,000	-68.7%
Services & Other				
5 Operating Expenditures	5000-5999	408,789	1,258,540	207.9%
6 Capital Outlay	6000-6999	2,121,355	8,250,000	288.9%
	7100-7299			
7 Other Outgo	7400-7499	-	-	0.0%
8 Indirect Costs	7300-7399	-	-	0.0%
9 TOTAL EXPENDITURES		2,552,487	9,515,540	272.8%
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		(2,535,487)	(9,415,540)	271.4%
D 1 Interfund Transfers				
a) Transfers In	8900-8929	-	-	0.0%
b) Transfers out	7600-7629	-	-	0.0%
2 Other Sources/Uses				0.0%
a) Sources	8930-8979	10,000,000	-	-100.0%
b) Uses	7630-7699	-	-	0.0%
3 Contributions	8980-8999	-	-	0.0%
TOTAL OTHER FINANCING 4 SOURCES/USES		10,000,000	-	-100.0%
E NET INCREASE (DECREASE) IN FUND BALANCE		7,464,513	(9,415,540)	-226.1%
F FUND BALANCE, RESERVES				
1 Beginning Fund Balance				
a) As of July 1 - Unaudited	9791	2,019,034	9,483,547	369.7%
b) Audit Adjustments	9793	-	-	0.0%
c) As of July 1 - Audited		2,019,034	9,483,547	369.7%
d) Other Restatements	9795	-	-	0.0%
e) Adjusted Beginning Balance		2,019,034	9,483,547	369.7%
2 Ending Balance, June 30		9,483,547	68,007	-99.3%
Components				
a) Nonspendable				
Revolving Cash	9711	-	-	0.0%
Stores	9712	-	-	0.0%
Prepaid Expenditures	9713	-	-	0.0%
All Others	9719	-	-	0.0%
b) Restricted	9740		1,498,335	0.0%
c) Committed				
Stabilization Arrangements	9750	-	-	0.0%
Other Commitments	9760	-	-	0.0%
d) Assigned				
Other Assignments	9780	-	-	0.0%
District specific #1	9780	-	-	0.0%
District specific #2	9780	-	-	0.0%
e) Unassigned/unappropriated				
Reserve for Economic Uncertainty	9789	-	-	0.0%
Unassigned/Unappropriated	9790	9,483,547	(1,430,328)	-115.1%

10.2.15

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

			2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
G	ASSETS				
	1 Cash				
	a) in County Treasury	9110	483,547		
	1) Fair value adjustment to Cash in County Treasury	9111	-		
	b) in Banks	9120	-		
	c) in Revolving Fund	9130	-		
	d) with Fiscal Agent	9135	9,000,000		
	e) collections awaiting deposit	9140	-		
	2 Investments	9150	-		
	3 Accounts Receivable	9200	-		
	4 Due from Grantor Government	9290	-		
	5 Due from Other Funds	9310	-		
	6 Stores	9320	-		
	7 Prepaid Expenditures	9330	-		
	8 Other Current Assets	9340	-		
	9 TOTAL ASSETS		9,483,547		
H	LIABILITIES				
	1 Accounts Payable	9500			
	2 Due to Grantor Governments	9590	-		
	3 Due to Other Funds	9610	-		
	4 Current Loans	9640	-		
	5 Deferred Revenue	9650	-		
	6 TOTAL LIABILITIES		-		
I	FUND EQUITY				
	Ending Fund Balance, June 30th		9,483,547		

10.2.16

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

July 1 Budget (Single Adoption)
Capital Facilities Fund

		Object	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
A	REVENUES				
	1 LCFF Sources	8010-8099	-	-	0.0%
	2 Federal Revenue	8100-8299	-	-	0.0%
	3 Other State Revenue	8300-8599	-	-	0.0%
	4 Other Local Revenue	8600-8799	1,518,500	1,325,000	-12.7%
	5 TOTAL REVENUES		1,518,500	1,325,000	-12.7%
B	EXPENDITURES				
	1 Certificated salaries	1000-1999	-	-	0.0%
	2 Classified salaries	2000-2999	132,139	147,903	11.9%
	3 Employee Benefits	3000-3999	45,494	49,630	9.1%
	4 Books & Supplies	4000-4999	47,300	11,000	-76.7%
	Services & Other				
	5 Operating Expenditures	5000-5999	98,762	93,500	-5.3%
	6 Capital Outlay	6000-6999	232,300	175,000	-24.7%
		7100-7299			
	7 Other Outgo	7400-7499	-	-	0.0%
	8 Indirect Costs	7300-7399	-	-	0.0%
	9 TOTAL EXPENDITURES		555,995	477,033	-14.2%
C	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		962,505	847,967	-11.9%
D	1 Interfund Transfers				
	a) Transfers In	8900-8929	-	-	0.0%
	b) Transfers out	7600-7629	600,000	600,000	0.0%
	2 Other Sources/Uses				0.0%
	a) Sources	8930-8979	-	-	0.0%
	b) Uses	7630-7699	-	-	0.0%
	3 Contributions	8980-8999	-	-	0.0%
	TOTAL OTHER FINANCING 4 SOURCES/USES		(600,000)	(600,000)	0.0%
E	NET INCREASE (DECREASE) IN FUND BALANCE		362,505	247,967	-31.6%
F	FUND BALANCE, RESERVES				
	1 Beginning Fund Balance				
	a) As of July 1 - Unaudited	9791	1,444,593	1,807,098	25.1%
	b) Audit Adjustments	9793	-	-	0.0%
	c) As of July 1 - Audited		1,444,593	1,807,098	25.1%
	d) Other Restatements	9795	-	-	0.0%
	e) Adjusted Beginning Balance		1,444,593	1,807,098	25.1%
	2 Ending Balance, June 30		1,807,098	2,055,065	13.7%
	Components				
	a) Nonspendable				
	Revolving Cash	9711	-	-	0.0%
	Stores	9712	-	-	0.0%
	Prepaid Expenditures	9713	-	-	0.0%
	All Others	9719	-	-	0.0%
	b) Restricted	9740	1,807,098	2,055,065	13.7%
	c) Committed				
	Stabilization Arrangements	9750	-	-	0.0%
	Other Commitments	9760	-	-	0.0%
	d) Assigned				
	Other Assignments	9780	-	-	0.0%
	District specific #1	9780	-	-	0.0%
	District specific #2	9780	-	-	0.0%
	e) Unassigned/unappropriated				
	Reserve for Economic Uncertainty	9789	-	-	0.0%
	Unassigned/Unappropriated	9790	-	-	0.0%

10.2.17

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

		2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
G ASSETS				
1 Cash				
a) in County Treasury	9110	1,807,098		
1) Fair value adjustment to Cash in County Treasury	9111	-		
b) in Banks	9120	-		
c) in Revolving Fund	9130	-		
d) with Fiscal Agent	9135	-		
e) collections awaiting deposit	9140	-		
2 Investments	9150	-		
3 Accounts Receivable	9200	-		
4 Due from Grantor Government	9290	-		
5 Due from Other Funds	9310	-		
6 Stores	9320	-		
7 Prepaid Expenditures	9330	-		
8 Other Current Assets	9340	-		
9 TOTAL ASSETS		1,807,098		
H LIABILITIES				
1 Accounts Payable	9500	-		
2 Due to Grantor Governments	9590	-		
3 Due to Other Funds	9610	-		
4 Current Loans	9640	-		
5 Deferred Revenue	9650	-		
6 TOTAL LIABILITIES		-		
I FUND EQUITY				
Ending Fund Balance, June 30th		1,807,098		

10.2.18

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

July 1 Budget (Single Adoption)
County Facilities Fund

		Object	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
A	REVENUES				
	1 LCFF Sources	8010-8099	-	-	0.0%
	2 Federal Revenue	8100-8299	-	-	0.0%
	3 Other State Revenue	8300-8599	-	-	0.0%
	4 Other Local Revenue	8600-8799	12,000	10,000	-16.7%
	5 TOTAL REVENUES		12,000	10,000	-16.7%
B	EXPENDITURES				
	1 Certificated salaries	1000-1999	-	-	0.0%
	2 Classified salaries	2000-2999	-	-	0.0%
	3 Employee Benefits	3000-3999	-	-	0.0%
	4 Books & Supplies	4000-4999	-	-	0.0%
	Services & Other				
	5 Operating Expenditures	5000-5999	15,000	-	-100.0%
	6 Capital Outlay	6000-6999	868,278	-	-100.0%
		7100-7299			
	7 Other Outgo	7400-7499	-	-	0.0%
	8 Indirect Costs	7300-7399	-	-	0.0%
	9 TOTAL EXPENDITURES		883,278	-	-100.0%
C	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		(871,278)	10,000	-101.1%
D	1 Interfund Transfers				
	a) Transfers In	8900-8929	-	-	0.0%
	b) Transfers out	7600-7629	-	-	0.0%
	2 Other Sources/Uses				0.0%
	a) Sources	8930-8979	-	-	0.0%
	b) Uses	7630-7699	-	-	0.0%
	3 Contributions	8980-8999	-	-	0.0%
	TOTAL OTHER FINANCING				
	4 SOURCES/USES		-	-	0.0%
E	NET INCREASE (DECREASE) IN FUND BALANCE		(871,278)	10,000	-101.1%
F	FUND BALANCE, RESERVES				
	1 Beginning Fund Balance				
	a) As of July 1 - Unaudited	9791	1,619,417	748,139	-53.8%
	b) Audit Adjustments	9793	-	-	0.0%
	c) As of July 1 - Audited		1,619,417	748,139	-53.8%
	d) Other Restatements	9795	-	-	0.0%
	e) Adjusted Beginning Balance		1,619,417	748,139	-53.8%
	2 Ending Balance, June 30		748,139	758,139	1.3%
	Components				
	a) Nonspendable				
	Revolving Cash	9711	-	-	0.0%
	Stores	9712	-	-	0.0%
	Prepaid Expenditures	9713	-	-	0.0%
	All Others	9719	-	-	0.0%
	b) Restricted	9740	748,139	758,139	1.3%
	c) Committed				
	Stabilization Arrangements	9750	-	-	0.0%
	Other Commitments	9760	-	-	0.0%
	d) Assigned				
	Other Assignments	9780	-	-	0.0%
	District specific #1	9780	-	-	0.0%
	District specific #2	9780	-	-	0.0%
	e) Unassigned/unappropriated				
	Reserve for				
	Economic Uncertainty	9789	-	-	0.0%
	Unassigned/Unappropriated	9790	-	-	0.0%

10.2.19

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

		2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
G ASSETS				
1 Cash				
a) in County Treasury	9110	748,139		
1) Fair value adjustment to Cash in County Treasury	9111	-		
b) in Banks	9120	-		
c) in Revolving Fund	9130	-		
d) with Fiscal Agent	9135	-		
e) collections awaiting deposit	9140	-		
2 Investments	9150	-		
3 Accounts Receivable	9200	-		
4 Due from Grantor Government	9290	-		
5 Due from Other Funds	9310	-		
6 Stores	9320	-		
7 Prepaid Expenditures	9330	-		
8 Other Current Assets	9340	-		
9 TOTAL ASSETS		748,139		
H LIABILITIES				
1 Accounts Payable	9500	-		
2 Due to Grantor Governments	9590	-		
3 Due to Other Funds	9610	-		
4 Current Loans	9640	-		
5 Deferred Revenue	9650	-		
6 TOTAL LIABILITIES		-		
I FUND EQUITY				
Ending Fund Balance, June 30th		748,139		

10.2.20

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

July 1 Budget (Single Adoption)
Special Reserve Fund for Capital Outlay Projects

		Object	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
A	REVENUES				
	1 LCFF Sources	8010-8099	-	-	0.0%
	2 Federal Revenue	8100-8299	-	-	0.0%
	3 Other State Revenue	8300-8599	-	-	0.0%
	4 Other Local Revenue	8600-8799	2,000	1,000	-50.0%
	5 TOTAL REVENUES		2,000	1,000	-50.0%
B	EXPENDITURES				
	1 Certificated salaries	1000-1999	-	-	0.0%
	2 Classified salaries	2000-2999	-	-	0.0%
	3 Employee Benefits	3000-3999	-	-	0.0%
	4 Books & Supplies	4000-4999	-	-	0.0%
	Services & Other				
	5 Operating Expenditures	5000-5999	3,500	-	-100.0%
	6 Capital Outlay	6000-6999	11,000	-	-100.0%
		7100-7299			
	7 Other Outgo	7400-7499	-	-	0.0%
	8 Indirect Costs	7300-7399	-	-	0.0%
	9 TOTAL EXPENDITURES		14,500	-	-100.0%
C	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		(12,500)	1,000	-108.0%
D	1 Interfund Transfers				
	a) Transfers In	8900-8929	-	-	0.0%
	b) Transfers out	7600-7629	-	-	0.0%
	2 Other Sources/Uses				0.0%
	a) Sources	8930-8979	-	-	0.0%
	b) Uses	7630-7699	-	-	0.0%
	3 Contributions	8980-8999	-	-	0.0%
	TOTAL OTHER FINANCING 4 SOURCES/USES		-	-	0.0%
E	NET INCREASE (DECREASE) IN FUND BALANCE		(12,500)	1,000	-108.0%
F	FUND BALANCE, RESERVES				
	1 Beginning Fund Balance				
	a) As of July 1 - Unaudited	9791	230,884	218,384	-5.4%
	b) Audit Adjustments	9793	-	-	0.0%
	c) As of July 1 - Audited		230,884	218,384	-5.4%
	d) Other Restatements	9795	-	-	0.0%
	e) Adjusted Beginning Balance		230,884	218,384	-5.4%
	2 Ending Balance, June 30		218,384	219,384	0.5%
	Components				
	a) Nonspendable				
	Revolving Cash	9711	-	-	0.0%
	Stores	9712	-	-	0.0%
	Prepaid Expenditures	9713	-	-	0.0%
	All Others	9719	-	-	0.0%
	b) Restricted	9740	218,384	219,384	0.5%
	c) Committed				
	Stabilization Arrangements	9750	-	-	0.0%
	Other Commitments	9760	-	-	0.0%
	d) Assigned				
	Other Assignments	9780	-	-	0.0%
	District specific #1	9780	-	-	0.0%
	District specific #2	9780	-	-	0.0%
	e) Unassigned/unappropriated				
	Reserve for Economic Uncertainty	9789	-	-	0.0%
	Unassigned/Unappropriated	9790	-	-	0.0%

10.2.21

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

		2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
G ASSETS				
1 Cash				
a) in County Treasury	9110	218,384		
1) Fair value adjustment to Cash in County Treasury	9111	-		
b) in Banks	9120	-		
c) in Revolving Fund	9130	-		
d) with Fiscal Agent	9135	-		
e) collections awaiting deposit	9140	-		
2 Investments	9150	-		
3 Accounts Receivable	9200			
4 Due from Grantor Government	9290	-		
5 Due from Other Funds	9310	-		
6 Stores	9320	-		
7 Prepaid Expenditures	9330	-		
8 Other Current Assets	9340	-		
9 TOTAL ASSETS		218,384		
H LIABILITIES				
1 Accounts Payable	9500	-		
2 Due to Grantor Governments	9590	-		
3 Due to Other Funds	9610	-		
4 Current Loans	9640	-		
5 Deferred Revenue	9650	-		
6 TOTAL LIABILITIES		-		
I FUND EQUITY				
Ending Fund Balance, June 30th		218,384		

10.2.22

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

July 1 Budget (Single Adoption)
Capital Project Fund for Blended Component Units

	A REVENUES	Object	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
	1 LCFF Sources	8010-8099	-	-	0.0%
	2 Federal Revenue	8100-8299	-	-	0.0%
	3 Other State Revenue	8300-8599	-	-	0.0%
	4 Other Local Revenue	8600-8799	5,885,000	5,660,000	-3.8%
	5 TOTAL REVENUES		5,885,000	5,660,000	-3.8%
B	EXPENDITURES				
	1 Certificated salaries	1000-1999	-	-	0.0%
	2 Classified salaries	2000-2999	-	-	0.0%
	3 Employee Benefits	3000-3999	-	-	0.0%
	4 Books & Supplies	4000-4999	-	-	0.0%
	Services & Other				
	5 Operating Expenditures	5000-5999	66,270	40,270	-39.2%
	6 Capital Outlay	6000-6999	-	-	0.0%
		7100-7299			
	7 Other Outgo	7400-7499	8,053,945	7,964,041	-1.1%
	8 Indirect Costs	7300-7399	-	-	0.0%
	9 TOTAL EXPENDITURES		8,120,215	8,004,311	-1.4%
C	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		(2,235,215)	(2,344,311)	4.9%
D	1 Interfund Transfers				
	a) Transfers In	8900-8929	600,000	600,000	0.0%
	b) Transfers out	7600-7629	-	-	0.0%
	2 Other Sources/Uses				0.0%
	a) Sources	8930-8979	-	-	0.0%
	b) Uses	7630-7699	-	-	0.0%
	3 Contributions	8980-8999	-	-	0.0%
	TOTAL OTHER FINANCING 4 SOURCES/USES		600,000	600,000	0.0%
E	NET INCREASE (DECREASE) IN FUND BALANCE		(1,635,215)	(1,744,311)	6.7%
F	FUND BALANCE, RESERVES				
	1 Beginning Fund Balance				
	a) As of July 1 - Unaudited	9791	13,562,486	11,927,271	-12.1%
	b) Audit Adjustments	9793	-	-	0.0%
	c) As of July 1 - Audited		13,562,486	11,927,271	-12.1%
	d) Other Restatements	9795	-	-	0.0%
	e) Adjusted Beginning Balance		13,562,486	11,927,271	-12.1%
	2 Ending Balance, June 30		11,927,271	10,182,960	-14.6%
	Components				
	a) Nonspendable				
	Revolving Cash	9711	-	-	0.0%
	Stores	9712	-	-	0.0%
	Prepaid Expenditures	9713	-	-	0.0%
	All Others	9719	-	-	0.0%
	b) Restricted	9740	11,927,271	10,182,960	-14.6%
	c) Committed				
	Stabilization Arrangements	9750	-	-	0.0%
	Other Commitments	9760	-	-	0.0%
	d) Assigned				
	Other Assignments	9780	-	-	0.0%
	District specific #1	9780	-	-	0.0%
	District specific #2	9780	-	-	0.0%
	e) Unassigned/unappropriated				
	Reserve for Economic Uncertainty	9789	-	-	0.0%
	Unassigned/Unappropriated	9790	-	-	0.0%

10.2.23

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

		2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
G ASSETS				
1 Cash				
a) in County Treasury	9110	8,922,211		
1) Fair value adjustment to Cash in County Treasury	9111	-		
b) in Banks	9120	-		
c) in Revolving Fund	9130	-		
d) with Fiscal Agent	9135	3,005,060		
e) collections awaiting deposit	9140	-		
2 Investments	9150	-		
3 Accounts Receivable	9200	-		
4 Due from Grantor Government	9290	-		
5 Due from Other Funds	9310	-		
6 Stores	9320	-		
7 Prepaid Expenditures	9330	-		
8 Other Current Assets	9340	-		
9 TOTAL ASSETS		11,927,271		
H LIABILITIES				
1 Accounts Payable	9500	-		
2 Due to Grantor Governments	9590	-		
3 Due to Other Funds	9610	-		
4 Current Loans	9640	-		
5 Deferred Revenue	9650	-		
6 TOTAL LIABILITIES		-		
I FUND EQUITY				
Ending Fund Balance, June 30th		11,927,271		

10.2.24

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:
PI Year 5 Restructuring Plan for
First Street Elementary School

AGENDA ITEM AREA:
Action

REQUESTED BY:
Kerry Callahan KC

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
NA

MEETING DATE:
June 2, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:

Under ESEA, PI schools are responsible for implementing certain state and federal requirements during each year that they are in PI. In year four "Restructuring" of PI, schools must prepare an alternative governance plan that meets one of the following restructuring criteria:

1. Reopen the school as a charter;
2. Replace all or most of the staff including the principal;
3. Contract with an outside entity to manage the school;
4. Any other major restructuring; or
5. State take over (not an option for California).

The plan is to then be implemented in year five of PI. First Street Elementary School is in year 5+ of PI and has developed a plan for alternative governance that meets criteria 4 above. First Street Elementary School plans to become a Visible Learning School by implementing sound research-based practices in accordance with the work of Dr. John Hattie. They have received (and will continue to receive) training and technical assistance from the Corwin Consulting Group, PCOE and Total Educational Systems Support and are prepared to implement their restructuring plan in the 2015-2016 school year. Educational Services will provide oversight of and support for plan implementation by working closely with First Street Elementary School's principal and leadership team.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

Enclosed is First Street Elementary School's updated Single Plan for Student Achievement, which serves as their restructuring plan. Also enclosed is process documentation that First Street Elementary School completed to support the development of their restructuring plan.

.

RECOMMENDATION:

Administration recommends that the board approve First Street Elementary School's updated Single Plan for Student Achievement, serving as their restructuring plan for PI.

The Single Plan for Student Achievement

School:	First Street School
CDS Code:	31669516117493
District:	Western Placer Unified School District
Principal:	Ruben Ayala
Revision Date:	May 15, 2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Ruben Ayala
Position:	Prinicipal
Phone Number:	(916) 645-6330
Address:	1400 First Street Lincoln, CA 95648
E-mail Address:	rayala@wpusd.k12.ca.us

The District Governing Board approved this revision of the SPSA on June 2, 2015.

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School Vision and Mission

First Street School's Vision and Mission Statements

The mission of First Street School is to create a quality educational environment where the unique gifts, abilities and culture of our students are acknowledged, affirmed, and developed. Students, faculty, parents and community work as a unifying force to create a safe, supportive and tolerant atmosphere where academic, emotional, social, artistic and physical development can reach their fullest potential. For our students to become productive members of society and life-long learners, our school promotes making responsible choices, embracing cultural diversity, and respecting one's self and others.

School Profile

First Street School is located at 1400 First Street in Lincoln, California. The school is one of seven elementary schools in the Western Placer Unified School District. The school serves kindergarten through fifth grades; the enrollment is 465 with two to three classes at each grade level. The ethnic composition of the student body is 69% Hispanic, 24% Caucasian, and 7% other designations. English, Spanish and Portuguese are the most common languages spoken in the community. The school operates a Structured English Immersion (SEI) program for the school's English learners; it also houses the Elementary Academy which serves the district's Gifted and Talented Education (GATE) and high achieving elementary students. Support services include a Special Education Resource Program, Speech and Language, two Intervention Service Providers, and a Title I reading intervention program for our first through fifth grade students.

Parents play important roles at First Street School through their active participation and involvement in Site Based Leadership Team (SBLT), Parent Teachers Club (PTC), annual events and regular volunteering in the classrooms. First Street School is becoming a focal point and community center for students and their parents

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The majority of our parents believe that First Street School provides a positive learning environment for their children. Some parents expressed an interest in having more emphasis on character education in an effort to minimize bullying incidents. Parents also expressed concerns about the absence of perimeter fencing around our school. The parents felt we had too many points of access to our campus.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

As part of our Visible Learning Action Plan, the principal will conduct focused walk-throughs to reinforce and monitor the targeted areas in the plan (see attachment). Formal observations will also be conducted as part of the certificated personnel evaluation process.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   The staff and administration analyze STAR and CELDT results on a yearly basis to determine areas of needed growth. In addition, most of the staff administers the assessments included in the CRLP Results program three times a year. Our teachers also administer and submit scores for the common assessments adopted by the district. All of these assessments help us to identify areas of need and to modify instruction in order to meet those needs and improve student achievement.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   Staff meet every Monday in professional learning communities to evaluate specific formative assessments, develop short-term goals as a grade level, and provide dialogue around effective strategies for helping all students reach grade level goals. As a school in Program Improvement Year 5, we are required to implement major restructuring of the school's governance arrangement that makes fundamental reforms and leads to improved student achievement. As part of this process the school's administration and leadership team have developed action plans to address student achievement (see attachments)

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   All staff are highly qualified. Staff meetings are utilized for professional development and staff are given opportunities to participate in county and district professional development activities.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

   All teachers at First Street School are appropriately credentialed. They have access to each component of the core curriculum as well as supplemental material used for intervention, and deliver the curriculum so as to address the content standards and district pacing guides.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

   In reviewing site/district assessment results and student performance in the classroom, we have determined that there is a need to continue to address implementation of Common Core State Standards in English Language Arts and mathematics. In the 2012/2013 and 2013/2014 school years, the staff had the opportunity to attend a series of on-site and county sponsored workshops on the implementation of CCSS.

   In an effort to effectively and efficiently transition to the Common Core State Standards, the teaching staff at First Street School has engaged in professional development offered by the district and Placer County Office of Education. Each of the grade levels at First Street School will continue to meet regularly and develop action plans to address increased student achievement through standards-based instruction. To assist the teachers in the development of the action plans, collaboration time will be provided throughout the year. As part of our Alternative Governance Option 5 Plan (for schools in PI Year 5), we will continue to

train staff in Visible Learning strategies and TESS direct instruction lesson design. A Visible Learning action plan was developed by the school's administration and leadership team (see attachment); the plan will used to guide our staff as we shift the focus from what teachers are teaching to what students are learning.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

A district peer coach is available to work with teachers in English/Language Arts and/or math. The district coach is trained in Visible Learning and the TESS direct instruction model and will assist our staff as we implement the Visible Learning action plan and TESS lesson design and delivery. The staff also receives assistance and support from PCOE curriculum experts.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers participate in Professional Learning Communities every Monday, excluding holidays.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

We are in the process of aligning all core curriculum to Common Core State Standards. Our new math adoption, EnVision by Pearson was selected because ot its close alignment to Common Core State Standards. Houghton-Mifflin, our language arts series, was selected by a district committee as our adoption based on its close alignment to state standards (at the time of adoption) and because its different components meet the needs of our diverse student population. Currently, the district is working with all schools to develop curriculum that supplements Houghton-Mifflin and that aligns to CCSS. Actions teams were developed with representation from the different schools and work has been done on the development of unit maps, a pacing schedule and units of instruction that align closely to the CCSS.

The district and school have also worked very diligently in aligning the curriculum in science, social studies, and the arts to state and district standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers develop weekly lesson plans that reflect the recommended minutes for instruction in each of the core curricular areas. In addition time is set aside to address character development and enrichment opportunities. Specific ELA instructional minutes: Grades 1-3, 2.5 hours; Grades 4-5, 2.0 hours. Specific math instructional minutes: Grades 1-5, 1.0 hours.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district, with help of grade level teacher representatives, has developed a pacing guide which teachers use to guide their instructional scope and sequence. Intervention is offered throughout the day by teachers during Universal Access time and it is also provided by instructional aides and Intervention Support Providers (ISP).

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Houghton-Mifflin, our language arts adoption, includes curriculum extensions for English Learners, for advanced student groups and for the learning disabled student. To further accommodate the needs of English Learners our school uses Harcourt's Moving Into English ELD curriculum. Harcourt HSP Math also offers extensions for special student populations. These materials are closely aligned to California Content Standards and are used as basis to meet the needs of all student groups. Teachers also supplement their instruction with other proven standards-based material such as: The Wright Skills, SRA reading intervention curricula, SIPPS literacy support material and Great Source writing handbooks.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials adopted and used by district teachers meet the requirements of the California Department of Education.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

A common practice at First Street School is to identify student performance levels and group for instruction according to the different levels. This strategy allows underperforming students to receive standards-based instruction at their level. Through analysis of assessment results from STAR, CBM and CRLP, we also identify those students most in need of intervention and provide them with services such as Title I Reading Intervention, after school tutoring, Homework Club, and Cross-age tutoring.

14. Research-based educational practices to raise student achievement

In addition to the core curriculum, staff use the SIPPS (Systematic Instruction in Phonemic Awareness), Frames for Fluency, Focused Approach to Houghton-Mifflin and GLAD teaching strategies, core curriculum intervention and enrichment activities, and district adopted ELL materials. Staff will also be implementing Visible Learning strategies and will use the TESS direct instruction model tor lesson design and classroom instruction.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

We are very fortunate to have a great number of resources available to students in the Western Placer Unified School District and on our school site. The Lighthouse Resource Center is a district-based agency that offers a variety of services including: counseling for students and their families, parenting classes, low cost health coverage for children through Healthy Families/Medi-Cal Insurance, immunization and flu clinics, and other services. On our site, we have the C.A.R.E. After School Program which provides academic reinforcement, enrichment activities and physical education for our students. We also have the First Street School Homework Club four days per week. Students who attend the Homework Club have an opportunity to complete their homework in a quiet environment, free from distractions and staffed with certificated personnel to assist those students in need of help

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

N/A

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Some of the services available at First Street School that are funded with categorical monies include: Title I intervention for underperforming students in grades 1, 2, 3, 4, and 5; after school tutoring in mathematics and reading; and an RSP program for those students who qualify for special education services.

18. Fiscal support (EPC)

The site receives $21/student for general funds, SBLT funds ($4,000 for this year), and lottery funds ($500/teacher). The Parent Teacher Club (PTC) also supplements school funding to support enrichment activities and general classroom needs.

Description of Barriers and Related School Goals

Our school has a significant number of English learners at varied levels of English language acquisition. This in itself would not present a barrier if not for the fact that our ELs are expected to perform as well as our native speakers on standardized testing. The majority of our EL students make excellent gains, but it's usually not until fourth of fifth grade that they are able perform as well as their English-only peers on state testing.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	283	308		64	76		0	0		6	7	
Growth API	818	798		890	882							
Base API	829	817		893	891							
Target	A	A		A	A							
Growth	-11	-19		-3	-9							
Met Target	Yes	No		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	197	210		146	162		214	232		40	52	
Growth API	785	760		757	735		781	754		779	733	
Base API	792	783		772	756		793	779		776	775	
Target	5	5		5	5		5	5				
Growth	-7	-23		-15	-21		-12	-25				
Met Target	No	No		No	No		No	No				

Conclusions based on this data:

1. Our white subgroup continues to perform well. There has been a slight drop in this subgroup, but it is not significant.
2. Our Hispanic/English learner subgroup has experienced a significant drop in API. We need to take a look at program delivery tor this group.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		--			100	100	
Number At or Above Proficient	159	141		49	52		--			--		
Percent At or Above Proficient	56.2	45.8		76.6	68.4		--	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	92	74		58	47		99	83		24	23	
Percent At or Above Proficient	46.7	35.2		39.7	29.0		46.3	35.8		60.0	44.2	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		No	No		No	No		--	--	

Conclusions based on this data:

1. As with API, we experienced a drop in the percent of students at or above proficient, in particular with Hispanic/English learner subgroup.

10.3.10

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		--			100	100	
Number At or Above Proficient	173	190		50	59		--			--		
Percent At or Above Proficient	61.1	61.7		78.1	77.6		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	105	116		70	79		114	125		25	30	
Percent At or Above Proficient	53.3	55.2		47.9	48.8		53.3	53.9		62.5	57.7	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		No	No		No	No		--	--	

Conclusions based on this data:

1. All of our subgroups, with the exception of Students with Disabilities, experienced slight growth in mathematics.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	1	3	11	30	18	49	7	19			37
2	3	6	13	25	27	52	8	15	1	2	52
3	3	7	11	24	23	51	7	16	1	2	45
4	2	5	21	53	16	40	1	3			40
5	6	18	17	52	6	18	3	9	1	3	33
Total	15	7	73	35	90	43	26	13	3	1	207

Conclusions based on this data:

1. There are more students in the Beginning and Early Intermediate levels in the primary grades.
2. The majority of our students are in the Early intermediate and Intermediate levels.

10.3.12

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	187	196	207
Percent with Prior Year Data	99.5%	100.0%	100.0%
Number in Cohort	186	196	207
Number Met	121	111	121
Percent Met	65.1%	56.6%	58.5%
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	211	31	203	32	206	38
Number Met	48	16	43	18	57	25
Percent Met	22.7%	51.6%	21.2%	56.3%	27.7%	65.8%
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	No	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	

Conclusions based on this data:

1. Our school did not meet AMAO 1 for the first time since we've been administering the CELDT. We need to look at our ELD program and how we deliver ELD to our students.

10.3.13

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	639	634	641
Percent with Prior Year Data	99.4	100.0	100.0
Number in Cohort	635	634	641
Number Met	400	369	370
Percent Met	63.0	58.2	57.7
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	515	251	473	266	476	283
Number Met	122	142	112	139	119	158
Percent Met	23.7	56.6	23.7	52.3	25.0	55.8
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1.

10.3.14

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement in Meeting Academic Standards
LCAP GOAL:
LCAP Goals 1, 2, & 4
LEA GOAL:
LEAP Goals 1 & 5
SCHOOL GOAL #1:
All students will achieve at high levels in English Language Arts and Mathematics. All parents will be actively involved in their children's education.
Data Used to Form this Goal:
Site formative assessment and district benchmarks.
Findings from the Analysis of this Data:
A percentage of students continue to fall below state and federal criteria for meeting English Language Arts standards.
How the School will Evaluate the Progress of this Goal:
Review of state end-of-year assessments, classroom assessments, and district assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with Common Core State Standards: Curriculum mapping and calibration at each grade level that aligns instruction to California Standards The school will follow a district approved lesson pacing schedule and common assessment guide for each grade level	14-15 school year	Teachers Principal	Teachers will use Early Release Days	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
As part of implementing the Professional Learning Community model, the school will develop a consistent assessment and monitoring system for the English/Language Arts program with particular focus given to the Hispanic/English learner subgroup. Our Program Improvement (PI) Year 5 Plan calls for First Street School to align Visible Learning strategies with TESS lesson design and delivery as a means of providing our students with effective first instruction based on the Common Core State Standards. This emphasis will focus on ensuring that our students receive an intentional system of instruction that highlights high expectations through direct instruction, increased student engagement and ongoing participation in the learning process.						
Improvement of instructional strategies and materials: Support the transition to the Common Core State Standards (CCSS). Continue the use of the Renaissance Place program to supplement reading and math instruction. Continue to use the CCSS aligned Study Island computer program. Continue to support literacy in the	14-15 school year	Teachers Principal	Cost associated with renewal the Renaissance Place computer-based program. Cost associated with the renewal of Study Island, a computer based, CCSS aligned program. Cost associated with the renewal of the Pebble Go program	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	LCFF–Supplemental LCFF–Supplemental LCFF–Supplemental	6,374 3,140 995

10.3.16

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
primary grades with the Pebble Go computer program. Provide organizational support for for student success Introduce magazines as reading material in the classrooms and the library As part of the Professional Learning Community model, the teachers will continue to have increased opportunity to collaborate in order develop SMART Goals to improve student achievement and to plan and discuss lesson delivery (based on curriculum-embedded assessment data) Provide classroom teachers with the technology needed for students to access all learning opportunities			Cost associated with providing folders for the primary grades and student planners for the intermediate grades (see parent participation expenditure)	4000-4999: Books And Supplies	Title I Part A: Allocation	
			Cost of magazine subscriptions	4000-4999: Books And Supplies	Title I Part A: Allocation	2,300
			Cost of software licenses and permits and cost of maintaining and updating current technoolgy in the classrooms	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1,000
Extended Learning Time: Title I reading intervention for at-risk students in grades K-2 Provide intervention for our struggling students with Intervention Support Providers (ISP) and instructional aide time Implementation of SRA Reading Mastery and SIPPS as intervention programs for struggling readers Provide extended learning	14-15 school year	Title I teacher ISP's & Instructional Aides Teachers	Cost of Title I teacher (1 FTE)	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	43,062
			Cost of three ISP's (a total of 11.5 hours daily)	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	63,664
			Cost of ISP services not funded by Title I	2000-2999: Classified Personnel Salaries	LCFF–Supplemental	15,659
			Hourly cost for teachers providing enrichment classes	1000-1999: Certificated Personnel Salaries	LCFF–Supplemental	1,097
			Cost of program	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	7,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
opportunities to our GATE and High Achiever identified students through the District's W-PEP program Provide an opportunity for students to engage in an elementary band program.						
Staff development and professional collaboration: Provide planning time for teachers during Early Release Days and regularly scheduled grade level meetings As budget permits, staff will participate in related workshops or training including Visible Learning training as well as training on effective first instruction (TESS). Approximately half of our teaching staff will participate in TESS training in the spring of 2015. A second cohort will receive training in the fall of 2015. Visible Learning training will be offered by Placer County Office of Education in the fall of 2015. First Street School will send a second team of teachers to participate in this training opportunity. The district has provided and will continue to provide support to our certificated staff by offering articulation meetings. Our staff will	14-15 school year 14-15 and 15-16 school years 15-16 school year	Teachers Principal Teachers Teachers	Cost of workshops or training	5000-5999: Services And Other Operating Expenditures None Specified	Title I Part A: Professional Development (PI Schools) None Specified	20,908

10.3.18

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
continue to participate in the district articulation effort.(CAIPS Committee) As part of the Professional Learning Community model, the teachers will continue to have increased opportunity to collaborate in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data)						
Involvement of staff, parents and community: Identify, through SST's, grade level meetings and multi-grade articulation meetings, those students in need of academic support services Parent/teacher conferences and on-going communication to discuss academics and if necessary truancy Use of student folders in the primary grades and student agendas in the intermediate grades (both items include school rules, procedures, etc.) Regular and timely communication with parents via newsletters, reports, notices, etc. Implement consistent measures to insure the safety of the students and staff. English Learner Advisory Committee (ELAC) meetings are held at least 4 times a year	14-15 school year	Teachers Students Office staff Administration	Cost of SST coordinator	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2,000
			Cost of interpreters for our non-English speaking families	2000-2999: Classified Personnel Salaries	Economic Impact Aid	300
			Cost of folders and agendas		Title I Part A: Allocation	2,015
			The cost associated with the printing of documents and reports		Title I Part A: Allocation	2,000
			The cost associated with the purchase of video surveillance equipment	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	4,253
			Cost of scholarships to allow needy students to participate	7000-7439: Other Outgo	LCFF--Supplemental	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
We plan to offer two workshops/meetings to parents of Title I students. Parents would learn strategies on how to help their students and they would receive materials to take home to implement the strategies FSS would like to provide students with the opportunity to participate in school sponsored trips and activities regardless of financial hardship						
Monitoring Program Implementation: Teachers and administration will monitor student progress on the OARS data management system Teachers will monitor student progress on our Accelerated Math program Administration will monitor program implementation through teacher observations, routine classroom walk-throughs, grade level meeting notes, Collaboration meeting minutes and review of OARS information Certificated staff and administration will review STAR testing program information to identify focus areas In implementing our PI Year 5 plan, it becomes incumbent that the administration monitor the implementation of the programs and strategies identified in the plan (see attachment). One staff meeting a	14-15 school year	Teachers Administration	Cost associated with the renewal of the RenLearn program			

10.3.20

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
month will be dedicated to the components of Visible Learning and TESS and classroom instruction will be monitored on a regular basis to ensure that the programs are being implemented with fidelity.						

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Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learner Achievement
LCAP GOAL:
LCAP Goal 1, 2, & 4
LEA GOAL:
LEAP Goal 1, 2 & 5
SCHOOL GOAL #2:
All English learners will increase at least one English language acquisition level as measured by CELDT.
Data Used to Form this Goal:
Results on annual CELDT assessments.
Findings from the Analysis of this Data:
A percentage of students continue to struggle with English language acquisition.
How the School will Evaluate the Progress of this Goal:
Review of CELDT results and ELD program assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with content standards: Curriculum mapping and calibration at each grade level that aligns instruction to CCSS. The school will develop and follow a district adopted lesson pacing schedule and common assessment guide for each grade level	14-15 school year	Teachers	Teachers are able to meet in grade level teams during Early Release Days two times each month.	None Specified	None Specified	
			Cost associated with providing intervention that includes after school tutoring for underperforming subgroups	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2,000

10.3.22

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
As part of implementing the Professional Learning Community model, the school will develop a consistent assessment and monitoring system for the mathematics program with particular focus given to the subgroups that failed to meet AYP targets Support classroom teachers with English learners by providing them with instructional aide time Our PI Year 5 plan calls for First Street School to align Visible Learning strategies with TESS lesson design and delivery as a means of providing our students, and in particular our English learners (this subgroup missed the ELA targets two consecutive years entering our school into PI) with effective first instruction. This emphasis will focus on ensuring that our students receive an intentional system of instruction that highlights high expectations through direct instruction, increased student engagement and ongoing participation in the learning process.			Cost associated with 5 hours of instructional aide time	2000-2999: Classified Personnel Salaries	Economic Impact Aid	31,927
			Cost associated with instructional aide time	2000-2999: Classified Personnel Salaries	LCFF–Supplemental	579
Improvement of instructional strategies and materials: Provide our English learners with enhanced opportunities to acquire the English language	14-15 school year	Teachers	Cost associated with technology to facilitate the acquisition of English.	5000-5999: Services And Other Operating Expenditures	LCFF–Supplemental	10,000
Extended Learning Time: Offer Homework Club	14-15 school years	Teachers	Cost to operate Homework Club	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5,200

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff development and professional collaboration: Provide planning time for teachers during Early Release Days and regularly scheduled grade level meetings As budget permits, allow staff the opportunity to attend related workshops or training The teaching staff will be provided an opportunity to participate in TESS and Visible Learning training. Approximately half our teaching staff received TESS training and coaching in the spring of 2015. A second cohort will receive the training in the fall of 2015. We will also be sending a second team to Visible Learning training (our Leadership has already received the training). The district has provided and will continue to provide support to our certificated staff by offering articulation meetings. Our staff will continue to participate in the district articulation effort.(CAIPS Committee) As part of the Professional Learning Community model, the teachers will continue to have increased opportunity to collaborate in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data)	14-15 school year	District Office Teachers Administration				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement of staff, parents and community: Dissemination of assessment results to parents Timely academic reports and referral for intervention if necessary Identify, through SST's, grade level meetings and multi-grade articulation meetings, those students in need of academic support services Parent/teacher conferences and on-going communication to discuss academics and if necessary truancy Use of student folders in the primary grades and student agendas in the intermediate grades (both items include school rules, procedures, etc.) Regular and timely communication with parents via newsletters, reports, notices, etc. Implement consistent measures to insure the safety of the students and staff. English Learner Advisory Committee (ELAC) meetings are held at least 4 times a year We plan to offer two workshops/meetings to parents of Title I students. Parents would learn	14-15 school year	Teachers Students Office staff Principal	Possible release time for teachers would require substitutes (see goal 1 expenditures) The cost of student folders and agendas (see goal 1 expenditures) The cost associated with the printing of documents & reports (see goal 1 expenditures) The cost associated with "visitor stickers" (see goal 1 expenditures) The cost of field trips and/or other activities for those students with financial need (see goal 1 expenditures)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
strategies on how to help their students and they would receive materials to take home to implement the strategies FSS would like to provide students with the opportunity to participate in school sponsored trips and activities regardless of financial hardship						
Monitoring Program Implementation: Teachers and administration will monitor student progress on the OARS data management system Administration will monitor program implementation through teacher observations, routine classroom walk-throughs, grade level meeting notes, PLC collaboration notes and review of OARS information Certificated staff and administration will review CBM assessment information to identify focus areas	14-15 school year	Teachers Administration				

10.3.01

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Attendance
LCAP GOAL:
LCAP Goal 1, 2, & 4
LEA GOAL:
LEAP Goal 1, 2 & 5
SCHOOL GOAL #3:
By June of 2015, First Street School's attendance rate will increase to 97.14%. Our current baseline is 96.64%.
Data Used to Form this Goal:
Attendance tracking data.
Findings from the Analysis of this Data:
A small percentage of students continue to accrue absences to the point of being identified as truant.
How the School will Evaluate the Progress of this Goal:
We will track attendance monthly to ensure that we're on track to meet our goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Extended Learning Time: Weekly perfect attendance recognition Monthly perfect attendance recognition Bicycle giveaway at the end of the year Home visits to encourage reluctant	14-15 school year	Principal	Bicycles for our incentive program are provided by community partners such as Horace Mann Insurance Company.			

10.3.27

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
students to attend school						
Staff development and professional collaboration: • Attend training offered by the county or district related to improving student attendance	14-15 school year	Principal and appropriate staff				
Involvement of staff, parents and community: Weekly clearing of unverified absences each Friday Weekly SARB / Attendance letter generated each Friday Weekly SARB / Attendance letters sent each Friday PLC review of students receiving letters	14-15 school year	Attendance Clerk Principal Teachers				
Monitoring Program Implementation: Administration and staff will review monthly ADA percentages provided by the district to identify focus areas Enhance security on our campus by adding cameras to our video surveillance system	14-15 school year	Staff school administration	Cost of additional cameras to have increased coverage on campus	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid	4,783

10.3.28

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Transition Plans for Preschool Children
LCAP GOAL:
LCAP Goals 1,2,4,5
LEA GOAL:
LEA Goals 1,4,5
SCHOOL GOAL #4:
Transition plans for assisting preschool children in the successful transition to the schoolwide program will be in place.
Data Used to Form this Goal:
Data from progress monitoring, anectdotal records, PLC minutes
Findings from the Analysis of this Data:
Findings will reveal the strength of the existing early childhood programs (TK/K) as well as provide areas of growth
How the School will Evaluate the Progress of this Goal:
Review the data from progress monitoring, the PLC minutes and informal conversations with TK/K teachers

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PLC meetings between preschool, TK and K teachers to discuss current and incoming students as a means of ensuring academic support Attendance will be monitored and parents contacted at first sign of attendance issues Administration and staff will consistently review progress of new TK/K students as a means of	2014-2015 Year	Principal, staff				

10.3.29

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
monitoring and targeting specific areas needing additional support						

10.3.30

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LCAP GOAL:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

10.3.31

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Development
SCHOOL GOAL #2:
All English Learners will progress one language level as measured by CELDT.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The District EL Intervention Specialist will work closely with site administration to monitor ELD curriculum, instruction, and intervention to support language development of English learners.	2014-2015	Principal District EL Intervention Specialist	District EL Intervention Specialist Salary	1000-1999: Certificated Personnel Salaries	LCFF–Supplemental	5718

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	Economic Impact Aid	32,227.00
5000-5999: Services And Other Operating	Economic Impact Aid	4,783.00
1000-1999: Certificated Personnel Salaries	LCFF--Supplemental	1,097.00
2000-2999: Classified Personnel Salaries	LCFF--Supplemental	16,238.00
5000-5999: Services And Other Operating	LCFF--Supplemental	20,509.00
7000-7439: Other Outgo	LCFF--Supplemental	500.00
	Title I Part A: Allocation	4,015.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	59,262.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	63,664.00
4000-4999: Books And Supplies	Title I Part A: Allocation	2,300.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	1,000.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	4,253.00
5000-5999: Services And Other Operating	Title I Part A: Professional Development (PI	20,908.00

10.3.33

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Economic Impact Aid	37,010.00
LCFF–Supplemental	38,344.00
Title I Part A: Allocation	130,241.00
Title I Part A: Parent Involvement	4,253.00
Title I Part A: Professional Development (PI Schools)	20,908.00

10.3.34

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	60,359.00
2000-2999: Classified Personnel Salaries	112,129.00
4000-4999: Books And Supplies	2,300.00
5000-5999: Services And Other Operating Expenditures	51,453.00
7000-7439: Other Outgo	500.00

10.3.35

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	176,267.00
Goal 2	49,706.00
Goal 3	4,783.00

10.3.36

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ruben Ayala	X				
Nemesis Garcia				X	
Open				X	
Terri Leedy				X	
Open				X	
Vickie Vineyard				X	
Alicia Hernandez		X			
Anita Moya Del Pino		X			
Patric Stelma		X			
Angie Selter			X		
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

10.3.37

Worksheet for Considering

Alternative Governance Option 4

PI Year 4 Schools

Option 4: Implement any other major restructuring of the school's governance arrangement that makes fundamental reforms and leads to improved student achievement

Instructions: Respond to the following questions regarding the considerations to be made when deciding to implement a restructuring option not listed. This worksheet will assist LEAs and schools in determining whether or not the restructuring option they are considering is, in fact, "major restructuring." For each question, review the necessary data and determine how adequately it describes your school's situation. Data or sources you may wish to consider as you complete this worksheet include, but are not limited to: results of the APS or a similar comprehensive needs assessment tool; classroom observations; discussions with teachers and students; an analysis of the master schedule; professional development schedule; student achievement data (STAR, CAHSEE, curriculum-embedded assessments, etc.); and staff, community, and parent input from various sources.

Work with the other members of your planning team to respond to each of the following questions. Discuss your responses and come to consensus over whether or not the option would be a relevant choice for your school.

Describe the decision–making process at the school. Include the stakeholders involved, the types of decisions (fiscal, instructional, operational, etc.), and the responsible parties for implementing decisions.
First Street School engages in site-based decision making whenever possible. Stakeholders involved include Certificated and Classified staff, parents, community members and District Office administration, depending on the situation and type of decision being made. Most instructional decisions are considered and discussed by administration and the school Leadership Team. Leadership meets on the second Wednesday of each month and is comprised of the principal and one teacher at each grade level. The leadership team then seeks input from the rest of the staff and brings the information back to administration. Final decisions are based on the information gathered from the stakeholders involved. **Fiscal and operational decisions as well as some instructional decisions also involve participation from our School Site Council and our English Learner Advisory Committee. In addition, the principal has an open door policy and parents and community members are invited to drop in at any time.**

10.3.38

Based on stakeholder input, what major obstacles to student achievement remain at the school?

First Street School works hard to solicit ongoing input from all of our stakeholders. Some of the challenges cited by teachers are large class size, socio-economics (nearly 70% of our students have been identified as socio-economically disadvantaged), high number of EL students, limited access to resources at home and a language barrier between the school and our parent base. The majority of our parents are hard-working, often with more than one job and while they clearly want the best for their children, due to language issues, work schedules and family commitments, we have struggled to make parents active participants in the education of their children. Many of them are lacking an education themselves, and do not feel equipped to help with homework or other school related issues. Offering English classes as well as basic computer training has been somewhat helpful.

Identify and select research-based strategies for school reform that would address and overcome the obstacles.

Our team attended Joh Hattie's Visible Learning training. Hattie's research focuses on what works in raising student achievement. The instructional shift is on what the students are learning, rather than what the teacher is teaching. A significant part of this research encompasses the effect size and how evidence can be used to create innovation as well as remind us of best practices in the school environment. As part of the Visible Learning training that our Leadership Team participated in, we have identified the areas that we, as a school will focus on. Our Visible Learning Action Plan includes an emphasis in the areas of The Visible Learner, Inspired and Passionate Teachers, Effective Feedback and the Visible Learning School. Our expectation is that by implementing the strategies outlined in the action plan we will be better equipped to address and begin to overcome the identified obstacles.

Our school will also engage in TESS (Total Educational Systems Support) training for our teaching staff beginning in the spring of 2015. TESS is an effective lesson design model that incorporates brain research compatible strategies and effective instructional strategies research. Although our teachers currently work hard to deliver quality instruction, TESS is a focused approach with specific strategies that our staff will learn and practice together. The expectation is that this direct instruction model will be used by all the teachers at First Street School and that, combined with the Visible Learning work will make a significant impact on student achievement.

After selecting a research-based strategy for school reform, the planning team should consider the following questions.

What significant changes in school governance across at least one grade span (elementary, middle, or high) does the restructuring strategy address? **Although the leadership structure at First Street School will remain constant (Principal, Leadership Team) efforts are being made to examine the make-up of the Leadership Team. Those teachers who initially participated in the Visible Learning Training, as well as the TESS training are identified as true site leaders due to their interest in learning and implementing new strategies to improve their craft. This may lead to a revamping of our Leadership team to ensure that we have "the right people on the bus." We do have grade level teams who appear to be more insightful and reflective than others and those teachers (who in many cases are members of the Visible Learning team), will be the ones called upon to lead the change. District administration will also meet with the principal and/or the Leadership team on an ongoing basis as a means of support.** **It is our belief that the proposed implementation of Visible Learning strategies and TESS (direct instruction strategies) will significantly change the way we deliver instruction to students at First Street School. Student expectations will also change significantly. Expectations for our students will be higher, but we will balance the higher expectations with timely and appropriate support and intervention.**
What research-based practices does the restructuring strategy propose to implement in order to improve teaching and learning in multiple academic subject areas? **First Street School will implement research-based practices that will have a major impact on teaching and learning. Hattie's emphasis on effect size is taken into consideration as best practices are discussed. Both response to intervention and comprehensive interventions for students with learning disabilities are noted as significant influences in classroom instruction and to ensure that all students are receiving the interventions they need, instructional practices will be closely monitored in the coming year by both the principal and the District Educational Services department. Direct instruction is cited as having a positive effect size and by being trained in the TESS model we will be able to ensure that the quality of lesson delivery is maximized for student success. Current classroom practices include a variety of teaching methodologies and the Visible Learning strategies will help us to address student engagement/participation, inspired and passionate teaching and effective feedback to our students making them active participants in the learning process. Our commitment to continue to work as a Professional Learning Community (PLC) will ensure that the learning needs of our students are met in a timely manner.**

10.3.40

As a result of implementing this restructuring strategy, how will students be better involved and engaged in the learning process?

At First Street School, our students will become become visible learners. They will be able to articulate their learning intentions and explain criteria for success. They will look at their work with a critical eye will be able to evaluate their work and how it measures up against the stated success criteria. They will internalize the First Street School visible learners characteristics by talking about their learning, articulating next steps, setting mastery goals, analyzing results, and actively seeking feedback.

The TESS model serves to compliment the Visible Learning goals by incorporating many of the same strategies and philosophies. Inspired and passionate teachers monitor learning and provide feedback, are clear about their learning intentions, use interventions when appropriate and use a wide range of instructional strategies.

How does the proposed restructuring strategy align a variety of instructional strategies, tools, and academic subjects to form a cohesive, focused system of instruction for all students?

The goal at First Street School is to align Visible Learning strategies with TESS lesson design and delivery as a means of providing our students effective first instruction. This emphasis will focus on ensuring that our students receive an intentional system of instruction that highlights high expectations through direct instruction, increased student engagement and ongoing participation in the learning process. We will also continue our commitment to work as a PLC to ensure that we are responding to the learning needs of all students. The guiding questions of a PLC (What is it we want students to know, how will we know when they have learned it, what will we do for those who have not) will serve to help maintain focus as we create lessons and plan our instructional delivery.

How will the proposed program result in a tangible restructuring and refocusing of the school's governance processes and procedures?

By studying the tenets of Visible Learning as well as TESS, our staff will be in the position to make some major changes in their approach to lesson design and classroom expectations, both of for them and for the their students. As we focus on the strands Inspired and Passionate Teachers, Effective Feedback and the Visible Learning School, instruction will shift, as will the conversations in our PLCs. It is incumbent that the principal maintain his role as the Instructional Leader and monitor classroom instruction on a regular basis to ensure teachers continue honing their craft and become proficient at these "new" strategies. One staff meeting a month will be dedicated to the components of Visible Learning and TESS. The restructured Leadership team will work with the principal to ensure that teachers receive the support they need to do this work. District Office staff will also make frequent visits to the classrooms to offer support.

The proposed program makes everyone accountable for student achievement. All stakeholders will work together to ensure that our students are learning and achieving at increased levels. We will continue to develop a collaborative culture focused on student results. We will continue to employ school-wide systems of intervention and enrichment to ensure that student needs are being met, especially if we see that students are not achieving at the established levels.

Other issue(s) to consider:

We have the systems in place to produce a school culture focused on student achievement. Our focus now must be on building capacity with all stakeholders. We recognize that change is uncomfortable for many but in this case, the principal must set the tone for high expectations and the understanding that these strategies are to be embedded in daily practice. The "why" of this undertaking will be provided along with the necessary tools to be successful. Monitoring of implementation and subsequent follow through will be critical to ensure that these changes become a reality.

Concluding Question: What evidence supports the conclusion that this option **IS / IS NOT** a relevant option for this school?

This is clearly a relevant option for First Street School. Visible Learning, TESS and Professional Learning Communities are research-based programs that have been proven successful in increasing student achievement. We have the necessary tools to create a collaborative school culture focused on results. Now, it is up to us to shift the focus from how and what teachers are teaching to how and what students are learning.

Planning our Visible Learning journey

Our baseline evidence statements:

Our students are not generally able to articulate what they are learning; instead they say what they are doing.

- Have a student ask the questions?

In reading intervention (fluency), we have the greatest effect size in 2nd grade with 0.19 (that includes students who were already at benchmark or above).

- Recalculate data removing students who were already at benchmark or above
- Compare to comprehension intervention data?

Based on a student survey, 85% or more of third through fifth grade students are pleased with their classrooms. However, there are three outlying areas that could be addressed through additional work: give feedback (83%), is my teacher fair if I break the rules (66%), and challenging goals (84%).

- Purpose of this survey to get students engaged in the idea of also giving feedback
- How can we restructure survey to get feedback from K-2 in an appropriate manner?

Focus areas
These are the areas that we have decided to focus our efforts on:
The Visible Learner sample focus areas:

- Shared definition of an effective learner at our school
- Developing a shared language of learning across the school

Inspired and passionate teachers sample focus areas:

- Learning intentions and success criteria

Effective feedback sample focus areas:

- Instructional feedback (written, oral)

The visible learning school sample focus area:

- Lesson planning process

Aspiration
This is our aspiration for Visible Learning in our school:

All students will be able to exhibit the characteristics of a visible learner. They will understand what they are learning, how they are doing and where they will go next, and can interpret assessment results and act on this understanding.

10,3,42

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What activities will achieve this?

Guiding coalition
This group will have oversight of this work and guide the delivery team:

FSS Facilitators

Delivery team
This group is responsible for ensuring the delivery of the plan:

Inform team members through PLCs

10.3.14

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What practices need to become routine?

Students	Teachers	Leaders	Families/Communities
• Articulate their learning intentions and success criteria and how their work measures up against these • Can identify how and when they are using the effective FSS learner characteristics • Analyze results after each assessment	• Reinforce the effective learner profile through instruction, feedback, classroom displays, classroom talk, and lesson planning • Plan learning intentions and success criteria (lesson planning) and explain these to students (students begin working on defining success criteria using exemplars) • Lesson plans give time for students to reflect on their work in relation to the learning intentions and success criteria • Review and explain student assessments with students (planning next learning steps) • Revamp Back to School Night to address new	• Undertake walkthroughs and observations to reinforce key messages • Ensure sufficient time for professional learning and development • Lead/promote professional learning opportunities for staff • Hold student focus groups on an ongoing basis • Adjust timetable for next school year to allow for team professional development • Attend FSS Facilitators meeting to support planning and analyzing data • Revamp Back to School Night to address new school language of visible (FSS) learner characteristics • Use language/terminology in all opportunities in parent/community contact	• Parents ask students what they learned at school (rather than what they did) • Parents are involved in parent-teacher conferences • Back to School Night introduction to FSS learner characteristics

10.3.15

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Planning our Visible Learning journey

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Effective feedback sample focus areas:

- Instructional feedback (written, oral)

The visible learning school sample focus area:

- Lesson planning process

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10.3.16

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Targets and monitoring our progress

Targets	What will we do to know whether we are on track as we go?	How will we know we have achieved our target at the end of the specified time period?
By June 2015, using walkthroughs, randomly selected students will be able to explain what they are learning and their success criteria when asked 60% of the time.	We will conduct walkthroughs and analyze data collected during walkthroughs.	We will have the data to analyze and determine success.
By June 2015, all students and staff will be able to state the shared definition of an effective learner at FSS 90% of the time.	Create definition of an effective learner, formative assessment, Student of the Month assemblies, announcements, posters	Formative assessment, student/teacher survey, focus group
By December 2015, all stakeholders will be able to state the shared definition of an effective learner at FSS 90% of the time.	Disseminate information to parents/community through newsletters, conferences, Back to School Night, Open House, banner on the fence	
By June 2015, grade level PLCs will create one collaborative lesson plan per month (2nd or 4th month of the month).	Create format to use that include elements of visible learning. Keep copies in PLC binder. Include assessment component in lesson.	Ruben will check PLC binders.
By June 2015, teachers will be aware of the four levels of feedback, and feedback observations will show that feedback is targeted based on the student's level of proficiency and the learning intentions and success criteria.	Inform teaching staff about 4 levels of feedback, 4 levels of feedback checklist, tally sheet for walkthroughs/observations	Walkthrough and observation data
By June 2015, the staff will determine a shared language of learning across the school.	Staff-created definitions/language; PLC discussions, FSS Facilitator discussions, staff meetings	Hear language applied through observations, student survey, walkthroughs

10.34.01

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What activities will achieve this?

Guiding coalition
This group will have oversight of this work and guide the delivery team:

FSS Facilitators

Delivery team
This group is responsible for ensuring the delivery of the plan:

Inform team members through PLCs

10.3.48

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How will we get there?

What knowledge do these groups need?

Students

An understanding of:

- What an effective learner is
- Learning intentions and success criteria
- Instructional feedback (how helpful was instruction to getting to the end target, help them understand where they are in the learning process)
- What assessment tasks are for and what the results mean

Teachers

- A common definition of an effective FSS learner
- Ways to promote effective learner characteristics
- Learning intentions and success criteria – their purpose and how to use them effectively
- 4 levels of feedback (Visible Learners for Teachers pg 133-135)
- Feedback as informing teachers of their instructional effectiveness as well as informing students of their learning process
- Common understanding of collaborative lesson planning (template?)
- How to explain assessment tasks to students

Leaders

- Same items listed for teachers
- Effective walkthrough and observation techniques for feedback

Families/Communities

An understanding of:

- What an effective FSS learner is
- Learning intentions and success criteria and ways to talk to their children about these (translated copies as well)

10.3.14

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What practices need to become routine?

Students	Teachers	Leaders	Families/Communities
• Articulate their learning intentions and success criteria and how their work measures up against these • Can identify how and when they are using the effective FSS learner characteristics • Analyze results after each assessment	• Reinforce the effective learner profile through instruction, feedback, classroom displays, classroom talk, and lesson planning • Plan learning intentions and success criteria (lesson planning) and explain these to students (students begin working on defining success criteria using exemplars) • Lesson plans give time for students to reflect on their work in relation to the learning intentions and success criteria • Review and explain student assessments with students (planning next learning steps) • Revamp Back to School Night to address new	• Undertake walkthroughs and observations to reinforce key messages • Ensure sufficient time for professional learning and development • Lead/promote professional learning opportunities for staff • Hold student focus groups on an ongoing basis • Adjust timetable for next school year to allow for team professional development • Attend FSS Facilitators meeting to support planning and analyzing data • Revamp Back to School Night to address new school language of visible (FSS) learner characteristics • Use language/terminology in all opportunities in parent/community contact	• Parents ask students what they learned at school (rather than what they did) • Parents are involved in parent-teacher conferences • Back to School Night introduction to FSS learner characteristics

10.3.50

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school language of visible (FSS) learner characteristics • Use language/terminology in all opportunities in parent/community contact (including support staff)	(including support staff)

10.3.51

Visible Learning™ Action planning
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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:
CCPT Grant
Update on Middle School Ag Program

AGENDA ITEM AREA:
Information

REQUESTED BY:
Kerry Callahan
Assistant Superintendent

ENCLOSURES:
No

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
NA

MEETING DATE:
June 2, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:
As part of the California Career Pathways Trust (CCPT) Grant for Agriculture awarded to WPUSD a middle school program was added to Twelve Bridges and Glen Edwards Middle Schools. Students began taking an Agriculture elective in January 2015. Jessica Armistead will present an update to the board regarding the status of the new program at the middle schools.

RECOMMENDATION:
Administration recommends that the board hear the presentation and ask question as desired.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: The Western Placer Unified School District is committed to the pursuit of excellence in all of its endeavors.
BOARD OF TRUSTEES/GLOBAL DISTRICT 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:
Approving Resolution No. 14/15.23 in order to Appoint a Representative and an Alternate to the Schools Insurance Group Joint Powers Board

AGENDA ITEM AREA:
Action

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 2, 2015

ROLL CALL REQUIRED:
Yes

BACKGROUND:

As a participating agency in Schools Insurance Group, WPUSD must delegate a representative as a member of the Joint Powers Board and an alternate to serve in the absence of the representative.

RECOMMENDATION:

Administration recommends the Board approve the Resolution to appoint a representative to the Schools Risk and Insurance Management Group.

rk/wpfiles/factform/Resolution

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Resolution No. 14/15.23

A RESOLUTION BEFORE THE	)
GOVERNING BOARD OF THE	)
WESTERN PLACER UNIFIED	)
SCHOOL DISTRICT DESIGNATING	)
REPRESENTATIVE AND ALTERNATE	)
TO THE SCHOOL INSURANCE GROUP	)
JOINT POWERS BOARD	)

The following **RESOLUTION** was duly passed and adopted by the Board of Trustees of the above entitled district at a regular meeting held on the 2nd day of June 2015, by roll call vote.

AYES:

NOES:

ABSENT:

WHEREAS, this Agency is a Participating Agency of the Schools Risk and Insurance Management Group (SIG), and agencies; and

WHEREAS, the Bylaws of SIG state in part: "Each participating agency shall delegate one representative as a member of the Joint Powers Board, and one alternate to serve in the absence of the representative. Such appointment shall be by resolution of the Governing Board of the Agency." And

NOW, THEREFORE BE IT RESOLVED, that the Governing Board hereby designates the following individuals as the Representative and Alternate to the School Insurance Group Joint Powers Board:

REPRESENTATIVE: Audrey Kilpatrick, Assistant Superintendent of Business and Operations

ALTERNATE: Scott Leaman, Superintendent

THE FOREGOING RESOLUTION WAS DULY PASSED BY THE Governing Board of the Western Placer Unified School District on the 2nd of June 2015.

_____

Brian Haley, Board President

ATTEST:

_____

Kris Wyatt, Clerk

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. 14/15.24, Authorizing the Purchase of Portable Classrooms from Impact Construction Services, Inc., Under a Piggyback Contract Pursuant to Education Code Section 20118 (Lincoln High School)

AGENDA ITEM AREA:
Action

REQUESTED BY:
Mike Adell
Director of Facilities

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Fund 25 Developer Fees

MEETING DATE:
June 2, 2015

ROLL CALL REQUIRED:
Yes

BACKGROUND:

Due to projected growth and a current lack of available classroom space at Lincoln High School, it will be necessary for the District to add four (4) additional portable classrooms, one (1) portable restroom building, and associated site work at the site.

Because of an expeditious schedule, it is in the District's best interest to purchase and install the relocatable classrooms under a piggyback contract pursuant to Education Code Section 20118. The District has selected Impact Construction Services, Inc., through a bid (Bid No. 130-00) procured and authorized by the Fairfax School District on October 25, 2013 and extended through April 22, 2016. District staff has received an acceptable price proposal from Impact Construction Services, Inc., for the classroom and restroom buildings including all necessary interior and exterior finishes and components for a total cost of $267,122.72.

RECOMMENDATION:

Staff recommends that the Board of Trustees approve Resolution 14/15.24, Authorizing the Purchase of Portable Classrooms from Impact Construction Services, Inc., Under Piggyback Construct Pursuant to Education Code Section 20118.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 14/15.24

Purchase of Portable Classrooms and Restroom Building

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 acquisition of four (4) 24' x 40' portable classrooms and one (1) 12' x 40' restroom building (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 Impact Construction Services, Inc. through a bid procured by the Fairfax School District under piggyback contract authorized by Fairfax School District Board Action on April 9, 2015 effective until April 22, 2016 ("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.

APPROVED, PASSED AND ADOPTED by the Governing Board of the Western Placer Unified School District, Placer County, State of California, this _____ day of _____, 2015 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

_____
President of the Governing Board of
Western Placer Unified School District

ATTEST:

_____
Clerk of the Governing Board of
Western Placer Unified School District

Impact Construction Services, Inc
Impact Construction Services, Inc.1120 Commerce Ave, Box #9 Atwater CA, 95301
Tele 209-769-5508 Fax 559-665-5700

QUOTATION
May 26th, 2015

Western Placer Unified School District **(916) 645-5100**
600 Sixth Street, Suit 400
Lincoln, CA. 95648
Attention: Michael Adell (Director of Facilities)

Re: (4) Pre-Owned Refurbished 24x40 DSA Dupnick Modular Building(s) and (1) Pre-Owned Refurbished 12x40 Boy/Staff/Girl restroom

Building Type: Certified Pre-Owned Refurbished DSA Modular Building set on a pressure treated wood foundation.

(4) 24x40 Dupnick Classrooms to be delivered and installed at Lincoln High school

(1) 12x40 SteelGuard Boy/Staff/Girl Restroom to be delivered and installed at Lincoln High school

Note: The following prices are based on Impact Constructions Piggyback Agreement with Fairfax School District, on the Fairfax Elementary #4 Bid #130-00 and buildings provided are pre-owned and discounted accordingly

Specifications: see below-Building(s) are refurbished

24x40 Modular building purchase price **EACH**: **$39,844.98** (plus tax)

Piggyback Pricing List for Each 24x40

Bid Alternate:		
Item #A 1	Building Base Price	$44,426.00
Item #A 2	Installation	$7,954.00
Item #A16	Standard 26 oz. carpet	$2,516.00
Additive Alternates		
Item #200	Plumbed sink and cabinet w/bubbler	$5,750.00
Item #277	Freight (2) floors @ $1,300.00	$2,600.00
		$63,246.00
Discount for Pre-owned refurbished building	-37%	-$23,401.02
		$39,844.98
Sales Tax (Building Only)		$1062.27
	Price for each:	$40,907.25
	Total For (4)	**$163,629.00**

10.6.3

Piggyback Pricing List for 12x40 Boy/Staff/Girl RR

Bid Alternate:		
Item #V 1	Building Base Price	$64,020.00
Item #V 2	Installation	$10,766.00
Additive Alternates		
Item #260	Engineering and Design @350 hr @ 15 hr	$5,200.00
Item #277	Freight (1) floors @ $1,300.00	$1,300.00
		$81,286.00
Discount for Pre-owned refurbished building	-20%	-$16,257.00
		$65,028.80
Sales Tax (Building Only)		$1,638.00
	Total Price:	**$66,666.80**

Piggyback Pricing for TMP continuous deck and ramp/stairs

Following pricing found under Impact construction Services:

DSA metal landing @$1,300.00 per landing section @27 sections	$35,100.00
DSA metal ramp section @$750.00 @4 sections	$3,000.00
DSA metal landing (popout)@$1,300.00 per pop out@3 pop outs	$3,900.00
Metal Stairs with handrails @$1,785.00 @ (1) each	$1,785.00
Item#277 Ramp Delivery (3) loads (includes forklift) @$1,300.00 ea	$3,900.00
	$47,685.00
Discount for existing deck/ramps included in original cost of buildings	-$12,000.00
	$35,685.00
Sales Tax	$1,141.92
Total price for continuous deck and ramp/stairs	**$36,826.92**

Total for all

(4) 24x40's,	$163,629.00
(1) 12x40 B/S/G	$66,666.80
Continuos Deck system	$36,826.92
Total:	**$267,122.72**

Payment Terms

25% due upon execution of contract
45% due upon Start of building refurbishment
25% due upon delivery
5% due upon completion and customer sign-off

10.64

Building Specifications 24x40 Classrooms

1. Building(s)provided are wood frame structures
2. Flooring 1 1/8 T/G with New carpet and 4" cove base-color to be determined by customer
3. The exterior finish Duratemp wood siding or equal –Paint color to be determined by customer
4. The roof is single ply membrane or 26 gage standing seam
5. The ceiling provided is a T-grid system with 2'x4' T-8 Lights installed per applicable code
6. Wood framed walls
7. Interior wall finish is ½"tackboard (painted) over ½" Gypsum thru-out – paint color selection to be determined by customer
8. 5' front – 2' rear overhangs
9. Building insulation is: R-19 in the ceiling and R-11 in the walls and floor
10. (2) each duel pain windows
11. 6' base cabinet w/sink and bubbler
12. (1) Each 3'x7' hollow metal exterior door w/frames w/schlage locks.
13. The building is equipped with (1) amp panel with main breaker
14. Data and Misc. low voltage – Impact will provide back boxes and conduit.
15. (2) 4'x8' marker boards
16. (1) fire extinguisher
17. (1) Each 3 1/2 –ton wall mounted electric HVAC unit with supply ducting and return at wall.
18. Building set on a DSA approved pressure treated wood burm foundation system

Building Specifications 12x40 Boy/Staff/Girl Restroom

1. Building provided is a steel frame structure
2. 1 1/8 T/G flooring w/self-coving vinyl
3. The exterior finish original wood siding -color selections to be determined by customer
4. The roof is 26 gage standing seam or single ply membrane (whichever existing) with 2' overhangs on each end
5. The ceiling provided is a T-grid system with 2'x4' T-8 Lights installed per code
6. 2x4 Exterior walls
7. Interior wall finish is FRP panel over ½" water resistant sheetrock
8. Building insulation is: R-19 in the ceiling and R-13 in the walls and floor
9. (3) each 3'x7' hollow metal exterior door w/frames w/schlage locks
10. The building is equipped with electrical sub panel
11. Electrical lighting fixtures, receptacles and switches are installed per applicable code requirements
12. 3 each toilets and two each sinks in girl's restroom
13. 2 each toilet, 3 each urinals, and 2 each sinks in the boys restroom
14. Staff restroom room 1each toilet and 1 each sink
15. All plumbing in ABS and copper fixture fittings
16. (3) Each 180 CFM exhaust fans
17. Building will be set on a DSA pressure treated wood burm foundation

Clarifications and Exceptions

- Unless otherwise noted, building is quoted with standard features and finishes
- **Impact** is not responsible for delays beyond our control
- Price quoted assumes ready access to level site with large truck and trailer (fence removal by others)

- All site utility connections by others including main distribution panel and transformers
- **Impact** is responsible for the supply & installation of a pressure treated wood burm foundation system
- Site preparation of building pad by others
- Delivery time will be determined when notice to proceed is issued
- Price does not include any Architectural fees
- **Impact** will not be responsible for the removal and re-installation of any Architectural barrier
- Main electrical distribution panel and transformer by others
- Fire alarm system and FAC interface (if required) by others
- All low voltage systems, including telephone, and data by others. (Impact installs conduit and back box's)
- Fire sprinkler system (if required) by others
- It is assumed that building components can be delivered and set utilizing normal equipment and practices.
- All local submittals, permits, testing and fees required by others

ACCEPTANCE AND PRICING

The proposal is only good as long as supplies last. In order to secure building a down payment will be needed along with signed proposal.

Quotation submitted by: Duane Hamilton

Accepted by: _____

Date: 5/27/15

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Impact
CONSTRUCTION SERVICES, INC

FAIRFAX SCHOOL DISTRICT

Bid # 130-00 (revised 10-25-13) for Modular Buildings

PIGGYBACK

1120 Commerce Avenue, Box 9, Atwater, CA 95301 • Phone (209) 382-6633 Fax (209) 358-0471 • www.impactml.com

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the administrative office of the DISTRICT, located as noted above and are also available from the Director of the Department of Industrial Relations. It is the CONTRACTOR's responsibility to ensure the appropriate prevailing rates of per diem wages are paid for each classification. It shall be mandatory upon the CONTRACTOR to whom the contract is awarded, and upon any subcontractor under such CONTRACTOR, to pay not less than the said specified rates to all workers employed by them in the execution of the contract.

25. BID BOND: Bid Bond shall be for an amount of $1,000.

26. No Telephone or Facsimile Availability. No telephone or facsimile machine will be available to bidders on the DISTRICT premises at any time.

27. UTILIZATION OF BIDS BY OTHER SCHOOL DISTRICTS, COMMUNITY COLLEGES, CALIFORNIA STATE UNIVERSITIES AND OTHE PUBLIC AGENCYS. For the term of this contract and any mutually agreed extensions pursuant to this request for bids, at the option of the vendor, other school districts, community college districts, State Universities any public corporation or agency including any county, city, town, or public corporation or agency within the state of California, may purchase identical item(s) at the same price and upon the same terms and conditions pursuant to sections 20118 and 20652 of the Public Contract Code.

The Fairfax School District waives its right to require such other districts and offices to draw their warrants in favor of the District as provided in said Code sections.

Those entities able to participate in this contract are not limited to those listed below as per conditions set forth in the State of California Public Contract Code.

ALAMEDA COUNTY
ALAMEDA CITY UNIFIED
ALAMEDA COUNTY OFFICE OF EDUCATION
ALBANY UNIFIED
BERKELEY UNIFIED
CASTRO VALLEY UNIFIED
CHABOT-LAS POSITAS COMMUNITY COLLEGE
DUBLIN UNIFIED
EMERY UNIFIED
FREMONT UNIFIED
FREMONT-NEWARK COMMUNITY COLLEGE
HAYWARD UNIFIED
LIVERMORE VALLEY JOINT UNIFIED
MOUNTAIN HOUSE ELEMENTARY
NEW HAVEN UNIFIED
NEWARK UNIFIED
OAKLAND UNIFIED
PERALTA COMMUNITY COLLEGE
PIEDMONT CITY UNIFIED
PLEASANTON UNIFIED

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BUENA PARK ELEMENTARY
CAPISTRANO UNIFIED
CENTRALIA ELEMENTARY
COAST COMMUNITY COLLEGE
CYPRESS ELEMENTARY
FOUNTAIN VALLEY ELEMENTARY
FULLERTON ELEMENTARY
FULLERTON JOINT UNION HIGH
GARDEN GROVE UNIFIED
HUNTINGTON BEACH CITY ELEMENTARY
HUNTINGTON BEACH UNION HIGH
IRVINE UNIFIED
LA HABRA CITY ELEMENTARY
LAGUNA BEACH UNIFIED
LOS ALAMITOS UNIFIED
MAGNOLIA ELEMENTARY
NEWPORT-MESA UNIFIED
NORTH ORANGE COUNTY COMMUNITY COLLEGE
OCEAN VIEW ELEMENTARY
ORANGE COUNTY OFFICE OF EDUCATION
ORANGE UNIFIED
PLACENTIA-YORBA LINDA UNIFIED
RANCHO SANTIAGO COMMUNITY COLLEGE
SADDLEBACK VALLEY UNIFIED
SANTA ANA UNIFIED
SAVANNA ELEMENTARY
SOUTH ORANGE COUNTY COMMUNITY COLLEGE
TUSTIN UNIFIED
WESTMINSTER ELEMENTARY

PLACER COUNTY

ACKERMAN ELEMENTARY
ALTA-DUTCH FLAT UNION ELEMENTARY
AUBURN UNION ELEMENTARY
COLFAX ELEMENTARY
DRY CREEK JOINT ELEMENTARY
EUREKA UNION ELEMENTARY
FORESTHILL UNION ELEMENTARY
LOOMIS UNION ELEMENTARY
NEWCASTLE ELEMENTARY
OPHIR ELEMENTARY
PENRYN ELEMENTARY
PLACER COUNTY OFFICE OF EDUCATION
PLACER HILLS UNION ELEMENTARY
PLACER UNION HIGH
ROCKLIN UNIFIED
ROSEVILLE CITY ELEMENTARY
ROSEVILLE JOINT UNION HIGH

10.6.9

SIERRA JOINT COMMUNITY COLLEGE
TAHOE-TRUCKEE UNIFIED
WESTERN PLACER UNIFIED

PLUMAS COUNTY

FEATHER RIVER COMMUNITY COLLEGE
PLUMAS COUNTY OFFICE OF EDUCATION
PLUMAS UNIFIED

RIVERSIDE COUNTY

ALVORD UNIFIED
BANNING UNIFIED
BEAUMONT UNIFIED
NUVIEW UNION
CORONA-NORCO UNIFIED
DESERT CENTER UNIFIED
DESERT COMMUNITY COLLEGE
DESERT SANDS UNIFIED
HEMET UNIFIED
JURUPA UNIFIED
LAKE ELSINORE UNIFIED
MENIFEE UNION ELEMENTARY
MORENO VALLEY UNIFIED
MT. SAN JACINTO COMMUNITY COLLEGE
MURRIETA VALLEY UNIFIED
NUVIEW UNION
PALM SPRINGS UNIFIED
PALO VERDE COMMUNITY COLLEGE
PALO VERDE UNIFIED
PERRIS ELEMENTARY
PERRIS UNION HIGH
RIVERSIDE COMMUNITY COLLEGE
RIVERSIDE COUNTY OFFICE OF EDUCATION
RIVERSIDE UNIFIED
ROMOLAND ELEMENTARY
NUVIEW UNION
TEMECULA VALLEY UNIFIED
VAL VERDE UNIFIED

SACRAMENTO COUNTY

ARCOHE UNION ELEMENTARY
CENTER UNIFIED
DEL PASO HEIGHTS ELEMENTARY
ELK GROVE UNIFIED
ELVERTA JOINT ELEMENTARY
FOLSOM-CORDOVA UNIFIED
GALT JOINT UNION ELEMENTARY
GALT JOINT UNION HIGH
GRANT JOINT UNION HIGH
LOS RIOS COMMUNITY COLLEGE

BID FORM Revised 10/31/2013

TO: Fairfax School District, acting by and through its Governing Board, herein called "DISTRICT".

1. Pursuant to and in compliance with your Notice Inviting Bids and other documents relating thereto, the undersigned bidder, having familiarized himself with the terms of the contract, the local conditions affecting the performance of the contract and the cost of the work at the place where the work is to be done, hereby proposes and agrees to perform within the time stipulated, the contract, including all of its component parts, and everything required to be performed, including its acceptance by the DISTRICT, and to provide and furnish any and all labor, materials, tools, expendable equipment, and utility and transportation services necessary to perform the contract and complete all of the work in a workmanlike manner required in connection with the construction of the New Elementary School #4, and on a as-needed basis, DSA approved relocatable buildings and other services as defined in the attached pricing matrix in the DISTRICT described above, all in strict conformance with the drawings and other contract documents on file at the Purchasing Office of said DISTRICT for amounts set forth herein. IT IS UNDERSTOOD THAT THE DISTRICT IS UNDER NO OBLIGATION TO PURCHASE ANY PRODUCTS OR SERVICES, O FROM THIS CONTRACT AND WILL DO SO ON AN AS NEEDED BASIS AND WILL ISSUE INDIVIDUAL PURCHASE ORDERS FOR EACH PURCHASE! The undersigned has thoroughly examined any and all Addenda (if any) issued during the bid period and is thoroughly familiar with all contents thereof and acknowledges receipt of the following Addenda and/or CM Clarifications: (Bidder to list all addenda/clarifications).

ADDENDUM NO. ____	DATE RECEIVED ____
ADDENDUM NO. ____	DATE RECEIVED ____
ADDENDUM NO. ____	DATE RECEIVED ____
ADDENDUM NO. ____	DATE RECEIVED ____
CLARIFICATION NO. 19	DATE RECEIVED 10-17-13
CLARIFICATION NO. 20	DATE RECEIVED 10-29-13
CLARIFICATION NO. 21	DATE RECEIVED 10-31-13
CLARIFICATION NO. ____	DATE RECEIVED ____

2. The DISTRICT reserves the right to reject any or all bids, or to waive any irregularities or informalities in any bids or in the bidding. The award of the contract, if made by the DISTRICT, will be by action of the governing board and to the lowest responsible and responsive bidder or bidders from among those bidders responsive to the call for bids. The DISTRICT reserves the right to award a contract to more than one bidder if it deems that multiple contracts would be advantageous to the DISTRICT for the Matrix portion (Piggyback.) The DISTRICT will award the New Elementary School No. 04 project to the lowest most responsible and responsive bidder. In the event an award is made to a bidder, and such bidder fails or refuses to execute the contract and provide the required documents within fourteen (14) calendar days after notification of the award of the contract to bidder, the DISTRICT may award the contract to the next lowest responsible and responsive bidder or release all bidders. **Each bid must conform and be responsive to the contract documents as defined in the General Conditions.**

3. Each bidder shall submit, with the required bid documents, evidence that they have a DSA PC for the following buildings on the pricing matrix Item "A" 24x40, Item "E" 30x32, Item "G" 24x60, Item "T" 12x40 Restroom, Item "AN 48x40 Two Story and Items BG, BH and BI Concrete Block Restrooms. If the bidder does not submit the required PC numbers they will be considered non-responsive.

4. In the event that the DISTRICT desires to postpone giving the notice to proceed beyond this three-month period, it is expressly understood that with reasonable notice to the CONTRACTOR, giving the notice to

10.6.11

proceed may be postponed by the DISTRICT. It is further expressly understood by the CONTRACTOR, that the CONTRACTOR shall not be entitled to any claim of additional compensation as a result of the postponement of giving the notice to proceed.

If the CONTRACTOR believes that a postponement will cause a hardship to it, the CONTRACTOR may terminate the contract with written notice to the DISTRICT within ten (10) days after receipt by the CONTRACTOR of the DISTRICT's notice of postponement. It is further understood by the CONTRACTOR that in the event that the CONTRACTOR terminates the Contract as a result of postponement by the DISTRICT, the DISTRICT shall only be obligated to pay the CONTRACTOR for work performed by the CONTRACTOR at the time of notification of postponement. Should the CONTRACTOR terminate the contract as a result of a notice of postponement, the DISTRICT shall have the authority to award the contract to the next lowest responsible bidder.

5. It is understood that the DISTRICT reserves the right to reject any or all bids and/or waive any irregularities or informalities in this bid or in the bid process. The CONTRACTOR understands that it may not withdraw this bid for a period of sixty (60) days after the date set for the opening of bids.

6. Attached is bid security in the amount of 10% of the dollar amount given for the New Elementary School Project #4 $ n/a. Bid bond, certified check, cashier's check, or cash. (circle one)

The Piggyback ~~if bid separately~~ shall require a $10,000 $ 10,000 — Bid Bond certified check, cashier's check, or cash. (circle one)

7. The required List of designated subcontractors is attached hereto.

8. The required notarized Noncollusion Affidavits for CONTRACTOR and subcontractors are attached hereto.

9. The Substitution Request Form, if applicable, is attached hereto.

10. The Pricing Matrix, if applicable to bidder.

11. It is understood and agreed that if written notice of the acceptance of this bid is mailed, telegraphed, or delivered to the undersigned after the opening of the bid, and within the time this bid is required to remain open, or at any time thereafter before this bid is withdrawn, the undersigned will execute and deliver to the DISTRICT a contract in the form attached hereto in accordance with the bid as accepted, within five (5) calendar days after receipt of notification of award.

12. Notice of Intent to Award Contract or other correspondence should be addressed to the undersigned at the address stated below.

13. The names of all persons interested in the foregoing proposal as principals are as follows:

(IMPORTANT NOTICE: If bidder or other interested person is a corporation, state the legal name of such corporation, as well as the names of the president, secretary, treasurer, and manager thereof; if a co-partnership, state the true names of the firm, as well as the names of all individual co-partners comprising the firm; if bidder or other interested person is an individual, state the first and last names in full.)

14. The undersigned bidder shall be licensed and shall provide the following information:

Bidder's California Contractor's License Number: 945691

10.6.12

License expiration date: 4/30/2014
Name on License: Impact Construction Services Inc
Type of License: B C-8

If the bidder is a joint venture, each member of the joint venture must include the above information.

15. Time is of the essence regarding this contract, therefore, in the event the bidder to whom the Notice of Intent to Award Contract is given fails or refuses to return the required executed copies of the Agreement form within five (5) calendar days from the date of receiving the Notice of Intent to Award Contract, the DISTRICT may declare the bidder's bid deposit or bond forfeited as damages.

16. Pursuant to Government Code Section 4552, in submitting a bid to the DISTRICT, the bidder offers and agrees that if the bid is accepted, it will assign to the DISTRICT all rights, title, and interest in, and to all causes of action it may have under Section 4 of the Clayton Act (15 U.S.C. § 15) or under the Cartwright Act (Business and Professions Code Sections 16700, et. seq.,), arising from the purchase of goods, materials, or services by the bidder for sale to the DISTRICT pursuant to the bid. Such assignment shall be made and become effective at the time the DISTRICT tenders final payment to the bidder.

17. The bidder declares that he/she has carefully examined the location of the proposed work, that he/she has examined the Plans, General Conditions of the contract, Special Conditions of the contract, and Specifications, and read the accompanying instructions to bidders, and hereby proposes and agrees, if this proposal is accepted, to furnish all materials and do all work required to complete the said work in accordance with the Plans, General Conditions of the contract, Special Conditions of the contract, and Specifications, in the time and manner therein prescribed for the unit cost and lump sum amounts set forth in this Bid Form.

18. The bidder is familiar with Government Code Sections 12650, et. seq., and Penal Code Section 72 and understands that false claims can lead to imprisonment.

19 The term of the Master Purchase Agreement shall be for one (1) year, renewable for four (4) additional one (1) year terms subject to annual price revisions. The prices may be adjusted each renewal period provided the bidder submits a written request for a price adjustment to the District thirty (30) days prior to the expiration of the current Master Purchase Agreement period. The price adjustment shall be based on the average twelve (12) month change in the United States Consumer Price Index, as published by the U.S. Department of Labor Statistics, using the Master Purchase Agreement period, not to exceed ten (10) percent above the bid price, or to the lowest pricing currently offered by the Contractor to any public school district or public agency. The pricing adjustment shall be reviewed and approved by the district prior to the renewal of any extensions.

☐ Bidder is bidding on the New Elementary School No. 04 only

The total price for the New Elementary School No. 04 per the attached drawings and specifications: $ _____

_____

☑ Bidder is bidding on the Piggyback Matrix only (per the attached)

The total price for the Piggyback Matrix per the attached drawings and specifications combining – Base Building Price of Items A, E, G, T, AN, BG, BH, & BI:

10.6.13

$ 1,010,035.00

one million ten thousand thirty five dollars and 00

☐ Bidder is bidding on both the New Elementary School No. 04 & the Piggyback Matrix

I, the below-indicated bidder, declare under penalty of perjury that the information provided and representations made in this bid are true and correct.

Impact Construction Services Inc.

Proper Name of Bidder

1120 Commerce Ave Box 9 Atwater CA 95301

Address

209-358-0109 209-358-0471

Phone No. Fax No.

By: Rebecca G. Mirandi Date: 11/1/13

Signature of Bidder

NOTE: *If bidder is a corporation, the legal name of the corporation shall be set forth above together with the signature of authorized officers or agents and the document shall bear the corporate seal; if bidder is a partnership, the true name of the firm shall be set forth above, together with the signature of the partner or partners authorized to sign contracts on behalf of the partnership; and if bidder is an individual, his signature shall be placed above.*

ALL SIGNATURES MUST BE MADE IN PERMANENT BLUE INK.

10 of 14

AMENDMENT No. 1
TO
CONTRACT Issued April 22, 2014

BETWEEN
FAIRFAX SCHOOL DISTRICT
AND
IMPACT CONSTRUCTION SERVICES INC.
FOR
BID NO. 130-00 FOR THE PURCHASE OF NEW MODULAR BUILDINGS

THIS AMENDMENT is made and entered into this 9th day of April, 2015, with the FAIRFAX SCHOOL DISTRICT, a public educational agency, hereinafter referred to as "DISTRICT", and IMPACT CONSTRUCTION SERVICES INC., hereinafter referred to as "Contractor". The parties mutually agree to amend the existing Contract as follows:

1. PREMISES:

1.1 A one year extension of the contract (piggyback) with Impact Construction Services Inc. for the purchase of Department of State Architect (DSA) approved modular classrooms District-Wide. The original contract term is for one (1) year and may be extended for four (4) one year periods in accordance with the provisions contained in the Education code.

1.2 On April 9, 2015, the Board of Education authorized the DISTRICT to amend the original contract based on the information stated above.

2. The contract term for the extension of the contract (piggyback) will be from April 22,2015 through April 22, 2016.

3. This Amendment is effective upon execution. In addition, other public school District's, community college Districts, and public agencies throughout the State of California may purchase identical items as the same unit price(s). In addition, pursuant to Bid No. 130-00 BID FORM, Paragraph 19, the Contractor has requested a priced adjustment of 1.8 percent based upon the Consumer Price Index Calculator for the State of California, Division of Labor Statistics & Research.

10.6.15

FAIRFAX SCHOOL DISTRICT

By: _____

Title: Board Member

Date: 4/9/2015

IMPACT CONSTRUCTION SERVICES INC.

By: _____

Title: _____

Date: March 5, 2015

10.6.16

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. 14/15.25, Authorizing the Purchase of Portable Classrooms from Impact Construction Services, Inc., Under a Piggyback Contract Pursuant to Education Code Section 20118 (Glen Edwards Middle School)

AGENDA ITEM AREA:
Action

REQUESTED BY:
Mike Adell
Director of Facilities

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Fund 25 Developer Fees

MEETING DATE:
June 2, 2015

ROLL CALL REQUIRED:
Yes

BACKGROUND:

Due to projected growth and a current lack of available classroom space at Glen Edwards Middle School, it will be necessary for the District to add one (1) additional standard portable classroom, one (1) portable science classroom, and associated site work at the site.

Because of an expeditious schedule, it is in the District's best interest to purchase and install the relocatable classrooms under a piggyback contract pursuant to Education Code Section 20118. The District has selected Impact Construction Services, Inc., through a bid (Bid No. 130-00) procured and authorized by the Fairfax School District on October 25, 2013 and extended through April 22, 2016. District staff has received an acceptable price proposal from Impact Construction Services, Inc., for the classrooms including all necessary interior and exterior finishes and components for a total cost of $217,057.47.

RECOMMENDATION:

Staff recommends that the Board of Trustees approve Resolution 14/15.25, Authorizing the Purchase of Portable Classrooms from Impact Construction Services, Inc., Under Piggyback Construct Pursuant to Education Code Section 20118.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 14/15.25

Purchase of Portable Classrooms

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 acquisition of one (1) 24' x 40' portable classroom and one (1) 36' x 40' portable science classroom (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 Impact Construction Services, Inc. through a bid procured by the Fairfax School District under piggyback contract authorized by Fairfax School District Board Action on April 9, 2015 effective until April 22, 2016 ("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.

APPROVED, PASSED AND ADOPTED by the Governing Board of the Western Placer Unified School District, Placer County, State of California, this _____ day of _____, 2015 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

_____
President of the Governing Board of
Western Placer Unified School District

ATTEST:

_____
Clerk of the Governing Board of
Western Placer Unified School District

Impact Construction Services, Inc
Impact Construction Services, Inc.1120 Commerce Ave, Box #9 Atwater CA, 95301
Tele 209-769-5508 Fax 559-665-5700

QUOTATION

May 26th, 2015

Western Placer Unified School District **(916) 645-5100**
600 Sixth Street, Suit 400
Lincoln, CA. 95648
Attention: Michael Adell (Director of Facilities)

Re: (1) Pre-Owned Refurbished 24x40 DSA Dupnick Modular Building and (1) Pre-Owned Refurbished 36x40 Science Classroom

Building Type: Certified Pre-Owned Refurbished DSA Modular Building set on a pressure treated wood foundation.

(1) 24x40 Dupnick Classroom to be delivered and installed at Glen Edwards Middle School

(1) 36x40 Dupnick Science Classroom to be delivered and installed at Glen Edwards Middle School

Note: The following prices are based on Impact Constructions Piggyback Agreement with Fairfax School District, on the Fairfax Elementary #4 Bid #130-00 and is pre-owned and discounted.

Specifications: see below-Building(s) are refurbished

24x40 Modular building purchase price **EACH**: **$39,844.98** (plus tax)

Piggyback Pricing List for Each 24x40

Bid Alternate:		
Item #A 1	Building Base Price	$44,426.00
Item #A 2	Installation	$7,954.00
Item #A16	Standard 26 oz. carpet	$2,516.00
Additive Alternates		
Item#200	Plumbed sink and cabinet w/bubbler	$5,750.00
Item #277	Freight (2) floors @ $1,300.00	$2,600.00
		$63,246.00
Discount for Pre-owned refurbished building	-37%	-$23,401.02
		$39,844.98
Sales Tax (Building Only)		$1062.27
	Total Price:	**$40,907.25**

10.7.3

Piggyback Pricing List for36x40 Science Classroom

Bid Alternate:		
Item #B-1	Building Base Price	$68,870.00
Discount for Pre-owned refurbished building		-$17,218.00
		$51,652.00
Item #B-2	Installation	$9,603.00
		$61,255.00
Additive Alternates:		
Item #3	VCT Tile through-out 1,440 sf @ $3.83sf	$5,515.00
Item #57	Add panic hardware to exterior doors (2) each @$2,150.00	$4,300.00
Item #89	(30) each 20 amp GFI receptacles @ $167 ea.	$5,010.00
Item #104	(6) each data outlets $65.00 each	$390.00
Item #115	(1) box and blocking for ceiling mounted projector	$600.00
Item #171	(1) 20 gal water heater	$1,080.00
Item #186	Add (6) each stainless steel sinks w/gooseneck faucets	$7,200.00
Item #201	(23) lower base cabinets with doors 36" each @950.00 ea.	$21,850.00
Item #203	(8) each 18" base cabinets 3' wide for work station pop outs	$6,200.00
Item #208	(20) upper cabinets with doors 36" each @590.00 ea.	$11,800.00
Item #211	(4) each 5x7 storage cabinets @ $3,100.00 ea.	$12,499.00
Item #217	(1) each central work station @$16,500 (discount-non lab use)	$6,800.00
Item #222	(40) lf of 3' wide counter tops for base work stations pop outs	$9,400.00
Item #224	60 lf of upper cabinet blocking @100 lf	$6,000.00
Item #225	60 lf of lower cabinet blocking @100lf	$6,000.00
Item #260	Enginering @$350.00 per hour @15 hrs	$5,250.00
		$171,149.00
Sales Tax (Building with new items as listed above)		$5,001.47
	Total Price:	**$176,150.47**

Total for all

(1) 24x40 CR	$40,907.25
(1) 36x40 Science CR	$176,150.47
Total:	**$217,057.47**

Payment Terms

25% due upon execution of contract
45% due upon Start of building refurbishment
25% due upon delivery
5% due upon completion and customer sign-off

10.7.4

Building Specifications 24x40 Classrooms

1. Building(s)provided are wood frame structures
2. Flooring 1 1/8 T/G with New carpet and 4" cove base-color to be determined by customer
3. The exterior finish Duratemp wood siding or equal –Paint color to be determined by customer
4. The roof is single ply membrane
5. The ceiling provided is a T-grid system with 2'x4' T-8 Lights installed per code
6. Wood framed walls
7. Interior wall finish is ½"tackboard (painted) over ½" Gypsum thru-out – paint color selection to be determined by customer
8. 5' front – 2' rear overhangs
9. Building insulation is: R-19 in the ceiling and R-11 in the walls and floor
10. (2) each duel pain windows
11. 6' base cabinet w/sink and bubbler
12. (1) Each 3'x7' hollow metal exterior door w/frames w/schlage A-70 locks.
13. The building is equipped with (1) amp panel with main breaker
14. Data and Misc. low voltage – Impact will provide back boxes and conduit.
15. (2) 4'x8' marker boards
16. (1) fire extinguisher
17. (1) Each 3 1/2 –ton wall mounted electric HVAC unit with supply ducting and return at wall.
18. Building set on a DSA approved pressure treated wood burm foundation system
19. Deck and Ramp Assembly

Building Specifications 36x40 science classroom

1. Building provided is ae wood frame structure
2. Flooring 1 1/8 T/G with New ¼" VCT tile and 4" cove base-color to be determined by customer
3. The exterior finish is Dura-temp wood siding or equal –Paint color to be determined by customer
4. The roof is single ply membrane.
5. The ceiling provided is a T-grid system with 2'x4' T-8 Lights installed per applicable code
6. Wood framed walls exterior walls
7. Interior wall finish is ½"tackboard (painted) over ½" Gypsum thru-out – paint color selection to be determined by customer
8. 5' front – 2' rear overhangs
9. Building insulation is: R-19 in the ceiling and R-11 in the walls and floor
10. 82 lf 2'wide base cabinet's w/8 each 5x3 pop out counter top work areas.
11. 72 lf upper cabinets
12. (4) each 5'wide x7 ' high storage cabinets
13. (1) each 3'x8' teachers demonstration cabinet.
14. (2) Each 3'x7' hollow metal exterior doors w/steel frames, panic devices and standard hardware..
15. The building is equipped with (1)150 amp single phase electrical panel with main breaker
16. (30) each duplex wall mount GFI outlets set at counter top level.
17. Data and Misc. low voltage – Impact will provide back boxes and conduit.
18. (6) each stainless steel sinks with goose neck bubblers.
19. (2) 4'x8' white marker boards
20. (2) fire extinguishers
21. (2) Each 3 ton wall mounted single phase electric HVAC units with supply ducting and return at wall.
22. Building set on a DSA approved pressure treated wood foundation system

Clarifications and Exceptions

- Unless otherwise noted, building is quoted with standard features and finishes

- **Impact** is not responsible for delays beyond our control
- Price quoted assumes ready access to level site with large truck and trailer (fence removal by others)
- Entrance ramp for science classroom excluded.
- All site utility connections by others including main distribution panel and transformers if required
- **Impact** is responsible for the supply & installation of a pressure treated wood foundation system
- Site preparation of building pad by others
- Delivery time will be determined when notice to proceed is issued
- Price does not include any Architectural fees
- **Impact** will not be responsible for the removal and re-installation of any Architectural barriers
- Fire alarm system and FAC interface (if required) by others
- All low voltage systems, including telephone, and data by others. (Impact installs conduit and back box's)
- Fire sprinkler system (if required) by others
- It is assumed that building components can be delivered and set utilizing normal equipment and practices.
- All local submittals, permits, testing and fees required by others

ACCEPTANCE AND PRICING

The proposal is only good as long as supplies last. In order to secure building a down payment will be needed along with signed proposal.

Quotation submitted by: Duane Hamilton

Accepted by: _____

Date: 5/27/15

10.7.6

Impact
CONSTRUCTION SERVICES, INC

FAIRFAX SCHOOL DISTRICT

Bid # 130-00 (revised 10-25-13) for Modular Buildings

PIGGYBACK

1120 Commerce Avenue, Box 9, Atwater, CA 95301 • Phone (209) 382-6633 Fax (209) 358-0471 • www.impactmi.com

10.7.7

the administrative office of the DISTRICT, located as noted above and are also available from the Director of the Department of Industrial Relations. It is the CONTRACTOR's responsibility to ensure the appropriate prevailing rates of per diem wages are paid for each classification. It shall be mandatory upon the CONTRACTOR to whom the contract is awarded, and upon any subcontractor under such CONTRACTOR, to pay not less than the said specified rates to all workers employed by them in the execution of the contract.

25. BID BOND: Bid Bond shall be for an amount of $1,000.

26. No Telephone or Facsimile Availability. No telephone or facsimile machine will be available to bidders on the DISTRICT premises at any time.

27. UTILIZATION OF BIDS BY OTHER SCHOOL DISTRICTS, COMMUNITY COLLEGES, CALIFORNIA STATE UNIVERSITIES AND OTHE PUBLIC AGENCYS. For the term of this contract and any mutually agreed extensions pursuant to this request for bids, at the option of the vendor, other school districts, community college districts, State Universities any public corporation or agency including any county, city, town, or public corporation or agency within the state of California, may purchase identical item(s) at the same price and upon the same terms and conditions pursuant to sections 20118 and 20652 of the Public Contract Code.

The Fairfax School District waives its right to require such other districts and offices to draw their warrants in favor of the District as provided in said Code sections.

Those entities able to participate in this contract are not limited to those listed below as per conditions set forth in the State of California Public Contract Code.

ALAMEDA COUNTY

ALAMEDA CITY UNIFIED
ALAMEDA COUNTY OFFICE OF EDUCATION
ALBANY UNIFIED
BERKELEY UNIFIED
CASTRO VALLEY UNIFIED
CHABOT-LAS POSITAS COMMUNITY COLLEGE
DUBLIN UNIFIED
EMERY UNIFIED
FREMONT UNIFIED
FREMONT-NEWARK COMMUNITY COLLEGE
HAYWARD UNIFIED
LIVERMORE VALLEY JOINT UNIFIED
MOUNTAIN HOUSE ELEMENTARY
NEW HAVEN UNIFIED
NEWARK UNIFIED
OAKLAND UNIFIED
PERALTA COMMUNITY COLLEGE
PIEDMONT CITY UNIFIED
PLEASANTON UNIFIED

10.7.8

BUENA PARK ELEMENTARY
CAPISTRANO UNIFIED
CENTRALIA ELEMENTARY
COAST COMMUNITY COLLEGE
CYPRESS ELEMENTARY
FOUNTAIN VALLEY ELEMENTARY
FULLERTON ELEMENTARY
FULLERTON JOINT UNION HIGH
GARDEN GROVE UNIFIED
HUNTINGTON BEACH CITY ELEMENTARY
HUNTINGTON BEACH UNION HIGH
IRVINE UNIFIED
LA HABRA CITY ELEMENTARY
LAGUNA BEACH UNIFIED
LOS ALAMITOS UNIFIED
MAGNOLIA ELEMENTARY
NEWPORT-MESA UNIFIED
NORTH ORANGE COUNTY COMMUNITY COLLEGE
OCEAN VIEW ELEMENTARY
ORANGE COUNTY OFFICE OF EDUCATION
ORANGE UNIFIED
PLACENTIA-YORBA LINDA UNIFIED
RANCHO SANTIAGO COMMUNITY COLLEGE
SADDLEBACK VALLEY UNIFIED
SANTA ANA UNIFIED
SAVANNA ELEMENTARY
SOUTH ORANGE COUNTY COMMUNITY COLLEGE
TUSTIN UNIFIED
WESTMINSTER ELEMENTARY

PLACER COUNTY

ACKERMAN ELEMENTARY
ALTA-DUTCH FLAT UNION ELEMENTARY
AUBURN UNION ELEMENTARY
COLFAX ELEMENTARY
DRY CREEK JOINT ELEMENTARY
EUREKA UNION ELEMENTARY
FORESTHILL UNION ELEMENTARY
LOOMIS UNION ELEMENTARY
NEWCASTLE ELEMENTARY
OPHIR ELEMENTARY
PENRYN ELEMENTARY
PLACER COUNTY OFFICE OF EDUCATION
PLACER HILLS UNION ELEMENTARY
PLACER UNION HIGH
ROCKLIN UNIFIED
ROSEVILLE CITY ELEMENTARY
ROSEVILLE JOINT UNION HIGH

10.7.9

SIERRA JOINT COMMUNITY COLLEGE
TAHOE-TRUCKEE UNIFIED
WESTERN PLACER UNIFIED

PLUMAS COUNTY

FEATHER RIVER COMMUNITY COLLEGE
PLUMAS COUNTY OFFICE OF EDUCATION
PLUMAS UNIFIED

RIVERSIDE COUNTY

ALVORD UNIFIED
BANNING UNIFIED
BEAUMONT UNIFIED
NUVIEW UNION
CORONA-NORCO UNIFIED
DESERT CENTER UNIFIED
DESERT COMMUNITY COLLEGE
DESERT SANDS UNIFIED
HEMET UNIFIED
JURUPA UNIFIED
LAKE ELSINORE UNIFIED
MENIFEE UNION ELEMENTARY
MORENO VALLEY UNIFIED
MT. SAN JACINTO COMMUNITY COLLEGE
MURRIETA VALLEY UNIFIED
NUVIEW UNION
PALM SPRINGS UNIFIED
PALO VERDE COMMUNITY COLLEGE
PALO VERDE UNIFIED
PERRIS ELEMENTARY
PERRIS UNION HIGH
RIVERSIDE COMMUNITY COLLEGE
RIVERSIDE COUNTY OFFICE OF EDUCATION
RIVERSIDE UNIFIED
ROMOLAND ELEMENTARY
NUVIEW UNION
TEMECULA VALLEY UNIFIED
VAL VERDE UNIFIED

SACRAMENTO COUNTY

ARCOHE UNION ELEMENTARY
CENTER UNIFIED
DEL PASO HEIGHTS ELEMENTARY
ELK GROVE UNIFIED
ELVERTA JOINT ELEMENTARY
FOLSOM-CORDOVA UNIFIED
GALT JOINT UNION ELEMENTARY
GALT JOINT UNION HIGH
GRANT JOINT UNION HIGH
LOS RIOS COMMUNITY COLLEGE

BID FORM Revised 10/31/2013

TO: Fairfax School District, acting by and through its Governing Board, herein called "DISTRICT".

1. Pursuant to and in compliance with your Notice Inviting Bids and other documents relating thereto, the undersigned bidder, having familiarized himself with the terms of the contract, the local conditions affecting the performance of the contract and the cost of the work at the place where the work is to be done, hereby proposes and agrees to perform within the time stipulated, the contract, including all of its component parts, and everything required to be performed, including its acceptance by the DISTRICT, and to provide and furnish any and all labor, materials, tools, expendable equipment, and utility and transportation services necessary to perform the contract and complete all of the work in a workmanlike manner required in connection with the construction of the New Elementary School #4, and on a as-needed basis, DSA approved relocatable buildings and other services as defined in the attached pricing matrix in the DISTRICT described above, all in strict conformance with the drawings and other contract documents on file at the Purchasing Office of said DISTRICT for amounts set forth herein. IT IS UNDERSTOOD THAT THE DISTRICT IS UNDER NO OBLIGATION TO PURCHASE ANY PRODUCTS OR SERVICES, O FROM THIS CONTRACT AND WILL DO SO ON AN AS NEEDED BASIS AND WILL ISSUE INDIVIDUAL PURCHASE ORDERS FOR EACH PURCHASE: The undersigned has thoroughly examined any and all Addenda (if any) issued during the bid period and is thoroughly familiar with all contents thereof and acknowledges receipt of the following Addenda and/or CM Clarifications: (Bidder to list all addenda/clarifications).

ADDENDUM NO. ____	DATE RECEIVED ____
ADDENDUM NO. ____	DATE RECEIVED ____
ADDENDUM NO. ____	DATE RECEIVED ____
ADDENDUM NO. ____	DATE RECEIVED ____
CLARIFICATION NO. 19	DATE RECEIVED 10-17-13
CLARIFICATION NO. 20	DATE RECEIVED 10-29-13
CLARIFICATION NO. 21	DATE RECEIVED 10-31-13
CLARIFICATION NO. ____	DATE RECEIVED ____

2. The DISTRICT reserves the right to reject any or all bids, or to waive any irregularities or informalities in any bids or in the bidding. The award of the contract, if made by the DISTRICT, will be by action of the governing board and to the lowest responsible and responsive bidder or bidders from among those bidders responsive to the call for bids. The DISTRICT reserves the right to award a contract to more than one bidder if it deems that multiple contracts would be advantageous to the DISTRICT for the Matrix portion (Piggyback.) The DISTRICT will award the New Elementary School No. 04 project to the lowest most responsible and responsive bidder. In the event an award is made to a bidder, and such bidder fails or refuses to execute the contract and provide the required documents within fourteen (14) calendar days after notification of the award of the contract to bidder, the DISTRICT may award the contract to the next lowest responsible and responsive bidder or release all bidders. **Each bid must conform and be responsive to the contract documents as defined in the General Conditions.**

3. Each bidder shall submit, with the required bid documents, evidence that they have a DSA PC for the following buildings on the pricing matrix Item "A" 24x40, Item "E" 30x32, Item "G" 24x60, Item "T" 12x40 Restroom, Item "AN 48x40 Two Story and Items BG, BH and BI Concrete Block Restrooms. If the bidder does not submit the required PC numbers they will be considered non-responsive.

4. In the event that the DISTRICT desires to postpone giving the notice to proceed beyond this three-month period, it is expressly understood that with reasonable notice to the CONTRACTOR, giving the notice to

10.7.11

proceed may be postponed by the DISTRICT. It is further expressly understood by the CONTRACTOR, that the CONTRACTOR shall not be entitled to any claim of additional compensation as a result of the postponement of giving the notice to proceed.

If the CONTRACTOR believes that a postponement will cause a hardship to it, the CONTRACTOR may terminate the contract with written notice to the DISTRICT within ten (10) days after receipt by the CONTRACTOR of the DISTRICT's notice of postponement. It is further understood by the CONTRACTOR that in the event that the CONTRACTOR terminates the Contract as a result of postponement by the DISTRICT, the DISTRICT shall only be obligated to pay the CONTRACTOR for work performed by the CONTRACTOR at the time of notification of postponement. Should the CONTRACTOR terminate the contract as a result of a notice of postponement, the DISTRICT shall have the authority to award the contract to the next lowest responsible bidder.

5. It is understood that the DISTRICT reserves the right to reject any or all bids and/or waive any irregularities or informalities in this bid or in the bid process. The CONTRACTOR understands that it may not withdraw this bid for a period of sixty (60) days after the date set for the opening of bids.

6. Attached is bid security in the amount of 10% of the dollar amount given for the New Elementary School Project #4 $ n/a. Bid bond, certified check, cashier's check, or cash. (circle one)

The Piggyback *if bid separately* shall require a $10,000 $ 10,000 — Bid Bond certified check, cashier's check, or cash. (circle one)

7. The required List of designated subcontractors is attached hereto.

8. The required notarized Noncollusion Affidavits for CONTRACTOR and subcontractors are attached hereto.

9. The Substitution Request Form, if applicable, is attached hereto.

10. The Pricing Matrix, if applicable to bidder.

11. It is understood and agreed that if written notice of the acceptance of this bid is mailed, telegraphed, or delivered to the undersigned after the opening of the bid, and within the time this bid is required to remain open, or at any time thereafter before this bid is withdrawn, the undersigned will execute and deliver to the DISTRICT a contract in the form attached hereto in accordance with the bid as accepted, within five (5) calendar days after receipt of notification of award.

12. Notice of Intent to Award Contract or other correspondence should be addressed to the undersigned at the address stated below.

13. The names of all persons interested in the foregoing proposal as principals are as follows:

(IMPORTANT NOTICE: If bidder or other interested person is a corporation, state the legal name of such corporation, as well as the names of the president, secretary, treasurer, and manager thereof; if a co-partnership, state the true names of the firm, as well as the names of all individual co-partners comprising the firm; if bidder or other interested person is an individual, state the first and last names in full.)

14. The undersigned bidder shall be licensed and shall provide the following information:

Bidder's California Contractor's License Number: 945691

10.7.12

License expiration date: 4/30/2014
Name on License: Impact Construction Services Inc
Type of License: B C-8

If the bidder is a joint venture, each member of the joint venture must include the above information.

15. Time is of the essence regarding this contract, therefore, in the event the bidder to whom the Notice of Intent to Award Contract is given fails or refuses to return the required executed copies of the Agreement form within five (5) calendar days from the date of receiving the Notice of Intent to Award Contract, the DISTRICT may declare the bidder's bid deposit or bond forfeited as damages.

16. Pursuant to Government Code Section 4552, in submitting a bid to the DISTRICT, the bidder offers and agrees that if the bid is accepted, it will assign to the DISTRICT all rights, title, and interest in, and to all causes of action it may have under Section 4 of the Clayton Act (15 U.S.C. § 15) or under the Cartwright Act (Business and Professions Code Sections 16700, et. seq.), arising from the purchase of goods, materials, or services by the bidder for sale to the DISTRICT pursuant to the bid. Such assignment shall be made and become effective at the time the DISTRICT tenders final payment to the bidder.

17. The bidder declares that he/she has carefully examined the location of the proposed work, that he/she has examined the Plans, General Conditions of the contract, Special Conditions of the contract, and Specifications, and read the accompanying instructions to bidders, and hereby proposes and agrees, if this proposal is accepted, to furnish all materials and do all work required to complete the said work in accordance with the Plans, General Conditions of the contract, Special Conditions of the contract, and Specifications, in the time and manner therein prescribed for the unit cost and lump sum amounts set forth in this Bid Form.

18. The bidder is familiar with Government Code Sections 12650, et. seq., and Penal Code Section 72 and understands that false claims can lead to imprisonment.

19 The term of the Master Purchase Agreement shall be for one (1) year, renewable for four (4) additional one (1) year terms subject to annual price revisions. The prices may be adjusted each renewal period provided the bidder submits a written request for a price adjustment to the District thirty (30) days prior to the expiration of the current Master Purchase Agreement period. The price adjustment shall be based on the average twelve (12) month change in the United States Consumer Price Index, as published by the U.S. Department of Labor Statistics, using the Master Purchase Agreement period, not to exceed ten (10) percent above the bid price, or to the lowest pricing currently offered by the Contractor to any public school district or public agency. The pricing adjustment shall be reviewed and approved by the district prior to the renewal of any extensions.

☐ Bidder is bidding on the New Elementary School No. 04 only

The total price for the New Elementary School No. 04 per the attached drawings and specifications: $ _____

_____

☑ Bidder is bidding on the Piggyback Matrix only (per the attached)

The total price for the Piggyback Matrix per the attached drawings and specifications combining – Base Building Price of Items A, E, G, T, AN, BG, BH, & BI:

10.7.13

$ 1,010,035.00

one million ten thousand thirty five dollars and 00¢

☐ Bidder is bidding on both the New Elementary School No. 04 & the Piggyback Matrix

I, the below-indicated bidder, declare under penalty of perjury that the information provided and representations made in this bid are true and correct.

Impact Construction Services Inc.
Proper Name of Bidder

1120 Commerce Ave Box 9 Atwater CA 95301
Address

209-358-0109 209-358-0471
Phone No. Fax No.

By: Rebecca G. Mencucci Date: 11/1/13
Signature of Bidder

NOTE: *If bidder is a corporation, the legal name of the corporation shall be set forth above together with the signature of authorized officers or agents and the document shall bear the corporate seal; If bidder is a partnership, the true name of the firm shall be set forth above, together with the signature of the partner or partners authorized to sign contracts on behalf of the partnership; and if bidder is an individual, his signature shall be placed above.*

ALL SIGNATURES MUST BE MADE IN PERMANENT BLUE INK.

10.7.14

AMENDMENT No. 1
TO
CONTRACT Issued April 22, 2014

BETWEEN
FAIRFAX SCHOOL DISTRICT
AND
IMPACT CONSTRUCTION SERVICES INC.
FOR
BID NO. 130-00 FOR THE PURCHASE OF NEW MODULAR BUILDINGS

THIS AMENDMENT is made and entered into this 9th day of April, 2015, with the FAIRFAX SCHOOL DISTRICT, a public educational agency, hereinafter referred to as "DISTRICT", and IMPACT CONSTRUCTION SERVICES INC., hereinafter referred to as "Contractor". The parties mutually agree to amend the existing Contract as follows:

1. PREMISES:

1.1 A one year extension of the contract (piggyback) with Impact Construction Services Inc. for the purchase of Department of State Architect (DSA) approved modular classrooms District-Wide. The original contract term is for one (1) year and may be extended for four (4) one year periods in accordance with the provisions contained in the Education code.

1.2 On April 9, 2015, the Board of Education authorized the DISTRICT to amend the original contract based on the information stated above.

2. The contract term for the extension of the contract (piggyback) will be from April 22,2015 through April 22, 2016.

3. This Amendment is effective upon execution. In addition, other public school District's, community college Districts, and public agencies throughout the State of California may purchase identical items as the same unit price(s). In addition, pursuant to Bid No. 130-00 BID FORM, Paragraph 19, the Contractor has requested a priced adjustment of 1.8 percent based upon the Consumer Price Index Calculator for the State of California, Division of Labor Statistics & Research.

10.7.15

FAIRFAX SCHOOL DISTRICT

By: _____

Title: Board Member

Date: 4/9/2015

IMPACT CONSTRUCTION SERVICES INC.

By: _____

Title: Contractor

Date: March 5, 2015

10.7.16

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:
Collective Bargaining Agreement Reopeners Between Western Placer Unified School District and the California School Employees Association Chapter # 741

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Ryan Davis
Assistant Superintendent of Personnel Services

ENCLOSURES:
Tentative Agreement reflecting changes on reopener articles from previous Agreement &
AB 1200 Certification Documentation

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund

MEETING DATE:
June 2, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:

The reopener articles for the collective bargaining agreement between the California School Employees Association Chapter # 741 (CSEA) and the Western Placer Unified School District (WPUSD) are being submitted for ratification. Both parties have completed a collaborative effort to finalize the changes to the contract. The Tentative Agreement has been ratified by CSEA.

Statute requires that the public is made aware of the costs associated with a tentative collective bargaining agreement before it becomes binding on the district or county office of education. Government Code Section 3547.5 states:

Before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal year, shall be disclosed at a public meeting of the public school

employer in a format established for this purpose by the Superintendent of Public Instruction [G.C. 3547.5(a)].

The Superintendent of the school district and Chief Business Official shall certify in writing that the costs incurred by the school district under the agreement can be met by the district during the term of the agreement. This certification shall itemize any budget revision necessary to meet the costs (or savings) of the agreement in each year of its term [Gov. Code 3547.5 (b)]. The attached forms are the required format by the Placer County Office of Education.

The budgetary implications of the Tentative Agreement between WPUSD and CSEA which include a salary increase are described in the attached document entitled "Certification of the District's Ability to Meet the Costs of the Collective Bargaining Agreement."

RECOMMENDATION:

Administration recommends the Board of Trustees ratify the Tentative Agreement for changes to the collective bargaining agreement as presented.

TENTATIVE AGREEMENT
Between the
WESTERN PLACER UNIFIED SCHOOL DISTRICT
And the
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION CHAPTER # 741
May 7, 2015

INTRODUCTION

The representatives of Western Placer Unified School District ("District") and the California School Employees Association Chapter # 741 ("CSEA") hereby agree to the following terms, which shall be considered a Tentative Agreement and subject to the ratification of the CSEA Unit Members and the District Board of Trustees.

1. The language in section I of Article V Leaves shall be modified as follows:

   Paragraph 6- Personal necessity leave will be used in increments of no less than ~~one~~ **two** (2) hours or the employees' entire shift if the employees' shift is ~~one~~ **two** (2) hours or less.

2. **Article VI, Salaries-** For Fiscal Year 2014-2015 3.75% will be added to the Salary Schedule retroactive to March 1, 2015. The July 10th supplemental pay period will be the first supplemental pay period to include the increased hourly rates.

3. **New Article XIII, Evaluation-** The new article on Evaluation as attached to this Agreement shall be added to the Collective Bargaining Agreement.

4. All other language (with the exception of the changes described in paragraphs 1, 2 and 3 of this Agreement) in the Collective Bargaining Agreement shall remain the same. The Parties agree that the changes (described in paragraph 1 and 3) to Article V Employee Benefits and the new Article XIII Evaluation will take effect commencing with the 2015-2016 school year, starting on July 1, 2015.

5. This Tentative Agreement will conclude negotiations for the 2014-2015 fiscal year regarding all Articles which were sunshined by both Parties.

6. The Tentative Agreement shall become effective upon approval by CSEA and WPUSD, as evidenced by the signature of the CSEA and WPUSD designees below and by ratification of the CSEA Unit Members and the District Board of Trustees.

Dated: 5/7/15 Dated: 7 May 2015

For the District: For CSEA:

Ryan Davis, Assistant Superintendent Mike Kimbrough, Chapter President

10.8.2

New ARTICLE XIII: EVALUATIONS (Re-number)

A. Purpose of Evaluations

Performance evaluations are the careful systematic appraisal of a unit member's work performance. Performance evaluations may be used for recording formal commendations for outstanding performance or to provide a record of either deterioration or an improvement in a unit member's performance.

B. Probationary Employees

1. Performance evaluations for a Probationary Employee shall, where feasible, be given approximately at the end of the third (3rd), sixth (6th) and ninth (9th) work months prior to the completion of the probationary period (as described in Article III(A)). A special evaluation report may be submitted at any time if desired by the employee's supervisor. The probationary period is an extension of the selection process and Probationary Employees may be released without cause at any time during the probationary period.

2. As described in Article VII section H, the probationary period for a promoted employee shall be six (6) work months. The promoted member shall be evaluated approximately at the conclusion of the second (2nd) and fifth (5th) work months. Prior to the expiration of the promotional probationary period, the District may release the member from probation and return him/her to his/her previous assignment in the lower classification.

C. Permanent Employees

1. Performance evaluations for a Permanent Employee may be given annually (as described in Article III(A)). A special evaluation report may be submitted at any time if desired by the employee's supervisor.

D. Evaluation Procedures

1. Any less than satisfactory evaluation based upon performance shall include recommendations from the supervisor for improvement, shall advise the employee as to any significant deficiencies and where appropriate the supervisor may provide provisions for assisting the Unit Member in implementing these recommendations.

2. A Special Evaluation for a permanent or probationary unit member may be prepared at any time by the unit member's supervisor. Such evaluations may be used to

provide a record of either deterioration or an improvement in a unit member's performance or for recording formal commendations for outstanding performance.

3. Where feasible, the supervisor will give the employee at least two (2) work days notice of a scheduled evaluation review meeting. If the first or any subsequent scheduled meetings are canceled by the employee due to absence or other reason the two (2) days notice may be waived by the supervisor. If the evaluation is for unacceptable or deteriorating performance, the supervisor shall attempt to inform the employee prior to the meeting that concerns will be addressed or areas for improvement may be discussed.

4. If a Unit Member requests to have a union representative at any evaluation meeting where the evaluation is for deteriorating or substandard performance, the meeting shall not take place until the union representative is present. If the supervisor has attempted on two (2) or more occasions to schedule the meeting to include the representative without success then the evaluation may be mailed to the employee and the employee shall sign the evaluation, acknowledging receipt, and return the signed evaluation document to the supervisor no later than seven (7) business days from the date of receipt of said evaluation document.

5. Probationary and Permanent employees shall review and sign their evaluation forms before they are submitted to the Personnel Office. The signature does not necessarily indicate agreement or disagreement with the evaluation, but does indicate acknowledgment of receipt of said document.

6. A unit member has the right to submit a written response to an evaluation and have it attached to the evaluation form so long as the written response is received in the Personnel Office within fifteen (15) working days of the unit member's receipt of the evaluation. Written responses received after fifteen (15) working days from the date the evaluation was received by the unit member will not be attached to the evaluation and will not be placed in the employee's personnel file unless there are extenuating circumstances and upon approval of the Assistant Superintendent of Personnel Services.

E. **Final Provisions**

1. Evaluations express the judgement and opinion of supervisory authority and as such are only subject to the grievance procedures set forth in this contract to the extent that the evaluation procedure itself, as described above, was not followed.

2. The above evaluation procedures may be bypassed due to actions of employees listed in Article XI(B)(1).

PLACER COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE

OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT

This disclosure document is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent fiscal years. This certification page should be signed by the Superintendent and Chief Business Official at the time of public disclosure. Absence of one or both of the signatures should serve as a "red flag" to the district's Governing Board, however, it does not prevent them from taking action on the agreement.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Official of the Western Placer Unified School District (District), hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement between the District and the Western Placer Teachers Association Bargaining Unit, during the term of the agreement from 07/01/2015 to 76/30/18.

Budget Revisions

If the district does not adopt all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

Current Year Budget Adjustments	Budget Adjustment Increase (Decrease)
Revenues/Other Financing Sources	$ 0
Expenditures/Other Financing Uses	$ 81,257
Change to Ending Fund Balance	$ (81,257)

Certifications (check one & sign)

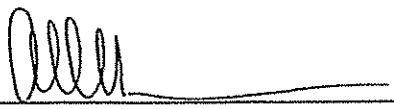
X I hereby certify I am unable to certify



6/2/2015

District Superintendent Signature **Date**

X I hereby certify I am unable to certify



6/2/2015

Chief Business Official Signature **Date**

Special Note: The Placer County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

10.8.S

PLACER COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE

OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

CERTIFICATION OF PUBLIC DISCLOSURE

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications (current budget year and two subsequent years) of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.



District Superintendent (or Designee) Signature	6/2/2015 **Date**
Audrey Kilpatrick **Contact Person**	916-645-6350 **Phone**

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on 06/02/2015, took action to approve the proposed Agreement with the Western Placer Teachers Association Bargaining Unit.

	6/2/2015
President (or Clerk), Governing Board Signature	**Date**

Special Note: The Placer County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

10.8.6

PLACER COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE

OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

LEA Name: Western Placer Unified School District

Name of Bargaining Unit: California School Employees Association Chapter #741 (CSEA)

Certificated, Classified, Other: Classified

The proposed agreement covers the period beginning: 7/1/2015 (mm/dd/yyyy) **and ending:** 6/30/2018 (mm/dd/yyyy)

The Governing Board will act upon this agreement on: 6/2/2015 (mm/dd/yyyy)

Proposed Change in Compensation	Fiscal Impact of Proposed Agreement		
	FY 2014/15	FY 2015/16	FY 2016/17
Salary Schedule Change (include step and column movement)	66,959	200,876	200,876
Other Compensation - Identify:	-	-	-
Statutory Benefits - STRS, PERS, FICA, Medicare, WC UI, etc.	14,298	42,893	42,893
Health and Welfare Benefits	-	-	-
Total Proposed Change in Compensation Costs	$ 81,257	$ 243,769	$ 243,769
Total Number of FTE	183	183	183
Average Cost per Employee	445	1,335	1,335

Costs Already Included in Board Approved Budget Ref. Supplemental Information #9	-	-	-
Net Change to Budget	$ 81,257	$ 243,769	$ 243,769

PLACER COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE

OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

1 What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

On-going increase of 3.75% on CSEA salary schedule effective 3/1/15. In 2014/15 less than full year increase is effective annualized increase of 1.25%.

2 Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

No

3 Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes [X] No [ ]

If yes, please describe the cap amount.

N/A

4 Describe other proposed non-compensation Items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

Contract language change - Article V - Leaves - related to personal necessity leave, new Article XIII - Evaluation added.

10.B.3

PLACER COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE

OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

5 What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

None

6 What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

None

7 Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

None

8 Describe any costs that were previously included at budget adoption or subsequent board approved revision, that will be implemented by the proposed agreement.

None

9 Identify the source of funding for the proposed agreement in the current and each of the two subsequent years.

General Fund Unrstricted LCFF Base funds. Supplemental and restricted program funds will support any increased costs to those programs.

PLACER COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE

OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

10 If amounts are entered in the "Other Revisions" on the MYP forms please provide brief description.

N/A

11 Will this agreement create, or decrease the LEA's budget deficit in the current or subsequent year(s)? "Budget Deficit" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

In 2014/15, the agreement will increase the District's deficit, and will be supported by spending down of unrestricted General Fund surplus fund balances and a reduction of the LCFF GAP Funding Reserve. Subsequent years budget will support the additional costs for the agreement and will not create a structural deficit.

12 Will the LEA be able to maintain it's Reserve for Economic Uncertainty in the current and two subsequent fiscal years? If not, explain justification for approving proposed agreement.

Yes

13 Please provide any additional comments and explanations that are necessary to understand the impact of the proposed agreement not already addressed above.

N/A

10.8.10

PLACER COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE

OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

GENERAL FUND 01	Current Year	1st Subsequent Year	2nd Subsequent Year
COMBINED	FY 2014/15	FY 2015/16	FY 2016/17
Latest Board Approved Budget Before Settlement, Date:		***03/17/2015***	
Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999)	61,452,388	63,425,023	65,135,341
Total Expenses, Including Transfers Out, Other Uses (Objects 1000-9999)	63,091,592	61,632,230	62,468,691
Increase (Decrease) In Fund Balance	(1,639,204)	1,792,793	2,666,650
Other Revisions, As Of Date:			
Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999)	-	-	-
Total Expenses, Including Transfers Out, Other Uses (Objects 1000-9999)	-	-	-
Increase (Decrease) In Fund Balance	-	-	-
Adjustment For Settlement			
Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999)	-	-	-
Total Expenses, Including Transfers Out, Other Uses (Objects 1000-9999)	81,257	243,769	243,769
Increase (Decrease) In Fund Balance	(81,257)	(243,769)	(243,769)
Total Revised Budget			
Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999)	61,452,388	63,425,023	65,135,341
Total Expenses, Including Transfers Out, Other Uses (Objects 1000-7999)	63,172,849	61,875,999	62,712,460
Fund Balance			
Beginning Fund Balance	7,342,333	5,621,872	7,170,896
Total Increase (Decrease) In Fund Balance	(1,720,461)	1,549,024	2,422,881
Projected Ending Fund Balance	5,621,872	7,170,896	9,593,777
Components of Ending Fund Balance			
Restricted	194,125	181,771	131,564
Committed	-	-	-
Assignments:	-	-	-
0	-	-	-
0	-	-	-
Reserve For Economic Uncertainty	1,743,781	1,676,081	1,691,761
Unassigned Balance (must be positive number)	3,683,966	5,313,044	7,770,452
% Available for Economic Uncertainty	**8.59%**	**11.30%**	**15.09%**

GF Combined MYP

10.8.11

PLACER COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE

OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

GENERAL FUND 01	Current Year	1st Subsequent Year	2nd Subsequent Year
UNRESTRICTED	FY 2014/15	FY 2015/16	FY 2016/17
Latest Board Approved Budget Before Settlement, Date:		***3/17/2015***	
Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999)	46,663,904	50,977,180	52,373,691
Total Expenses, Including Transfers Out, Other Uses (Objects 1000-7999)	46,666,382	49,172,033	49,656,834
Increase (Decrease) In Fund Balance	(2,478)	1,805,147	2,716,857
Other Revisions, As Of Date:			
Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999)	-	-	-
Total Expenses, Including Transfers Out, Other Uses (Objects 1000-7999)	-	-	-
Increase (Decrease) In Fund Balance	-	-	-
Adjustment For Settlement			
* Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999)	-	-	-
Total Expenses, Including Transfers Out, Other Uses (Objects 1000-7999)	81,257	243,769	243,769
Increase (Decrease) In Fund Balance	(81,257)	(243,769)	(243,769)
Total Revised Budget			
Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999)	46,663,904	50,977,180	52,373,691
Total Expenses, Including Transfers Out, Other Uses (Objects 1000-7999)	46,747,639	49,415,802	49,900,603
Fund Balance			
Beginning Fund Balance	5,516,482	5,432,747	6,994,125
Total Increase (Decrease) In Fund Balance	(83,735)	1,561,378	2,473,088
Projected Ending Fund Balance	5,432,747	6,994,125	9,467,213
Components of Ending Fund Balance			
Restricted	5,000	5,000	5,000
Committed			
Assignments:			
Reserve For Economic Uncertainty	1,743,781	1,676,081	1,691,761
Unassigned Balance (must be positive number)	3,683,966	5,313,044	7,770,452
% Available for Economic Uncertainty	**8.59%**	**11.30%**	**15.09%**

* Projected Restricted Ending Balance cannot be negative. Requires contribution from Unrestricted included under Adjustment For Settlement section.

GF Unrestricted MYP

10.8.12

PLACER COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE

OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

GENERAL FUND 01	Current Year	1st Subsequent Year	2nd Subsequent Year
RESTRICTED	FY 2014/15	FY 2015/16	FY 2016/17
Latest Board Approved Budget Before Settlement, Date:		***03/17/2015***	
Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999)	14,788,484	12,447,843	12,761,650
Total Expenses, Including Transfers Out, Other Uses (Objects 1000-9999)	16,425,210	12,460,197	12,811,857
Increase (Decrease) In Fund Balance	(1,636,726)	(12,354)	(50,207)
Other Revisions, As Of Date:			
Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999)	-	-	-
Total Expenses, Including Transfers Out, Other Uses (Objects 1000-9999)	-	-	-
Increase (Decrease) In Fund Balance	-	-	-
Adjustment For Settlement			
* **Total Revenues**, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999)	-	-	-
Total Expenses, Including Transfers Out, Other Uses (Objects 1000-9999)	-	-	-
Increase (Decrease) In Fund Balance	-	-	-
Total Revised Budget			
Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999)	14,788,484	12,447,843	12,761,650
Total Expenses, Including Transfers Out, Other Uses (Objects 1000-7999)	16,425,210	12,460,197	12,811,857
Fund Balance			
Beginning Fund Balance	1,825,851	189,125	176,771
Total Increase (Decrease) In Fund Balance	(1,636,726)	(12,354)	(50,207)
* **Projected Ending Restricted Fund Balance**	189,125	176,771	126,564
Restricted Balance Positive (Negative)			

* Projected Restricted Ending Balance cannot be negative. Requires contribution from Unrestricted included under Adjustment For Settlement section.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

TENTATIVE CLASSIFIED SALARY SCHEDULE 2015 - 2016

Range	Cafeteria
14	Cafeteria Site Cashier
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**
28	Accounting Technician II
17	Adult School Account Clerk
24	Alternative Education Secretary
22	Assistant Principal Secretary
16	Bilingual School Clerk
22	Counselor Secretary
24	Department Secretary
22	District ELD & Intervention Program Secretary
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
24	Instructional Program Secretary
22	Preschool Clerk
20	School Office Clerk II
22	School Office Clerk III
24	School Secretary I (K-5)
25	School Secretary II (6-12)
22	Special Education Clerk
28	Special Education Secretary
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
15	Preschool Instructional Aide
24	Preschool Instructor
28	Speech-Language Pathology Assistant
33	Translator - Written ***(Paid on Step A only)***
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
Range	**Technology**
33	District & Site Support Tech
45	Network Engineer
45	Technology Data Specialist
33	CALPADS Coord/Tech Proj Tech/Tech Sup Tech I
36	Technology Support Tech II

RANGE	Step A	Step B	Step C	Step D	Step E
1	10.27	10.74	11.28	11.82	12.40
2	10.50	11.02	11.51	12.09	12.69
3	10.74	11.28	11.82	12.40	12.97
4	11.02	11.51	12.09	12.69	13.31
5	11.28	11.82	12.40	12.97	13.64
6	11.51	12.09	12.69	13.31	13.93
7	11.82	12.40	12.97	13.64	14.27
8	12.09	12.69	13.31	13.93	14.62
9	12.40	12.97	13.64	14.27	14.97
10	12.69	13.31	13.93	14.62	15.32
11	12.97	13.64	14.27	14.97	15.71
12	13.31	13.93	14.62	15.32	16.08
13	13.64	14.27	14.97	15.71	16.48
14	13.93	14.62	15.32	16.08	16.88
15	14.27	14.97	15.71	16.48	17.27
16	14.62	15.32	16.08	16.88	17.67
17	14.97	15.71	16.48	17.27	18.13
18	15.32	16.08	16.88	17.67	18.60
19	15.71	16.48	17.27	18.13	19.01
20	16.08	16.88	17.67	18.60	19.48
21	16.48	17.27	18.13	19.01	19.96
22	16.87	17.67	18.60	19.48	20.44
23	17.27	18.13	19.01	19.96	20.94
24	17.67	18.60	19.48	20.44	21.43
25	18.13	19.01	19.96	20.94	21.96
26	18.60	19.48	20.44	21.43	22.50
27	19.01	19.96	20.94	21.96	23.05
28	19.48	20.44	21.43	22.50	23.63
29	19.96	20.94	21.96	23.05	24.20
30	20.44	21.43	22.50	23.63	24.79
31	20.94	21.96	23.05	24.20	25.39
32	21.43	22.50	23.63	24.79	26.03
33	21.96	23.05	24.20	25.39	26.66
34	22.50	23.63	24.79	26.03	27.33
35	23.05	24.20	25.39	26.66	28.00
36	23.63	24.79	26.03	27.33	28.68
37	24.20	25.39	26.66	28.00	29.39
38	24.79	26.03	27.33	28.68	30.13
39	25.39	26.66	28.00	29.39	30.87
40	26.03	27.33	28.68	30.13	31.62
41	26.66	28.00	29.39	30.87	32.42
42	27.33	28.68	30.13	31.62	33.18
43	28.00	29.39	30.87	32.42	34.00
44	28.68	30.13	31.62	33.18	34.84
45	29.39	30.87	32.42	34.00	35.71
46	30.13	31.62	33.18	34.84	36.59
47	30.87	32.42	34.00	35.71	37.50
48	31.62	33.18	34.84	36.59	38.43
49	32.42	34.00	35.71	37.50	39.39
50	33.18	34.84	36.59	38.43	40.37

0% added to to the 2007 - 2008 schedule
REVISED 7/1/09 - 3% added to the 2008- 2009 schedule
Effective 7/1/11 - 2011/12 Calendar reduced by 4 furlough days per MOU dated 3/30/11
Effective 7/1/12 - 2012/13 Calendar reduced by 8 furlough days per MOU dated 4/5/12
Effective 7/1/13 - 2012/13 Calendar reduced by 2 furlough days
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

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

10.8.14

5/28/2015 / 8:00 AM

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:
Collective Bargaining Agreement
Between Western Placer Unified
School District and the Western Placer Teachers
Association

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Ryan Davis
Assistant Superintendent of
Personnel Services

ENCLOSURES:
Tentative Agreements reflecting changes
from previous Agreement. &
AB 1200 Certification Documentation

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund

MEETING DATE:
June 2, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:

The Collective Bargaining Agreement between the Western Placer Teachers Association (WPTA) and the Western Placer Unified School District (WPUSD) is being submitted for ratification. Both parties have completed a lengthy effort to finalize the contract. The terms of the agreement will be in effect from July 1, 2015 – June 30, 2018 with opportunities for both parties to reopen limited articles pursuant to the agreement. The Tentative Agreement has been ratified by WPTA.

Statute requires that the public is made aware of the costs associated with a tentative collective bargaining agreement before it becomes binding on the district or county office of education. Government Code Section 3547.5 states:

Before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement

for the current and subsequent fiscal year, shall be disclosed at a public meeting of the public school employer in a format established for this purpose by the Superintendent of Public Instruction [G.C. 3547.5(a)].

The Superintendent of the school district and Chief Business Official shall certify in writing that the costs incurred by the school district under the agreement can be met by the district during the term of the agreement. This certification shall itemize any budget revision necessary to meet the costs (or savings) of the agreement in each year of its term [Gov. Code 3547.5 (b)]. The attached forms are the required format by the Placer County Office of Education.

The budgetary implications of the Tentative Agreement between WPUSD and WPTA which includes a salary increase are described in the attached document entitled "Certification of the District's Ability to Meet the Costs of the Collective Bargaining Agreement."

RECOMMENDATION:

Administration recommends the Board of Trustees ratify the Collective Bargaining Agreement as presented.

TENTATIVE AGREEMENT

Tentative agreement has been reached between the District, Western Placer Unified School District, and the Association, Western Placer Teachers Association on the following articles:

Article I, Agreement (As Attached);
Article VII, Teaching Hours (As Attached and reopen in 15-16 specifically regarding preparation time for preschool teachers);
Article VIII, Leaves (As Attached);
Article IX, Class Size (As Agreed during the 13-14 school year and for the rest of the Article Status Quo and Reopen in 15-16);
Article X, Assignment/Reassignment/Transfer (As Attached);
Article XII, Certificated Employee Evaluation (As Attached and reopen in 15-16 specifically regarding Evaluation forms for Non-teaching members);
Article XIII, Salaries (As Attached);
Article XIV, Employee Benefits (As Agreed during 13-14 school year and no additional changes for 14-15);
Article XV, Work Year (As Attached);
Article XXIII, Peer Assistance and Review (Delete Article);
Article XXIV, Safety (As Attached);
Article XXVIII, Entire Agreement (As Attached);
Article XXV, Summer School Instruction;
Appendix A, Salary Schedule (3.75% applied to salary schedule retroactive to March 1, 2015 on Base Salary and Hourly Rate adjusted from C1 to F1 starting in 15-16);
Appendix B, Special Assignment Salary Schedule (As Attached with changes effective starting in 15-16);
Appendix G, Compensation for Exceeding Class Size Maximums (Status Quo);
Appendix H, Certificated Staffing Assignment Notice (Status Quo); and
Appendix J, MOU Regarding Assignment Fair (Copy of existing MOU for 14-15 Assignment Fair).

Mike Agrippino
Mike Agrippino
W.P.T.A. Negotiation Chair

5/6/15
Date

Ryan Davis
W.P.U.S.D. Designee

5/6/15
Date

Date Ratified by W.P.T.A. Members

Date Adopted by Board

10.9.2

ARTICLE I

AGREEMENT

A. The Articles and provisions contained herein constitute a bilateral and binding agreement between the Western Placer Unified School District (hereafter "District") and the Western Placer Teachers Association (hereafter "WPTA" or "Association"). Any outstanding re-openers will be included in successor contract negotiations.

The term of this agreement is July 1, 20**15** to June 30, 20**18**. During the term of this agreement, three (3) articles as determined by each party may be reopened. ~~During the 2011-2012 school year the parties agree that Safety, Article XXVII will be reopened and it shall not count against either party as one of their three (3) reopeners.~~ **During the 2015-2016 school year the Parties agree that, if sunshined, Class size, Article IX will be reopened and it shall not count against either party as one of their three (3) reopeners. During the 2015-2016 school year the Parties further agree that, if sunshined, Teaching Hours, Article VII specifically regarding preparation time for preschool teachers and Evaluation, Article XII specifically regarding evaluation forms for non-teaching unit members will be reopened and both shall not count against either party as one of their three (3) reopeners.** Employee Benefits, Article XIV and Salaries, Article XIII shall be reopened during each year of this three (3) year agreement starting in the 201~~1~~**15**-201~~2~~**16** school year and it shall not count against either party as one of their three (3) reopeners. ~~(The District will identify new Special Education Programs and the Association and District will negotiate class sizes before the end of this contract.)~~

B. Upon mutual agreement of both parties, any portion of the contract may be amended. Salary, Article XIII, shall be reopened for the 201~~2~~**15**-~~1~~**316** school year through negotiations beginning no later than January 1, 201~~2~~**6**, but may be opened by mutual agreement at any time. Salary, Article XIII, shall be reopened for the 201~~3~~**6**-147 school year through negotiations beginning no later than January 1, 201~~3~~**7**, but may be opened by mutual agreement at any time.

C. The parties agree that for the period from July 1, 20~~09~~**14** to June 30, 20~~14~~**15** the previous three year agreement with a stated term of July 1, 2011 to June 30, 2014 shall be considered the terms of the agreement between the parties.

D. The parties acknowledge that, if a successor agreement is not negotiated by June 30, 20**18**, each shall be bound by the terms of the expired contract until completion of the statutory impasse procedures set forth in the Educational Employment Relations Act.

E. It is the intent and desire of both parties to this agreement to meet on an ongoing and as needed basis with the goal of maintaining open and clear lines of communication to:

   a. Minimize contract interpretation misunderstanding

b. Monitor contract implementation

c. Prevent and resolve problems.

Upon the mutual agreement of both parties any portion of this contract may be amended to further the above stated goals.

ARTICLE VII

TEACHING HOURS

A. The length of the teacher work day, including preparation time, lunch relief periods, shall not exceed seven and one-half (7 ½) hours. The beginning of the work day will be defined as 30 minutes before the start of the school day and may be modified by mutual agreement between the site administrator and the teacher. This does not limit the teacher to 7 ½ hours, if the teacher so chooses. District paid supplemental instruction may begin before the end of the teacher work day.

Teacher assignments shall determine the beginning and ending time at each site. Teachers will be responsible for work related activities during the time following the school day until the end of their work day. Teachers employed at elementary sites will be excluded from the after school duty schedule for the time between the end of the school day and work day. **The employee shall spend the work day on campus except for lunch, unless permission is given by the principal to leave.** The teacher is free to leave after all duties and assignments have been completed, as determined by the site principal.

~~BEYOND TEACHER'S WORK DAY~~

The District may require ~~building~~ **site** based teachers to attend two **after school** meetings per month not to exceed forty (40) minutes beyond the teacher's work day **or one after school meeting per month not to exceed (60) minutes beyond the teacher's work day**. ~~One of these meetings may be used as an Early Release Articulation Day. This shall not be construed as requiring two meetings per month.~~ **Any after school meetings exceeding this, the teacher will be compensated at the District hourly rate, excluding Back to School, Open House nights, IEPs, SST/CSTs, 504s and brief informal discussions. Scheduling of IEPs, SST/CSTs, and 504s will be coordinated with the classroom teacher in order to minimize scheduling conflicts and should be scheduled during the teacher's work day whenever possible. In the event an IEP, SST/CST or 504 meeting is still in session beyond a unit member's 7 ½ hour work day the unit member will be eligible to submit a timecard for time exceeding 60 minutes beyond the unit members work day for which they will be compensated at the hourly rate.** ~~If additional Early Release or Late Start Days are considered, then the District and the Association shall work together to ensure that contractual teaching hour limits and guidelines are met.~~ **In addition to attending two after school meetings per month as described above, teachers will not be required to attend more than three (3) additional meetings per month during the teacher's work day excluding IEPs, SST/CSTs, 504s, and brief informal discussions.**

~~DURING TEACHER'S WORK DAY~~

~~In addition to attending two meetings per month not to exceed forty (40) minutes beyond the teacher's work day, teachers will not be required to attend more than three (3) meetings per month excluding IEP's, SST/CST's, 504's, and brief informal discussions. Scheduling of IEP's, SST/CST's, and 504's will be coordinated with the classroom teacher in order to minimize scheduling conflicts and should be scheduled during the teacher's work day whenever possible.~~

10.9.S

~~Any meetings exceeding this, the teacher will be compensated at the District hourly rate, excluding Back to School and Open House nights. The employee shall spend the work day on campus except for lunch, unless permission is given by the principal to leave.~~

B. School Day means the amount of time each day students are required to be in school. Before changing the length of the school day, the District and the Association will meet to negotiate any impact on teachers. **If additional Early Release or Late Start Days are considered, then the District and the Association shall work together to ensure that contractual teaching hour limits and guidelines are met.**

C. A period is defined as either a minimum of forty (40) continuous minutes and a maximum of sixty (60) continuous minutes, or between sixty-five (65) and eighty (80) minutes.

1.When a period is between a minimum of forty (40) continuous minutes and a maximum of sixty (60) continuous minutes, an instructor's regular day of instruction will consist of no more than six (6) teaching periods.

Any deviation is to be submitted in writing and approved by the majority of the affected bargaining unit members, including calculation of potential overage amounts. Any such deviation will be submitted to the WPTA Chief Negotiator.

2. When a period is between sixty-five (65) to eighty (80) minutes, an instructor's regular day of instruction will consist of no more than four (4) teaching periods. Any deviation is to be submitted in writing and approved by the majority of the affected bargaining unit members, including calculation of potential overage amounts. Any such deviation will be submitted to the WPTA Chief Negotiator.

D. Block means two periods, which is a minimum of eighty (80) continuous minutes and a maximum of one hundred twenty (120) continuous minutes. Any deviation is to be submitted in writing and approved by the majority of the affected bargaining unit members, including calculation of potential overage amounts. Any such deviation will be submitted to the WPTA Chief Negotiator.

E. No middle or high school teacher shall have more than thirty (30) teaching periods per week. A daily non-instructional homeroom period of ten (10) minutes or less will not be counted in the calculation of total teaching periods. Teachers shall not be assigned to teach during their preparation time. Teachers shall not be required to travel during their preparation time, unless compensated at the hourly rate for the time spent travelling.

If requested by the District, a teacher may agree to teach during their preparation period. The teacher will be compensated based on dividing the period taught by the total periods during the teacher's work day. However, they shall not receive the additional compensation for a day of absence. Such additional contract shall not increase the employee's base assignment and may

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be renewed only by mutual consent of the employee and the District. A teacher who agrees to teach an additional period shall not be docked additional time for sick leave, personal necessity, etc., due to an absence. From the available pool of teachers, these periods will be offered ~~in descending order starting with the earliest district hire date~~ **first to full time permanent teachers based on subject experience and current assignment in order to prevent campus scheduling disruptions. Probationary teachers will only be offered the additional period if no full time available and qualified permanent teachers accept the extra period.**

F. Teachers shall have the following time for preparation and planning during the school day:

1. Grades six through twelve - at least five (5) unassigned periods weekly.
2. Grades four and five - at least two hundred fifteen (215) minutes weekly.
3. Grades one through three - at least one hundred seventy (170) minutes weekly.
4. Elementary Teachers providing prep - at least two hundred (200) minutes weekly.
5. Kindergarten Teachers – The school day time (see B) exceeding the 200 minutes student contact time and 100 minutes of additional required teaching duties shall be considered preparation and planning time. This time includes time for required meetings. ~~as stated in the paragraph "During Teacher's Work Day" in Section A above.~~

No preparation and planning session for elementary classroom teachers shall be less than thirty-five (35) minutes in length. No elementary teacher shall have more than two preparation and planning sessions scheduled in one day. When an elementary preparation and planning session is interrupted by a recess in which the teacher is assigned duty, the preparation and planning teacher or another school employee shall stand duty for the assigned teacher.

Preparation time, unless delivered through the school library, will commence on the first student day. A minimum day schedule will be developed to provide preparation time for all teachers normally scheduled to receive preparation time that minimum day. The minimum day schedule, as well as Early Release or Late Start schedules, may not follow the parameters of the paragraph above.

G. Preparation time is the opportunity for teachers to meet with students, conference with parents in person or by telephone, collaborate with other educational professionals, plan lessons, and participate in other professional activities which benefit their assignment, including mutually agreed upon discussions to implement the evaluation process as described in Article XII. If the teacher's classroom is used during the teacher's preparation period, a suitable preparation area will be decided upon by mutual agreement.

H. Every teacher shall be entitled to one duty-free, uninterrupted lunch period each day. Travel time shall not be required during a teacher's uninterrupted lunch period. The lunch period shall be a minimum of thirty (30) minutes.

I. Extra-curricular duties means those, which are outside of the 7 ½ hour work day. All teachers will be expected to supervise a minimum amount of student activities. These supervision assignments will be determined by one of the following methods as chosen by a vote of the site personnel:

1. Duty week by lottery
2. Event by lottery
3. Duty schedule constructed by site administrator
4. Sign up

District required duty shall not include Saturday or Sunday or rooters' busses. Extra-curricular duty each week shall not exceed eleven (11) hours. If assigned by option one (1) above, the teachers will not be assigned more than three (3) duty weeks per year. Regardless of the method chosen, no teacher shall be assigned more than thirty-three (33) hours per year. **High School Graduation may count as one of the required duties.** Multi-site teachers shall have only one designated primary site for duty.

J. When the principal asks a teacher to substitute for another teacher during the school day, including elementary teachers providing preparation time, it shall be on a voluntary basis paid at the regular hourly rate.

K. Teachers shall not be required to write or evaluate state or federally funded projects unless required by their job description or position.

L. Elementary RSP services will begin no later than the fifth day of school and end no earlier than five (5) days before the end of the school year.

ARTICLE VIII

LEAVES

A. PAID LEAVE OF ABSENCE

1. A unit member will be entitled to receive wages and fringe benefits, including, but not limited to, insurance and retirement benefits.

2. A unit member will be entitled to return to the same assignment which he/she held immediately preceding commencement of the leave.

3. Paid leave shall be considered by the Board of Trustees on its own merit.

4. A written request for paid leave of absence shall be submitted to the Director of Personnel or designee.

5. The Director of Personnel or designee shall acknowledge in writing receipt of a request for paid leave of absence within ten (10) days.

B. UNPAID LEAVE OF ABSENCE

1. Unpaid leave shall be considered by the Board of Trustees on its own merit.

2. A unit member shall be entitled to the same health benefits accorded unit members who are on paid leave at the expense of the unit member.

3. A written request for unpaid leave of absence shall be submitted to the Director of Personnel or designee.

4. The Director of Personnel or designee shall acknowledge in writing receipt of a request for unpaid leave of absence within ten (10) days.

5. The Director of Personnel will discuss with the unit member his/her request for unpaid leave including possible options for reinstatement before the request is submitted to the Board of Trustees. Written notice of the decision will be provided to the bargaining unit member. The decision will be based on the amount of leave requested.

6. If the unit member requests additional unpaid leave, the process outlined in B.1 – B. 5. of this article will be implemented.

c. SICK LEAVE

Sick leave is earned at the rate of ten (10) days per year accumulative without limit. Every employee shall be notified by September 1 of the number of accumulated sick leave days he/she has. Credit for sick leave of absence need not be accrued prior to taking such leave by the employee and such leave of absence may be taken at any time during the school year.

Sick leave is for the illness and/or medical/dental appointments of the employee. However, up to ten (10) days of sick leave per year may also be used for the illness and/or medical/dental appointments of the employee's child, parent, spouse, registered domestic partner, or domestic partner's child, including child birth.

In the case of a catastrophic illness/injury as described in I.2. to a family member as described in I.3., a bargaining unit member may apply to the Catastrophic Leave Committee using the process outlined in I of this article to request the use of any remaining accrued sick leave beyond the ten (10) days allotted.

Sick leave may be allowed in amounts of one-half (1/2) day(s). When a unit member is absent from his/her duties due to illness or accident, not job connected, he/she shall receive full pay for all days covered by sick leave.

After sick leave is exhausted, the actual amount paid a substitute or the amount that would have been paid a substitute shall be deducted from the unit member's salary for up to 100 duty days (Ed. Code 44977). If the amount paid a substitute should exceed the unit member's daily rate of pay, the unit member will not be required to compensate the difference. The Superintendent may require verification of illness or injury from a physician if it is deemed necessary and /or a second medical opinion paid for by the District.

Any employee shall have the right to utilize sick leave provided for in this section and the benefits provided by Education Code, Section 44977 for absences necessitated by pregnancy, miscarriage, childbirth, and recovery therefrom, when disabled.

If an eligible unit member becomes totally disabled, is under the care of a doctor, and unable to perform the duties of their job, while insured pursuant to Article XIV, Section B-5, benefits will be payable per benefits provided under the Group Salary Protection Insurance plan cited above.

D. PREGNANCY DISABILITY/CHILD REARING

1. Pregnancy Disability
   Any certificated employee of the District who is required to be absent from duties because of pregnancy, miscarriage, childbirth, and recovery therefrom, the length of the leave of absence, including the date on which the leave shall commence and the

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date on which the employee shall resume duties, shall be determined by the employee and the employee's physician.

Disabilities caused or contributed to by pregnancy, miscarriage, childbirth, and recovery therefrom are, for all job-related purposes, temporary disabilities and shall be treated as such under any health or temporary disability insurance or sick leave plan available in connection with employment by the District.

Except as provided herein, written and unwritten employment policies and practices of the District shall be applied to disability due to pregnancy or childbirth on the same terms and conditions applied to other temporary disabilities.

This section shall be construed as requiring the Governing Board of the School District to grant leaves with pay only when it is necessary to do so in order that leaves of absence for disabilities caused or contributed to by pregnancy, miscarriage, or childbirth be treated the same as leaves for illness, injury or disability. Sick leave can only be used during the medical portion of leave.

2. Child Rearing

During the course of child rearing leave, the unit member shall be compensated his/her normal rate of pay less any actual amount paid for a substitute or the amount that would have been paid a substitute (Ed. Code 44977). If the amount paid a substitute should exceed the unit member's daily rate of pay, the unit member will not be required to compensate the difference.

Up to five (5) calendar months of child rearing leave, which includes all such leave provided pursuant to federal and state family leave laws, may be requested by those permanent unit members intending at the time of the request to return to a position in the district. Such request shall be made within three (3) months of the child's birth or adoption. For employees on pregnancy disability leave, child rearing leave shall commence upon the birth of the child. Probationary teachers not given a notice of non-reelection by March 15th of their 2nd probationary year shall be considered permanent for the purposes of this article. Birth or adoption must occur on or after March 15th of the 2nd probationary year. If birth or adoption occurs prior to permanent date, the employee is ineligible for child rearing, regardless of request date.

Within sixty (60) calendar days of the start of the child rearing leave, a unit member shall file in writing (Appendix E) with the Personnel Office of his/her intention to return to District employment.

During the course of the leave, the employee shall suffer no diminishment of benefits provided by Article XIV. Return from leave shall, whenever possible, coincide with the commencement of a trimester.

E. INDUSTRIAL LEAVE – SECTION 44984 OF THE EDUCATION CODE

Industrial Accident and Illness Leave:

1. A unit member shall be entitled to such leave as covered by Section 44984 of the Education Code.

2. The total of the unit member's temporary disability indemnity and portion of salary due him/her during his/her absence shall equal his/her salary.

3. A unit member shall be deemed to have recovered from an industrial accident or illness, and thereby able to return to work, at such time as he/she and his/her physician agree that there has been such a recovery.

4. An industrial accident or illness as used in this paragraph means injury or illness whose cause can be traced to the performance of services for the District.

F. PERSONAL NECESSITY

A unit member shall be entitled to seven (7) days of paid sick leave per school year to be used for personal necessity. Each unit member will attempt to provide 24-hour notice of their absence to their immediate supervisor except in emergencies (see F1, F2, and F4). These seven (7) days may be used for the following purposes:

1. Death of a member of his/her immediate family when additional leave is required beyond that provided in Section 44985 Bereavement Leave:

   "Every person employed by a school district in a position requiring certification qualifications is entitled to a leave of absence, not to exceed three days, or five days if out of state travel is required, on account of the death of any member of his/her immediate family. No deduction shall be made from the salary of such employee nor shall such leave be deducted from leave granted by other sections of this code or provided by the governing board of the district. **Members of the immediate family, as used in this section, means the mother, father, grandmother, grandfather, or a grandchild of the employee or of the spouse of the employee, and the spouse, son, son-in-law, daughter, daughter-in-law, brother, or sister of the employee, or any relative living in the immediate household of the employee."**

2. Accident or illness, involving his/her person or property, or the person or property of a member of his/her immediate family.

3. Appearance in any court or before any administrative tribunal as a litigant, party, or witness under subpoena or any order made with jurisdiction.

4. Inability of the unit member to report for work due to circumstances beyond his/her control and advance planning.

5. The seven (7) days may be used at the sole discretion of the unit member.

6. Up to ten (10) additional days of accrued sick leave may be used for the adoption of a child.

7. Using more than seven (7) discretionary days requires prior written approval of the Superintendent. The criteria used to approve these days are at the Superintendent's discretion. Any additional days approved will be without pay.

G. ASSOCIATION LEAVE

The Association may take up to twenty (20) days of paid leave per school year for local, state, or national conferences or for conducting other business pertinent to Association affairs. Unit members using these days are at the discretion of the WPTA. The WPTA President may take eight (8) additional days leave and the Chief Negotiator may take six (6) additional days not included in the twenty (20) day limit for conducting other business pertinent to Association affairs. This Association leave taken by the WPTA President and Chief Negotiator will not be included in the twenty (20) day limit. The Association shall be charged a fee not to exceed the actual cost of the substitute.

H. STUDY AND TRAVEL LEAVE

1. The Board of Trustees may approve study and travel leaves not to exceed one (1) year for certificated employees who have served the District for seven (7) consecutive years. Study and travel leaves granted in any one semester shall not exceed two (2) employees in the unit.

   Study and travel leaves may be granted by the Board of Trustees from the District rather than from any given position, for the purpose of advance study, travel study programs, and research. Such leaves are granted not as a reward for professional services, but rather as an opportunity to prepare for improved service which will benefit the schools and the pupils of the District.

   The study and travel leave programs shall operate according to the established Provisions of this Agreement. The establishment of these provisions does not Void the option of the Superintendent to make recommendations or the Board of Trustees to grant special study and travel leaves in the best interest of the District.

2. Application for study and travel leave will be made in accordance with the following provisions:

   a. The application for study and travel leave shall be in writing and submitted to the Superintendent who shall call a meeting of the Units Committee, and present application and/or applicant for review.

b. The deadline for submitting applications for study and travel leave for the fall semester is February 1, and the spring semester is October 1.

c. The ability of the District to provide a qualified substitute during the absence.

3. Applications for this leave will be reviewed by the Units Committee (see Article XII, Salary, Section D, Definitions) for making recommendations and establishing priority to the Superintendent. The Superintendent will submit his recommendations to the Board of Trustees.

a. A majority of the Units Committee must approve a study and travel leave request for recommendation to the Superintendent. Should there be more than one approved request, the applications shall be ranked in priority order by the Units Committee and presented to the Superintendent for his recommendation to the Board of Trustees.

b. The following criteria shall be utilized in establishing priority order for study and travel leave recommendation:

1) Contribution to the needs of the pupils and school of the District

2) Likelihood of continued service beyond the minimum service required at completion of leave.

2) Record of contribution to the District.

4) Following the granting of a study and travel leave by the Board of Trustees a contract of agreement shall be completed including the following: effective dates, salary and method of payment, number of collegiate units to be earned, and other purposes to be fulfilled. The signing of such a contract, including the agreement to refund study and travel leave salary as prescribed by these provisions shall be in lieu of furnishing a bond.

5) Compensation during a study and travel leave shall be computed as fifty percent (50%) of the pay and those benefits that employee would have received had the employee remained in the employee's regular position, including any factor dependent upon special credentials, but not including any payment for special assignment or extra-curricular activities. Time spent on study and travel leave shall be credited as regular District service in the determination of years of service for sick leave, seniority, and eligibility for fringe benefits provided the requirements established for the study and travel leave have been satisfactorily met.

6) Persons returning from study and travel leave shall serve the District for a period not less than twice the length of the leave.

a) If an employee does not serve the District after return for a period which is equal to twice the period of the leave, but not less than one semester,

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the employee shall refund to the District an amount which bears the same proportion to the total compensation received while on leave as the amount of time which was not served bears to the total amount of time agreed upon.

b) If death prevents the employee from fulfilling the agreement to return to service in the District, no repayment of salary will be required from the employee's estate.

7) Upon return from study and travel leave, the employee shall file with the Superintendent a detailed report within 20 days after returning giving evidence that the provision of the leave has been met. It shall also include a personal appraisal of the experience and activities involved that will be useful to the District.

a) In the event that the program of study agreed upon in the study and travel leave contract with the District is interrupted by serious accident or illness during the leave and properly verified by a qualifying physician, such interruptions shall not constitute a violation of the contract or prejudice the teacher against receiving the rights and benefits provided for under the terms of the study and travel leave. Such an interruption shall not extend over such a period of time that would cause the purpose of study and travel leave to be abandoned.

b) Should the disability extend to the point that the program has to be abandoned, the study and travel leave may be terminated and either sick leave or regular long-term leave may be substituted by mutual agreement.

c) In all cases of serious accident or illness of a prolonged nature, the Superintendent shall be properly notified by registered letter within ten (10) days after the occurrence or medical diagnosis.

I. CATASTROPHIC LEAVE

1. The purpose of the Catastrophic Leave Bank is to create a bank of donated sick leave days, which may be used by unit members who are suffering from a catastrophic illness or injury or whose family members are suffering from a catastrophic illness or injury.

2. Catastrophic illness or injury is defined as an illness or injury that is expected to incapacitate the employee for an extended period of time, or that incapacitates a member of the employee's family which incapacity requires the employee to take time off from work for an extended period of time to care for that family member, and taking extended time off work creates a financial hardship for the employee because he/she has exhausted all of his/her sick leave and other paid time off. (Ed. Code 44043.5)

3. Family Members shall be defined as the employee's child, parent, spouse, registered domestic partner, and domestic partner's child. Leave requested to care for grandparents, grandchildren, brother, sister, or any relative living in the

immediate household with a catastrophic illness or injury, will be considered for approval by the Catastrophic Leave Committee.

4. Membership in the Bank

   a. A unit member may join the Bank:

      1) upon employment with the District;
      2) at the beginning of each school year;
      3) at the time any additional sick leave days are requested of unit members by the joint committee.

   b. The unit member who chooses to participate in the Bank must initially donate two (2) sick leave days, based on the unit members current FTE, and any additional days as determined by the joint committee.

   c. The annual rate of contribution by each participating Bank Member for each school year shall be one (1) day of sick leave, based on the unit members current FTE. If the number of days in the Bank, at the beginning of the school year, exceeds 3 times the number of participating Bank members, no annual contribution shall be required from the participating Bank members. Those unit members joining the Catastrophic Bank for the first time shall be required to contribute two (2) sick leave days to the Bank, based on the unit members current FTE.

   d. An additional day, based on the unit members current FTE, will be required of Bank members if the number of days in the Bank falls below the number of members in the Bank.

   e. The joint committee may determine any need of further donation(s). In the event further donations are requested, as stated in 4.d., a unit member must donate the number of sick leave days requested, based on the unit members current FTE, to continue participation in the Bank, even if the unit member has exhausted their sick leave except as noted in the following paragraph.

      If the Bank member does not have sick leave days to donate, his/her participation shall continue until the end of the school year. In order to continue participating in the Bank the following school year, the Bank member must contribute the previously required day, based on the unit members current FTE, as stated in 4.d., as well as the annual contribution, if any, to remain an active Bank member.

   f. Bank participants who are withdrawing from the Bank at the time the joint committee requests additional days will not be required to contribute to remain eligible to withdraw from the Bank until the next time the committee requests additional days.

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g. Bank participants wishing to remove themselves from participation in the Bank may do so when further donations are requested. They may do so by submitting a signed written request to be removed from the Bank to the Personnel Department.

5. Use of the Bank

a. Applicants may annually request the use of up to twenty (20) full salary, sick leave days, based on the unit members current FTE, that have been donated to the Bank. Upon full use, an additional twenty (20) days may be requested for a maximum of forty (40) days to be used per catastrophic illness or injury. An additional twenty (20) days beyond the maximum may be granted by the Catastrophic Leave Committee.

b. To use the Bank, a unit member must have:

1) exhausted all sick leave except differential sick leave;

2) exhausted if applicable, all industrial leave;

3) initially donated at least two (2) sick leave days, based on the unit members current FTE, and has donated any additional sick leave days requested by the joint committee;

4) complete the Request for Catastrophic Leave Form (Appendix I)

c. Participants who have exhausted sick leave, but still have differential leave available, are eligible for a withdrawal from the Bank. Catastrophic leave and differential leave cannot be used simultaneously.

d. If a participant is incapacitated, applications may be submitted to the Committee by the participant's designee or member of the participant's family.

e. Participants applying to withdraw or extend their withdrawal from the Bank are required to submit a physician's statement indicating the nature of the illness or injury and the probable length of needed absence from work. Members of the Committee shall keep information regarding the nature of the illness confidential.

f. For any participant applying to the Bank or requesting an extension of withdrawal, the Committee may require a medical review by a physician of the Committee's choice at the participant's expense. The Committee shall choose only a physician who qualifies under the District insurance policy, if available. Refusal to submit to the medical review will terminate the participant's eligibility to withdraw from the Bank.

g. If the Bank does not have sufficient days to fund a withdrawal request, the Committee is under no obligation to provide days and the District is under no obligation to pay the participant any funds whatsoever. If the Committee denies a request for withdrawal, or an extension of withdrawal, because of insufficient days to fund the request, they shall notify the participant, in writing, of the reason for the denial.

6. Administration of the Bank

a. A joint committee consisting of two (2) members appointed by the WPTA and two (2) members appointed by the Superintendent shall administer the Bank.

b. The joint committee shall determine the procedures whereby a unit member applies to use of catastrophic sick leave days.

c. The form to be used by unit members to contribute to and apply for use of the Bank is attached as Appendix I.

d. The joint committee shall grant or deny, based on an approval of three votes or more, all requests for use of the Bank. The deliberations of the committee shall be closed and confidential. The committee's decisions shall be based on the information provided by the application process. All decisions are final.

e. The District will maintain the records of the Bank. The Committee shall have the responsibility to receiving withdrawal requests, verifying the validity of requests, approving or denying the requests, determining that a recipient or applicant is no longer eligible and communicating its decisions, in writing, to the District.

f. WPTA and WPUSD will work jointly to annually notify Bank participants of their current status.

g. The Committee shall keep all records confidential and shall not disclose the nature of the illness except as is necessary to process the request for withdrawal.

7. General Provisions

a. Donations to the Bank are irrevocable and may not be designated for the use of any specific participant.

b. Days may only be used by a unit member who, per medical verification, is incapacitated by a catastrophic illness or injury or whose family member is incapacitated by a catastrophic illness or injury (see 1.2 and 1.3). Catastrophic leave terminates upon the resolution of the catastrophic illness, injury, upon death

or at the end of the school year. Unused catastrophic sick leave days granted will be returned to the Bank. Unit members will be compensated at their daily rate of pay for each catastrophic sick leave day used.

c. Unit members receiving compensation under worker's Compensation benefits shall not be eligible to withdraw days from the Bank until exhausting all such benefits.

d. Upon an approval by STRS of retirement disability payments, the unit member's eligibility for withdrawal of days from the Bank shall cease.

8. The provisions of this section, which relate to the application process and the approval of requests for catastrophic sick leave, shall not be subject to grievance procedures established in this agreement.

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ARTICLE X

ASSIGNMENT / REASSIGNMENT / TRANSFERS

A. DEFINITION OF TERMS

1. Assignment – the teaching position that a unit member is assigned and retains unless reassigned or transferred in accordance with the procedures set forth in this article.

2. Reassignment – the assignment of a unit member from one assignment to another assignment at the same work site.

3. Transfer – the assignment of a unit member to another school within the District.

4. Vacancy – a newly created teaching position or an existing teaching position created by reassignment, transfer, resignation, retirement or termination.

B. ASSIGNMENT / REASSIGNMENT / TRANSFER CRITERIA

1. The District and school sites shall consider and determine the following in considering initial assignment, reassignments and transfers:

All of the following being equal, the final determination shall be based upon the earliest District hire date.

a. Credential requirements
b. Major/minor field of study
c. Years of service to the district
d. Experience of the employee, including grade level/subject area
e. Recent training of the employee
f. Employee's preference
g. Highly Qualified Teacher Status for the assignment (ex. of Highly Qualified is NCLB compliance or in the event NCLB is no longer operative, the unit member must meet all the standards set forth by state and federal law and regulations in order to teach all of the courses within an assignment.)
h. Employee evaluation (as described in *Article XII Certificated Personnel Evaluation*, sections C(1)(a) and D(5)(a)).

Any unit member whose assignment requires a Special Education Credential (**APE,** RSP, SDC, and Speech) will be notified in writing upon his/her assignment that any reassignment or transfer is subject to the district finding an appropriately credentialed teacher to fill his/her position. However, if the district is unable to find a teacher with the appropriate credential or qualification, the unit member will return to his/her original assignment.

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As it applies throughout this Article, probationary unit members shall not have their assignments taken by other unit members seeking reassignments and transfers. (Except in the circumstances described in F2b below) Probationary unit members may indicate interest in reassignments and transfers both are subject to District approval.

C. ASSIGNMENT

By February 15 the District shall begin the process for determining the assignments for the coming school year. The process shall begin by completing the Statement of Intent (Appendix E).

No later than fourteen (14) calendar days prior to the end of the school year, all unit members shall be notified in writing of his/her assignment(s) on the Certificated Staffing Assignment Notice (Appendix H). The Certificated Staffing Assignment Notice (Appendix H) shall include Primary Assignment Information and Additional Information which includes:

1. PRIMARY INFORMATION
   Any change in Primary Information shall result in a transfer or reassignment.

Preschool	**Grade level and work location**
TK-5	Grade level and work location
6-8	Subject taught and work location
9-12	Subject taught and work location
K-12 RSP/Speech	Grade levels, subject taught, and work location for 80% of the assignment
TK-12 Itinerate (Elementary Prep)	Grade levels, subject taught, and work location for 80% of the assignment
K-12 Nurse/**APE**	District-wide

2. ADDITIONAL INFORMATION
   A modification of Additional Information does not constitute a change in assignment. K-12 RSP/Speech, Itinerant and Grade 6-8 unit members may be subject to no more than one modification per school year. Grade 9-12 unit members will be subject to no more than one (1) modification per trimester/semester. More than one (1) modification per trimester/semester shall be by mutual consent of the member and the district.

6-8	**G**rade level
9-12	**S**pecific course title
K-12 RSP/Speech	**O**ther work locations
K-12 Itinerate (Elementary Prep)	**O**ther work locations

This assignment is for the coming school year, except in cases of unforeseen circumstances as determined by the Superintendent~~, WPTA President, Negotiations Chairman, and unit member(s) affected~~. If a modification of Additional Information is required, the District will notify the bargaining unit member ten (10) calendar days prior to the teacher's first duty day. If a modification of Additional Information occurs nine (9) calendar days or less prior to the unit member's first duty day, the unit member will be compensated an amount equal to two (2) additional days of his/her daily rate of pay for preparation as well as one hundred dollars ($100) to purchase new materials, and the District shall assist in moving all school related materials of the unit member.

If this modification of Additional Information occurs after the unit member's first duty day, the unit member shall be given five days notice, three (3) days of preparation time, which shall run concurrently, and one hundred dollars ($100) to purchase new materials~~,~~. **The unit member may, by mutual agreement with the District, waive the notice and preparation days and commence with the new assignment immediately and receive compensation equal to three (3) days of his/her daily rate of pay.** ~~and~~ The District shall assist in moving all school related materials of the transferred unit member.

If Speech Therapists are occasionally needed to assist one another, this shall not constitute a modification of Additional Information.

Unit members assigned to a combination grade have District hire date seniority at both grade levels.

D. REASSIGNMENT

1. Circumstances which may result in reassignments shall include:

   a. A shift in student population resulting in a decline or increase of enrollment at a grade level(s) or department.
   b. Reduction in program.
   c. Initiation or expansion of program.
   d. Change in staffing ratios
   e. Highly Qualified Teacher Status.

2. The school principal shall seek volunteers via a district email with a request for response message informing all teachers of position openings prior to making any reassignments~~. A paper posting of the position openings shall also be posted on the staff bulletin board.~~ If opening(s) occur at the site during the posting process, each new vacancy will be posted at that site via a district email as described above, until no further interest is indicated by eligible staff. Any positions remaining after this process, will be posted on EdJoin.Org pursuant to Section E below. If the new vacancy occurs after April 15th the District may post the position for outside

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applicants in lieu of posting it first at the site. ~~In the event the District fills the position with an outside applicant then the position will be posted at the site the following year.~~

a. It is the responsibility of the unit member to respond to the email requesting a response for a Reassignment posting and in the event the unit member does not respond, said failure to respond shall not prohibit the site and District from proceeding with the filling of a vacancy.

3. The site reps(s) and the principal will work collaboratively to document attempts to notify all teachers **of a reassignment opportunity**. Note: interest must be indicated no later than 4:00 p.m. the following workday from the date of the email notification described in D(2) above. No vacancy shall be filled by means of a**n involuntary** reassignment if there is a volunteer who best meets the criteria set forth in **section B1a – h** ~~B2 and B.7~~ of this article. If there are two or more volunteers, the site administration will make the final decision taking into consideration the criteria set forth in B.~~3~~**1a-h**~~7~~ **of this article**.

4. When a reassignment becomes necessary and there are no volunteers, the unit member with the most recent District hire date from the affected grade level/subject area will be involuntarily reassigned. If there is more than one unit member with the same district hire date, refer to F.7.

5. When a**n** ~~voluntary/~~involuntary reassignment **(or a voluntary reassignment that had the person not volunteered would have resulted in an involuntary reassignment)** occurs within five (5) calendar days before school begins the unit member shall be given five (5) calendar days notice and the unit member shall be given two (2) days of his/her rate of pay for preparation. This time may run concurrently. (For the purposes of the section, "school begins" shall be defined as the first contract day for teachers). When a**n** ~~voluntary/~~involuntary reassignment occurs after school begins, the unit member shall be given five (5) days notice and three (3) days preparation time. In the two aforementioned reassignment scenarios, if the notice and preparation period would require the unit member to miss the first or subsequent student days, the unit member may elect to waive the notice and preparation days and commence with the new assignment immediately and receive compensation equal to three (3) days of his/her rate of pay. The unit member at their own discretion may prepare offsite, after meeting with their site administrator ~~once during the three days of preparation~~. More or less time may be granted upon consultation between the unit member and his/her immediate supervisor. The unit member shall be allotted one hundred dollars ($100) to purchase new materials. The District shall assist in moving all school-related materials of any reassigned unit member.

6. Unit members employed at a site where a vacancy occurs shall be given the first opportunity to be reassigned. Bargaining Unit Members assigned to more than one

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site will give written notice to their site administrator(s) prior to applying for vacancies at multiple sites.

7. Unit members may be subject to no more than one involuntary reassignment per school year.

8. ~~When a reassignment would result in a subject area being taught by more than two itinerate teachers and would result in the itinerate teacher being assigned to more than two sites, the reassignment request will be forwarded to the committee described in E.5.c of this article. The committee will seek solutions to limit the delivery of the subject area to no more than two sites. If no solution is agreed upon, the reassignment may be denied.~~

E. TRANSFER

1. The District shall seek volunteers prior to making any transfers for vacancies occurring between August 1st and April 15th of each school year.
2. Principals serving in schools ranked in deciles 1 to 3 on the Academic Performance Index may refuse to accept the transfer of a bargaining unit member (Ed. Code 35036).
3. After April 15 of the school year, prior to the school year in which a transfer would become effective, priority to bargaining unit members may not be assigned over other qualified applicants who have applied for positions requiring certification qualification at the school (Ed. Code 35036).

4. Voluntary Transfers (Employee Initiated)

   a. A unit member may submit to the Personnel Department at the District Office a written request for a transfer when a vacancy exists. The determination of whether the District fills any post April 15th vacancies with outside applicants or with current unit members filing written requests for transfer is at the discretion of the District.

   b. A transfer request shall be considered using the criteria set forth in **section** B.**1a-h** ~~B.7~~ of this Article.

   c. If a unit member's request for transfer is denied, the Superintendent or designee shall meet and discuss reasons for denial if requested by the unit member. If requested by the unit member, reasons for the denial shall be provided in writing. Reasons must be correlated to **section** B.**1a-h** ~~B.7~~ of this article, unless the vacancy occurred after April 15th.

   d. Unit members, excluding those hired after the beginning of the school year, who fill vacancies through transfers after the school year begins are entitled to the same benefits as described in E5.**ed (below)**.

e. For vacant positions in which the vacancy becomes known by the District between August 1st and April 15th, and which were not first filled through site reassignment, the District will post the vacancy on Edjoin.org for a period of no less than three (3) business days and shall notify all bargaining unit members via email of the availability of posted vacancies. **(See also section F2b below)**

Once a vacant position is posted on Edjoin.org as stated above, it does not need to be posted or made available again. Any **significant** variation of the original vacancy or new vacancy based on A.4 shall be posted on Edjoin.org. (Business days shall be defined as days in which the District office is open for business).

f. ~~When a transfer would result in a subject area being taught by more than two itinerate teachers and would result in the itinerate teacher being assigned to more than two sites, the transfer request will be forwarded to the committee described in E.5.c of this article. The committee will seek solutions to limit the delivery of the subject area to no more than two teachers and/or the assignment to no more than two sites. If no solution is agreed upon, the transfer may be denied.~~

5. Involuntary Transfer (District Initiated)

a. Circumstances which may result in involuntary transfers shall include:

1) A shift in student population resulting in a decline or increase of enrollment at grade level(s), site(s), or department(s).

2) Reduction of program(s).

3) Initiation or expansion of program(s).

4) Opening of a new school.

5) Highly Qualified Teacher Status.

b. The District shall seek volunteers prior to making any involuntary transfers. No vacancy shall be filled by means of an involuntary transfer, if there is a volunteer who best meets the criteria set forth in **section** B.**1a-h** ~~B.7~~ of this Article. **If there are two or more volunteers, the administration will make the final decision taking into consideration the criteria set forth in section B 1 a-h of this Article.** When there is a need for an involuntary transfer at a site, the following criteria will be utilized:

K-5 unit member with the most recent District hire date from that site shall be transferred.

6-12 unit members with the most recent District hire date in the affected subject area from that site shall be transferred.

~~c. When there is a need for an involuntary transfer, an involuntary transfer committee shall be convened prior to any involuntary transfer being made. This committee will meet with the Superintendent or designee to review the situation and seek options and alternatives to resolve the needs of the District and the teacher(s). The committee will be comprised of no more than six members, two of whom are administration and a maximum of four unit members. The District, the affected teacher(s), and the Association may collectively waive the requirement for convening the committee.~~

c. After Steps E.1 ~~and E5.c.~~ have been completed and there is still a need for an involuntary transfer, refer to E.5.b.

e.d When involuntary transfers occur after Certificated Staffing Assignment Notices have been distributed and up to ten (10) calendar days prior to the beginning of the following work year and there are no volunteers:

1) The District shall notify the employee in writing ten (10) calendar days in advance of the effective date of the transfer by certified mail or personal delivery.

2) The unit member may request a review of the transfer and submit a rebuttal in writing.

3) The transferred unit member shall receive payment for two (2) additional days before the start of school at **his/her daily rate of pay** ~~the unit members per diem rate~~.

4) The unit member shall be allotted one hundred dollars **($100)** to purchase new materials.

5) The district shall assist in moving all school related materials of the transferred bargaining unit member.

~~f.~~**e** In grades TK-5 only, when involuntary transfers occur within five (5) business days before the start of the teacher work year through the first three weeks of school (first 15 teaching days), volunteers will be sought at the site. If there is an acceptable volunteer, prior to accepting the volunteer, the least senior teacher at the affected grade level will be offered the volunteer's assignment or a transfer off site.

~~g.~~**f** When ~~voluntary/~~involuntary transfers **(or a voluntary transfer that had the person not volunteered would have resulted in an involuntary transfer)** occur and are implemented after the beginning of school:

1) The bargaining unit member shall be given five (5) days notice and three (3) days of preparation time. This time may run concurrently. More or less time may be granted upon consultation between the unit member and his/her immediate supervisor. The unit member, at their own discretion, may prepare offsite after meeting with their site administrator once during the three days of preparation. **If the notice and preparation period would require the unit member to miss the first or subsequent student days, the unit member may elect to waive the notice and preparation days and commence with the new assignment immediately and receive compensation equal to three (3) days of his/her rate of pay.**

2) A grant of one hundred dollars ($100) shall be provided to purchase new materials.

3) The District shall assist in moving all school-related materials of any transferred unit member.

~~h.~~ **g.**Unit members may be subject to no more than one involuntary transfer per school year.

F. VACANCIES

1. General Provisions

a. The District shall make every attempt to fill all known vacancies which become known between August 1st and April 15th prior to April 15th. Those vacancies known but filled prior to April 15th will not be subject to the language in E.3.
1.The process for filling vacancies for the following school year which become known between August 1st and April 15th shall be the Assignment Fair process as detailed in the Memorandum of Understanding between the Parties located in Appendix J of this Agreement. Each year the Parties shall attempt to reach mutual agreement on the dates for the site assignment process and the Assignment Fair as well as the date by which employees will be notified regarding the tentative first round vacancies for the Assignment Fair. If the Parties are not able to reach a mutual agreement on the dates described immediately above then the District may select the dates.

b. Eligible bargaining unit members are all bargaining unit members except **temporary teachers** ~~those who have been assigned to a position that has not been posted district wide (see F.3.b).~~

Eligible bargain unit members will also include bargaining unit members who either voluntarily or involuntarily transfer or who are voluntarily or involuntarily reassigned after the school year has begun due to circumstances stated in E.5.a., regardless of whether or not the position was previously posted on Edjoin.org as a district-wide vacancy.

~~Bargaining unit members who begin the school year as temporary teachers and who become probationary teachers during the school year will not be eligible to apply for first round reassignment and transfer routing/posting at the end of the school year.~~

c. Eligible bargaining unit members currently assigned to a school site where a vacancy occurs will be given first priority for filling that vacancy. **This does not guarantee that the unit member will be selected for the position if the unit member does not meet the criteria set forth in B.1a-h of this Article.**

d. For known vacancies occurring prior to April 15th eligible bargaining unit members will have first opportunity to apply and be selected for all pre April 15th district-wide vacancies after the completion of site postings. This does not guarantee being selected for the vacancy if there is more than one bargaining unit member that meets the criteria as stated in the Notice of Vacancy **or if one or both of the unit members does not meet the criteria set forth in B.1a-h of this Article.**

e. Bargaining unit members shall receive an interview for any vacancy for which they apply and are appropriately credentialed and Highly Qualified.

f. During the posting process for each school year, a bargaining unit member may fill no more than one (1) vacancy by means of a voluntary transfer.

g. No vacancies will be filled until after the closing date as stated on the Notice of Vacancy.

h. A teacher may elect in writing to not participate in the vacancy process and may rescind their decision to participate in the process by notifying the Personnel Office in writing.

i. The Notice of Vacancy shall include: (Via email and/or Edjoin.org posting)
   1. Closing date for receipt of application;
   2. Site location;
   3. Grade level, subject and/or specialist area;
   4. Credential requirement;
   5. Experience of the employee requested
   6. Recent training of the employee requested
   7. Highly Qualified Teacher Status.

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~~The Notice of Vacancy will not include job requirements for which a stipend is paid.~~

2. ~~Vacancy List~~

~~The District shall develop a list of all vacancies and identify each vacancy as being either "posted" or "not posted." This list, referred to as the "Posted and Not Posted Vacancy List", shall be provided to the WPTA President and will be available on the District website.~~

~~3~~2. School Year Vacancies (August 1st until April 15th)

a. If a vacancy occurs on or after August 1st and prior to April 15th, the vacancy will be posted during the current school year. A new teacher may be hired to fill the vacancy.

b. **For vacancies which occur between August 1st and April 15th which are posted on Edjoin and for which a new probationary teacher was hired and for which current unit members also applied for the position, the current unit members who applied at the time the vacancy was originally posted and filled will have an opportunity to apply for the position again in the Spring assignment process.**

b. ~~These new bargaining unit members are not eligible for the first round of Site/District routings/postings but will be eligible for all postings thereafter.~~

c. ~~The District shall notify that bargaining unit member, in writing, that his/her assignment will be posted by April 15th of the current school year and he/she will not be eligible for the first round of site/District postings, resulting in a possible change in assignment for the following school year.~~

43. Post April 15th Vacancies through August 1st

a. If a vacancy occurs after April 15th and prior to August 1st, the vacancy will be posted on EdJoin.org.

b. If the bargaining unit member applies for an April 15 through August 1 vacancy and would result in a transfer, priority may not be assigned to this bargaining unit member over other qualified applicants who have applied for this position.

c. Bargaining unit members currently assigned to a school site where an April 15 through August 1 vacancy occurs and who have applied on Edjoin.org will be given first priority to fill the site vacancy. **This does not guarantee that the unit member will be selected for the position if the unit member does not meet the criteria set forth in B.1a-h of this Article.**

~~5~~4. Combination Classes

~~In the event that a bargaining unit member's assignment, as per the Certificated Staffing Assignment Notice, is a combination class, the District will notify that~~

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~~bargaining unit member, in writing, of the following routing and reassignment/transfer options.~~ If, by the beginning of the posting process of the current school year an assigned combination class teacher has not taught more than one grade level, that bargaining unit member will be given an updated Certificated Staffing Assignment Notice reflecting their single grade assignment.

a. In the event that a combination class is eliminated ~~during the school year due to growth~~ and two classes are created, the bargaining unit member will have the option of choosing their assignment from the resulting two vacancies. The position they choose will not be posted at the end of the school year. If the elimination of the combination class and the creation of two classes occurs prior to April 15th the other vacancy will be posted following the process described in F.~~2~~3.a.

b. In the event that a combination class is eliminated ~~due to growth~~ and one class is created, the bargaining unit member will be assigned to the resulting class. The position will not be posted at the end of the school year.

c. **If a singular grade position is turning into a combination grade position for the subsequent school year, the affected grade level teachers will be offered the combination grade position first. If none of the affected grade level teachers accept the combination grade position the position will become a vacancy.**

5~~6~~. Part-Time Bargaining Unit Members

Part-time bargaining unit members are those employed less than 1.0 FTE. Part-time bargaining unit members are not eligible for the first round of Site/District postings, but will be eligible for all postings thereafter. In the event that a bargaining unit member's assignment is less than 1.0 FTE, the District shall notify the affected bargaining unit member in writing of the part-time posting procedures.

~~7~~6. Seniority Determination

For purposes of this article only, reassignment/transfer ranking for unit members with the same seniority date will be determined by the time and date of the bargaining unit member's signature on the Intent to Hire Form. This does not mean the District will use the signature date/time for tie-breaking criteria during a Reduction in Force (RIF/ Layoff).

For unit members who have the same initial contracted work day who were hired prior to the practice of tracking the time and date of a unit members signature on an Intent to Hire Form or any year in which the practice of tracking the time and date of the signature was not followed, their seniority ranking for purposes of reassignment/transfer only will be determined by lot. At least one District Administrator and two WPTA Executive Board Members must participate in the lottery drawing in the event one becomes necessary. This does not mean the

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District will use the lottery drawing used pursuant to this section for tie-breaking criteria during a Reduction in Force (RIF/ Layoff).

G. STIPEND POSITIONS (APPENDIX B)

1. Stipend positions listed in the Special Assignment salary schedule (Appendix B) shall first be offered to bargaining unit members at the site where the position is located.
2. If at that time, there are no bargaining unit members who have applied for the position, then the position may be offered to non-bargaining unit members.

H. COACHING (APPENDIX B)

1. Temporary athletic team coaching stipends stated in the special assignment salary schedule (Appendix B), shall first be offered to certificated teachers employed by the District who satisfy the qualification criteria established for the position. (Education Code 44919).

2. The principal or administrator designee at each site that offers temporary athletic team coaching stipends shall apply the qualifications based on Board policy and law on an annual basis to all temporary coaching assignments. Certificated teachers employed by the District that apply for a temporary coaching assignment and do not receive the assignment, may request the reason in writing within ten (10) work days. Reasons will be aligned to the criteria stated in Board Policy. The District reserves the right to cancel a sport even if a coach has been chosen. Only the process outlined in section G is subject to grievance.

ARTICLE XII

CERTIFICATED PERSONNEL EVALUATION

A. PHILOSOPHY

The philosophy underlying these evaluation procedures is embodied in the following basic concepts:

1. The purpose of teacher evaluation is to improve the educational program in the Western Placer Unified School District and to advance toward attainment of the District's stated educational goals.

2. The evaluation of teachers is viewed as a positive process, which is program and performance oriented, and not personally centered.

3. The evaluation of teachers, in all its facets, is seen as a cooperative effort and a shared responsibility between evaluatee and evaluator. Final responsibility for performing evaluative judgment and for signing evaluation forms rests with the site principal or assistant principal, program director, or designated administrator with direct oversight responsibilities of the evaluatee's program.

4. The teacher's evaluator shall take affirmative action to help the employee to correct any cited deficiencies. Such action shall include specific recommendations for improvement, direct assistance in implementing such recommendation, and/or released time for the teacher to visit and observe other similar classes in other schools.

5. Teachers shall not be required to participate in the evaluation and/or observation of other teachers. Teachers who are assigned as half-time teachers and half-time administrators shall participate in the evaluation and/or formal observation of other teachers. Final evaluations shall be subject to review by a full-time principal or district administrator if requested by the unit member.

6. If subsequent remedial action eliminates the negative evaluation and/or the identified deficiencies, at the evaluatee's request, the evaluation(s) citing such deficiencies shall be removed from the evaluatee's file after a period of thirty-eight (38) months following the completion of the remediation.

7. All teachers to be evaluated will be notified by October 1 of each school year. A list will be maintained at the District Office.

8. The summary evaluation of a unit member's performance pursuant to this Article shall not include the use of publishers' norms established by standardized tests. In the event that laws or regulations including, but not limited to, those which impact funding require the District to modify the first sentence in this section A8 the language shall be removed or modified to be in compliance with law or regulation and any modification will be negotiated only to the extent specifically required by

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said law or regulation. Nothing in this section A8 shall prohibit teachers and administrators from having professional discussions about test scores including discussions about the scores of the students currently or previously taught by the teacher.

B. DEFINITION OF TERMS

1. Evaluation: A process that is composed of at least three parts. Those are:

   a. The written goals and objectives, or the development of an annual professional plan.

   b. Observation(s), formal/informal.

   c. A summary written evaluation.

2. Evaluator: An evaluator shall be the site principal, assistant principal, program director, or designated administrator with direct oversight responsibility of the evaluatee's program.

3. Goals and Objectives: A goal is an individualized plan that states what a unit member will strive to achieve as related to their instructional position during the school year. An objective is the method(s) to be used by the unit member to achieve the goals that have been established.

4. Annual Professional Plan: Individualized annual plan developed by permanent and identified experienced probationary unit members for the express purpose of providing a self-evaluative program of growth.

5. Observation: Observation is the basis for the summary evaluation as written by the site principal or assistant principal. All other observations and supervision activities performed by other than the ~~site principal or assistant principal~~ **evaluator** are not to be a part, either directly or indirectly, of the summary evaluation without the written permission of the evaluatee.

6. Informal Classroom Observation: Shall be a classroom visit of an unspecified period of time, with or without prior notification of the visit.

7. Formal Classroom Observation: Shall be at least 30 minutes to one (1) period in duration. Shall be preceded and followed by conferences between evaluator and evaluatee.

C. EVALUATION OF PERMANENT TEACHERS

1. Permanent teachers shall be evaluated once every other year. When a permanent employee has received a needs improvement or an unsatisfactory summary evaluation, the employee will be evaluated annually by his or her current evaluator until the employee receives a positive evaluation or is separated from the District.

a. **If an employee requesting a transfer or reassignment in accordance with Article X has received two consecutive summary evaluations rated lower than *Meets or Exceeds District Standards* in their two most recent summary evaluations and at least one of the two summary evaluations is rated *Unsatisfactory,* then the employee will have no priority consideration for any vacant positions. The District may still grant a transfer or reassignment request after considering the educational and operational needs of the District or the site(s).**

2. By October 15, the evaluator shall confer with all permanent teachers being evaluated that year to establish in writing either goals and objectives or an annual professional plan and may review site goals and the summary evaluation process.

3. During the year a teacher is being evaluated, the evaluator may conduct one formal observation to occur no later than April 30. ~~; unless he/she is a Mandatory Participating Teacher in Peer Assistance and Review (PAR). See Article 23.~~

4. Not later than May 1 of the year that the permanent teacher is to be evaluated, the evaluator shall meet with the unit member and discuss his/her summary evaluation.

5. Unit members with permanent status and who have been employed at least ten (10) years with the school district, are highly qualified, as defined in 20 USC Sec. 7801, and whose previous evaluation rated the unit member as meeting or exceeding standards, may be evaluated every five (5) years if the evaluator and unit member being evaluated agree. The unit member or the evaluator may withdraw consent at any time. If the parties do not mutually agree, the process reverts back to C.1. of this article. It is understood that this process may result in an inconsistent practice from site to site.

D. EVALUATION OF PROBATIONARY TEACHERS

1. All probationary teachers shall be evaluated every year.

2. By October 15, the evaluator shall confer with all teachers being evaluated that year to establish:

   a. Written instructional goals and objectives for teachers with less than two (2) years experience.

   b. A written annual professional plan or goals and objectives for teachers with three (3) or more years experience.

3. At least three formal observations shall be conducted each year prior to March 15.

4. A summary evaluation and conference shall be scheduled for no later than March 15 in the first and second year of employment.

5. A determination that any probationary teacher has received a needs improvement or an unsatisfactory evaluation shall be recorded on the probationary teacher's evaluation form.

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a. **If an employee requesting a transfer or reassignment in accordance with Article X has received two consecutive summary evaluations rated lower than *Meets or Exceeds District Standards* in their two most recent summary evaluations and at least one of the two summary evaluations is rated *Unsatisfactory,* then the employee will have no priority consideration for any vacant positions. The District may still grant a transfer or reassignment request after considering the educational and operational needs of the District or the site(s).**

E. EVALUATION OF TEMPORARY TEACHERS

1. All temporary teachers may be evaluated every year.

2. The evaluator shall confer with all temporary teachers being evaluated to establish instructional goals and objectives which shall be put in writing.

3. Three formal observations may be conducted during the year the temporary teacher is evaluated before April 30.

4. A summary evaluation and conference shall be scheduled no later than May 1.

5. A determination that any temporary employee has received a needs improvement or an unsatisfactory evaluation shall be recorded on the temporary employee's evaluation form.

F. FORMAL CLASSROOM OBSERVATION (if used)

1. The provisions of this Article do not preclude other methods of evaluation and observation by the evaluator. Evaluators and evaluatees may suggest other methods of evaluation and observation which, if mutually agreed upon, will be utilized in the individual's evaluation process.

   a. A formal classroom observation shall be arranged by the evaluator and the evaluatee at least two (2) days in advance of the observation. This requirement may be waived at the discretion of the evaluatee.

   b. This classroom observation shall be preceded and followed by a conference during which evaluator and evaluatee shall discuss data relevant to the observation. The evaluator's observation shall be put in writing (Appendix D).

   c. In the event of a negative classroom observation, the evaluatee may request additional formal classroom observations.

2. Formal classroom observations may be waived by mutual agreement.

G. WRITTEN SUMMARY EVALUATION

1. The summary evaluation may include at least one formal classroom observation lasting thirty (30) minutes or one full period which shall occur by April 30.

2. The summary evaluation shall not be based solely on classroom observations.

3. The summary evaluation shall include recommendations, if necessary, as to areas of improvement in the performance of the employees.

4. A copy of the written summary evaluation shall be presented to a permanent employee not later than May 1.

5. Within seven (7) days, the employee may attach a written response to the summary evaluation before such evaluation is placed in the employee's personnel file located in the District Office.

6. The written summary evaluation, goals and objectives, and observation forms will be jointly developed by the Association and the district and no other forms may be used for purposes of observation and evaluation without the mutual consent of the Association and District.

7. The selection by the eligible unit member of either an annual professional plan or goals and objectives shall not reflect negatively upon the summary evaluation.

H. FORMATS

A variety of formats may be used for the annual professional plan.

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ARTICLE XIII

SALARIES

A. BASIC TEACHER'S SALARY SCHEDULE

1. The District hereby adopts a single Salary Schedule, the provisions of which shall apply to all personnel recognized in Article II of the Agreement with the Western Placer Unified School District. All salary schedules shall be based on training, experience, and years of service.
2. One step on the salary schedule shall be allowed for each successful year of service as an employee of the District, except for the first year of employment in the District in which they must be in paid status at least 50 percent of the school year.
3. It is also our hope that these regulations will effect the realization of the following additional objectives: To attract and keep competent teachers, and to encourage all teachers to improve the quality of their teaching services as long as they remain in the employ of the Western Placer Unified School District.

B. DEFINITIONS

1. A unit shall be evaluated in terms of semester units from accredited institutions.
2. A year shall be designated as the time from July 1 of one year to June 30 of the next year.
3. A school year is designated on the school calendar as the number of days a unit member is required to work.
4. The base salary shall be the salary represented at Class C – Step 1.
5. A successful year of service is when a unit member has been in a paid status for at least 75% of the school year.
6. Units Committee shall be comprised of two (2) Association appointed members and two (2) administrators appointed by the Superintendent.

C. UNITS ALLOWABLE ON THE SALARY SCHEDULE

1. If a teacher obtains fifteen (15) units beyond one classification, he/she is placed on the next higher classification until fifteen (15) or more units have been obtained.
2. Courses for credit on the salary schedule shall be limited to upper division or graduate courses from a regionally accredited institution. Credit for other units will be guaranteed only on prior approval of Units Committee.

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3. Employees will be advanced by not more than one salary class in any one-year (horizontal movement).

4. During the first year of employment with Western Placer Unified School District, bargaining unit members will be eligible to move one column any time during first year if they meet the requirements in C.1. and 2. Units must be submitted to the Personnel Department no later than the 10th of the month for the salary advancement to become effective on the next available end-of-month payroll. The first salary advancement is not retroactive.

5. A bonus of 2.5 percent of F–1 will be added to the salary of an employee with an earned Masters degree, who submits evidence of such degree in accordance with Section D, Deadline Dates, below.

D. DEADLINE DATES

1. All unit members must file a Statement of Intent (Appendix E) by February 15 indicating whether they are planning on moving from one column to another for the next year.

2. Grade cards and/or official college transcripts must be submitted to the District by November 1 of the year in which unit credit is to be applied to the salary schedule.

E. TEACHER ENTERING THE SYSTEM

1. New teachers entering Western Placer Unified School District system will receive full credit for each year of experience teaching in United States/American schools requiring a United States/American credential for up to fourteen (14) years of service. Teachers who serve in an intern capacity, while holding a valid intern credential, will receive up to one (1) year of credit towards salary schedule placement for this experience. Teachers with long-term substitute experience will not receive credit towards salary schedule placement.

    a. New nurses entering Western Placer Unified School District system will receive full credit for each year of experience working as a school nurse requiring a school nurse credential for up to fourteen (14) years of service.

2. All credits shall be evaluated at the time of hiring if credit is desired.

F. DISTRICT SPONSORED UNITS

In addition to units from accredited institutions, units may be awarded for salary schedule purposes for District approved in-service activities, District approved committees, or District approved projects.

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1. Participation in District approved and sponsored in-service:

   a. Fifteen (15) hours of participation for one unit of credit.
   b. These hours of participation must by outside of the regular hours of contract day or contracted duty year and for which there is no pay.

2. Participation in District approved committees:

   a. Fifteen (15) hours of participation for one unit of credit.

   b. These hours of participation must be outside of the regular hours of contract day or contracted duty year and for which there is no pay.

   c. Committee work must be approved by the Units Committee.

3. District approved projects:

   a. A unit member or group of unit members may submit a written proposal for a project that would benefit their classroom(s), school, or the district. These projects may include but are not limited to curriculum, in-service, and/or travel.

   b. The proposal shall be submitted to the unit member's supervisor, Assistant Superintendent of Educational Services, and the Units Committee.

   c. After consulting with the applicant(s), the supervisor(s), Assistant Superintendent for Educational Services, and Units Committee will approve/disapprove the proposed project.

   d. The work to be completed, proposed timeline, and number of units to be potentially earned will be agreed upon at the time of approval.

   e. Upon conclusion of the project, the Units Committee will make the final determination for the granting of units. This determination shall be submitted in writing to the District Office by the Units Committee.

G. SALARY SCHEDULE

1. See attached Appendix A for the 2014-2018 salary schedule. Adjustments to this salary schedule will be available on the Western Placer Unified School District website.

2. Counselors' salary schedule shall be an additional ten percent (10%) above normal placement on the certificated salary schedule (Appendix A).

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3. **WPTA members serving as school nurses will start at no less than Column E Step 6 on the certificated salary schedule. School nurses will also be required to work an additional 15 days outside of the normal 183 day work year which shall be paid at their per diem rate.**

H. SPECIAL ASSIGNMENT SALARY SCHEDULE

1. Bargaining unit employees who are designated by the District to perform the duties of the assignments listed in Appendix B shall receive the appropriate compensation listed in Appendix B. Employees who serve less than a full year, or less than a full assignment, shall receive a pro-rated stipend.

2. Each year the principal of each school site shall submit in writing a list of persons authorized to serve in the special assignments to the District office. This shall be done as soon as possible so these persons can be paid in accordance with the supplemental salary schedule.

3. Certificated staff authorized to fill special assignments shall be paid in accordance with the criteria for establishment of supplemental pay, which is based upon yearly extra-curricular schedules and time factors involved. The pay will be stated as a percentage of the base salary (C-1).

4. If a new special assignment job classification is established, the District will negotiate with the Association over the appropriate salary for this classification. If possible, said negotiations shall take place prior to the filling of the position. The salary subsequently agreed upon shall be retroactive to the first day the position was filled. These new assignments will be included in Appendix B.

5. If there is any substantial change in the duties of any existing special assignment job classification, the District will negotiate with the Association regarding possible modification in the salary for such position and any modification in the salary for such position agreed to will become effective on the first day that the change in duties became effective.

6. A new special assignment job classification shall be defined as any position that receives compensation over and beyond the salary schedule (Appendix A).

I. OTHER SPECIAL ASSIGNMENT JOB CLASSIFICATION

1. The District will notify the Association Bargaining Chairperson of stipends offered to bargaining unit members not included in Appendix B at its inception and by September 15 of each school year regardless of the source of funding for the position. Notification will include title of the stipend, site(s), duties, date posted, approximate hours required, compensation, and comments if necessary.

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2. Within fifteen (15) instructional days of each notification by the District, the Association will notify the district if the stipend will be negotiated using the process outlined in H.4. of this article.

3. Using 2002 - 2003 as a base school year, only stipends offered more than once to bargaining unit members will be subject to I.2.of this section.

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ARTICLE XV

WORK YEAR

A. TEACHING DAYS

Days during which students are required to be in attendance or for which attendance is credited.

B. DUTY DAYS

Days during which unit members are required to be in attendance.

C. WORK-DAY / WORK YEAR

1. There shall be 180 teaching days plus three (3) additional non-ADA days for a total of 183 duty days. Teachers new to the District shall work one (1) additional non-ADA day for a total of 184 duty days. ~~The first~~ 90 minutes of the additional non-ADA day **for new teachers** will be allotted to Western Placer Teachers Association.

2. Counselors shall work 200 days per year. These days will be scheduled by the counselor and their site principal.

3. **School nurses will be required to work an additional 15 days outside of the normal 183 day work year.**

4. Only the start and stop of the duty days, the number of days between, number and placement of zero days, as well as the number, functions, and placement of the three **(3)** non-ADA days, are negotiable. (See Appendix C)

5. A Calendar Committee comprised of 3 WPUSD representatives, one of which will be the chairperson and 3 WPTA representatives will be formed and shall develop a calendar which includes the start and stop of the duty days, number of days between, number and placement of zero days, as well as the placement of non-ADA days.

6. Prior to November 1st, the number and function of non-ADA days for the following school year will be determined through negotiations.

7. By November 1st, the chairperson of the Calendar Committee will be informed of the number and function of the non-ADA days for the following school year, as per C.5. of this article.

8. By February 1st, the Calendar Committee will submit a calendar proposal reached by consensus (support of every member of the committee) for the following school year to the WPTA and WPUSD bargaining teams for tentative agreement. If consensus cannot

be reached by February 1st, the chairperson will forward the committee's options and data to the WPUSD and WPTA bargaining teams to be negotiated using C.3. above.

9. Calendar committee meetings will be held beyond the workday and not count as a meeting described in Article VII.A. of the collective bargaining agreement.

D. STAFF DEVELOPMENT DAYS

1. All staff development, which occurs beyond the teacher's work day, must be pre-approved by the District.

2. ~~As funding allows, based on Professional Development Block Grant revenues, all teacher's will be eligible to utilize a minimum of six hours of staff development that occur beyond the teacher's work day. Should funding be reduced by the State, then the eligible hours will be reduced proportionately. At the teacher's discretion, the six hours of staff development may be paid at the hourly rate (See Appendix A) or converted to units towards advancement on the salary schedule.~~

3. Additional staff development ~~beyond the minimum of six hours~~ may be compensated at the hourly rate (See Appendix A) or converted to units toward advancement on the salary schedule at the District's discretion.

4. Since attendance at staff development beyond the teacher's work day is optional, teachers cannot be held accountable for information/materials received during staff development **held beyond the teacher's work day unless they attended the staff development training and were compensated for said training**.

5. Staff development opportunities must meet one of the following categories:
   - WPUSD Sponsored Staff Development,
   - PCOE Sponsored Staff Development,
   - WPUSD Endorsed Staff Development

ARTICLE XXVII

SAFETY

A. SAFE WORKING CONDITIONS

1. Unit members shall not be required to work in unsafe conditions or to perform tasks that endanger their health, safety, or well-being.

2. Following notification and determination by the District of the severity of the condition, the district shall remediate any unsafe or hazardous condition.

   a. Unit members shall immediately report unsafe or hazardous conditions to their principal or supervisor using the work order form and indicating the request as an unsafe or hazardous condition to be evaluated.

   b. The principal or supervisor shall then immediately report the matter to the Superintendent and/or proper District employee for appropriate action.

   c. The reporting unit member shall be informed of the action taken and proposed timeline for said action, if any, by the principal, supervisor or appropriate District employee within five (5) business days.

   d. In the event the unit member disagrees with the proposed solution, or no solution is provided, the unit member has the right to contact CAL-OSHA at www.dir.ca.gov/DOSH or (916) 263-2800.

   e. Unit members shall comply with District requests within five (5) business days when an unsafe condition caused by the unit member needs to be corrected.

3. After determination by the District, unit member attendance shall not be required whenever student attendance is not required due to unsafe conditions, except when students are sent to another location and teacher supervision is needed during the student day.

4. Each school site shall have written procedures for emergency situations. The procedures will be reviewed with the bargaining unit members at the beginning of each school year or with the affected bargaining unit members when changes are made.

5. Each classroom and major work area shall have a telephone with monitored central office intercom service and access to an outside line.

6. Each school site will provide every classroom with a designated hotline to the office. This designated hotline will only be used in case of emergency. All phones shall be labeled with the designated hotline number and unit members whose phones are not labeled appropriately shall notify their supervisor.

7. All science labs and/or classrooms that contain hazardous materials shall be maintained in a safe manner by the unit member and supplied with mandated safety equipment and proper storage in compliance with applicable laws.

8. **Each unit member shall participate in and complete all legally required safety training programs provided by the district or a third party trainer.**

B. ASSAULT AND BATTERY

1. While acting in the scope of their employment, unit members may use reasonable force when necessary to protect themselves from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects upon the person or within the control of a pupil.

2. Unit members shall immediately report cases of assault and/or battery suffered by them while acting within the scope of their employment to their principal or supervisor. A battery is defined as any willful and unlawful use of force or violence upon another person. An assault is defined as an unlawful attempt, coupled with a present ability to commit, a violent injury on another person. The principal or supervisor shall report any assault or battery to the Superintendent or designee who shall contact the proper law enforcement authorities when appropriate, as determined by the district. The Superintendent shall comply with any reasonable request from the unit member for information in the possession of the District relating to the incident or the persons involved, which are subject to the District's policies related to confidentiality.

3. In the event that criminal or civil charges are brought against unit members in connection with an assault and/or battery while the unit member is acting within the scope of his/her employment as determined by the District's insurer, the District shall provide legal counsel to act in the unit member's defense, when such coverage is included in the District's insurance policy.

4. The District, may pursue legal action against a pupil or the pupil's parent or guardian if a unit member's person or property is injured or damaged by the willful misconduct of the pupil which occurs during the course and scope of employment.

5. When absence arises out of a battery inflicted upon a unit member while acting in the scope of his/her employment, the district will follow all workers compensation and other applicable laws.

6. The District shall notify unit members in accordance with Education Code Section 49079 of a record of conduct demonstrating that a student has caused, or attempted to cause serious bodily injury as outlined in section C. 5. of this article.

C. PUPIL SUSPENSION

1. In compliance with Education Code Section 48910, a unit member may suspend a pupil from his/her class for the day of the suspension and the following day for any

act enumerated in Education Code Section 48900 et. seq., which includes acts that disrupt the educational process. A list of the grounds for suspension as enumerated in Education Code Section 48900 et. seq., is included on the suspension form which is attached hereto as Exhibit A.

2. Any pupil suspended by the teacher shall not be returned to the unit member's class during the period of suspension without the principal or designee and the unit member's concurrence.

3. The pupil shall not be placed in another regular class during the period of suspension. If the pupil is assigned to more than one class per day, this section shall apply only to classes scheduled during the same time as the class from which the pupil was suspended. The student may be placed in "in house" suspension or ALC, if appropriate, as determined by administration.

4. As soon as possible following the suspension of a pupil by a teacher, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. A school administrator shall attend the conference if the teacher or the parent or guardian request.

5. Each year teachers shall receive from the district information regarding student discipline before their classroom duties begin and throughout the duration of the school year utilizing Aeries or any other student information system. At a minimum, student disciplinary action which results in suspension or expulsion shall be documented in the District's student information system program including the grounds for suspension as enumerated in Education Code sections 48900 et. seq. Other disciplinary action included in the student information system, as determined by the administration, will be available to the unit member.

D. PUPIL TRANSPORTATION

1. No unit member shall be required to transport pupils in private vehicles. If a unit member transports a student with district approval, the unit member is required to provide evidence of auto insurance in an amount equal to that required by board policy of parent volunteer drivers. The district shall provide liability coverage in excess of the unit member's personal auto policy up to the districts' per occurrence limit.

2. Should the District request that a unit member transport a pupil or pupils in a vehicle owned by the District, the District shall provide primary liability coverage for any liability considered attributed to the unit member while he/she is acting in the scope of their employment. Unit members shall be provided with documentation of the primary liability coverage applicable while in the scope of their employment, which shall be carried in the vehicle during such assignment.

3. The District may provide unit members authority to take pupils on a school-sponsored activity. A unit member, while acting within the scope their duties during a school sponsored activity shall be indemnified for third-party claims of bodily injury, personal injury, or property damage.

E. SPECIALIZED PHYSICAL HEALTH CARE SERVICES

1. The District shall indemnify and hold harmless from liability any unit member who while acting within the scope of his/her employment, performs specialized physical health care services and/or dispenses medication.

2. Specialized physical health care services are defined as those health services prescribed by the student's licensed physician or surgeon requiring medically related training for the individual who performs the services and which are necessary during the school day to enable the student to attend school. Such services include catherization, gavage feeding, suctioning, or other services that require medically related training.

3. Nurses shall be the only unit member required to provide specialized physical health care services and to dispense medication.

4. Unit members shall report for examination by the nurse or designee, all suspected cases of head lice as soon as possible.

5. Each school site shall be equipped with health care products and facilities as allowed by law.

F. PERSONAL PROPERTY LIABILITY COVERAGE

1. In the event any judgment awarded against the student or his/her parent or guardian does not satisfy the damages resulting from the vandalism or theft of the unit member's personal property which occurred during the scope of the member's employment, per each occurrence, the District shall reimburse the unit member for the cost incurred to repair or to replace the personal property, for an amount which is equivalent to the unit member's insurance deductible as established by a proof of insurance certificate, or for an amount not to exceed $250, whichever is less.

2. When vandalism or theft of personal property occurs and the person(s) responsible for the theft or vandalism are never identified or if accused, not found guilty or liable, if the unit member has filed a police report affirming that the theft of vandalism occurred during the member's scope of employment, per each occurrence, the District shall reimburse the unit member for the cost incurred to repair or to replace the personal property, for an amount which is equivalent to the unit member's insurance deductible as established by a proof of insurance certificate, or for an amount not to exceed $250, whichever is less.

ARTICLE XXVIII

ENTIRE AGREEMENT

This Agreement constitutes the entire Agreement between the parties and concludes "meet and negotiate" of any subject, whether included in this Agreement or not, for the term of this Agreement.

Dated: _____ Dated: _____

_____ _____

Ryan Davis,
Western Placer Unified School District,
Assistant Superintendent of Personnel Services

Tara McCroskey,
Western Placer Teachers Association,
President

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SPECIAL ASSIGNMENT SALARY SCHEDULE

ASSIGNMNENTS	PERCENTAGE
A. YEARLY	
Agriculture Instructor (not less than 40 additional days during the fiscal year) (limited to 3 stipends)	20%
Activities Director, High School	8.5%
Activities Director, Middle School	6.5%
Athletic Director, High School	8.5%
Athletic Director, MiddleSchool	6.5%
Yearbook Advisor, High School	6.5%
Yearbook Advisor, Middle School	6.5%
Yearbook Advisor, Elementary School	1.0%
Drama, High School	6.5%
Drama, Middle School	6.5%
~~Music~~ **Band** Director, High School	8.5%
Choir Director, High School	**5.5%**
Music Director, Middle School	4.2%
Exhibition/Marching Assistant	6.0%
Marching Technician	**$500**
Middle School Environmental Camp	3.0%
Academic Decathlon Advisor	4.2%
Teacher in charge when serving as site administrator	$100/day
Elementary Assessment Assistant for school of 400 ADA or more	3.0%
Site Tech Trainer	~~2~~ 3.8%
DISTRICT CATEGORICAL FUNDED	
Gate Coordinator	11.0%
B. SEASONAL: HIGH SCHOOL	
Football:	
Head Coach	8.5%
Assistant	6.5%
Assistant	6.5%
Assistant	6.5%
Assistant	6.5%
Assistant	6.5%
Assistant	6.5%
Basketball:	
Head Coach	8.5%
J.V.	6.5%
Freshman	5.5%
Girl's Varsity	8.5%
Girl's J.V.	6.5%
Girl's Freshman	5.5%
Baseball:	
Head Coach	7.2%
J.V.	6.5%

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Freshman	5.5%
Track:	
Head Coach	7.2%
Assistant	5.5%
Assistant	**5.5%**
Wrestling:	
Head Coach	8.5%
Assistant	6.5%
Cross Country:	
Head Coach	5.5%
Soccer:	
Head Coach	7.2%
J.V.	5.5%
Tennis:	
Head Coach	7.2%
Golf:	
Boys Head Coach	5.5%
Girls Head Coach	5.5%
Boys Volleyball:	
Head Coach	**7.2%**
J.V.	**6.5%**
Swimming:	
Head Coach	**7.2%**
Assistant	**5.5%**
Girl's Athletics:	
Softball	7.2%
J.V. Softball	6.5%
Volleyball	7.2%
J.V. Volleyball	6.5%
Freshman Volleyball	5.5%
Soccer	7.2%
J.V. Soccer	5.5%
Cheerleading	8.5%

For High School varsity sports only there is a $100 per week additional stipend for each additional week the sport continues in the playoffs.

C. SEASONAL – MIDDLE SCHOOL

Basketball:	
7th Grade Boys	5.5%
8th Grade Boys	5.5%
7th Grade Girls	5.5%
8th Grade Girls	5.5%
Wrestling:	
7th Grade Boys	4.2%
8th Grade Boys	4.2%

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Softball:	
7th Grade Girls	4.2%
8th Grade Girls	4.2%
Track:	
6/7/8th Grade Boys	4.2%
6/7/8th Grade Girls	4.2%
Volleyball:	
7th Grade Girls	4.2%
8th Grade Girls	4.2%
7th Grade Boys	4.2%
8th Grade Boys	4.2%
Flag Football:	
8th Grade Boys	5.5%
7th Grade Boys	5.5%
Roller Hockey	~~5.5~~ 2%
Cross Country	4.2%

D. HOURLY

The regular rate of pay per hour, or ¼ fraction thereof, shall be based on C.1 of the Certificated Salary Schedule which is Appendix A. (i.e., C.1 divided by 183 days divided by 7.5 hours)

E. SITE FUNDED OPTIONAL NEGOTIATED STIPENDS

Elementary Assessment Assistant for schools less than 400 ADA	1.1%
Elementary Student Body Advisor	1.4%
Elementary Student Study Team Coordinator/Facilitator for schools of 400 ADA or more	5.5%
Elementary Student Study Team Coordinator/Facilitator for schools of less than 400 ADA	2.8%
Middle School Curriculum Lead Teachers	2.8%
High School Department Chairs	2.8%

10.9.51

PLACER COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE

OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT

This disclosure document is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent fiscal years. This certification page should be signed by the Superintendent and Chief Business Official at the time of public disclosure. Absence of one or both of the signatures should serve as a "red flag" to the district's Governing Board, however, it does not prevent them from taking action on the agreement.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Official of the Western Placer Unified School District (District), hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement between the District and the Western Placer Teachers Association Bargaining Unit, during the term of the agreement from 07/01/2015 to 76/30/18.

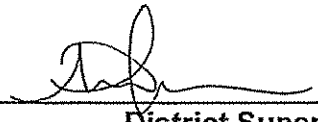
Budget Revisions

If the district does not adopt all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

Current Year Budget Adjustments	Budget Adjustment Increase (Decrease)
Revenues/Other Financing Sources	$ 0
Expenditures/Other Financing Uses	$ 300,092
Change to Ending Fund Balance	$ (300,092)

Certifications (check one & sign)

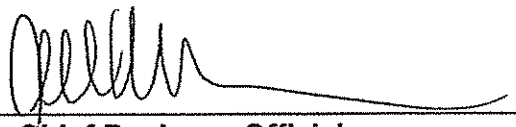
X I hereby certify — I am unable to certify



6/2/2015

District Superintendent Signature — **Date**

X I hereby certify — I am unable to certify



6/2/2015

Chief Business Official Signature — **Date**

Special Note: The Placer County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

10.9.52

PLACER COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE

OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

CERTIFICATION OF PUBLIC DISCLOSURE

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications (current budget year and two subsequent years) of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

	6/2/2015
District Superintendent (or Designee) Signature	**Date**
Audrey Kilpatrick	916-645-6350
Contact Person	**Phone**

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on 06/02/2015, took action to approve the proposed Agreement with the Western Placer Teachers Association Bargaining Unit.

	6/2/2015
President (or Clerk), Governing Board Signature	**Date**

Special Note: The Placer County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

10.9.53

PLACER COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE

OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

LEA Name: Western Placer Unified School District

Name of Bargaining Unit: Western Placer Teachers Association

Certificated, Classified, Other: Certificated

The proposed agreement covers the period beginning: 7/1/2015 (mm/dd/yyyy) **and ending:** 76/30/18 (mm/dd/yyyy)

The Governing Board will act upon this agreement on: 6/2/2015 (mm/dd/yyyy)

Proposed Change in Compensation	Fiscal Impact of Proposed Agreement		
	FY 2014/15	FY 2015/16	FY 2016/17
Salary Schedule Change (include step and column movement)	268,731	806,194	806,194
Other Compensation - Identify:	-	14,000	14,000
Statutory Benefits - STRS, PERS, FICA, Medicare, WC UI, etc.	31,361	94,084	94,084
Health and Welfare Benefits	-	-	-
Total Proposed Change in Compensation Costs	**$ 300,092**	**$ 914,278**	**$ 914,278**
Total Number of FTE	310	316	318
Average Cost per Employee	968	2,892	2,875

Costs Already Included in Board Approved Budget Ref. Supplemental Information #9	-	-	-
Net Change to Budget	**$ 300,092**	**$ 914,278**	**$ 914,278**

PLACER COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE

OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

1 What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

On-going increase of 3.75% on WPTA salary schedule effective 3/1/15. In 2014/15 less than full year increase is effective annualized increase of 1.25%. Change in District hourly rate from cell C1 to F1 WPTA salary schedule cell, Appendix B stipends incresed for specific assignments effective 7/1/15.

2 Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

No

3 Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes [X] No [ ]

If yes, please describe the cap amount.

N/A

4 Describe other proposed non-compensation Items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

MOU IX Class Size - Agreed upon Alternaitve Class Size Ratio for GSA funding (2013/14, 2014/15 and 2015/16), Contract language changes to Article VII Teaching Hours, VII - Leaves, Article IX Class Size, Article X - Assignment Reassignment/Transfer, Article XII - Certificated Employee Evaluation, Article XIV - Employee Benefits, Article VX - Work Year, Article XXII Peer Assistance and Review (deletion of article), Article XXIV - Safety, Article XXVIII - Entire Agreement, Article XXV Summer School Instruction, Addition of Appendix J MOU - Assignemnt Fair.

10.9.SS

PLACER COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE

OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

5 What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

None

6 What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

None

7 Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

None

8 Describe any costs that were previously included at budget adoption or subsequent board approved revision, that will be implemented by the proposed agreement.

None

9 Identify the source of funding for the proposed agreement in the current and each of the two subsequent years.

General Fund Unrstricted LCFF Base funds. Supplemental and restricted program funds will support any increased costs to those programs.

10.9.56

PLACER COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE

OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

10 If amounts are entered in the "Other Revisions" on the MYP forms please provide brief description.

N/A

11 Will this agreement create, or decrease the LEA's budget deficit in the current or subsequent year(s)? "Budget Deficit" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

In 2014/15, the agreement will increase the District's deficit, and will be supported by spending down of unrestricted General Fund surplus fund balances and a reduction of the LCFF GAP Funding Reserve. Subsequent years budget will support the additional costs for the agreement and will not create a structural deficit.

12 Will the LEA be able to maintain it's Reserve for Economic Uncertainty in the current and two subsequent fiscal years? If not, explain justification for approving proposed agreement.

Yes

13 Please provide any additional comments and explanations that are necessary to understand the impact of the proposed agreement not already addressed above.

N/A

10.9.57

PLACER COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE

OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

GENERAL FUND 01	Current Year	1st Subsequent Year	2nd Subsequent Year
COMBINED	FY 2014/15	FY 2015/16	FY 2016/17
Latest Board Approved Budget Before Settlement, Date:		*03/17/2015*	
Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999)	61,452,388	63,425,023	65,135,341
Total Expenses, Including Transfers Out, Other Uses (Objects 1000-9999)	63,091,592	61,632,230	62,468,691
Increase (Decrease) In Fund Balance	(1,639,204)	1,792,793	2,666,650
Other Revisions, As Of Date:			
Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999)	-	-	-
Total Expenses, Including Transfers Out, Other Uses (Objects 1000-9999)	-	-	-
Increase (Decrease) In Fund Balance	-	-	-
Adjustment For Settlement			
Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999)	-	-	-
Total Expenses, Including Transfers Out, Other Uses (Objects 1000-9999)	300,092	914,278	914,278
Increase (Decrease) In Fund Balance	(300,092)	(914,278)	(914,278)
Total Revised Budget			
Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999)	61,452,388	63,425,023	65,135,341
Total Expenses, Including Transfers Out, Other Uses (Objects 1000-7999)	63,391,684	62,546,508	63,382,969
Fund Balance			
Beginning Fund Balance	7,342,333	5,403,037	6,281,552
Total Increase (Decrease) In Fund Balance	(1,939,296)	878,515	1,752,372
Projected Ending Fund Balance	5,403,037	6,281,552	8,033,924
Components of Ending Fund Balance			
Restricted	194,125	181,771	131,564
Committed	-	-	-
Assignments:	-	-	-
0	-	-	-
0	-	-	-
Reserve For Economic Uncertainty	1,743,781	1,676,081	1,691,761
Unassigned Balance (must be positive number)	3,465,131	4,423,700	6,210,599
% Available for Economic Uncertainty	**8.22%**	**9.75%**	**12.47%**

GF Combined MYP

10.9.58

PLACER COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE

OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

GENERAL FUND 01	Current Year	1st Subsequent Year	2nd Subsequent Year
UNRESTRICTED	FY 2014/15	FY 2015/16	FY 2016/17
Latest Board Approved Budget Before Settlement, Date:		***3/17/2015***	
Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999)	46,663,904	50,977,180	52,373,691
Total Expenses, Including Transfers Out, Other Uses (Objects 1000-7999)	46,666,382	49,172,033	49,656,834
Increase (Decrease) In Fund Balance	(2,478)	1,805,147	2,716,857
Other Revisions, As Of Date:			
Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999)	-	-	-
Total Expenses, Including Transfers Out, Other Uses (Objects 1000-7999)	-	-	-
Increase (Decrease) In Fund Balance	-	-	-
Adjustment For Settlement			
* **Total Revenues**, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999)	-	-	-
Total Expenses, Including Transfers Out, Other Uses (Objects 1000-7999)	300,092	914,278	914,278
Increase (Decrease) In Fund Balance	(300,092)	(914,278)	(914,278)
Total Revised Budget			
Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999)	46,663,904	50,977,180	52,373,691
Total Expenses, Including Transfers Out, Other Uses (Objects 1000-7999)	46,966,474	50,086,311	50,571,112
Fund Balance			
Beginning Fund Balance	5,516,482	5,213,912	6,104,781
Total Increase (Decrease) In Fund Balance	(302,570)	890,869	1,802,579
Projected Ending Fund Balance	5,213,912	6,104,781	7,907,360
Components of Ending Fund Balance			
Restricted	5,000	5,000	5,000
Committed			
Assignments:			
Reserve For Economic Uncertainty	1,743,781	1,676,081	1,691,761
Unassigned Balance (must be positive number)	3,465,131	4,423,700	6,210,599
% Available for Economic Uncertainty	**8.22%**	**9.75%**	**12.47%**

* Projected Restricted Ending Balance cannot be negative. Requires contribution from Unrestricted included under Adjustment For Settlement section.

GF Unrestricted MYP

10.9.59

PLACER COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE

OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

GENERAL FUND 01	Current Year	1st Subsequent Year	2nd Subsequent Year
RESTRICTED	FY 2014/15	FY 2015/16	FY 2016/17
Latest Board Approved Budget Before Settlement, Date:		***03/17/2015***	
Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999)	14,788,484	12,447,843	12,761,650
Total Expenses, Including Transfers Out, Other Uses (Objects 1000-9999)	16,425,210	12,460,197	12,811,857
Increase (Decrease) In Fund Balance	(1,636,726)	(12,354)	(50,207)
Other Revisions, As Of Date:			
Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999)	-	-	-
Total Expenses, Including Transfers Out, Other Uses (Objects 1000-9999)	-	-	-
Increase (Decrease) In Fund Balance	-	-	-
Adjustment For Settlement			
* **Total Revenues**, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999)	-	-	-
Total Expenses, Including Transfers Out, Other Uses (Objects 1000-9999)	-	-	-
Increase (Decrease) In Fund Balance	-	-	-
Total Revised Budget			
Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999)	14,788,484	12,447,843	12,761,650
Total Expenses, Including Transfers Out, Other Uses (Objects 1000-7999)	16,425,210	12,460,197	12,811,857
Fund Balance			
Beginning Fund Balance	1,825,851	189,125	176,771
Total Increase (Decrease) In Fund Balance	(1,636,726)	(12,354)	(50,207)
* **Projected Ending Restricted Fund Balance**	189,125	176,771	126,564
Restricted Balance Positive (Negative)			
* Projected Restricted Ending Balance cannot be negative. Requires contribution from Unrestricted included under Adjustment For Settlement section.			

TENTATIVE 2015/2016 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	36,075	39,160	44,977	45,827	48,532	50,760	1
2			46,551	47,545	50,351	52,790	2
3			48,181	49,329	52,240	54,902	3
4			49,867	51,179	54,199	57,098	4
5				53,098	56,231	59,381	5
6				55,089	58,339	61,757	6
7				57,154	60,528	64,228	7
8				59,298	62,798	66,797	8
9					65,152	69,468	9
10					67,596	72,247	10
11						75,137	11
12						78,142	12
13						78,842	13
14						79,554	14
15						80,270	15
16						80,993	16
17						81,722	17
18						82,458	18
19						83,200	19
20						83,949	20
21						84,788	21
22						85,636	22
23						86,492	23
24						88,889	24

MASTER STIPEND IS 2.5% OF F-1 1,269

ASSIGNMENT - HOURLY

F-1 Placement, Daily Rate = $277.38

$277.38 daily rate divided by 7.5 hours = $36.99 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
3.75% added to 2015/2016 salary schedule w/retro back to March 2015

10.9.61

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Approval of Adjustment to Salary
For the District's Certificated Management Employees,
Assistant Superintendents & The Superintendent

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Ryan Davis
Assistant Superintendent of
Personnel Services

ENCLOSURES:
Revised Salary Schedules for:
Certificated Management Employees,
Assistant Superintendents &
The Superintendent

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund

MEETING DATE:
June 2, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:

In light of the Tentative Agreements with CSEA and WPTA effecting salary for other classified and certificated employees of the District which included an increase in salaries of 3.75% applied to the various salary schedules, retroactive to March 1, 2015, the District administration is recommending that the same 3.75% increase, retroactive to March 1, 2015, be applied to the positions which are listed on the Certificated Management, Assistant Superintendents, and Superintendent salary schedules. Copies of the proposed revised schedules are included. The total estimated cost of the salary increase for these three employee groups is approximately $108,000 to the unrestricted general fund for the 2015-2016 school year.

RECOMMENDATION:

Administration recommends the Board of Trustees approve the 3.75% salary increases, retroactive to March 1, 2015, for the three groups described above.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Certificated Management
Tentative 2015-2016 Salary Schedule

Position Classification	Duty Days	Car Allowance	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
District Psychologist	192	200.00	66,744	71,732	76,719	81,708	86,696
Mental Health Specialist	192	200.00	66,744	71,732	76,719	81,708	86,696
**Program Support Specialist Interventions	210	125.00	74,104	76,327	78,617	80,975	83,400
Special Education Program Spec.	204	200.00	82,102	84,569	87,015	89,454	91,917
Elementary Asst. Principal	204	75.00	83,596	86,104	88,687	91,349	94,088
Preschool Program Coordinator	195	75.00	79,907	82,306	84,774	87,319	89,938
Middle School Asst. Principal	204	75.00	86,159	88,831	91,506	94,175	96,848
Director of Spec.Education	220	200.00	101,738	104,707	107,846	111,081	114,414
Elementary Principal	210	100.00	93,723	96,621	99,520	102,423	105,326
High School Asst. Principal	210	200.00	93,990	96,875	99,793	102,709	105,617
Middle School Principal	210	100.00	96,963	99,941	102,951	105,959	108,959
Continuation High School Principal	210	200.00	94,180	97,071	99,995	102,917	105,831
Director of Human Services	220	200.00	100,754	103,867	106,972	110,074	113,187
High School Principal	220	200.00	107,856	111,189	114,514	117,834	121,167
Director of Educational Services	220	200.00	96,893	99,720	102,711	105,792	108,966

District paid life insurance ($8.33) - MA Stipend - $1,269 - District paid ACSA dues (Suspended for the 2012-2013 school yr.) Retiree benefits as stipulated at Board of Trustee's meeting, March 7, 2000 (after 10 yrs.of service w/WPUSD, entitled to $2775 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
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	

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
**Contingent Upon Continuing Grant Funding

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Full Time Assistant Superintendent Postitions
Tentative 2015-2016 Salary Schedule

Position Classification	Duty Days	Car Allowance	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Assistant Superintendent of Business Services	260	350	120,577	123,669	126,840	130,091	133,427
Assistant Superintendent of Personnel Services	260	350	120,577	123,669	126,840	130,091	133,427
Assistant Superintendent of Educational Services	260	350	120,577	123,669	126,840	130,091	133,427

MA Stipend - $1,269

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

Asst/SupSalSch
7/1/2015

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Full Time Superintendent Position
Tentative 2015-2016 Salary Schedule

Position Classification	Duty Days	Car Allowance	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
District Superintendent	260	500	179,735				

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 7/1/14 - Salary Increased & Longevity added
Revised 7/1/15 - Salary Schedule reflects 3.75% increase w/retro back to March 1, 2015

superintendent sal schedule
7/1/2015

1.0375

10.10.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Approval of Adjustment to Salary
For the District's Classified Management Employees,
Senior Management of the Classified Employees,
Classified/Confidential Employees & Grant Funded
After School Program Employees

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Ryan Davis
Assistant Superintendent of
Personnel Services

ENCLOSURES:
Revised Salary Schedules for:
Classified Management Employees,
Senior Management of the Classified
Employees, Classified/Confidential
Employees & Grant Funded After School
Program Employees

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund

MEETING DATE:
June 2, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:

In light of the Tentative Agreements with CSEA and WPTA effecting salary for other classified and certificated employees of the District which included an increase in salaries of 3.75% applied to the various salary schedules, retroactive to March 1, 2015, the District administration is recommending that the same 3.75% increase, retroactive to March 1, 2015, be applied to the positions which are listed on the Classified Management, Senior Management of the Classified, Classified/Confidential and Grant Funded After School Program salary schedules. Copies of the proposed revised schedules are included. The total estimated cost of the salary increase for these three employee groups is approximately $48,000 to the unrestricted general fund for the 2015-2016 school year.

RECOMMENDATION:

Administration recommends the Board of Trustees approve the 3.75% salary increases, retroactive to March 1, 2015, for the four groups described above.

10.11

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Classified Management Positions
Tentative 2015-2016 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
Director of Business Services $100/Mo Car Allowance	260	86,520	91,860	97,196	102,537	107,872
Occupational Therapist $200/Mo Car Allowance	200	66,992	70,333	73,841	77,524	81,390
Behavior Analyst $200/Mo Car Allowance	200	74,360	78,068	81,961	86,048	81,390
Food Service Director	260	65,237	69,196	73,152	77,115	83,333
Transportation Director	260	65,237	69,196	73,152	77,115	83,333
Director of Facilities $300/Mo Car Allowance	260	86,520	91,860	97,196	102,537	107,872
*After School Coordinator	210	37,632	39,613	41,697	43,890	46,201
*Transition Specialist (Based on TTP Grant budget)	200					37,754
*Workability 1 Site Coord. (Based on Workability 1 Grant Budget)	210					35,818

Longevity increments are 5% salary increase for 10 yrs. and 5% for each additional 5 yrs. of completed service

All Salaries Based on 8 Hour Days
Retiree Benefits: $2,775 for 3 or 5 years
District paid life insurance ($8.33) and salary protection plan ($9.66)

Revised 7/1/07 - 4% added to 2006/2007 schedule for all positions except Trans. Dir & Food Serv. Dir. (5%)
0% added to 2007 - 2008
Revised 8/1/09 - 3% added to 2008- 2009 schedule effective 7/1/09 for Dir. Site Dev, Dir. of Technology, After School Coordinator, Workability, 6.9% for Dir. of Bus, 8% for Dir. of Maint & Operarations, Food Service Dir, OT, Transporation Director
Revised 7/1/11 - 2011-2012 Salary Schedule reflects 4 furlough days
Revised 7/1/12 - 2012-2013 Salary Schedule reflects 8 furlough days
Revised 7/1/13 - 2013-2014 Salary Schedule reflects 4 furlough days
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

*Contingent Upon Continuing Grant Funding

10.11.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Senior Management Positions
Tentative 2015-2016 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	106,063				
Director of Maintenance & Operations $250/Mo Car Allowance	260	83,333				

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
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

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Classified Confidential Positions
Tentative 2015 - 2016 School Year

Confidential employees shall be eligible for the following as per Education Code 45128:
The Board shall provide for compensation or compensatory time off at a rate at least equal to time and one-half the regular rate of pay of the employee designated and authorized to perform the overtime.

Such confidential employees shall be eligible for vacation as determined by the schedule adopted 7/1/01.

Position Classification	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Budget Technician	57,402.80	60,272.94	63,294.14	66,466.40	69,789.72
	27.60	28.98	30.43	31.96	33.55
Secretary to the	50,108.76	52,612.04	55,244.80	58,007.04	60,898.76
Superintendent	24.09	25.29	26.56	27.89	29.28
Pers. Accounting	46,958.08	49,288.72	51,748.84	54,338.44	57,057.52
Technician	22.58	23.70	24.88	26.12	27.43
Business/Personnel	46,958.08	49,288.72	51,748.84	54,338.44	57,057.52
Administrative Asst.	22.58	23.70	24.88	26.12	27.43
Educational Services	46,958.08	49,288.72	51,748.84	54,338.44	57,057.52
Administrative Asst.	22.58	23.70	24.88	26.12	27.43
Payroll/Benefits	45,295.38	47,453.38	49,719.28	52,071.50	54,553.20
Technician	21.78	22.81	23.90	25.03	26.23
Acct. Technician II	40,376.18	42,404.70	44,519.54	46,763.86	49,072.92
	19.41	20.39	21.40	22.48	23.59
Acct.Technician I	38,736.10	40,656.72	42,706.82	44,843.24	47,065.98
	18.62	19.55	20.53	21.56	22.63

Notation: Longevity increments revised 3/16/99. Latest longevity increment to reflect 5% longevity at 10 years and all future 5 yr. Increments

Reflects: District paid life insurance ($8.33) and salary protection plan ($9.66)
Retiree benefits as stipulated at Board of Trustee's meeting, 08/15/00. ($2775 per year for 1 - 5 years)

Effective 7/1/09 Article VIII: Professional Growth in the CSEA contract will also apply to Confidential Employees

Revised 1/19/06 - 2% Employer Paid PERS effective 7/1/05
Revised 7/1/06 - 5% Employer Paid PERS and 3.08% added to 2005/2006 schedule
Revised 7/1/07 - 4% added to 2006/2007 schedule for all positions except for Payroll Tech. (4.5%)
0% added to 2007/2008 schedule
Revised 8/5/09 - 3% added to 2008/2009 schedule effective 7/1/09
Effective 7/1/11 - 2011-2012 Calendar reduced by 4 furlough days
Effective 7/1/12 - 2012-2013 Calendar reduced by 8 furlough days
Effective 7/1/13 - 2013-2014 Calendar reduced by 4 furlough days
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 and $1.12 per hour increase for 15-16 for Payroll/Benefits Technician.

10.11.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Tentative AFTER-SCHOOL SALARY SCHEDULE 2015 - 2016
GRANT FUNDED

1 Grant Funded I.A, under 3 years of service
2 Grant Funded I.A, with 3 years of service
3 Program Facilitator
4 Lead Program Facilitator

RANGE	Step
	A
1	11.67
2	11.90
3	13.47
4	14.59

Effective 7/1/12 - 2012/13 Calendar reduced by 8 furlough days
Effective 7/1/13 - 2013/14 Calendar reduced by 2 furlough days
Effective 7/1/14 - 5% added to the 2014-2015 Salary Schedule
Effective 7/1/15 - 3.75 % added to the 2015-2016 Salary Schedule, retro to 3/1/15

10.11.4

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:
Consider Approving Revised Job Description for The Payroll/Benefits Technician position.

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Ryan Davis
Assistant Superintendent of
Personnel Services

ENCLOSURES:
Revised Job Description for:
Payroll/Benefits Technician &
Sample Revised Salary Schedule for
Classified/Confidential

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund

MEETING DATE:
June 2, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:

As a part of the ongoing review of District needs and job descriptions by the District there exists a need to approve a revised job description for the Payroll/Benefits Technician position, which is a classified/confidential position in order to add some essential duties and to delineate the duties especially surrounding employee benefits. In light of the additional essential duties and responsibilities being added there will be an increase in compensation for the Payroll/Benefits Technician of $1.12 per hour effective for the 2015-2016 school year.

RECOMMENDATION:

Approve the revised job description for the Payroll/Benefits Technician position and corresponding compensation adjustment.

10.12

Western Placer Unified School District

POSITION DESCRIPTION

Position Title: **PAYROLL/BENEFITS TECHNICIAN**
Department: Business Department
Reports to: Director, Business Services

SUMMARY:
Prepares, maintains and verifies all payroll and employee benefit records and supporting documents. Employees in this classification receive limited supervision from the Assistant Superintendent of Business & Operations ~~Support Services~~ within a framework of standard policies and procedures. This job class is responsible for independent judgments and solving problems/questions as they relate to district's payroll/compensation policies and accompanying accounting procedures.

ESSENTIAL DUTIES AND RESPONSIBILITIES:
* Research, prepare, and input all payroll materials pertaining to certificated/classified employees into the automated accounting system
* Prepares a variety of reports based on statistical data related to the District's payroll function and submits these reports to the appropriate District or governmental offices
* Acts as information source to administrators, staff, applicants, and others regarding all payroll policies, procedures, requirements, and standards
* Enters payroll from spreadsheets, timesheets, adjustment sheets, etc.
* Enter voluntary deductions per employee requests, i.e. credit union, supplemental insurance, etc.
* Establishes and maintains benefit records, i.e. medical, dental, vision selections and employee/employer portions
* Dock employee payroll as calculated.
* Processes timesheets, codes and enters data into computer terminal; verifies extensions and totals
* Processes bus driver timecards, calculates vacation allowances bi-annually
* Verifies accuracy of payroll prelists ~~computer runs~~ for payroll deductions
* Submits accurate and timely payrolls to county office of education for processing
* Audits and verifies monthly, quarterly, and annual computer runs pertaining to payroll and makes necessary corrections
* Audits and verifies billings for all employee benefits, insurance, union and annuities and mails warrants as per vendors' instructions
* Prepares monthly warrants and submits corrected billings for all TSA's, union dues, and personal insurance
* Notify retirees when benefits switching to all employee paid or reaching age 65
* Log certificated subs for payroll processing, code appropriately
* Orders and/or issues replacement warrants manually and adjusts records accordingly
* Acts as information sources to district employees and benefits vendors regarding payroll and employee deductions questions
* Prepares federal, state and district reports and summaries as necessary
* Research past payroll items when requested.
* Operate a wide variety of office equipment including personal computers and peripherals, 10-key calculator, and copier

For 0.2
For at
For at
For
For at
For

10.12.1

* Performs other related duties as assigned ~~required~~.

QUALIFICATIONS:

Knowledge of the proper methods and practices in regard to public school payroll systems. Knowledge of basic accounting as it relates to payroll processing. Ability to understand and carry out both oral and written directions without continuous supervision. Ability to perform arithmetical calculations accurately and rapidly; interest and ability to learn to operate office machines and equipment including a typewriter, calculator, computer terminal and printer. Ability to supervise and prioritize the work of others. Ability to establish and maintain effective work relationships with those contacted in the course of performing required duties

EDUCATION and/or EXPERIENCE:

High School diploma or general education degree (GED); minimum ~~T~~three years increasingly responsible clerical/accounting experience, preferably in a school district setting. Computer payroll experience desirable. ~~Equivalent to completion of the twelfth grade.~~

OTHER SKILLS and ABILITIES:

Accounting and financial record keeping principles and practices, especially as they pertain to governmental and school district accounting; personal computers and interfacing with main-frame computers and other office equipment; personal computer software including spreadsheets, data base systems and word processing; typical business area including payroll, payable, receivable, purchasing, student accounting, budgeting, and financial statements.

Perform difficult clerical and technical work rapidly and accurately. Understand and carry out oral instructions independently. Work cooperatively with those contacted in the course of work. Prepare accurate financial summaries and reports, establish and maintain a variety of complex records. Analyze situations accurately and adopt an effective course of action. Perform arithmetical calculations with speed and accuracy. Learn and apply office policies, rules and procedures rapidly. Read, understand and interpret written laws, rules, and standards. Use initiative and judgment in discussing problems with public and District staff. Assemble and organize data and prepare worksheets and reports as requested, communicate effectively and tactfully in both oral and written form.

CONFIDENTIAL STATUS:

The Board of Trustees designates this position as "Confidential". This position is not represented by an exclusive representative and does not belong in a collective bargaining unit. Within the regular course of duties for this position, the employee will have access to and/or possess information relating to District employer/employee relations. Confidential matters are not to be discussed by any confidential employee under any circumstances outside the District office. Infringement of this policy may result in immediate dismissal.

LANGUAGE SKILLS:

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before vendors, administrators and staff.

MATHEMATICAL SKILLS:

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts basic algebra and geometry.

REASONING ABILITY:
Ability to apply common sense understanding to carry out instructions furnished in written, oral or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, talk, or hear and operate a computer. The employee is occasionally required to stand, walk, and reach with hands and arms. The employee must occasionally left and/or move up to 10 pounds, such as payroll reports. Specific vision abilities required by this job include close vision.

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 usually quiet. Position usually demands meeting deadlines with severe time constraints.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

10.12.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Classified Confidential Positions
Tentative 2015 - 2016 School Year

Confidential employees shall be eligible for the following as per Education Code 45128:
The Board shall provide for compensation or compensatory time off at a rate at least equal to time and one-half the regular rate of pay of the employee designated and authorized to perform the overtime.

Such confidential employees shall be eligible for vacation as determined by the schedule adopted 7/1/01.

Position Classification	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Budget Technician	57,402.80 27.60	60,272.94 28.98	63,294.14 30.43	66,466.40 31.96	69,789.72 33.55
Secretary to the Superintendent	50,108.76 24.09	52,612.04 25.29	55,244.80 26.56	58,007.04 27.89	60,898.76 29.28
Pers. Accounting Technician	46,958.08 22.58	49,288.72 23.70	51,748.84 24.88	54,338.44 26.12	57,057.52 27.43
Business/Personnel Administrative Asst.	46,958.08 22.58	49,288.72 23.70	51,748.84 24.88	54,338.44 26.12	57,057.52 27.43
Educational Services Administrative Asst.	46,958.08 22.58	49,288.72 23.70	51,748.84 24.88	54,338.44 26.12	57,057.52 27.43
Payroll/Benefits Technician	**45,295.38 21.78**	**47,453.38 22.81**	**49,719.28 23.90**	**52,071.50 25.03**	**54,553.20 26.23**
Acct. Technician II	40,376.18 19.41	42,404.70 20.39	44,519.54 21.40	46,763.86 22.48	49,072.92 23.59
Acct.Technician I	38,736.10 18.62	40,656.72 19.55	42,706.82 20.53	44,843.24 21.56	47,065.98 22.63

Notation: Longevity increments revised 3/16/99. Latest longevity increment to reflect 5% longevity at 10 years and all future 5 yr. Increments

Reflects: District paid life insurance ($8.33) and salary protection plan ($9.66)
Retiree benefits as stipulated at Board of Trustee's meeting, 08/15/00. ($2775 per year for 1 - 5 years)

Effective 7/1/09 Article VIII: Professional Growth in the CSEA contract will also apply to Confidential Employees

Revised 1/19/06 - 2% Employer Paid PERS effective 7/1/05
Revised 7/1/06 - 5% Employer Paid PERS and 3.08% added to 2005/2006 schedule
Revised 7/1/07 - 4% added to 2006/2007 schedule for all positions except for Payroll Tech. (4.5%)
0% added to 2007/2008 schedule
Revised 8/5/09 - 3% added to 2008/2009 schedule effective 7/1/09
Effective 7/1/11 - 2011-2012 Calendar reduced by 4 furlough days
Effective 7/1/12 - 2012-2013 Calendar reduced by 8 furlough days
Effective 7/1/13 - 2013-2014 Calendar reduced by 4 furlough days
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 and $1.12 per hour increase for 15-16 for Payroll/Benefits Technician.

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:
Consider Approving Revised Job Description for The Personnel Accounting Technician position.

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Ryan Davis
Assistant Superintendent of
Personnel Services

ENCLOSURES:
Revised Job Description for:
Personnel Accounting Technician

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 2, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:

As a part of the ongoing review of District needs and job descriptions by the District there exists a need to approve a revised job description for the Personnel Accounting Technician position, which is a classified/confidential position in order to update and correct some of the essential job duties. This is simply an adjustment to language in the job description and there is no financial impact as a result of this change.

RECOMMENDATION:

Approve the revised job description for the Personnel Accounting Technician position.

Western Placer Unified School District

POSITION DESCRIPTION

Position Title:	**PERSONNEL ACCOUNTING TECHNICIAN**
Department:	Personnel Department
Reports to:	Assistant Superintendent, Personnel Services ~~Director, Human Services~~

SUMMARY:

Under the direction of the Assistant Superintendent, Personnel Services ~~of Business and Support Services~~ performs highly responsible technical personnel ~~and payroll~~ related functions. Employees in this classification receive limited supervision within a framework of standard policies and procedures.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

* Research, prepare, and input all ~~payroll and~~ personnel materials pertaining to certificated/classified employees into the automated payroll/personnel accounting system
* Process a variety of personnel transactions for District employees such as new hires, resignations, retirements, leaves, change of status, promotions, transfers, and termination's
* Oversees the substitute service function
* Prepares a variety of reports based on statistical data related to the District's ~~payroll/~~personnel function and submits these reports to the appropriate District or governmental offices
* Calculates salary schedule placement based on education, credentials, experience and/or other established criteria
* Compile and updates certificate/classified seniority lists
* Acts as information source to administrators, staff, applicants, and others regarding all ~~payroll/~~personnel policies, procedures, requirements, and standards
* Assists in all phases of the recruitment and hiring of personnel
* Monitors credential expiration data for certificated personnel and provides information on credentialing procedures and requirements
* Maintains, updates, corrects and keeps confidential all employment records
* Prepares employee compensation sheets at the beginning of each new year
* Notifies regular and part-time classified employees by the end of the school year regarding their job status for the following year
* ~~Prepares monthly warrants and submits corrected billings for all TSA's, union dues, and personal insurance~~
* Confer with various insurance carriers/representatives regarding established requirements, standards and procedures
* Maintains records of employee TB and fingerprint clearances
* Administers absence tracking
* Maintains position control
* Calculates pay adjustments for various personnel actions and makes necessary changes on existing records
* Maintains job descriptions
* Prepare and report work~~job~~-related accidents to the proper agencies
* Operate a wide variety of office equipment including personal computers and peripherals, 10-key calculator, and copier
* Attend meetings as required
* Performs o~~O~~ther related duties as assigned

10.13.1

QUALIFICATION:
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 accommodation 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); minimum four years of ~~payroll and~~ personnel experience in a computerized business office, preferably including at least two years in a school district setting.

OTHER SKILLS and ABILITIES:
Principles and procedures relating to personnel record keeping and payroll processing, personal computers and interfacing with mainframe computers and other office equipment; personal computer software including spreadsheets, data base systems and word processing; report writing and preparation techniques.

Perform difficult clerical and technical work rapidly and accurately. Understand and carry out oral instructions. Work cooperatively with those contacted in the course of work. Establish and maintain a variety of complex records. Analyze situations accurately and adopt an effective course of action. Perform arithmetical calculations with speed and accuracy. Learn and apply office policies, rules and procedures rapidly, read, understand, and interpret written laws, rules, and standards. Use initiative and judgment in discussing problems with the public and District staff. Assemble and organize data and prepare worksheets and reports as requested, communicate effectively and tactfully in both oral and written form.

CONFIDENTIAL STATUS:
The Board of Trustees designates this position as "Confidential". This position is not represented by an exclusive representative and does not belong in a collective bargaining unit. Within the regular course of duties for this position, the employee will have access to and/or possess information relating to the District employer/employee relations. Confidential matters are not to be discussed by any confidential employee under any circumstances outside the District office. Infringement of this policy may result in immediate dismissal.

LANGUAGE SKILLS:
Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of administrators, staff and/or the general public.

MATHEMATICAL SKILLS:
Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

REASONING ABILITY:
Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand and walk. Specific vision abilities required by this job include close vision, depth perception, and the ability to adjust focus.

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 usually quiet.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
Adoption of Revised/New Policies/Regulations/Exhibits

AGENDA ITEM AREA:
Action

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 2, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:
These new and/or revised policies/regulations/exhibits are now being presented for approval by the Board of Trustees.

- BP/AR 3260 Fees and Charges
- BP 3280 Sale, Lease, Rental of District-Owned Real Property
- AR 3460 Financial Reports and Accountability
- BP 6146.1 High School Graduation Requirements
- AR 6159.4 Behavioral Interventions for Special Education Students
- BB 9324 Minutes and Recordings

RECOMMENDATION:
Administration recommends the Board of Trustees approve the new and revised Policies, Regulations and Exhibits as submitted.

wp/rk/factform

10.14

POLICY GUIDESHEET
December 2013/April 2014

Note: Descriptions below identify major revisions made in CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts should review the sample materials and modify their own policies accordingly.

BP/AR 3260 - Fees and Charges
(BP/AR revised)

Mandated policy updated to reflect **NEW TITLE 5 REGULATION** (Register 2013, No. 38) which addresses remedies to be provided to all affected students and parents/guardians if the district is found in violation of the prohibition against unauthorized student fees. Policy also clarifies that the prohibition against student fees does not restrict districts from soliciting for voluntary donations, participating in fundraising activities, or providing prizes or other recognition for participants in such fundraising events.

Regulation updated to expand and clarify the list of permissible fees and align material with California Department of Education Fiscal Management Advisories.

BP 3280 - Sale or Lease of District-Owned Real Property
(BP revised)

Policy updated to reflect **NEW LAW** (AB 86, 2013) which requires districts to first offer to sell surplus district property to a charter school that projects an in-district average daily attendance of at least 80 students, has requested to be notified of surplus property to be offered for sale or lease, and intends to use the property exclusively to provide instruction or instructional support. Policy also reflects **NEW LAW** (AB 308, 2013) which authorizes the State Allocation Board, under specified conditions, to reclaim funds from districts selling any property purchased, constructed, or modernized within the previous 10 years with funds received from a state school facilities funding program.

AR 3460 - Financial Reports and Accountability
(AR revised)

Regulation updated to reflect **NEW TITLE 5 REGULATIONS** (Register 2013, No. 49) aligning the state standards and criteria for interim reports with the local control funding formula (LCFF), effective in the 2014-15 fiscal year. Regulation also updated to reflect **NEW LAW** (AB 97, 2013) which requires the annual audit to include a determination as to whether funds were expended in accordance with the district's LCAP.

BP 6146.1 - High School Graduation Requirements
(BP revised)

Policy updated to reflect **NEW LAW** (AB 216) which requires districts to exempt from any district-adopted graduation requirements a foster youth who transfers into the district or between district high schools after completing his/her second year of high school, unless the district finds that the youth is reasonably able to complete the requirements in time to graduate by the end of his/her fourth year of high school. Policy also reflects **NEW LAW** (AB 97) which redirects into the LCFF funding for supplemental instruction for students who do not demonstrate "sufficient progress" toward passing the high school exit examination (without eliminating the district's responsibility to provide supplemental instruction for such students) and funding for intensive intervention and services for students who have not passed one or both parts of the exit exam by the end of grade 12.

AR 6159.4 - Behavioral Interventions for Special Education Students
(AR revised)

Regulation updated to reflect **NEW LAW** (AB 86) which, in effect, repeals specified state regulations pertaining to behavioral interventions for special education students, deletes the requirement for a "behavioral intervention plan" when a student with a disability exhibits a "serious behavioral problem" that significantly interferes with the implementation of the goals and objectives of his/her individualized education program, and instead requires the district to address any student behavior that impedes the student's own learning or the learning of other students.

BB 9324 - Minutes and Recordings
(BB revised)

Bylaw updated to reflect **NEW LAW** (SB 751, 2013) which requires that minutes of board meetings report the vote or abstention of each member present for the action. Bylaw also adds optional space for the district to specify the position responsible for signing the minutes after approval by the board.

FEES AND CHARGES

The Board of Trustees recognizes its responsibility to ensure that books, materials, equipment, supplies, and other resources necessary for students' participation in the educational program are made available to them **at no cost.**

No student shall be required to pay any fees, depositions, or other charges for his/her participation in an education activity which constitutes an integral fundamental part of the district's education program, including curricular and extracurricular activities. **(Education Code 49010, 49011; 5 CCR 350)**

~~*(cf. 1321 - Solicitation of Funds from and by Students)*~~
(cf. 3100 – Budget)
~~*(cf. 3290 - Gifts, Grants and Bequests)*~~
(cf. 6145 - Extracurricular and Cocurricular Activities)

As necessary, the Board may approve fees, deposits, and other charges which are specifically authorized by law. For such authorized fees, deposits, ~~and~~ **or** ~~charges, the district shall consider students' and parents/guardians' ability to pay when establishing fee schedules and granting waivers or exceptions~~ **establishing fee schedules, or determining whether waivers or exceptions should be granted, the Board shall consider relevant data, including the socio-economic conditions of the district students'.**

(cf. 3250 - Transportation Fees)
(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5143 - Insurance)
(cf. 9323.2 - Actions by the Board)

The prohibition against student fees shall not restrict the district from soliciting for voluntary donations, participating in fundraising activities, and providing prizes or other recognition for participants in such activities and events. However, the district shall not offer or award to a student any course credit or privileges related to educational activities in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student and shall not remove, or threaten to remove, from a student any course credit or privileges related to educational activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student.

(cf. 1321 - Solicitation of Funds from and by Students)
(cf. 3290 - Gifts, Grants and Bequests)

~~Whenever a student or parent/guardian believes that an impermissible fee, deposit, or other charge is being required of the student for his/her participation in an educational activity, the student or his/her parent/guardian may file a complaint with the principal or designee using the district's procedures in BP/AR 1312.3 – Uniform Complaint Procedures. (Education Code 49013)~~

FEES AND CHARGES

Whenever district employees, volunteers, students, parents/guardians, or educational or civic organizations participate in such events or activities, the Superintendent or designee shall emphasize that participation in the event or activity is voluntary.

A complaint alleging district noncompliance with the prohibition against requiring student fees, deposits, or other charges shall be filed in accordance with the district's procedures in BP/AR 1312.3 - Uniform Complaint Procedures. (Education Code 49013)

(cf. 1312.3 - Uniform Complaint Procedures)

If, upon investigation, the district finds merit in the complaint, the Superintendent or designee shall recommend and the Board shall adopt an appropriate remedy to be provided to all affected students and parents/guardians in accordance with 5 CCR 4600.

Information related to the prohibition against requiring students to pay fees for participation in an educational activity shall be included in the district's annual notification required to be provided to all students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 49013)

~~The Superintendent or designee shall include information in the annual notification required by 5 CCR 4622 to be provided to all district students, parents/guardians, employees, and other interested parties about the requirements relating to the prohibition against districts requiring students to pay fees, deposits or other charges in order to participate in an educational activity, unless authorized by law, and the filing of complaints for alleged violations using the uniform complaint procedures. (Education Code 49013)~~

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall provide **additional information or** professional development opportunities to administrators, teachers, and other personnel to learn about permissible fees.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Legal Reference:

EDUCATION CODE
8239 Preschool and wraparound child care services
8250 Child care and development services for children with disabilities
8263 Child care eligibility
8482.6 After School Education and Safety programs
8760-8773 Outdoor science and conservation programs
17453.1 District sale or lease of Internet appliances or personal computers to students or parents
17551 Property fabricated by students

10.14.24

FEES AND CHARGES

Legal Reference:(continued)

19910-19911 Offenses against libraries
32033 Eye protective devices
32221 Insurance for athletic team member
32390 Fingerprinting program
35330-35332 Excursions and field trips
35335 School camp programs
38080-38085 Cafeteria establishment and use
38120 Use of school band equipment on excursions to foreign countries
39801.5 Transportation of adults
39807.5 Payment of transportation costs
39837 Transportation of students to places of summer employment
48050 Residents of adjoining states
48052 Tuition for foreign residents
48904 Liability of parent or guardian
49010-49013 Student fees
49065 –Charge for copies
49066 Grades, effect of physical education class apparel
49091.14 Prospectus of school curriculum
51810-51815 Community service classes
52612 Tuition for adult classes
52613 Nonimmigrant aliens
56504 School records; students with disabilities
60410 Students in classes for adults
GOVERNMENT CODE
6253 Request for copy; fee
CALIFORNIA CONSTITUTION
Article 9, Section 5 Common school system
CODE OF REGULATIONS, TITLE 5
350 Fees not permitted
UNITED STATES CODE, TITLE 8
1184 Foreign Students
COURT DECISIONS
Driving School Assn of CA v. San Mateo Union HSD (1993) 11 Cal. App. 4th 1513
Arcadia Unified School District v. State Department of Education (1992) 2 Cal 4th 251
Steffes v. California Interscholastic Federation (1986) 176 Cal. App. 3d 739
Hartzell v. Connell (1984) 35 Cal. 3d 899
CTA v. Glendale School District Board of Education (1980) 109 Cal. App. 3d 738

Management Resources:

~~*CDE MANAGEMENT ADVISORIES*~~
~~*1030.97 Fiscal Management Advisory 97-02: Fees Deposits and Other Charges*~~
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Pupil Fees, Deposits, and Other Charges: Cap and Gown for High School Graduation Ceremony, Addendum to Fiscal Management Advisory 12-02, October 4, 2013
Fees, Deposits and Other Charges, Fiscal Management Advisory 12-02, April 24, 2013
WEB SITES
CSBA: http://www.csba, org
California Department of Education: http://www.cde.ca.gov

Policy
adopted: September 4, 2007
revised: April 15, 2014
revised: June 2, 2015

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

10.14.5

FEES AND CHARGES

~~The district shall not require any district student to pay any fees, deposits, or charges except as specifically authorized by law. (Education Code 49011; 5 CCR 350)~~

When approved by the Board of Trustees, the Superintendent or designee may impose a fee for the following: **(5 CCR 350)**

1. Insurance for athletic team members, with an exemption **providing for the district to pay the cost of the insurance for any team member who is financially unable to pay** ~~for financial hardship~~ (Education Code 32221)

(cf. 5143 - Insurance)

2. Insurance for medical or hospital service for students participating in field trips and excursions (Education Code 35331)

3. Expenses of students' participation in a field trip or excursion to another state, the District of Columbia or a foreign country, as long as no student is prohibited from making the field trip due to lack of funds (Education Code 35330)

(cf. 6153 - School-Sponsored Trips)

4. Student fingerprinting program, **as long as the fee does not exceed the exceed the actual costs associated with the program** (Education Code 32390)

(cf. 5142.1 - Identification and Reporting of Missing Children)

5. School camp programs **in outdoor science education, conservation education, or forestry** operated pursuant to Education Code 8760-8773 provided that the fee is not mandatory **and no student is denied the opportunity to participate for nonpayment of the fee** (Education Code 35335)

(cf. 6142.5 - Environmental Education)

6. ~~Personal property of the district fabricated by students, as long as the cost of the property does not exceed the cost of the materials provided by the district~~ **Reimbursement for the direct cost of materials provided by the district to a student for the fabrication of nonperishable personal property the student will take home for his/her own possession and use, such as wood shop, art, or sewing projects kept by the student** (Education Code 17551)

7. Home-to-school transportation and transportation between **regular, full-time day** schools and regional occupational centers, programs or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student and ~~so long as~~ exemptions are made for indigent and disabled students (Education Code 39807.5)

(cf. 3250 - Transportation Fees)

FEES AND CHARGES (continued)

8. Transportation **for students to and from their places of employment in connection with any** ~~to and from~~ summer employment programs for youth (Education Code 39837)

9. Deposit for **school** band instruments, music, uniforms, and other regalia which school band members take on excursions to foreign countries (Education Code 38120)

10. **Sale or lease of Internet appliances or personal computers for the purpose of providing access to the district's educational computer network, at no more than cost, as long as the district provides network access for families who cannot afford it (Education Code 17453.1)**

(cf. 0440 - District Technology Plan)
(cf. 6163.4 - Student Use of Technology)

11~~0~~. Fees for community service classes **in civic, vocational, illiteracy, health, homemaking, and technical and general education, not to exceed the cost of maintaining the class** (Education Code **51810,** 51815)

(cf. 6142.4 – Service Learning/Community Service Classes)

12~~1~~. Eye safety devices, **worn in courses or activities involving the use of hazardous substances likely to cause injury to the eyes, when being sold to students and/or teachers or instructors to keep and** at a price not to exceed the district's actual costs (Education Code 32003)

(cf. 3514.1 – Hazardous Substances)
(cf. 5142 – Safety)

13~~2~~. Actual cost of furnishing copies of any student's records, except~~, if he/she is a former student~~ **that no charge shall be made for furnishing** up to two transcripts or two verifications of ~~his/her various~~ **of a former student's** records **or for reproducing records of a student with a disability when the cost would effectively prevent the parent/guardian from exercising the right to receive the copies** (Education Code 49065, **56504**)

(cf. 5125 - Student Records)

14~~3~~. Actual costs of duplication for **reproduction of the prospectus of school curriculum or** copies of public records (**Education Code 49091.14;** Government Code 6253)

(cf. 1340 - Access to District Records)
(cf. 5020 – Parent Rights and Responsibilities)

10.14.7

FEES AND CHARGES (continued)

~~14. Actual costs of duplication for reproduction of the prospectus of school curriculum (Education Code 49091.14)~~

~~*(cf. 5020 - Parent Rights and Responsibilities)*~~

15. Food sold at school subject to free and reduced price meal program eligibility and other restrictions specified in law (Education Code 38084)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Funds)
(cf. 3552 – Summer Meal Program)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 3554 - Other Food Sales)

16. ~~Fines or reimbursements for lost or damaged district property or damage to library property~~ **As allowed in law, replacement cost or reimbursement for lost or damaged district books, supplies, or property, or for district property loaned to a student that he/she fails to return** (Education Code 19910-19911, 48904)

(cf. 3515.4 - Recovery for Property Loss or Damage)

17. Tuition for district school attendance by an out-of-state and out-of-country resident (Education Code 48050, 48052, 52613; 8 USC 1184)

(cf. 5111.2 - Nonresident Foreign Students)

18. Adult education books, materials, and classes, **except that no fee may be charged for classes in elementary subjects or for which high school credit is granted when taken by a person who does not hold a high school diploma or, effective July 1, 2015, classes in English and citizenship** ~~as specified in law~~ (Education Code **39801.5,** 52612, 60410)

(cf. 6200 - Adult Education)

19. Preschool and child care and development services **in accordance with the fee schedule established by the Superintendent of Public Instruction, unless the family qualifies for subsidized services or the program is for severely disabled children and the student is eligible to enroll in it** (Education Code 8239, **8250,** 8263)

(cf. 5148 - Child Care and Development)
(cf. 5148.3 - Preschool/Early Childhood Education)

FEES AND CHARGES (continued)

20. ~~Physical education uniforms~~ **After School Education and Safety Programs, as long as no eligible student is denied the ability to participate because of inability to pay the fee (Education Code 8482.6)**

~~*(cf. 6142.7 - Physical Education and Activity)*~~

21. **Advanced Placement and International Baccalaureate Diploma examinations for college credits, as long as the examination is not a course requirement and the results have no impact on student grades or credits in the course**

(cf. 6141.5 - Advanced Placement)

SALE, LEASE, RENTAL OF DISTRICT-OWNED REAL PROPERTY

The Board of Trustees believes that the district should utilize its facilities and resources in the most economical and practical manner. To that end, the Superintendent or designee shall periodically study the current and projected use of all district facilities in order to ensure the efficient utilization of space and the effective delivery of instruction.

(cf. 1330 - Use of School Facilities)
(cf. 7110 - Facilities Master Plan)
(cf. 7111 - Evaluating Existing Buildings)
(cf. 7160 - Charter School Facilities)

Upon determination that district property is no longer needed or may not be needed until some future time, the Board shall **first submit a report to the local planning agency as to what real property the district intends to offer for sale or lease. Not less than 40 days after issuance of the report to the local planning agency, and prior to entering into any agreement for sale or lease of district real property, the Board shall offer to sell or lease district-owned real property in accordance with priorities and procedures specified in applicable law.** ~~offer to sell or lease district-owned real property in accordance with priorities and procedures specified in law, including, but not limited to,~~ (Education Code 17230, **17387, 17391, 17457.5,** 17464, 17485-17500, and Government Code 54222**, 65402)**

(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 6300 - Preschool/Early Childhood Education)

When required by law, the Board shall appoint a district advisory committee to advise the Board in the development of policies and procedures governing the use or disposition of schools or school building space which is not needed for school purposes. (Education Code 17388)

(cf. 1220 - Citizen Advisory Committees)

In addition, when selling real property purchased, constructed, or modernized with funds received within the past 10 years from a school facilities funding program, the Board shall consider whether any of the proceeds from the sale will need to be returned to the State Allocation Board (SAB) pursuant to Education Code 17462.3.

Resolution of Intention to Sell or Lease

Before ordering the sale or lease of any real property, the Board shall adopt a resolution by a two-thirds vote of all of its members at a regular, open meeting. The resolution shall describe the property proposed to be sold or leased in such a manner as to identify it, specify the minimum price or rent, describe the terms upon which it will be sold or leased, and specify the commission or rate, if any, which the Board will pay to a licensed real estate broker out of the minimum price or rent. The resolution shall fix a time, not less than three weeks thereafter, for a public meeting, held at the Board's regular meeting place, at which

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)

sealed proposals to purchase or lease will be received and considered. (Education Code 17466)

(cf. 9320 – Meetings and Notices)
(cf. 9323.2 - Actions by the Board)

The Superintendent or designee shall provide notice of the adoption of the resolution and of the time and place of the meeting that will be held to consider bids by posting copies of the resolution, signed by the Board, in three public places not less than 15 days before the date of the meeting. In addition, the notice shall be published at least once a week for three successive weeks before the meeting, in a newspaper of general circulation published in the county in which the district is located, if such a paper exists. (Education Code 17469)

The Superintendent or designee shall take reasonable steps to provide notification to the former owners of the property of the district's intent to sell it in accordance with Education Code 17470.

Acceptance/Rejection of Bids

At the public meeting specified in the resolution of intention to sell or lease property, the Board shall open, examine, and declare all sealed bids. Before accepting any written proposal, the Board shall call for oral bids in accordance with law. (Education Code 17472, 17473)

The Board may reject any and all bids, either written or oral, and withdraw the properties from sale when the Board determines that rejection is in the best public interest. If no proposals are submitted or the submitted proposals do not conform to all the terms and conditions specified in the resolution of intention to lease, the Board may lease the property in accordance with Education Code 17477. (Education Code 17476, 17477)

Of the proposals submitted by responsible bidders which conform to all terms and conditions specified in the resolution of intention to sell or lease, the Board shall finally accept the highest bid after deducting the commission, if any, to be paid to a licensed real estate broker, unless the Board accepts a higher oral bid or rejects all bids. (Education Code 17472)

The final acceptance of the bid may be made either at the same meeting specified in the resolution or at any adjourned/continued meeting held within 10 days. Upon acceptance of the bid, the Board may adopt a resolution of acceptance that directs the Board president, or any other Board member, to execute the deed or lease and to

deliver the document upon performance and compliance by the successful bidder of all of the terms and conditions of the contract. (Education Code 17475-17478)

(cf. 1431 - Waivers)

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)

~~*(cf. 9320 - Meetings and Notices)*~~

Use of Proceeds

The Superintendent or designee shall ensure that proceeds from the sale or lease with an option to purchase of district surplus property are used in accordance with law. (Education Code 17462; 2 CCR 1700)

(cf. 3100 - Budget)
(cf. 3460 - Financial Reports and Accountability)

~~Until January 1, 2012, the district may expend proceeds from the sale of surplus real property, along with the proceeds from any personal property located on that real property, for any one-time general fund purpose(s). Prior to exercising this authority, the Board shall certify to the State Allocation Board that:~~ **Pursuant to the authorization in Education Code 17463.7, the district may expend proceeds from the sale of surplus real property, along with the proceeds from any personal property located on that real property, for any one-time general fund purpose(s). Before the district exercises this authority:** (Education Code 17463.7)

~~1. The district has no major deferred maintenance requirements not covered by existing capital outlay resources.~~

1. **The Board shall submit documents to the SAB certifying that:**

   a. **The district has no major deferred maintenance requirements not covered by existing capital outlay resources.**

   b. **The sale of real property pursuant to Education Code 17463.7 does not violate the provisions of a local bond act.**

~~*(cf. 3111 - Deferred Maintenance Funds)*~~

~~2. The sale of real property pursuant to Education Code 17463.7 does not violate the provisions of a local bond act.~~

(cf. 7214 - General Obligation Bonds)

   c. **The real property is not suitable to meet projected school construction needs for the next 10 years.**

~~3. The real property is not suitable to meet projected school construction needs for the next 10 years.~~

10.14.12

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)

2. ~~Prior to exercising this authority~~, Tthe Superintendent or designee shall present to the Board, at a regularly scheduled meeting, a plan for expending these one-time resources. The plan shall identify the source and use of the funds and shall describe the reasons that the expenditure shall not result in ongoing fiscal obligations for the district. ~~(Education Code 17463.7)~~

Legal Reference:

EDUCATION CODE
~~8469.5 Use of school facilities or grounds for school age child care~~
17219-17224 Acquisition of property not utilized as school site; nonuse payments; exemptions
17230-17234 Surplus property
17385 Conveyances to and from school districts
17387-17391 Advisory committees for use of excess school facilities
17400-17429 Leasing property
17430-17447 Leasing facilities
17453 Lease of surplus district property
17455-17484 Sale or lease of real property
17455-17484 Sale or lease of real property, especially:
17457.5 Offer to charter school
17462.3 State Allocation Board program to reclaim funds
17463.7 Proceeds for general fund purposes
17485-17500 Surplus school playground (Naylor Act)
17515-17526 Joint occupancy
17527-17535 Joint use of district facilities
33050 Request for waiver
38130-38139 Civic Center Act
GOVERNMENT CODE
54220-54232 Surplus land, especially:
54222 Offer to sell or lease property
54950-54963 Brown Act, especially:
54952 Legislative body, definition
PUBLIC RESOURCES CODE
21000-21177 California Environmental Quality Act
CODE OF REGULATIONS, TITLE 2
1700 Definitions related to surplus property
COURT DECISIONS
San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School District, (2006) 139 Cal.App.4th 1356

Management Resources: (see next page)

10.14.13

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)

Management Resources:

~~*CSBA PUBLICATIONS*~~
~~*Maximizing Opportunities for Physical activity Through Joint Use of Facilities, Policy Brief, September 2009*~~
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Closing a School Best Practices Guide
OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS
Unused Site Program Handbook, October 2004
WEB SITES
CSBA: http://www.csba.org
California Department of Education, School Facilities Planning Division: http://www.cde.ca.gov/ls/fa
Coalition for Adequate School Housing: http://www.cashnet.org
Office of Public School Construction: http://www.dgs.ca.gov/opsc

FINANCIAL REPORTS AND ACCOUNTABILITY

Interim Reports

Each interim fiscal report developed pursuant to Education Code 42130 shall include an assessment of the district budget as revised to reflect current information regarding the adopted state budget, district property tax revenues, if any, and ending balances for the preceding fiscal year. **(Education Code 42130, 42131)**

The **interim** reports shall be based on State Board of Education (SBE) criteria and standards which address fund and cash balances, reserves, deficit spending, estimation of average daily attendance (ADA), projected enrollment, ratio of ADA to enrollment, projected **local control funding formula (LCFF)** revenue ~~limit~~, salaries and benefits, other revenues and expenditures, and facilities maintenance. **For purposes of assessing projections of LCFF revenue, the first interim report shall be compared to the adopted district budget, and the second interim report shall be compared to the projections in the first interim report.** (Education Code ~~33128.3,~~ 42130; 5 CCR 15453-15464)

(cf. 3100 - Budget)
(cf. 3220.1 - Lottery Funds)
(cf. 3300 - Expenditures and Purchases)
(cf. 3314 - Payment for Goods and Services)

The reports shall also provide supplemental information regarding contingent liabilities, use of one-time revenues for ongoing expenditures, contingent revenues, contributions (i.e., projected contributions from unrestricted general fund resources to restricted general fund resources, projected transfers to or from the general fund to cover operating deficits in the general fund or any other fund, and capital project cost overruns that may impact the general fund budget), long-term commitments, unfunded liabilities, temporary interfund borrowings, the status of labor agreements, and the status of other funds. (Education Code 42130; 5 CCR 15453, 15464)

(cf. 3110 – Transfer of Funds)
~~*(cf. 3111 – Deferred Maintenance Funds)*~~
~~*(cf. 3314 – Payment for Goods and Services)*~~

Audit Report

The Superintendent or designee shall establish a timetable for the completion and review of the **annual** audit within the deadlines established by law.

The Superintendent or designee shall provide the necessary financial records and cooperate with the auditor selected by the Governing Board to ensure that the audit report contains all information required by law and the Governmental Accounting Standards Board (GASB).

10.14.15

FINANCIAL REPORTS AND ACCOUNTABILITY (continued)

The audit shall include an audit of income and expenditures by source of funds for all funds of the district, including the student body and cafeteria funds and accounts and any other funds under the control or jurisdiction of the district, as well as an audit of student attendance procedures. **The audit shall also include a determination of whether LCFF funds were expended in accordance with the district's local control and accountability plan or an approved annual update of the plan.** (Education Code 41020)

(cf. 0460 – Local Control and Accountability Plan)
(cf. 3430 - Investing)
(cf. 3451 - Petty Cash Funds)
(cf. 3452 - Student Activity Funds)
(cf. 3551 - Food Service Operations/Cafeteria Fund)

If the district participates in the school district of choice program to accept interdistrict transfers, the Superintendent or designee shall notify the auditor, prior to the commencement of the audit, that the audit must include a review of the district's compliance with specified program requirements. (Education Code 48301)

(cf. 5117 - Interdistrict Attendance)

When required by federal law, specified records pertaining to the audit of federal funds received and expended by the district shall be transmitted to the federal clearinghouse designated by the federal Office of Management and Budget and shall be made available for public inspection. Such records shall be transmitted within 30 days after receipt of the auditor's report or within nine months after the end of the fiscal year, whichever is sooner, unless a longer period is agreed to in advance by the federal agency or a different period is specified in a program-specific audit guide. (31 USC 7502)

If an audit finding results in the district being required to repay an apportionment or pay a penalty, the district may appeal the finding to the Education Audit Appeals Panel by making an informal, summary appeal within 30 days of receiving the final audit report or initiating a formal appeal within 60 days of receiving the report. (Education Code 41344, 41344.1)

While a public accounting firm is performing the audit of the district, it shall not provide any nonauditing, management, or other consulting services for the district except as provided in Government Auditing Standards, Amendment #3, published by the U.S. Government Accountability Office. (Education Code 41020)

Fund Balance

In accordance with GASB Statement 54, external financial reports shall report fund balances in the general fund within the following classifications based on the relative strength of constraints placed on the purposes for which resources can be used:

10.14.16

FINANCIAL REPORTS AND ACCOUNTABILITY (continued)

1. Nonspendable fund balance, including amounts that are not expected to be converted to cash, such as resources that are not in a spendable form or are legally or contractually required to be maintained intact

2. Restricted fund balance, including amounts constrained to specific purposes by their providers or by law

3. Committed fund balance, including amounts constrained to specific purposes by the Board

4. Assigned fund balance, including amounts which the Board or its designee intends to use for a specific purpose

5. Unassigned fund balance, including amounts that are available for any purpose (at a minimum, the reserve for Economic Uncertainties and the Basic Aid Reserve, per AR 3100).

Negative Balance Report

Whenever the district reports a negative unrestricted fund balance or a negative cash balance in its annual budget or annual audit report, it shall include in the budget a statement that identifies the reasons for the negative unrestricted fund balance or negative cash balance and the steps that have been taken to ensure that the negative balance will not occur at the end of the current fiscal year. (Education Code 42127.5)

Non-Voter-Approved Debt Report

Upon approval by the Board to proceed with the issuance of revenue bonds or any agreement for financing school construction pursuant to Education Code 17170-17199.5, the Superintendent or designee shall notify the County Superintendent and the county auditor. The Superintendent or designee shall provide the Board, the county auditor, the County Superintendent, and the public with related repayment schedules and evidence of the district's ability to repay the obligation. (Education Code 17150)

(cf. 7214-General Obligation Bonds)

When the Board is considering the issuance of certificates of participation and other debt instruments that are secured by real property and do not require the approval of the voters of the district, the Superintendent or designee shall provide notice to the County Superintendent and county auditor no later than 30 days before the Board's approval to proceed with issuance. The Superintendent or designee shall provide the Board, the county auditor, the County Superintendent, and the public with information necessary to assess the anticipated effect of the debt issuance, including related repayment schedules, evidence of the district's ability to repay the obligation, and the issuance costs. (Education Code 17150.1)

FINANCIAL REPORTS AND ACCOUNTABILITY (continued)

Other Postemployment Benefits Report (GASB 45)

In accordance with GASB Statement 45, the district's financial statements shall report the annual expense of nonpension other postemployment benefits (OPEBs) on an accrual basis over retirees' active working lifetime, as determined by a qualified actuary procured by the Superintendent or designee. To the extent that these OPEBs are not prefunded, the district shall report a liability on its financial statements.

(cf. 4154/4254/4354 - Health and Welfare Benefits)
(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

The Superintendent or designee shall annually present the estimated accrued but unfunded cost of OPEBs and the actuarial report upon which those costs are based at a public meeting of the Board. (Education Code 42140)

The amount of the district's financial obligation for OPEBs shall be reevaluated every two or three years in accordance with GASB 45 depending on the number of members in the OPEBs plan.

Workers' Compensation Claims Report

The Superintendent or designee shall annually provide the Board, at a public meeting, information and related actuarial reports showing the estimated accrued but unfunded cost of workers' compensation claims. The estimate of costs shall be based on an actuarial report completed at least every three years by a qualified actuary. (Education Code 42141)

HIGH SCHOOL GRADUATION REQUIREMENTS

The Board of Trustees desires to prepare each student to obtain a diploma of high school graduation in order to provide students with opportunities for postsecondary education and/or employment.

(cf. 5127 - Graduation Ceremonies and Activities)
(cf. 5147 - Dropout Prevention)
(cf. 5149 - At-Risk Students)
(cf. 6143 - Courses of Study)
(cf. 6146.3 - Reciprocity of Academic Credit)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)
(cf. 6164.2 - Guidance/Counseling Services)

Course Requirements

To obtain a diploma of graduation from high school, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Four courses in English (Education Code 51225.3)

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Three courses in mathematics

   ~~Beginning in the 2003-04 school year,~~ ~~a~~At least one mathematics course, or a combination of the two mathematics courses required for completion in grades 9-12, shall meet or exceed state academic content standards for Algebra I. (Education Code 51224.5)

   Completion, prior to grade 9, of algebra coursework that meets or exceeds state academic content standards **shall satisfy the algebra coursework requirement, but** shall not exempt a student from the requirement to complete ~~three~~ **two** mathematics courses in grades 9-12. **(Education Code 51224.5)**

(cf. 6011 - Academic Standards)
(cf. 6142.92 - Mathematics Instruction)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)

(cf. 6142.93 - Science Instruction)

4. Four courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)

(cf. 6142.3 – Civic Education)

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HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

5. One course in visual or performing arts, foreign language, ~~or~~ **including** American Sign Language**, or career technical education (CTE)** (Education Code 51225.3)

   To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education.

(cf. 6142.2 - World/Foreign Language Instruction)
(cf. 6142.6 - Visual and Performing Arts Education)
(cf. 6178 - Career Technical Education)
(cf. 6178.2 - Regional Occupational Center/Program)

6. Two courses in physical education, unless the student has been exempted pursuant to Education Code 51241 (Education Code 51225.3)

(cf. 6142.7 - Physical Education)

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

The Superintendent or designee shall exempt or waive specific course requirements for foster youth or children of military families in accordance with Education Code 51225.3 and 49701.

(cf. 6173.1 – Education for Foster Youth)
(cf. 6173.2 – Education for Children of Military Families)
(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

High School Exit Examination

Each student completing grade 12 shall have successfully passed the state exit examination in language arts and mathematics as a condition of high school graduation unless he/she receives a waiver or exemption. (Education Code 6085, 60859)

(cf. 6146.4 – Differential Graduation and Competency Standards for Students with Disabilties)
(cf. 6159 – Individualized Education Program)
(cf. 6162.52 – High School Exit Examination)

Supplemental instruction shall be offered to any student **in grade 7-12** who does not demonstrate "sufficient progress," as defined in Board policy, toward passing the exit examination. (Education Code 37252, 60851)

(cf. 5148.2 – Before/After School Programs)
(cf. 6164.2 – Guidance/Counseling Services)
(cf. 6176 – Weekend/Saturday Classes)

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HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

(cf. 6177 – Summer School)
(cf. 6179 – Supplemental Instruction)

Options for Students Not Passing the High School Exit Examination

The Board believes that it is important to provide continuing support to students who have passed all state and local graduation requirements except for passage of the exit examination.

To the end, the district shall offer students the following options beyond their regular senior year until they pass the examination:

Students who have not passed one or both parts of the exit exam by the end of grade 12 shall have the opportunity to receive intensive instruction and services for up to two consecutive academic years after completion of grade 12 or until they have passed both parts of the exam, whichever comes first. (Education Code 37254)

(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 5145.6 - Parental Notifications)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 0420.4 – Charter Schools)
(cf. 6158 – Independent Study)
(cf. 6184 – Continuation Education)

Upon receipt of the results of the last administration of the exit examination to high school seniors, the Superintendent or designee shall identify students who have fulfilled all local and state graduation requirements except for passage of the exit examination and shall notify them, and their parents/guardians, of the educational options offered by the district.

The Superintendent or designee shall regularly report to the Board regarding the number of students who have fulfilled all local and state graduation requirements except for passage of the exit examination and the resources that have been offered to such students.

Certificates of Completion

Students who have passed all the district's course requirements by the end of their senior year but are unable to pass the high school exit examination shall receive a certificate of completion.

The Superintendent or designee shall regularly report to the Board regarding the number of students receiving a certificate of completion and the resources that have been offered to such students.

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HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Retroactive Diplomas

The district may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a district school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to the internment or military service. (Education Code 51430)

In addition, the Board may retroactively grant a diploma to a deceased former student who satisfies the above conditions. The diploma shall be received by the deceased student's next of kin. (Education Code 51430)

In addition, the district may grant a diploma to a veteran who entered the military service of the United States while he/she was a district student in grade 12 and who had completed the first half of the work required for grade 12. (Education Code 51440)

Legal Reference:

EDUCATION CODE
~~35186 Williams Uniform Complaint Procedures~~
37252 Supplemental instructional programs
37254 Supplemental instructional based on failure to pass exit exam by end of grade 12
37254.1 Required student participation in supplemental instruction
47612 Enrollment in charter school
48200 Compulsory attendance
48412 Certificate of proficiency
48430 Continuation education schools and classes
48645.5 Acceptance of coursework
48980 Required notification at beginning of term
49701 Interstate Compact on Educational Opportunity for Military Children
51224 Skills and knowledge required for adult life
51224.5 Algebra instruction
~~51225.3 Requirements for graduation~~
51225.1 Exemption from district graduation requirements
51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course
51225.3 High school graduation
51225.5 Honorary diplomas; foreign exchange students
51228 Graduation requirements
51240-51246 Exemptions from requirements
51410-51412 Diplomas
51420-51427 High school equivalency certificates
51450-51455 Golden State Seal Merit Diploma
56390-56392 Recognition for educational achievement, special education
60850-60859 High school exit exam
66204 Certification of high school courses as meeting university admissions criteria

Legal Reference: (see next page)

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HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

CODE OF REGULATIONS, TITLE 5
1600-1651 Graduation of pupils from grade 12 and credit toward graduation
COURT DECISIONS
O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Management Resources:
WEB SITES
CSBA: http://www.csba.org
California Department of Education, California High School Exit Examinations: http://www.cde.ca.gov/ta/tg/hs

Policy
adopted: September 4, 2007
revised: October 21, 2008
revised: March 6, 2012
revised: December 17, 2013
revised: June 2, 2015

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

10.14.23

BEHAVIORAL INTERVENTIONS FOR SPECIAL EDUCATION STUDENTS

~~A special education student's behavior shall be subject to the disciplinary measures applicable to all students for such infractions unless it is a serious behavior problem as defined below.~~

Generally, any student identified as a student with a disability pursuant to the Individuals with Disabilities Education Act, 20 USC 1400-1482, is subject to the same disciplinary measures applicable to all students for violations of the code of conduct, except when the student's behavior is determined to be a manifestation of his/her disability.

(cf. 5131 - Conduct)
(cf. 5144 - Discipline)
(cf. 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities))

~~More serious behavioral problems shall be addressed through the systematic use of behavioral and emergency interventions as provided below.~~

However, when the behavior of a student with a disability impedes his/her learning or the learning of others, the student's individualized education program (IEP) team shall consider the use of positive behavioral interventions and supports and other strategies consistent with 20 USC 1414(d) to address the student's behavior. (Education Code 56521.2; 34 CFR 300.324)

~~**Definitions**~~

If, pursuant to a manifestation determination conducted as specified in 34 CFR 300.530, the student's behavior is determined to be a manifestation of his/her disability, the IEP team may consider development of a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP) for the student. If a BIP is already in place for the student, the IEP team shall review and modify the BIP to address the student's behavior. (Education Code 56520; 34 CFR 300.324, 300.530)

In addition, when the disciplinary removal of a student with a disability will result in a change in the student's placement as specified in 34 CFR 300.530, the student shall receive an FBA and behavioral intervention services and modifications designed to address the student's behavior so that it does not recur. (34 CFR 300.530)

~~*Serious behavioral problems* are behaviors which are self-injurious, assaultive or cause property damage, and other severe behavior problems that are pervasive and maladaptive for which instructional/behavioral approaches specified in the student's individualized education program (IEP) are found to be ineffective. (5 CCR 3001)~~

~~*Behavioral intervention* is a systematic implementation of procedures that result in lasting positive changes in the individual's behavior. "Behavioral intervention" means the design,~~

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BEHAVIORAL INTERVENTIONS FOR SPECIAL EDUCATION STUDENTS
(continued)

~~implementation and evaluation of individual or group instructional and environmental modifications, including programs of behavioral instruction, to produce significant improvements in human behavior through skill acquisition and the reduction of problematic behavior. Behavioral interventions are designed to provide the individual greater access to a variety of community settings, social contacts and public events and ensure the individual's right to placement in the least restrictive environment, pursuant to the student's IEP. The use of behavioral interventions shall not cause pain or trauma, shall respect the individual's human dignity and personal privacy, and shall assure his/her physical freedom, social interaction and individual choice. (5 CCR 3001)~~

~~*Behavior intervention plan* is a written document which is developed when the student exhibits a serious behavior problem that significantly interferes with the implementation of the student's IEP.~~

~~*Behavioral intervention case manager* is a designated certificated school/ district/county staff member or other qualified personnel contracted by the district or county office, and trained in behavior analysis with emphasis on positive behavioral interventions. (5 CCR 3001)~~

~~*Behavioral emergency* is the demonstration of a serious behavior problem which has not previously been observed and for which a behavioral intervention plan has not been developed, or for which a previously designed behavioral intervention is not effective. (5 CCR 3001)~~

Functional Analysis Assessment

~~When a special education student's serious behavioral problem significantly interferes with implementing the goals and objectives of his/her IEP, the student's IEP team shall determine whether the instructional/behavioral approaches specified in the student's IEP have proven ineffective. If the IEP team finds that these approaches have been ineffective, a functional analysis assessment shall be conducted. (5 CCR 3052)~~

Prior to providing any behavioral intervention service to a student with a disability, an FBA focusing on identifying the function or purpose of the student's behavior shall be conducted by the student's IEP team.

~~Before a functional analysis assessment begins, parents/guardians shall be notified and consent obtained pursuant to Education Code 56321. No such assessment shall preclude a parent/guardian from requesting a functional analysis assessment on the basis of language and speech disorders or specific learning disabilities. (5 CCR 3052)~~

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BEHAVIORAL INTERVENTIONS FOR SPECIAL EDUCATION STUDENTS
(continued)

Before any FBA is conducted, the Superintendent of designee shall notify the student's parent/guardian in accordance with Education Code 56321 and obtain the parent/guardian's consent. (Education Code 56321; 34 CFR 300.324)

(cf. 6159 - Individualized Education Program)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

If the parent/guardian disagrees with the result of an FBA, he/she has the right to obtain an independent educational evaluation at district expense, subject to the conditions specified in 34 CFR 300.502.

~~The functional analysis assessment shall be conducted by, or be under the supervision of, a person with documented training in behavior analysis with an emphasis on positive behavioral interventions. This staff shall: (5 CCR 3052)~~

~~1. Observe the targeted inappropriate behavior, its frequency, duration and intensity~~

~~2. Observe events immediately preceding the behavior~~

~~3. Observe the consequences of the behavior to determine the purpose it serves for the student~~

~~4. Analyze the environment in which the behavior most frequently occurs~~

~~5. Analyze records for medical and health factors which may influence behavior~~

~~6. Review the history of the behavior, including the effectiveness of interventions used in the past~~

~~The parent/guardian shall receive a complete written report of the assessment. The report shall include: (5 CCR 3052)~~

~~1. A description of the nature and severity of the targeted behavior(s) in objective and measurable terms~~

~~2. A description of the targeted behavior that includes baseline data and an analysis of the antecedents and consequences that maintain the behavior and a functional analysis of the behavior across all appropriate settings in which it occurs~~

~~3. A description of the rate of alternative behaviors, their antecedents and consequences~~

~~4. A proposed behavioral intervention plan for consideration by the IEP team.~~

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BEHAVIORAL INTERVENTIONS FOR SPECIAL EDUCATION STUDENTS
(continued)

Behavioral Intervention Plan *and Services*

~~Within 10 business days after removing a student for more than 10 school days in a school year or commencing a removal that constitutes a change in placement, the district shall implement a~~ **When any** behavioral intervention plan, **support, or other strategy** ~~in accordance with 34 CFR 300.520, Board policy and administrative regulation.~~ **is to be used by the district, the Superintendent or designee shall consider the student's physical freedom and social interaction, administer the intervention, support, or other strategy in a manner that respects the student's dignity and personal privacy, and ensure the student's right to be placed in the least restrictive educational environment. (Education Code 56520)**

~~*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*~~

~~Based on the functional assessment, the IEP team shall meet to determine whether a behavioral intervention plan is needed. If such a plan is needed, the IEP team shall be expanded to include a behavioral intervention case manager, qualified staff knowledgeable of the student's health needs, and others with expertise as deemed necessary by the parent/guardian, district or Special Education Local Plan Area (SELPA). This team shall develop a written behavioral intervention plan which includes: (5 CCR 3001)~~

When a student for whom a BIP is to be developed is also the responsibility of another **agency for residential care or related services, the Superintendent or designee shall cooperate with the other agency to ensure that the BIP, to the extent possible, is implemented in a consistent manner. (Education Code 56520)**

Behavior assessments and behavioral intervention services shall be provided only by individuals who possess the qualifications specified in Education Code 56525 or 5 CCR 3065.

~~1. A summary of relevant and determinative information gathered from the functional analysis assessment~~

~~2. An objective and measurable description of the targeted maladaptive behavior(s) and replacement positive behavior(s)~~

~~3. The student's goals and objectives specific to the behavioral intervention plan~~

~~4. A detailed description of interventions to be used and the circumstances for their use~~

~~5. Specific schedules for recording the frequency of intervention use and the frequency of the targeted and replacement behaviors, including specific criteria for~~

10.14.27

BEHAVIORAL INTERVENTIONS FOR SPECIAL EDUCATION STUDENTS
(continued)

~~discontinuing an intervention for lack of effectiveness or replacing it with a specified and identified alternative~~

~~6. Criteria by which the procedure will be faded or phased-out, or less intense/restrictive intervention schedules or techniques that will be used~~

~~7. Those behavioral interventions which will be used in the home, residential facility, work site or other noneducational settings~~

~~8. Specific dates when the IEP team will periodically review the efficacy of the program~~

~~9. The frequency of the consultation to be provided by the behavioral intervention case manager to the staff and parents/guardians who are responsible for implementing the plan~~

~~Based on the results of the functional analysis assessment, interventions specified in the plan may include: (5 CCR 3052)~~

~~1. Altering the identified antecedent event to prevent the occurrence of the behavior~~

~~2. Teaching the student alternative behaviors that produce the same consequences as the inappropriate behavior~~

~~3. Teaching the student adaptive behaviors which ameliorate negative conditions that promote the display of inappropriate behaviors~~

~~4. Manipulating the consequences for the display of inappropriate behaviors and alternative, acceptable behaviors, so that the alternative behaviors more effectively produce desired outcomes~~

~~Acceptable responses to targeted behavior may include, but are not limited to, one or more of the following: (5 CCR 3052)~~

~~1. The behavior is ignored, but not the student.~~

~~2. The student is verbally or verbally and physically redirected to an activity.~~

~~3. The student is provided with feedback.~~

~~4. The message of the behavior is acknowledged.~~

~~5. A brief physical prompt is provided to interrupt or prevent aggression, self-abuse or property destruction.~~

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BEHAVIORAL INTERVENTIONS FOR SPECIAL EDUCATION STUDENTS
(continued)

~~The behavioral intervention plan shall become a part of the student's IEP and shall be sufficiently detailed so as to direct the plan's implementation. (5 CCR 3052)~~

~~A copy of the behavioral intervention plan shall be provided to the person or agency responsible for implementation in noneducational settings. (5 CCR 3001)~~

~~At intervals scheduled by the IEP team, the behavioral intervention case manager, parent/guardian and others as appropriate shall evaluate the effectiveness of the behavioral intervention plan in accordance with law. This review may be conducted in meetings, by telephone conference, or by other means, as agreed upon by the IEP team. (5 CCR 3052)~~

~~If the IEP team determines that changes in the behavioral intervention plan are necessary, the teacher and behavioral intervention case manager shall conduct additional functional analysis assessments and, based on the outcomes, propose changes to the plan. (5 CCR 3052)~~

~~The parent/guardian and the behavioral intervention case manager or qualified designee may make minor modifications without an IEP team meeting. The parent/guardian shall be notified of the need for modification and shall be able to review the existing program evaluation data prior to implementing the modification. Parents/guardians shall be informed of their right to question any modification to the plan through the IEP procedures. (5 CCR 3052)~~

~~The IEP team also may include in the plan contingency schedules for altering specified procedures, their frequency or their duration, without reconvening the IEP team. (5 CCR 3052)~~

Emergency Interventions

~~Emergency interventions not specified in a student's behavioral intervention plan shall be used only when necessary to control unpredictable, spontaneous behavior which poses clear and present danger of serious physical harm to the student or others and which cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. Emergency interventions shall not be used as a substitute for systematic behavioral intervention plans. (5 CCR 3052)~~

~~Only emergency interventions approved by the SELPA may be used. No emergency intervention shall be used for longer than is necessary to contain the behavior. Upon prolonged use of an emergency intervention, staff shall seek assistance of the principal or law enforcement agency, as applicable to the situation. (5 CCR 3052)~~

10.14.29

BEHAVIORAL INTERVENTIONS FOR SPECIAL EDUCATION STUDENTS
(continued)

~~Parents/guardians shall be notified within one school day whenever~~ Emergency intervention ~~is~~ **may be** used **only to control unpredictable, spontaneous behavior that poses clear and present danger of** ~~or~~ serious ~~property damage occurs.~~ **physical harm to the student or others and that cannot be immediately prevented by a response less restrictive than the temporary application of technique used to contain the** ~~A~~ behavior. ~~emergency report shall immediately be completed, kept in the student's file, and forwarded to the Superintendent or designee for review. This report shall include: (5 CCR 3052)~~ **Emergency interventions shall not be used as a substitute for a systematic BIP that is designed to change, replace, modify, or eliminate a targeted behavior. (Education Code 56521.1)**

No emergency intervention shall be used for longer than is necessary to contain the behavior. For any situation that requires a prolonged use of an emergency intervention, staff shall seek assistance of the principal or law enforcement agency, as applicable to the situation. (Education Code 56521.1)

Emergency interventions shall not involve the use of force exceeding what is reasonable and necessary under the circumstances. In addition, use of locked seclusion or a device, material, or objects that simultaneously immobilize all hands and feet shall not be allowed except as allowed by law. (Education Code 56521.1)

Parents/guardians and, if appropriate, residential care providers shall be notified within one school day whenever emergency intervention is used or serious property damage occurs. A behavior emergency report shall immediately be completed, kept in the student's file, and forwarded to the Superintendent or designee for review. This report shall include all of the following information: (Education Code 56521.1)

1. The name and age of the student
2. The setting and location of the incident
3. The name of the staff or other persons involved
4. A description of the incident and the emergency intervention used
5. A statement of whether the student is currently engaged in a systematic behavioral intervention plan
6. Details of any injuries sustained by students or others, including staff, as a result of the incident

BEHAVIORAL INTERVENTIONS FOR SPECIAL EDUCATION STUDENTS
(continued)

If the behavior emergency report is for a student who does not have a behavioral intervention plan, the Superintendent or designee shall, within two days, schedule an IEP team meeting to review the emergency report, determine the necessity for a functional analysis assessment, and determine the necessity for an interim behavioral intervention plan. The IEP team shall document the reasons for not conducting **the FBA** ~~an assessment~~ and/or not developing an interim **behavioral intervention** plan. **(Education Code 56521.1)** ~~CCR 3052)~~

If the behavior emergency report is for a student who has a behavioral intervention plan, any incident involving a previously unseen serious behavior problem or where a previously designed intervention is not effective shall be referred to the IEP team. The IEP team shall review the incident and determine whether the student's plan needs to be modified. (~~5 CCR 3052~~**Education Code 56521.1)**

Prohibited Interventions

The district prohibits any use of **corporal punishment as defined in Education Code 49001 as an intervention. In addition, the district prohibits all of** the following: **(Education Code 56521.2)** ~~CCR 3052)~~

1. Any intervention designed or likely to cause physical pain, **including, but not limited to, electric shook**

2. **Any intervention that involves the** ~~R~~releasing noxious, toxic or otherwise unpleasant sprays, mists or substances near the student's face

3. Any intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to the bathroom **facilities**

4. Any intervention that **is designed to subject, used to subject, or likely to** subjects the student to verbal abuse, ridicule, humiliation or **that can be expected to cuase** excessive emotional trauma

5. ~~Use of any~~ **Any restrictive intervention that uses a devise,** material or objects which simultaneously immobilize all hands and feet, **including the procedure known as prone containment,** except that prone containment or similar techniques may be used by trained staff as a limited emergency intervention

6. Locked seclusion, unless in a facility otherwise licensed or permitted by **state** law to use a locked room

7. Any intervention that precludes adequate supervision of the student

BEHAVIORAL INTERVENTIONS FOR SPECIAL EDUCATION STUDENTS
(continued)

8. Any intervention that deprives the student of one or more of his/her senses

~~9. Force exceeding what is reasonable and necessary under the circumstances~~

Legal Reference:

EDUCATION CODE
49001 Prohibition of corporal punishment
56321 Notice of parental rights; consent of parents
56500-56508 Procedural safeguards, including due process rights
56520-56524 Behavioral Interventions
CODE OF REGULATIONS, TITLE 5
~~3001 Definitions~~
~~3052 Designated positive behavioral interventions~~
3065 Staff qualifications – related services
UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities Education Act, especially:
1412 State eligibility
1415 Procedural safeguards
CODE OF FEDERAL REGULATIONS, TITLE 34
300.1-300.818 Assistance to states for the education of students with disabilities

Management Resources:

FEDERAL REGISTER
Rules and Regulations, August 14, 2006, Vol. 71, Number 156, page 46539-46845
WEB SITES
Behavior Analyst Certification Board: http://www.calaba.org/bacb.shtm
U.S. Department of Education, Office of Special Education Programs: http://www2.ed.gov/about/offices/list/osers/osep

MINUTES AND RECORDINGS

The Governing Board recognizes that maintaining accurate minutes of Board meetings provides a record of Board actions for use by district staff and the public and helps foster public trust in Board governance.

(cf. 9000 - Role of the Board)
(cf. 9005 - Governance Standards)
(cf. 9323 - Meeting Conduct)

The secretary of the Board of Trustees shall keep minutes and record all official Board actions. **The Board's minutes shall be public records and shall be made available to the public upon request.** (Education Code 35145, 35163)

(cf. 1340 - Access to District Records)
(cf. 9122 - Secretary)
(cf. 9323.2 - Actions by the Board)

~~Copies of the minutes of each regular or special meeting shall be distributed to all Board members with the agenda for the next regular meeting.~~

The minutes shall reflect which members are present and whether a member is not present for part of the meeting due to late arrival and/or early departure.

(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

In order to ensure that the minutes are focused on Board action, the minutes shall include only a brief summary of the Board's discussion, but shall not include a verbatim record of the Board's discussion on each agenda topic or the names of Board members who made specific points during the discussion.

The minutes shall include the specific language of each motion and the names of the Board members who made and seconded the motion.

The minutes shall also report any action taken and the vote or abstention on that action of each member present. (Government Code 54953)

The minutes shall reflect the names of those individuals who comment during the meeting's public comment period as well as the topics they address.

The Superintendent or designee shall distribute a copy of the "unapproved" minutes of the previous meeting(s) with the agenda for the next regular meeting. The Board shall approve the minutes as circulated or with necessary amendments.

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MINUTES AND RECORDINGS (continued)

Official Board minutes and recordings shall be stored in a ~~fire-proof~~ **secure** location **and shall be retained in accordance with law.**

(cf. 3580 - District Records)

Any minutes or recordings kept for Board meetings held in closed session shall be kept separate from the minutes or recordings of regular and special meetings. Minutes or recordings of closed sessions are not public records. (Government Code 54957.2)

~~*(cf. 1340 - Access to District Records)*~~
(cf. 9321.1 - Closed Session Actions and Reports)

~~**Recording of Votes**~~

~~Motions or resolutions shall be recorded as having passed or failed. Individual votes shall be recorded unless the action was unanimous. All motions and Board resolutions shall be numbered consecutively from the beginning of each fiscal year.~~

~~**Video or Audio**~~ **Recording** ***or Broadcasting of Meetings***

~~A video or audio tape recording may be made at any Board meeting. The presiding officer shall announce that a recording is being made at the beginning of the meeting, and the recorder shall be placed in plain view of all persons present, insofar as possible.~~

The district may tape, film, or broadcast any open Board meeting. The Board president shall announce that a recording or broadcasting is being made at the direction of the Board at the beginning of the meeting and, as practicable, the recorder or camera shall be placed in plain view of meeting participants.

~~Recordings made during regular or special Board meetings are public records. They shall be kept for at least 30 days and upon request shall be made available for inspection by members of the public on a district recorder without charge. (Government Code 54953.5)~~

Any district recording may be erased or destroyed 30 days after the meeting. Recordings made at the direction of the Board during a meeting are public records and, upon request, shall be made available for inspection by members of the public on district equipment without charge. (Government Code 54953.5)

Legal Reference: (see next page)

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MINUTES AND RECORDINGS (continued)

Legal Reference:

EDUCATION CODE
35145 Public meetings
35163 Official actions, minutes and journals
35164 Vote requirements
GOVERNMENT CODE
54952.2 Meeting defined
54953 Meetings
54953.5 Audio or video recording of proceedings
54953.6 Broadcasting of proceedings
54957.2 Closed sessions; clerk; minute book
54960 Violations and remedies
PENAL CODE
632 Unlawful to intentionally record a confidential communication without consent of ~~all parties to the communication~~
CODE OF REGULATIONS, TITLE 5
16020-16027 Classification and retention of records

Management Resources:

CSBA PUBLICATIONS
The Brown Act: School Boards and Open Meeting Laws, rev. 2009
Guide to Effective Meetings, rev. 2007
WEB SITES
CSBA, Agenda Online: http://www.csba.org