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

DISTRICT ADMINISTRATION

Scott Leaman, Superintendent

VACANT, 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**	**5/5/2015**	**6/1/2015**
Sheridan Elementary (K-5)	86	78	75
First Street Elementary (K-5)	492	466	466
Carlin C. Coppin Elementary (K-5)	402	390	391
Creekside Oaks Elementary (K-5)	635	630	632
Twelve Bridges Elementary (K-5)	682	633	634
Foskett Ranch Elementary (K-5)	529	488	487
Lincoln Crossing Elementary (K-5)	701	656	657
Glen Edwards Middle School (6-8)	732	789	789
Twelve Bridges Middle School (6-8)	824	800	796
Lincoln High School (9-12)	1,610	1,580	1,578
Phoenix High School (10-12)	62	76	66
TOTAL	**6755**	**6,586**	**6,571**

Fee Based Programs

Twelve B.E.	19 A.M.
First Street	12 A.M./14 P.M.

Pre-K/Special Ed

Foskett	19
First Street	7
First Street/LIP	62

Parent Education 130

State Preschool

First & L Street	23 A.M. /20 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.

Western Placer Unified School District
Regular Meeting of the Board of Trustees
August 18, 2015, 7:00 P.M.
WPUSD District Office/City Hall Building–3rd Floor Conference Room
600 Sixth Street, Lincoln, CA 95648

AGENDA

2015-2016 Goals & Objectives (G & 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** – WPUSD District Office/City Hall Bldg. – 3rd Floor Conference Room

2. **COMMUNICATION FROM THE PUBLIC**

This portion of the meeting is set aside for the purpose of allowing an opportunity for individuals to address the Board regarding matters 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 Board Room. Request forms are to be submitted to the Board Clerk prior to the start of the meeting.

5:35 P.M.

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

3.1 **CONFERENCE WITH LABOR NEGOTIATOR**
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators:
~Scott Leaman, Superintendent
~**VACANT**, 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 – 49
b. Interdistrict Request Appeal 15/16 – 50
c. Interdistrict Request Appeal 15/16 – 51
d. Interdistrict Request Appeal 15/16 – 52
e. Interdistrict Request Appeal 15/16 – 53
f. Interdistrict Request Appeal 15/16 – 54
g. Interdistrict Request Appeal 15/16 – 55

7:00 P.M.

4. ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE – District Office/City Hall Bldg. 3rd Floor Conference Room

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

4.1 CONFERENCE WITH LABOR NEGOTIATOR

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

4.2 PERSONNEL

Public Employee Employment/Discipline/Dismissal/Release

4.3 INTERDISTRICT ATTENDANCE APPEAL

a. Interdistrict Request Appeal 15/16 – 49
b. Interdistrict Request Appeal 15/16 – 50
c. Interdistrict Request Appeal 15/16 – 51
d. Interdistrict Request Appeal 15/16 – 52
e. Interdistrict Request Appeal 15/16 – 53
f. Interdistrict Request Appeal 15/16 – 54
g. Interdistrict Request Appeal 15/16 – 55

5. CONSENT AGENDA

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

5.1 Certificated Personnel Report
5.2 Classified Personnel Report
5.3 Ratification of Agreement with KidZKount and WPUSD.
5.4 Ratification of Agreement with Mikalai Kilman and WPUSD.
5.5 Ratify Public Relations Campaign Proposal – Angeion Consulting and WPUSD.
5.6 Ratification of Contract with PCOE and PBIS.
5.7 Ratify Contract between Placer County Office of Education and WPUSD for 2015-16.
5.8 Ratify MOU between Loomis Union School District and WPUSD for 2015-16.
5.9 Ratify Contract between MediCAB of Sacramento and WPUSD for 2015-16.
5.10 Ratify Contract between Jabbergym and WPUSD for 2015-16.
5.11 Ratify Contract between Total Education Solutions and WPUSD for 2015-16.
5.12 Ratify Contract between Sierra Pediatric and WPUSD for 2015-16.
5.13 Ratify Contract between Odyssey Learning Center and WPUSD for 2015-16.
5.14 Ratify Contract between Placer Learning Center and WPUSD for 2015-16.
5.15 Ratify Contract between Sierra Foothills Academy and WPUSD for 2015-16.

Roll call vote:

6. COMMUNICATION FROM THE PUBLIC

This portion of the meeting is set aside for the purpose of allowing an opportunity for individuals to address the Board regarding matters not on the agenda. The Board is not allowed to take action on any item, which is not on the agenda except as authorized by Government Code Section 54954.2. Request forms for this purpose are located at the entrance to the City Hall 3rd Floor Conference Room. Request forms are to be submitted to the Board Clerk prior to the start of the meeting.

7. REPORTS & COMMUNICATION

7.1 Lincoln High School Student Advisory – Harpreet Chumber
7.2 Western Placer Teacher's Association – Tara McCroskey
7.3 Western Placer Classified Employee Association – Mike Kimbrough
7.4 Superintendent - Scott Leaman

8. ♦ACTION ♦DISCUSSION ♦INFORMATION

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

8.1 Action **RESOLUTION NO.15/16.1 TO APPROVE THE ANNUAL ADJUSTMENT OF COMMUNITY FACILITY DISTRICT MELLO-ROOS RATES FOR CFD #1 AND CFD #2 – Adell** *(15-16 G & O Component I, II, III, IV, V)*

•Annually the rates for fee calculations for Mello-Roos tax within the Western Placer Unified School District's Community Facilities Districts #1 and #2 are adjusted in coordination with the California Construction Cost Index (CCCI), utilizing the annual percentage increase or decrease for the most recent full calendar year as the standard.

Roll Call:

8.2 Information/ Discussion **BOARDDOCS - Leaman** *(15-16 G & O Component I, II, III, V, IV)*

•Training in BoardDocs was held at the last meeting. The Board will debrief the uses of BoardDocs with staff.

8.3 Action **APPROVAL OF SCHOOL RESOURCE OFFICER – Leaman** *(15-16 G & O Component I, II, III, IV, V)*

•The district is excited to forward a School Resource Officer (SRO) contract to the Board for approval. The SRO position was removed during budget cuts and supplemental funding is allowing us to restore this position.

8.4 Action **ASSISTANT SUPERINTENDENT OF PERSONNEL SERVICES CONTRACT – Leaman** *(16-16 G & O Component I, II, III, IV, V)*

•After a multistep selection process, the contract for Gabe Simon is being forwarded to the Board for approval at this time.

8.5 Discussion/ Action **APPROVE RESOLUTION 15/16.2 REGARDING AUTHORIZATION TO TEACH ASSIGNED SUBJECTS – Leaman** *(15-16 G & O Component I, II, III, IV, V)*

•Pursuant to Education Code 44258.3 and in order to ensure proper credentialing and teacher consistency for one of our assignments the District administration is

making a recommendation that the Board approve Resolution No. 15/16.2 which will allow one certificated teacher to teach Spanish for the entire 2015-16 school year in an high school departmentalized setting at grade 9-12 at Lincoln High School.
Roll call:

8.6 Discussion/ Action **ADOPT DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS – Leaman** *(15-16 G & O Component I, II, III, IV, V)*
•Each year the District must declare that there are an insufficient number of certificated persons who meet the District's employment criteria for the positions listed on the attached form. The declaration shall remain in force until June 30, 2016.

8.7 Information **UPDATED 2015-16 LCAP – Callahan** *(15-16 G & O Component I, II, III, IV, V)*
•The Board approved the WPUSD 2015-2018 Local Control Accountability Plan (LCAP) on June 16, 2015. Subsequent to that date the Placer County Office of Education (PCOE) reviewed and approved the District's LCAP. However, contingent on approval, WPUSD administration had to make change to the formatting and budget of the Board approved LCAP.

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

9.2 BOARD MEMBER REPORTS/COMMENTS

10. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

➢**September 1, 2015** 7:00 P.M., Regular Meeting of the Board of Trustees – District Office/City Hall Bldg., 3rd Floor Conference Room
➢**September 15, 2015** 7:00 P.M., Regular Meeting of the Board of Trustees – District Office/City Hall Bldg., 3rd Floor Conference Room

11. 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: 081415

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DISCLOSURE

OF ACTION

TAKEN IN

CLOSED SESSION,

IF ANY

Western Placer Unified School District
CLOSED SESSION AGENDA

Place: **WPUSD District Office – 4th Floor, Overlook Room**
Date: **Tuesday, August 18, 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
VACANT, Assistant Superintendent of Personnel Services
Audrey Kilpatrick, Assistant Superintendent Business and Operations
Kerry Callahan, Assistant Superintendent of Educational Services

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
No

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
August 18, 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

4.1

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

SUBJECT:
PUBLIC EMPLOYEE EMPLOYMENT/DISCIPLINE/ DISMISSAL/RELEASE

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
No

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
August 18, 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.
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:
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:
August 18, 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 - 49
- Interdistrict Request Appeal 15/16 - 50
- Interdistrict Request Appeal 15/16 - 51
- Interdistrict Request Appeal 15/16 - 52
- Interdistrict Request Appeal 15/16 - 53
- Interdistrict Request Appeal 15/16 - 54
- Interdistrict Request Appeal 15/16 - 55

ADMINISTRATION RECOMMENDATION:

Disclose any action taken.

wp/rk/factform

4.3

CONSENT

AGENDA

ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Certificated Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
Categorical/General

MEETING DATE:
August 18, 2015

ROLL CALL REQUIRED:

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the certificated personnel report.

5.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

August 18, 2015

CERTIFICATED/MANAGEMENT

NEW HIRE:

1. **Name:** Rebecca Simko
   Position: Science Teacher
   FTE: 1.0
   Effective Date: August 13, 2015
   Site: Glen Edwards Middle School

2. **Name:** Tanya O'Geen
   Position: AVID Teacher
   FTE: .60
   Effective Date: August 13, 2015
   Site: Glen Edwards Middle School

REQUEST FOR LEAVE OF ABSENCE:

1. **Name:** Kristin Snook
   Position: 1st Grade Teacher
   FTE: .50
   Effective Date: November 30, 2015
   Site: Twelve Bridges Elementary

5.1.1

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
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SUBJECT:
Classified Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund/Categorical

MEETING DATE:
August 18, 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.

5.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT

August 18, 2015

CLASSIFIED/MANAGEMENT

NEW HIRES:

1. Name: Susan Fanire — Effective: 8/14/15
   Position: Paraprofessional Aide — Site: Lincoln High School
   Salary: CSEA, Range 17, Step C — Replacement
   Hours: 5.66 Hours/Day
   Days: 10 Months/Year

2. Name: Consuelo Foster — Effective: 8/14/15
   Position: Food Service Assistant — Site: Twelve Bridges Middle
   Salary: CSEA, Range 12, Step A — Replacement
   Hours: 2 Hours/Day
   Days: 10 Months/Year

3. Name: Alyssa Hilgardner — Effective: 8/14/15
   Position: Grant Funded Inst. Aide — Site: Creekside Oaks Elementary
   Salary: Range 1, Step A — Replacement
   Hours: 3 Hours/Day
   Days: 10 Months/Year

4. Name: Ana Maria Peek — Effective: 8/14/15
   Position: Food Service Lead — Site: Carlin C. Coppin Elementary
   Salary: CSEA, Range 16, Step C
   Hours: 4.5 Hours/Day
   Days: 10 Months/Year

5. Name: Jessica Santos — Effective: 8/14/15
   Position: Paraprofessional Aide — Site: Foskett Ranch Elementary
   Salary: CSEA, Range 17, Step A
   Hours: 4 Hours/Day
   Days: 10 Months/Year

6. Name: Mark Stone — Effective: 8/17/15
   Position: Custodian/Groundsman — Site: Lincoln High
   Salary: CSEA, Range 22, Step C
   Hours: 8 Hours/Day
   Days: 12 Months/Year

7. Name: Mary Tribur — Effective: 8/14/15
   Position: Campus/Café Supervisor — Site: Carlin C. Coppin Elementary
   Salary: CSEA, Range 13, Step A — Replacement
   Hours: 2 Hours/Day
   Days: 10 Months/Year

8. Name: Haley VanWanger — Effective: 8/14/15
   Position: Paraprofessional Aide — Site: First Street School
   Salary: CSEA, Range 17, Step A — Replacement
   Hours: 5.66 Hours/Day
   Days: 10 Months/Year

5.2.1

NEW HIRES-CONTINUED:

9. Name: Jacqueline Walker
   Position: Custodian/Groundsman
   Salary: CSEA, Range 22, Step A
   Hours: 8 Hours/Day
   Days: 12 Months/Year
   Effective: 8/4/15
   Site: Lincoln High

REHIRE:

1. Name: Karen Reilly
   Position: School Clerk II
   Salary: CSEA, Range 20, Step E
   Hours: 1.5 Hours/Day
   Days: 11 Months/Year
   Effective: 8/11/15
   Site: Lincoln Crossing Elementary

2. Name: Karen Reilly
   Position: School Clerk II
   Salary: CSEA, Range 20, Step E
   Hours: 1 Hour/Day
   Days: 11 Months/Year
   Effective: 8/11/15
   Site: Sheridan Elementary

RESIGNATIONS:

1. Name: Crystal Angel
   Position: Campus/Café Supervisor
   Site: Twelve Bridges Elementary
   Hours: .34 Hours/Day
   Effective: 8/13/15

2. Name: Crystal Angel
   Position: Instructional Aide
   Site: Twelve Bridges Elementary
   Hours: 4 Hours/Day
   Effective: 8/13/15

3. Name: Crystal Angel
   Position: Instructional Aide
   Site: Twelve Bridges Elementary
   Hours: 2 Hours/Day
   Effective: 8/13/15

4. Name: Marcella Bove-Huttie
   Position: Campus/Café Supervisor
   Site: Twelve Bridges Middle
   Hours: 2 Hours/Day
   Effective: 7/30/15

5. Name: Jessica Hanna
   Position: Campus/Café Supervisor
   Site: Foskett Ranch Elementary
   Hours: .34 Hours/Day
   Effective: 8/13/15

6. Name: Meghan Grimes
   Position: Grant Funded Instructional Aide
   Site: Creekside Oaks Elementary
   Hours: 3 Hours/Day
   Effective: 7/30/15

RESIGNATIONS-CONTINUED:

7. **Name:** Desirae Monroe
   Position: Instructional Aide
   Site: Creekside Oaks Elementary
   Hours: 1 Hours/Day
   Effective: 8/7/15

8. **Name:** Debbie Snook
   Position: Bus Driver
   Site: Transportation
   Hours: 5.25Hours/Day
   Effective: 8/11/15

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:

Ratification of Agreement with KidZKount and Western Placer Unified School District

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

Food Services Program Revenues

MEETING DATE:

August 18th, 2015

ROLL CALL REQUIRED:

No

BACKGROUND:

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

RECOMMENDATION:

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

AGREEMENT TO FURNISH FOOD SERVICE

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

School Year 2015-2016

This agreement is entered into between:

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

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

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

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

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

THEREFORE, both parties hereto agree as follows:

<u>THE DISTRICT AGREES TO:</u>

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

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

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

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

2. Provide **KidZKount**, for approval by **KidZKount's** Nutrition Services Unit, with a proposed menu for each month at least ten (10) days prior to the month to which the menu applies. Any changes to the menu made after **KidZKount's** approval must be agreed upon by **KidZKount** and documented on the menu records.
3. Assure that each meal provided to **KidZKount** under this contract meets the minimum requirements as to the nutritional content as specified by the Child and Adult Care Food Program Meal Pattern, Schedule B (attached), which is excerpted from the regulations 7 CFR Part 226.20.

5.3.1

Schedule B requirements are component-based, but meals are prepared under the guidelines of the allowable nutrient-based system. **KidZKount** also acknowledges that **Vendor** may furnish meals that additionally meet component-based requirements; however, this is not a requirement under the nutrient-based system, supported by the nutritional analyses.

4. Maintain full and accurate records which document:
   a. The menus listing all meals provided to **KidZKount** during the term of this contract.
   b. A listing of all nutritional components of each meal, and
   c. An itemization of the quantities of each component used to prepare said meal.

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

<u>KIDZKOUNT AGREES TO:</u>

1. Request by telephone, no later than 9:00 a.m. the day of, an accurate number of meals to be delivered to **KidZKount.**
2. Ensure that a **KidZKount** representative is available at each delivery site, at the specified time on each specified delivery day to receive, inspect, and sign for the requested number of meals. **KidZKount** assures the **District** that this individual will be trained and knowledgeable in the record keeping and meal requirements of the CACFP, and in health and sanitation practices.
3. Provide personnel to serve meals, clean the serving and eating areas, and assemble meal transporters and auxiliary items for pickup by the **District** no later than 3:30 p.m. daily.

4. Notify the vendor within ten days of receipt of the next month's proposed menu of any changes, additions or deletions which will be required in the menu request.
5. Provide the **District** with a copy of 7 CFR Part 226, the Child and Adult Care Food Program Meal Pattern, Schedule B; the USDA Food Buying Guide or the CNFDD Simplified Buying Guide (as applicable); and all other technical assistance materials pertaining to the food service requirements of the CACFP. **KidZKount** will within 24 hours of receipt from the State Agency, advise the **District** of any changes in the food service requirements of CACFP.
6. Pay the **District** by the 20th day of each month the full amount as presented on the monthly itemized invoice. **KidZKount** agrees to notify the **District** within 48 hours of receipt of any discrepancy in the invoice.

MISCELLANEOUS AGREEMENTS:

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

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

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

TERMS OF THE AGREEMENT:

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

///signatures on the next page

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

Denyse Cardoza	
Agency Official Signature	Vendor Official Signature
Denyse Cardoza Executive Director KidZKount: P.C.A.C., Inc.	Audrey Kilpatrick Assistant Superintendent Business & Operations Western Placer Unified School District
1166 High Street Auburn, CA 95603 (530) 885-5437 dcardoza@pcac-inc.org	600 Sixth Street, Suite 400 Lincoln, CA 95648 (916) 645-6350 akilpatrick@wpusd.k12.ca.us
Date: July 16, 2015	Date: 7/30/15
EIN: 94-164-7240	EIN: 94-159-9904

AUDITED BY:

Nancy Myers, Finance Director

Date: 7/15/15

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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:

Ratification of Agreement with Mikalai Kalman and Western Placer Unified School District

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

California Pathways Grant

MEETING DATE:

August 18th, 2015

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached agreement is for services with Mikalai Kalman and Western Placer Unified School District. The services include providing recommendations on tools for equipment purchasing, curriculum development, equipment installation, and space design for the Clean Diesel Technology Program at Lincoln High School. Mr. Kalman will also develop articulations with ARC Clean Diesel Technology Program. The cost for these services is $35.53 per hour and will be paid with the California Pathways Grant.

RECOMMENDATION:

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

5.4

CONSULTANT SERVICES AGREEMENT

This Consultant Services Agreement ("Agreement") is made and entered into ________________, 2015, by and between the Western Placer Unified School District ("District") and Mikalai Kalman ("Consultant").

RECITALS

A. Government Code section 53060 authorizes the employment of persons to perform special services as independent contractors;

B. The public interest, convenience, necessity and general welfare will be served by this agreement.

AGREEMENT

Consultant and District agree as follows:

1. Consultant Services. Consultant shall furnish to District the following services:

At the District's request, provide consultation, advice, and recommendations regarding the development of new classes to be offered at Lincoln High School under the California Career Pathways Trust for the purpose of establishing a Clean Diesel Technology Program. This may include, but not be limited to:

- Provide recommendations on tools and equipment purchasing
- Provide recommendations for curriculum development
- Provide recommendations for equipment installation
- Provide recommendations for space design
- Assist in developing articulation with American River College Clean Diesel

5.4.1

technology program

- Assist with teaching aid development
- Provide recommendations for course development
- Presentation of recommendations in support of program to Superintendent and the Governing Board

Consultant will periodically update Superintendent regarding progress of services performed. Upon request, Consultant will prepare written status report(s) for the Superintendent.

2. Term. The Consultant services described in Paragraph 1 shall commence on August 1, 2015, and shall end no later than May 31, 2016, unless earlier terminated pursuant to paragraph 8.

3. Payment. In consideration of the services to be rendered by Consultant, District agrees to pay Consultant $35.53 per hour. Consultant shall submit monthly invoices to District itemizing time spent.

Consultant agrees that the services described paragraph 1, will not exceed eighty (80) hours per month over the ten month period of the Agreement, for a total compensation not to exceed $2,842.40 per month, and not more than $28,424.00 for the term of this Agreement. Should unforeseen circumstances arise that make performance infeasible within these cost constraints or which reasonably require additional work, Consultant will advise the Superintendent in writing of this and, if warranted, shall negotiate in good faith to arrive at a mutually agreeable modification of this Agreement.

4. Equipment and Materials. Consultant at his sole cost and expense shall provide and furnish all tools, labor, materials, equipment, transportation services and

5.4.2

any other items (collectively, "Equipment") which are required or necessary to perform the Services in a manner which is consistent with generally accepted standards of the profession for similar services.

5. Independent Contractor Status. Consultant, in the performance of this Agreement, shall be and act as an independent contractor. Consultant understands and agrees that Consultant shall not be considered an officer, employee, agent, partner, or joint venturer of District, and is not entitled to benefits of any kind or nature normally provided to employees of District

and/or to which District's employees are normally entitled. Consultant shall retain the right to perform services for others during the term of this Agreement.

6. Taxes. All payments made by District to Consultant pursuant to this Agreement shall be reported to the applicable federal and state taxing authorities as required. District will not withhold any money from fees payable to Consultant, including FICA (social security), state or federal unemployment insurance contributions, or state or federal income tax or disability insurance. Consultant shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Consultant and otherwise in connection with this Agreement.

7. Indemnity. Consultant shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or

indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Consultant, its respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees in the performance of or failure to perform Consultant's obligations under this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph.

8. Termination of Agreement. Either party may terminate this Agreement at any time by giving thirty (30) days advance written notice to the other party, however the parties may agree in writing to a shorter notice period. In the event of early termination, Consultant shall be paid for satisfactory work performed to the date of termination. The District may then proceed with the work in any manner the District deems proper.

9. Assignment. This Agreement is personal and shall not be assigned by Consultant either in whole or in part. Any such purported assignment shall void this Agreement.

10. Fingerprinting/Criminal Background Investigation Certification. Consultant shall at all times comply with the fingerprinting and criminal background investigation requirements of the California Education Code ("Education Code") section 45125.1. Accordingly, by checking the applicable boxes below, Consultant hereby represents and warrants to District the following:

A. ☐ Consultant shall **only have limited or no contact** (as determined by District) with District students at all times during the Term of this Agreement.

5.4.4

B. √ The consultant may have **more than limited contact** (as determined by District) with District students during the Term of this Agreement.

C. √ (Required only if Box 9.B is checked.) At no cost to District, have completed background check and have been fingerprinted under procedures established by the California Department of Justice and the Federal Bureau of Investigation, and the results of those background checks and fingerprints reveal that none of the Consultant has never been arrested or convicted of a serious or violent felony, as defined by the California Penal Code.

Consultant further agrees and acknowledges that if at any time during the Term of this Agreement Consultant learns or becomes aware of additional information which differs in any way from the representations set forth above, Consultant shall immediately notify District.

11. Tuberculosis Certification. Consultant shall at all times comply with the tuberculosis ("TB") certification requirements of Education Code section 49406. Accordingly, by checking the applicable boxes below, Consultant hereby represents and warrants to District the following:

A. ☐ Consultant shall **only have limited or no contact** (as determined by District) with District students at all times during the Term of this Agreement.

B. √ Consultant may have **more than limited contact** (as determined by District) with District students during the Term of this Agreement and, at no cost to District, has received a TB test in full compliance with the requirements of Education Code section 49406.

Consultant shall maintain on file the certificate showing that the Consultant was examined and found free from active TB and shall be available to District upon request or audit.

12. Insurance. Consultant agrees to maintain throughout the term of this Agreement a comprehensive general liability insurance policy to protect Consultant from damages because of bodily injury, including death, and from claims for damages to property which may arise out of or result from Consultant's responsibilities under this Agreement, whether such acts or omissions be by Consultant or anyone directly or

5.4.5

indirectly employed by Consultant.

13. Governing Law. This Agreement and the rights and obligations of the parties, shall be construed and enforced in accordance with the laws of the State of California.

14. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon the Consultant and the District and their respective heirs, executors, administrators or successors.

15. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Agreement.

16. Amendment. The terms of this Agreement shall not be amended in any manner whatsoever except by written agreement signed by the parties.

17. Entire Agreement. This Agreement constitutes the entire agreement and understanding between the parties. There are no understandings, agreements, representations or warranties, expressed or implied, not specified in this Agreement.

18. Time. Time is of the essence to this Agreement.

19. Compliance with Law. Each and every provision of law and clause required by law to be inserted into this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein. Consultant shall comply with all applicable federal, state, and local laws, rules, regulations and ordinances, including but not limited to fingerprinting under Education Code section 45125.1, confidentiality of records, Education Code section 49406 and others. Consultant agrees that it shall comply with all legal requirements for the performance of duties under this Agreement and that failure to do so shall

5.4.6

constitute material breach.

20. Execution in Counterparts. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, facsimile, or an original, with all signatures appended together, shall be deemed a fully executed agreement.

///

This Agreement has been executed by the parties on the date and year first-above written.

DISTRICT:	CONSULTANT:
WESTERN PLACER UNIFIED SCHOOL DISTRICT	MIKALAI KALMAN
By: [signature]	By: [signature]
Name: Audrey Kilpatrick	Name: Mikalai Kalman
Title: Asst Supt of Business Svs and Operations	Title: consultant

Address for District Notices:

600 Sixth St. #400
Lincoln CA 95648

Address for Consultant Notices:

8070 Oak Meadow ct
Citrus Heights
CA 95610

5.4.7

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
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 Public Relations Campaign
Proposal – Angeion Consulting and WPUSD

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Scott Leaman
Superintendent

Audrey Kilpatrick
Assistant Supt. - Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Superintendent

FINANCIAL INPUT/SOURCE:

General Fund - District Administration

MEETING DATE:

August 18, 2015

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached agreement represents the Superintendent's agreement and consent of proposal for the Public Relations Campaign with Angeion Consulting and Western Placer Unified School District. Angeion Consulting created a three-pronged approach to WPUSD's PR Campaign to inform the public about achievements, crises, Measure A, advancements, and information articles. The goal is to create a quarterly PR Campaign with a singular message to ensure each article is moving the school district towards their public goal. The cost of these services will be $2,500.00 per month and will be paid by General Fund - District Administration budget.

RECOMMENDATION:

Staff recommends the Board of Trustees ratify the Superintendent's agreement and consent of proposal Angeion Consulting and Western Placer Unified School District.

Angeion Consulting

Public Relations Campaign Proposal for WPUSD

Public Relations Campaign for WPUSD
April 2015

Presented by:
Angie Brown, Owner
Angeion Consulting
abrown@angeionconsulting.com
916.698.7887

5.5.1

Public Relations Campaign

WPUSD wants to create a PR Campaign to inform the public about achievements, crises, Measure A, advancements, and informational articles. The goal is to create a quarterly PR Campaign with a singular message to ensure each article is moving the school district towards their public goal.

Overview

Angeion Consulting created a three-pronged approach to WPUSD's PR campaign to include the goals outlined above. The approach includes: weekly articles, social media and online distribution, Measure A awareness, and a PR Plan Development. Each article will be archived and saved for review and is available upon request.

Scope of Work

General PR Campaign

The general PR Campaign for WPUSD is a bi-weekly campaign that encompasses informational articles to create awareness about the school district. The main goal is to showcase the significant advancements in the schools and district as they happen instead of relying on the local media to find out and choose to cover an event. The general PR Campaign allows WPUSD to remain proactive about their image and awareness coverage.

General PR Campaign Includes:	Frequency
PR Plan Development—Singular Message Discovery and Plan	Quarterly
Development and Creation of PR Article	Biweekly
Send Article to Relevant Print Media	Biweekly
Post Article to Online/Social Media Sources including WPUSD Website	Biweekly
Crisis Support	As Needed
Social Media Awareness—Create reports and send awareness of social media discussions to superintendent with potential solutions	Weekly
Creation of Online Social Media Profile for Informational Purposes Only*	One Time
Compilation of Articles for WPUSD Records	Continual
Brainstorming of Additional Ways to Promote WPUSD	Continual

Measure A PR Campaign

The Measure A PR Campaign includes many of the same areas of awareness as the General PR Campaign, but focuses on Measure A as the main topic of interest. Angeion Consulting will make sure to remain educated on the progress of Measure A to better inform the public and create relevant articles to showcase Measure A as milestones are reached.

General PR Campaign Includes:	Frequency
PR Plan Development—Singular Message Discovery and Plan	Quarterly
Development and Creation of Measure A Article	Biweekly
Send Article to Relevant Print Media	Biweekly
Post Article to Online/Social Media Sources including WPUSD Website	Biweekly
Crisis Support for Measure A	As Needed
Social Media Awareness—Create reports and send awareness of social media discussions to superintendent with potential solutions	Weekly
Creation of Online Social Media Profile for Informational Purposes Only (FREE)	One Time
Compilation of Measure A Articles for WPUSD Records	Continual

*WPUSD will have a Facebook page created for informational purposes only. The goal of this page is to educate the online social media community about district and school information only. The ability to comment or post to the page by outside people on Facebook will be eliminated. The page set-up and management is a FREE tool added in by Angeion Consulting upon your request without an additional fee or price increase.

Other Marketing Choices

Angeion Consulting is a full service marketing and PR company. We offer the following options to take you to the next level. We have identified a few areas that you might be interested in learning more about.

Other Marketing/PR Choices:
Website Re-Organization/Review
Collateral Creation
Event Promotion
Email for Citizens Interested in District Awareness

5.53

Investment

Using the outline above for the General PR Campaign and the Measure A Campaign, the total investment for both campaigns is $2,500 per month. The total estimated time per week is flexible from 15-20 hours depending on the amount of crisis support and whether we are developing a quarterly PR plan.

Signature	[signature] Asst Supt of Business Svs and Operations	Date	
Name	Audrey Kilpatrick	Title	
Company	Western Placer Unified S.D.	Angeion Consulting	

Investment includes team or individual meetings (online or physical meetings) between Angeion Consulting and WPUSD as outlined in each campaign. If additional meetings are needed or considerable time above the 20 hrs per week is needed on a consistent basis, Angeion Consulting will renegotiate the contract with WPUSD before the invoice is issued, if necessary. Angeion Consulting requires $2,500 for the first month's service to be paid in advance with future invoices issued before the first of each month and payments made on the first of each month before PR services are rendered. By signing this proposal, WPUSD is accepting a monthly contract with Angeion Consulting at $2,500 per month with either party having the ability to renegotiate or terminate the contract before the invoice is issued and work completed each month. If either party would like to renegotiate or terminate the contract, written 30-day notice is needed. Either party can terminate the contract for any reason.

5.5.4

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 PCOE for PBIS

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Kerry Callahan
Assistant Superintendent, Educational Services

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
LCFF Supplemental

MEETING DATE:
August 18, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:
The attached contract is for the Placer County Office of Education (PCOE) to provide Positive Behavioral Interventions and Supports (PBIS) training and technical support to several of our schools. The services provided through this contract align with the District's LCAP (Goal 4, Action 2 - PBIS).

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

AGREEMENT FOR PCOE CONSULTING SERVICES

This agreement ("Agreement") for consulting services offered by Placer County Office of Education, "Consultant", is entered into between Gayle Garbolino-Mojica, Placer County Superintendent of Schools, in her capacity as the Chief Executive Officer of the Placer County Office of Education ("PCOE") and Western Placer Unified School District ("Agency"). This Agreement is effective when signed by PCOE and Agency and for reference only is dated June 23, 2015.

1.0 SCOPE OF SERVICES

Consultant shall provide the following specialized consulting services to Agency: Positive Behavioral Interventions and Supports outlined in the Work Plan (see Attachment A for breakdown of yearly costs and additional fees for individualized makeup training dates as needed). These services to be provided by Consultant may be further described in Attachment A which is attached hereto and is incorporated herein by this reference.

2.0 FEES

Agency shall pay Consultant for all specialized services set forth herein for the amount as determined on Attachment A. Any reimbursement rate or amount for expenses such as travel, materials, copying etc. shall be described in Section 7.0 and further outlined on the fee schedule herein referred to as Attachment A. All fees for services and any reimbursement for expenses shall be paid directly to PCOE.

3.0 RECORDS

Any records shall be maintained and stored by the Agency as may be required by the Education Code or other legal mandate. Copies of records may also be maintained and stored by PCOE.

4.0 WORK PRODUCT

All work product including intellectual property, such as trade secrets and copyrights, documents, records, files and supporting data accumulated, prepared and/or distributed by Consultant within the course and scope of this Agreement shall be as specified below the property of:

a. ☐ PCOE ______________________________

b. ☐ Agency ______________________________

c. ☒ Not Applicable____________________________

5.0 TERM

The term of this Agreement shall be from July 1, 2015 through June 30, 2016.

6.0 TERMINATION

Either party may terminate this Agreement by giving the other party at least thirty (30) calendar days written notice. In the event of the early termination of this Agreement, Consultant shall be paid for all work performed and all reasonable expenses incurred up to and including the date of termination.

7.0 PAYMENT

PCOE will invoice Agency annually for any specialized services rendered as outlined in Attachment A. Agency will pay PCOE within 30 days after receipt of invoice.

8.0 AMENDMENTS

Any amendments to this Agreement shall be in writing and signed by both parties.

9.0 STATUS OF CONSULTANT

Consultant is a salaried employee of PCOE and not of the Agency. Any and all employer payroll tax and retirement related payments on behalf of Consultant are to be made by PCOE.

10.0 CERTIFICATION

The Agency shall be responsible for reviewing and verifying all data included in documents, forms, and reports prepared by Consultant on behalf of Agency. The Agency shall be responsible for meeting any certification requirements and if necessary, for consulting legal counsel as related to the preparation and submittal of documents, forms, and reports that Consultant prepares on behalf of Agency.

11.0 ENTIRE AGREEMENT

This Agreement constitutes the entire agreement and understanding of the parties. There are no oral understandings, terms or conditions, and no party has relied upon any representation, express or implied, that are not otherwise contained in this Agreement. All prior understandings, terms or conditions are deemed merged into this Agreement.

IN WITNESS WHEREOF, the parties do hereby certify that they are duly authorized to execute this Agreement.

PLACER COUNTY SUPERINTENDENT OF SCHOOLS

Gayle Garbolino-Mojica

7/1/15
Date

AGENCY – WESTERN PLACER UNIFIED SCHOOL DISTRICT

(Signature of Agency Representative)

7/15/15
Date

Supt.
Title

Attachment A - 7/6/2015

Western Placer Unified School District - PBIS Training Fees 2015-2016									
District Receiving partial Funding through PEI Grant	Training Dates	# of Schools	Tier II Cost per School	Total	[redacted]	[redacted]	Materials Cost New Schools	Travel Fee/Cohort	
Sheridan	Day 1 10/14/15 Day 2 11/5/2015 Day 3 1/28/16	1	$1,500	$1,500				$0	$1,500
Coppin Twelve Bridges Lincoln High	Day 1 11/3/15 Day 2 12/1/2015 Day 3 2/10/16 ON HOLD 15-16	2			$1,500	$3,000		$0	$3,000
Total Annual Training Fee				**$1,500**		**$3,000**	$0		$4,500

5.64

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 Contract between Placer County Office of Education (PCOE) and WPUSD – July 1, 2015 through June 30th, 2016

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Susan Watkins
Director of Special Education

ENCLOSURES:

Yes

DEPARTMENT:

Special Education

FINANCIAL INPUT/SOURCE:

Special Education Budget

MEETING DATE:

August 18th, 2015

ROLL CALL REQUIRED:

No

BACKGROUND:
The attached contract is for Behaviorist Services from the Placer County Office of Education with WPUSD. We have contracted for 150 hours at $82.00 per hour. Total estimated cost for services is $12,300.00

RECOMMENDATION: Administration recommends Board ratify the MOU with Placer County Office of Education and WPUSD as noted above.

5.7

PCOE
GOLD IN EDUCATION

Placer County Office of Education
360 Nevada Street, Auburn, CA 95603
(530) 889-8020 • Fax (530) 886-5841 • www.placercoe.k12.ca.us

Gayle Garbolino-Mojica, County Superintendent of Schools

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) between the Placer County Office of Education (PCOE) and Western Placer Unified School District (District) is regarding the provision of student services, as noted in this MOU for the 2015-2016 school year.

The Placer County Office of Education agrees to provide District up to 150 hours of Behaviorist Services during the 2015-2016 school year.

If it is determined that additional services are required during the 2015-2016 school year, District must submit a request, in writing or by e-mail to the PCOE Program Manager, indicating the number of additional hours of service being requested. Once approved, the Placer County Office of Education will continue to provide the requested service and will invoice the District for all services rendered.

Services will be provided by: PCOE Behaviorist

Prior to any substitution of personnel, employer shall consult District.

Payment for such services shall be made in the following manner:

- ☒ PCOE shall invoice the District, once per month, for services rendered at the rate of $82.00 per hour.
- ☒ PCOE shall invoice the District for mileage incurred by Behaviorist, at the IRS reimbursable rate, necessary for the provision of these services.

Placer County Office of Education as the employer shall make all employer payroll tax and retirement related payments.

The employer of the person providing services may consider any input as it pertains to the employee's performance from the recipient of those services.

Either party may terminate this MOU by giving the other party at least thirty (30) calendar days written notice. In the event of early termination, the employer of the provider of services shall be paid for all work performed and all reasonable expenses incurred up to and including the date of termination.

It is hereby agreed:

Placer County Office of Education	Date 7/1/15
District	Date 8/13/15

6/23/2015

5.7.1

W P U S D

Western Placer Unified School District

Business
600 6th Street, Suite 400
Lincoln, CA 95648
(916) 645-6387 FAX (916) 645-5295

PURCHASE ORDER
NO: P016-00353
DATE 08/03/2015

ORDERED FROM: Fax: (530) 745-1441

PCOE - PLACER CO OFFICE OF ED
360 Nevada Street
Auburn, CA 95603

Phone:

SHIP TO:

Special Education
600 6th Street, Suite 400
Lincoln, CA 95648
Phone:

IMPORTANT INSTRUCTIONS TO VENDOR

1. Itemized INVOICES in Duplicate.
2. Enclose PACKING LIST (including PO #) with ALL shipments.
3. Deviation in PRICE or SUBSTITUTION in kind only permitted with APPROVAL.
4. All deliveries F.O.B. Destination unless otherwise specified. If freight is to be charged, prepay, and add to invoice.
5. THE LAW REQUIRES MATERIAL SAFETY DATA SHEETS FOR PRODUCTS ON THIS ORDER. PLEASE ENCLOSE WITH INVOICE.
6. No Payments will be made until ENTIRE order has been completed and accepted, unless special arrangements are made.
7. Any work performed for the District must comply with public contract code and prevailing wage requirements. Compliance is the responsibility of the vendor.
8. Vendor shall comply with the lawful requirements of the District, the State of California, and all applicable requirements of the City of Lincoln and Placer County regarding discharges to the storm drain system and watercourses, including applicable requirements specified in local municipal storm water management programs or plans.

ORDER LOCATION	ORDER TYPE	VENDOR #	REQUISITIONER	REQUISITION #
9000 - Special Education	PO without receiving	001424/1	Diane Metzelaar	VR16-00413

DATE REQUIRED	F.O.B.	TERMS OF PAYMENT	SHIP VIA	BUYER	RPQ #

ITEM	QTY	UNIT	DESCRIPTION	UNIT COST	EXTENSION
			Give Open PO to Diane.		
1	150	EACH	Open PO for Behaviorist services during 2015-2016 school year for 150 hours at $82.00/hour	82.00	$12,300.00
			Order Sub-Total		$12,300.00
			Sales Tax		.00
			Shipping		.00
			Adjustment		.00
			Order Total		**$12,300.00**

ACCOUNT DISTRIBUTION	AMOUNT
01. 6500. 0. 5800. 00. 5770. 1182. 001. 00. 000. 00	$12,300.00

OPEN

**** End of Order ****

AUTHORIZED BY:

Carrie Carlson
5.7.2

Receiving

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 MOU between Loomis Union School District and WPUSD
July 1, 2015 – June 30, 2016

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Susan Watkins
Director of Special Education

ENCLOSURES:

Yes

DEPARTMENT:

Special Education

FINANCIAL INPUT/SOURCE:

Special Education Budget

MEETING DATE:

August 4, 2015

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached MOU is for Loomis Union School District and Western Placer Unified School District. Loomis Union shall provide Adaptive Physical Education service at Ophir School/STEM Academy. They will provide facilities, equipment, assessments and curriculum for services rendered. For services rendered Loomis Union shall be entitled to compensation paid within 3 weeks after approved, in the amount of $1000.00 per student.

RECOMMENDATION: Administration recommends Board ratify the MOU with Loomis Union School District and WPUSD as noted above.

5.8

Loomis Union School District

3290 Humphrey Road, Loomis, CA 95650 (916) 652-1800
www.loomis-usd.k12.ca.us
Building Excellence in Education since 1856
Gordon T. Medd, Superintendent

This Memorandum of Understanding (MOU) between the Loomis Union School District, hereinafter referred to as "Loomis," and Western Placer Unified School District, hereinafter referred to as "Western Placer" is regarding the provision of student services.

Term: This MOU shall commence on **July 1, 2015**, and shall continue until **June 30, 2016** provided all services under this MOU are performed in a satisfactory manner. Loomis and Western Placer shall make a good faith effort to notify the other party prior to **February 15, 2016** if either party does not plan on renewing this MOU. This MOU may be terminated by either party with thirty (30) days written notice to the other party for material breach of this MOU.

1. Services: Loomis shall provide **John Paul (JP) Gonzales** to perform **Adaptive Physical Education (APE) Services at Ophir School/STEAM Academy**. Any substitution of personnel shall require the mutual agreement of both parties.
2. **Equipment and Facilities**: Loomis will not provide Western Placer with office space. Loomis shall provide facilities, equipment, assessments and curriculum for services rendered.
3. Fee: For the services rendered pursuant to this MOU, Loomis shall be entitled to the following compensation, paid within 3 weeks after Western Placer's receipt of invoice - **$1,000 per student served, not to exceed a limit of $20,000**. If the number of students served exceeds 20, Loomis shall increase the group size accordingly and not increase total hours of service.
4. Devotion of Time: Loomis shall devote such time and energy to the performance of duties under this MOU as is necessary for a satisfactory performance. Should Western Placer require additional services not included in this MOU, Loomis shall make a reasonable effort to fit such additional services into the time schedule without decreasing the effectiveness of the performance of the duties hereunder.
5. Expenses: Loomis shall be responsible for any travel expenses incurred while providing the services in this MOU.
6. Employer Insurance and Taxes: **John Paul Gonzales** is not an employee of Western Placer under this MOU. It shall be the sole responsibility of Loomis to account for all employer payroll, tax, insurance and retirement liabilities.
7. Indemnification & Hold Harmless MOU: Loomis and Western Placer hereby respectfully agree, to the fullest extent permitted by law, to indemnify, defend and hold harmless the other party and its board of trustees, officers, agents, invitees and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities arising from any accident, death or injury whatsoever or however caused to the other Parties person or property, due to, arising out of, or related to the negligence of the other Party.
8. Uniform Complaint Procedure: The Parties shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination against any protected group as identified under Education Code 200 and 220 and Government Code 11135, including actual or perceived sex, sexual orientation, gender, ethnic group, identification, race, ancestry national origin, religion, color, or mental or physical disability, or age or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity that receives or benefits from state financial assistance.
9. Entire MOU: This MOU supersedes any and all other MOU's, either oral or in writing, between the parties hereto with respect to the subject matter hereof, and no other MOU, statement or

5.8.1

promise relating to the subject matter of this MOU which is not contained herein shall be valid or binding.

Signatures:

Jean Crouse, LUSD Assistant Superintendent, Educational Services
Jay Stewart, LUSD Assoc. Superintendent, Business Services
Susan Watkins, WPUSD Director of Special Education
Audrey Kilpatrick, WPUSD Assistant Superintendent, Business Services & Operations

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 Contract between MediCAB of Sacramento and WPUSD – July 1, 2015 through June 30th, 2016

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Susan Watkins
Director of Special Education

ENCLOSURES:

Yes

DEPARTMENT:

Special Education

FINANCIAL INPUT/SOURCE:

Special Education Budget

MEETING DATE:

August 18th, 2015

ROLL CALL REQUIRED:

No

BACKGROUND:

Attached is contract between MediCAB of Sacramento and WPUSD. This is for Non-public agency services for 2 students. The contract period is from July 1st, 2015 to June 30th,2016. The hourly or daily rates are included in the attached service agreement. The NPA costs related to the services will be funded from the District special Education Program. The total estimated cost for services is $30,000.00.

RECOMMENDATION: Administration recommends Board ratify the contract with MediCAB of Sacramento and WPUSD as noted above.

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code Sections 56365 et seq.)

This agreement is effective on 7/1/2015 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2016, unless sooner terminated as provided in the Master Contract and by applicable law. Attached as Exhibit 1 to this Independent Services Agreement is the Master Contract executed between the CONTRACTOR identified below and the Placer County Special Education Local Plan Area (SELPA). All terms and conditions of this Master Contract are specifically included and incorporated into this Independent Services Agreement.

Local Education Agency(LEA)	Western Placer Unified School District	Nonpublic School/Agency	Medicab of Sacramento/Sierra
Address	600 6th Street, Fourth Floor	Address	2002 Cassia Way
City, State Zip	Lincoln, CA 95648	City, State, Zip	Rocklin, CA 95765

Phone	(916) 645-4078						
LEA Case Manager	Susan Watkins						
Student Last Name		Student First Name					
D.O.B.		I.D. #					
Grade	6th	Level		Sex	(X) M ( ) F		
Parent/ Guardian Last Name		Parent/ Guardian First Name					
Address							
City, State, Zip	Lincoln, CA 95648						
Home Phone		Business					

Business Contact Name	Michael Ratliff		
Phone	916-415-1970	Fax	916-415-1944
e-Mail	medicabtransport@att.net		
Program Contact Name	Kimberly Ratliff		
Phone	916-415-1970	Fax	916-415-1944
e-Mail	kimberlyratliff@yahoo.com		
Education Schedule – Regular School Year			
Number of Days	180	Number of Weeks	
Education Schedule – Extended School Year			
Number of Days	20	Number of Weeks	
Contract Begins	7/01/2015	Ends	06/30/2016
Master Contract Approved by the Governing Board on			

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
A. BASIC EDUCATION									
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent			X		83.00 /day		180 days	20 days	$ 16,600.00
2. Counseling a. Group b. Individual c. Family									
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual									
5. Occupational Therapy a. Therapy b. Consultation									

59.1

B. RELATED SERVICES (cont'd)	Provider LEA	NPS	NPA	OTHER Specify	Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions Reg School Year	ESY	Estimated Maximum Total Cost for Contracted Period
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide									
9. Other									
						TOTAL COST			16,600.00

ESTIMATED MAXIMUM RELATED SERVICES COST $ 16,600.00

SPECIALIZED EQUIPMENT/SUPPLIES ______________________ $______

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ 16,600.00

6

4. Other Provisions/Attachments: ______________________

5. Progress Reporting Requirements: ___ Quarterly ___ Monthly ___ Other (Specify ______

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Medicab of Sacramento/Sierra
(Name of Nonpublic School/Agency)

[signature] 7/28/15
(Signature) (Date)

Michael Ratliff, Owner
(Name and Title)

LEA

Western Placer Unified School District
(Name of LEA)

Susan Watkins 7/28/15
(Signature) (Date)

Susan Watkins, Director of Special Education
(Name of Superintendent or Authorized Designee)

[signature]
Asst Supt of Business Svs and Operations

5.9.2

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on 7/1/2015 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2016, unless sooner terminated as provided in the Master Contract and by applicable law. Attached as Exhibit 1 to this Independent Services Agreement is the Master Contract executed between the CONTRACTOR identified below and the Placer County Special Education Local Plan Area (SELPA). All terms and conditions of this Master Contract are specifically included and incorporated into this Independent Services Agreement.

Local Education Agency(LEA)	Western Placer Unified School District	Nonpublic School/Agency	Medicab of Sacramento/Sierra
Address	600 6th Street, Fourth Floor	Address	2002 Cassia Way
City, State Zip	Lincoln, CA 95648	City, State, Zip	Rocklin, CA 95765

Phone	(916) 645-4078			Business Contact Name	Michael Ratliff			
LEA Case Manager	Susan Watkins			Phone	916-415-1970	Fax	916-415-1944	
				e-Mail	medicabtransport@att.net			
Student Last Name		Student First Name		Program Contact Name	Kimberly Ratliff			
D.O.B.		I.D. #		Phone	916-415-1970	Fax	916-415-1944	
Grade	1st	Level		Sex	(X) M ( ) F	e-Mail	kimberlyratliff@yahoo.com	
				Education Schedule – Regular School Year				
Parent/ Guardian Last Name		Parent/ Guardian First Name		Number of Days	180	Number of Weeks		
				Education Schedule – Extended School Year				
				Number of Days	20	Number of Weeks		
Address				Contract Begins	7/01/2015	Ends	06/30/2016	
City, State, Zip	Lincoln, CA 95648			Master Contract Approved by the Governing Board on				
Home Phone		Business						

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
A. BASIC EDUCATION									
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent			X		67.00 /day		180 days	20 days	$ 13,400.00
2. Counseling a. Group b. Individual c. Family									
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual									
5. Occupational Therapy a. Therapy b. Consultation									

5.9.3

B. RELATED SERVICES (cont'd)	Provider LEA	NPS	NPA	OTHER Specify	Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions Reg School Year	ESY	Estimated Maximum Total Cost for Contracted Period
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide									
9. Other									
						TOTAL COST			13,400.00

ESTIMATED MAXIMUM RELATED SERVICES COST $ 13,400.00

SPECIALIZED EQUIPMENT/SUPPLIES ______________________ $______

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ 13,400.00

6

4. Other Provisions/Attachments: ______________________

5. Progress Reporting Requirements: Quarterly ___ Monthly ___ Other (Specify ___ ______

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Medicab of Sacramento/Sierra
(Name of Nonpublic School/Agency)

Michael Ratliff 7/22/15
(Signature) (Date)

Michael Ratliff, Owner
(Name and Title)

LEA

Western Placer Unified School District
(Name of LEA)

Susan Watkins 7/28/15
(Signature) (Date)

Susan Watkins, Director of Special Education
(Name of Superintendent or Authorized Designee)

Asst Supt of Business Svs and Operations

59.4

WPUSD

Western Placer Unified School District

Business
600 6th Street, Suite 400
Lincoln, CA 95648
(916) 645-6387 FAX (916) 645-5295

PURCHASE ORDER
NO: PO16-00337
DATE 07/29/2015

SHIP TO:
Special Education
600 6th Street, Suite 400
Lincoln, CA 95648
Phone:

ORDERED FROM: Fax:

MEDICAB OF SACRAMENTO/SIERRA
2002 CASSIA WAY
ROCKLIN, CA 95765

Phone: (916) 257-1629

IMPORTANT INSTRUCTIONS TO VENDOR

1. Itemized INVOICES in Duplicate.
2. Enclose PACKING LIST (including PO #) with ALL shipments.
3. Deviation in PRICE or SUBSTITUTION in kind only permitted with APPROVAL.
4. All deliveries F.O.B. Destination unless otherwise specified. If freight is to be charged, prepay, and add to invoice.
5. THE LAW REQUIRES MATERIAL SAFETY DATA SHEETS FOR PRODUCTS ON THIS ORDER. PLEASE ENCLOSE WITH INVOICE.
6. No Payments will be made until ENTIRE order has been completed and accepted, unless special arrangements are made.
7. Any work performed for the District must comply with public contract code and prevailing wage requirements. Compliance is the responsibility of the vendor.
8. Vendor shall comply with the lawful requirements of the District, the State of California, and all applicable requirements of the City of Lincoln and Placer County regarding discharges to the storm drain system and watercourses, including applicable requirements specified in local municipal storm water management programs or plans.

ORDER LOCATION	ORDER TYPE	VENDOR #	REQUISITIONER	REQUISITION #
9000 - Special Education	PO without receiving	001278/1	Diane Metzelaar	VR16-00377

DATE REQUIRED	F.O.B.	TERMS OF PAYMENT	SHIP VIA	BUYER	RPQ #

ITEM	QTY	UNIT	DESCRIPTION	UNIT COST	EXTENSION
			Give Open PO to Diane.		
1	1	EACH	Open PO for transportation during 7/1/15 - 6/30/16.	30,000.00	$30,000.00
			Order Sub-Total		$30,000.00
			Sales Tax		.00
			Shipping		.00
			Adjustment		.00
			Order Total		**$30,000.00**

ACCOUNT DISTRIBUTION	AMOUNT
01.6500.0.5800.00.5770.1182.001.00.000.00	$30,000.00

OPEN

**** End of Order ****

AUTHORIZED BY:
5.9.5
Carie Larlan

Receiving

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 Contract between Jabbergym and WPUSD – July 1, 2015 through June 30th, 2016

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Susan Watkins
Director of Special Education

ENCLOSURES:

Yes

DEPARTMENT:

Special Education

FINANCIAL INPUT/SOURCE:

Special Education Budget

MEETING DATE:

August 18th, 2015

ROLL CALL REQUIRED:

No

BACKGROUND:

Attached is contract between Jabbergym and WPUSD. This is for Non-public agency, providing Physical Therapy. The contract period is from July 1st, 2015 to June 30th,2016. The hourly or daily rates are included in the attached service agreement. The NPS costs related to the services will be funded from the District special Education Program. The total estimated cost for services is $41,562.50.

RECOMMENDATION: Administration recommends Board ratify the contract with Jabbergym and WPUSD as noted above.

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code Sections 56365 et seq.)

This agreement is effective on 7/01/2015 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2016, unless sooner terminated as provided in the Master Contract and by applicable law. Attached as Exhibit 1 to this Independent Services Agreement is the Master Contract executed between the CONTRACTOR identified below and the Placer County Special Education Local Plan Area (SELPA). All terms and conditions of this Master Contract are specifically included and incorporated into this Independent Services Agreement.

Local Education Agency(LEA)	Western Placer Unified School District	Nonpublic School/Agency	Jabbergym
Address	600 6th Street, Fourth Floor	Address	151 N. Sunrise Avenue #1105
City, State Zip	Lincoln, CA 95648	City, State, Zip	Roseville, CA 95661

Phone	(916) 645-4078			Business Contact Name	Joshua Thomas		
LEA Case Manager	Susan Watkins			Phone	916-771-8255	Fax	916-771-8211
				e-Mail	joshuat@jabbergym.com		
Numerous Students by School	Creekside Oaks Foskett Ranch First Street Lincoln Crossing Twelve Bridges Elem			Program Contact Name			
				Phone		Fax	
				e-Mail			
Grade	Pre- 12	Level		Education Schedule – Regular School Year			
District	Western Placer Unified School District			Number of Days	180	Number of Weeks	40
				Education Schedule – Extended School Year			
				Number of Days	20	Number of Weeks	
Address				Contract Begins	07/01/2015	Ends	06/30/2016
City, State, Zip				Master Contract Approved by the Governing Board on			
Home Phone		Business					

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	PROVIDER: LEA	NPS	NPA	OTHER Specify	Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions: Reg School Year	ESY	Estimated Maximum Total Cost for Contracted Period
A. BASIC EDUCATION									
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent									
2. Counseling a. Group b. Individual c. Family									
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual									
5. Occupational Therapy a. Therapy b. Consultation									

5.10.1

B. RELATED SERVICES (cont'd)	Provider LEA	NPS	NPA	OTHER Specify	Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions Reg/ESY School Year		Estimated Maximum Total Cost for Contracted Period
6. Physical Therapy a. Therapy b. Consultation c. Assessment d. IEP e. mileage f. charting g. report			X		95.00 per hour	Creekside Oaks Foskett Ranch First Street Lincoln Cross. 12 Bridges El Assessment, Report Writing, Mileage	1 stu=30 hrs 7 stu=128.25 hrs 1 stu=18.5 hrs 1 stu=12.50 hrs 6 stu=106.25 Appx =142 hrs		$ 2,850.00 $12,183.75 $ 1,757.50 $ 1,187.50 $10,093.75 $ 13,490.00
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide									
9. Other									
						TOTAL COST			$41,562.50

ESTIMATED MAXIMUM RELATED SERVICES COST $ 41,562.50

SPECIALIZED EQUIPMENT/SUPPLIES ______________________ $______

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ 41,562.50

6

4. Other Provisions/Attachments: ______________________

5. Progress Reporting Requirements: Quarterly ___ Monthly ___ Other (Specify ___ ______

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Jabbergym
(Name of Nonpublic School/Agency)

(Signature) 7/21/15 (Date)

Joshua Thomas
(Name and Title)

LEA

Western Placer Unified School District
(Name of LEA)

(Signature) 8/13/15 (Date)
Asst Supt of Business Svs and Operations

Susan Watkins, Director of Special Education
(Name of Superintendent or Authorized Designee) 5.10.2

W|P|U|S|D

Western Placer Unified School District

Business
600 6th Street, Suite 400
Lincoln, CA 95648
(916) 645-6387 FAX (916) 645-5295

PURCHASE ORDER
NO: P016-00334
DATE 07/29/2015

ORDERED FROM: Fax: (916) 771-8211

JABBERGYM INC.
151 N. Sunrise Avenue
Suite 1105
Roseville, CA 95661

Phone: (916) 771-8255

SHIP TO:
Special Education
600 6th Street, Suite 400
Lincoln, CA 95648
Phone:

IMPORTANT INSTRUCTIONS TO VENDOR

1. Itemized INVOICES in Duplicate.
2. Enclose PACKING LIST (including PO #) with ALL shipments.
3. Deviation in PRICE or SUBSTITUTION in kind only permitted with APPROVAL.
4. All deliveries F.O.B. Destination unless otherwise specified. If freight is to be charged, prepay, and add to invoice.
5. THE LAW REQUIRES MATERIAL SAFETY DATA SHEETS FOR PRODUCTS ON THIS ORDER. PLEASE ENCLOSE WITH INVOICE.
6. No Payments will be made until ENTIRE order has been completed and accepted, unless special arrangements are made.
7. Any work performed for the District must comply with public contract code and prevailing wage requirements. Compliance is the responsibility of the vendor.
8. Vendor shall comply with the lawful requirements of the District, the State of California, and all applicable requirements of the City of Lincoln and Placer County regarding discharges to the storm drain system and watercourses, including applicable requirements specified in local municipal storm water management programs or plans.

ORDER LOCATION	ORDER TYPE	VENDOR #	REQUISITIONER	REQUISITION #
9000 - Special Education	PO without receiving	000996/1	Diane Metzelaar	VR16-00355

DATE REQUIRED	F.O.B.	TERMS OF PAYMENT	SHIP VIA	BUYER	RPQ #

ITEM	QTY	UNIT	DESCRIPTION	UNIT COST	EXTENSION
			Give Open PO to Diane.		
1	1	EACH	Open PO for Physical Therapy services during 2015-16 school year provided by Jabbergym. This includes 320.50 hours of PT at $95.00 hour and 142 hours of report writing, assessments and mileage at $95.00 an hour.	41,562.50	$41,562.50
			Order Sub-Total		$41,562.50
			Sales Tax		.00
			Shipping		.00
			Adjustment		.00
			Order Total		**$41,562.50**

ACCOUNT DISTRIBUTION	AMOUNT
01. 6500. 0. 5800. 00. 5770. 1182. 001. 00. 000. 00	$41,562.50

OPEN

**** End of Order ****

AUTHORIZED BY: 5.10.3
Carrie Larson

Receiving

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 Contract between Total Education Solutions and WPUSD –
July 1, 2015 through June 30th, 2016

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Susan Watkins
Director of Special Education

ENCLOSURES:

Yes

DEPARTMENT:

Special Education

FINANCIAL INPUT/SOURCE:

Special Education Budget

MEETING DATE:

August 18th, 2015

ROLL CALL REQUIRED:

No

BACKGROUND:

Attached is contract between Total Education Solutions and WPUSD. This is for Non-public agency, providing Bilingual Speech Assessments. The contract period is from July 1st, 2015 to June 30th,2016. The hourly or daily rates are included in the attached service agreement. The NPS costs related to the services will be funded from the District special Education Program. The total estimated cost for services is $5,100.00.

RECOMMENDATION: Administration recommends Board ratify the contract with Total Education Solutions and WPUSD as noted above.

5.11

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on 07/01/2015 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2016, unless sooner terminated as provided in the Master Contract and by applicable law. Attached as Exhibit 1 to this Independent Services Agreement is the Master Contract executed between the CONTRACTOR identified below and the Placer County Special Education Local Plan Area (SELPA). All terms and conditions of this Master Contract are specifically included and incorporated into this Independent Services Agreement.

Local Education Agency(LEA)	Western Placer Unified School District	Nonpublic School/Agency	Total Education Solutions
Address	600 6th Street, Fourth Floor	Address	1337 Howe Ave, Suite 107
City, State Zip	Lincoln, CA 95648	City, State, Zip	Sacramento, CA 95825

Phone	(916) 645-4078			Business Contact Name	Traci Bean		
LEA Case Manager	Susan Watkins			Phone	916-564-5010	Fax	916-564-5260
				e-Mail	tbean@tesidea.com		
Student Last Name		Student First Name		Program Contact Name			
				Phone		Fax	
D.O.B.		I.D. #		e-Mail			
Grade	Level	Sex	( ) M ( ) F	Education Schedule – Regular School Year			
Parent/ Guardian Last Name		Parent/ Guardian First Name		Number of Days	180	Number of Weeks	
				Education Schedule – Extended School Year			
				Number of Days		Number of Weeks	
Address				Contract Begins	07/01/2015	Ends	06/30/2016
City, State, Zip				Master Contract Approved by the Governing Board on			
Home Phone		Business					

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg. School Year	ESY	
A. BASIC EDUCATION									
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent									
2. Counseling a. Group b. Individual c. Family									
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual		X			Bilingual Assess. $85.00/hr	60 hrs/ yr	60 hrs		5,100.00
5. Occupational Therapy a. Therapy b. Consultation									

5.11.1

B. RELATED SERVICES (cont'd)	Provider LEA	NPS	NPA	OTHER Specify	Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions Reg School Year	ESY	Estimated Maximum Total Cost for Contracted Period
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide									
9. Other									
						TOTAL COST			5,100.00

ESTIMATED MAXIMUM RELATED SERVICES COST $ 5,100.00

SPECIALIZED EQUIPMENT/SUPPLIES ______________________ $______

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ 5,100.00

6
4. Other Provisions/Attachments: ______________________

5. Progress Reporting Requirements: Quarterly ___ Monthly ___ Other (Specify ___ ______

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Total Education Solutions
(Name of Nonpublic School/Agency)

Traci Bean 7/22/15
(Signature) (Date)

Traci Bean, Clinic Director
(Name and Title)

LEA

Western Placer Unified School District
(Name of LEA)

Susan Watkins 7/28/15
(Signature) (Date)

Susan Watkins, Director of Special Education
(Name of Superintendent or Authorized Designee)

Asst Supt of Business Svs and Operations 8/13/15

5.11.2

W|P|U|S|D

Western Placer Unified School District

Business
600 6th Street, Suite 400
Lincoln, CA 95648
(916) 645-6387 FAX (916) 645-5295

PURCHASE ORDER
NO: P016-00335
DATE 07/29/2015

ORDERED FROM: Fax: (323) 257-0284

TOTAL EDUCATION SOLUTIONS
625 SOUTH FAIR OAKS AVENUE
SUITE 300
SOUTH PASADENA, CA 91030

Phone: (323) 344-3450

SHIP TO:
Special Education
600 6th Street, Suite 400
Lincoln, CA 95648
Phone:

IMPORTANT INSTRUCTIONS TO VENDOR

1. Itemized INVOICES in Duplicate.
2. Enclose PACKING LIST (including PO #) with ALL shipments.
3. Deviation in PRICE or SUBSTITUTION in kind only permitted with APPROVAL.
4. All deliveries F.O.B. Destination unless otherwise specified. If freight is to be charged, prepay, and add to invoice.
5. THE LAW REQUIRES MATERIAL SAFETY DATA SHEETS FOR PRODUCTS ON THIS ORDER. PLEASE ENCLOSE WITH INVOICE.
6. No Payments will be made until ENTIRE order has been completed and accepted, unless special arrangements are made.
7. Any work performed for the District must comply with public contract code and prevailing wage requirements. Compliance is the responsibility of the vendor.
8. Vendor shall comply with the lawful requirements of the District, the State of California, and all applicable requirements of the City of Lincoln and Placer County regarding discharges to the storm drain system and watercourses, including applicable requirements specified in local municipal storm water management programs or plans.

ORDER LOCATION	ORDER TYPE	VENDOR #	REQUISITIONER	REQUISITION #
9000 - Special Education	PO without receiving	000687/1	Diane Metzelaar	VR16-00363

DATE REQUIRED	F.O.B.	TERMS OF PAYMENT	SHIP VIA	BUYER	RPQ #

ITEM	QTY	UNIT	DESCRIPTION	UNIT COST	EXTENSION
			Give Open PO to Diane.		
1	1	EACH	Open PO for bilingual speech assessments for 2015-16 school year at $85.00/hour.	5,100.00	$5,100.00
			Order Sub-Total		$5,100.00
			Sales Tax		.00
			Shipping		.00
			Adjustment		.00
			Order Total		**$5,100.00**

ACCOUNT DISTRIBUTION	AMOUNT
01. 6500. 0. 5800. 00. 5770. 1182. 001. 00. 000. 00	$5,100.00

OPEN

**** End of Order ****

AUTHORIZED BY: 5.11.3
Caia Larlan

Page 1 of 1 Receiving

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 Contract between Sierra Pediatric and WPUSD – July 1, 2015 through June 30th, 2016

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Susan Watkins
Director of Special Education

ENCLOSURES:

Yes

DEPARTMENT:

Special Education

FINANCIAL INPUT/SOURCE:

Special Education Budget

MEETING DATE:

August 18th, 2015

ROLL CALL REQUIRED:

No

BACKGROUND:

Attached is contract between Sierra Pediatric and WPUSD. This is for Non-public agency, providing Physical Therapy for one student. The contract period is from July 1st, 2015 to June 30th,2016. The hourly or daily rates are included in the attached service agreement. The NPS costs related to the services will be funded from the District special Education Program. The total estimated cost for services is $10,925.00.

RECOMMENDATION: Administration recommends Board ratify the contract with Sierra Pediatric and WPUSD as noted above.

5.12

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code Sections 56365 et seq.)

This agreement is effective on 07/01/2015 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2016, unless sooner terminated as provided in the Master Contract and by applicable law. Attached as Exhibit 1 to this Independent Services Agreement is the Master Contract executed between the CONTRACTOR identified below and the Placer County Special Education Local Plan Area (SELPA). All terms and conditions of this Master Contract are specifically included and incorporated into this Independent Services Agreement.

Local Education Agency(LEA)	Western Placer Unified School District	**Nonpublic School/Agency**	Sierra Pediatric Therapy Clinic
Address	600 6th Street, Suite 400	**Address**	720 Sunrise Avenue, Suite 110-D
City, State Zip	Lincoln, CA 95648	**City, State, Zip**	Roseville, CA 95661

Phone	(916) 645-4078			**Business Contact Name**	Leslie Anderson		
LEA Case Manager	Susan Watkins			**Phone**	916-791-2747	**Fax**	916-791-2189
				e-Mail	sierrapeds2002@yahoo.com		
Student Last Name		**Student First Name**		**Program Contact Name**	Kristine Corn		
				Phone	916-791-2747	**Fax**	916-791-2189
D.O.B.		**I.D. #**		**e-Mail**	sierrapeds2002@yahoo.com		
Grade 11th	**Level**	**Sex**	(X) M ( ) F	**Education Schedule – Regular School Year**			
Parent/ Guardian Last Name		**Parent/ Guardian First Name**		**Number of Days**		**Number of Weeks**	
				Education Schedule – Extended School Year			
				Number of Days		**Number of Weeks**	
Address				**Contract Begins**	07/01/2015	**Ends**	06/30/2016
City, State, Zip	Lincoln, CA 95648			**Master Contract Approved by the Governing Board on**			
Home Phone		**Business**					

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	**PROVIDER**				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	**NPS**	**NPA**	OTHER Specify			Reg School Year	ESY	
A. BASIC EDUCATION									
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent									
2. Counseling a. Group b. Individual c. Family									
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual									
5. Occupational Therapy a. Therapy b. Consultation									

5.12.1

B. RELATED SERVICES (cont'd)	Provider				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
6. Physical Therapy a. Therapy b. Consultation			X		109.25/ hour	6,000 min yearly, no ESY	100 hrs		$ 10,925.00
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide									
9. Other									
						TOTAL COST			10,925.00

ESTIMATED MAXIMUM RELATED SERVICES COST $ 10,925.00

SPECIALIZED EQUIPMENT/SUPPLIES ______________________ $______

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ 10,925.00

6

4. Other Provisions/Attachments: ______________________

5. Progress Reporting Requirements: ___ Quarterly ___ Monthly ___ Other (Specify ______

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-	LEA
Sierra Pediatric Therapy Clinic (Name of Nonpublic School/Agency)	Western Placer Unified School District (Name of LEA)
(Signature) (Date)	(Signature) Asst Supt of Business Svs and Operations 8/13/15 (Date)
Kristine Corn, DPT Executive Director (Name and Title)	Susan Watkins, Director of Special Education (Name of Superintendent or Authorized Designee)

5.12.2

VENDOR - PO without Receiving — Fiscal Year 2015/16

Requisition Number **VR16-00495** Requisition Date **08/07/2015**

Summary

Created by	DIANE_METZELAAR, 8/7/2015	PO #		Goods & Services	
Department	BUSINESS	Responsibility		Academic Dept	
Status	Submitted				
On Hold	No	Attachments	None		
Requisitioner	Diane Metzelaar	Board Date		Non Taxable	10,925.00
Order Site	9000 - Special Education			Taxable	.00
Delivery Site	9000 - Special Education			Tax (7.5000)	.00
Delivery Date		Room		Shipping (0.00)	.00
Project				Adjustment	.00
Info	Open PO 7-1-15 to 6-30-16			Requisition Total	**10,925.00**

Requisition Vendor Information

000808/2 KRISTINE N CORN DBA SIERRA
PEDIATRIC THERAPY CLINIC
720 SUNRISE AVENUE, SUITE D110 , ROSEVILLE, CA 95661

Purchasing

PO Date		PO Printed Date		Buyer	-
Quote		Quote Date			

Line Items

Change Level 0

	Description	Stores Item #	Unit	Order Qty	Rcvd Qty	Unit Price	Extended
	Give Open PO to Diane.						
1	Open PO for 7-1-15 to 6-30-16 for Physical Therapy services for for 100 hours at $109.25/hour.		EACH	100		109.2500	10,925.00

Accounts

Account	Amount	Encumbered	Expensed	Outstanding
01. 6500. 0. 5800. 00. 5770. 1182. 001. 00. 000. 00 (2016) Spec Ed,Prof Ser,NPA	10,925.00	10,925.00		.00

Susan Watkins 8/6/15

ESCAPE ONLINE

5.123

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 Contract between Odyssey Learning Center and WPUSD – July 1, 2015 through June 30th, 2016

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Susan Watkins
Director of Special Education

ENCLOSURES:

Yes

DEPARTMENT:

Special Education

FINANCIAL INPUT/SOURCE:

Special Education Budget

MEETING DATE:

August 18th, 2015

ROLL CALL REQUIRED:

No

BACKGROUND:

Attached is contract between Odyssey Learning Center and WPUSD. This is for Non-public school services for 5 students. The contract period is from July 1st, 2015 to June 30th,2016. The hourly or daily rates are included in the attached service agreement. The NPS costs related to the services will be funded from the District special Education Program. The total estimated cost for services is $182,282.48.

RECOMMENDATION: Administration recommends Board ratify the contract with Rocklin Unified School District and WPUSD as noted above.

5.13

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on 07/01/2015 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2016, unless sooner terminated as provided in the Master Contract and by applicable law. Attached as Exhibit 1 to this Independent Services Agreement is the Master Contract executed between the CONTRACTOR identified below and the Placer County Special Education Local Plan Area (SELPA). All terms and conditions of this Master Contract are specifically included and incorporated into this Independent Services Agreement.

Local Education Agency(LEA)	Western Placer Unified School District	**Nonpublic School/Agency**	Odyssey Learning Center
Address	600 6th Street, Fourth Floor	**Address**	7150 Santa Juanita Avenue
City, State Zip	Lincoln, CA 95648	**City, State, Zip**	Orangevale, CA 95662

Phone	(916) 645-4078			**Business Contact Name**	Jeannine Wheeler	
LEA Case Manager	Susan Watkins			**Phone** 916-988-0258	**Fax** 916-988-0423	
				e-Mail	jeanninewheeler@odysseylearningcenter.org	
Student Last Name		**Student First Name**		**Program Contact Name**	Jeannine Wheeler	
				Phone 916-988-0258	**Fax** 916-988-0423	
D.O.B.		**I.D. #**		**e-Mail**	jeanninewheeler@odysseylearningcenter.org	
Grade 3rd	**Level**	**Sex**	(X) M ( ) F	**Education Schedule – Regular School Year**		
Parent/ Guardian Last Name		**Parent/ Guardian First Name**		**Number of Days** 180	**Number of Weeks**	
				Education Schedule – Extended School Year		
				Number of Days 20	**Number of Weeks**	
Address				**Contract Begins** 07/01/2015	**Ends** 06/30/2016	
City, State, Zip	Lincoln, CA 95648			**Master Contract Approved by the Governing Board on**		
Home Phone		**Business**				

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	PROVIDER LEA	NPS	NPA	OTHER Specify	Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions Reg School Year	ESY	Estimated Maximum Total Cost for Contracted Period
A. BASIC EDUCATION		X			159.84/day		180	20	$31,968.00
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent									
2. Counseling a. Group b. Individual c. Family									
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual			X ARS		80.10 hour= (34 total hours)	1,800 min yearly & 240 min yearly	30 hrs	4 hrs	$ 2,723.40
5. Occupational Therapy a. Therapy b. Consultation			X Vista Child Ther		85.50 hour= (40 hours)	2,160 min yearly & 240 min yearly	36 hrs	4 hrs	$3,420.00

5.13.1

B. RELATED SERVICES (cont'd)	Provider LEA	NPS	NPA	OTHER Specify	Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions Reg School Year	ESY	Estimated Maximum Total Cost for Contracted Period
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide									
9. Other									
						TOTAL COST			38,111.40

ESTIMATED MAXIMUM RELATED SERVICES COST $ 38,111.40

SPECIALIZED EQUIPMENT/SUPPLIES ______________________ $______

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ 38,111.40

6
4. Other Provisions/Attachments: ______________________

5. Progress Reporting Requirements: ✓ Quarterly ___ Monthly ___ Other (Specify ______

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Odyssey Learning Center
(Name of Nonpublic School/Agency)

Jeannine K. Wheeler 6/24/2015
(Signature) (Date)

Jeannine Wheeler, Principal
(Name and Title)

LEA

Western Placer Unified School District
(Name of LEA)

Susan Watkins 8/6/15
(Signature) (Date)

Susan Watkins, Director of Special Education
(Name of Superintendent or Authorized Designee)

8/13/15
Asst Supt of Business Svs and Operations

5.13.2

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code Sections 56365 et seq.)

This agreement is effective on 7/01/2015 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, i after the date identified, and terminates at 5:00 P.M. on June 30, 2016, unless sooner terminated as provided in the Master Contract and by applicable law Attached as Exhibit 1 to this Independent Services Agreement is the Master Contract executed between the CONTRACTOR identified below and the Place County Special Education Local Plan Area (SELPA). All terms and conditions of this Master Contract are specifically included and incorporated into thi: Independent Services Agreement.

Local Education Agency(LEA)	Western Placer Unified School District	Nonpublic School/Agency	Odyssey Learning Center
Address	600 6th Street, Fourth Floor	Address	7150 Santa Juanita Avenue
City, State Zip	Lincoln, CA 95648	City, State, Zip	Orangevale, CA 95662

Phone	(916) 645-4078			Business Contact Name	Jeannine Wheeler		
LEA Case Manager	Susan Watkins			Phone	916-988-0258	Fax	916-988-0423
				e-Mail	jeanninewheeler@odysseylearningcenter.org		
Student Last Name		Student First Name		Program Contact Name	Jeannine Wheeler		
				Phone	916-988-0258	Fax	916-988-0423
D.O.B.		I.D. #		e-Mail	jeanninewheeler@odysseylearningcenter.org		
Grade	5th	Level		Sex	(X) M ( ) F	Education Schedule – Regular School Year	
Parent/ Guardian Last Name		Parent/ Guardian First Name		Number of Days	180	Number of Weeks	39
				Education Schedule – Extended School Year			
				Number of Days	20	Number of Weeks	4
Address	1			Contract Begins	07/01/2015	Ends	06/30/2016
City, State, Zip	Lincoln, CA 95648			Master Contract Approved by the Governing Board on			
Home Phone		Business					

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
A. BASIC EDUCATION		X			159.84/day		180	20	31,968.00
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent									
2. Counseling a. Group b. Individual c. Family									
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual			X ARS		80.10 hour=(46 total hours)	2,520 min yearly& 240 min yearly	42 hrs	4 hrs	$3,684.60
5. Occupational Therapy a. Therapy b. Consultation			X Vista Chd Ther		85.50 hour=(51 .75 total hours)	75 min weekly& 180 min yearly	48.75 hrs	3 hrs	$4,424.635

5.13.3

B. RELATED SERVICES (cont'd)	Provider LEA	NPS	NPA	OTHER Specify	Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions Reg School Year	ESY	Estimated Maximum Total Cost for Contracted Period
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide									
9. Other									
						TOTAL COST			40,077.23

ESTIMATED MAXIMUM RELATED SERVICES COST $ 40,077.23

SPECIALIZED EQUIPMENT/SUPPLIES ______________________ $______

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ 40,077.23

6
4. Other Provisions/Attachments: ______________________

5. Progress Reporting Requirements: ✓ Quarterly ___ Monthly ___ Other (Specify ______

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Odyssey Learning Center
(Name of Nonpublic School/Agency)

J. L. Wheeler 8/3/2015
(Signature) (Date)

Jeannine Wheeler, Principal
(Name and Title)

LEA

Western Placer Unified School District
(Name of LEA)

Susan Watkins 8/6/15
(Signature) (Date)

Susan Watkins, Director of Special Education
(Name of Superintendent or Authorized Designee)

8/13/15

Asst Supt of Business Svs and Operations

5.13.4

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on 7/01/2015 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, i after the date identified, and terminates at 5:00 P.M. on June 30, 2016, unless sooner terminated as provided in the Master Contract and by applicable law Attached as Exhibit 1 to this Independent Services Agreement is the Master Contract executed between the CONTRACTOR identified below and the Place County Special Education Local Plan Area (SELPA). All terms and conditions of this Master Contract are specifically included and incorporated into thi: Independent Services Agreement.

Local Education Agency(LEA)	Western Placer Unified School District	Nonpublic School/Agency	Odyssey Learning Center
Address	600 6th Street, Fourth Floor	Address	7150 Santa Juanita Avenue
City, State Zip	Lincoln, CA 95648	City, State, Zip	Orangevale, CA 95662

Phone	(916) 645-4078			Business Contact Name	Jeannine Wheeler		
LEA Case Manager	Susan Watkins			Phone	916-988-0258 x204	Fax	916-988-0423
				e-Mail	jeanninewheeler@odysseylearningcenter.org		
Student Last Name		Student First Name		Program Contact Name	Jeannine Wheeler		
				Phone	916-988-0258 x204	Fax	916-988-0423
D.O.B.		I.D. #		e-Mail	jeanninewheeler@odysseylearningcenter.org		
Grade	6th	Level		Sex ( ) M (X) F	Education Schedule – Regular School Year		
Parent/ Guardian Last Name		Parent/ Guardian First Name		Number of Days	180	Number of Weeks	
				Education Schedule – Extended School Year			
				Number of Days	20	Number of Weeks	
Address				Contract Begins	07/01/2015	Ends	06/30/2016
City, State, Zip	Lincoln, CA 95648			Master Contract Approved by the Governing Board on			
Home Phone		Business					

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	PROVIDER LEA	NPS	NPA	OTHER Specify	Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions Reg School Year	ESY	Estimated Maximum Total Cost for Contracted Period
A. BASIC EDUCATION		X			159.84/day		180	20	$31,968.00
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent									
2. Counseling a. Group b. Individual c. Family									
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual			X ARS		80.10 hour	240 min monthly 240 min ESY	40 hrs	4 hrs	3,524.40
5. Occupational Therapy a. Therapy b. Consultation			X Vista Child Ther		85.50 hour	750 min yearly 60 min ESY	12.50 hrs	1 hr	1,154.25

5.13.S

B. RELATED SERVICES (cont'd)	Provider LEA	NPS	NPA	OTHER Specify	Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions Reg School Year	ESY	Estimated Maximum Total Cost for Contracted Period
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide									
9. Other									
						TOTAL COST			36,646.65

ESTIMATED MAXIMUM RELATED SERVICES COST $ 36,646.65

SPECIALIZED EQUIPMENT/SUPPLIES ____________________ $______

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ 36,646.65

6
4. Other Provisions/Attachments: ____________________

5. Progress Reporting Requirements: √ Quarterly ___ Monthly ___ Other (Specify ______

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Odyssey Learning Center
(Name of Nonpublic School/Agency)

Jeannine K. Wheeler 6/26/2015
(Signature) (Date)

Jeannine K. Wheeler, Principal
(Name and Title)

LEA

Western Placer Unified School District
(Name of LEA)

Susan Watkins 8/6/15
(Signature) (Date)

Susan Watkins, Director of Special Education
(Name of Superintendent or Authorized Designee)

8/13/15
Asst Supt of Business Svs and Operations

5.13.6

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code Sections 56365 et seq.)

This agreement is effective on 7/01/2015 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2016, unless sooner terminated as provided in the Master Contract and by applicable law. Attached as Exhibit 1 to this Independent Services Agreement is the Master Contract executed between the CONTRACTOR identified below and the Placer County Special Education Local Plan Area (SELPA). All terms and conditions of this Master Contract are specifically included and incorporated into this Independent Services Agreement.

Local Education Agency(LEA)	Western Placer Unified School District	Nonpublic School/Agency	Odyssey Learning Center
Address	600 6th Street, Fourth Floor	Address	7150 Santa Juanita Avenue
City, State Zip	Lincoln, CA 95648	City, State, Zip	Orangevale, CA 95662

Phone	(916) 645-4078			Business Contact Name	Jeannine Wheeler		
LEA Case Manager	Susan Watkins			Phone	916-988-0258 x204	Fax	916-988-0423
				e-Mail	jeanninewheeler@odysseylearningcenter.org		
Student Last Name		Student First Name		Program Contact Name	Jeannine Wheeler		
				Phone	916-988-0258 x204	Fax	916-988-0423
D.O.B.		I.D. #		e-Mail	jeanninewheeler@odysseylearningcenter.org		
Grade	12+	Level	Sex (X) M ( ) F	Education Schedule – Regular School Year			
Parent/ Guardian Last Name		Parent/ Guardian First Name		Number of Days	180	Number of Weeks	
				Education Schedule – Extended School Year			
				Number of Days	20	Number of Weeks	
Address				Contract Begins	07/01/2015	Ends	06/30/2016
City, State, Zip	Lincoln, CA 95648			Master Contract Approved by the Governing Board on			
Home Phone		Business					

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	PROVIDER LEA	NPS	NPA	OTHER Specify	Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions Reg School Year	ESY	Estimated Maximum Total Cost for Contracted Period
A. BASIC EDUCATION		X			159.84/day		180	20	$31,968.00
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent									
2. Counseling a. Group b. Individual c. Family									
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual			X ARS		80.10 hour	900 min yearly & 60 min	15 hrs	1 hour	$ 1,281.60
5. Occupational Therapy a. Therapy b. Consultation									

5.13.7

B. RELATED SERVICES (cont'd)	Provider LEA	NPS	NPA	OTHER Specify	Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions Reg School Year	ESY	Estimated Maximum Total Cost for Contracted Period
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide									
9. Other									
						TOTAL COST			33,249.60

ESTIMATED MAXIMUM RELATED SERVICES COST $ 33,249.60

SPECIALIZED EQUIPMENT/SUPPLIES ____________________ $ ______

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ 33,249.60

6

4. Other Provisions/Attachments: ____________________

5. Progress Reporting Requirements: √ Quarterly ___ Monthly ___ Other (Specify ______

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Odyssey Learning Center
(Name of Nonpublic School/Agency)

Jeannine K. Wheeler 6/24/2015
(Signature) (Date)

Jeannine K. Wheeler, Principal
(Name and Title)

LEA

Western Placer Unified School District
(Name of LEA)

Susan Watkins 8/6/15
(Signature) (Date)

Susan Watkins Director of Special Education
(Name of Superintendent or Authorized Designee)

8/13/15
Asst Supt of Business Svs and Operations

5.13.8

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on 8/10/2015 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2016, unless sooner terminated as provided in the Master Contract and by applicable law. Attached as Exhibit 1 to this Independent Services Agreement is the Master Contract executed between the CONTRACTOR identified below and the Placer County Special Education Local Plan Area (SELPA). All terms and conditions of this Master Contract are specifically included and incorporated into this Independent Services Agreement.

Local Education Agency(LEA)	Western Placer Unified School District	**Nonpublic School/Agency**	Odyssey Learning Center
Address	600 6th Street, Fourth Floor	**Address**	7150 Santa Juanita Avenue
City, State Zip	Lincoln, CA 95648	**City, State, Zip**	Orangevale, CA 95662

Phone	(916) 645-4078			**Business Contact Name**	Jeannine Wheeler		
LEA Case Manager	Susan Watkins			**Phone**	916-988-0258 x204	**Fax**	916-988-0423
				e-Mail	jeanninewheeler@odysseylearningcenter.org		
Student Last Name		**Student First Name**		**Program Contact Name**	Jeannine Wheeler		
				Phone	916-988-0258 x204	**Fax**	916-988-0423
D.O.B.		**I.D. #**		**e-Mail**	jeanninewheeler@odysseylearningcenter.org		
Grade	8th	**Level**		**Sex**	(X) M ( ) F		
				Education Schedule – Regular School Year			
Parent/ Guardian Last Name		**Parent/ Guardian First Name**		**Number of Days**	180	**Number of Weeks**	
				Education Schedule – Extended School Year			
				Number of Days	6	**Number of Weeks**	
Address				**Contract Begins**	08/10/2015	**Ends**	06/30/2016
City, State, Zip	Lincoln, CA 95648			**Master Contract Approved by the Governing Board on**			
Home Phone		**Business**					

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	**PROVIDER**				**Cost and Duration of Session**	**Number of Sessions per wk/mo/yr**	**Maximum Number of Sessions**		**Estimated Maximum Total Cost for Contracted Period**
	LEA	**NPS**	**NPA**	OTHER Specify			**Reg Scho ol Year**	**ESY**	
A. BASIC EDUCATION		X			159.84/day		180	3	$29,250.72
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent									
2. Counseling a. Group b. Individual c. Family									
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual		X			80.10 hour	1,680 min yearly, 120 min. ESY	28 hrs	2 hrs	2,403.00
5. Occupational Therapy a. Therapy b. Consultation									

5.139

B. RELATED SERVICES (cont'd)	Provider				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide		X			14.62/ hour	4-6 hrs/ day for 30 days	2,368.44	175.44	2,543.88
9. Other									
						TOTAL COST			34,197.60

ESTIMATED MAXIMUM RELATED SERVICES COST $ 34,197.60

SPECIALIZED EQUIPMENT/SUPPLIES ______________ $______

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ 34,197.60

6

4. Other Provisions/Attachments: ______________

5. Progress Reporting Requirements: ___ Quarterly ___ Monthly ___ Other (Specify ______

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Odyssey Learning Center
(Name of Nonpublic School/Agency)

(Signature) (Date)

Jeannine K. Wheeler, Principal
(Name and Title)

LEA

Western Placer Unified School District
(Name of LEA)

(Signature) Asst Supt of Business Svs and Operations 8/13/17 (Date)

Susan Watkins, Director of Special Education
(Name of Superintendent or Authorized Designee)

5,13,10

VENDOR - PO without Receiving | **Fiscal Year 2015/16**

Requisition Number **VR16-00487** | Requisition Date **08/06/2015**

Summary

Created by	DIANE_METZELAAR, 8/6/2015	PO #		Goods & Services	
Department	BUSINESS	Responsibility		Academic Dept	
Status	Submitted				
On Hold	No	Attachments	None		
Requisitioner	Diane Metzelaar	Board Date		Non Taxable	182,282.48
Order Site	9000 - Special Education			Taxable	.00
Delivery Site	9000 - Special Education			Tax (7.5000)	.00
Delivery Date		Room		Shipping (0.00)	.00
Project				Adjustment	.00
Info	Open PO for 7-1-15 to 6-30-16			Requisition Total	**182,282.48**

Requisition Vendor Information

002752/1 ODYSSEY LEARNING CENTER, INC.
7150 SANTA JUANITA AVENUE , ORANGEVALE, CA 95662

Purchasing

PO Date		PO Printed Date		Buyer	-
Quote		Quote Date			

Line Items | Change Level 0

	Description	Stores Item #	Unit	Order Qty	Rcvd Qty	Unit Price	Extended
	Give Open PO to Diane.						
1	Open PO for 7/1/15 - 6/30/16 for NPS services for 5 students.		EACH	1		182,282.4800	182,282.48

Accounts

	Amount	Encumbered	Expensed	Outstanding
01. 6500. 0. 5800. 00. 5770. 1180. 001. 00. 000. 00 (2016) Spec Ed,Prof Ser,NPS	182,282.48	182,282.48		.00

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:

Ratify Contract between Placer Learning Center and WPUSD – July 1, 2015 through June 30th, 2016

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Susan Watkins
Director of Special Education

ENCLOSURES:

Yes

DEPARTMENT:

Special Education

FINANCIAL INPUT/SOURCE:

Special Education Budget 87%
Mental Health 12.3%

MEETING DATE:

August 18th, 2015

ROLL CALL REQUIRED:

No

BACKGROUND:

Attached is contract between Placer Learning Center and WPUSD. This is for Non-public School for 14 students. The contract period is from July 1st, 2015 to June 30th,2016. The hourly or daily rates are included in the attached service agreement. The NPS costs related to the services will be funded from the District special Education Program. The total estimated cost for services is $435,889.36. $381,863.90 Special Education Budget and $54,025.45 Mental Health budget.

RECOMMENDATION: Administration recommends Board ratify the contract with Placer Learning Center and WPUSD as noted above.

5.14

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code Sections 56365 et seq.)

This agreement is effective on 7/01/2015 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2016, unless sooner terminated as provided in the Master Contract and by applicable law. Attached as Exhibit 1 to this Independent Services Agreement is the Master Contract executed between the CONTRACTOR identified below and the Placer County Special Education Local Plan Area (SELPA). All terms and conditions of this Master Contract are specifically included and incorporated into this Independent Services Agreement.

Local Education Agency(LEA)	Western Placer Unified School District	Nonpublic School/Agency	Placer Learning Center
Address	600 6th Street, Fourth Floor	Address	5477 Eureka Rd
City, State Zip	Lincoln, CA 95648	City, State, Zip	Granite Bay, CA 95746

Phone	(916) 645-4078	Business Contact Name	Randye Eichler
LEA Case Manager	Susan Watkins	Phone	916-774-1260 Fax 916-791-0860
Student Last Name	Student First Name	e-Mail	randye@placerlc.com
D.O.B.	I.D. #	Program Contact Name	Randye Eichler
Grade 9th	Level / Sex (X) M ( ) F	Phone	916-774-1260 Fax 916-791-0860
Parent/ Guardian Last Name	Parent/ Guardian First Name	e-Mail	randye@placerlc.com
Address		Education Schedule – Regular School Year	
City, State, Zip	Lincoln, CA 95648	Number of Days	180 Number of Weeks 38
Home Phone	Business	Education Schedule – Extended School Year	
		Number of Days	20 Number of Weeks 4
		Contract Begins	07/01/2015 Ends 06/30/2016
		Master Contract Approved by the Governing Board on	

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
A. BASIC EDUCATION		X			147.00/ day		180	20	$29,400.00
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent		X			27.00/ day		180	20	$ 5,400.00
2. Counseling a. Group b. Individual c. Family		X			80.00/hr	840 min yearly, 15 min weekly	14 hrs.	1 hr	$ 1,200.00
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual									
5. Occupational Therapy a. Therapy b. Consultation									

5.14.1

B. RELATED SERVICES (cont'd)	Provider LEA	NPS	NPA	OTHER Specify	Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions Reg School Year	ESY	Estimated Maximum Total Cost for Contracted Period
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide									
9. Other									
						TOTAL COST			36,000.00

ESTIMATED MAXIMUM RELATED SERVICES COST $ 36,000.00

SPECIALIZED EQUIPMENT/SUPPLIES ______________________ $______

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ 36,000.00

6
4. Other Provisions/Attachments: ______________________

5. Progress Reporting Requirements: Quarterly ___ Monthly ___ Other (Specify ___ ______

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Placer Learning Center
(Name of Nonpublic School/Agency)

Randye Eichler 7/21/2015
(Signature) (Date)

Randye Eichler, MS
(Name and Title)

LEA

Western Placer Unified School District
(Name of LEA)

Susan Watkins 7/29/15
(Signature) (Date)

Susan Watkins, Director of Special Education
(Name of Superintendent or Authorized Designee)

Asst Supt of Business Svs and Operations

Jayson Williams

5.14.2

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code Sections 56365 et seq.)

This agreement is effective on 7/01/2015 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2016, unless sooner terminated as provided in the Master Contract and by applicable law. Attached as Exhibit 1 to this Independent Services Agreement is the Master Contract executed between the CONTRACTOR identified below and the Placer County Special Education Local Plan Area (SELPA). All terms and conditions of this Master Contract are specifically included and incorporated into this Independent Services Agreement.

Local Education Agency(LEA)	Western Placer Unified School District	Nonpublic School/Agency	Placer Learning Center
Address	600 6th Street, Fourth Floor	Address	5477 Eureka Rd
City, State Zip	Lincoln, CA 95648	City, State, Zip	Granite Bay, CA 95746

Phone	(916) 645-4078			Business Contact Name	Randye Eichler		
LEA Case Manager	Susan Watkins			Phone	916-774-1260	Fax	916-791-0860
				e-Mail	randye@placerlc.com		
Student Last Name		Student First Name		Program Contact Name	Randye Eichler		
				Phone	916-774-1260	Fax	916-791-0860
D.O.B.		I.D. #		e-Mail	randye@placerlc.com		
Grade	6th	Level		Sex	(X) M ( ) F	Education Schedule – Regular School Year	
Parent/ Guardian Last Name		Parent/ Guardian First Name		Number of Days	180	Number of Weeks	
				Education Schedule – Extended School Year			
				Number of Days	20	Number of Weeks	
Address				Contract Begins	07/01/2015	Ends	06/30/2016
City, State, Zip	Lincoln, CA 95648			Master Contract Approved by the Governing Board on			
Home Phone		Business					

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
A. BASIC EDUCATION		X			147.00 /day		180	20	$29,400.00
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent		X			27.00/ day		180	20	$ 5,400.00
2. Counseling a. Group b. Individual c. Family		X			80.00/hr = (22 total hours)	1,200 min yearly, 120 min yearly	20 hrs	2 hrs	$ 1,760.00
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual		X			80.00 hour= (27 total hours)	1,500 min yearly, 120 min yearly	25 hrs	2 hrs	$ 2,160.00
5. Occupational Therapy a. Therapy b. Consultation									

5.14.3

B. RELATED SERVICES (cont'd)	Provider LEA	NPS	NPA	OTHER Specify	Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions Reg School Year	ESY	Estimated Maximum Total Cost for Contracted Period
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide									
9. Other									
						TOTAL COST			38,720.00

ESTIMATED MAXIMUM RELATED SERVICES COST $ 38,720.00

SPECIALIZED EQUIPMENT/SUPPLIES ______ $ ______

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ 38,720.00

6
4. Other Provisions/Attachments: ______

5. Progress Reporting Requirements: ___ Quarterly ___ Monthly ___ Other (Specify ______

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Placer Learning Center
(Name of Nonpublic School/Agency)

Randye Eichler 07/20/2015
(Signature) (Date)

Randye Eichler, MS
(Name and Title)

LEA

Western Placer Unified School District
(Name of LEA)

Susan Watkins 7/29/15
(Signature) (Date)

Susan Watkins, Director of Special Education
(Name of Superintendent or Authorized Designee)

8/13/15
Asst Supt of Business Svs and Operations

Harrison Cornell 2015-16

5.14.4

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on 7/01/2015 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, i after the date identified, and terminates at 5:00 P.M. on June 30, 2016, unless sooner terminated as provided in the Master Contract and by applicable law Attached as Exhibit 1 to this Independent Services Agreement is the Master Contract executed between the CONTRACTOR identified below and the Place County Special Education Local Plan Area (SELPA). All terms and conditions of this Master Contract are specifically included and incorporated into thi: Independent Services Agreement.

Local Education Agency(LEA)	Western Placer Unified School District	**Nonpublic School/Agency**	Placer Learning Center
Address	600 6th Street, Fourth Floor	**Address**	5477 Eureka Rd
City, State Zip	Lincoln, CA 95648	**City, State, Zip**	Granite Bay, CA 95746

Phone	(916) 645-4078			**Business Contact Name**	Randye Eichler	
LEA Case Manager	Susan Watkins			**Phone** 916-774-1260	**Fax** 916-791-0860	
				e-Mail	randye@placerlc.com	
Student Last Name		**Student First Name**		**Program Contact Name**	Randye Eichler	
				Phone 916-774-1260	**Fax** 916-791-0860	
D.O.B.		**I.D. #**		**e-Mail**	randye@placerlc.com	
Grade 12th	**Level**	**Sex**	(X) M ( ) F	**Education Schedule – Regular School Year**		
Parent/ Guardian Last Name		**Parent/ Guardian First Name**		**Number of Days** 180	**Number of Weeks** 38	
				Education Schedule – Extended School Year		
				Number of Days 20	**Number of Weeks** 4	
Address				**Contract Begins** 07/01/2015	**Ends** 06/30/2016	
City, State, Zip	Lincoln, CA 95648			**Master Contract Approved by the Governing Board on**		
Home Phone		**Business**				

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
A. BASIC EDUCATION		X			147.00/ day		180	20	$29,400.00
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent									
2. Counseling a. Group b. Individual c. Family		X			80.00 hour	30 min weekly	19 hrs		$ 1,520.00
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual									
5. Occupational Therapy a. Therapy b. Consultation									

5.14.5

B. RELATED SERVICES (cont'd)	Provider				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide									
9. Other									
						TOTAL COST			30,920.00

ESTIMATED MAXIMUM RELATED SERVICES COST $ 30,920.00

SPECIALIZED EQUIPMENT/SUPPLIES ______________________ $______

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ 30,920.00

6

4. Other Provisions/Attachments: ______________________

5. Progress Reporting Requirements: Quarterly ___ Monthly ___ Other (Specify ___ ______

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Placer Learning Center
(Name of Nonpublic School/Agency)

Randye B. Eichler 7/20/2015
(Signature) (Date)

Randye Eichler, MS
(Name and Title)

LEA

Western Placer Unified School District
(Name of LEA)

Susan Watkins 7/29/15
(Signature) (Date)

Susan Watkins, Director of Special Education
(Name of Superintendent or Authorized Designee)

8/13/15
Asst Supt of Business Svs and Operations

5.14.6

Austin Bage

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on 7/1/2015 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2016, unless sooner terminated as provided in the Master Contract and by applicable law. Attached as Exhibit 1 to this Independent Services Agreement is the Master Contract executed between the CONTRACTOR identified below and the Placer County Special Education Local Plan Area (SELPA). All terms and conditions of this Master Contract are specifically included and incorporated into this Independent Services Agreement.

Local Education Agency(LEA)	Western Placer Unified School District	Nonpublic School/Agency	Placer Learning Center
Address	600 6th Street, Fourth Floor	Address	5477 Eureka Rd
City, State Zip	Lincoln, CA 95648	City, State, Zip	Granite Bay, CA 95746

Phone	(916) 645-4078			Business Contact Name	Randye Eichler		
LEA Case Manager	Susan Watkins			Phone	916-774-1260	Fax	916-791-0860
				e-Mail	randye@placerlc.com		
Student Last Name		Student First Name		Program Contact Name	Randye Eichler		
				Phone	916-774-1260	Fax	916-791-0860
D.O.B.		I.D. #		e-Mail	randye@placerlc.com		
Grade	4th	Level		Sex	(X) M ( ) F	Education Schedule – Regular School Year	
Parent/ Guardian Last Name		Parent/ Guardian First Name		Number of Days	180	Number of Weeks	38
				Education Schedule – Extended School Year			
				Number of Days	20	Number of Weeks	4
Address				Contract Begins	7/01/2015	Ends	06/30/2016
City, State, Zip	Lincoln, CA 95648			Master Contract Approved by the Governing Board on			
Home Phone		Business					

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
A. BASIC EDUCATION		X			147.00/ day		180	20	$ 29,400.00
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent									
2. Counseling a. Group b. Individual c. Family									
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual		X			80.00 hour= (39. 33 total hours)	60 min weekly, 80 min yearly	38 hrs	1.33 hrs	$ 3,146.40
5. Occupational Therapy a. Therapy b. Consultation									

5.14.7

B. RELATED SERVICES (cont'd)	Provider LEA	NPS	NPA	OTHER Specify	Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions Reg School Year	ESY	Estimated Maximum Total Cost for Contracted Period
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide									
9. Other									
						TOTAL COST			32,546.40

ESTIMATED MAXIMUM RELATED SERVICES COST $ 32,546.40

SPECIALIZED EQUIPMENT/SUPPLIES ____________________ $______

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ 32,546.40

6
4. Other Provisions/Attachments: ____________________

5. Progress Reporting Requirements: ___ Quarterly ___ Monthly ___ Other (Specify ____________

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Placer Learning Center
(Name of Nonpublic School/Agency)

Randye Eichler 7/20/2015
(Signature) (Date)

Randye Eichler, MS
(Name and Title)

LEA

Western Placer Unified School District
(Name of LEA)

Susan Watkins 7/29/15
(Signature) (Date)

Susan Watkins, Director of Special Education
(Name of Superintendent or Authorized Designee)

[signature] 8/12/15
Asst Supt of Business Svs and Operations

Davion Johnson

5.14.8

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code Sections 56365 et seq.)

This agreement is effective on 7/01/2015 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2016, unless sooner terminated as provided in the Master Contract and by applicable law. Attached as Exhibit 1 to this Independent Services Agreement is the Master Contract executed between the CONTRACTOR identified below and the Placer County Special Education Local Plan Area (SELPA). All terms and conditions of this Master Contract are specifically included and incorporated into this Independent Services Agreement.

Local Education Agency(LEA)	Western Placer Unified School District	Nonpublic School/Agency	Placer Learning Center
Address	600 6th Street, Fourth Floor	Address	5477 Eureka Rd
City, State Zip	Lincoln, CA 95648	City, State, Zip	Granite Bay, CA 95746

Phone	(916) 645-4078				
LEA Case Manager					
Student Last Name		Student First Name			
D.O.B.		I.D. #			
Grade	6th	Level		Sex	(X) M ( ) F
Parent/ Guardian Last Name		Parent/ Guardian First Name			
Address					
City, State, Zip	Lincoln, CA 95648				
Home Phone		Business			

Business Contact Name	Randye Eichler		
Phone	916-774-1260	Fax	916-791-0860
e-Mail	randye@placerlc.com		
Program Contact Name	Randye Eichler		
Phone	916-774-1260	Fax	916-791-0860
e-Mail	randye@placerlc.com		
Education Schedule – Regular School Year			
Number of Days	180	Number of Weeks	
Education Schedule – Extended School Year			
Number of Days	20	Number of Weeks	
Contract Begins	7/01/2015	Ends	06/30/2016
Master Contract Approved by the Governing Board on			

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
A. BASIC EDUCATION		X			147.00/day		180	20	$ 29,400.00
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent									
2. Counseling a. Group b. Individual c. Family		X			80.00/hr	900 min yearly 120 min yearly	15 hrs	2 hrs	$ 1,360.00
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual									
5. Occupational Therapy a. Therapy b. Consultation									

5.149

B. RELATED SERVICES (cont'd)	Provider LEA	NPS	NPA	OTHER Specify	Cost and Dura-tion of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions Reg School Year	ESY	Estimated Maximum Total Cost for Contracted Period
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide									
9. Other									
						TOTAL COST			30,760.00

ESTIMATED MAXIMUM RELATED SERVICES COST $ 30,760.00

SPECIALIZED EQUIPMENT/SUPPLIES ______________________ $______

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ 30,760.00

6

4. Other Provisions/Attachments: ______________________

5. Progress Reporting Requirements: Quarterly ___ Monthly ___ Other (Specify ___ ______

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Placer Learning Center
(Name of Nonpublic School/Agency)

Randye Eichler 7/20/2015
(Signature) (Date)

Randye Eichler, MS
(Name and Title)

LEA

Western Placer Unified School District
(Name of LEA)

Susan Watkins 7/29/15
(Signature) (Date)

Susan Watkins, Director of Special Education
(Name of Superintendent or Authorized Designee)

8/13/15
Asst Supt of Business Svcs and Operations

Gage Bell

5.1410

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on 7/01/2015 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2016, unless sooner terminated as provided in the Master Contract and by applicable law. Attached as Exhibit I to this Independent Services Agreement is the Master Contract executed between the CONTRACTOR identified below and the Placer County Special Education Local Plan Area (SELPA). All terms and conditions of this Master Contract are specifically included and incorporated into this Independent Services Agreement.

Local Education Agency(LEA)	Western Placer Unified School District	Nonpublic School/Agency	Placer Learning Center
Address	600 6th Street, Fourth Floor	Address	5477 Eureka Rd
City, State Zip	Lincoln, CA 95648	City, State, Zip	Granite Bay, CA 95746

Phone	(916) 645-4078		
LEA Case Manager			
Student Last Name		Student First Name	
D.O.B.		I.D. #	
Grade	9th	Level	
Sex	(X) M ( ) F		
Parent/ Guardian Last Name		Parent/ Guardian First Name	
Address			
City, State, Zip	Lincoln, CA 95648		
Home Phone		Business	

Business Contact Name	Randye Eichler		
Phone	916-774-1260	Fax	916-791-0860
e-Mail	randye@placerlc.com		
Program Contact Name	Randye Eichler		
Phone	916-774-1260	Fax	916-791-0860
e-Mail	randye@placerlc.com		
Education Schedule – Regular School Year			
Number of Days	180	Number of Weeks	
Education Schedule – Extended School Year			
Number of Days	20	Number of Weeks	
Contract Begins	07/01/2015	Ends	06/30/2016
Master Contract Approved by the Governing Board on			

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
A. BASIC EDUCATION		X			147.00 /day		180	20	$ 29,400.00
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent									
2. Counseling a. Group b. Individual c. Family		X			80.00/hr	840 min yearly	14 hrs		$ 1,120.00
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual									
5. Occupational Therapy a. Therapy b. Consultation									

5.14.11

B. RELATED SERVICES (cont'd)	Provider LEA	NPS	NPA	OTHER Specify	Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions Reg School Year	ESY	Estimated Maximum Total Cost for Contracted Period
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide									
9. Other									
						TOTAL COST			30,520.00

ESTIMATED MAXIMUM RELATED SERVICES COST $ 30,520.00

SPECIALIZED EQUIPMENT/SUPPLIES ____________________ $______

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ 30,520.00

6
4. Other Provisions/Attachments: ____________________

5. Progress Reporting Requirements: Quarterly ___ Monthly ___ Other (Specify ___ ____________

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Placer Learning Center
(Name of Nonpublic School/Agency)

Randye Eichler
(Signature) 7/30/2015 (Date)

Randye Eichler, MS
(Name and Title)

LEA

Western Placer Unified School District
(Name of LEA)

Susan Watkins 7/29/15
(Signature) (Date)

Susan Watkins, Director of Special Education
(Name of Superintendent or Authorized Designee)

8/13/15
Asst Supt of Business Svs and Operations

Joseph Haddox

5.14.12

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on 7/1/2015 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2016, unless sooner terminated as provided in the Master Contract and by applicable law. Attached as Exhibit I to this Independent Services Agreement is the Master Contract executed between the CONTRACTOR identified below and the Placer County Special Education Local Plan Area (SELPA). All terms and conditions of this Master Contract are specifically included and incorporated into this Independent Services Agreement.

Local Education Agency(LEA)	Western Placer Unified School District	Nonpublic School/Agency	Placer Learning Center
Address	600 6th Street, Fourth Floor	Address	5477 Eureka Rd
City, State Zip	Lincoln, CA 95648	City, State, Zip	Granite Bay, CA 95746

Phone	(916) 645-4078			Business Contact Name	Randye Eichler		
LEA Case Manager	Susan Watkins			Phone	916-774-1260	Fax	916-791-0860
				e-Mail	randye@placerlc.com		
Student Last Name		Student First Name		Program Contact Name	Randye Eichler		
				Phone	916-774-1260	Fax	916-791-0860
D.O.B.		I.D. #		e-Mail	randye@placerlc.com		
Grade 12th	Level	Sex	(X) M ( ) F	Education Schedule – Regular School Year			
Parent/ Guardian Last Name		Parent/ Guardian First Name		Number of Days	180	Number of Weeks	
				Education Schedule – Extended School Year			
				Number of Days	20	Number of Weeks	
Address				Contract Begins	7/01/2015	Ends	06/30/2016
City, State, Zip	Lincoln, CA 95648			Master Contract Approved by the Governing Board on			
Home Phone		Business					

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
A. BASIC EDUCATION		X			147.00 /day		180	20	$ 29,400.00
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent									
2. Counseling a. Group b. Individual c. Family									
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual		X			80.00 hour= (31.5 total hours)	1,800 min yearly, 90 min yearly	30 hrs	1.5 hrs	$ 2,520.00
5. Occupational Therapy a. Therapy b. Consultation									

5.14.13

B. RELATED SERVICES (cont'd)	Provider LEA	NPS	NPA	OTHER Specify	Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions Reg School Year	ESY	Estimated Maximum Total Cost for Contracted Period
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide									
9. Other									
						TOTAL COST			31,920.00

ESTIMATED MAXIMUM RELATED SERVICES COST $ 31,920.00

SPECIALIZED EQUIPMENT/SUPPLIES ______________________ $______

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ 31,920.00

6
4. Other Provisions/Attachments: ______________________

5. Progress Reporting Requirements: Quarterly ___ Monthly ___ Other (Specify ___ ______

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Placer Learning Center
(Name of Nonpublic School/Agency)

Randye Eichler 1/20/2015
(Signature) (Date)

Randye Eichler, MS
(Name and Title)

LEA

Western Placer Unified School District
(Name of LEA)

Susan Watkins 7/29/15
(Signature) (Date)

Susan Watkins, Director of Special Education
(Name of Superintendent or Authorized Designee)

8/13/15
Asst Supt of Business Svs and Operations

Martin Valdez

5.14.14

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on 7/1/2015 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2016, unless sooner terminated as provided in the Master Contract and by applicable law. Attached as Exhibit 1 to this Independent Services Agreement is the Master Contract executed between the CONTRACTOR identified below and the Placer County Special Education Local Plan Area (SELPA). All terms and conditions of this Master Contract are specifically included and incorporated into this Independent Services Agreement.

Local Education Agency(LEA)	Western Placer Unified School District	Nonpublic School/Agency	Placer Learning Center
Address	600 6th Street, Fourth Floor	Address	5477 Eureka Rd
City, State Zip	Lincoln, CA 95648	City, State, Zip	Granite Bay, CA 95746

Phone	(916) 645-4078			Business Contact Name	Randye Eichler		
LEA Case Manager	Susan Watkins			Phone	916-774-1260	Fax	916-791-0860
				e-Mail	randye@placerlc.com		
Student Last Name		Student First Name		Program Contact Name	Randye Eichler		
				Phone	916-774-1260	Fax	916-791-0860
D.O.B.		I.D. #		e-Mail	randye@placerlc.com		
Grade	12th Level	Sex	( ) M (X) F	Education Schedule – Regular School Year			
Parent/ Guardian Last Name		Parent/ Guardian First Name		Number of Days	180	Number of Weeks	
				Education Schedule – Extended School Year			
				Number of Days	20	Number of Weeks	
Address				Contract Begins	07/01/2015	Ends	06/30/2016
City, State, Zip	Lincoln, CA 95648			Master Contract Approved by the Governing Board on			
Home Phone	9	Business					

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	PROVIDER LEA	NPS	NPA	OTHER Specify	Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions Reg School Year	ESY	Estimated Maximum Total Cost for Contracted Period
A. BASIC EDUCATION		X			$147.00/ day		180	20	$ 29,400.00
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent		X			$ 27.00/ day		180	20	$ 5,400.00
2. Counseling a. Group b. Individual c. Family									
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual		X			$ 80 hr = (22.67 hours total)	1,200 min yearly, 160 min yearly	20 hrs	2.67 hrs	$ 1,813.60
5. Occupational Therapy a. Therapy b. Consultation									

5.14.15

B. RELATED SERVICES (cont'd)	Provider				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide									
9. Other									
						TOTAL COST			36,613.60

ESTIMATED MAXIMUM RELATED SERVICES COST $ 36,613.60

SPECIALIZED EQUIPMENT/SUPPLIES ______ $ ______

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ 36,613.60

6

4. Other Provisions/Attachments: ______

5. Progress Reporting Requirements: Quarterly ___ Monthly ___ Other (Specify ___ ______

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Placer Learning Center
(Name of Nonpublic School/Agency)

Randye Eichler 7/20/2015
(Signature) (Date)

Randye Eichler, MS
(Name and Title)

LEA

Western Placer Unified School District
(Name of LEA)

Susan Watkins 7/29/15
(Signature) (Date)

Susan Watkins, Director of Special Education
(Name of Superintendent or Authorized Designee)

8/13/15
Asst Supt of Business Svs and Operations

Dalia Rivera...

5.14.16

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code Sections 56365 et seq.)

This agreement is effective on 7/01/2015 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2016, unless sooner terminated as provided in the Master Contract and by applicable law. Attached as Exhibit 1 to this Independent Services Agreement is the Master Contract executed between the CONTRACTOR identified below and the Placer County Special Education Local Plan Area (SELPA). All terms and conditions of this Master Contract are specifically included and incorporated into this Independent Services Agreement.

Local Education Agency(LEA)	Western Placer Unified School District
Address	600 6th Street, Fourth Floor
City, State Zip	Lincoln, CA 95648
Phone	(916) 645-4078
LEA Case Manager	Susan Watkins
Student Last Name	
Student First Name	
D.O.B.	
I.D. #	
Grade	5th
Level	
Sex	(X) M ( ) F
Parent/ Guardian Last Name	
Parent/ Guardian First Name	
Address	
City, State, Zip	Lincoln, CA 95648
Home Phone	
Busines	

Nonpublic School/Agency	Placer Learning Center		
Address	5477 Eureka Rd		
City, State, Zip	Granite Bay, CA 95746		
Business Contact Name	Randye Eichler		
Phone	916-774-1260	**Fax**	916-791-0860
e-Mail	randye@placerlc.com		
Program Contact Name	Randye Eichler		
Phone	916-774-1260	**Fax**	916-791-0860
e-Mail	randye@placerlc.com		
Education Schedule – Regular School Year			
Number of Days	180	**Number of Weeks**	
Education Schedule – Extended School Year			
Number of Days		**Number of Weeks**	
Contract Begins	07/01/2015	**Ends**	06/30/2016
Master Contract Approved by the Governing Board on			

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
A. BASIC EDUCATION		X			147.00/ day		180	0	$26,460.00
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent		X			27.00/ day		180-	0	$4,860.00
2. Counseling a. Group b. Individual c. Family		X			80.00/hr	690 min yearly	11.5 hrs.	0	$ 920.00
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual									
5. Occupational Therapy a. Therapy b. Consultation									

5.14.17

B. RELATED SERVICES (cont'd)	Provider LEA	NPS	NPA	OTHER Specify	Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions Reg School Year	ESY	Estimated Maximum Total Cost for Contracted Period
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide									
9. Other									
						TOTAL COST			32,240.00

ESTIMATED MAXIMUM RELATED SERVICES COST $ 32,240.00

SPECIALIZED EQUIPMENT/SUPPLIES ______________________ $______

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ 32,240.00

6

4. Other Provisions/Attachments: ______________________

5. Progress Reporting Requirements: ___ Quarterly ___ Monthly ___ Other (Specify ______)

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Placer Learning Center
(Name of Nonpublic School/Agency)

Randye Eichler 7/28/2015
(Signature) (Date)

Randye Eichler, MS
(Name and Title)

LEA

Western Placer Unified School District
(Name of LEA)

Susan Watkins 7/29/15
(Signature) (Date)

Susan Watkins, Director of Special Education
(Name of Superintendent or Authorized Designee)

8/13/15
Asst Supt of Business Svs and Operations

5.14.18

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code Sections 56365 et seq.)

This agreement is effective on 7/01/2015 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2016, unless sooner terminated as provided in the Master Contract and by applicable law. Attached as Exhibit 1 to this Independent Services Agreement is the Master Contract executed between the CONTRACTOR identified below and the Placer County Special Education Local Plan Area (SELPA). All terms and conditions of this Master Contract are specifically included and incorporated into this Independent Services Agreement.

Local Education Agency(LEA)	Western Placer Unified School District	**Nonpublic School/Agency**	Placer Learning Center
Address	600 6th Street, Fourth Floor	**Address**	5477 Eureka Rd
City, State Zip	Lincoln, CA 95648	**City, State, Zip**	Granite Bay, CA 95746

Phone	(916) 645-4078						
LEA Case Manager	Susan Watkins						
Student Last Name				**Student First Name**			
D.O.B.				**I.D. #**			
Grade	9th	**Level**		**Sex**	(X) M ( ) F		
Parent/ Guardian Last Name				**Parent/ Guardian First Name**			
Address							
City, State, Zip	Lincoln, CA 95648						
Home Phone				**Business**			

Business Contact Name	Randye Eichler		
Phone	916-774-1260	**Fax**	916-791-0860
e-Mail	randye@placerlc.com		
Program Contact Name	Randye Eichler		
Phone	916-774-1260	**Fax**	916-791-0860
e-Mail	randye@placerlc.com		
Education Schedule – Regular School Year			
Number of Days	180	**Number of Weeks**	38
Education Schedule – Extended School Year			
Number of Days	20	**Number of Weeks**	4
Contract Begins	07/01/2015	**Ends**	06/30/2016
Master Contract Approved by the Governing Board on			

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
A. BASIC EDUCATION		X			147.00/ day		180	20	$29,400.00
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent		X			27.00/ day		180	20	$ 5,400.00
2. Counseling a. Group b. Individual c. Family		X			80.00/hr	840 min yearly, 15 min weekly	14 hrs.	1 hr	$ 1,200.00
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual									
5. Occupational Therapy a. Therapy b. Consultation									

5.14.19

B. RELATED SERVICES (cont'd)	Provider LEA	NPS	NPA	OTHER Specify	Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions Reg School Year	ESY	Estimated Maximum Total Cost for Contracted Period
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide									
9. Other									
						TOTAL COST			36,000.00

ESTIMATED MAXIMUM RELATED SERVICES COST $ 36,000.00

SPECIALIZED EQUIPMENT/SUPPLIES ______________________ $______

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ 36,000.00

6
4. Other Provisions/Attachments: ______________________

5. Progress Reporting Requirements: ___ Quarterly ___ Monthly ___ Other (Specify ________

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Placer Learning Center
(Name of Nonpublic School/Agency)

Randye Eichler 7/20/2015
(Signature) (Date)

Randye Eichler, MS
(Name and Title)

LEA

Western Placer Unified School District
(Name of LEA)

Susan Watkins 7/29/15
(Signature) (Date)

Susan Watkins, Director of Special Education
(Name of Superintendent or Authorized Designee)

8/13/15
Asst Supt of Business Svs and Operations

5.14.2C

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code Sections 56365 et seq.)

This agreement is effective on 7/01/2015 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, i after the date identified, and terminates at 5:00 P.M. on June 30, 2016, unless sooner terminated as provided in the Master Contract and by applicable law Attached as Exhibit 1 to this Independent Services Agreement is the Master Contract executed between the CONTRACTOR identified below and the Place County Special Education Local Plan Area (SELPA). All terms and conditions of this Master Contract are specifically included and incorporated into thi Independent Services Agreement.

Local Education Agency(LEA)	Western Placer Unified School District
Address	600 6th Street, Fourth Floor
City, State Zip	Lincoln, CA 95648
Phone	(916) 645-4078
LEA Case Manager	Susan Watkins
Student Last Name	
Student First Name	
D.O.B.	
I.D. #	
Grade	9th
Level	
Sex	(X) M ( ) F
Parent/ Guardian Last Name	
Parent/ Guardian First Name	
Address	
City, State, Zip	Lincoln, CA 95648
Home Phone	
Business	

Nonpublic School/Agency	Placer Learning Center		
Address	5477 Eureka Rd		
City, State, Zip	Granite Bay, CA 95746		
Business Contact Name	Randye Eichler		
Phone	916-774-1260	**Fax**	916-791-0860
e-Mail	randye@placerlc.com		
Program Contact Name	Randye Eichler		
Phone	916-774-1260	**Fax**	916-791-0860
e-Mail	randye@placerlc.com		
Education Schedule – Regular School Year			
Number of Days	180	**Number of Weeks**	38
Education Schedule – Extended School Year			
Number of Days	20	**Number of Weeks**	4
Contract Begins	07/01/2015	**Ends**	06/30/2016
Master Contract Approved by the Governing Board on			

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
A. BASIC EDUCATION		X			147.00/ day		180	20	$29,400.00
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent									
2. Counseling a. Group b. Individual c. Family		X			80.00/hr	1,150 min yearly	19.17 hrs		$ 1,533.60
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual		X			a. 80.00/ hr	840 min yearly	14 hrs		$ 1,120.00
5. Occupational Therapy a. Therapy b. Consultation									

5.14.21

B. RELATED SERVICES (cont'd)	Provider LEA	NPS	NPA	OTHER Specify	Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions Reg School Year	ESY	Estimated Maximum Total Cost for Contracted Period
6. Physical Therapy a. Therapy b. Consultation		X			95.00/ hr	45 min/ weekly	28.5 hrs	0	$ 2,707.50
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide		X			25.00/ hr	6 hrs/day 4 hrs/day	1,080 hrs	80 hrs	$ 29,000.00
9. Other									
						TOTAL COST			63,761.10

ESTIMATED MAXIMUM RELATED SERVICES COST $ 63,761.10

SPECIALIZED EQUIPMENT/SUPPLIES ______________________ $______

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ 63,761.10

6

4. Other Provisions/Attachments: ______________________

5. Progress Reporting Requirements: Quarterly ___ Monthly ___ Other (Specify ___ ______

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Placer Learning Center
(Name of Nonpublic School/Agency)

Randye Eichler 7/22/2015
(Signature) (Date)

Randye Eichler, MS
(Name and Title)

LEA

Western Placer Unified School District
(Name of LEA)

Susan Watkins 7/29/15
(Signature) (Date)

Susan Watkins, Director of Special Education
(Name of Superintendent or Authorized Designee)

8/13/15
Asst Supt of Business Svs and Operations

5.14.22

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on 7/01/2015 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2016, unless sooner terminated as provided in the Master Contract and by applicable law. Attached as Exhibit 1 to this Independent Services Agreement is the Master Contract executed between the CONTRACTOR identified below and the Placer County Special Education Local Plan Area (SELPA). All terms and conditions of this Master Contract are specifically included and incorporated into this Independent Services Agreement.

Local Education Agency(LEA)	Western Placer Unified School District
Address	600 6th Street, Fourth Floor
City, State Zip	Lincoln, CA 95648
Phone	(916) 645-4078
LEA Case Manager	Susan Watkins
Student Last Name	
Student First Name	
D.O.B.	
I.D. #	
Grade	7th
Level	
Sex	(X) M ( ) F
Parent/ Guardian Last Name	
Parent/ Guardian First Name	
Address	
City, State, Zip	Newcastle, CA 95658
Home Phone	
Business	

Nonpublic School/Agency	Placer Learning Center		
Address	5477 Eureka Rd		
City, State, Zip	Granite Bay, CA 95746		
Business Contact Name	Randye Eichler		
Phone	916-774-1260	Fax	916-791-0860
e-Mail	randye@placerlc.com		
Program Contact Name	Randye Eichler		
Phone	916-774-1260	Fax	916-791-0860
e-Mail	randye@placerlc.com		
Education Schedule – Regular School Year			
Number of Days	180	Number of Weeks	38
Education Schedule – Extended School Year			
Number of Days	20	Number of Weeks	4
Contract Begins	07/01/2015	Ends	06/30/2016
Master Contract Approved by the Governing Board on			

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
A. BASIC EDUCATION		X			147.00 /day		180	20	$ 29,400.00
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent		X			27.00/ day		180	20	$ 5,400.00
2. Counseling a. Group b. Individual c. Family		X			80.00/hr	600 min yearly 20 min weekly	10 hrs	1.33 hrs	$ 906.40
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual									
5. Occupational Therapy a. Therapy b. Consultation									

5.14.23

B. RELATED SERVICES (cont'd)	Provider LEA	NPS	NPA	OTHER Specify	Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions Reg School Year	ESY	Estimated Maximum Total Cost for Contracted Period
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide									
9. Other									
						TOTAL COST			35,706.40

ESTIMATED MAXIMUM RELATED SERVICES COST $ 35,706.40

SPECIALIZED EQUIPMENT/SUPPLIES ______________________ $______

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ 35,706.40

6
4. Other Provisions/Attachments: ______________________

5. Progress Reporting Requirements: Quarterly ___ Monthly ___ Other (Specify ___ ______________

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Placer Learning Center
(Name of Nonpublic School/Agency)

Randye Eichler 7/22/2015
(Signature) (Date)

Randye Eichler, MS
(Name and Title)

LEA

Western Placer Unified School District
(Name of LEA)

Susan Watkins 7/29/15
(Signature) (Date)

Susan Watkins, Director of Special Education
(Name of Superintendent or Authorized Designee)

8/13/15
Asst Supt of Business Svs and Operations

5.14.24

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on 7/01/2015 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on July 13, 2015, unless sooner terminated as provided in the Master Contract and by applicable law. Attached as Exhibit 1 to this Independent Services Agreement is the Master Contract executed between the CONTRACTOR identified below and the Placer County Special Education Local Plan Area (SELPA). All terms and conditions of this Master Contract are specifically included and incorporated into this Independent Services Agreement.

Local Education Agency(LEA)	Western Placer Unified School District
Address	600 6th Street, Fourth Floor
City, State Zip	Lincoln, CA 95648
Phone	(916) 645-4078
LEA Case Manager	Susan Watkins
Student Last Name	
Student First Name	
D.O.B.	
I.D. #	
Grade	12th
Level	
Sex	(X) M ( ) F
Parent/ Guardian Last Name	
Parent/ Guardian First Name	
Address	
City, State, Zip	Lincoln, CA 95648
Home Phone	
Business	

Nonpublic School/Agency	Placer Learning Center		
Address	5477 Eureka Rd		
City, State, Zip	Granite Bay, CA 95746		
Business Contact Name	Randye Eichler		
Phone	916-774-1260	**Fax**	916-791-0860
e-Mail	randye@placerlc.com		
Program Contact Name	Randye Eichler		
Phone	916-774-1260	**Fax**	916-791-0860
e-Mail	randye@placerlc.com		
Education Schedule – Regular School Year			
Number of Days		**Number of Weeks**	
Education Schedule – Extended School Year			
Number of Days	8	**Number of Weeks**	2
Contract Begins	7/01/2015	**Ends**	7/13/2015
Master Contract Approved by the Governing Board on			

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
A. BASIC EDUCATION		X			147.00/day			8	$ 1,176.00
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent									
2. Counseling a. Group b. Individual c. Family		X			80.00 hour	30 min weekly		1 hr	$ 80.00
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual									
5. Occupational Therapy a. Therapy b. Consultation									

5.14.25

B. RELATED SERVICES (cont'd)	Provider LEA	NPS	NPA	OTHER Specify	Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions Reg School Year	ESY	Estimated Maximum Total Cost for Contracted Period
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide									
9. Other									
						TOTAL COST			1,256.00

ESTIMATED MAXIMUM RELATED SERVICES COST $ 1,256.00

SPECIALIZED EQUIPMENT/SUPPLIES ______________________ $______

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ 1,256.00

6
4. Other Provisions/Attachments: ______________________

5. Progress Reporting Requirements: ___ Quarterly ___ Monthly ___ Other (Specify ______

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Placer Learning Center
(Name of Nonpublic School/Agency)

Randye Eichler 7/22/2015
(Signature) (Date)

Randye Eichler, MS
(Name and Title)

LEA

Western Placer Unified School District
(Name of LEA)

Susan Watkins 7/29/15
(Signature) (Date)

Susan Watkins, Director of Special Education
(Name of Superintendent or Authorized Designee)

8/13/15
Asst Supt of Business Svs and Operations

5.14.26

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on 7/01/2015 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on July 13, 2015, unless sooner terminated as provided in the Master Contract and by applicable law. Attached as Exhibit 1 to this Independent Services Agreement is the Master Contract executed between the CONTRACTOR identified below and the Placer County Special Education Local Plan Area (SELPA). All terms and conditions of this Master Contract are specifically included and incorporated into this Independent Services Agreement.

Local Education Agency(LEA)	Western Placer Unified School District	**Nonpublic School/Agency**	Placer Learning Center
Address	600 6th Street, Fourth Floor	**Address**	5477 Eureka Rd
City, State Zip	Lincoln, CA 95648	**City, State, Zip**	Granite Bay, CA 95746

Phone	(916) 645-4078		
LEA Case Manager	Susan Watkins		
Student Last Name		**Student First Name**	
D.O.B.		**I.D. #**	
Grade	8th	**Level**	
Sex	(X) M ( ) F		
Parent/ Guardian Last Name		**Parent/ Guardian First Name**	
Address			
City, State, Zip	Lincoln, CA 95648		
Home Phone		**Business**	

Business Contact Name	Randye Eichler		
Phone	916-774-1260	**Fax**	916-791-0860
e-Mail	randye@placerlc.com		
Program Contact Name	Randye Eichler		
Phone	916-774-1260	**Fax**	916-791-0860
e-Mail	randye@placerlc.com		
Education Schedule – Regular School Year			
Number of Days		**Number of Weeks**	
Education Schedule – Extended School Year			
Number of Days	7	**Number of Weeks**	
Contract Begins	7/01/2015	**Ends**	07/13/2015
Master Contract Approved by the Governing Board on			

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	**PROVIDER** LEA	NPS	NPA	OTHER Specify	**Cost and Duration of Session**	**Number of Sessions per wk/mo/yr**	**Maximum Number of Sessions** Reg School Year	ESY	**Estimated Maximum Total Cost for Contracted Period**
A. BASIC EDUCATION		X			145.60 /day			7	$1,019.20
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent									
2. Counseling a. Group b. Individual c. Family									
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual		X			80.00 hour			1.25 hrs	$ 100.00
5. Occupational Therapy a. Therapy b. Consultation									

5.14.27

B. RELATED SERVICES (cont'd)	Provider				Cost and Dura-tion of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide		X			25.00 hour			28 hrs	$ 700.00
9. Other									
						TOTAL COST			1,819.20

ESTIMATED MAXIMUM RELATED SERVICES COST $ 1,819.20

SPECIALIZED EQUIPMENT/SUPPLIES ______________________ $______

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ 1,819.20

6
4. Other Provisions/Attachments: ______________________

5. Progress Reporting Requirements: ___ Quarterly ___ Monthly ___ Other (Specify ______

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Placer Learning Center
(Name of Nonpublic School/Agency)

Randye Eichler 7/22/2015
(Signature) (Date)

Randye Eichler, MS
(Name and Title)

LEA

Western Placer Unified School District
(Name of LEA)

Susan Watkins 7/29/15
(Signature) (Date)

Susan Watkins, Director of Special Education
(Name of Superintendent or Authorized Designee)

Asst Supt of Business Svs and Operations

5.14.28

WPUSD

Western Placer Unified School District

Business
600 6th Street, Suite 400
Lincoln, CA 95648
(916) 645-6387 FAX (916) 645-5295

PURCHASE ORDER
NO: P016-00336
DATE 07/29/2015

SHIP TO:
Special Education
600 6th Street, Suite 400
Lincoln, CA 95648
Phone:

ORDERED FROM: Fax: (916) 791-0860

PLACER LEARNING CENTER
5477 EUREKA ROAD
GRANITE BAY, CA 95746

Phone: (916) 774-1260

IMPORTANT INSTRUCTIONS TO VENDOR

1. Itemized INVOICES in Duplicate.
2. Enclose PACKING LIST (including PO #) with ALL shipments.
3. Deviation in PRICE or SUBSTITUTION in kind only permitted with APPROVAL.
4. All deliveries F.O.B. Destination unless otherwise specified. If freight is to be charged, prepay, and add to invoice.
5. THE LAW REQUIRES MATERIAL SAFETY DATA SHEETS FOR PRODUCTS ON THIS ORDER. PLEASE ENCLOSE WITH INVOICE.
6. No Payments will be made until ENTIRE order has been completed and accepted, unless special arrangements are made.
7. Any work performed for the District must comply with public contract code and prevailing wage requirements. Compliance is the responsibility of the vendor.
8. Vendor shall comply with the lawful requirements of the District, the State of California, and all applicable requirements of the City of Lincoln and Placer County regarding discharges to the storm drain system and watercourses, including applicable requirements specified in local municipal storm water management programs or plans.

ORDER LOCATION	ORDER TYPE	VENDOR #	REQUISITIONER	REQUISITION #
9000 - Special Education	PO without receiving	002333/1	Diane Metzelaar	VR16-00376

DATE REQUIRED	F.O.B.	TERMS OF PAYMENT	SHIP VIA	BUYER	RPQ #

ITEM	QTY	UNIT	DESCRIPTION	UNIT COST	EXTENSION
			Give Open PO to Diane.		
1	1	EACH	Open PO for 2015-16 school year for approximately 14 students.	435,889.36	$435,889.36
			Order Sub-Total		$435,889.36
			Sales Tax		.00
			Shipping		.00
			Adjustment		.00
			Order Total		**$435,889.36**

ACCOUNT DISTRIBUTION	AMOUNT
01. 6512. 0. 5800. 00. 5155. 1180. 001. 00. 000. 00	$44,000.00
01. 6512. 0. 5800. 00. 5105. 1180. 001. 00. 000. 00	$10,025.46
01. 6500. 0. 5800. 00. 5770. 1180. 001. 00. 000. 00	$381,863.90

OPEN

**** End of Order ****

AUTHORIZED BY:

Cari Larlan
5.14.29

Receiving

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 Contract between Sierra Foothills Academy
And WPUSD - July 1, 2015 through June 30th, 2016

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Susan Watkins
Director of Special Education

ENCLOSURES:
Yes

DEPARTMENT:
Special Education

FINANCIAL INPUT/SOURCE:
Special Education Budget

MEETING DATE:
August 18th, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:

The attached contract is for Non Public Schools (NPS) services with Sierra Foothills Academy for 3 students of our district. The contract period is from July 1, 2015 through June 30, 2016. The hourly or daily rates are included in the attached service agreement. The NPS costs related to the services will be funded from the District Special Education Program. The total estimated cost for services is $253,850.73.

RECOMMENDATION: Administration recommends Board ratify the MOU with Sierra Foothills Academy and WPUSD as noted above.

5.15

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code Sections 56365 et seq.)

This agreement is effective on 7/01/2015 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2016, unless sooner terminated as provided in the Master Contract and by applicable law. Attached as Exhibit 1 to this Independent Services Agreement is the Master Contract executed between the CONTRACTOR identified below and the Placer County Special Education Local Plan Area (SELPA). All terms and conditions of this Master Contract are specifically included and incorporated into this Independent Services Agreement.

Local Education Agency(LEA)	Western Placer Unified School District	**Nonpublic School/Agency**	Sierra Foothills Academy
Address	600 6th Street, Fourth Floor	**Address**	6245 King Road
City, State Zip	Lincoln, CA 95648	**City, State, Zip**	Loomis, CA 95650

Phone	(916) 645-4078			**Business Contact Name**	Dr. Thomas Williams		
LEA Case Manager	Susan Watkins			**Phone**	916-259-2790	**Fax**	916-259-2794
				e-Mail	drwilliams@sierrafoothillsacademy.org		
Student Last Name		**Student First Name**		**Program Contact Name**	Dr. Thomas Williams		
				Phone	916-259-2790	**Fax**	916-259-2794
D.O.B.		**I.D. #**		**e-Mail**	drwilliams@sierrafoothillsacademy.org		
Grade	**Level**	**Sex**	(X) M ( ) F	**Education Schedule – Regular School Year**			
Parent/ Guardian Last Name		**Parent/ Guardian First Name**		**Number of Days**	180	**Number of Weeks**	39
				Education Schedule – Extended School Year			
				Number of Days	20	**Number of Weeks**	4
Address				**Contract Begins**	07/01/2015	**Ends**	06/30/2016
City, State, Zip				**Master Contract Approved by the Governing Board on**			
Home Phone		**Business**					

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	**PROVIDER**				**Cost and Duration of Session**	**Number of Sessions per wk/mo/yr**	**Maximum Number of Sessions**		**Estimated Maximum Total Cost for Contracted Period**
	LEA	**NPS**	**NPA**	OTHER Specify			**Reg School Year**	**ESY**	
A. BASIC EDUCATION		X			147.25/day		180	20	$29,450.00
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent									
2. Counseling a. Group b. Individual c. Family									
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual					104.50/hr	1,800 min yearly, 80 min weekly ESY	30 hrs	5.33 hrs	$ 3,691.99
5. Occupational Therapy a. Therapy b. Consultation									

5.15.1

B. RELATED SERVICES (cont'd)	Provider				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide		X			$25.00/ hr	5.75 hrs/ day, 4.5 hrs/day ESY	1,035 hrs	90 hrs	28,125.00
9. Other – Behavior Services		X			105.00/ hr		12.50 hrs	0.50 hr	1,365.00
						TOTAL COST			**$62,631.99**

ESTIMATED MAXIMUM RELATED SERVICES COST $ 62,631.99

SPECIALIZED EQUIPMENT/SUPPLIES ______________________ $______

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ 62,631.99

6

4. Other Provisions/Attachments: ______________________

5. Progress Reporting Requirements: ___ Quarterly ___ Monthly ___ Other (Specify ______

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Sierra Foothills Academy
(Name of Nonpublic School/Agency)

(Signature) (Date)

Dr. Thomas Williams Principal
(Name and Title)

LEA

Western Placer Unified School District
(Name of LEA)

8/13/15
(Signature) (Date)

Susan Watkins Director of Special Education
(Name of Superintendent or Authorized Designee)

5.15.2

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code Sections 56365 et seq.)

This agreement is effective on 7/01/2015 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2016, unless sooner terminated as provided in the Master Contract and by applicable law. Attached as Exhibit 1 to this Independent Services Agreement is the Master Contract executed between the CONTRACTOR identified below and the Placer County Special Education Local Plan Area (SELPA). All terms and conditions of this Master Contract are specifically included and incorporated into this Independent Services Agreement.

Local Education Agency(LEA)	Western Placer Unified School District	**Nonpublic School/Agency**	Sierra Foothills Academy
Address	600 6th Street, Fourth Floor	**Address**	6245 King Road
City, State Zip	Lincoln, CA 95648	**City, State, Zip**	Loomis, CA 95650

Phone	(916) 645-4078					**Business Contact Name**	Dr. Thomas Williams		
LEA Case Manager	Susan Watkins					**Phone**	916-259-2790	**Fax**	916-259-2794
						e-Mail	drwilliams@sierrafoothillsacademy.org		
Student Last Name			**Student First Name**			**Program Contact Name**	Dr. Thomas Williams		
						Phone	916-259-2790	**Fax**	916-259-2794
D.O.B.			**I.D. #**			**e-Mail**	drwilliams@sierrafoothillsacademy.org		
Grade		**Level**		**Sex**	( ) M ( ) F	**Education Schedule – Regular School Year**			
Parent/ Guardian Last Name			**Parent/ Guardian First Name**			**Number of Days**	180	**Number of Weeks**	39
						Education Schedule – Extended School Year			
						Number of Days	20	**Number of Weeks**	4
Address						**Contract Begins**	07/01/2015	**Ends**	06/30/2016
City, State, Zip						**Master Contract Approved by the Governing Board on**			
Home Phone			**Business**						

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
A. BASIC EDUCATION		X			147.25/day		180	20	$29,450.00
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent									
2. Counseling a. Group b. Individual c. Family									
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual		X			104.50= (15.33 total hours)	30 min x 28 sessions & 80 min. ESY	14 hours	1.33 hours	$ 1,601.99
5. Occupational Therapy a. Therapy b. Consultation									

5.15.3

B. RELATED SERVICES (cont'd)	Provider LEA	NPS	NPA	OTHER Specify	Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions Reg School Year	ESY	Estimated Maximum Total Cost for Contracted Period
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide									
9. Other – Behavior Services		X			105.00/ hr	40 min weekly	26 hrs		$ 2,730.00
						TOTAL COST			**33,781.99**

ESTIMATED MAXIMUM RELATED SERVICES COST **$ 33,781.99**

SPECIALIZED EQUIPMENT/SUPPLIES ______________________ $______

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES **$ 33,781.99**

6

4. Other Provisions/Attachments: ______________________

5. Progress Reporting Requirements: ___ Quarterly ___ Monthly ___ Other (Specify ______________

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Sierra Foothills Academy
(Name of Nonpublic School/Agency)

____
(Signature) (Date)

Dr. Thomas Williams Principal
(Name and Title)

LEA

Western Placer Unified School District
(Name of LEA)

8/13/15
(Signature) (Date)

Susan Watkins Director of Special Education
(Name of Superintendent or Authorized Designee)

5.15.4

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code Sections 56365 et seq.)

This agreement is effective on 7/01/2015 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2016, unless sooner terminated as provided in the Master Contract and by applicable law. Attached as Exhibit 1 to this Independent Services Agreement is the Master Contract executed between the CONTRACTOR identified below and the Placer County Special Education Local Plan Area (SELPA). All terms and conditions of this Master Contract are specifically included and incorporated into this Independent Services Agreement.

Local Education Agency(LEA)	Western Placer Unified School District	**Nonpublic School/Agency**	Sierra Foothills Academy
Address	600 6th Street, Fourth Floor	**Address**	6245 King Road
City, State Zip	Lincoln, CA 95648	**City, State, Zip**	Loomis, CA 95650

Phone	(916) 645-4078				**Business Contact Name**	Dr. Thomas Williams			
LEA Case Manager	Susan Watkins				**Phone**	916-259-2790	**Fax**	916-259-2794	
					e-Mail	drwilliams@sierrafoothillsacademy.org			
Student Last Name		**Student First Name**			**Program Contact Name**	Dr. Thomas Williams			
					Phone	916-259-2790	**Fax**	916-259-2794	
D.O.B.		**I.D. #**			**e-Mail**	drwilliams@sierrafoothillsacademy.org			
Grade		**Level**		**Sex** ( ) M ( ) F	**Education Schedule – Regular School Year**				
Parent/ Guardian Last Name		**Parent/ Guardian First Name**			**Number of Days**	180	**Number of Weeks**	39	
					Education Schedule – Extended School Year				
					Number of Days	20	**Number of Weeks**	4	
Address					**Contract Begins**	07/01/2015	**Ends**	06/30/2016	
City, State, Zip					**Master Contract Approved by the Governing Board on**				
Home Phone		**Business**							

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	**PROVIDER**				**Cost and Duration of Session**	**Number of Sessions per wk/mo/yr**	**Maximum Number of Sessions**		**Estimated Maximum Total Cost for Contracted Period**
	LEA	**NPS**	**NPA**	OTHER Specify			**Reg School Year**	**ESY**	
A. BASIC EDUCATION		X			147.25/day		180	20	$29,450.00
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent		X			28.14/day		180	20	$ 5,628.00
2. Counseling a. Group b. Individual c. Family									
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual		X			104.50 hour	1,120 min yearly, 120 min ESY	18.67 hrs	2 hrs	$ 2160.00
5. Occupational Therapy a. Therapy b. Consultation		X			95.00/ hour	840 min yearly, 120 min ESY	14 hrs	2 hrs	$ 1,520.00

5.15.5

B. RELATED SERVICES (cont'd)	Provider				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide		X			25.00 hr	180 days @ 7.5 hrs/ day & 20 days @ 5.75 hrs/ day	1,350 hrs	115 hrs	$ 36,625.00
9. Other – Behavior Services		X			105.00 hr		7.5 hrs	0.5 hr	$ 840.00
						TOTAL COST			76,223.00

ESTIMATED MAXIMUM RELATED SERVICES COST $ 76,223.00

SPECIALIZED EQUIPMENT/SUPPLIES ______________________ $______

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ 76,223.00

6
4. Other Provisions/Attachments: ______________________

5. Progress Reporting Requirements: Quarterly ___ Monthly ___ Other (Specify ___ ______________________

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Sierra Foothills Academy
(Name of Nonpublic School/Agency)

(Signature) (Date)

Dr. Thomas Williams, Principal
(Name and Title)

LEA

Western Placer Unified School District
(Name of LEA)

8/13/15
(Signature) (Date)

Susan Watkins, Director of Special Education
(Name of Superintendent or Authorized Designee)

5.15.6

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code Sections 56365 et seq.)

This agreement is effective on 7/01/15 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2016, unless sooner terminated as provided in the Master Contract and by applicable law. Attached as Exhibit 1 to this Independent Services Agreement is the Master Contract executed between the CONTRACTOR identified below and the Placer County Special Education Local Plan Area (SELPA). All terms and conditions of this Master Contract are specifically included and incorporated into this Independent Services Agreement.

Local Education Agency(LEA)	Western Placer Unified School District	**Nonpublic School/Agency**	Sierra Foothills Academy
Address	600 6th Street, Fourth Floor	**Address**	6245 King Road
City, State Zip	Lincoln, CA 95648	**City, State, Zip**	Loomis, CA 95650

Phone	(916) 645-4078			**Business Contact Name**	Dr. Thomas Williams		
LEA Case Manager	Susan Watkins			**Phone**	916-259-2790	**Fax**	916-259-2794
				e-Mail	drwilliams@sierrafoothillsacademy.org		
Student Last Name		**Student First Name**		**Program Contact Name**	Dr. Thomas Williams		
				Phone	916-259-2790	**Fax**	916-259-2794
D.O.B.		**I.D. #**		**e-Mail**	drwilliams@sierrafoothillsacademy.org		
Grade	**Level**	**Sex**	( ) M ( ) F	**Education Schedule – Regular School Year**			
Parent/ Guardian Last Name		**Parent/ Guardian First Name**		**Number of Days**	180	**Number of Weeks**	39
				Education Schedule – Extended School Year			
				Number of Days	20	**Number of Weeks**	4
Address				**Contract Begins**	07/01/2015	**Ends**	06/30/2016
City, State, Zip				**Master Contract Approved by the Governing Board on**			
Home Phone		**Business**					

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	**PROVIDER** LEA	NPS	NPA	OTHER Specify	Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions Reg School Year	ESY	Estimated Maximum Total Cost for Contracted Period
A. BASIC EDUCATION		X			147.25/day		180	20	$29,450.00
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent		X			28.14/day		180	20	$ 5,628.00
2. Counseling a. Group b. Individual c. Family									
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual		X			104.50/hr	1,200 min yearly, 60 min yearly	20 hrs	1 hr	$ 2,194.50
5. Occupational Therapy a. Therapy b. Consultation		X			95.00/hr	45 min weekly	29.25 hrs		$ 2,778.75

5.15.7

B. RELATED SERVICES (cont'd)	Provider				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
6. Physical Therapy a. Therapy b. Consultation		X			97.50/hr	1,800 min yearly, 120 min yearly	30 hrs	2 hrs	$ 3,120.00
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide		X			25.00/hr	7.50 hrs/ day reg 5.75/hrs/ day ESY	1,350 hrs	115 hrs	$36,625.00
9. Other – Behavior Services		X			105.00/ hr		12.50 hrs	1 hr	$ 1,417.50
						TOTAL COST			**$81,213.75**

ESTIMATED MAXIMUM RELATED SERVICES COST $ 81,213.75

SPECIALIZED EQUIPMENT/SUPPLIES ______________________ $______

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ 81,213.75

6

4. Other Provisions/Attachments: ______________________

5. Progress Reporting Requirements: ___ Quarterly ___ Monthly ___ Other (Specify ______________

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Sierra Foothills Academy
(Name of Nonpublic School/Agency)

(Signature) (Date)

Dr. Thomas Williams, Principal
(Name and Title)

LEA

Western Placer Unified School District
(Name of LEA)

8/13/15
(Signature) (Date)

Susan Watkins, Director of Special Education
(Name of Superintendent or Authorized Designee)

5.15.8

INFORMATION

DISCUSSION

ACTION

ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Resolution No. 15/16.1 to Approve the Annual Adjustment of Community Facility District Mello-Roos Rates for CFD #1 and CFD #2

AGENDA ITEM AREA:
Action

REQUESTED BY:
Mike Adell, Director of Facilities

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Restricted Facilities Fund 49

MEETING DATE:
August 18th, 2015

ROLL CALL REQUIRED:
Yes

BACKGROUND:
Annually the rates for fee calculations for Mello-Roos tax within the Western Placer Unified School District's Community Facilities Districts #1 and #2 are adjusted in coordination with the California Construction Cost Index (CCCI), utilizing the annual percentage increase or decrease for the most recent full calendar year as the standard. As of December 2014, there was an increase in the Construction Cost Index of 1.3%. This will increase the rates within CFD #1 to $6.41 per square foot and CFD #2 to 0.5137 per square foot respectively. Both districts observe a cap of 2,200 square feet per residential unit that can be charged. If approved, these rate increases will be in effect immediately and continue through the remainder of the 2015-16 fiscal year.

RECOMMENDATION:
Staff requests that the Board of Trustees approve Resolution No. 15/16.1 to adjust CFD rates for the 2015-2016 fiscal year as outlined.

8.1

California Construction Cost Index (CCCI)

Month	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
January	6073	5898	5774	5683	5592	5260	5309	4983	4869	4620	4339
February	6077	5896	5782	5683	5624	5262	5295	4983	4868	4603	4362
March	6069	5953	5777	5738	5627	5268	5298	4999	4871	4597	4360
April	6062	5956	5786	5740	5636	5270	5296	5004	4872	4600	4393
May	6069	5957	5796	5755	5637	5378	5288	5023	4886	4599	4403
June	6055	5961	5802	5754	5643	5394	5276	5065	4842	4593	4421
July		5959	5804	5750	5654	5401	5263	5135	4849	4609	4411
August		5959	5801	5778	5667	5401	5265	5142	4851	4616	4399
September		5959	5802	5777	5668	5381	5264	5194	4942	4619	4533
October		5969	5911	5780	5675	5591	5259	5393	4943	4867	4554
November		5981	5903	5779	5680	5599	5259	5375	4978	4891	4587
December		5977	5901	5768	5680	5596	5262	5322	4981	4877	4614
*Annual % **		*1.3%*	*2.3%*	*1.5%*	*1.5%*	*6.3%*	*-1.1%*	*6.8%*	*2.1%*	*5.4%*	*6.0%*

The California Construction Cost index is developed based upon Building Cost Index (BCI) cost indices for San Francisco and Los Angeles produced by Engineering News Record (ENR) and reported in the second issue each month for the previous month. This table is updated at the end of each month.

The ENR BCI reports cost trends for specific construction trade labor and materials in the California marketplace.

*Annual Percentage is calculated from December to December.

This page last updated: 6/18/15

CALIFORNIA DEPARTMENT OF GENERAL SERVICES

8.1.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Resolution No. 15/16.1

A RESOLUTION OF THE BOARD OF TRUSTEES OF THE WESTERN PLACER UNIFIED SCHOOL DISTRICT APPROVING TO APPLY AN ESCALATION FACTOR TO ITS COMMUNITY FACILITIES DISTRICTS NO. 1 AND NO. 2 SPECIAL TAX RATE

The following **RESOLUTION** was duly passed and adopted by the Board of Trustees of the above entitled district at a regular meeting held the 18th day of August 2015.

WHEREAS, based upon the comparison of the California Department of General Services Construction Cost Index as of December 2014, the computed escalation factor is calculated at 1.3%;

NOW THEREFORE, The Board of Trustees of the above titled district **FINDS, DECLARES, RESOLVES AND ORDERS** as follows:

1. Apply a 1.3% escalation factor to the FY 2014-15 rate of $6.33 per square foot of living space, capped at 2,200 square feet per unit, for a FY 2015-16 rate of $6.41 per square foot of living space, capped at 2,200 square feet per unit, for Community Facilities District No. 1.

2. Apply a 1.3% escalation factor to the FY 2014-15 rate of .5071 per square foot of living space, capped at 2,200 square feet per unit, for a FY 2015-16 rate of .5137 per square foot, capped at 2,200 square feet per unit, for Community Facilities District No. 2

APPROVED, PASSED and ADOPTED by the Governing Board of the Western Placer Unified School District this 18th day of August 2015, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

____
President of the Board

ATTEST:

________________________, Clerk

8.1.2

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.

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:
Board Docs

AGENDA ITEM AREA:
Information/Discussion

REQUESTED BY:
Scott Leaman, Superintendent

ENCLOSURES:

DEPARTMENT:
District office

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
August 18, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:
Training in Board Docs was held at the last meeting. The Board will debrief the uses of Board Docs with staff.

RECOMMENDATION:
Discuss the use of Board Docs.

8.2

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.
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 School Resource Officer

AGENDA ITEM AREA:
Action

REQUESTED BY:
Scott Leaman, Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
District office

FINANCIAL INPUT/SOURCE:
Supplemental Funds

MEETING DATE:
August 18, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:

The district is excited to forward a School Resource Officer (SRO) contract to the Board for approval. The SRO position was removed during budget cuts and supplemental funding is allowing us to restore this position.

RECOMMENDATION:
Authorize the Superintendent to enter into a contract with the City of Lincoln for a School Resource Officer.

8.3

RESOLUTION NO. 2015-

RESOLUTION OF THE CITY COUNCIL OF THE CITY OF LINCOLN AUTHORIZING THE CITY MANAGER TO EXECUTE AN AGREEMENT WITH THE WESTERN PLACER UNIFIED SCHOOL DISTRICT FOR SCHOOL RESOURCE OFFICER PROGRAM

WHEREAS, the Western Placer Unified School District desires the services of the Lincoln Police Department to fulfill the goal of a safe and secure environment for learning on District campuses by expanding the School Resource Officer Program: and

WHEREAS, the City of Lincoln desires to expand the School Resource Officer Program to include a second officer dedicated to providing service to the schools: and

WHEREAS, the City is able to expand the personnel resources related to the School Resource Officer Program upon the payment of a portion of the costs by the District.

NOW, THEREFORE, THE CITY COUNCIL OF THE CITY OF LINCOLN DOES HEREBY RESOLVE AS FOLLOWS:

Section 1. The City Council of the City of Lincoln hereby authorizes the City Manager to execute an Agreement with the Western Placer Unified School District for a School Resource Officer Program, in substantially the form attached hereto as Exhibit A and by this reference incorporated herein.

Section 2. The City Council further authorizes the Chief of Police to modify operational issues listed in Attachment A of the Agreement.

PASSED AND ADOPTED this ____________________, by the following roll call vote:

AYES: Councilmembers:

NOES: Councilmembers:

ABSENT: Councilmembers:

____
Paul Joiner, Mayor

ATTEST:

____
Gwendolyn Scanlon, City Clerk

8.3.1

AGREEMENT
WESTERN PLACER UNIFIED SCHOOL DISTRICT/CITY OF LINCOLN
SCHOOL RESOURCE OFFICER PROGRAM

WHEREAS, the Western Placer Unified School District ("District") desires the services of the Lincoln Police Department to fulfill the goal of a safe and secure environment for learning on District campuses by reintroducing the School Resource Officer Program ("SROSRO Program") described in **[Attachment A]**; and

WHEREAS, the City of Lincoln ("City") desires to make available the services of one (1) sworn police officer as School Resource Officer ("SRO"); and

WHEREAS, the City is willing to expand the personnel resources to operate the SRO Program upon the payment of a portion of the costs by the District.

NOW, THEREFORE, and in consideration of the mutual promises herein set forth, the City of Lincoln and the Western Placer Unified School District agree as follows:

1. City shall provide one (1) sworn police officers to conduct the SRO Program for the District at the locations and at such times as may be mutually agreed upon by City's Police Chief and District's Superintendent or designee. The SRO's shall be assigned to the Program for forty (40) hours per week each during the regular school year, unless emergency or other unforeseen circumstances occur. The District may request hours in excess of forty (40) per week for the SRO. Approval of the request shall be at the sole discretion of City's Police Chief or his designee. The City will be responsible for compensation of all police employee overtime hours.

2. The SRO shall be an employee of the City under the direction and supervision of the Police Chief of the City or his designee. No agency, joint powers agreement, or other relationship is created or intended to be created by this Agreement. The City will be solely responsible for the compensation and fiscal liabilities of the SRO.

3. The District shall pay the City to offset the City's personnel costs as well as a portion of equipment and administration costs associated with the SRO Program. The annual payment shall be made to the City by the 1st day of September [See **Attachment B**].

4. During the 2015/16 fiscal year the Western Placer School District agrees to pay the City of Lincoln $116,000.00 to maintain one officer in the SRO Program.

5. During the 2015/16 fiscal year the Western Placer School District and the City of Lincoln shall re-examine this agreement and make adjustments as necessary if mutually agreed upon and thereby provide the option for two subsequent 1-year renewals of this MOU subject to continued funding availability and cost commensurate with the position.

6. Shift distribution and work schedule shall be made by joint approval of City and District, provided that in no event shall City be required to make assignment or scheduling decisions contrary to any collective bargaining agreement between City and the Lincoln Police Officer's Association. On a timely basis, City agrees to provide notice to District of any scheduled leave of assigned personnel, including, but not limited to, vacation leave, compensatory time-off, personal leave, in-service training, and court appearances. The City will make every good faith effort to schedule SRO vacations, training and other extended time off during periods that school is not in session at the affected campus. Incidental or extenuating circumstance time off requests may be granted at any time with the approval of the police SRO supervisor.

7. The District may participate and input will be considered in the selection and assignment of police personnel to the SRO program. The Chief of Police or his designee will have the final decision on the selection, appointment, assignment, back-fill, removal or replacement of any police personnel assigned to the SRO program.

8. City reserves the right to temporarily withdraw any or all assigned personnel for the duration of an emergency situation, should one arise. After any withdrawal, assigned personnel shall be returned to their regular assignment as soon as practical. If the withdrawal is protracted, affected positions may be backfilled by the City. Whenever assigned personnel are withdrawn from the District jurisdiction for an emergency assignment, notification shall be provided to the District Superintendent without delay. The Chief of Police or his designee shall have final discretion on emergency reassignment decisions related to any SRO.

9. City shall indemnify and defend the District against, and hold it harmless from any and all loss, damage, and liability for damages, including attorney's fees and other costs of defense incurred by the District, whether for damage to or loss of property, or injury to or death of District officers, agents, employees, students, parents, or other members of the public which shall in any way arise out of or be connected with the City's operations hereunder, unless damage, loss, injury, or death shall be caused solely by the negligence or willful misconduct of the District.

10. District shall indemnify and defend the City and defend the District against, and all loss, damage, and liability for damages, including attorney's fees and other costs of defense incurred by the City, whether for damage to or loss of property, or injury to or death of City, employees, agents, or other members of the public which shall in any way arise out of or be connected with the District's operation hereunder, unless damage, loss, injury, or death shall be caused solely by the negligence or willful misconduct of the City.

11. This agreement may be terminated by either party upon thirty (30) days of written notice, first class mail, postage prepaid, to the following:

To City: City Manager City of Lincoln 600 Sixth Street Lincoln, CA 95648	To District: Superintendent Western Placer Unified School District 600 Sixth Street Lincoln, CA 95648

12. This agreement shall take effect upon the approval of the governing bodies of the parties hereto.

IN WITNESS WHEREOF, this agreement is dated this ________________day of ___________________, 2015, in the City of Lincoln, Placer County, California.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

By:___________________________________
Scott Leaman, Superintendent

CITY OF LINCOLN

By:___________________________________
Matthew Brower, City Manager

ATTEST:

____
Gwendolyn Scanlon, City Clerk

ATTACHMENT A

SCHOOL RESOURCE OFFICER PROGRAM

To accomplish our mission of forming partnerships within the community, the Lincoln Police Department will provide the services of one trained police officer to be assigned to the Western Placer School District to work in the schools. The School Resource Officer will work in conjunction with students, school staff, and school administrators towards the goal of maintaining a safe and secure environment for learning.

As well as providing liaison services between the Police Department and schools, the School Resource Officer will network with allied law enforcement agencies, Placer County Juvenile Probation, Child Protective Services, counselors, parents, school neighborhoods, and other community groups with related interests in the school system. The School Resource Officer will share information and encourage responsive involvement and cooperation between agencies to solve school law enforcement issues.

PRIMARY DUTIES:

1. Enforcement of laws and assistance to the assigned campuses and surrounding areas.

2. Present more visibility and supervision on and and in proximity to campuses and surrounding neighborhoods to suppress criminal activity and promote positive relationships.

3. Conduct educational programs in the classrooms related to include the G.R.E.A.T. (Gang Resistance Education And Training) curriculum within the elementary and middle schools.

4. Coordinate security for special events on campus, especially after school functions such as social and athletic events.

OTHER DUTIES:

1. Act as liaison between the schools and Police Department.

2. Provide training for school staff personnel on, but not limited to; crime trends, drug use, crime prevention, search and seizure, juvenile law, and mandatory crime reporting, active shooter, and emergency preparedness.

3. Actively participate as deemed necessary and appropriate in a truancy control program utilizing such methods as; attendance patrol, home visits, and School Attendance Review Board (SARB).

4. Liaison with school related community groups and District organizations such as; Parents on Campus, Booster Club and the Parent Teacher Club (P.T.C.).

5. Help in the identification and intervention of high-risk students.

Assignment: The SRO shall be assigned for a 40-hour per week period of time. The SRO shall maintain a schedule and presence on the District campuses as mutually agreed upon between the District and Chief of Police to ensure the objectives of the SRO Program are effectively met. However, depending upon the circumstances and situation, any other on-duty police department staff may provide service to Lincoln High School.

The SRO's work week shall be generally Tuesday thru Friday subject to mutually agreed modification in order to meet specific needs of the schools.

SRO work schedules shall be similarly aligned with school schedules; SRO work shifts should typically begin at least 30 minutes prior to the start time of normal school hours.

SRO's may, at the discretion of the SRO supervisor, adjust their regular work schedule to accommodate special school events. Alternatively, the SRO may coordinate, with police supervisory approval, the assignment of other appropriate on-duty or overtime police personnel to special events when the SRO is unable to attend. Overtime costs associated with District special events will be borne by the City.

ATTACHMENT B

City of Lincoln
Police Officer - Burdened Rate
(* = Estimated Costs for Consecutive Years)

		FY 2015-16	FY 2016-17*	FY 2017-18*
Salary		$ 64,465	$ 69,300	$ 74,498
Benefits:				
Insurance		$ 19,355	$ 21,097	$ 22,996
PERS		$ 5,479	$ 5,890	$ 6,332
W/C		$ 2,972	$ 3,513	$ 3,776
FICA & SUI		$ 5,366	$ 5,726	$ 6,155
Total Salary & Benefits		$ 97,637	$ 105,526	$ 113,757
Direct Costs				
Salary:		$ 29.52	$ 31.73	$ 34.11
Fringe Benefits:		$ 15.19	$ 16.59	$ 17.98
Indirect Costs - Projected				
Overhead Allocation:	65%	$ 29.05	$ 29.05	$ 29.05
Burdened Rate		$ 73.76	$ 77.37	$ 81.14

8.3.7

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:
Assistant Superintendent of
Personnel Services Contract

AGENDA ITEM AREA:
Action

REQUESTED BY:
Scott Leaman, Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Superintendent

FINANCIAL INPUT/SOURCE:
General Funds/Horizon Support Funds

MEETING DATE:
August 18, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:

After a multistep selection process, the contract for Gabe Simon is being forwarded to the Board for approval at this time.

RECOMMENDATION:

Approve the employee contract.

8.4

WESTERN PLACER UNIFIED SCHOOL DISTRICT
AGREEMENT FOR EMPLOYMENT OF
ASSISTANT SUPERINTENDENT FOR OF PERSONNEL SERVICES

The following is an Agreement between the Western Placer Unified School District Board of trustees, hereinafter referred to as "Board," and Gabriel Simon, Assistant Superintendent of Personnel Services, hereinafter referred to as "Assistant Superintendent."

1. Term and Termination:

Pursuant to California Education Code 35031, the Governing Board hereby employs the Assistant Superintendent for a period commencing no later than October 1, 2015 and ending on June 30, 2018 unless otherwise terminated or extended by mutual agreement. The provisions of this Agreement shall become effective on commencement of employment. Assistant Superintendent shall notify the Superintendent of his actual start date within ten (10) days of execution of this Agreement unless extended by mutual agreement.

In the event the Board determines the Assistant Superintendent is not to be reemployed upon expiration of this Agreement, he shall be given written notice thereof by the Board at least forty-five (45) days in advance of the expiration of the term of this Agreement.

2. Salary:

The Assistant Superintendent's base salary shall be paid according to the Board adopted assistant superintendent salary schedule. The Assistant Superintendent will be placed on step 4 (four) of the schedule for the 2015-16 school year beginning at the date specified in section one of this agreement. Additionally, Assistant Superintendent shall also be entitled to the longevity increases, as he qualifies, provided on the certificated management salary schedule.

The opportunity for the Assistant Superintendent to negotiate other benefits and conditions of this Agreement remain open during the life of the remaining Agreement.

3. Duties:

The Assistant Superintendent shall serve as the Assistant Superintendent of Personnel Services of the Western Placer Unified School District. The Assistant Superintendent shall do and perform all services, acts, or things necessary or advisable to manage and conduct the District in this capacity, subject at all times to applicable state and federal laws and the policies set by District's Governing Board, and subject to the consent of the Board when required by the terms of this Agreement or by Board Ordinances, Policies, Rules, or direction, or by applicable law. The specific job duties, services, obligations and expectations are described in the job description for the position of Assistant Superintendent of Personnel Services which is incorporated fully herein.

4. Health and Welfare:

The Assistant Superintendent shall be provided the same health and welfare benefits and disability insurance coverage as employees placed on the certificated management salary schedule.

5. Reimbursement of Personal Expenses:

The District shall promptly reimburse the Assistant Superintendent for all reasonable personal expenses incurred in connection with District. Each such expenditure shall be reimbursable only if the Assistant Superintendent furnishes to the District adequate records and other documentary evidence required by federal and state statutes and regulations issued by the appropriate taxing authorities for the substantiation of each such expenditure. Such expenses, include, but are not limited to, the expenses incurred in the attendance of regional, state or national conferences, seminars, hearings, or meetings which are to the benefit and welfare of the District.

6. Membership and Dues:

The District shall pay membership for the state and local chapters of the Association of California School Administrators.

7. Life Insurance:

The District shall pay for the life insurance plan provided to certificated management members.

8. Transportation:

The Assistant Superintendent shall be paid for use of his private vehicle in the amount of three-hundred fifty dollars ($350.00) per month.

9. Vacation:

The Assistant Superintendent shall render twelve (12) months of full and regular services to District during each annual period covered by this Agreement, except that she shall be entitled to twenty-two (22) working days annual vacation with pay, and in addition, will receive holidays defined in Education Code §37220. In the event of termination of this Agreement, the Assistant Superintendent shall be entitled to full compensation for unused vacation at the salary rate effective during the school year in which the vacation credit was earned. In no case may more than thirty-five (35) days of vacation be accrued under this contract.

10. Sick Leave:

The Assistant Superintendent shall be entitled to twelve (12) working days of sick leave each current contract year cumulative indefinitely.

11. Evaluation:

The Superintendent shall annually evaluate the performance of the Assistant Superintendent before August 1st for the prior school year. This evaluation shall be based on the job description incorporated herein and the mutually agreed upon and specified goals and objectives in accordance with the procedures authorized in District policies. The evaluation shall include areas of strength and improvement. Areas for improvement will include specific written recommendations.

12. Termination:

This Agreement shall terminate upon the happening of any of the following events:

(a) Whenever the Assistant Superintendent and District shall mutually agree to termination in writing;

(b) Upon the death of Assistant Superintendent or permanent incapacity to perform the duties of this office; or

(c) Upon the grounds set forth in California Education Code permitting or requiring termination of a permanent certificated employee. Assistant Superintendent shall be provided written notice of the charges against him and shall have the right to a closed session meeting with the Board where he shall have the opportunity to respond to the charges with representation by counsel at his expense and the right to present any witnesses relevant to the alleged grounds for termination. This meeting shall be the Assistant Superintendent's exclusive right to any hearing required by law.

13. Early Termination:

Regardless of the term of this Agreement and pursuant to the requirements of Government Code Sections 53260 and 54261, it is hereby agreed that the Board, unilaterally and without cause, may terminate this Agreement and the Assistant Superintendent's status as an employee of the District. In consideration of the Board's right to terminate the Agreement without cause, the District shall pay to the Assistant Superintendent the then current salary for the remainder of the term of this Agreement, or for up to twelve (12) months (see Government Code 53260(a) and 53261) following the effective date of termination, whichever is less. If the Board chooses to terminate the Assistant Superintendent as outlined in this paragraph, health and welfare benefits described in paragraph 4 shall remain in effect for the term of the agreement, not to exceed the remainder of the term of the Agreement or up to twelve (12) months, whichever is less.

In accordance with Government Code section 53243 et seq., any cash settlement related to Assistant Superintendent's termination paid by the District, any District payments received by the Assistant Superintendent for paid leave with salary pending an investigation, or District funds provided for the Assistant Superintendent's legal criminal defense (if any) shall be fully reimbursed to the District if the Assistant Superintendent is convicted of a crime involving an abuse of her office or position.

14. Notification of Seeking Other Employment:

Should the Assistant Superintendent seek other employment, he shall notify the Superintendent of his intention to seek other employment no later than the date the Assistant Superintendent accepts an appointment for an oral interview. Failure to provide such notice shall constitute a material breach of this Agreement.

15. Entire Agreement:

This Agreement supersedes any and all other agreements, either oral or in writing, between the parties hereto with respect to the employment of Assistant Superintendent by the District and contains all of the covenants and Agreements between the parties with respect to that employment in any manner whatsoever.

Each party to this Agreement acknowledges that no representation, inducements, promises, or agreements, orally or otherwise, have been made by any party, or anyone acting on behalf of any party, which are not embodied herein, and that no other agreement, statement or promise not contained in this Agreement shall be valid or binding on either party.

16. Modifications:

Any modification of this Agreement will be effective only if it is in writing and signed by both parties.

17. Severability:

The provisions of this Agreement are divisible; if any such provision shall be deemed invalid or unenforceable, such provision shall be deemed limited to the extent necessary to render it valid and enforceable and the remaining provisions of this Agreement shall continue in full force and effect without being impaired or invalidated in any way.

18. Failure to Start Work on Or Before October 1:

If Assistant Superintendent does not begin work on or before October 1, 2015, this contract shall be null and void and Assistant Superintendent shall not be employed by the District.

19. Law Governing Agreement::

This Agreement shall be governed by and construed in accordance with the laws of the State of California.

Scott Leaman, Superintendent — 8/7/15 Date

Gabriel Simon — 8/7/15 Date

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Approve Resolution 15/16.2 Regarding Authorization to Teach Assigned Subjects

AGENDA ITEM AREA:
Discussion/ Action

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
Yes
Resolution No. 15/16.2 &
Consent form

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
August 18, 2015

ROLL CALL REQUIRED:
Yes

BACKGROUND:

Pursuant to Education Code 44258.3 and in order to ensure proper credentialing and teacher consistency for one of our assignments the District administration is making a recommendation that the Board approve Resolution No 15/16.2 which will allow one certificated teacher to teach Spanish for the entire 2015-2016 school year in an high school departmentalized setting at grades 9-12 at Lincoln High School. The teacher has consented to this assignment.

RECOMMENDATION:

Administration recommends the Board of Trustees approve Resolution 15/16.2.

8.5

WESTERN PLACER UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 15/16.2

AUTHORIZATION TO TEACH ASSIGNED SUBJECTS
FOR THE 2015-2016 SCHOOL YEAR

WHEREAS, the Western Placer Unified School District always seeks to hire fully credentialed teachers to teach all subjects. However, when credentialed teachers are not available, some teachers may be assigned to classes that are outside their credential authorizations but still in compliance with the law;

WHEREAS, Education Code section 44258.3(b) authorizes the teaching of departmentalized classes with a teacher's consent in grades, K-12, irrespective of the designations on the individual's teaching credential;

WHEREAS, the District finds that Arquiles Carlos Caruncho has satisfied the criteria stated in Education Code section 44258.3(b) in order to teach Spanish during the 2015-2016 school year; and

WHEREAS, Arquiles Carlos Caruncho has consented to teaching Spanish at Lincoln High School during the 2015-2016 school year.

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the Western Placer Unified School District authorizes Arquiles Carlos Caruncho to teach Spanish at Lincoln High School for the 2015-2016 school year.

PASSED AND ADOPTED this 18 day of August, 2015 by the Board of Trustees of the Western Placer Unified School District by the following vote:

AYES: NOES: ABSENT: ABSTAIN:

____
President
Board of Trustees
Western Placer Unified School District

Attested:
I certify that the foregoing resolution was adopted by the Board of Trustees of the Western Placer Unified School District, County of Placer, on the date shown above.

____
Clerk
Board of Trustees
Western Placer Unified School District

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
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4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Adopt Declaration of Need for
Fully Qualified Educators

AGENDA ITEM AREA:
Discussion/ Action

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
August 18, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:

Each year the District must declare that there are an insufficient number of certificated persons who meet the District's employment criteria for the positions listed on the attached form. The declaration shall remain in force until June 30, 2016.

RECOMMENDATION:

Administration recommends adoption of the Declaration of Need for Fully Qualified educators.

8.6

State of California
Commission on Teacher Credentialing
Certification, Assignment and Waivers Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

☒ Original Declaration of Need for year: 2015-2016
☐ Revised Declaration of Need for year: ________

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Western Placer Unified School District District CDS Code: 66951

Name of County: Placer County CDS Code: 31

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 08 / 18 / 15 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2016.

Submitted by (Superintendent, Board Secretary, or Designee):

Scott Leaman		Superintendent
Name	*Signature*	*Title*
916-645-6348	916-645-5293	08/13/2015
Fax Number	*Telephone Number*	*Date*

600 6th Street, Suite 400 Lincoln, CA 95648
Mailing Address

sleaman@wpusd.k12.ca.us
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County N/A County CDS Code ________

Name of State Agency ________

Name of NPS/NPA ________ County of Location ________

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____ ____/ ____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, ________.

▶ ***Enclose a copy of the public announcement***

8.6.1

Submitted by Superintendent, Director, or Designee:

N/A		
Name	*Signature*	*Title*
Fax Number	*Telephone Number*	*Date*

Mailing Address

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
☒ CLAD/English Learner Authorization (applicant already holds teaching credential)	2
☐ Bilingual Authorization (applicant already holds teaching credential) List target language(s) for bilingual authorization:	0
☒ Resource Specialist	1
☒ Teacher Librarian Services	1
☐ Visiting Faculty Permit	0

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	1
Single Subject	3
Special Education	1
TOTAL	5

8.6.2

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved intern program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ☐ Yes ☒ No

If no, explain. District is targeting fully credentialed teachers in all subject areas.

Does your agency participate in a Commission-approved college or university intern program? ☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 1

If yes, list each college or university with which you participate in an intern program.

National University, Brandman (Chapman) University, Sacramento & Chico State Universities, and Fortune School of Education.

If no, explain why you do not participate in an intern program.

8.6.3

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:
Updated 2015-2018 LCAP

AGENDA ITEM AREA:
Information

REQUESTED BY:
Kerry Callahan KC
Assistant Superintendent of Educational Services

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
LCFF Base and Supplemental

MEETING DATE:
August 18, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board approved the WPUSD 2015-2018 Local Control Accountability Plan (LCAP) on June 16, 2015. Subsequent to that date the Placer County Office of Education (PCOE) reviewed and approved the District's LCAP. However, contingent on approval, WPUSD administration had to make changes to the formatting and budget of the Board approved LCAP.

The formatting changes (i.e. reference to page numbers) do not materially change the LCAP as presented and approved on June 16, 2015.

However, the budget changes to years 2 and 3 of the LCAP (noted in 1.5 - Professional Development & Collaboration on pages 21 and 26 of the enclosed LCAP) do materially change the Board approved LCAP. These changes were a result of the increases in LCFF Supplemental Funding as released in the Governor's May Revise. For 2016-2017 (Year 2) there is an additional $209,241 and for 2017-2018 (Year 3) there is an additional $499,313 to be assigned with stakeholder input. As there were multiple stakeholders involved in the development of the LCAP it is important that the board and those stakeholders be provided with the updated 2015-2018 LCAP and the reasoning for the changes. Given that the budget for 2015-2016 (Year 1) was unchanged, District administration will work with stakeholder groups during the 2015-2016 LCAP process to assign the additional monies for 2016-2017 and 2017-2018.

RECOMMENDATION:

Administration recommends the Board receive the updated 2015-2018 LCAP as presented.

8.7

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.

8.7.1

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.

8.7.2

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)*

8.7.3

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 schools; teacher awareness of bullying and students struggling; new gym at Glen Edwards Middle School; parent training; district culture of

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	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 administrator input was reflective of input they solicited from staff, students, and parents at their respective school sites.	Site administration played a key role in providing input and data regarding the successes and struggles in the 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	We received 341 completed surveys, with more than 50% of the completed surveys being from parents and 5% being from students. The data confirmed input provided through the aforementioned avenues, which has been reflected in the LCAP. Therefore, the LCAP reflects input received from the

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staff.	surveys.
Public Hearing and LCAP Draft to Board of Trustees - June 2, 2015	Public Hearing held. No comments from the public. The board had no recommendations for changes to the LCAP.
Opportunity for Public Comment - May through June 2015	The LCAP was posted on the main page of the district website with a link to the Superintendent's email. No written responses were received.
Final Approval of LCAP - Board of Trustees - June 16, 2015	Board approved the 2015-2018 LCAP.
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.
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

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	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.

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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;	ALL	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

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providing frequent, targeted feedback to students on their progress; and creating a positive learning environment where students are safe and actively engaged. (b) Teachers and administrators will participate in "Instructional Rounds" to identify Best First Instruction taking place and to discuss areas for growth as a school. (c) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on best first instruction to support students in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts. (d) Pursuant to Education Code section 44258.9, all teachers will be fully credentialed in the subject areas and for the pupils they are teaching.			
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	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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identified at-risk students) progress toward meeting or exceeding grade level standards. (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

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1.5 - Professional Development & Collaboration (a) A cadre of elementary teachers and all special education teachers will be provided training and coaching on a brain-based direct instruction model that encompasses effective, research-based practices to ensure students meet or exceed grade-level standards. (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	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development & Collaboration (Total Amount to Support all Goals) Supplemental $443,102 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

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instruction and interventions and to be contributing members of their PLC teams.			
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 $102,462

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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 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	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Assistant Superintendent of Educational Services Supplemental $48,332 Director of Educational Services Supplemental $63,909 Administrative Assistant for Educational Services Supplemental $24,493 Instructional Materials - IMF Base $300,000 Instructional Materials - Teacher Lottery Allocation Lottery $160,000 Instructional Materials - Restricted Lottery Lottery $217,000

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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.			
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; 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.	ALL	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
1.3 - Progress Monitoring	LEA-wide	X All	EADMS - Online Student Assessment and Analytics System

8.7.19

(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. (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.		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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
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	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

8.7.20

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.			
1.5 - Professional Development & Collaboration (a) A cadre of elementary teachers and all special education teachers will be provided training and coaching on a brain-based direct instruction model that encompasses effective, research-based practices to ensure students meet or exceed grade-level standards. (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.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development & Collaboration (Total Amount to Support all Goals) Supplemental $314,756 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 Additional Supplemental Funding Based on Increased GAP Funding Percentages at May Revision Not Yet Approved by LCAP Stakeholders Supplemental $209,241

8.7.21

(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.			
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 $112,619

8.7.22

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 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	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Assistant Superintendent of Educational Services Supplemental $48,332 Director of Educational Services Supplemental $63,909 Administrative Assistant for Educational Services Supplemental $24,493 Instructional Materials - IMF Base $300,000 Instructional Materials - Teacher Lottery Allocations Lottery $160,000 Instructional Materials - Restricted Lottery Lottery $217,000

8.7.23

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.			
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; 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.	ALL	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

8.7.24

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. (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.	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
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.	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

8.7.25

(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.			
1.5 - Professional Development & Collaboration (a) A cadre of elementary teachers and all special education teachers will be provided training and coaching on a brain-based direct instruction model that encompasses effective, research-based practices to ensure students meet or exceed grade-level standards. (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	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development & Collaboration (Total Amount to Support all Goals) Supplemental $238,778 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 Additional Supplemental Funding Based on Increased GAP Funding Percentages at May Revision Not Yet Approved by LCAP Stakeholders Supplemental $499,313

8.7.26

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.			
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:	Indirect Costs (Total Amount to Support All Goals) Supplemental $113,395

8.7.27

		(Specify)	

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

8.7.28

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 p - See Page 12

8.7.29

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 - See Page 13 Additional sections for targeted ELD at secondary schools Supplemental $216,000

8.7.30

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. (e) Pursuant to Education Code section 44258.9, all teachers will be fully credentialed in the subject areas and for the pupils they are teaching.			
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 &	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 - See Page 14

8.7.31

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 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 - See Page 15
2.5 - Professional Development & Collaboration (a) Teachers will receive English language development training to support their understanding of and ability to	LEA-wide	_ All OR: _ Low Income pupils X English Learners	See funding Goal 1, Action 1.5 - See Page 15

8.7.32

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.		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (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 - See Page 16
2.7 - Indirect Costs (a) Indirect costs will be taken from supplemental funds at a rate of 4.31% for business and operations oversight	LEA-wide	X All OR: _ Low Income pupils _ English Learners	See funding Goal 1, Action 1.7 - See Page 17

8.7.33

of Goal 2.		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (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	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 - See Page 12

8.7.34

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 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	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 - See Page 13 Additional sections for targeted ELD at secondary schools Supplemental $216,000

8.7.35

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 - See Page 14
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	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 - See Page 15

8.7.36

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.			
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	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 - See Page 15

8.7.37

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.			
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 - See Page 16
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 - See Page 17

8.7.38

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 (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.	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

8.7.39

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
2.3 - Progress Monitoring (a) English language arts and math action teams will	LEA-wide	_ All OR:	See funding Goal 1, Action 1.3

8.7.40

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.		_ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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.	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

8.7.41

(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. (e) Teachers, supported by administrators and educational services, will participate in weekly, collaborative PLCs to discuss best 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 1.5

8.7.42

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

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

8.7.43

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

8.7.44

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 - page 42) 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

8.7.45

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 - See Page 15 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 - See Page 15

8.7.46

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 - See Page 16
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 - See Page 17

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

8.7.47

(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

8.7.48

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

8.7.49

		_ 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

8.7.50

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

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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

8.7.52

(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

8.7.53

		_ Other Subgroups: (Specify)	

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

8.7.54

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 - See Page 15

8.7.55

(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 - See Page 15 Behavior/Mental Health Counselor - Medi-Cal ($45,000) & Mental Health Funds ($45,000) 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 - See Page 15
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 - See Page 15

8.7.56

(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 - See Page 16
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 - See Page 17

8.7.57

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 - See Page 15
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 - See Page 15 Behavior/Mental Health Counselor Supplemental $90,000 District Resource Officer Supplemental $116,000

8.7.58

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 - See Page 15
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 - See Page 15
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 - See Page 16
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

8.7.59

		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 - See Page 17

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 - See Page 15

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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 - See Page 15 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 - See Page 15
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 - See Page 15
4.5 - Direct School Site Allocations	LEA-wide	X All	See funding Goal 1, Action 1.6 - See Page 16

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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 - See Page 17

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

8.7.62

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.	ALL	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	ALL	X All OR: _ Low Income pupils	Routine Repair & Maintenance Program Base $1,606,000 Mainteanance, Operations & Custodial Services Program Base $1,615,000

8.7.63

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.	Lincoln High School	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Measure A Bond ($30 million bond, $10 million allocated to LHS) Locally Defined $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 - See Page 16
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 - See Page 17

8.7.64

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.	ALL	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.	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Routine Repair & Maintenance Program 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.	Lincoln High School	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Measure A Bond ($30 million bond, $10 million to LHS) 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 - See Page 16
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 - See Page 17

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.	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology Budget - Computer Replacement Base $300,000

8.7.66

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.	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Routine Repair & Maintenance Program 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.	Lincoln High School	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Measure A Bond ($30 million Bond, $10 million to LHS) 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 - See Page 16
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 - See Page 17

8.7.67

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

8.7.68

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.	ALL	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.	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Additional Cost - Included in Base
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 - See Page 65
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	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	No Additional Cost - Included in Base

8.7.70

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.	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Additional Cost - Included in Base
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 - See Page 16
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 - See Page 17

8.7.71

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.	ALL	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.	ALL	X All OR: _ Low Income pupils	No Additional Cost - Included in Base

8.7.72

(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 - See page 65
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.	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Additional Cost - Included in Base
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.	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Additional Cost - Included in Base

8.7.73

(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 - See Page 16
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 - See page 17

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.	ALL	X All OR: _ Low Income pupils _ English Learners	Parent/Continuing Education Title I $10,000

8.7.74

(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.	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Additional Cost - Included in Base
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 - See page 65

8.7.75

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.	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Additional Cost - Included in Base
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.	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Additional Cost - Included in Base
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 - See Page 16

8.7.76

(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 - See Page 17

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

8.7.77

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?

87.78

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

8.7.79

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. Annual Update Variance Response: Budgeted Employee Benefits - General - Input correction.Budget amount for	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

8.7.80

		Employee Benefits (Base) should have been stated at $6,700,000. No material variance with correct budget vs. actual expenditures. Actual Textbooks - Common Core Standards Implementation Funds - $469,000. Listed in Budget - Professional Development section below - for training,equipment and infrastructure - $600,000. Budget comparable to actual expenditures.	
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.	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

8.7.81

		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. Budget Common Core Staff Development, Training Technology Infrastructure, Technology Equipment - CCFunds $469,000. listed in Actual section above.	
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)	
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.	Estimated Staffing/volunteer Time for meetings and Project Fit work Base 60,000

8.7.82

		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. Estimated staff time approximately $60,000. Reason for Variance in Budget vs. Actual expenditures: BASE Food Services staffing costs were not allocated to Annual Update section as this was found to not be directly related to LCAP. Base Food Services staffing expenses should not have been listed in LCAP budget plan.	
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)	
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-	District transportation was provided to foster youth with transportation needs and to students living outside the city limits.	Not listed as BASE Base 0

8.7.83

	3999: Employee Benefits Base 214,000	Allocation of expenditures based on Free and Reduced percentange of riders. Allocation of contribution to Transportation Program Reason for Variance in Budget vs. Actual expenditures (BASE): BASE Transportation staffing costs were not allocated to Annual Update section as this was found to not be directly related to LCAP. Base Transportation staffing expenses should not have been listed in LCAP budget plan.	
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

8.7.84

development for teachers that will yield the academic achievement 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.

8.7.85

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 RtI) 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

8.7.86

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. Reason for Variance Narrative: Variance reasonable due to Actual expenditures for Books and Supplies and Professional/Consulting Services lower than budget as resources were reallocated and redirected to teaching and instruction aide staffing.	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 Instructional Aide Support in Classroom - Classified Salaries - Support Title I 2000-2999: Classified Personnel Salaries Title I 129,000 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		Scope of Service: LEA-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English	

8.7.87

proficient _ Other Subgroups: (Specify)		proficient _ Other Subgroups: (Specify)	
Additional sections/teachers will be provided to schools to lower class 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 Salaries - LCFF Supplemental, EIA 1000-1999: 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	Additional sections were provided at the high school to lower class sizes for 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. Reason for Variance Narrative: Variance reasonable due to Actual expenditures for Textbooks, Instructional Materials and Supplies - LCFF Supplemental of $262,000 lower than budget of $642,000 as resources were reallocated and redirected to other areas.	Certificated Salaries - LCFF Supplemental 1000-1999: Certificated Personnel Salaries Supplemental 267483 Classified Salaries - LCFF Supplemental 2000-2999: Classified Personnel Salaries Supplemental 82097 Employee Benefits - LCFF Supplemental 3000-3999: Employee Benefits Supplemental 148489 Textbooks, Instructional Materials and Supplies - LCFF Supplemental 4000-4999: Books And Supplies Supplemental 213094 Outside Services - LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Supplemental 98218
Scope of Service LEA-wide		Scope of Service LEA-wide	

8.7.88

_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education		_ All OR: X Low Income pupils X English Learners 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)	

8.7.89

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.

8.7.90

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		Actual Actions/Services	
	Budgeted Expenditures		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

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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.

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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.

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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		Actual Actions/Services	
	Budgeted Expenditures		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

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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. Variance Narrative - Budget vs Actual Annual Update: BASE Payroll & Business Services for District Office and Sites, Utilities, Insurance and Maintenance and Transportation Supplies costs should not have been should not have been listed in LCAP budget plan.	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		Scope of Service LEA-wide X All	

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OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		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; maintenance and repair of Carlin C. Coppin School's HVAC will be replaced to ensure proper facilities for students.	Classified Salaries - Custodial, maintenance, grounds security - Salaries and benefits 0000: Unrestricted Base 2,200,000	All facilities have FIT reports and priorities are being made for repairs/modernization. Maintenance and repair of Carlin C. Coppin School's HVAC replaced to ensure proper facilities for students. Variance Narrative - Budget vs Actual Annual Update: Budget vs Actual expenditures change due to reallocation of expenses from salaries and benefits to outside repair and maintenance vendors.	Facilities Improvements - Carlin C Coppin HVAC Project 6000-6999: Capital Outlay Other 500,000 Custodial Services Program Base 850,000 Routine Repair & Maintenance Program - Resource 8150 Base 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	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	The additional psychologist and social worker time was used to provide targeted support to our most at-risk students. Variance Narrative - Budget vs Actual Annual Update:	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

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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 other program support costs 0000: Unrestricted Other 342,000	Actual ERMH & Grant Supported other program support costs expenditures lower than budget due to unspent funds that will carryover into 2015-16 and will be spent on Behavioral, Mental and Emotional Support.	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: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Students with mental health needs		Scope of Service: LEA-wide _ All OR: _ 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. SPAR Committee volunteer work estimated value at - $50,000 - $100,000. Costs included in BASE expenditures.	
Scope of Service: LEA-wide X All OR:		Scope of Service: School-wide (SES, CCC, COES, TBE, LHS) X All OR:	

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_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ 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 _ 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)	
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.	No costs allocated to this area 0000: Unrestricted Supplemental 0
Scope of Service LEA-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient		Scope of Service LEA-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient	

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_ Other Subgroups: (Specify)		_ 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 all 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)	
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.

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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 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		Actual Actions/Services	
	Budgeted Expenditures		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

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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.

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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

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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 critical. Therefore, supplemental funding is being utilized to fully or partially fund leadership and assistance support roles in educational services to ensure a clear vision, common best practices for our students (including a viable curriculum, 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.

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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 is a school resource officer. "The number one goal of an SRO should be to bridge the gap between law enforcement and youth. So what we are talking about at the end of the day is building relationships," says Mo Canady, executive director of the National Association of School Resource Officers. He cites the Department of Justice (DOJ) statistic that a drop in juvenile arrests by nearly 50% between 1994 and 2009 coincided with an expanding use of school resource officers. In 2013, the DOJ awarded nearly $45 million in grants to fund hundreds of school resource officer positions across the country. WPUSD will utilize supplemental funding for an SRO who will be based at the high school but will be a support to all district schools. The SRO will work closely with other support staff to implement the youth development framework for youth safety, connectedness, engagement, and learning.

Online Learning Management/Communication System

Joyce Epstein's Framework of Six Types of Involvement (for schools and parents) cites Communicating as one of the six. She quotes, "Communications about school programs and student progress to mean ' two-way, three-way and many-way' channels of communication that connect schools, families, students, and the community." Results for parents include understanding school programs and policies, monitoring and awareness of child's progress, responding effectively to students' problems, and interactions with teachers and ease of communication with school and teachers. Schoology 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

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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	58,130,427.00	47,955,769.00	47,698,821.00	47,096,691.00	142,751,281.00
Base	57,840,000.00	52,309,200.00	32,644,000.00	32,434,000.00	32,644,000.00	97,722,000.00
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	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	2,178,846.00	90,000.00	10,000,000.00	10,000,000.00	20,090,000.00
Special Education	0.00	0.00	0.00	235,000.00	0.00	235,000.00
Supplemental	1,281,000.00	1,119,381.00	2,479,769.00	2,934,821.00	3,243,691.00	8,658,281.00
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	54,978,427.00	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	42,652,529.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	2,978,000.00	2,103,097.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	8,376,000.00	6,674,489.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	2,643,000.00	2,269,094.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	121,000.00	177,218.00	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	54,978,427.00	41,608,784.00	40,962,784.00	41,031,784.00	123,603,352.00
	Base	0.00	0.00	30,245,000.00	29,330,000.00	29,540,000.00	89,115,000.00
	California Career Pathways Trust	0.00	402,000.00	60,000.00	0.00	0.00	60,000.00
	Locally Defined	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	0.00	10,000,000.00	10,000,000.00	20,000,000.00
	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	336,483.00	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	1,829,000.00	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	141,097.00	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	6,464,000.00	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	148,489.00	0.00	0.00	0.00	0.00

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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	381,094.00	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	98,218.00	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).

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(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).

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