WESTERN PLACER
UNIFIED SCHOOL DISTRICT

WPUSD Board Meetings Held Via Google Meet While Shelter in Place Order is in Effect

Public Comments Accepted by Email and Telephone

During this time of local health concerns, the Western Placer Unified School District is following the State of California Executive Orders N-29-20 and N-33-20, which provide for holding public meetings electronically. The Western Placer Unified School District will convene Board of Trustee meetings using virtual technology. Members of the public can participate.

When an agenda is published online here, meeting information will be included on the agenda so the public can access the meeting live. There are three ways for members of the public to submit comments about items on the agenda:

1. **Email** - Submit a comment via email to the Superintendent's Administrative Assistant, Maria Gonzalez, at mgonzalez@wpusd.org at least two hours before the start of the meeting.
2. **Telephone** - Call the Superintendent's Administrative Assistant at (916) 645-6350 by 12:00 p.m. on Tuesday, June 15, 2021 to submit a comment.
3. **Google Meet Participation** - Please join the meeting from your computer, tablet or smartphone.

   Google Meet joining information:

   Video call link: https://meet.google.com/uwm-wvvb-wcz

Comments submitted by email, telephone or comments form will be placed into the record at the meeting but may or may not be read during the meeting call. We appreciate your patience during these extraordinary times. For questions, please contact Scott Leaman at (916) 645-6350 between 9:00 and 4:00 or email sleaman@wpusd.org.

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

MEMBERS OF THE GOVERNING BOARD

Kris Wyatt – President
Damian Armitage – Vice President
Brian Haley – Clerk
Criste Freymond – Member
Jason Price – Member

DISTRICT ADMINISTRATION

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

	STUDENT ENROLLMENT		
School	2019-2020 CALPADS	5/3/2021	6/1/2021
Sheridan Elementary (K-5)	64	54	54
First Street Elementary (K-5)	447	427	428
Carlin C. Coppin Elementary (K-5)	441	410	411
Creekside Oaks Elementary (K-5)	609	468	470
Twelve Bridges Elementary (K-5)	652	615	615
Foskett Ranch Elementary (K-5)	412	374	374
Lincoln Crossing Elementary (K-5)	698	425	425
Scott Leaman Elementary (K-5)		485	480
Glen Edwards Middle School (6-8)	869	820	818
Twelve Bridges Middle School (6-8)	830	801	800
Lincoln High School (9-12)	2,071	2,062	2,060
Phoenix High School (10-12)	84	103	100
Atlas (K-12) (new 2019-2020)	40	23	19
SDC Program (18-22)	11	15	15
Non-Public Schools	31	30	30
TOTAL	**7259**	**7,112**	**7,099**

SDC Pre-School

Foskett Ranch	26
First Street/LIP	69
SLE	11

GLOBAL DISTRICT GOALS

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

Western Placer Unified School District

Regular Meeting of the Board of Trustees

June 15, 2021

WPUSD District Office/City Hall Building–Google Meet

600 Sixth Street, Lincoln, CA 95648

AGENDA

2020-2021 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.

1. **ANNOUNCEMENT:** EXECUTIVE ORDER N-29-30 TELECONFERENCE FLEXIBILITY
   This meeting is being held pursuant to the procedures established in Executive Order N-29-20 issued by California Governor Gavin Newsom on March 17, 2020. All board members may attend the meeting by teleconference. This meeting will be a virtual meeting. The public may listen/participate via instruction listed prior to section 3 of the agenda.

2. **ANNOUNCEMENT:** Should this Board Meeting encounter any security breech or inappropriate issues, the meeting will be ended immediately.

   To submit a public comment: Email - Superintendent's Administrative Assistant, Maria Gonzalez at mgonzalez@wpusd.org or Telephone – Call Superintendent's Administrative Assistant at (916) 645-6350.

   Public comments regarding any item appearing on the agenda may be submitted by 12:00 p.m. on Tuesday, June 15, 2021. Individuals who wish to make a public comment to the Board of Trustee have two options. Choose only one option: 1. Make a VERBAL public comment (3 minute max), 2.Submit a WRITTEN public comment (500 word limit for public comment) which will placed into the record and may or may not be read during the meeting.

   Call to Order Open Session
   Please join the meeting from your computer, tablet or smartphone.

   Video call link: https://meet.google.com/uwm-wvvb-wcz

5:00 P.M. START

3. **CALL TO ORDER** – WPUSD District Office/City Hall Bldg. – Google Meet

4. **COMMUNICATION FROM THE PUBLIC**

   This portion of the meeting is set aside for the purpose of allowing an opportunity for individuals to address the Board regarding matters on the agenda. The Board is not allowed to take action on any item, which is not on the agenda except as authorized by Government Code Section 54954.2

Regular Meeting of the Board of Trustees
June 15, 2021
Agenda

5:05 P.M.

5. CLOSED SESSION – WPUSD District Office – 4th Floor Zebra Conference Room

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

5.2 CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION
CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF15-514477

5.3 CONFERENCE WITH REAL PROPERTY NEGOTIATORS
Real Property (Parcel: 329-020-043, 329-020-041, 329-020,019) at Twelve Bridges High School.

5.4 PERSONNEL
Public Employee Employment/Discipline/Dismissal/Release

Open Session
Please join the meeting from your computer, tablet or smartphone.

Video call link: https://meet.google.com/uwm-wvvb-wcz

To submit a public comment: Email - Superintendent's Administrative Assistant, Maria Gonzalez at mgonzalez@wpusd.org or Telephone – Call Superintendent's Administrative Assistant at (916) 645-6350 by 12:00 p.m. on Tuesday, June 15, 2021.

Individuals who wish to make a public comment to the Board of Trustee have two options. Choose only one option: 1. Make a VERBAL public comment (3 minute max), 2.Submit a WRITTEN public comment (500 word limit for public comment) which will placed into the record and may or may not be read during the meeting

6:00 P.M.

6. ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE – District Office/City Hall Blvd., - Virtual Meeting – Google Meet
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

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

6.2 ***Page 12*** **- CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION**
CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF15-514477

6.3 ***Page 13*** **- CONFERENCE WITH REAL PROPERTY NEGOTIATORS**
Real Property (Parcel: 329-020-043, 329-020-041, 329-020,019) at Twelve Bridges High School.

6.4 ***Page 14*** **- PERSONNEL**
Public Employee Employment/Discipline/Dismissal/Release

7. ***Page 16-94*** **- CONSENT AGENDA**

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

7.1 Certificated Personnel Report
7.2 Classified Personnel Report
7.3 Approve Contract between Sierra Building Systems and WPUSD – Inspection Services 2021-22 School Year
7.4 Disposal of Surplus Items
7.5 Ratification of Agreement for Inspection Services with Donald Sharp for the Twelve Bridges Middle School Hydronic Piping Replacement Project
7.6 Ratification of Agreement for Materials Testing and Special Inspections with Blackburn Consulting for the Twelve Bridges Middle School Hydronic Piping Replacement Project
7.7 Approval of 2021-2022 Contract with Project Lead the Way
7.8 Approval of 2021-2022 Contract with Document Tracking Services
7.9 Approval of 2021-2022 Contract with Youth Development Network
7.10 Approval of 2021-2022 Contract with MCT Vision Screening
7.11 Consider Approval of Revised Substitute Teacher Salary Schedule
Roll call vote:

8. PUBLIC HEARING

8.1 ***Page 64*** **- Public Hearing on 2021-2024 Western Placer Unified School District LCAP**
Pursuant to Education Code (EC) 52062(b)(1), Western Placer Unified School District will hold a public hearing to solicit the recommendations and comments of members of the public regarding the specifications and expenditures proposed to be included in the Local Control and Accountability Plan (LCAP)

8.2 ***Page 212*** **- Public Hearing on 2021-22 Western Placer Unified School District Proposed Budget**
Per California Education Code 42127, on or before July 1 of each year, the governing Board of each school district shall hold a public hearing on the budget to be adopted for the subsequent fiscal year. At this hearing, the Board will take testimony from the public.

9. 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.

10. REPORTS & COMMUNICATION

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

11. ♦ACTION ♦DISCUSSION ♦INFORMATION

Please contact the Superintendent's Administrative Assistant, Maria Gonzalez at mgonzalez@wpusd.org prior to the start of the meeting to request to speak.

11.1 Action ***Page 215*** **– APPROVE RESOLUTION NO. 20/21.30 AUTHORIZING THE SUPERINTENDENT OR ASSISTANT SUPERINTENDENT OF BUSINESS AND OPERATIONS TO AWARD AND EXECUTE CONTRACTS DURING THE MONTH OF JULY– Adell** *(20-21 G & O Component I, II, III, IV, V)*
Roll call vote:

11.2 Information/ ***Page 218*** **– 2021-22 BUDGET ASSUMPTIONS AND PROPOSED BUDGET FOR GENERAL FUND AND OTHER FUNDS–Kilpatrick**
(20-21 G & O Component I, II, III, IV, V)

11.3 Action ***Page 245*** **– CONSIDER APPROVAL OF JOB DESCRIPTION AND SALARY SCHEDULE FOR THE POSITION OF; COLLEGE & CAREER COORDINATOR– Callahan** *(20-21 G & O Component I, II, III, IV, V)*

12. BOARD OF TRUSTEES

12.1 FUTURE AGENDA ITEMS

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

- School Safety
- Health
- Lee (Leland) Basham – naming of theater at LHS

12.2 BOARD MEMBER REPORTS/COMMENTS

13. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

- **June 22, 2021** 6:00 P.M., Special Meeting of the Board of Trustees – Google Meet

14. ADJOURNMENT

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

Posted: 061121
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DISCLOSURE OF ACTION TAKEN IN CLOSED SESSION, IF ANY

Western Placer Unified School District
CLOSED SESSION AGENDA

Place: **District Office/City Hall Bldg. – Google Meet**
Date: **Tuesday, June 15, 2021**
Time: **5:05 P.M.**

1. LICENSE/PERMIT DETERMINATION

2. SECURITY MATTERS

3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR

4. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

5. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

6. LIABILITY CLAIMS

7. THREAT TO PUBLIC SERVICES OR FACILITIES

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

9. CONFERENCE WITH LABOR NEGOTIATOR

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

1. LICENSE/PERMIT DETERMINATION
A. Specify the number of license or permit applications.

2. SECURITY MATTERS
A. Specify law enforcement agency
B. Title of Officer

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

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

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

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

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
No

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 15, 2021

ROLL CALL REQUIRED:
No

BACKGROUND:

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

ADMINISTRATION RECOMMENDATION:

Administration recommends the board of trustees be updated on negotiations.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
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SUBJECT:
CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION

AGENDA ITEM AREA:
Disclosure of Action Taken in Closed Session

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

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 15, 2021

ROLL CALL REQUIRED:
No

BACKGROUND:

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

RECOMMENDATION:

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

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
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SUBJECT:
CONFERENCE WITH REAL PROPERTY NEGOTIATORS

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Scott Leaman, Superintendent

ENCLOSURES:
No

DEPARTMENT:
Superintendent

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 15, 2021

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regards to Real Property (Parcel: 329-020-043, 329-020-041, 329-020-019) at Twelve Bridges High School.

RECOMMENDATION:
The Board of Trustees will disclose any action taken in closed session about the property.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
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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:
June 15, 2021

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 Employment/Discipline/Dismissal/Release.

wp/rk/factform

CONSENT AGENDA ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Certificated Personnel Report

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund/Categorical

MEETING DATE:
June 15, 2021

ROLL CALL REQUIRED:
No

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the certificated personnel report.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT

June 15, 2021

CERTIFICATED/MANAGEMENT

NEW HIRES:

1. Name: Christine Hodge
   Position: Elementary/High School Science/Biology Teacher
   FTE: 1.0 FTE
   Effective: July 1, 2021
   School Site: Twelve Bridges High/Twelve Bridges Elementary School

REQUEST FOR LEAVE OF ABSENCE:

1. Name: Irina Pchelnikova
   Position: Science Teacher
   Effective: April 25 – June 11, 2021
   School Site: Lincoln High School

REQUEST FOR LEAVE OF ABSENCE (SHARED CONTRACTS): None

RESIGNATIONS:

1. Name: Cameron Layton
   Position: Assistant Principal
   FTE: 1.0 FTE
   Effective: June 30, 2021
   School Site: Lincoln High School
2. Name: Timothy Murphy
   Position: SDC Teacher
   FTE: 1.0 FTE
   Effective: June 30, 2021
   School Site: Scott M. Leman Elementary School

RETIREMENTS: None

TRANSFERS/PROMOTIONS:

1. Name: Amanda Burch
   Position: District Nurse
   FTE: 1.0 FTE
   Effective: July 1, 2021
   School Site: District
2. Name: Reno Penders
   Position: Director of Educational Services
   FTE: 1.0 FTE
   Effective: July 1, 2021
   School Site: District

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
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:
June 15, 2021

ROLL CALL REQUIRED:
No

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the classified personnel report.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT

June 15, 2021

CLASSIFIED/MANAGEMENT

NEW HIRES: None

REHIRE: None

TRANSFER/PROMOTIONS:

1. Name: Juanita Arias
   Position: Food Service Assistant
   FTE: 5.0 hours
   Days: 10 Months
   Effective: 2021/2022 School Year
   Site: Glen Edwards Middle School

2. Name: Judy Catiis
   Position: Health Clerk
   FTE: 3.0 hours
   Days: 10 Months
   Effective: 2021/2022 School Year
   Site: Twelve Bridges Elementary School

3. Name: Ann Nordby
   Position: School Secretary I
   FTE: 8.0 hours
   Days: 11 Months
   Effective: 2021/2022 School Year
   Site: Sheridan Elementary School

4. Name: Heather Snider
   Position: High School Food Service Lead
   FTE: 7.0 hours
   Days: 10 Months
   Effective: 2021/2022 School Year
   Site: Lincoln High School

5. Name: Melody Boyd
   Position: Middle School Food Service Lead
   FTE: 5.0 hours
   Days: 10 Months
   Effective: 2021/2022 School Year
   Site: Twelve Bridges Middle School

TRANSFER/PROMOTIONS CONTINUED:

6. Name: Lynn Stansbury
   Position: Food Service Lead
   FTE: 4.0 hours
   Days: 10 Months
   Effective: 2021/2022 School Year
   Site: Scott M. Leaman Elementary School

7. Name: Sandra Ruiz
   Position: Food Service Lead
   FTE: 4.0 hours
   Days: 10 Months
   Effective: 2021/2022 School Year
   Site: Lincoln Crossing Elementary School

8. Name: Connie Brown
   Position: Counselor Secretary
   FTE: 4.0 hours
   Days: 11 Months
   Effective: 2021/2022 School Year
   Site: Twelve Bridges High School

9. Name: Socorro Ferguson
   Position: High School Library Technician
   FTE: 8.0 hours
   Days: 10 Months
   Effective: 2021/2022 School Year
   Site: Twelve Bridges High School

10. Name: Dawn Bremner
    Position: School Clerk III
    FTE: 8.0 hours
    Days: 11 Months
    Effective: 2021/2022 School Year
    Site: Twelve Bridges High School

11. Name: Karen Reilly
    Position: School Clerk II
    FTE: 8.0 hours
    Days: 11 Months
    Effective: 2021/2022 School Year
    Site: Lincoln Crossing Elementary

12. Name: Jennifer Bailey
    Position: Campus/Cafeteria Supervisor
    FTE: 2.0 hours
    Days: 10 Months
    Effective: 2021/2022 School Year
    Site: Carlin C Coppin Elementary School

13. Name: Moriah Shores
    Position: Food Service Assistant
    FTE: 3.0 hours
    Days: 10 Months
    Effective: 2021/2022 School Year
    Site: Twelve Bridges Middle School

ADDITIONAL POSITION:

1. Name: Judy Catiis
   Position: School Clerk II
   FTE: 4.0 hours
   Days: 11 Months
   Effective: July 01, 2021
   Site: Twelve Bridges Elementary School

2. Name: Connie Brown
   Position: Assistant Principal Secretary
   FTE: 4.0 hours
   Days: 11 Months
   Effective: 2021/2022 School Year
   Site: Twelve Bridges High School

REQUEST FOR LEAVE OF ABSENCE (Maternity Leave): None

REQUEST FOR LEAVE OF ABSENCE: None

RESIGNATIONS:

1. Name: Taylor Fiorica
   Position: Instructional Aide
   Effective: June 11, 2021
   Site: Creekside Oaks Elementary School

2. Name: Moriah Shores
   Position: Instructional Aide
   Effective: June 11, 2021
   Site: Lincoln Crossing Elementary School

RETIREMENTS: None

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Approve Contract between Sierra Building Systems and WPUSD – Inspection Services 2021-22 School year

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business Services

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

Routine Repair & Maintenance Budget

MEETING DATE:

June 15, 2021

ROLL CALL REQUIRED:

No

BACKGROUND:

Siemens Industry has agreed to provide test and inspection services for all district-wide school's fire alarm and sprinkler systems for Western Placer Unified School District. The contract is a three-year term starting July 1, 2021 and will be paid with Routine Repair & Maintenance funds.

RECOMMENDATION:

Administration recommends the Board ratify the proposal for repair services between Sierra Building Systems and Western Placer Unified School District.

SIERRA BUILDING SYSTEMS, INC.

FIRE • SECURITY • ACCESS • CCTV • INTERCOM • SOUND

A Low Voltage Integrator
502 Giuseppe Ct. Suite 11
Roseville, CA 95678

PROPOSAL

June 7th 2021

To: **Tom Butcher - WPUSD**

RE: WPUSD district wide annual fire alarm and sprinkler testing.
Sierra Building Systems proposes to provide all labor to test and inspect system(s) as listed in below scope of work

SCOPE OF WORK:
Complete NFPA 72 and NFPA 25 annual testing of the sites listed below:

SITE NAME	TECHS	PRICING
Carlin C coppin	2	$1,320.00
Creekside Oaks ES	2	$2,640.00
District Maint	1	$330.00
District maint offices	1	$330.00
First street ES	1	$660.00
Fosket Ranch ES	2	$7,920.00
Glen Edwards MS	2	$7,920.00
Lincoln Crossing ES	2	$5,280.00
Lincoln High School	2	$10,560.00
Lincoln HS Farm	1	$660.00
Phoenix HS	2	$1,320.00
Twelve Bridges ES	2	$7,920.00
Twelve Bridges MS	2	$10,560.00
Scott M Leaman	2	$7,450.00
Sheridan	2	$660.00
Little Blue Schoolhouse	1	$330.00
NEW 12 bridges HS	2	$13,200.00
TOTALS		$79,060.00

Includes prevailing wage labor rates on 1st shift.

Work to begin during summer schedule 7/1/21 - 6/30/22
A full work schedule will be provided after acceptance.

EXCLUDES

- Work outside of above includes
- Aerial Man-lift (if district cannot provide a lift when required SBS will quote this separately)
- Design

- Permit and/or Plan check fees
- Additional city, county, state, fire, police and or insurance company requirements
- Responsibility for the integrity, design and/or programming of the existing system
- Utility Company requirements: Phone Lines, MPOE make up or power requirements.
- Internet services, modems, routers, network connection, network programing, cellular signal, cellular service (cable or Wi-Fi) unless specified
- Work done at premium time (Normal Business Hours M-F 7AM-4PM)
- Fire Watch
- Notary Fees
- Device, equipment or peripheral device replacement or labor to replace
- Excavation of buried check valve
- **Annual elevator inspection**
- **Flushing fire mains, cross mains and branch lines**
- **5-year fire sprinkler and standpipe testing and inspections**
- **Backflow testing**
- **Fire Hydrant flow testing**
- **Fire pump testing**
- **Pre-Action or special hazard system inspections**
- **BDA/DBA system testing**
- De-chlorinization of discharged water
- Responsibility for moving parked vehicles that may be exposed to water during testing
- Responsibility for water damage to property and vehicles (staining, erosion etc.)
- Painting, Sheetrock removal or repair
- Second shift labor rates (additional chargers will be applied if customer requires after hours/second shift labor)

All material is guaranteed to be as specified and completed in a professional workmanlike manner for the lump sum of **$79,060.00** based on a 3-year agreement. Option to re-bid and adjust pricing after the first year. Payments to be as follows: billed upon completion. Above price is based upon above listed scope of work.

Insurance and Bonds

Sierra Building Systems will provide Additionally Insured Endorsements for this contract. Our Coverage includes the following:

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR X $5,000 Deductible GEN'L AGGREGATE LIMIT APPLIES PER: POLICY X PRO-JECT LOC OTHER:	X	Y	BCS0039080	12/14/2020	12/14/2021	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$ 1,000,000 $ 100,000 $ Excluded $ 1,000,000 $ 2,000,000 $ 2,000,000
B	AUTOMOBILE LIABILITY X ANY AUTO ALL OWNED AUTOS SCHEDULED AUTOS X HIRED AUTOS X NON-OWNED AUTOS	X	Y	********** RENEWAL ********** ACP3076414869	4/20/2021	4/20/2022	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ 1,000,000 $ $ $
A	X UMBRELLA LIAB X OCCUR EXCESS LIAB CLAIMS-MADE DED RETENTION $			XLS0:17561	12/14/2020	12/14/2021	EACH OCCURRENCE AGGREGATE	$ 5,000,000 $ 5,000,000
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N: Y If yes, describe under DESCRIPTION OF OPERATIONS below	N/A	Y	57WECSQ9575	8/1/2020	8/1/2021	X PER STATUTE OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ 1,000,000 $ 1,000,000 $ 1,000,000
A	Professional Liability			BCS0039080	12/14/2020	12/14/2021	Occurrence/Aggregate	$1,000,000
D	Rented, Leased Equipment			2889753	1/7/2021	1/7/2022	Limit	$100,000

CA LISC # 783225 SBE# 132600 Phone 530-637-5550 Fax 530-637-5551

If the contact requires limits higher than noted above and the information is not provided at bid time there will be additional cost associated with the increase of coverage. If Bid Bonds or Performance Bonds are required those will be provided at an additional 3% of the contract price.

Terms and Conditions

Sierra Building Systems offers and agrees to furnish all labor and materials to be completed in a professional workmanlike manner to install the equipment or provide services as described above and outlined in the scope of work. Any alterations or deviations from the written scope of work or any request to provide or perform additional materials or labor not outlined above involving extra costs will be executed only upon written change orders, and will become an extra charge over and above the listed price above. All invoices not paid in full by the agreed date either in writing or verbal will be subject charges in the amount of 2% per month of the total due, and if necessary responsible for all attorney(s) fees for collection. This proposal may be withdrawn by us if not accepted within (30) days of receipt. Sierra Building Systems shall be provided with owner name, lending company and bonding companies name for this project to include all pre-lien information. Alarm system monitoring may be provided under a separate additional contract. Any losses, theft or damages to equipment or materials installed by Sierra Building Systems, Inc. or secured on the project site shall be covered by the General Contractors or Owners Builders Risk Insurance. Sierra Building System will not be held liable for any such losses or damages to said equipment or material theft or damages. Sierra Building Systems is a non-Union contractor and will not be held liable for delay, work stoppages and or any back charges due to this fact. This scope and our terms and conditions will become an integral part of the contract. By issuing a subcontract, purchase order or written authorization to proceed you have agreed to this scope of work, price and terms and conditions as stated within this document and it will become an integral part of the contract. If no contract or purchase order is to be provided this document must be returned with an authorized agent of the owner's signature. Failure to do so will delay submittals, scheduling and material delivery.

Should you have any questions please feel free to call me.

Preston Rhea
Account Manager/Service Sales Lead
Sierra Building Systems, Inc.

Acceptance of Proposal - The above prices, specifications and/or scope of work, terms and conditions are satisfactory and are hereby accepted. You are authorized to do the work as listed above.

Authorized Signature Title

Audrey Kilpatrick

Asst Supt of Business Svs and Operations

6/9/21

Date of Acceptance

CA LIC # 783225 SBE# 132600 Phone 530-637-5550 Fax 530-637-5551

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:
Disposal of Surplus Items

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Audrey Kilpatrick
Assistant Superintendent of Business Services

ENCLOSURES:
No

DEPARTMENT:
Business Services

FINANCIAL INPUT/SOURCE:
Textbook Fund

MEETING DATE:
June 15, 2021

ROLL CALL REQUIRED:
No

BACKGROUND:

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

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

- Carnagie - Math 1: 1 Skills Practice and 25 sets of textbooks
- Carnagie - Math 2: 55 Skills Practice and 226 sets of textbooks
- Carnagie - Math 3: 1 Skills Practice

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

RECOMMENDATION:

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

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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SUBJECT:
Ratification of Agreement for Inspection Services With Donald Sharp for the Twelve Bridges Middle School Hydronic Piping Replacement Project

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Michael Adell
Director of Facilities

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Facilities Funds

MEETING DATE:
June 15, 2021

ROLL CALL REQUIRED:
Yes

BACKGROUND:

The Twelve Bridges Middle School Hydronic Piping Replacement Project will be completed in Summer 2021. The project will include the replacement of approximately 4,000 lineal feet of underground and above grade hydronic piping and associated saw cutting, trenching, backfilling, building exterior patching, and replacement of hardscape and landscape. The project will require inspection services from an Inspector of Record (IOR) to include, but not limited to, inspection of work in progress for compliance of approved plans and specifications, certification of work and materials, coordination of lab tests, and final close-out of project. Donald Sharpe will serve as the IOR for the project.

RECOMMENDATION:

Staff recommends the Board of Trustees Ratify the Agreement for Inspection Services with Donald Sharp for the Twelve Bridges Middle School Hydronic Piping Replacement Project.

Sharp Architecture, Inc.
A Professional Corporation

8355 Oak Knoll Dr.
Granite Bay, CA 95746
T. 916-257-3980
www.sharparchitecture.com

PROPOSAL

Inspection Services

This Agreement is the offer of Sharp Architecture, Inc. (herein referred to as "the Project Inspector"), to perform the consulting services described in this Proposal. Acceptance by the Client is strictly limited to this Proposal and the attached Terms and Conditions for Inspection Services, which when acknowledged in writing, is authorization to proceed. The Client is defined as the person or business entity signing the Agreement authorizing the Project Inspector to proceed.

This Agreement supersedes all prior written proposals, and/or negotiations not referenced herein, between the parties and is expressly conditioned upon the Client's agreement of the attached Terms and Conditions. This Agreement may only be modified in writing and executed by both parties.

PROJECT No. 21-427

PROPOSAL DATE: June 1, 2021

CLIENT:

Name of Client(s)	
Mailing Address	600 Sixth St., Ste. 400
City, State and Zip Code	Lincoln, CA 95648-1825
Contact:	Michael Adell, Director Facilities
Telephone:	(916) 645-6350
email:	

PROJECT NAME:

Twelve Bridges Middle School Hydronic System Replacement

PROJECT LOCATION:

	Twelve Bridges Middle School
Address of Project	770 Westview Dr,
City, State and Zip Code	Lincoln, CA 95648

PROJECT DESCRIPTION:

The Project shall be as follows:

Observe and report on the removal, re-routing and replacement of leaking hydronic piping system and installation of new system.

SCOPE OF SERVICES

1. SCOPE OF WORK

Owner hereby hires the INSPECTOR as an independent contractor to perform inspection services as an Inspector of Record on the project herein described. Services shall includes but, but are not limited to:

A. Inspection of work in progress for compliance with approved plans and specifications, applicable building codes, regulations and ordinances.
B. Keeping of a daily log of contractor activities.
C. Certification of work completed and materials used on the project and review and approval of contractor request for payment.
D. Coordination for all required lab tests. Services and inspection normally provided by a testing laboratory include: welding, batch plant observation, masonry, soils, etc,. are not part of this contract.
E. Keep OWNER informed at all times, regarding quality of work, project schedule, and coordination of consultants.
F. Be physically present at the construction site during structural construction operations and at any additional timer, deemed necessary by the Architect and Owner.
G. Work with the Architect and immediately report to the Architect any failure by the contractors to comply with the approved plans, drawings, and specifications, or any attempted substitutions as to required materials and or workmanship in any portion of the work.
H. Have the authority to inform the contractors of any conflicts and/or inconsistencies with the plans, drawings, and specifications; to reject defective materials and to suspend any work which is being improperly done, subject to the ultimate decision of the Architect and the Owner.
I. Any and all other duties that the INSPECTOR is required to perform under the California Code of Regulations, Part, 1, Title 24.

2. COMPENSATION

A. The OWNER shall pay the INSPECTOR the sum of $90.00 per hour, as compensation for services, herein described, payable no later than ten (10) working days following invoice date. Invoices shall be submitted by the INSPECTOR, on the fifteenth and on the final day of each month. Each invoice shall reflect the hours spent per workday by the INSPECTOR in preforming his duties under this agreement. It is understood that no deductions will be made, from payments to the INSPECTOR, on account of withholding for income tax, social security, health insurance, retirement,

or any other benefits, applicable to employees of the OWNER, nor shall the, INSPECTOR be entitled to any payment for expenses unless expressly provided in this agreement.

B. The INSPECTOR agrees to devote inspection time as necessary to perform the services as required by this contract in a competent, adequate and continuous manner as required by the California Code of Regulations. A four (4) hour minimum charge shall be applied for each time that the INSPECTOR shall visit the site to cover travel and preparation of reports.

C. Overtime hours required as a result of unusual job conditions, or shift, work, shall be invoiced at an hourly rate of $135.00/per hour, upon approval of the Architect and / or Owner. Overtime work is defined as any hours in excess of a normal eight hour day and / or Saturday work. Sunday and Holiday work shall be invoiced at $180.00 per hour.

D. Projects that have a time line for construction that is one year or greater, the OWNER agrees that the INSPECTOR shall be allowed to take two weeks of vacation during this construction period. This vacation time will be scheduled, by the INSPECTOR, around the construction scheduled in such a manner as to not impede, or cause any delay to the progress or completion of the project.

E. Payments to the Inspector are due upon receipt of each invoice for services rendered and payable within 10 calendar days from the date of the invoice. Unpaid balances are subject to interest charges at the maximum rate allowable by law.

F. Any invoices remaining unpaid 20 calendar days or more after the date of the invoice may, at the Inspector's sole discretion, result in the cessation of all work on the project being carried out under the direction of the Architect.

G. All reasonable costs (Costs of Recovery), including administrative and attorney's fees, that may be incurred by the Inspector and his representatives in their effort to collect past due amounts owed to the Inspector for more than 45 calendar days, are to be added to the amounts due the Inspector and are to be paid by the Owner, or deducted from any deposits held. All payments to the Inspector made after an invoice is past due more than 45 days shall first be credited to the Costs of Recovery, then to the most past due invoice until the account is brought current.

H. All unresolved disputes between the Owner and the Inspector are to go first to Mediation, and then to binding Arbitration. The filing costs of mediation will be paid by the Owner until the matter is resolved. The

Inspector's reasonable legal costs associated with Mediation and Arbitration are considered Costs of Recovery.

I. Any disagreements with any portion of any invoice are to be brought to the attention of the Inspector within 7 calendar days of the date of the invoice, and are to be in writing making specific reference to those items in dispute. Amounts not in dispute are to be paid. Amounts disputed will carry late payment charges until the dispute is resolved.

3. REIMBURSABLE EXPENSES:

A. Reimbursable Expenses include expenses incurred by the INSPECTOR in the interest of the Project. Such reimbursable expenses shall include, but not limited to:

- expense of transportation and living expenses in connection with out of town travel authorized by the Owner;
- long distance communications;
- fees paid for securing the approval of authorities having jurisdiction over the Project;
- reproductions;
- postage and handling of Drawings and Specifications;
- expense of overtime work requiring higher than regular rates, if authorized by the Owner;
- renderings and models requested by the Owner;
- expense of additional insurance coverage or limits, including professional liability insurance, requested by the Owner in excess of that normally carried by the Inspector;
- expense of computer-aided design and drafting equipment time when used in connection with the Project.

4. PERFORMANCE OF DUTIES

The INSPECTOR agrees, to the best of his ability and experience, that he will at all times loyally and conscientiously perform all of the duties, and obligations required of him either expressly or implicitly by terms of this agreement.

5. AVAILABILITY OF TIME

The INSPECTOR agrees to be available to inspect the OWNER's, construction as needed and in no way delay progress due to unavailability.

6. INSURANCE

It is understood that the INSPECTOR is an independent contractor and does not carry professional liability insurance. The OWNER agrees to "Hold Harmless" the

INSPECTOR from liability for loss, damage, or injury to persons or property during or relating to the performance of inspection services under this agreement, except if such liability, loss, damage, or injury to persons, or property is caused by the negligence of the INSPECTOR. The INSPECTOR agrees to defend, indemnify and hold harmless, the Owner, its trustees, officers, employees and agents, from and against claims, liability, causes of action, damages, and/or expenses including reasonable attorney's fees and costs, arising out of or related to INSPECTOR's performance under this agreement.

7. WARRANTY

The INSPECTOR does not express, nor imply any warranties or guarantees whatsoever, except that the INSPECTOR warrants and represents that he is competent to perform the duties and responsibilities required by this agreement.

8. RECORDS

The INSPECTOR shall maintain at all times complete detailed records and inspection logs with regards to the services performed under this agreement. Said records shall be the property of the INSPECTOR, except for those records that, by law, are considered to be the property of the Owner.

9. TERM

The term of this agreement shall commence upon execution and will remain in effect until such time that either a Notice of Completion has been filed with the County Recorder or the contractors have completed all of the requirements of the contract documents, whichever occurs first.

10. CANCELLATION

This agreement may be canceled by the OWNER upon giving ten (10) days advance written notice, or by the INSPECTOR by giving ten (10) days advance written notice. In the event of cancellation, the INSPECTOR shall be paid for all services performed up to the effective date of cancellation.

11. GOVERNING LAW

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

12. MODIFICATIONS

The terms of this agreement shall not be waived, altered, modified, supplemented or amended, in any manner whatsoever, except by written agreement signed by the parties.

13. ENTIRE AGREEMENT

This agreement represents the entire agreement between the parties and supercedes all prior negotiations, representations or agreements, either written or oral.

14. ATTORNEYS FEES AND COSTS

Should any party to this agreement commence a legal or equitable action to either enforce or interpret the provisions of this agreement, the prevailing party shall be entitled to receive its reasonable attorney's fees and costs.

15. HOURLY RATE SCHEDULE 2021

Compensation for INSPECTOR Services as described above shall be billed at the Architect's standard hourly rate as indicated below.
The INSPECTOR' s standard hourly rates are as follows:

Inspector of Record Services.....$ 90.00 per hour
Clerical Staff.....$ 75.00 per hour
Word Processing.....$ 75.00 per hour
Administrative Assistant.....$75.00 per hour
Expert Witness Services
Deposition.....$ 225.00 per hour
Arbitration / Litigation.....$ 300.00 per hour
Mileage.....$0.50 per mile

Payments are due and payable upon receipt of the Inspector's semi-monthly invoice. Amounts unpaid Twenty (20) days after the invoice date shall bear interest from the date payment is due at the rate of Eighteen percent (18.00%) per annum , or in the absence thereof: at the legal rate prevailing at the principal place of business of the INSPECTOR.

IN WITNESS WHEREOF, this agreement has been executed on day, month, and year first written.

ACCEPTANCE OF PROPOSAL

The aforementioned Project Description, Scope of Services, Compensation and the Standard Terms and Conditions for Inspection Services are hereby accepted as the Agreement between Client and Inspector. The Inspector is authorized to proceed as specified. Payments shall be made as indicated above.

Accepted by: _____ Date: _____
Name of Client(s)

Accepted by: _____ Date: 6/1/21
Donald Sharp, AIA (C-22167)
For Sharp Architecture, Inc.

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:
Ratification of Agreement for Materials Testing and Special Inspections with Blackburn Consulting for the Twelve Bridges Middle School Hydronic Piping Replacement Project

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Michael Adell
Director of Facilities

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Facilities Funds

MEETING DATE:
June 15, 2021

ROLL CALL REQUIRED:
Yes

BACKGROUND:

The Twelve Bridges Middle School Hydronic Piping Replacement Project will be completed in Summer 2021. The project will require materials testing and special inspection services from an approved testing laboratory to include, but not limited to, concrete sampling and testing and soil compaction testing in compliance of approved plans and specifications and final closeout of project.

Blackburn Consulting will be providing the materials testing and special inspections for the Twelve Bridges Middle School Hydronic Piping Replacement Project.

RECOMMENDATION:

Staff recommends the Board of Trustees Ratify the Agreement for Materials Testing and Special Inspections with Blackburn Consulting for the Twelve Bridges Middle School Hydronic Piping Replacement Project.

West Sacramento Office:
2491 Boatman Avenue
West Sacramento, CA 95691
(916) 375-8706

BLACKBURN
CONSULTING

Auburn (530) 887-1494
Fresno (559) 438-8411

File No. 4080.P
June 8, 2021

Michael Adell
Director of Facilities
Western Placer Unified School District (WPUSD)
600 Sixth Street, 4th Floor
Lincoln, CA 95648

Subject: **PROPOSAL FOR MATERIALS TESTING & FILL MATERIAL ASSESSMENT**
Twelve Bridges Middle School Hydronics Replacement Project
Lincoln, California

Dear Mr. Adell,

At your request, Blackburn Consulting (Blackburn) prepared this proposal for the Twelve Bridges Middle School Hydronics Replacement Project in Lincoln, California. Our proposal includes Basis of Proposal, Scope of Services, Fee Estimate, and Limitations.

BASIS OF PROPOSAL

We based our scope of services and fee estimate on:

- Discussion with District Inspector of Record Don Sharp on 6/8/21.

SCOPE OF SERVICES

Blackburn proposes the following materials testing and fill material assessment scope of services:

Task1: Materials Testing

- Perform compaction testing of trench backfill (9, 4-hour days including travel).
- Perform concrete sampling of thrust blocks (1, 4-hour days and 1, 2-hour sample pickup).

Blackburn and its subconsultant's certified inspectors will perform the above scope. Blackburn will prepare and submit Daily Inspection Reports to WPUSD summarizing our inspection activities.

Task 2: Fill Material Assessment

It is our understanding that our client wishes to accept fill material that will be excavated and stockpiled at 12 Bridges Middle School located at 770 Westview Dr, Lincoln, CA 95648. The borrow material will be used for earthen fill for the 12 Bridges High School project.

Blackburn will complete the fill material assessment in general accordance with the Department of Toxic Substance Control (DTSC) Information Advisory Clean Imported Fill Material Guidance Document (October 2001). We propose the following Scope of Services, Fee, and Schedule.

Environmental Project Coordination and Review of Site

Prior to completing field activities, Blackburn will:

- Discuss project, review stockpile dimensions and location, and coordinate work schedule with Client.
- Prepare a Work Plan identifying proposed sample locations and sampling method.
- Prepare a Worker Health and Safety Plan.
- Confirm right-of-entry has been obtained by Client or is not required.
- Prepare subcontract for laboratory analysis.

Environmental Field Activities

Blackburn will perform our field exploration within the proposed excavation areas. Field activities include:

- Prepare a written sampling diagram of stockpile dimensions and sampling locations.
- The soil within the stockpile will be sampled in two roughly equal sectors (samples 1 and 2) by collecting one samples from each sector.
- Obtain a maximum of two (2) discrete samples from the soil stockpiles using a hand trowel, hand auger, and/or slide-hammer sampling equipment.
- Sample depths and locations will vary depending on the dimensions of the stockpile.
- Transfer samples into glass jars, syringe, or similar sample container, label with the sample time, date, location, depth, and the sampler's initials.
- Clean sampling equipment with an Alconox wash solution and a distilled water rinse between each sample location.
- Place sample containers in a cooled ice chest and deliver to a California certified analytical laboratory, under continuous chain-of-custody documentation.

Environmental Laboratory Testing and Analysis

Blackburn will analyze each sample for the following constituents:

- Semi-VOCs including PAHs (EPA Method 8270C),
- TPH gasoline/diesel/motor oil (EPA method 8015),
- Organochlorine Pesticides (EPA Method 8081A), and
- CAM17 Metals (EPA Methods 6010B).

Laboratory quality assurance will consist of Method Blanks and Spiked Samples.

BLACKBURN CONSULTING

Fill Material Assessment Report

Prepare a Data Report which will summarize our sampling activities and laboratory test results. The report will include:

- Stockpile description.
- Diagram/grid indicating stockpile sampling locations and depths.
- Comparison of analytical results with current regulatory screening levels.
- Vicinity and Site maps with stockpile location.
- Limitations of the Report.

FEE ESTIMATE

We estimate a fee of $10,332 to provide the materials testing scope of services described above and a fee of $4,960 to complete the fill material assessment. We attach our fee itemization. Our estimate is based on limited information, and depends greatly on factors unknown now, such as potential changes to the plans and specifications, the construction schedule, re-inspection, etc. We will notify you in a timely manner if we anticipate exceeding our estimate.

LIMITATIONS

Blackburn's test results will only be applicable and accurate to the locations and depths/elevations inspected/tested. Our scope does not include geotechnical, structural, or civil engineering design or mitigation recommendations for unanticipated conditions encountered during construction. We can perform engineering evaluation and provide recommendations for an additional scope and fee.

Thank you for including Blackburn Consulting on your project team. We look forward to working with you. Please let us know if you have questions or need more information.

Sincerely,

BLACKBURN CONSULTING

Reviewed by:





Bryce W. Moore
Director of Construction Services

David J. Morrell PE, GE
Senior Project Manager

Attached: Fee Estimate Itemization

West Sacramento Office:
2491 Boatman Avenue
West Sacramento, CA 95691
(916) 375-8706

BLACKBURN CONSULTING

Main Auburn Office:
(530) 887-1494
Fresno Office:
(559) 438-8411

FEE ITEMIZATION FOR MATERIAL TESTING

Twelve Bridges Middle School Hydronics Replacement Project

Lincoln, CA

June 8, 2021 File No.: 4080.P

TASK	ITEM	QUANTITY	RATE	UNIT	MULT.	ITEM COST	SUBTOTAL
Materials Testing							
Utility Backfill, Concrete	Senior Project Manager	2	$ 223	hour	1	$446	
	Field Services Manager	4	$ 167	hour	1	$668	
	Grp3-Prevailing Wage	40	$ 175	hour	1	$7,000	
	Grp3-Prevailing Wage OT		$ 205	hour	1	$0	
	Nuclear Density Tests	20	$ 18	test	1	$360	
	Concrete Cylinders	4	$ 41	ea	1	$164	
	Concrete Cylinder Pickup	2	$ 175	hour	1	$350	
	Mileage	715	$ 0.90	mi	1	$644	
							$9,632
Materials Laboratory Testing							
	Modified Proctor	2	$ 350	test	1	$700	
							$700
						Total Estimated Materials Testing Fee	$10,332
Fill Material Assessment							
Investigation	Principal	0.5	$254	hour	1	$127	
Prepare Workplan and H&S Plan	Project Manager	2	$198	hour	1	$396	
Set up Field Work	Project Engineer/Geologist II	0	$162	hour	1	$0	
Sampling Field Work	Project Engineer I	8	$152	hour	1.2	$1,459	
Hand Sampling Equipment	Sampling Equipment	1	$275	ea	1.2	$330	
	Assistant	1	$112	hour	1	$112	
	Mileage	120	$0.90	test	1	$108	
							$2,532
Laboratory Tests	SVOCs (EPA 8270C)	2	$95	test	1.2	$228	
Environmental Testing	Pesticides (EPA 8081A)	2	$55	test	1.2	$132	
	Metals (EPA 6010B)	2	$90	test	1.2	$216	
	TPH Carbon Chain (EPA 8015)	2	$40	test	1.2	$96	
	Assistant	0.5	$105	hour	1	$53	
							$725
Data Report	Principal	0.5	$254	hour	1	$127	
	Project Manager	1	$198	hour	1	$198	
	Project Engineer/Geologist II	6	$162	hour	1	$972	
	Assistant	1	$112	hour	1	$112	
	CAD/Drafting	2	$147	hour	1	$294	
							$1,703
						Total Estimated Fill Material Assessment Fee	$4,960

Notes:
Blackburn Consulting suggests a 5-10% contingency to cover unanticipated services

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:
Approval of 2021-2022 Contract with Project Lead the Way

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Kerry Callahan
Deputy Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
Instructional Materials

MEETING DATE:
June 15, 2021

ROLL CALL REQUIRED:
No

BACKGROUND:
The attached one-year contract is with Project Lead the Way (PTLW) adding Twelve Bridges High School to our current contract. PTLW has curriculum to support the biomedical CTE pathway. We currently have Project Lead the Way contracts with SLMES, GEMS, TBMS, and LHS.

RECOMMENDATION:
Administration recommends that the Board approve the addition to the contract between Project Lead the Way and Western Placer Unified School District for Twelve Bridges High School.

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PLTW Participation Confirmation

This Participation Form is the Program Participant's commitment to purchase the PLTW Programs listed below and is effective on the date that this Participation Form has been signed by the Program Participant and PLTW.

Western Placer Unified School District
600 6th Street Suite 400 ,
Lincoln CA, 95648

Program Coordinator
Reno Penders
rpenders@wpusd.org

Program Coordinator
Michael Maul
mmaul@wpusd.org

This document has been signed by PLTW in its original format, and PLTW's consent is limited to the original language contained herein. PLTW does not consent to any changes made to this document. Any modifications Program Participant makes to this document shall not be made part of the document absent review and subsequent signature of PLTW approving said changes.

DocuSign Envelope ID: 51EEFA06-BA9D-4E55-95DD-EBABC6A24E80

New PLTW Programs

PLTW Biomedical Science (9-12)

Site Name	Implementation Year
Twelve Bridges High School	2021-2022

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DocuSign Envelope ID: 51EEFA06-BA9D-4E55-95DD-EBABC6A24E80

Active PLTW Programs

Site Name	Program Name	Implementation Year
Glen Edwards Middle School	Gateway	2020-2021
Lincoln High School	Engineering	2020-2021
Lincoln High School	Biomedical Science	2020-2021
Scott M. Leaman Elementary School	Launch	2020-2021
Twelve Bridges Middle School	Gateway	2020-2021

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This Participation Form and the PLTW Terms and Conditions constitute the entire understanding between the parties during the Term of this Agreement.

Date: 5/24/2021

By: DocuSigned by: Audrey Kilpatrick 95D4DBDE83A9467...

Program Participant or its legally authorized designee

Date: May 21, 2021

By:

Kathleen E. Mote
EVP & Chief Administrative Officer

This document has been signed by PLTW in its original format, and PLTW's consent is limited to the original language contained herein. PLTW does not consent to any changes made to this document. Any modifications Program Participant makes to this document shall not be made part of the document absent review and subsequent signature of PLTW approving said changes.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:
Approval of 2021-2022 Contract with Document Tracking Services

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Kerry Callahan
Deputy Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
Pupil Testing

MEETING DATE:
June 15, 2021

ROLL CALL REQUIRED:
No

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

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



LICENSING AGREEMENT

This Agreement effective **July 1, 2021**, is made and entered into by **Western Placer Unified School District** as Licensee and Document Tracking Services (DTS) as Licensor each a "Party" and collectively the "Parties".

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

A. License. DTS hereby grants to Licensee a non-exclusive license to use DTS application in order to create, edit, update, print and track specific documents as described in Exhibit **A** of this agreement.

   (i) DTS retains all rights, title and interest in DTS application and any registered trademarks associated with the license.

   (ii) Licensee retains all rights, title and interest in the documents as described in Exhibit **A** of this agreement.

B. Internet Areas. All parties including third party licensees shall not be permitted to establish any "pointers" or links between the Online Area and any other area on or outside of the DTS login without the prior written approval.

C. Term of License. The term of the Agreement is for **one (1) year** from the effective date (as noted in paragraph one) of the license agreement.

D. Personnel. DTS will assign the appropriate personnel to represent DTS in all aspects of the license including but not limited to account set up and customer license inquiries.

E. Content. DTS will be solely responsible for loading the content supplied by Licensee into DTS secure server and provide complete access to Licensee and its representatives.

F. Security of Data. DTS at all times will have complete security of Licensee documents on dedicated servers that only authorized DTS personnel will have access to; all login by DTS authorized will be stored and saved as to time of log-in and log-out.

   (i) Licensee may request DTS to only store Licensee documents for the period of time that allows Licensee and its authorized personnel to create, edit and update their documents.

G. Management of Database. DTS shall allow Licensee to review, edit, create, update and otherwise manage all content of Licensee available through the Secure Login of DTS.

H. Customer License. DTS shall respond promptly and professionally to questions, comments, complaints and other reasonable requests regarding any aspect of DTS application by Licensee. DTS business hours are Monday-Friday 8AM PST to 5PM PST except for national/state holidays.



I. License Fee. Licensee shall pay a fee of **$2,730**.

J. Document Set Up Fee. The one-time set up fee for documents as described in Exhibit A and made a part of this Agreement is **$0**.

K. Payment Terms. Licensee shall pay the annual licensing fee upon execution of the Agreement between parties and the electronic submittal of the invoice to Licensee.

L. Number of Documents. The maximum number of documents per school district is limited to **five (5)**.

M. Warranty. Licensee represents and warrants that all information provided to DTS, including but not limited to narratives, editorials, information regarding schools, is owned by Licensee and Licensee has the right to use and allow use by DTS as called for hereunder and that no copyrights, trademark rights or intellectual property rights of any nature of any third party will be infringed by the intended use thereof. In the event any claim is brought against DTS based on an alleged violation of the rights warranted herein, Licensee agrees to indemnify and hold DTS harmless from all such claims, including attorney fees and costs incurred by DTS in defending such claims.

N. Definitions.

(i) Document. A document is defined as **a**) a specific template provided by CDE or; **b**) any specific word document or forms that have different fields or school references such as elementary, middle or high schools* submitted by District or CDE; or **c**) individual inserts submitted by District or CDE that are integrated into existing documents or are offered as supplemental and/or addendums to other report documents.

* Licensee submits a SPSA template for their elementary, middle and high schools, which is counted as three (3) separate documents.

(ii) Customized Documents. Any document that is not a standard CDE template is considered a custom document and as such may be subject to additional setup fees; DTS shall provide an estimated cost of these additional fees prior to the execution of this agreement.

O. Document Setup Fee. DTS will charge a one-time setup fee of $200 per standard document up to a maximum of $850 for customized documents.

P. Additional Fees. Licensee shall pay additional fees if Licensee exceeds the number of documents as described in section L of this agreement. The fee for each additional document is $39 per document times the number of schools in the district. The fee shall be payable within thirty (30) days from DTS invoice.

Q. Additional Services. DTS can also provide Data Transfer and Document Translation services to Licensee for an additional fee. The fee for each additional service would be agreed upon between the parties and invoiced at the time the services were requested. The fee shall be payable within thirty (30) days from DTS invoice.

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

Document Tracking Services, LLC

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

Date: June 3, 2021

Licensee

By: _____

Date: 6/4/21

Western Placer Unified School District



Exhibit A

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

1. 2021 School Accountability Report Card, English & Spanish (CDE Template)
2. 2021 School Plan for Student Achievement (CDE Template)
3. Others to be identified as needed.

June 3, 2021

Western Placer Unified School District
600 Sixth St., Ste. 400
Lincoln, CA 95648

Re: Document Tracking Services

INVOICE #9564809

Pursuant to the licensing agreement between Western Placer Unified School District and Document Tracking Services (DTS):

Document Tracking Services

Document Tracking Services [7/1/21 to 7/1/22]: **14 schools and District Personnel = 15 sites** **License Agreement includes up to 5 documents**	$2,950

DTS Forms Service

DTS Forms Service: **District Office Only** **License Agreement includes up to 5 Custom Forms**	$395

Translation Services

2021 Spanish School Accountability Report Card: **$150 x 7 School Accountability Report Cards**	$1,050
2021 Spanish School Plan for Student Achievement: **Detailed Word Count and Fee Schedule Provided on Page 2 of Invoice** **Word Count to be Reviewed at Time of Translation**	$6,250
Total Balance Due:	**$10,645**

Please Make Checks Payable To: Document Tracking Services

Send to:

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

Thank you!

Approved Per Payment (Signature)

Kerry Callahan, Dept. Supt.
Name/Role (Printed)

DOCUMENT TRACKING SERVICES

Account Name	Document Name	Language	Words	Fee
Carlin C. Coppin Elementary School	2021 SPSA	Spanish	7,725	$1,043
Creekside Oaks Elementary School	2021 SPSA	Spanish	7,829	$1,057
First Street Elementary School	2021 SPSA	Spanish	8,245	$1,113
Glen Edwards Middle School	2021 SPSA	Spanish	6,478	$875
Lincoln High School	2021 SPSA	Spanish	5,863	$792
Phoenix High School	2021 SPSA	Spanish	4,930	$666
Sheridan Elementary School	2021 SPSA	Spanish	5,213	$704

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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SUBJECT:
Approval of 2021-2022 Contract with Youth Development Network

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Kerry Callahan
Deputy Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
General

MEETING DATE:
June 15, 2021

ROLL CALL REQUIRED:
No

BACKGROUND:
The attached contract with Youth Development Network (YDN) is for staff training in the areas of Team Development through a Strength-Based Lens. There will be two trainings including Introduction to Strengths and Group Dynamics Strengths Development for Teams Coaching Program.

RECOMMENDATION:
Administration recommends that the Board approve the contract between YDN and Western Placer Unified School District.

OFFICE
(916) 979-8673

ADDRESS
5320 Hemlock St
Room 17
Sacramento, CA 95841

WEBSITE
ydnetwork.org

VALUES

Relationships
Social Justice
Change
Fun

June 2021

Western Placer Unified School District,

We are honored to take this opportunity for YDN and the team members of the Western Placer Unified School District to partner in support of your District wide vision. A vision which focuses on supporting the District through positive organizational change while creating a common language and solid team dynamics.

YDN continues to be dedicated to providing program and services to a full range and diverse array of individuals, teams, and collations. Since its inception in 2000 (incorporating as an independent 501c3 in 2007) YDN has provided customized developmental solutions to education and community organizations that are dedicated to building environments and cultures where people are valued for who they are and encouraged to become their very best. YDN is recognized as one of the leading facilitating, coaching, and training organizations of the "strength-based" approach. YDN specializes in the areas of leadership development, team optimization, organizational climate and culture. It's unique style of leading change connects people to their passion and purpose with precision.

In a changing world, our Organizational Development offerings assist in designing strengths-based cultures that reach greater outcomes. YDN combines dialogue and action planning, which demonstrates that organizations can "fast-track" organizational change as we focus on discussions around core values, mission, and vision of the commission.

We've included the information associated with YDN facilitating sessions to engage staff in the areas of Team Development through a Strengths-Based Lens

The sessions outlined can be facilitated either in-person or virtually, and over different time frames, based on your needs and the health guidelines set forth at the time of the session. The pricing included assumes that the District will take the lead and responsibility for registration, food and facility arrangements and costs associated with events.

Scope of Services 2021-2022 Fiscal Year - Western Placer USD Superintendents Office

Strengths Development Journey – Western Placer Unified School District

The strengths movement is sweeping the country, and the strength-based approach is proving to be a dynamic way of increasing engagement throughout organizations and programs. Research data shows that most people do not come close to making full use of their assets at work—in fact, only seventeen percent of the workforce believes they use their strengths on the job. Building a strengths-based culture is about getting every person in the organization to do what they do best every day, for an organization they believe in and in doing so —increase effectiveness, lower turnover, improve productivity, increase client loyalty, and stimulate individual and team creative-ness.

The content of these sessions are designed for participants to spend time learning about and becoming familiar with their personal talent themes through interactive sessions. In addition to developing strengths-based teams within their departments and core working relationships, participants will discover the relevancy this knowledge has to every aspect of their lives. During the sessions we will also work to move the culture forward in creating one that is built on social-emotional awareness and new ways of thinking of learning. The strength-based approach is also proven to be a dynamic way of lifting staff engagement within systems as proven by Gallup Inc. research.

INTRODUCTION TO STRENGTHS:

The Introduction to Strengths is facilitated over six (6) hours. Each module begins with a Warm Up Activity and Setting the Stage and ends with a closing activity. The series is focused on creating a culture that inspires team members to "Name, Claim, and Aim" their talent themes – to "Learn It – Love It and Live It". Participants will:

- Learn why a focus on strengths matters
- Gain a basic understanding of individual talent themes
- Create an environment that promotes effective communication and academic success
- Link their strengths to successes, see a connection between themes as they relate to past / present behaviors
- Become aware of how natural talents and strengths can be interpreted by others
- Discover how individual talents and strengths can be used to strengthen an organization

The specific activities and content will be dependent on length of session/series.

August 4, 2021-- 8am-3pm **(Specific Lincoln Location TBD)** YDN Facilitated Intro to Strengths = $4,000 per series o Up to 40 participants per series o Includes cost of CliftonStrengths Assessment o Series Options: • One (1) 6 hr session (in-person)- August 4, 2021 8am-3pm o Facilitation Deliver Options: • In-person – following CDC Guidelines	**$ 4,000**

Strengths Development Journey – Western Placer Unified School District

GROUP DYNAMICS STRENGTHS DEVELOPMENT FOR TEAMS Coaching Program

The Group Dynamics through a Strengths Based Lens customized coaching program is facilitated over four (4) 2-hours team blocks and four (4) 1-hr Leadership 1-1 sessions. This learning community builds on the learning and takeaways from the Introduction to Strengths. Where the focus then was more interpersonal the content and activities here are designed for teams to delve into how they bring their strengths to work and how they can continue to name, claim and aim their strengths at success through activities that will focus in more detail around:

- Recognizing and valuing the natural talents and strengths in our colleagues
- Discuss the importance of team dynamics according to the four quadrant domains
- Creating complimentary partnerships
- Understanding team dynamics
- Developing a well-rounded team
- Creating and achieving goals using appreciative inquiry

(Participation in the Introduction to Strengths series is prerequisite for participation in the Group Dynamics coaching program)

The specific activities and content will be dependent on length of session/series.

Customized Coaching 8 hours team time and 4 hours 1-1 leadership sessions. Recommended timeline - once every 4-8 weeks (Sept 2021 - Feb 2022) YDN Facilitated Group Dynamics Coaching for Teams = $5,000 ○ Up to 40 participants ○ Coaching Program: • Four (4) 2-hr team sessions -- Virtual or in person • Four (4) 1-hr 1-1 leadership sessions -- virtual Costs associate with the online CliftonStrengths Assessment included in Intro to Strengths Series	**$ 5,000**

Scope of Services 2021 Western Placer Unified School District

Scope of Services:	
Introduction to Strengths – August 4, 2021 6-hrs includes 40 CliftonStrengths assessments	$4,000
Group Dynamics Strengths Development for Team Coaching Program 8 hrs teams/4 hrs 1-1	$5,000
Total Superintendent Office Strengths Development Program	$9,000

Introduction to Strengths	August 4 2021
Group Dynamics Strengths Development for Teams Coaching Program	Sept. 2021 – Feb. 2022

The Fine Print – Western Placer Unified School District

The Fine Print:
Strengths Development Sessions -- require all participates to take an on-line Top5 CliftonStrengths Assessment prior to participating in session modules and have a printed copy of their Strengths Insight Guide available during the sessions. Top5 on-line assessment access included in the Group Dynamics Series. Any additional codes provided by YDN at additional cost of $17.50 each (Value $19.99).
All quotes provided assume that all costs and arrangements for food, facilitates, marketing, promotion and registration will be provided by the organization staff unless otherwise stated
This proposal capture the costs associated with virtual and in-person facilitation modalities. Specific training content, activities and depth of engagement may vary dependent on the duration of session(s)
Proposed pricing is valid thru December 15, 2021
Payment Terms: 2021 services – payable in installments within 30 days of each scheduled sessions completion Vicki Stockbridge @ vicki@ydnetwork.org (916) 801-9926 or Adrian Ruiz @ adrian@ydnetwork.org (916) 308-7082

5/26/2021

Adrian Ruiz – YDN Executive Director
Certified Gallup Strengths Coach

6/7/21

Kerry Callahan - Superintendent
Western Placer Unified School District

Intellectual Property:
Youth Development Network (YDN) maintains all ownership of materials and curriculum used to fulfill the performance of agreement commitment. All materials used in the performance of this Agreement, including, without limitation, all computer software materials and all printed/written materials, are either owned by or produced by YDN or that all required permissions and license agreements have been obtained and paid for by YDN; and (ii) contracting organizataion is NOT authorized to use, reuse, publish or otherwise deal with materials and curriculum without the written permission of the Executive Director of YDN.

Termination Policy:
If the organization cancels or terminates for any cause less than ten (10) business days from the class date(s) scheduled, the Organization will pay YDN 10% of total instructional service fees and 100% of non-refundable expenses incurred. If the Organization cancels or terminates for any cause less than five (5) business days from the class dates listed in agreement, Organization will pay YDN 25% of total instructional service fees and 100% of non-refundable related expenses incurred.
In the event YDN cancels this agreement with less than 10 business days notice, the YDN will be responsible for any additional YDN direct costs related to rescheduling the event for a later date. Neither the YDN nor the Organization shall be held responsible for cancellations due to State of Emergency Conditions, inclement weather related conditions, or other circumstances beyond the reasonable control of the parties.

Rescheduling Policy:
If the organization cancels a scheduled session and reschedules for any cause less than ten (10) business days from the class date scheduled, the Organization will pay YDN a rescheduling fee of 5% of total instructional fee. If the Organization cancels a scheduled session and reschedules for any cause less than five (5) business days from the class dates listed in agreement, the Organization will pay YDN a rescheduling fee of 10% of total instructional service fees

Independent Contractor:
Nothing in this agreement shall in any way be construed to constitute YDN as an agent, employee, or representative of the Organization. The Organization is not responsible for withholding or paying federal, state, or local income tax, FICA, unemployment, or other similar taxes nor liability, workman's compensation or other similar insurance.

Insurance:
Throughout the life of this Contract, the YDN shall pay for and maintain in full force and effect with an insurance company(s) (Company) admitted by the California Insurance Commissioner to do business in the State of California the following policies of insurance:
1.) GENERAL LIABILITY insurance,
2.) WORKERS' COMPENSATION Insurance as required under the California Labor Code, and Employers Liability Insurance.

"Over the past 10 years RISE has been striving to become a Strengths-Based Organization. YDN provided the training, coaching, and technical support to our organization to focus on the strengths of our team. Strengths transformed our organization and team. Employee engagement has increased, staff turnover has fallen to record lows, and our team reports enjoying the work that they do each day. YDN is a leader throughout the state of California in effective strengths based development trainings for organizations. We are proud partners and are extremely grateful for their support and guidance over the years."

Dr. Tico Zendejas – Executive Director RISE, Inc.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:
Approval of 2021-2022 Contract with MCT Vision Screening

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Kerry Callahan
Deputy Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
Gen Fund – Nursing Budget

MEETING DATE:
June 15, 2021

ROLL CALL REQUIRED:
No

BACKGROUND:
The attached contract is for renewal of our annual contract with Modified Clinical Technique (MCT) Vision Screening Services for 2021-2022 vision screening of children enrolled in Western Placer Unified School District.

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

Dr. Robert A. Hoffman
Dr. Lianne C. Inouye
Optometrists

MCT Vision Screening Contract 2021-22

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

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

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

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

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

County(District) Office of Education

By: _____

Date 6/7/21

Contractor

By _____
Robert A. Hoffman O. D.

Tax ID 68-0201477

Date 5/24/2021

916-983-6211
FAX 916-983-6608
2390 E. Bidwell St, Suite 400
Folsom, CA 95630
www.roberthoffmanod.com

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
Consider Approval of Revised Substitute Teacher Salary Schedule

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Kerry Callahan
Deputy Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Personnel Services

FINANCIAL INPUT/SOURCE:
LCFF Base & Supplemental

MEETING DATE:
June 15, 2021

ROLL CALL REQUIRED:
No

BACKGROUND:

On November 3, 2020, the Board approved an increase to the daily rates for short and long term substitutes (subs) in an effort to attract more subs during COVID-19 and to remain competitive in pay with surrounding districts. Additionally, a short term, AM assignment rate was added to the salary schedule to align with our modified in-person schedule for the 2020-2021 school year due to COVID-19.

Given our plan to return to full in-person instruction in the Fall, there is no longer a need for the short term, AM assignment rate of pay that the Board previously approved. However, there continues to be a substitute teacher shortage, which began prior to but was further exacerbated by COVID-19 and will likely continue after the pandemic. Therefore, the need to attract short and long term substitutes and stay competitive with surrounding districts remains the same.

The enclosed Substitute Teacher Salary Schedule reflects our needs moving into the 2021-2022, full in-person, school year as described above.

RECOMMENDATION:

Administration recommends the Board approve the enclosed Substitute Teacher Salary Schedule to go into effect July 1, 2021.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Substitute Teacher

Salary Schedule

(Effective July 1, 2021)

Substitute teachers shall be paid according to the following schedule:

1. Short Term*

    - Full Day Assignment $150.00
    - Half Day Assignment $90.00 *(not to exceed $150 in one workday)*

2. Long Term**

    - Full Day Assignment $165.00

*Short Term:

A short term substitute is an employee placed in an assignment of indefinite duration and such assignment is not greater than 20 consecutive days in any one assignment.

**Long Term:

A long term substitute is an employee who has served 20 consecutive days or more in the same assignment. When a substitute qualifies as a long term substitute, they shall be paid the long term substitute rate from the 21st day of employment in that position.

PUBLIC

HEARING

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
Public Hearing on 2021-2024 Western Placer Unified School District LCAP

AGENDA ITEM AREA:
Public Hearing

REQUESTED BY:
Kerry Callahan
Deputy Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
LCFF

MEETING DATE:
June 15, 2021

ROLL CALL REQUIRED:
No

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

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

RECOMMENDATION:
Administration recommends the Board hold a public hearing regarding the proposed 2021-2024 LCAP.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Western Placer Unified School District

CDS Code: 31-66951-0000000

School Year: 2021-22

LEA contact information:

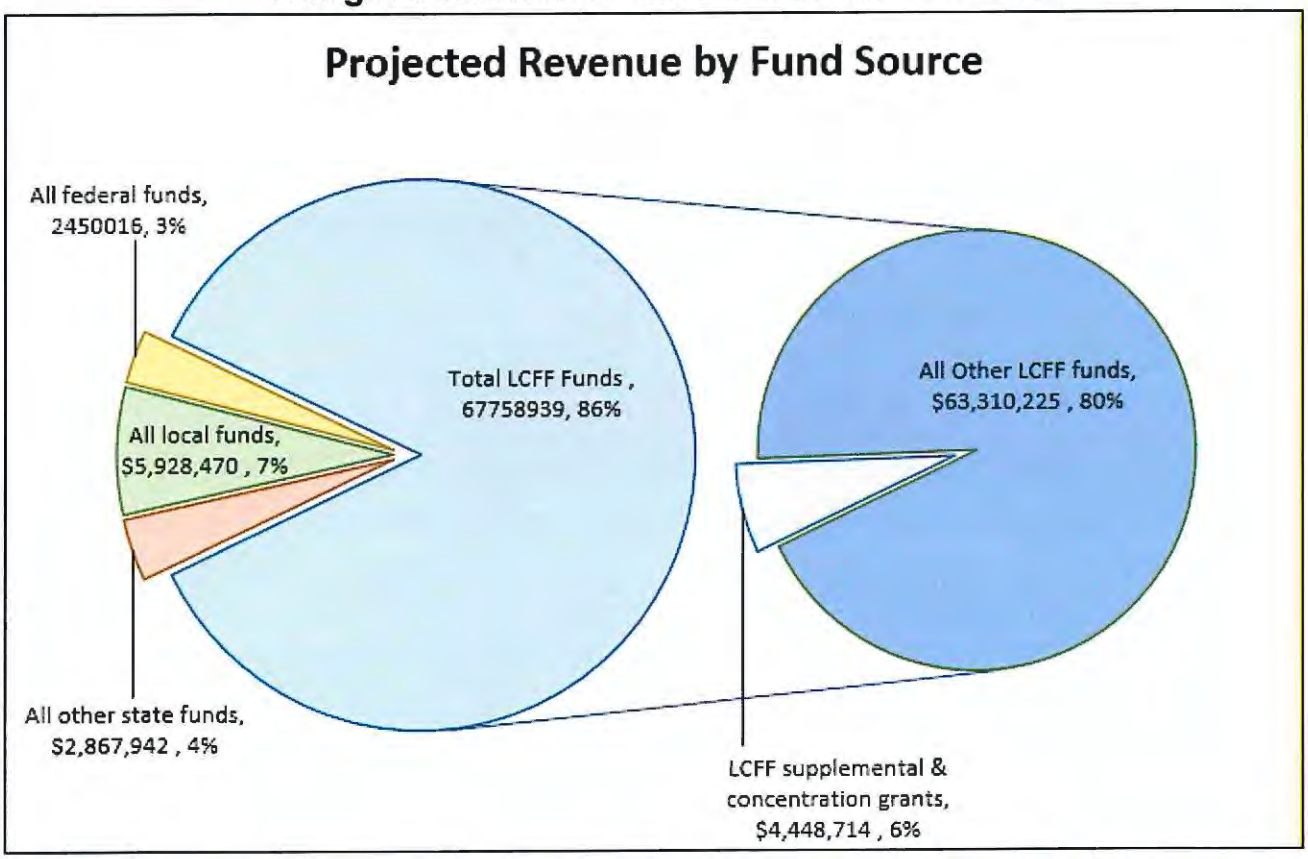
Kathleen Leehane

Director, Supplemental Programs & Accountability

916-645-6350

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

Budget Overview for the 2021-22 School Year

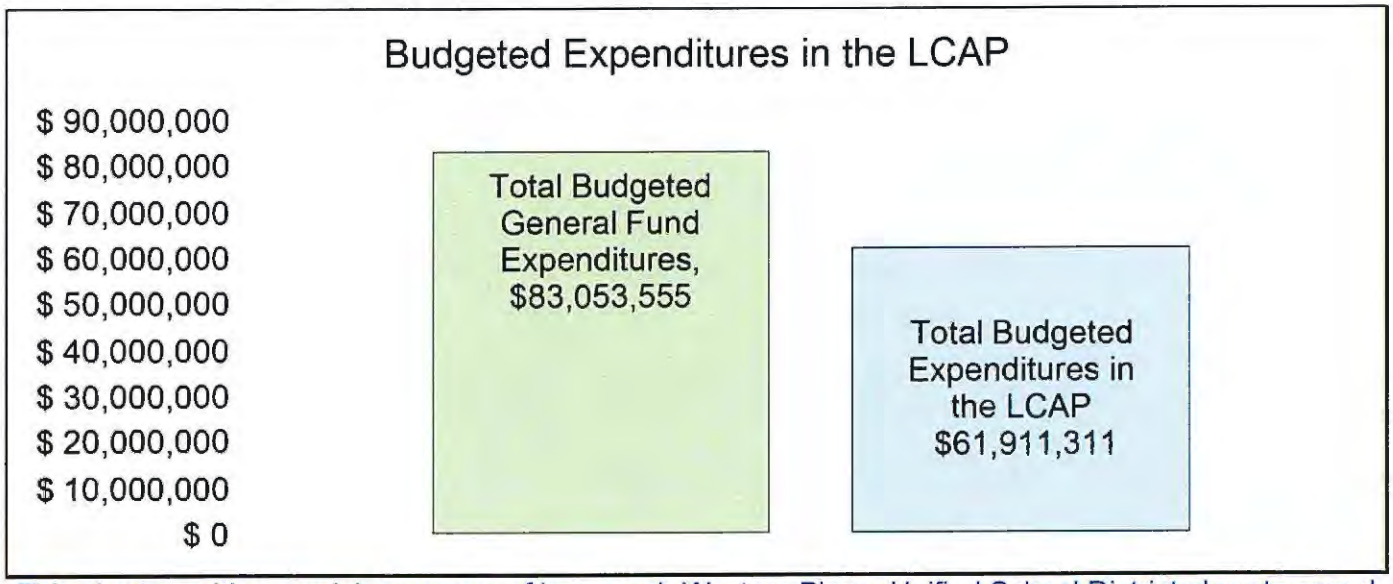


This chart shows the total general purpose revenue Western Placer Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Western Placer Unified School District is $79,005,367, of which $67,758,939 is Local Control Funding Formula (LCFF), $2,867,942 is other state funds, $5,928,470 is local funds, and $2,450,016 is federal funds. Of the $67,758,939 in LCFF Funds, $4,448,714 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Western Placer Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Western Placer Unified School District plans to spend $83,053,555 for the 2021-22 school year. Of that amount, $61,911,311 is tied to actions/services in the LCAP and $21,142,244 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

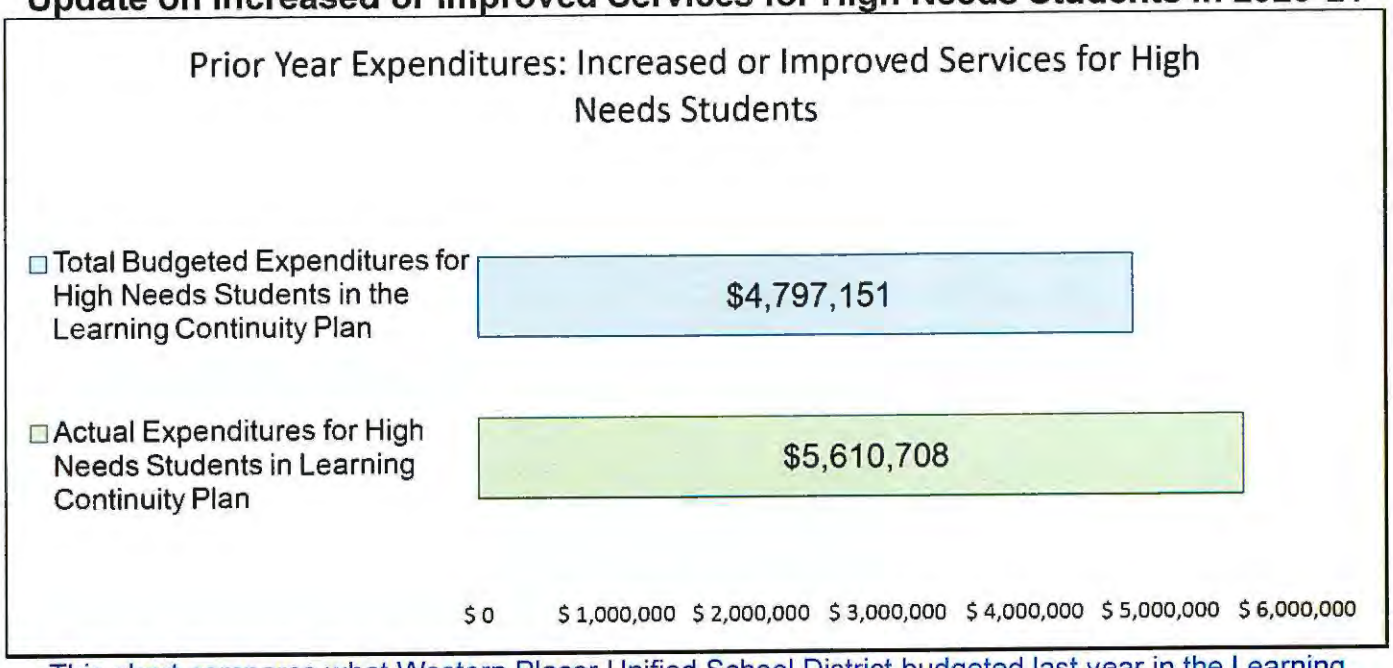
Our comprehensive educational program is dedicated to meeting the needs of all students and is encompassed in our LCAP goals and actions. The General Fund (GF) also includes costs for district and school site administrators, clerical support, home to school transportation (non-supplemental portion), technology support and utilities for the general operations and facility maintenance of the district and school sites ($22,263,205 / 26.8%). Students have access to extracurricular activities such as afterschool sports and clubs and after school programs ($1,363,060 / 1.60%). These expenses are not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Western Placer Unified School District is projecting it will receive $4,448,714 based on the enrollment of foster youth, English learner, and low-income students. Western Placer Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Western Placer Unified School District plans to spend $4,448,714 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, Western Placer Unified School District's Learning Continuity Plan budgeted $4,797,151 for planned actions to increase or improve services for high needs students. Western Placer Unified School District actually spent $5,610,708 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Western Placer Unified School District	Kathleen Leehane Director, Supplemental Programs & Accountability	kleehane@wpusd.org 916-645-6350

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. District SBAC Data for English Language and Mathematics **19-20** 1. The district's change in "Average Distance from Level 3" will increase by at least 5 points from the prior year, for all students and significant subgroups, in English Language Arts and Mathematics.	1. Overall, students scored 19.9 points above standard in English (-2.3) and 3.8 points (+6.5) below standard on the Fall 2019 California School Dashboard. Our current "Average Distance from Level 3" for our significant subgroups in ELA and Math are as follows: White - 29.8 points above in ELA (no change) and 9.3 points above in Math (+6) Hispanic - 4.7 points below in ELA (+6) and 33.7 points below in Math (+9.3) Socioeconomically disadvantaged - 9.5 points below in ELA (+7.2) and 35.2 points below in Math (+10) Students with disabilities - 59.4 points below (no change) in ELA and 84.9 points below in Math (+1.3) English Learner - 27.7 points below in ELA (+10.5) and 50.3 points (+12.8)below in Math

Expected	Actual
Baseline Our current "Average Distance from Level 3" for all students in ELA is 7.2 points above Level 3 and in Math is 14.5 points below Level 3. Our current "Average Distance from Level 3" for our significant subgroups in ELA and Math are as follows: Spec Ed -- 65.6 pts below in ELA and 83 pts below in Math Socio-Economically Disadvantaged -- 25.8 pts below in ELA and 46.3 pts below in Math English Learners -- 39 pts below in ELA and 58.7 pts below in Math Hispanic or Latino -- 20.3 pts below in ELA and 43.5 pts below in Math White -- 18.6 pts above in ELA and 2.1 pts below in Math	We met our goal in most areas.
Metric/Indicator 2. District Benchmark Assessment Data for English Language Arts and Mathematics **19-20** 2a. The percentage of of students in grades K-8 who perform "on or above level," as measured by three iReady diagnostic assessments in English Language Arts and Math, will increase 3% from the prior year. 2b. The percentage of students in grades 9-11 who meet or exceed standard as measured by both district benchmarks in English Language Arts and Math will increase by 5% from the prior year. **Baseline** There is no baseline. The baseline data will be established in 2017-2018.	2a. 2018-2019 The percentages of students in grades K-8 who met the "typical growth target," as measured by the 2nd iReady diagnostic assessments, were 56% in English Language Arts and 23% in Math. We met our goal in English Language Arts but did not meet our goal in Math. 2b. No high school district benchmarks were administered in the 2019-2020 school year. In the fall of 2019, district staff failed to monitor the administration of these assessments. In March 2020, when district staff noticed the fall benchmarks hadn't been administered, spring assessments were canceled due to the COVID -19 pandemic. 2018-2019

Expected	Actual
	English benchmarks were administered in October 2018. The results are as follows: Grade 9 -- 56.7% mastered (a 3.4% increase) - not met Grade 10 -- 69.6% mastered (a 9.6% decrease) - not met Grade 11 -- 73.1% mastered (a 2.5% increase) - not met Math benchmarks were administered in February 2019. The results are as follows: Math 1 - 41.4% mastered (a 2.5% increase) - not met Math 2 - 8% mastered (a 45.3% increase) - met Math 3 - 57% mastered - (a 9.8% increase) - met
Metric/Indicator 3. Student Grades **19-20** 3. At least 70% of all secondary students will meet or exceed standards ("C" or better) in all core areas, as measured by semester report card grades. **Baseline** The percentage of secondary students meeting or exceeding "C" or better in core areas were as follows: • English: 84% • Science: 74% • Math: 77% • History: 71%	3. For semester 1 - fall 2019: Total number of students with a C or higher in English in grades 6th thru 12th = 56% Total number of students with a C or higher in Science in grades 6th thru 12th = 59% Total number of students with a C or higher in Math in grades 6th thru 12th = 45% Total number of students with a C or higher in History in grades 6th thru 12th = 43% For semester 1 - fall 2020: Total number of students with a C or higher in English in grades 6th thru 12th = 53% Total number of students with a C or higher in Science in grades 6th thru 12th = 53% Total number of students with a C or higher in Math in grades 6th thru 12th = 1923 = 51% Total number of students with a C or higher in History in grades 6th thru 12th = 1485 = 39% We did not meet our goal.

Expected	Actual
Metric/Indicator 4. Students Receiving Special Education Services **19-20** 4. The percentage of all students receiving special education services will decrease by 0.5% from the prior year or be 9% or less. **Baseline** 12.3% of students received Special Education services in 2016-2017.	4. 12.8% of students are receiving Special Education services in 2020-21. We did not meet our goal of 9% or less.
Metric/Indicator 5. Highly Qualified Teachers **19-20** 5. All teachers will be highly qualified and appropriately credentialed for their teaching assignment(s). **Baseline** All teachers assigned for the 2016-2017 school year were highly qualified and appropriately credentialed for their teaching assignment(s).	5. 324 teachers out of 325 are highly qualified and appropriately credentialed for their teaching assignment(s) in 2020-21. We did not meet our goal.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Core Curriculum & Resources (a) English language arts PLCs will continue to work with site administration and educational services' support staff to refine curriculum maps and instructional guides for English language arts (grades TK-12) that are aligned with CA standards and SBAC assessment targets. Additionally, they will evaluate and refine implementation of instructional materials and strategies to ensure students meet or exceed grade level standards.	Assistant Superintendent of Educational Services - Certificated Salary, Employee Benefits Supplemental $98,704 Director of Educational Services - Certificated Salary, Employee Benefits Supplemental $116,781 Administrative Assistant for Educational Services - Certificated Salary, Employee Benefits Supplemental $49,303	Assistant Superintendent of Educational Services - Certificated Salary, Employee Benefits Supplemental $103,748 Director of Educational Services - Certificated Salary, Employee Benefits Supplemental $109,883 Administrative Assistant for Educational Services - Certificated Salary, Employee Benefits Supplemental $42,500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(b) Math PLCs will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that are aligned with CA standards and SBAC assessment targets. Additionally, they will continue to evaluate and refine implementation of instructional materials and strategies to ensure students meet or exceed grade level standards. (c) Science PLCs will work with site administration and educational services' support staff to pilot and adopt new instructional materials (grades K-12) that are aligned with the new science framework and NGSS standards. (d) Social Science PLCs will continue to pilot and then select instructional materials (grades 6-12) to adopt for use. They will work with site administration and educational services' support staff to establish curriculum maps that are aligned with the new CA framework for history/social science and the CA literacy standards for social science. Additionally, they will evaluate and refine implementation of instructional materials and strategies to ensure students meet or exceed grade level standards. (e) i-Ready intervention curriculum for students not making progress toward meeting standard in ELA and math will be implemented. (f) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that all students are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	Instructional Materials - IMF - Books and Supplies Base $300,000 Instructional Materials - Teacher Lottery Allocation - Books and Supplies Lottery $170,850 Instructional Materials - Restricted Lottery - Books and Supplies Lottery $357,750 i-Ready Intervention Curriculum for ELA and Math Supplemental $143,760	Instructional Materials - IMF - Books and Supplies Base $233,302 Instructional Materials - Teacher Lottery Allocation - Books and Supplies Lottery $115,140 Instructional Materials - Restricted Lottery - Books and Supplies Lottery $542,733 i-Ready Intervention Curriculum for ELA and Math Supplemental $182,096
Effective First Instruction (a) All teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade level standards.	Teachers - Certificated Salary, Employee Benefits Base $30,689,517	Teachers - Certificated Salary, Employee Benefits Base $30,252,335

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding; providing relevant independent assignments/projects; providing frequent, targeted feedback to students on their progress; and creating a positive learning environment where students are safe and actively engaged. (b) Administrators will continue to receive professional development and coaching around effective first instruction and teacher feedback. They will regularly observe and provide feedback on classroom instruction to effectively support teachers in improving their instructional practices. (c) Teachers and administrators will participate in informal walkthroughs to identify effective first instruction taking place and to discuss areas for growth as a school. (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on effective first instruction to support students in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	Site Administrators - Certificated Salary, Employee Benefits Base $2,503,703	Site Administrators - Certificated Salary, Employee Benefits Base $2,547,804
Progress Monitoring (a) Teachers in grades K-8 will administer three i-Ready diagnostic assessments in ELA and mathematics. Assessment results will be used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions supports for accelerating learning. (b) Teachers in grades 9-11 will administer at least two district developed benchmark assessments in ELA and mathematics. Assessment results will be used as one measure to evaluate student	Coordinator of Homeless & Foster Youth Services - Certificated Salary, Employee Benefits Supplemental $31,789 Administrative Assistant for Homeless & Foster Youth Services - Classified Salary, Employee Benefits Supplemental $8,004 Director of Supplemental Programs & Accountability -	Coordinator of Homeless & Foster Youth Services - Certificated Salary, Employee Benefits Supplemental $32,621 Administrative Assistant for Homeless & Foster Youth Services - Classified Salary, Employee Benefits Supplemental $8,069 Director of Supplemental Programs & Accountability -

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
progress, instructional effectiveness, and to determine appropriate interventions supports for accelerating learning. (c) Teachers will utilize district supported student information systems (i.e., PowerSchool, Schoology, Illuminate, i-Ready, etc.) to record and monitor student progress. (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop and administer common formative assessments (at least one per month) to assess student progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts. (e) The director of supplemental programs & accountability, coordinator for homeless & foster youth, MTSS coordinator, and other support staff will work closely with site administration to monitor unduplicated pupils' (and other identified at-risk students) progress toward meeting or exceeding grade level standards and support teachers and other relevant staff in providing appropriate intervention services to identified at-risk students.	Certificated Salary, Employee Benefits Supplemental $128,100 Administrative Assistant for Supplemental Programs & Accountability - Classified Salary, Employee Benefits Supplemental $85,280 Illuminate Online Assessment & Analytics System - Services & Other Operating Expenditures Supplemental $43,293	Certificated Salary, Employee Benefits Supplemental $132,238 Administrative Assistant for Supplemental Programs & Accountability - Classified Salary, Employee Benefits Supplemental $83,279 Illuminate Online Assessment & Analytics System - Services & Other Operating Expenditures Supplemental $44,138
Interventions (a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for students not making adequate progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, PowerSchool, Illuminate, i-Ready, and other relevant artifacts. (b) The district MTSS team, supported by a part-time MTSS coordinator, will finalize the District's comprehensive MTSS plan. Necessary resources to support Tier II and Tier III interventions will be provided.	Program Specialists - Certificated Salary, Employee Benefits Base $321,659 Intervention Support Staff & Resources - Certificated Salary, Classified Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $207,107 Paraprofessionals - Classified Salary, Employee Benefits Base $309,329	Program Specialists - Certificated Salary, Employee Benefits Base $263,648 Intervention Support Staff & Resources - Certificated Salary, Classified Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $126,354 Paraprofessionals - Classified Salary, Employee Benefits Base $324,765

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(c) Intervention support staff will be provided to schools to work with all students that have been targeted and prescribed Tier II and Tier III intervention services. Such support staff will include, but not be limited to: paraprofessionals, intervention support providers, program specialists, counselors, psychologists, behaviorists, peer tutors, and mental health specialists. (d) The director of supplemental programs & accountability, coordinator for homeless & foster youth, MTSS coordinator, and other support staff will work closely with site administration to ensure that proper intervention services are being provided for all unduplicated pupils (and other identified at-risk students) not making adequate progress toward meeting specified learning targets. (e) Summer Transition Programs to help ease the transition for students moving from grade 5 to 6 and 8 to 9 will be implemented. Unduplicated students will be the target population for these programs. (f) Targeted tutoring will be provided to students (K-12) before, during and after school to ensure their success in meeting core academic learning targets. Unduplicated students will be the target population for tutoring. (g) In partnership with City of Lincoln Parks & Rec, Summer Bridge Programs will be provided to students to support extended learning. Unduplicated students will be the target population for these programs.	Psychologists - Certificated Salary, Employee Benefits Base $627,514 Counselors - Certificated Salary, Employee Benefits Base $320,720 Summer Transition Programs - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $45,000 Targeted Tutoring Program - Classified Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $105,000 Summer Bridge Programs - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $75,000	Psychologists - Certificated Salary, Employee Benefits Base $676,419 Counselors - Certificated Salary, Employee Benefits Base $326,403 Summer Transition Programs - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $24,811 Targeted Tutoring Program - Classified Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $104,660 Summer Bridge Programs - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $66,366
Professional Development & Collaboration (a) Administrators and teachers will be provided training and coaching related to curricular alignment, brain-based direct instruction, assessment development, and technology integration to ensure students meet or exceed grade-level standards.	Professional Development, Collaboration and Supplemental Resources (Total Amount to Support all Goals) - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $293,477	Professional Development, Collaboration and Supplemental Resources (Total Amount to Support all Goals) - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $187,604

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(b) Core area teachers will continue to receive content and literacy training as it relates to CCSS/NGSS and their respective curricular areas.	Math TOSA - Certificated Salary, Employee Benefits Supplemental $72,337	Math TOSA - Certificated Salary, Employee Benefits Supplemental $78,834
(c) General education and special education teachers at the secondary levels will receive ongoing support in co-teaching to support in providing more inclusive learning for special education students.	ELA/Literacy TOSA - Certificated Salary, Employee Benefits Supplemental $71,809	ELA/Literacy TOSA - Certificated Salary, Employee Benefits Supplemental $70,231
(d) Educational services will facilitate collaboration and training for core areas teachers on a variety of topics that support students in meeting or exceeding grade-level standard. Instructional coaching will also be provided to teachers wanting or needing additional supports.	STEM/CTE TOSA - Certificated Salary, Employee Benefits Supplemental $123,980	STEM/CTE TOSA - Certificated Salary, Employee Benefits Supplemental $118,717
(e) Teachers, support staff and administrators will be provided opportunities to participate in other, relevant professional developments to support students in meeting or exceeding grade-level standards.	New Teacher Induction Program - - Certificated Salary, Employee Benefits Title II $55,431	New Teacher Induction Program - - Certificated Salary, Employee Benefits Title II $64,975
(f) Administration and site leadership teams will be provided ongoing support to ensure effective implementation of PLCs throughout the district.		
(g) Teachers, supported by administrators and educational services, will participate in weekly collaborative PLCs to discuss best instructional practices, conduct teacher research, update and refine instructional guides and common assessments, and to further develop themselves as educators. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, I-Ready and other relevant artifacts.		
(h) New teachers will be provided New Teacher Induction support through PCOE to ensure they are equipped to provide best first instruction and interventions and to be contributing members of their PLC teams.		
Direct School Site Allocations	School Site Allocations (Total Amount to Support All Goals) -	School Site Allocations (Total Amount to Support All Goals) -

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(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.	Books and Supplies Supplemental $223,541 School Site Allocations (Total Amount to Support All Goals) - Books and Supplies Base $435,113	Books and Supplies Supplemental $203,498 School Site Allocations (Total Amount to Support All Goals) - Books and Supplies Base $302,660

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services were implemented

A description of the successes and challenges in implementing the actions/services to achieve the goal.

SUCCESSES:
We made gains in academic achievement on the spring 2019 SBAC, particularly with regard to closing the achievement gap. Our English Learners' improvement in math (based on the Distance from Level 3) was twice the level of our overall improvement. Our socioeconomically disadvantaged students were not far behind our English Learners, gaining 10 points compared to our overall gain of 6.5 points. While we saw a slight overall decline in English (-2.3 points), our English Learners and socioeconomically disadvantaged students gained 10.5 points and 7.5 points, respectively. We hope our spring 2020 work on identifying essential standards and our extensive teacher training in summer 2020 (which addressed best practices for distance learning and synchronous learning) mitigates the future academic impacts of COVID-19.

Utilizing a consultant and our district's Teachers on Special Assignment (TOSAs), we spent the 2019-2020 school year working with teachers and administrators on improving math instruction. The work included aligning assessments, mapping curriculum, addressing what rigor in math looks like, and developing our knowledge of the depth and complexity of the math standards. It also included a specific focus on training teachers to effectively implement "Math Talks". This work helped us realize that our adopted math curriculum did not perfectly align with what our teachers needed; therefore, we purchased a supplemental curriculum (Ready Math) to fill those gaps.

We continue to provide time within teachers' contractual workdays for collaborative Professional Learning Communities (PLC). Our PLCs are integral to our work on curriculum alignment, assessment development and alignment, and instructional materials selection. At the K-5 level, this work also includes administering and analyzing the results of iReady diagnostic assessments (administered 3 times a year). We continue to grow and refine our PLC practices, and we continue to keep our focus on student learning outcomes. We have also dedicated considerable time to adopting quality instructional materials in social science and science. We selected TCI, a high-quality instructional resource with a strong online component, as our new secondary social science curriculum. Our science adoption process, delayed due to COVID-19, continues to be thorough as we analyze and narrow down potential materials.

We view our focus on effective first instruction as proactive; it increases students' chances of mastering the content without the need for additional intervention. Consequently, we have built a culture of consistent, timely, informal classroom walkthroughs. We have provided extensive training and support for administrators to ensure district-wide feedback is constructive and consistent. We also support all of our newly credentialed teachers with their induction programs.

We understand the importance of continually evaluating student progress and making adjustments to instruction as needed, and we continue to improve in this area. Our teachers continue to grow more comfortable with both the instructional and diagnostic components of iReady. Our secondary math and English departments have collaboratively developed high-level assessments, and they use the data from those assessments to inform their instruction. Our elementary schools have developed solid tracking systems to assign students to interventions based on data. During COVID-19, our teachers were trained to use new digital tools, which have provided them with supplementary data points and methods for assessing student progress (i.e. – SeeSaw, EdPuzzle). The additions of a part-time MTSS Coordinator and EduClimber, an online tool that consolidates data points into easy-to-read dashboards, have aided these efforts. The district's concurrent revision of SST forms and processes is an additional step toward honing a district-wide intervention system that provides supports for students prior to assessment for Special Education.

One of our most popular academic intervention programs is our district-wide Targeted Tutoring program. High school students in good academic standing are hired as afterschool tutors to provide academic assistance to fellow students, from high school to elementary school. Unduplicated students are prioritized for this program. Unfortunately, the Targeted Tutoring program has been significantly modified due to COVID-19, running a scaled-down service in a virtual environment. We eagerly await a time when we can fully implement this program again.

In addition to intervention programs offered during the day and after school, we also offered summer programs for students. In partnership with City of Lincoln Parks & Rec, Summer Bridge Programs were provided (in 2018 and 2019) to students to support extended learning. Our Summer Bridge Programs were discontinued in 2020 (and likely 2021) due to COVID-19. Summer Transition Programs to help ease the transition for students moving from grade 5 to 6 and 8 to 9 have been in place since 2018. Our Summer Transition Programs switched to virtual programs in summer 2020 (and likely in summer 2021) due to COVID-19. Unduplicated students were prioritized for both of these summer programs.

Beyond the aforementioned successes related to district-coordinated supplemental dollars, additional funds were allocated to school sites to be used in alignment with the LCAP. We understand that each site has unique needs and needs to customize its programs.

Routine check-ins at school sites, as well of other forms of monitoring, ensure that sites use their allocations to further enhance services and supports for unduplicated pupils.

CHALLENGES:
While WPUSD made overall gains in academic achievement on the spring 2019 SBAC, there are still significant areas for growth. Our overall college/career preparedness indicator continues to be far below where it should be. Only 47.1% of the Class of 2019 were considered "prepared" for college or career. While that was a gain of 4% from the prior year, comparable districts have percentages in the 70% to 80% range. Therefore, we have significant improvements to make in this area, and it is a definite area of focus going forward. We know our main areas of emphasis need to be improving our overall math achievement and increasing our a-g completion rate. We also want to attend to our overall graduation rate, particularly reducing the amount of students who need five years to graduate. This issue has highlighted a need to develop better systems for identifying and monitoring students who are credit deficient.

The three subgroups that continue to perform far below standard are our students with disabilities, our homeless youth, and our foster youth. While our students with disabilities made modest gains in Math (+13.6) and English (+10.1) in 2019, they continue to land far below standard at -84.9 points and -59.3 points, respectively. Only 1.8% of students with disabilities in the Class of 2019 were considered "prepared" for college or career, and their graduation rate dropped 5.9% from the prior year. Additionally, we continue to qualify students for Special Education at a concerning pace. Our homeless and foster youth continue to struggle in Math, scoring -39.9 points and -45.2 points below standard, respectively. Our foster youth also showed a decline in ELA performance in 2019, dropping -28.9 points from the prior year's performance.

Prior to school closures in March 2020 due to COVID-19, we had already identified some areas of growth going forward. The extensive plan put in place to improve math instruction needed some adjustment. Limited resources (with both funding and substitute availability) meant that we could not train every teacher during the first round of professional development. Implementing the plan with select grade levels created inconsistencies in math instruction, district-wide. Most significantly, we continued to struggle with developing the effective systems for student progress monitoring and intervention. We had no district MTSS team, nor did we have a district MTSS plan. We hadn't yet developed a system that provided enough authentic data to yield information that could help us create appropriate, targeted interventions district-wide. There was no consistent data analysis. Our intervention systems and processes varied widely by school site. We thought implementing EduClimber, a system that compiles multiple data points in one place, would help us. Unfortunately, the first year of EduClimber implementation was fraught with technical difficulties.

Then, the emergence of COVID-19 in March 2020 interrupted much of our work. Our science adoption was postponed. Our district focus on improving math instruction was delayed. Acknowledging that effective in-person instruction differs from effective virtual instruction, our teachers had to pivot and learn new methods of delivering instruction quickly. Our iReady diagnostic assessments were administered inconsistently in spring 2020, and our fall 2020 results were questionable due to evidence of parental help at home. So, we struggle to find data points to measure learning loss. Subjective data indicates an increase in reading deficiencies among primary grade students in the next few years.

While we made significant improvements in many facets of our academic achievement from 2017 to 2019, we fear the long-term impact COVID-19 will have on our students. Our years of upward momentum have likely ended. Students and staff have faced extreme trauma since March 2020, and their new needs may steer us in an entirely new direction. It is important that we take the time to step back, re-assess, and reset our path going forward.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Language acquisition of English Learners **19-20** 1. The percentage of English Learners who score either a 3 (moderately developed) or a 4 (well developed) on the ELPAC will be 75%. 2. The percentage of English Learners progressing at least one language proficiency level, as measured by ELPAC, will be 75%. **Baseline** This data is always one year behind. 56.5% of English Learners progressed at least one language proficiency level in 2015-2016.	1a. 51% of English Learners scored a 3 or a 4 on ELPAC in Spring 2019. (Spring 2020 data is unavailable due to COVID-19). We did not meet our goal. 1b. 50.5% of English Learners progressed at least one proficiency level, as measured by ELPAC in Spring 2019. (Spring 2020 data is not available due to COVID-19.) We did not meet our goal.
Metric/Indicator 2. Reclassification of English Learners **19-20** 2. The percentage of English Learners reclassified as fluent English proficient will meet or exceed 10%.	14.7% of English Learners reclassified in the spring of 2020. We met our goal.

Expected	Actual
Baseline 20.6% (135 of 653) of our English Learners were reclassified in the spring of 2017.	
Metric/Indicator 3. Progress of RFEP students **19-20** 3. 90% of students reclassified as fluent English proficient between 2016 and 2019 will demonstrate "satisfactory progress" as measured by the district's RFEP Monitoring Process. **Baseline** There is no baseline. The baseline data will be established in 2017-2018.	3. We were unable to accurately monitor the progress of RFEP students in the 2019-2020 school year due to COVID-19 school closures.
Metric/Indicator 4. Integrated and Designated ELD **19-20** 4. All English Learners will receive integrated and designated ELD to support attainment of spoken and academic fluency in English. **Baseline** All English Learners received integrated and designated ELD.	4.All English Learners received integrated and designated ELD.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Core Curriculum & Resources (a) English language arts PLCs will continue to work with site administration and educational services' support staff to refine curriculum maps and instructional guides for English language arts (grades TK-12) that are aligned with CA standards and SBAC assessment targets. The instructional guides will include integrated and designated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level	See funding Goal 1, Action 1 Supplemental Duplicate	See funding Goal 1, Action 1 Supplemental Duplicate

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
standards and in making growth in language acquisition. Additionally, they will evaluate and refine instructional materials and strategies to ensure students meet or exceed grade level standards and gain academic language. (b) Math PLCs will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that are aligned with CA standards and SBAC assessment targets. The instructional guides will include integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Additionally, they will continue to evaluate and refine implementation of instructional materials and strategies to ensure students meet or exceed grade level standards and gain academic language. (c) Science PLCs will work with site administration and educational services' support staff to pilot and adopt new instructional materials (grades K-12) that are aligned with the new science framework, the NGSS standards, and incorporate ELD standards and integrated ELD teaching strategies. (d) Social Science PLCs will continue to pilot and then select instructional materials (grades 6-12) to adopt. They will work with site administration and educational services' support staff to establish curriculum maps that are aligned with the new CA framework for history/social science and the CA literacy standards for social science. Additionally, they will evaluate and refine implementation of instructional materials and strategies to ensure English Learners meet or exceed grade level standards and gain academic language. (e) Designated ELD teachers will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for teaching designated ELD.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(f) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that English learners are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.		
Effective First Instruction (a) All teachers will utilize effective, research-based instructional practices to ensure English learners meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning with visual cues and supports; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding that require ELs to speak; providing relevant independent assignments/projects; providing frequent, targeted feedback to ELs on their progress; and creating a positive learning environment where English learners are safe and actively engaged (b) Administrators will continue to receive professional development and coaching around effective first instruction teacher feedback. They will regularly observe and provide feedback on classroom instruction to effectively support teachers in improving their instructional practices for English Learners. (c) Teachers and administrators will participate in informal walkthroughs to identify effective first instruction taking place and to discuss areas for growth as a school to better support English learners. (d) Designated and integrated ELD will be provided to all English learners. At the secondary schools, additional sections will be allocated to ensure designated ELD instruction is provided to English learners beyond their mainstream core classes. The additional sections will	See funding Goal 1, Action 2 Base Duplicate Additional sections for Designated ELD at secondary schools - Certificated Salary, Employee Benefits Supplemental $204,733	See funding Goal 1, Action 2 Base Duplicate Additional sections for Designated ELD at secondary schools - Certificated Salary, Employee Benefits Supplemental $218,017

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
ensure that the class sizes for designated ELD are well below the general staffing ratio of 36:1. (e) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on effective first instruction to support English learners in meeting or exceeding specified language targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.		
Progress Monitoring (a) Teachers in grades 9-11 will administer at least two district developed benchmark assessments in ELA and mathematics. Assessment results will be used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions and supports for English Learners and redesignated fluent English proficient students. (b) Teachers in grades K-8 will administer three i-Ready diagnostic assessments in ELA and mathematics. Assessment results will be used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions and supports for English Learners and redesignated fluent English proficient students. (c) Teachers will utilize district supported student information systems (i.e., PowerSchool, Schoology, Illuminate, etc.) to record and monitor student progress (including English learners and redesignated fluent English proficient learners). (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop common formative assessments (at least one per month) to assess students' (including English learners and redesignated fluent English proficient learners) progress toward meeting specified learning/language targets. Evidence of this work will be	See funding Goal 1, Action 3 Supplemental Duplicate	See funding Goal 1, Action 3 Supplemental Duplicate

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
documented through PLC agendas and minutes, Illuminate, and other relevant artifacts. (e) The director of supplemental programs & accountability, EL TOSAs, parent/school/community liaisons, and other support staff will work closely with site administration to monitor English learners' and reclassified English language proficient students' progress toward meeting learning/language targets.		
Interventions (a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for English Learners not making adequate progress toward meeting specified language targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, I-Ready, and other relevant artifacts. (b) The district MTSS team, supported by a part-time MTSS coordinator, will finalize and begin implementing a comprehensive, district-wide MTSS plan. The team will support site administrators and leadership teams in implementing the MTSS plan district-wide. Necessary resources to support Tier II and Tier III interventions for English Learners will be provided. (c) Intervention support staff will be provided to schools to work with English Learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets. Such support staff will include, but not be limited to: instructional aides, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and intervention specialists. (d) The director of supplemental programs & accountability and intervention specialists will work closely with site administration to ensure that proper intervention services are being provided for all	See funding Goal 1, Action 4 Supplemental Duplicate	See funding Goal 1, Action 4 Supplemental Duplicate

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
English Learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets. (e) Summer Transition Programs to help ease the transition for students moving from grade 5 to 6 and 8 to 9 will be implemented. English Learners will be one of the target populations for these programs. (f) Targeted tutoring will be provided to students (K-12) before, during and after school to ensure their success in meeting core academic learning targets. English Learners will be one of the target populations for tutoring. (g) In partnership with City of Lincoln Parks & Recreation, Summer Bridge Programs will be provided to students (K-4 & 7) to support extended learning. English Learners will be one of the target populations for these programs.		
Professional Development & Collaboration (a) Teachers will receive English language development training to support their understanding of and ability to teach integrated and/or designated ELD to English Learners in their respective curricular areas. (b) Some elementary teachers will receive GLAD refresher training and coaching to enhance their abilities to provide effective first instruction to English Learners. (c) Teacher, support staff and administrators will be provided opportunities to participate in other, relevant professional developments to support English Learners' language attainment and academic achievement. (d) Educational services will facilitate collaboration and training for teachers on a variety of topics that support English Learners in meeting	See funding Goal 1, Action 5 Supplemental Duplicate English Learner Services TOSA - Certificated Salary, Employee Benefits Supplemental $79,247	See funding Goal 1, Action 5 Supplemental Duplicate English Learner Services TOSA - Certificated Salary, Employee Benefits Supplemental $76,493

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
language/learning targets. Coaching will also be provided to teachers wanting or needing additional supports. (e) Teachers, supported by administrators and educational services, will participate weekly in collaborative PLCs to discuss best instructional practices, conduct teacher research, update and refine instructional guides and common assessments, and to further develop themselves as educators. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, I-Ready and other relevant artifacts.		
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.	See funding Goal 1, Action 6 Supplemental Duplicate	See funding Goal 1, Action 6 Supplemental Duplicate

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

SUCCESSES:
When we analyze data to determine the effectiveness of our English Learner programs, one component we focus on is our redesignated (RFEP) students' data. Redesignated students have, by definition, acquired enough English to perform comparably with their English-only peers. Therefore, their academic data should be comparable. Our data indicates this to be largely true, with only a

9.5 point differential with English scores and an 11.8 point differential with math scores between reclassified students and English-only students across the district. When analyzing just high school 2019 SBAC data, our reclassified students actually outperformed their English-only peers in English. We attribute part of this high school success to the high participation rate of reclassified students in our AVID program.

The successes listed in goal one also have an impact on our English Learners' academic achievement. In addition to those successes, WPUSD has made additional strides toward accelerating English Learners' proficiency in English and their path to reclassification (English fluency). A bilingual immersion program began at Creekside Oaks Elementary in fall, 2019; half of the students enrolled in the first kinder classes were English Learners. We provided professional development sessions focused on serving English Learners. In 2019-2020, our trainings focused on GLAD strategies and "Math Talks" (with an Integrated ELD emphasis).

Our high school has also implemented an ELD model that largely allows English Learners to have the same teacher for English as they have for Designated ELD, which allows for consistent support in grade-level English. The high school ELD teachers also serve as case managers for their students, monitoring their academic achievement across all subject areas. Lastly, our English Learner TOSA spent considerable time preparing students for the spring 2020 Summative ELPAC exam; the suspension of state testing in March 2020 did not allow us to reap the rewards of those efforts.

CHALLENGES:
In 2019-2020, 8.3% of our English Learners struggled to acquire English in the standard 3-to-5 year timeframe. These students, called Long-Term English Learners (LTELs) tend to struggle with more than just English language acquisition. WPUSD needs to improve its services for LTELs who need intensive intervention support and who struggle across multiple academic areas.

Additionally, 49.5% of our English Learners failed to advance a level per the ELPI (English Learner Progress Indicator) on the California School Dashboard. Since the expectation is that students advance one level per year, this indicates almost half of our English Learners are not academically progressing at the pace they should be. WPUSD attributes this to a weakness in our designated ELD instruction, particularly at the elementary level. While we have provided significant training on Designated ELD, more ongoing coaching and support is needed.

The suspension of ELPAC testing in spring 2020 led to a significant decrease in the amount of students who qualified for reclassification. Hence, many students are receiving ELD services who likely do not need those services anymore. We anticipate a large group of students reclassifying in the fall of 2021, once we are able to complete spring 2020 Summative ELPAC testing.

While we have yet to measure the impact of COVID-19 on our English Learners, it is our prediction that their learning loss during the pandemic will be greater than our English-only students.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Graduation Rate **19-20** 1. The district's cohort graduation rate will increase 0.5% from the prior year. **Baseline** Our district's cohort graduation rate was 93.1% in 2015-2016.	1. The graduation rate for the class of 2020 was 92.9%, a 4.6% increase from the prior year. We met our goal.
Metric/Indicator 2. A-G Completion **19-20** 2. The percentage of graduates meeting A-G requirements will increase by 5% from the prior year. **Baseline** Our district's A-G completion rate in 2015-2016 was 43.5%.	2. The Class of 2020's A-G completion rate was 57.7% (not the 88.3% incorrectly reported on DataQuest), an increase of 6.1% from the prior year. We met our goal.
Metric/Indicator 3. AP Exam Passage Rate **19-20**	3. The 2019-2020 school year had 64% of AP exams scored as a 3 or higher, compared to 57% in 2018-2019: a 7% increase. We met this goal.

Expected	Actual
3. The percentage of AP students scoring a 3 or better on all AP exams will increase by 3% from the prior year. **Baseline** 62.7% of AP students scored a 3 or better on all AP exams in 2015-2016.	
Metric/Indicator 4. Enrollment in AP Courses **19-20** 4. The percentage of high school students enrolled in at least one AP course will increase by 1% from the prior year. **Baseline** In fall 2016, 86% of students who took an AP course received a "C" or better in that course.	4. 258 students took an AP course in 2019-2020, a decrease from 280 students in 2018-2019. We did not meet this goal.
Metric/Indicator 5. CTE Industry Certifications **19-20** 5. The percentage of high school students who earn a CTE industry certification will increase by 5% from the prior year. **Baseline** Eight (8) students earned a CTE industry certification during the 2016-2017 school year.	5. We had a substantial increase in the amount of CTE Industry certifications awarded for the Class of 2019. The Class of 2018 earned 39 industry certifications, and the Class of 2019 earned 158 industry certifications, a three-fold increase. We do not feel the data for the Class of 2020 is accurate/valid, due to the impact of COVID-19. We still feel we met our goal
Metric/Indicator 6. CTE Pathway Completion **19-20** 6. The percentage of high school students who complete at least one CTE pathway will increase by 5% from the prior year. **Baseline** 115 students completed a CTE pathway.	6. 97 students completed a pathway in the 2019-2020 school year. This number is almost half of the 2018-2019 school year (181). We did not meet our goal. We feel this might be due, at least in part, to the impacts of COVID-19. This may also be due to the fact that some students may not be taking all three courses in the pathway.
Metric/Indicator 7. SBAC EAP College Readiness Indicator **19-20**	7. In spring 2019, 27.1% of 11th grade students scored "Standard Exceeded" in ELA and 13.9% of 11th grade students scored "Standard Exceeded" in Math. These are respective increases of

Expected	Actual
7. The percentage of all students in grades 3-8 and 11 who score "Standard Exceeded" in SBAC in ELA and math will increase by 5% from the prior year; "Standard Exceeded" in 11th grade indicates college readiness. **Baseline** 36% of 11th grade students scored "Standard Exceeded" in ELA and 11% of 11th grade students scored "Standard Exceeded" in Math.	1.5% and 1% from the prior year. We did not meet our goal. (No tests were administered in spring 2020 due to COVID-19).
Metric/Indicator 8. State Seal of Biliteracy **19-20** 8. The percentage of students in grade 12 who qualify to receive the California State Seal of Biliteracy will increase by 1% from the prior year. **Baseline** 2% of the graduating class of 2017 (29 out of 431) received the California State Seal of Biliteracy.	8. 14.9% of the Class of 2020 received the State Seal of Biliteracy, a 6.1% increase from the prior year. We met our goal.
Metric/Indicator 9. Enrollment in College Coursework (other than AP) **19-20** 9. The percentage of high school students enrolled in at least one dual/concurrent enrollment course (i.e. – Sierra College, American River College) will increase by 5% from the prior year. **Baseline** Five (5) students enrolled in at least one dual/concurrent enrollment course.	9. 67 students enrolled in at least 1 dual enrollment course in the 2018-19 school year. 61 students enrolled in at least 1 dual enrollment course in the 2019-20 school year: a slight decline. We did not meet our goal.
Metric/Indicator 10. College/Career Readiness Indicator **19-20** 10. The percentage of high school seniors who are considered "Prepared" for college and career will increase by 5% from the prior year.	10. 56.8% of high school seniors were "Prepared" for college and career based on the 2020 Dashboard, an increase of 9.7% from the prior year. This gain is in addition to a 4.1% gain from the 2018 to 2019 Dashboard (a total gain of 13.8% over three years). While the 2020 Dashboard numbers are slightly inflated due to an error in our a-g reporting, we still would have seen another 4-5%

Expected	Actual
Baseline 42.5% of high school seniors were "Prepared" for college and career.	gain without the errors in our data. Either way, we feel we met our goal.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
College Readiness (a) Site administration will work with educational services to develop new graduation requirements that better align with A-G requirements to implement beginning with the 2021-2022 freshman class. (b) The AVID program will continue to be implemented and supported at GEMS, TBMS, LHS, COES, SES, LCES and CCC. It will be added to FSS. Additional sections will be provided to the secondary schools to allow for smaller class sizes in AVID. (c) Additional counseling support will continue to be provided to ensure all students (with an emphasis on ELs, SED, and FY) receive academic guidance and intervention to support college readiness, eligibility, and acceptance. Furthermore, a part-time college & career specialist will provide enhanced guidance and support to ensure students and families have the knowledge and resources needed to attain college admission and/or career placement. (d) WPUSD will continue to enhance dual/concurrent enrollment through ARC, Sierra College, and other post secondary partnerships to support college readiness and credit toward an associates/bachelors degree. (e) Seniors who are not deemed college ready, as measured by the grade 11 EAP, will be placed in EAP senior math and/or ERWC English.	AVID Implementation (Membership, Professional Development, Materials, and Additional Sections) - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures Supplemental $454,722 Counselors - Certificated Salary, Employee Benefits Supplemental $424,745	AVID Implementation (Membership, Professional Development, Materials, and Additional Sections) - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures Supplemental $505,257 Counselors - Certificated Salary, Employee Benefits Supplemental $420,045

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Career Readiness (a) Site administration will work with educational services to develop new graduation requirements that expect students to complete CTE coursework to earn a high school diploma. These new requirements will be implemented with the 2021-2022 freshman class. (b) Six, 4-year career pathways (Agriculture, Engineering, Bio-medical, Media Arts, Construction Management, and Information Communication Technology) at LHS will continue to be fully implemented and supported. (c) Additional counseling support will continue to be provided to ensure all students (with an emphasis on ELs, SED, and FY) receive career guidance and intervention to support career readiness and industry certification. Furthermore, a part-time college & career specialist will continue to provide enhanced guidance and support to ensure students and families have the knowledge and resources needed to attain college admission and/or career placement. (d) WPUSD will continue to enhance dual/concurrent enrollment through ARC, Sierra College, and other post-secondary entities to support career readiness and credit toward industry certification and/or college degrees. (e) WPUSD will continue to implement programs and allocate funding in accordance with their Carl D. Perkins Career Technical Education Grant to support career readiness of students (see grant narrative for additional information). (f) WPUSD will continue to implement programs and allocate funding in accordance with their two CTE Incentive Grants to support career readiness (see grant narrative for additional information).	See funding Goal 3, Action 1 Supplemental Duplicate Carl D. Perkins Grant for CTE - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Carl D. Perkins Career and Technical Education $38,766 Career Technical Education Incentive Grant - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Career Technical Education Incentive Grant (CTEIG) $154,467 Agriculture Incentive Grant - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Agriculture Incentive Grant $13,783	See funding Goal 3, Action 1 Supplemental Duplicate Carl D. Perkins Grant for CTE - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Carl D. Perkins Career and Technical Education $35,500 Career Technical Education Incentive Grant - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Career Technical Education Incentive Grant (CTEIG) $121,307 Agriculture Incentive Grant - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Agriculture Incentive Grant $8,781

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(g) WPUSD's Agriculture Incentive Grant will continue to be implemented to support college and career readiness of students in the agriculture pathway (see grant narrative for additional information).		
Interventions (a) Additional sections will be provided for at-risk students to enroll in an online credit recovery program during the school day to accelerate learning and ensure they meet graduation requirements. (b) Intervention support staff will be provided to schools to work with students not making adequate progress toward meeting college and career readiness. Such support staff will include, but not be limited to: paraprofessionals, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and mental health specialist. (c) A full-time academic counselor will be added at Phoenix High School to improve monitoring of student graduation progress and to address its low graduation rate.	See funding Goal 1, Action 4 Base Duplicate Counselors - see funding Goal 3, Action 1 Supplemental Duplicate Summer School - Certificated Salary, Employee Benefits Supplemental $0 Online Credit Recovery Program - Services & Other Operating Expenditures Supplemental $15,000 Additional sections for online credit recovery - Certificated Salary, Employee Benefits Supplemental $141,591 Counselor - Certificated Salary, Employee Benefits Comprehensive Support and Improvement (CSI) $110,000	See funding Goal 1, Action 4 Base Duplicate Counselors - see funding Goal 3, Action 1 Supplemental Duplicate Summer School - Certificated Salary, Employee Benefits Supplemental $0 Online Credit Recovery Program - Services & Other Operating Expenditures Supplemental $15,000 Additional sections for online credit recovery - Certificated Salary, Employee Benefits Supplemental $174,287 Counselor - Certificated Salary, Employee Benefits Comprehensive Support and Improvement (CSI) $82,752
Professional Development & Collaboration (a) Administrators, teachers, counselors and other support staff will be provided AVID, AP, CTE, academic planning and other relevant training and coaching to support students' college and career readiness. (b) Teachers and support staff will be provided technology support and training to ensure classroom environments and instruction integrate technological tools that support implementation of the technology standards required for students to meet college and career readiness.	See funding Goal 1, Action 5 Supplemental Duplicate Ed Tech Coordinator (0.5 FTE) - Employee Salary and Benefits Supplemental $67,357	See funding Goal 1, Action 5 Supplemental Duplicate Ed Tech Coordinator (0.5 FTE) - Employee Salary and Benefits Supplemental $67,846

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 3. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 3.	See funding Goal 1, Action 6 Supplemental Duplicate	See funding Goal 1, Action 6 Supplemental Duplicate

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

SUCCESSES:
Despite the challenges of COVID-19, the Class of 2020 showed improvements in most components of the college and career indicator (CCI). The district's graduation rate increased by 4.6%, the district's a-g completion rate increased by 6.1%, and recipients of the California State Seal of Biliteracy also improved 6.1% from the prior year.

Programmatically, both AVID and CTE continue their district expansion. AVID Elementary thrives at five of our elementary schools. Our three comprehensive secondary schools continue to fill their AVID elective sections while also implementing AVID instructional strategies school-wide. Twelve Bridges High School will open its doors as an AVID school in the fall of 2021. Additionally, our CTE program continues to grow. We now offer 12 fully developed pathways across 6 industry sectors, and CTE course offerings are very popular with students. Additional support from the Strong Workforce Program has allowed our engineering program to expand. In 2021-2022, our STEM/CTE Teacher on Special Assignment (TOSA) will be obtaining her CTE Leadership certification through the CTE Leadership Institute. This can only further strengthen our CTE programs going forward.

Additionally, our partnerships with both Equal Opportunity Schools (EOS) and Sierra College have been successes. EOS is collaborating with Lincoln High School to ensure that unduplicated pupils have increased access to and support in Advanced Placement courses. Our Sierra College partnership ensures that students continue to have on-site opportunities to earn community college credits through dual enrollment.

Lastly, a temporary high school counselor at Phoenix High School is putting programs and procedures in place to ensure our neediest students are closely monitored and kept on-track for graduation. That support, along with multiple opportunities for all high school students to pursue credit recovery, removes obstacles that might prevent our students from successfully graduating high school.

We feel strongly that a continued focus on AVID, college and career counseling, credit recovery and other intervention services, CTE pathways, and access to rigorous coursework will continue to further progress in meeting our goal of all students becoming college and career ready.

CHALLENGES:
COVID-19 significantly impacted our ability to pursue college and career readiness for all students. We have seen an exponential growth in students who need credit recovery at the high school, and we do not have the physical or financial capacity to support all of their needs. We have had to delay the implementation of new high school graduation requirements. Most teachers chose to attend district-sponsored summer professional development related to distance learning instead of their yearly AVID training, which has slowed our momentum with the AVID program. We also saw significant declines in the percentage of students who completed a CTE Pathway and/or who received a CTE Industry certification. We feel like this decline is largely attributed to the impacts of COVID-19 on both hands-on learning experiences and the ability to sustain industry partnerships during statewide shutdowns. However, it may also be attributed to students not completing all three courses.

Outside of COVID-19, we face additional challenges. Despite the growth in our a-g completion rate, it remains far below what it should be when compared to similar districts. Our district-wide math scores also continue to be an area of growth, particularly at 11th grade. We face two credentialing issues. The teaching credentials needed to teach popular CTE courses are uncommon, which prevents us from quickly expanding those pathways to meet student demand. We also lack teachers with the appropriate qualifications to teach dual enrollment courses, which prevents us from expanding those offerings to meet student demand.

Twelve Bridges High School opens in the fall of 2021. This requires that all college and career initiatives be coordinated district-wide going forward. The loss of our College & Career Teacher on Special Assignment (TOSA) two years ago already created a gap in the supportive programs and systems that buoyed our college and career efforts. We fear the demands of the new high school will further stretch our resources.

Goal 4

All students will be safe and actively engaged at school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Attendance Rate **19-20** 1. The district's average daily attendance will increase by 0.2% from the prior year or be at least 98%. **Baseline** The district's average daily attendance rate was 96.2% in 2015-2016.	1. Our ADA in the 2019-2020 school year was 95%. We did not meet our goal.
Metric/Indicator 2. Truancy Rate **19-20** 2. The district's chronic absenteeism rate will decrease by 0.1% from the prior year or be less than 2%. **Baseline** The district's truancy rate was 8.9% in 2014-2015. (This data is always one year behind.)	2. Our chronic absenteeism rate in 2019-2020 was 0.88%. We met our goal.
Metric/Indicator 3. High School Dropout Rate **19-20**	3. This data is no longer reported on DataQuest. Internal data indicates we had 19 high school dropouts in the 2019-2020 school year, a rate of 3.9% (19 out of 486 potential graduates). We met our goal.

Expected	Actual
3. The district's adjusted grad rate for high school dropout will decrease by 0.1% from the prior year. **Baseline** The district's cohort high school dropout rate was 6.4% in 2015-2016.	
Metric/Indicator 4. 8th Grade Dropout Rate **19-20** 4. The district's 8th grade dropout rate will be less than 1%. **Baseline** The district's 8th grade dropout rate in 2015-2016 was 1.1% (6 out of 549).	4. This data is no longer reported on DataQuest. Internal data indicates we had 2 middle school dropouts in the 2019-2020 school year. We met our goal.
Metric/Indicator 5. Suspension Rate **19-20** 5. The district's suspension rate will decrease by 0.2% from the prior year or be less than 3%. **Baseline** The district's suspension rate in 2014-2015 was 3.2%. (This data is always one year behind.)	5. The district's suspension rate in 2018-2019 was 2.8%. The district's suspension rate for 2019-2020 was 2.3%. Although we acknowledge the decrease in suspension rate in 2019-2020 was likely due to school closures in March, we still maintained a district-wide suspension rate under 3% for 2 consecutive years. We met our goal.
Metric/Indicator 6. Expulsion Rate **19-20** 6. The district's expulsion rate will be less than 0.25%. **Baseline** The district's expulsion rate in 2014-2015 was 0.0%. (This data is always one year behind.)	6. The district's expulsion rate in 2018-2019 was 0.07%, and the district's expulsion rate was 0% in the 2019-2020 school year. We met our goal.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Youth Development (a) Teachers, support staff, and administrators will continue to receive training in youth development. (b) School sites will continue to refine their plans for implementing youth development supports and opportunities that ensure safety, relationships, engagement, community involvement, and skill building for youth. (c) Coaching and other supports will be provided to sites to ensure their success in implementing the youth development supports and opportunities.	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5 Supplemental Duplicate	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5 Supplemental Duplicate
Positive Behavior & Mental Health (a) Select school sites will continue to receive training and support to implement the PBIS framework. (b) A mental health specialist will support schools and students in need of mental health support. Additionally, Wellness Together, a mental health contractor, will provide mental health providers to enhance supports for students. (c) A district resource officer will be provided to support school sites in preventing truancy and defiant behavior. The resource officer will conduct home visits, implement prevention programs to deter high risk behaviors, and provide intervention supports to at-risk students and their families. (d) District psychologists will provide mental health services to special education students per their IEPs. Additionally, they will do proper	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5 Supplemental Duplicate Mental Health Specialist - Certificated Salary, Employee Benefits Supplemental $127,862 District Resource Officer - Services & Other Operating Expenditures Supplemental $125,475 Psychologists - Certificated Salary, Employee Benefits Mental Health Funds $258,042 Contract with Wellness Together for Student Mental Health Services - Services & Other	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5 Supplemental Duplicate Mental Health Specialist - Certificated Salary, Employee Benefits Supplemental $133,798 District Resource Officer - Services & Other Operating Expenditures Supplemental $98,623 Psychologists - Certificated Salary, Employee Benefits Mental Health Funds $316,037 Contract with Wellness Together for Student Mental Health Services - Services & Other

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
screenings and assessments of students referred for specialized services and make recommendations for services, etc. based on their expert analysis of assessment data.	Operating Expenditures Supplemental $136,750	Operating Expenditures Supplemental $139,504
MTSS (a) The district MTSS team, supported by a part-time MTSS coordinator, will finalize the district MTSS plan and support site administrators in implementing the comprehensive MTSS plan district-wide. (b)The district MTSS team will monitor the implementation of the comprehensive MTSS plan and evaluate appropriate data to make informed decisions about supports for schools and students.	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5 Supplemental Duplicate MTSS Coordinator (0.4 FTE) - Low Performing Student Block Grant Other $60,000	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5 Supplemental Duplicate MTSS Coordinator (0.4 FTE) - Low Performing Student Block Grant Other $57,043
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.	See funding Goal 1, Action 6 Supplemental Duplicate	See funding Goal 1, Action 6 Supplemental Duplicate
Transportation (a) Transportation will be provided to unduplicated students at no charge to ensure they get to school daily.	Transportation - Direct Cost Transfer Supplemental $59,000	Transportation - Direct Cost Transfer Supplemental $60,536

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

SUCCESSES:
Based on the California Healthy Kids Survey (CHKS) administered in February 2020, 56% of 5th graders, 65% of 7th graders, 59% of 9th graders, and 58% of 11th graders feel a sense of school connectedness. This is a significant change from two years prior, when only 47%, 27%, 21%, and 16% of 5th, 7th, 9th, and 11th grade students felt the same degree of connectedness, respectively. The February 2020 CHKS also showed improvements in the areas of academic motivation, caring adult relationships, and meaningful participation in school. We attribute these improvements to our district's intentional focus on enhancing school culture through Youth Development, Positive Behavior and Intervention Supports (PBIS), and increased mental health support.

Over one-third of the district's staff (classified and certificated) have been trained in Youth Development, a program that focuses on strengthening the five supports and opportunities for youth (safety, building relationships, youth participation, community involvement, and skill building). This expertise in Youth Development allows schools to create atmospheres where students can feel safe while developing relational and leadership skills, and while learning to connect with the greater Lincoln community.

Our part-time MTSS Coordinator supports the Positive Behavior and Intervention Support (PBIS) program. In addition to serving in an advisory role for experienced PBIS schools, the MTSS Coordinator has also recruited more schools to participate in PBIS. PBIS helps schools create targeted, intentional processes to address students who struggle with behavioral issues, in addition to helping schools develop more ways to recognize and reinforce positive behaviors.

Our district has continued to contract with Wellness Together, a counseling service for students at all grades. This has provided a support for our students struggling with traumatic events and/or mental health challenges that interfere with their learning. Every year, we continue to increase funds to support students' mental health as the needs have continued to increase. In addition, we have a full-time district mental health specialist who is also utilized heavily; his work tends to focus on students in grades 6-12.

The district's suspension rates continue to be low. This is likely due to the implementation of the programs mentioned above. In addition, schools continue to find more effective and creative ways to address students with challenging behaviors.

To help support our focus on student engagement and well-being, Western Placer has purchased the EduCLIMBER program. This program allows schools to look at multiple points of data to clearly identify students' areas of academic, behavioral, and social

emotional need. It houses all of our intervention data in one program, which helps us identify student needs more quickly and provide services in a more timely manner. Site staff are currently being trained to fully roll out the program in the 2021-2022 school year.

CHALLENGES:
One of the challenges we have witnessed is the increase in vaping by students. As vaping technology has evolved, it has allowed students a greater ability to conceal their possession and use. We continue to work on ways to combat this activity but have struggled to see its reduction; vaping accounts for a significant percentage of our secondary out-of-school suspensions.

Many of our schools have created some form of MTSS system, which addresses the academic, behavioral, and social emotional needs of their students. However, most are using approaches unique to one school site. The district lacks MTSS systems that are consistent across all schools. This lack of district-wide MTSS systems is partially due to the fact that our MTSS Coordinator is only a 40% position.

Our district, along with others in Placer County, continually face a shortage of substitute teachers. This has reduced greatly our ability to train staff on important programs and district wide initiatives.

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Instructional Materials **19-20** 1. All students will have access to standards-aligned instructional materials. **Baseline** All students have access to standards-aligned instructional materials.	1. All students have access to standards-aligned instructional materials.
Metric/Indicator 2. Adequacy of Facilities **19-20** 2. All school facilities will receive adequate (in good repair) rating, as measured by FIT. **Baseline** All school facilities have adequate (in good repair) ratings, as measured by FIT.	2. All school facilities have adequate (in good repair) ratings, as measured by FIT.
Metric/Indicator 3. Technology Standard **19-20** Outcome met in 2018-2019.	3. Outcome met in 2018-2019.

Expected	Actual
Baseline There is no current district standard for technology in schools and classrooms.	
Metric/Indicator 4. Improvements to Technology and Facilities **19-20** 4. Improvements to technology and facilities will be made in order of priority. **Baseline** Improvements to technology and facilities are currently made in order of priority, within the confines of the available budget.	4. Improvements to technology and facilities are currently made in order of priority, within the confines of the available budget.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Technology (a) The district standard for technology in schools and classrooms will be implemented for all new construction. (b) Technologies will be updated, replaced, or added in order of priority and in accordance with the district standard for technology.	Technology Budget - Computer Replacement - Books and Supplies, Other Operating and Equipment Base $300,000	Technology Budget - Computer Replacement - Books and Supplies, Other Operating and Equipment Base $254,617
Maintenance (a) School facilities and grounds will be well maintained and improvement needs will be assessed. Improvements will be made in order of priority.	Routine Repair & Maintenance Program - Classified Salary, Employee Benefits, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Base $1,877,987 Maintenance, Operations & Custodial Services Program - Classified Salary, Employee	Routine Repair & Maintenance Program - Classified Salary, Employee Benefits, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Base $1,842,180 Maintenance, Operations & Custodial Services Program - Classified Salary, Employee

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Benefits, Employee Benefits Base $1,879,012	Benefits, Employee Benefits Base $1,710,680
Measure A and Measure N School Bonds (a) Final improvements to technology and facilities at GEMS will be made in accordance with the Measure N Bond. (b) Construction of a new high school in the Twelve Bridges area will continue in accordance with the Measure A Bond. (c) Final construction of a new elementary school in the Lincoln Crossing area will occur in accordance with the Measure N Bond.	Measure A Bond - Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Other $29,443,730 Measure N Bond - Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Other $37,332,254	Measure A Bond - Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Other $40,217,273 Measure N Bond - Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Other $35,941,252
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.	See funding Goal 1, Action 6 Base Duplicate	See funding Goal 1, Action 6 Base Duplicate

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services implemented. That being said, however, the shift our maintenance, facilities, and technology departments had to make due to COVID mitigation reduced the time, energy, and resources that would have been dedicated to enhancing or sustaining our district's infrastructure.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

SUCCESSES:
We have implemented the actions/services as indicated in the LCAP. We made significant improvements to facilities and technology. Below is a summary of actions taken during both the 2019-2020 and the 2020-2021 school years:

MAINTENANCE PROJECTS:

2019-20
Districtwide - fire lane marking/curbing, fire system sprinkler repair, purchase/installation of "Video Surveillance" signs, upgrade to bell and PA software (some schools)
Carlin Coppin - electrical work/repair to courtyard lights, installation of new drinking fountain and water bottle filling system, installation restroom partitions, sink cabinet replacement
First Street School - fire panel replacement, installation of playground fiber
Foskett Ranch Elementary - new landscaping rock installation, repair/upgrade PA system
Glen Edwards Middle - Phase 1 rekey project, painted GEMS kitchen
Lincoln High School - light pole replacement in quad, new landscaping rock installation, repair to stadium lift chair
Phoenix High School - removed 2 hazardous trees between portables
Twelve Bridges Elementary - chiller boiler line repair
Twelve Bridges Middle - smoke detector repair/installation
Maintenance Warehouse - replace damaged awning

2020-21
Districtwide - Ecobal Smart Power disinfectant refillable station installation, Ecolab soap and sanitizer product installation at each school site
Carlin Coppin - Tree removal, new fencing around HVAC unit, removed and replaced flooring in Early Childhood classroom, replaced exhaust fan in girls bathroom, sewer repair, low-voltage fire alarm system repair
Creekside Oaks Elementary - applied 60 yards of playground fiber, fixed dry rot on ramp leading to classroom 18A, roof repair on 18A & 18B
First Street Elementary - applied 40 yards of playground fiber, sewer repair and drain clean out
Foskett Ranch Elementary - window screen and window balance repair, fiber repair in classroom 401
Glen Edwards Middle School - fencing installed around electrical panels, installation of two feminine product dispensers, painted kitchen office
LHS Farm - cellular dialer installed, improved communications to Sierra Building Systems, new HVAC unit room in 4, replaced ceiling tiles in portable 2
Lincoln High School - repair to two gates to ensure closure, ADA restriping project, Blackform valve replacement, electrical repair to theatre roll-up door, emergency tree removal near room 9 and tree stump removal, new HVAC unit room 42, prune 3 trees located by portables on the west side and gym, removal of outdated and unusable t8 fluorescent light bulbs, woodshop roll-up door replacement

Lincoln Crossing Elementary School - repair domestic water lines, safety fencing by crosswalk, bat removal project, crushed rock replacement in front flower beds, front office concrete repair, glass repair to classroom window, new boiler water pump installed
Maintenance Warehouse - Replaced exhaust fan in the ladies restroom
Scott Leaman Elementary - fiber repair in server room, purchase two new reel mowers (new school)
Sheridan Elementary School - replace lighting fixture by compactor with a LED fixture, repair to compactor
Twelve Bridges Elementary - repair to compactor, applied 60 yards of playground fiber, removed downed trees by portables
Twelve Bridges Middle- bleacher repair, device and alarm programming for Vacolm Bell program, Whest Koast Plumbing chiller and boiler loop repair

FACILITIES PROJECTS:

2019-20
Measure A Bond Project - construction of Twelve Bridges High School (in progress)
Measure N Bond Projects - construction of Scott M. Leaman Elementary School (in progress), completed Library/Classrooms Building at Glen Edwards Middle School (Phase I, opened August 2019), construction of New Gymnasium/Band Room Building, Administration Addition, and modernization of existing school buildings at Glen Edwards Middle School (Phase II)
Lincoln High School - Art Building Kiln Room power addition and upgrade.

2020-21
Measure A Bond Project - construction and completion of Twelve Bridges High School (in progress, scheduled to open August 2021)
Measure N Bond Projects - completed Scott M. Leaman Elementary School (opened October 2020), completed construction of New Gymnasium/Band Room Building, Administration Addition, and modernization of existing school buildings at Glen Edwards Middle School (Phase II, opened October 2020)
Lincoln High School - Room 43 path of travel and ADA ramp modifications for access compliance

TECHNOLOGY PROJECTS:

2019-20
Replaced student computers in LHS RM 75
Upgraded LHS RM 5 computers with SSD and video card
Upgraded Library computer lab with SSD and RAM
Upgraded computer lab at GEMS with new video card
Upgraded 7 switches at LHS
Upgraded 1 switch at ATLAS
Upgraded 1 switch at COE
Upgraded 1 switch at FRE
Upgraded 3 switches at LCE
Upgraded 3 switches at TBE

Upgraded 4 switches at TBMS
Added 3 WAP to TBE
Added 3 WAP to FRE
Added 3 WAP to FSS
Added 4 WAP to CCE
Added 1 WAP to SES
Added 8 WAP to COES
Added 3 WAP to LCE
Mounted projectors at multiple sites
Outfitted new 2 story building at GEMS with technology
Outfitted new Admin building at GEMS with technology
Upgraded District Office surveillance server
Added security cameras at LHS Farm
Replaced backup battery at District Office
Upgraded wireless controller

2020-21
Purchased and provisioned ~4,000 Chromebooks which allowed us to go 1:1
~300 hotspots were purchased and provisioned to students
Replaced Firewall
Upgraded internet speed from 1Gbps to 10Gbps
Purchased and provisioned 325 Document Cameras
Purchased and provisioned 350 Webcams
Upgraded server storage
Upgraded District Office network equipment
Upgraded connection between District Office and LHS/PHS from 1Gbps to 10Gbps
Upgraded phone system at District Office
Upgraded phone system at FSS
Upgraded phone system at SES
Upgraded phone system at Transportation
Upgraded core switch at Transportation
Upgraded core switch at LHS Farm
Replaced security camera server at GEMS
Opened and outfitted SLES
Opened and outfitted new buildings at GEMS
Upgraded VM infrastructure
Added another VM host at District Office

Upgraded computers at District Office to Laptops
Configured and installed network for TBHS
Installed generator to keep District Office powered during PSPS event
Replaced server backup system
Implemented ParentSquare
Replaced computer lab at GEMS
Upgraded paging system at SES
Converted all District cell phones from Verizon to T-mobile
Added service for staff and students to be able to change network password from anywhere
Upgrade load balancer

CHALLENGES

Our greatest challenge occurred in March 2020, when we had to quickly shift the focus of our maintenance, facilities, and technology departments to COVID mitigation. Time, energy, and resources that would have been dedicated to enhancing or sustaining our district's infrastructure shifted instead to supporting distance learning and preparing for the return of in-person instruction under stringent county health protocols.

Goal 6

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Parent Involvement Plan **19-20** 1. The board approved comprehensive district parent involvement plan will be implemented. **Baseline** There is no district parent involvement plan.	1. There is no district parent involvement plan.
Metric/Indicator 2. Parent Involvement in School Sponsored Events **19-20** 2. Parent involvement in school sponsored events will increase by 5%. **Baseline** A system for collecting data regarding parent involvement has not yet been developed.	2. A system has yet to be developed.
Metric/Indicator 3. Parent Use of Student Information Systems **19-20** 3. Parents' use of district sponsored student information systems will increase by 5%.	3. We switched to ParentSquare for our parent communication system in January, 2021. Since then, 13% of our parents (or, presumably approximately 26% of our families) regularly interact with ParentSquare. Additionally, as of June 2021, Schoology (at secondary schools) have been visited 78,328 times in the 2020-21 school year. 7% of those visits (4,942) were parents. Due to the

Expected	Actual
Baseline As of April 2017, Schoology (at secondary schools) has been visited 66,098 times in the 2016-2017 school year and Jupiter Ed (at elementary schools) has been visited by 292 families.	change in programs, we cannot determine whether or not we met our goal.
Metric/Indicator 4. Parent Participation in Continuing Education **19-20** 4. Parent participation in district sponsored continuing education will increase by 2%. **Baseline** From September through May, three classes were offered in the evenings (ESL, GED Preparation, and computer literacy). Approximately 50-60 parents attended at least one of the classes over the course of the year. Additionally, three Latino Literacy courses were offered at various times of day during the spring. Another 25-30 parents attended at least one Latino Literacy course.	Due to COVID, continuing education was halted.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Parent Education (a) Parent education will be provided through evening continuing education classes, collaboration with regional adult schools, and other avenues. (b) Data regarding parent education will be collected.	Parent/Continuing Education - Classified Salary, Employee Benefits Title I $6,000 Parent/Continuing Education - Classified Salary, Employee Benefits Title III $6,000	Parent/Continuing Education - Classified Salary, Employee Benefits Title I $6,167 Parent/Continuing Education - Classified Salary, Employee Benefits Title III $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Parent Involvement (a) A comprehensive district parent involvement plan will be in place and implemented with fidelity. (b) Schools will solicit parent volunteers to support student learning and school projects. (c) Teachers will utilize Schoology/Turnitin at the secondary schools and PowerSchool/Illuminate at the elementary schools to support parents in accessing student learning information online and in communicating with teachers and administration. Additionally, they will provide parents with resources to support learning at home. (d) Bilingual parent/school/community liaisons will work to increase the overall number of parent volunteers, focusing specifically on parents of unduplicated students.	Schoology/Turnitin - Services & Other Operating Expenditures Supplemental $42,741 Parent/School/Community Liaisons (3.0 FTE) - Certificated Salary, Employee Benefits Supplemental $164,866	Schoology/Turnitin - Services & Other Operating Expenditures Supplemental $45,497 Parent/School/Community Liaisons (3.0 FTE) - Certificated Salary, Employee Benefits Supplemental $160,438
Communication & Collaborative Decision Making (a) District and site administrators will actively seek out a diverse population of parents to participate on collaborative decision- making committees, such as DAC, SSC, LCAP, etc. (b) Bilingual parent/school/community liaisons will support collaborative decision-making and communication by facilitating discussions and encouraging two-way communication between parents and school/district staff. Parents of unduplicated students will be their target audience.	Parent/School/Community Liaisons - see funding Goal 6, Action 2 Supplemental Duplicate	Parent/School/Community Liaisons - see funding Goal 6, Action 2 Supplemental Duplicate
Community Involvement (a) District and site administrators will actively seek out community organizations such as PAL, Rotary, Chamber of Commerce, Knights of	Parent/School/Community Liaisons - see funding Goal 6, Action 2 Supplemental Duplicate	Parent/School/Community Liaisons - see funding Goal 6, Action 2 Supplemental Duplicate

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Columbus, SCHOOLS, etc. to partner with in ensuring all students' achievement and success. (b) Bilingual parent/school/community liaisons will continue to work to enhance community relationships and develop partnerships with community organizations that directly benefit parent of unduplicated students.		
Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 6. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 6.	Direct School Site Allocations See funding Goal 1, Action 6 Supplemental Duplicate	Direct School Site Allocations See funding Goal 1, Action 6 Supplemental Duplicate

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

STRENGTHS
Three full-time parent/school/community liaisons continued to assist families in navigating our educational system. These liaisons worked closely with unduplicated pupils' families (English Learner families, in particular) to ensure they were equipped with the skills to effectively support their children's academic experiences. They also worked closely with other district staff to ensure appropriate resources and supports were provided to students and families. The liaisons have increased parents' ability to engage with and communicate with school and district staff, which has had a positive impact on student connectedness and achievement.

Until March 2020, the district also offered continuing education classes for parents throughout the school year: GED Preparation and English as a Second Language (ESL). Unfortunately, those classes were paused at the start of COVID and have yet to return.

Large volumes of secondary school parents utilized Schoology to communicate with their students' teachers and learn about school events. We also transitioned to a more robust parent communication platform called ParentSquare. ParentSquare has more mobile options for parents with less access to technology, more teacher-to-parent and parent-to-teacher communication options, and offers automatic translations in dozens of languages beyond Spanish.

One of the few silver linings of the COVID-19 pandemic has been discovering more ways for parents to participate and provide feedback to our district and our schools. We sent a variety of parent surveys at both the district and site level, collecting feedback on topics ranging from instructional program delivery to summer school options. Survey completion rates have been high. With virtual options available, we have also seen increases in parent participation at IEPs, parent conferences, school site council (SSC) meetings, PTA meetings, and district town hall meetings.

CHALLENGES
COVID-19 has had a significant impact on parent engagement. While we have seen increased parent participation in virtual settings, parents can no longer visit schools (other than the front office) or volunteer in their children's classrooms. School-wide celebrations and events, which build community and encourage positive interactions, are not allowed under county health protocols. We cannot host our GED Preparation or ESL parent classes. Most partnerships with community organizations have also been paused.

In looking at our data over the past two years, Spanish-speaking parents accessed the liaisons at much higher ratio than English-speaking (or other language-speaking) parents. Our work to increase our outreach with all parent groups continues.

We had plans to take a Parent Education Plan to the school board during the 2019-2020 school year. We never did. Modifying that plan and taking it to the school board in the 2021-2022 school year is our adjusted plan going forward.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional furniture (tables, chairs, desk, etc.) to outfit classrooms that maximize space between students.	36,607.46	188,934	No
Social distancing signage to provide reminders of and guidance for important policies and procedures that students and staff need to follow to remain safe while on campus.	884.02	5,410	No
Personal Protective Equipment (PPE) to ensure staff and students have appropriate protections to adhere to outlined safety protocols.	46,971.64	417,659	No
Plexiglass dividers to give staff and/or students additional layers of protection when social distancing is difficult (i.e., 1:1 assessments, teacher/student small groups, for students seated closely together at tables/lab stations).	15,603.82	162,665	No
Sanitizing stations (and accompanying supplies) to increase staff and student access to hygiene supplies.	97,970.40	383,989	No
Employee thermometers to check temperatures in case a student or staff member is exhibiting symptoms.	1,690.26	16,595	No
Development of the "Roadmap to Reopening" health and safety protocols/procedures to give the WPUSD community a standard to follow when considering what decisions need to be made in preparation for and implementation of in-person instruction.	NA	NA	No
Support staff to provide enhanced services for at-risk students in the afternoon (salaries & benefits) to help mitigate the effects of learning loss and the difficulties that come with a modified in-person instructional model.	1,015,966.00	1,091,056	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The Sonday Intervention System to provide targeted interventions for our students with disabilities and other at-risk students who struggle with dyslexia and the development of reading decoding skills.	19,772.00	25,675	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Additional Federal and State Coronavirus Relief Funding was awarded to the District, therefore additional expenditures were made in the above areas to support in-person/InterCONNECT student instruction, 1:1 Chromebooks for all TK-12 students, strengthen/update District-Wide technology infrastructure/firewall/connectivity, professional development, and other PPE purchases, to include privacy and plexi-glass screens for students and staff, PPE supplies for staff and students, sanitation stations, hydration stations, labor for disinfection and sanitation of high touch areas on all campus. Provided breakfast and lunch distribution to all WPUSD students In-Person & InterCONNECT.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

SUCCESSES:
Our biggest success this year has been our October 6, 2020 return to in-person instruction, on a modified bell schedule five days a week. Approximately 65% of our students opted for in-person instruction, with all parents given multiple opportunities to switch their student's instructional program throughout the year. To this date, there is still no known transmission of COVID at our schools.

Many components made our return to in-person instruction such a success. The instructional planning for in-person and distance learning was done side-by-side, guaranteeing substantially similar programs. Students kept their same teacher(s) all year, regardless of program, and synchronous learning was encouraged. Our in-person students needed no more than 45 minutes of daily asynchronous learning to meet the minimum instructional minute requirement. Moreover, we built in a variety of contingencies to address the need to quickly shift to 100% virtual, 100% in-person, or to shift in-and-out of in-person learning due to quarantine.

Our planning process utilized the feedback of three district task forces (elementary, middle school, and high school) and our parent stakeholder groups. We also worked in close partnership with our bargaining groups.
We developed an extensive calendar of professional development offerings in the summer of 2020 to provide teachers with knowledge of the online tools and technical support they would need for quality synchronous learning. We would often see more than 100 teachers participating in virtual training sessions. Some of these sessions addressed how to best support English learners and other students with exceptional needs in a modified instructional environment.

In terms of safety, we consistently implemented COVID safety protocols district-wide. Our modified day avoided the potential hazard of serving lunch, minimizing both contacts and the possibility of crossing cohorts. We hired a full-time COVID Coordinator to do contact tracing and to manage student and staff quarantines. Lastly, our staff and students were provided ample PPE, sanitizers, plexiglass barriers, and other safety supplies. All classrooms and other instructional areas were outfitted with MERV-13 filters.

CHALLENGES:
Due to limited instructional time and physical/environmental constraints, academic standards had to be prioritized. Only essential standards are being addressed in the 2020-2021 school year, reducing both the breadth and depth of content covered. With elementary science and music switched to asynchronous learning, extracurricular and co-curricular activities postponed, and few opportunities for student engagement, the in-person learning environment feels sterile. All of the intangibles that bring energy and life to the in-person school experience are missing.

We are deeply concerned about the increase in failure rates at our high school (and the increased need for credit recovery options). We are also worried about overall learning loss, particularly for students who were struggling prior to the pandemic and for our primary-aged students. Neither a shortened modified day nor distance learning is an ideal option for students with unique needs who need constant support and intervention or for students who still need to master essential skills to access content.
Overall, COVID contact tracing has been a significant burden on our resources, and our constant focus on keeping pure cohorts impacts our ability to offer flexible/extended learning options for students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The purchase of licenses to use various software programs (i.e. - NearPod, Seesaw, EdPuzzle, Screencastify) gives teachers a way to enhance their instruction and create engaging student learning activities.	82,281.51	216,975	Yes
Student Chromebooks were purchased to ensure all students, especially our non-duplicated pupils, had devices which could utilize the programs teachers were using for student learning activities.	980,945.75	1,487,510	Yes
Teacher Chromebooks gave staff flexibility to teach students in a distance learning model in various locations, including at home and at school, and to utilize all the software programs purchased to enhance their instruction.	123,937.13	682,098	No
Document Cameras gave teachers a way to project their lessons through the computer and have students in a distance learning model, see those lessons	74,695.25	93,883	No
Web cameras allowed teachers to provide "live" instruction to their students, and to create instructional videos for student viewing at their convenience.	18,643.38	31,278	No
Technology Personnel were added to support distance learning as a greater demand was put on the district's overall use and dependency of technology.	70,000.00	122,837	No
Improved firewall/internet services give staff and students security while participating at a distance, and improved the online connection between teachers and students.	38,301.88	486,605	No
Elementary manipulatives/disposable supplies for distance learning were purchased so that primary grade students could have hands on materials to use at home creating enhanced learning opportunities.	9,455.01	67,638	Yes
Chromebook storage shelves were purchased for our technology department to store, inventory, and distribute new purchases of devices.	1,216.54	1,217	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
A 1.0 FTE Ed Tech Coordinator was added to help in the purchase of effective online programs, to create a process to train staff on the use of those new online programs, and to provide the necessary support ensuring teacher success.	139,756.00	140,146	No
Teachers were paid for professional development during the summer in preparation for distance learning that was created and administered by the district Ed Tech Coordinator along with some teaching staff.	300,000.00	325,332	Yes
Hotspots were purchased and distributed to families who needed wifi to operate their devices at home during distance learning.	97,400.00	118,337	Yes
A Distance Learning Task Forces (elem/sec) was formed to develop instructional schedules, review/edit "Teacher Expectations" documents, etc.	15,000.00	14,648	Yes
Distance Learning Planning Teams (by grade spans/courses) were formed to identify essential standards, modify pacing guides, develop curriculum, and create assessment and interventions plans.	30,000.00	6,073	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Additional Federal and State Coronavirus Relief Funding was awarded to the District, therefore additional expenditures were made in the above areas to support in-person instruction. Additional expenses related to TK-12 grades curriculum and student resource supplies for InterCONNECT students. Expanded technology infrastructure expenses district-wide to support expanded band-with and continuous consistent internet connectivity. Technology expenses related to 1:1 student/device implementation district-wide. Teacher technology instructional equipment purchased district-wide for "live" for in-person and InterCONNECT students during the instructional day. Provided breakfast and lunch distribution to all WPUSD students In-Person & InterCONNECT

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

SUCCESSES:

When we returned to in-person instruction on October 6, 2020, approximately 35% of our students opted for distance learning; parents were given multiple opportunities to switch their student's instructional program throughout the year.

Developing a comprehensive distance learning program allowed us to fast-forward our plans to move to 1:1 as a district. All students had access to a district device if they opted to use one. Families with inadequate internet service were provided hotspots, as needed. Additionally, we fortified our "behind the scenes" technology infrastructure, doubling our network capability and upgrading our servers. We also updated our list of standard equipment for teachers, as the tools needed for synchronous and asynchronous instruction created a need for more teacher technology. Now, all teachers have webcams, high-quality multidirectional speakers and microphones, state-of-the-art document cameras, and a secondary computing device to ensure their regular workstation supports distance learning.

The instructional planning for in-person and distance learning was done side-by-side, guaranteeing substantially similar programs. Students kept their same teacher(s) all year, regardless of program, and synchronous learning was encouraged. Most teachers integrated distance learners and in-person learners in some way, in an effort to create a unified classroom community. The modified instructional day allowed teachers and/or instructional aides to provide small group and 1:1 intervention in the afternoon to support students with unique needs (i.e. – English Learners, students with disabilities, homeless/foster youth).

Our planning process utilized the feedback of three district task forces (elementary, middle school, and high school) and our parent stakeholder groups. We also worked in close partnership with our bargaining groups. The teacher task forces developed the engagement log for distance learners, identified essential standards, and identified instructional strategies/tools/resources that would enhance the distance learning experience.

We developed an extensive calendar of professional development offerings in the summer of 2020 based on the feedback of our task forces. We used our professional development sessions to provide teachers with the concrete knowledge/practice they would need to support distance learners. We would often see more than 100 teachers participating in virtual training sessions. Some of these sessions addressed how to best support English learners and other students with exceptional needs in a distance learning or asynchronous learning environment. This included purchasing manipulatives for our virtual primary grade students to support different learning styles and provide additional modalities to increase student understanding.

We could not have been successful with distance learning had we not added staff to support our efforts. Our Ed Tech Coordinator position increased from 0.50 FTE to 1.00 FTE, and we added 2 additional technicians in the Technology Department to assist with increased HelpDesk requests from both teachers and families.

CHALLENGES:
Shifting to an entirely new teaching method in the middle of the 2019-20 school year was quite a challenge. In addition to an overall loss of instructional minutes for students, there was a significant learning curve for teachers as they adapted to the nuances of distance learning and slowly developed their skillsets with a variety of new digital tools/strategies.

Monitoring student progress and providing timely, constructive feedback in a virtual environment was more challenging than in-person. Teachers had less control over student engagement and participation, and students were less willing to take risks in a virtual environment. Additionally, authentic assessment became difficult in a distance format, limiting teachers' ability to objectively measure student progress.

One of our most significant challenges with distance learning revolved around the small percentage of students who were not regularly engaging with their teacher(s) or their class(es). Despite our varied and continuous efforts to re-engage students who failed to log in regularly, some students attended class inconsistently or not at all. We know these lost learning opportunities will greatly impact some students' academic progress going forward.

Unfortunately, all of the challenges of the distance learning format had a more significant impact on our students with unique needs (i.e. English Learners, homeless/foster youth, students with disabilities). We fear that the last 1.5 years have widened our achievement gap.
Lastly, we also had a small demographic area that lacked the infrastructure to access distance learning through any means. Internet service of any kind, including hotspots, was not a viable option for them.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
ASES (CARE) Program - provides daycare, support with facilitating distance learning, and providing tutoring help. Foster youth/homeless students, and low-income/English Learner students are prioritized for this program.	439,395.10	510,186	Yes
A 1.0 FTE EL TOSA was hired to provide guidance to schools and teachers on effective teaching strategies for English Learner students, and how to provide designated and integrated ELD instruction during distance learning.	90,738.00	68,058	Yes
Designated ELD sections at secondary schools were created so that English Learner students could have dedicated extra time to accelerate their language development and help them keep pace with their classes.	243,309.00	189,826	Yes
A Homeless Youth Coordinator helps to identify, track, and provide support for our homeless population of students, assuring they receive all services available to ensure school success.	33,665.00	33,966	Yes
A Homeless Youth Secretary provides support to the Homeless Youth Coordinator in assisting the tracking and supporting of our homeless youth, and in helping to secure available services.	7,985.00	7,911	Yes
The i-Ready (K-8) program provides diagnostic assessment information so that teachers can monitor learning loss and identify specific skills in which students need enhanced instruction. It also provides self-paced reading and math instructional practice to support student learning.	189,436.00	134,392	Yes
The Illuminate Assessment System provides a way for teachers to administer assessments and receive detailed reports that track student and class progress toward mastering each standard in reading and math. These reports also help teachers identify areas of need to address with students.	45,904.00	73,677	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
A portion of the Site-allocated Supplemental Funding for Learning Loss Mitigation was provided to each school so that each can address the unique situations they face, based on their student populations and their individual analysis of needs.	661,594.00	705,227	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Additional Federal and State Coronavirus Funding was awarded to the District, therefore additional expenditures were made in the above areas to support in-person instruction. EL TOSA was hired at a .80 FTE instead of 1.00 FTE.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

SUCCESSES:
As we adapted to our new COVID learning environment, discussions centered around guaranteeing effective instruction for our students, knowing the challenges of implementing both a shortened in-person model and a distance learning model, and knowing that students' instructional minutes would be reduced. Most of our work revolved around identifying the most essential content to cover. At the elementary level, the decision was made to focus primarily on English Language Arts and Mathematics. At all grade levels, work was done to identify key essential standards within each content area. With this narrowed focus, teachers ensured in-depth, targeted instruction of the content that mattered most. Additionally, this work helped guarantee continuity of instruction between our in-person and distance models.

One benefit of a shortened in-person school day was that it provided dedicated instructional time in the afternoon for individual and small group interventions; these interventions occurred both in-person and virtually. These daily blocks of dedicated intervention time allowed us to target struggling students, including our students with exceptional needs (i.e. - English Learners, students with disabilities, homeless/foster youth, etc), and provide them with the services needed to be more successful. Personnel and resources were reallocated to provide support for these enhanced intervention opportunities. We shifted the focus of work for some district personnel from providing coaching of Tier I instruction to supporting schools with Tier II interventions.
Sites hired more Instructional Support Providers (ISPs) and instructional aides. Professional development shifted to specifically provide guidance and coaching on supporting our students with disabilities, socially economically disadvantaged students, English Learners, and our homeless/foster youth in a virtual learning environment.

We utilized two online platforms (Illuminate and iReady) to monitor student academic progress through the use of diagnostic assessments and district benchmark assessments in Language Arts and Math. The data from these assessments were then used to determine the academic needs of students and to prioritize students for targeted intervention. We also purchased licenses for additional technology tools that provided supplementary data to teachers, further assisting the discovery of areas for student growth/intervention.

We continue to coordinate with our afterschool programs (ASES), and students can continue to access their services and support. This has proven to be a lifeline for parents who struggle to provide academic support to their students at home. All students are eligible to attend our ASES programs. However, the demand for our ASES programs outweighs their available space. Therefore, students are chosen to participate on the basis of need; we prioritize our homeless/foster youth, socioeconomically disadvantaged students, and English learners. A local non-profit organization, the Foundry, also provides (free) after school tutoring to students.

We track student attendance regularly, and have a detailed re-engagement plan in place for virtual learning students who are not regularly attending online classes. The plan, developed and monitored by our district MTSS Coordinator, includes tiers of support depending on need. Our parent/school/community liaisons have played an integral part in this plan.

CHALLENGES:
Authentic assessment became difficult in a distance format. It limited the ability to truly measure how students were mastering the material because it was not possible to assess the same way as in person. Teachers found that previously used assessments did not always align with the revised/amended essential standards. Therefore, new assessments were developed. So, year-to-year data comparisons could no longer occur. Additionally, many teachers reported that students were receiving "extra help" from family members on assessments to the degree that it rendered the results invalid. Questionable, inconsistent data impacted our ability to measure student growth and target students for appropriate interventions.

Additionally, what was once taught in approximately 5.5 hours reduced to 3.5 hours. Teachers had to pare down their instruction to focus on only the necessary material. Both the depth and breadth of concepts suffered. Music, science, and social science at the elementary level were minimized. Plus, teachers were juggling instruction in both an in-person and virtual environment simultaneously.

Most challenges were felt in the virtual learning environment. Students on distance learning had less direct access to teachers. Virtual interventions felt less successful. Monitoring student progress and providing timely, constructive feedback was more challenging. Teachers had less control over student engagement and participation. As a result, it proved easier for students to disengage or not attend online classes, causing their academic performance to decline.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

SUCCESSES

Students

Having the option in early October for students to return in person, 5 days a week, was a great relief to many of our students and our families. Even though there were COVID protocols in place that limited student interaction, being with teachers and fellow students in classrooms helped restore a sense of normalcy. For those students who opted to stay home and learn virtually, we adopted a district-wide philosophy that allowed students to participate in virtual classes/Google Meets to the degree with which they were comfortable. This included student choice with regard to camera use and flexibility with assignment completion. Throughout COVID, teachers also provided office hours for all students. Office hours gave students a chance to receive targeted, specific academic support while allowing teachers to make personal connections with students at the same time.

Through a collaborative effort between our district mental health specialist and school psychologists, a quick mental health screener was developed for students during COVID. The screener helped determine who was most at risk, and identified what those risks were. The screener ensured timely and appropriate mental health support was provided to students who needed it. Our district webpage was also set up with a variety of mental health resources. Additionally, Western Placer continues to contract with Wellness Together, a counseling service, to provide one-on-one counseling support in all our schools. The counselors work with students over an extended period of time, and their caseload continually rotates over time.

District school psychologists and the district MTSS Coordinator worked together to create a re-engagement plan for distance learning students who were struggling to engage. The plan included different tiers of support and established a process for students to access a personalized continuum of supports and services.

Staff

We provided support for teachers as they navigated concurrent teaching, balancing virtual and in-person learning for their students. We simplified teacher expectations, suspending the PLC Meeting MOU, and (where possible) reducing adjunct duties. We also helped teachers modify the curriculum, focusing only on the essential standards. Additionally, our Teachers on Special Assignment created a repository of completed lessons and assignments that teachers would integrate into their classrooms; this provided some much needed support for teachers as they became accustomed to utilizing educational technology and to teaching in a distance learning environment.

The health and well-being of our staff is very important to us. We contracted with hearyou.org to provide free, anonymous mental health services to our staff during COVID. We also offer additional assistance with counseling, financial planning, elder/child care and other services through a program called the Early Assistance Program (EAP). Lastly, we continue to work with a district Wellness Coordinator who serves as a district-wide coach on fitness, nutrition, mindfulness, and overall health.

CHALLENGES

Noticeably missing from the student school day are co-curricular and extracurricular activities. Many students connect with school and gain great personal satisfaction via these opportunities; without them, there has been less motivation to actively participate in school and increased apathy and depression among our students. Additionally,the inability for students to socially interact with each other has led to further feelings of disconnectedness. Plus, with COVID protocols in place, classroom environments feel reserved and sterile. Generally, students have not shown the same enthusiasm and excitement for learning. This has led to an increased rate of learning loss, which will require additional interventions and supports in the future.

As teachers cover their faces with masks and keep their distance, students in-person and online miss out on visual cues that help them connect with their teachers. This lack of positive feedback and encouragement has been a de-motivator for students. It also makes it difficult for teachers to truly identify who is having struggles in class or online.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

SUCCESSES:
WPUSD had great success sending pertinent, timely information to families when COVID-19 impacted our district's instructional delivery. During the initial stages of the pandemic, the superintendent issued 2-3 updates weekly. All updates were provided in multiple formats (email, phone calls, website postings, social media postings) and were published in both English and Spanish. We were fortunate to have the support of a full-time Communications Coordinator and three full-time district Parent/Family/Community Liaisons (all of whom are bilingual in Spanish) to provide follow-up support where needed. As the pandemic continued, the superintendent reduced his communications to a weekly format.

During the pandemic, WPUSD realized that our main communications platform (School Messenger) lacked some features we felt would enhance our families' experiences. So, we transitioned to a more robust platform called ParentSquare. ParentSquare has more mobile options for parents with less access to technology, more teacher-to-parent and parent-to-teacher communication options, and offers automatic translations in dozens of languages beyond Spanish.

One of the few silver linings of the COVID-19 pandemic has been discovering more ways for parents to participate and provide feedback to our district and our schools. We sent a variety of parent surveys at both the district and site level, collecting feedback on topics ranging from instructional program delivery to summer school options. Survey completion rates have been high. With virtual

options available, we have also seen increases in parent participation at IEPs, parent conferences, school site council meetings, PTA meetings, and district town hall meetings.

CHALLENGES:
As many successes as we have had with pupil/family engagement and outreach, nothing compares to the in-person interactions we had prior to COVID-19. Due to county health procotols and regulations, our school sites cannot host extracurricular or co-curricular activities, and they cannot allow parents to volunteer in classrooms or visit anywhere beyond the front desk. Being perceived by families as warm and welcoming has become more challenging with physical barriers, masks, and increased online interactions. The sense of community is muted.

Additionally, we have a small geographic area within our district boundaries that lacks the ability to access distance learning by any means. Multiple solutions were attempted – cable service, internet service, hotspots – to no avail. Lastly, we continue to struggle with a small percentage of families who have not engaged with us at all. Multiple interventions and attempts to re-engage these families, to this point, have not been successful.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

SUCCESSES:
Our Food Services division remained flexible and adaptive throughout the COVID-19 pandemic. The team maintained its focus on student well-being, and they took intentional steps to be friendly, caring allies during some families' darkest hours. The Food Services team developed three distinct food distribution models, depending upon the instructional model(s) in place: one for full distance learning (from March 2020 - October 2020), and two for our concurrent in-person and distance learning models, respectively (November 2020 - June 2021). Their greatest success has been utilizing local vendors (both businesses and farms) to supplement foodstuffs impacted by national supply chain issues. The ability to serve any student, regardless of Free/Reduced lunch status has also been a benefit. Our Food Services team has served 823,334 meals since March, 2020.

CHALLENGES:
Our Food Services division faced challenges throughout the COVID-19 pandemic. Their ability to pre-plan meals and pre-order supplies was severely impacted by both supply chain issues and the district's instructional model shifting at different times. The constant changes to county health guidelines also caused the Food Services team to continually adjust their internal protocols, including how to provide safe points of sale for students.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	A 0.40 FTE MTSS Coordinator was hired to help create district wide procedures for students who are not engaging in the live teacher interactions and learning activities. They are also providing support for individuals and families who do not respond to a school's outreach in helping them re-engage.	32,542.00	33,180	Yes
Mental Health and Social and Emotional Well-Being	Wellness Together is a service which provides counseling for individuals who are struggling in the current learning environment with areas such as depression and anxiety.	158,079.00	174,243	Yes
Mental Health and Social and Emotional Well-Being	A 1.0 FTE Mental Health Specialist provides counseling with our more severe cases of students who struggle with school from areas such as depression and anxiety.	144,340.00	145,343	Yes
Pupil Engagement and Outreach	3.0 FTE Parent/School/Community Liaisons support families with needed communication between the family and the school, and create connections so that students are more engaged with their teachers, and parents are more informed of their child's learning progress and school expectations.	164,894.00	157,005	Yes
Pupil Engagement and Outreach	Software was purchased to enhance parent communication during distance learning (Parent Square) and to simplify how schools and parents communicate with each other.	34,450.00	24,450	Yes
Mental Health and Social and Emotional Well-Being	Staff Wellness Coordinator provides activities and programs to give staff members additional ways to	2,500.00	2,500	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	develop good habits around healthy lifestyles, and mental wellness.			
Mental Health and Social and Emotional Well-Being	The Employee Assistance Program (EAP) is a service provided in the event a staff member is in need of direct mental health counseling, financial and legal support, and assistance with other family needs.	12,687.00	3,172	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Employee Assistance Program cost is based on number of WPUSD employees.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Our greatest lesson learned from implementing in-person and distance learning programs in 2020-21 is that it is imperative to fully return to school, in-person, for the 2021-22 school year. We were incredibly fortunate to return to school in-person on October 6, 2020 with a substantive 5-day modified schedule. Upon their return to in-person learning, we witnessed students' mental health improve dramatically, in addition to seeing increases in student engagement and academic rigor. The return of high school sports in March, 2020 further aided our high school students' engagement with school and their overall well-being. That being said, we did observe a small population of students thrive in distance learning. So, we plan to expand the ATLAS Learning Academy, our independent study school, to accommodate students eager to remain virtual learners.

We also learned that our district's MTSS system needs strengthening. Our MTSS processes and procedures are inconsistent across the district, and our range of Tier II support options is too narrow. Additionally, students and staff members need to reestablish interpersonal relationships and build new connections with one another. Similarly, we have to continue emphasizing student and family engagement and adapt our approach to better meet families' needs. We saw increased parent participation during COVID; virtual parent conferences and meetings were more popular than past in-person options, and online surveys had high response rates.

Furthermore, we have to continue supporting our students' and staff members' mental health. The last year and a half has taken an emotional toll on students, staff, and families alike, and we need to approach the future with a trauma-informed perspective.

Lastly, we are finally 1:1 (students-to-Chromebooks) as a district. As a majority of curriculum moves online and we shift to a focus on developing 21st Century Skills, we plan to continue supporting our district's 1:1 initiative going forward.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Our district's 2017-2020 LCAP encapsulated our desire to close the achievement gap. That focus has not changed with the 2021-2024 LCAP; it has just shifted to include students who struggled to keep pace during the COVID-19 pandemic and highlights the academic discrepancies that continue to exist with some of our subgroups: English learners, socioeconomically disadvantaged students, students with disabilities, and our homeless/foster youth.

One of our district's greatest areas of focus in the next three years will be strengthening our Multi-Tiered Systems of Support (MTSS) for struggling students. To that end, we need to have more consistent systems and processes in place to identify which students are in need of targeted intervention(s) and in which academic area(s). We plan to hire a full-time MTSS Coordinator to oversee the district MTSS program, in addition to forming MTSS teams at each school site.

Effective MTSS cannot exist without consistent, detailed, and accurate student performance data. We will continue to utilize Illuminate, EduClimber, and iReady to monitor and track student data. Additionally, we will continue developing and/or refining our end-of-unit assessments, analyzing results regularly during our weekly, collaborative PLCs. Assessment results will be used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions supports for accelerating learning.

Additionally, we plan to enhance our Tier II support options and provide training for teachers on effective Tier II intervention strategies. We also plan to offer a variety of student intervention programs during school hours, after school, and during the summer. This includes an increase in high school credit recovery options.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive difference between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

WPUSD holds three strong beliefs:

1. All students should graduate from high school college and career ready.
2. There should be no achievement gap between groups of students.
3. We must provide students with the supports and opportunities they need to become healthy, productive adults.

Every decision we make is directly tied to the above beliefs, and our analysis and reflection over the past two years used related data to inform our 2021-24 LCAP.

We have made significant gains in our College & Career Indicator over the last two years. The Class of 2018 had 43% of graduates considered "Prepared" for college and career; the Class of 2020 had 56.8% (a 13.8% improvement over two years). Despite that improvement and an increase in students who received the State Seal of Biliteracy and in UC/CSU a-g completion status, we saw declines in other college/career elements: CTE Pathway completers and Golden State Merit Seal Recipients. Our UC/CSU completion rate, which improved to 57.7% in 2020, still lags far behind similar districts. Some of our subgroups (students with disabilities and English Learners, in particular), had considerably less success achieving college and career readiness. We plan to hire a full-time College & Career Coordinator to monitor our data going forward, and to provide enhanced guidance and support to ensure students and families have the knowledge and resources needed to attain college admission and/or career placement.

Our high school students are failing courses at a higher rate due to the COVID-19 pandemic. We plan to offer more credit recovery options over the summer and during the 2021-22 school year to help remedy this issue. We also plan to hire a full-time teacher at our continuation high school to increase enrollment and prevent future dropouts.

Our academic performance in math continues to lag behind similar districts, and it continues to remain far below our English Language Arts performance. Our academic performance in math also continues to grow increasingly disparate across higher grades. Our work with common assessments, curriculum guides, and first best instruction will continue to have a math focus in the coming years.

Lastly, we spent the last five years slowly closing the achievement gap. We saw solid gains in the academic achievement of our socioeconomically disadvantaged students and our English Learners. Unfortunately, the COVID-19 pandemic has widened those gaps again. Plus, our students with disabilities continue to academically perform below the level of their peers; this is a constant area of focus. We will continue our work with co-teaching and the AVID program to try to mitigate those losses and discrepancies.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	111,537,981.00	120,078,761.00
Agriculture Incentive Grant	13,783.00	8,781.00
Base	39,564,554.00	38,734,813.00
Career Technical Education Incentive Grant (CTEIG)	154,467.00	121,307.00
Carl D. Perkins Career and Technical Education	38,766.00	35,500.00
Comprehensive Support and Improvement (CSI)	110,000.00	82,752.00
Lottery	528,600.00	657,873.00
Mental Health Funds	258,042.00	316,037.00
Other	66,835,984.00	76,215,568.00
Supplemental	3,966,354.00	3,834,988.00
Title I	6,000.00	6,167.00
Title II	55,431.00	64,975.00
Title III	6,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	111,537,981.00	120,078,761.00
	111,537,981.00	120,078,761.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	111,537,981.00	120,078,761.00
	Agriculture Incentive Grant	13,783.00	8,781.00
	Base	39,564,554.00	38,734,813.00
	Career Technical Education Incentive Grant (CTEIG)	154,467.00	121,307.00
	Carl D. Perkins Career and Technical Education	38,766.00	35,500.00
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	Other	66,835,984.00	76,215,568.00
	Supplemental	3,966,354.00	3,834,988.00
	Title I	6,000.00	6,167.00
	Title II	55,431.00	64,975.00
	Title III	6,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	38,013,851.00	37,369,831.00
Goal 2	283,980.00	294,510.00
Goal 3	1,420,431.00	1,430,775.00
Goal 4	767,129.00	805,541.00
Goal 5	70,832,983.00	79,966,002.00
Goal 6	219,607.00	212,102.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$1,235,465.60	$2,291,983.00
Distance Learning Program	$1,981,632.45	$3,794,577.00
Pupil Learning Loss	$1,712,026.10	$1,723,243.00
Additional Actions and Plan Requirements	$549,492.00	$539,893.00
All Expenditures in Learning Continuity and Attendance Plan	$5,478,616.15	$8,349,696.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$199,727.60	$1,175,252.00
Distance Learning Program	$466,550.18	$1,558,064.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	$15,187.00	$5,672.00
All Expenditures in Learning Continuity and Attendance Plan	$681,464.78	$2,738,988.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$1,035,738.00	$1,116,731.00
Distance Learning Program	$1,515,082.27	$2,236,513.00
Pupil Learning Loss	$1,712,026.10	$1,723,243.00
Additional Actions and Plan Requirements	$534,305.00	$534,221.00
All Expenditures in Learning Continuity and Attendance Plan	$4,797,151.37	$5,610,708.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Western Placer Unified School District	Kathleen Leehane Director, Supplemental Programs & Accountability	kleehane@wpusd.org 916-645-6350

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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

WPUSD includes, five (5) school sites with Transitional Kindergarten (TK), eight (8) K-5 elementary schools, two (2) middle schools for grades 6-8, a comprehensive high school for grades 9-12, a newly added (as of fall 2021) comprehensive high school for grades 9-10, a continuation high school, and an independent study school for grades K-12. The student population for grades TK-12 is 7,114. Of our total student population, 57% are White, 30% are Hispanic or Latino, 3% are Asian, 3% are Filipino, 2% are African American, and 5% are Other. Additionally, 9% of our population are English Learners, 4% are identified as GATE, 13% receive Special Education services, and 36% are socio-economically disadvantaged. WPUSD also sponsors two (2) independent charter school districts; Horizon Charter and John Adams Academy who collectively serve roughly 3,000 students from Placer and other surrounding counties.

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

WPUSD's LCAP has been developed to ensure that, upon graduation, all students are college and career ready and that all students and their families are actively engaged in learning and their school community. WPUSD's LCAP shows the District's belief about students' potential and how they should nurture such potential. For students to be college and career ready upon graduation, they must be are able to think creatively and critically, and work collaboratively, to solve problems. To this end, students need opportunities to engage in meaningful

and relevant work that will stretch their thinking, foster their collaboration skills, and equip them with the technical skills needed to creatively tackle problems. Additionally, to ensure engagement, students' learning environments need to be safe, inviting, flexible, and equipped with with an abundance of resources. WPUSD is committed serving its students by providing the aforementioned supports and opportunities and their LCAP outlines how they have and will continue to do that.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Western Placer Unified was selected by the California Department of Education as an Exemplary Districts Awardee for 2019, 1 of only 18 districts honored in the state of California. Twelve Bridges Middle School was also honored as a California Distinguished School for 2019. Furthermore, Glen Edwards Middle School was named as a California Distinguished School for 2021. Lastly, Lincoln High School was named a CA Exemplary Arts school in 2021. These are significant achievements that highlight our continued growth and successes.

Because of COVID-19, our normal process of reviewing CA Dashboard and local data to determine successes was somewhat derailed as data was not gathered and/or reported. Additionally, any data that was gathered and reported during the COVID-19 pandemic needs to be evaluated with caution due to the impact of COVID-19 on teaching, learning, and mental health. Therefore, our most current data (mostly outdated) mostly reflects our successes prior to the 2020-2021 school year. Noted below are what we have deemed our greatest areas of success based on the most current data we have. However, before highlighting successes from our traditional data points, we feel it important to state that we believe our greatest success is how we have weathered the COVID-19 pandemic. We are most proud of the fact that we opened for in-person learning on October 6, 2020, offering a modified 5-day learning program for our students. In addition, we provided a more than substantially similar distance learning program for those who chose to remain on distance in lieu of returning to in-person. We offered more in-person learning this year than almost any school district in the state of CA, while also successfully serving our distance students, and we believe that was our greatest accomplishment. This sentiment has been reinforced by all the accolades we have received from our staff, parents, and especially our students.

CA DASHBOARD & LOCAL DATA

In 2019, Western Placer had a 5% increase in the number of students who met or exceeded standards in Math, and a 1% increase in English Language Arts as compared to the previous year. We continue to close the gap to other districts in Placer County. In 2020, we had a 4.6% increase in our graduation rate as compared to the previous year's graduating class. This came also with a 6.1% increase in our A-G completion rate; a 6.1% increase in the number of students receiving the State Seal of Biliteracy; and, over a two-year period, a 9% increase in the number of our students being deemed college and career ready.

Our suspension rates continue to be low, illustrating a district culture that encourages a sense of belonging and community while prioritizing the physical, emotional, and cultural safety of our students. Our chronic absenteeism rates are also low, indicating that students generally like being at school.

Our Advanced Placement data shows an increase in students attempting college-level coursework. Eight schools have the AVID program on their sites, with a ninth (Twelve Bridges High School) adding AVID in the fall of 2021. It is out intent for all schools to be AVID schools by 2024.

We continue to provide professional development aligned with the tenets of Professional Learning Communities (MTSS, Common Core & NGSS, Effective Instruction, Data-Driven Decision Making, Instructional Technologies, etc.) and Youth Development (MTSS, PBIS, SEL, Mental Health, Cultural Relevancy, 40 Developmental Assets, etc.); these professional development opportunities have and will continue to strengthen the overall effectiveness of our employees.

The District is committed to multilingualism as it provides educational, cognitive, sociocultural, and economic benefits for students who attain fluency in more than one language. To that end, in August 2020, we started a District Bilingual Immersion Program, housed at Creekside Oaks Elementary School, and successfully served two, full kindergarten classes. The program will continue to grow with two (or more) new classes being added each year through fifth grade. Students completing the elementary program will then be provided opportunities through our secondary schools to continue their path to multilingualism, ultimately resulting in them receiving the State Seal of Biliteracy.

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

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

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

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As aforementioned, because of COVID-19, our normal process of reviewing CA Dashboard and local data to determine identified needs was somewhat derailed as data was not gathered and/or reported. Additionally, any data that was gathered and reported during the COVID-19 pandemic needs to be evaluated with caution due to the impact of COVID-19 on teaching, learning, and mental health. Therefore, our most current data (mostly outdated) mostly reflects our identified needs prior to the 2020-2021 school year. However, what the pandemic did do was further reinforce existing areas of need regarding students' achievement and mental health as identified in our increased number of D's and F's at high school, i-Ready data at elementary, and increased number of referrals for mental health services.

CA DASHBOARD & LOCAL DATA

Although the overall graduation rate in 2020 increased 4.6%, the rate decreased by 4.5% for English learners. Additionally, even with a two-year gain in students deemed college ready and an increase in the percentage of students taking CTE classes, we saw a decrease in the number of CTE pathway completers.

Although we are seeing overall growth in math, eleventh grade performance on the SBAC for math continues to be very low; especially as compared to the county but more alarmingly as compared to the state. Additionally, our achievement gap is not acceptable and more work is needed to ensure the success of all our students, especially homeless and special education students.

Based on 2019 ELPAC data, only 50.5% of English learners progressed one level or more levels. This should be much higher.

Finding highly qualified and high quality teachers to support our CTE and dual enrollment efforts have been difficult. Additionally, we are seeing a high turnover in special education positions, which impacts our efforts to improve the achievement of our special education students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

To support WPUSD in attaining our two LCAP goals, we have focused our work under the umbrellas of Professional Learning Communities (PLCs) and Youth Development.

Within our work on Professional Learning Communities, our focus has been on answering the essential questions of the PLC process: "What do we want students to learn? How will we teach it effectively? How will we know if they have learned it? What will we do if they don't learn it? What will we do if they already learned it?" Therefore, we are working to identify essential learning targets for students within our core curricular areas through the work of our "Action Teams" . We are also providing professional development for teachers and administrators

focused on increasing the use/effectiveness of research-based instructional strategies in all classrooms - GLAD, AVID and brain-based direct instruction have been the major instructional strategies utilized district-wide. Additionally, we are continuously improving our work around and administration of common district assessments in English language arts and mathematics to support teachers in evaluating their students' progress in meeting the learning targets and their own instructional effectiveness. Furthermore, we are in the process of implementing the MTSS Framework to ensure that after effective first instruction (Tier I) we have a plan for systemically providing Tier II and Tier III interventions for students. We have hired a full time MTSS Coordinator to lead this work and she is supported with intervention resources and intervention services staff. We also utilize "Illuminate" to administer common assessments and "EduClimber" to house comprehensive student progress data to further support our MTSS work. We have purchased and are implementing "I-Ready", an online diagnostic assessment and supplemental instruction system for English language arts and mathematics (K-8), to support individualized support for student learning and ongoing monitoring of student progress. The work of Professional Learning Communities is cyclical; you are constantly revisiting and refining your work around the essential questions. Therefore in the 2021-2024 school years, we will continue to focus on defining/refining our learning targets for students, supporting teachers' instructional effectiveness, implementing common assessments to track student performance, and continue to develop our comprehensive MTSS plan for supporting all students. Teachers and administrators will continue to receive training and support in using data to drive decision-making. Focus will continue to be placed on effective first instruction and we will utilize data from observations of teaching and learning, common assessments, and other areas to stimulate meaningful, data-rich PLC conversations. Additionally, staff will continue to be provided appropriate training and coaching to support their effectiveness in meeting the needs of all students. The aforementioned focus and aligned activities are intended to support our overarching goal of ensuring all students are college and career ready upon completion of high school.

In the area of Youth Development, roughly 30% of WPUSD staff have participated in a four-day Youth Development Institute and 15 staff have been further trained as trainers of youth development. The youth development framework identifies five supports and opportunities that youth need to become healthy, productive adults. They are safety, relationships, youth participation, community involvement, and skill building. Schools have worked diligently to improve safety and relationships with and for students. PBIS has been implemented at almost all of our school sites and staff continue to receive training and support from our MTSS Coordinator and mental health support, whom we employee as part of LCAP to support PBIS and students' mental health. Schools are implementing mentoring programs to support student connections with and at school and additional support staff have been hired to ensure no student is without at least one positive adult connection. Intentional efforts have been made to provide enhanced opportunities for students to engage in meaningful learning and develop their leadership skills. Extra- and co-curricular activities are on the rise in WPUSD as well as community partnerships for service learning and mentoring. Bilingual parent liaisons work to improve school/family relations and actively engage parents in their child's learning and school community. Lastly, counselors, teachers, and other staff support youth development through the lens of college and career readiness and teachers work hard to ensure that students learn the essential skills (appropriate to their grade-level) they need to be deemed college and career ready (or on track to becoming). WPUSD will continue to support the implementation of the youth development supports and opportunities through the 2021-2024 LCAP. Youth Development Institutes will be offered, support for PBIS will continue, and additional staff hired to support our youth development efforts will continue to be funded.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Phoenix High School

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

WPUSD submitted the application for funding on behalf of Phoenix High School. Additionally, Educational Services staff met with site administration to review the process for creating and implementing the CSI plan.

To date, Phoenix High School's staff and School Site Council have conducted two annual needs assessments to determine potential underlying causes for their low graduation rate in 2019. This work has utilized data-driven cycles of inquiry to identify trends and patterns in student achievement, and to target areas for improvement over the last two school years. Phoenix High School's principal received significant training in this process through his work with MiraVia, LLC from 2018 through 2020.

In 2018-2019, Phoenix High School's data indicated a disproportionate number of twelfth graders needing to return for a fifth year in order to graduate. The data also showed some students narrowly missing a-g certification, a need for increased mental health support, and a three-year decrease in academic achievement in both English and Math (on the SBAC). While the state will not be issuing data on the California School Dashboard this fall, all local data indicates that PHS made significant improvements in its graduation rate during the 2019-2020 school year. Phoenix High School's goal in the 2020-2021 school year will be to continue to increase its graduation rate, bettering their record-setting thirty-five graduates in 2020.

In 2018-2019, Phoenix High committed to continuing or expanding its work with four programs: Positive Behavior Supports and Intervention (PBIS), the Youth Development, Wellness Together (school-based therapy for students), and School-Based Mentoring (volunteers working with struggling students). Data points also highlighted the need to add services in other areas: academic counseling, in particular. As Phoenix is a continuation high school, its students need to be case managed more intensely to ensure they graduate in higher numbers. So, the team added a temporary full-time academic counselor to the staff for the 2019-2020 school year; that position continues in the 2020-2021 school year. Additionally, the Phoenix High School team developed more project-based "mini-units" in core areas and added experiential learning (i.e. - fieldtrips), to provide students with more relevant and rigorous exposures to the curriculum.

When COVID closures happened in spring 2020, PHS used its remaining CSI funds to enhance students' distance learning experience by improving teacher technology. It also funded a temporary full-time instructional support provider (ISP) to provide tutoring and aid the counselor in providing intensive case management for all twelfth graders. As we are still in a split instructional model, with some students in-person and some distance learning, the added ISP time continues in the 2020-2021 school year.

Additionally, the identification of Phoenix High School as a CSI school led to a review of district protocols for allocating resources to school sites. Past practice has allocated support staff to school sites based solely on enrollment numbers. The district is now working to change its protocol to ensure levels of student need are considered, along with enrollment numbers, when allocating support staff.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

WPUSD will regularly monitor and track data related to Phoenix High's twelfth graders. In addition to closely monitoring students' graduation progress and credit completion, school staff will regularly monitor counselor log entries, qualitative data from the school-based therapy team, and grades. At least quarterly, school and district staff will monitor eligible students' a-g progress and will also conduct transcript audits to ensure students are progressing toward graduation.

District office staff will meet regularly with site administration to analyze multiple measures of data and determine if any programmatic or systematic adjustments need to be made.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Part of our success as a district can be directly tied to our belief that all stakeholder groups – staff, parents, students, and community members – have valuable insights to contribute. We believe actively seeking out multiple perspectives broadens our understanding of the issues at hand and makes our approach to student achievement more thorough and more thoughtful than it would otherwise be. Combining and refining our ideas always result in a better plan for our students. Therefore, we ensure frequent and varied opportunities for our stakeholder groups to provide feedback.

LCAP Committee Meetings – November 9, 2020; January 25, 2021; April 26, 2021; May 17, 2021

The LCAP Committee, consisting of representatives from classified and certificated administration and classified and certificated associations, met (virtually) to participate in activities around the metrics, the 8 state priorities, and the LCAP goals and actions to provide input for the annual update and the new 2021-2024 LCAP. The LCAP Committee also discussed how to best utilize other state/federal funds (i.e. - the Extended Learning Opportunities (ELO) grant funds, ESSER funds) to support the district's most at-risk students during and after the COVID-19 pandemic. Throughout spring 2021, adjustments were made to the draft of the new 2021-2024 LCAP based on feedback gathered from all stakeholder groups at previous input meetings.

District Advisory Committee (DAC) – September 2, 2020; March 15, 2021; May 25, 2021

One of our parent groups, the District Advisory Committee (DAC), was asked for input regarding the actions they would like to see related to the 8 state priorities and related LCAP goals. The DAC also provided input related to the impact of the COVID-19 pandemic on their children; this included a brainstorming session about how to best use the state/federal funds allocated (i.e. - the Extended Learning Opportunities (ELO) grant funds, ESSER funds) to help mitigate the impacts of the pandemic.

The preliminary draft of the 2021-2024 LCAP was then shared with the DAC Committee, which showed alignment with feedback gathered from all stakeholder groups at previous input meetings.

District English Learner Advisory Committee (DELAC) – September 8, 2020; March 22, 2021; May 27, 2021

The second of our parent groups, the District English Learner Advisory Committee (DELAC), was asked for input regarding the actions they would like to see related to the 8 state priorities and related LCAP goals. The DELAC also provided input related to the impact of the COVID-19 pandemic on their children; this included a brainstorming session about how to best use the state/federal funds allocated (i.e. - the Extended Learning Opportunities (ELO) grant funds, ESSER funds) to help mitigate the impacts of the pandemic.

The preliminary draft of the 2021-2024 LCAP was then shared with the DAC Committee, which showed alignment with feedback gathered from all stakeholder groups at previous input meetings.

This committee is largely made up of Spanish-speaking parents.

Admin PLC Meetings – September 4, 2020; September 11, 2020; September 18, 2020; September 25, 2020; October 9, 2020; October 16, 2020; October 30, 2020; November 13, 2020; January 22, 2021; April 30, 2021; May 14, 2021; May 28, 2021

The school site administration met (virtually) with district administration during frequent Admin PLC meetings to provide information for the annual update and input for the next steps and needs related to the LCAP goals, annual measurable objectives, and actions. These discussions included conversations about how to best use the state/federal funds allocated to the district (i.e. - the Extended Learning Opportunities (ELO) grant funds, ESSER funds) to help mitigate the impacts of the pandemic.

Site administrator input was reflective of input they solicited from staff, students, and parents at their respective school sites.

Additionally, surveys classified staff, certificated staff, and parents throughout the year to solicit feedback on a variety of topics, from summer program options to teacher professional development offerings.

SELPA Consultation - May 20, 2021

Public Hearing and LCAP Draft to Board of Trustees - June 15, 2021

Opportunity for Public Comment - June 2021

Final Approval of LCAP - Board of Trustees - June 22, 2021

A summary of the feedback provided by specific stakeholder groups.

DAC/DELAC

Our two parent groups, the District Advisory Committee (DAC) and the District English Learner Advisory Committee (DELAC), continue to be valued voices for our district. We have developed a strong working relationship over the last five-to-six years, which has increased participation on both committees. Both committees know that their purpose is to help support our struggling students, and they fully embrace that role. Both prior to the COVID-19 pandemic and during the COVID-19 pandemic, our parent groups expressed a desire to keep many of our existing programs in place. Due to the impact of the pandemic, they also advocated for an increase in funding in some areas.

Our parent groups strongly support our parent/school/community liaisons, the AVID program, after school tutoring programs, in-school intervention programs, and our summer programs. As funds allow, they would like to see modest increases in all of these programs going forward.

The members of our parent committees also talked about how the COVID-19 pandemic has highlighted student mental health as an area of concern. Parents are worried about how to best support their children as we return to "normal." Multiple parents detailed the changes in

personality they witnessed in their own children during the pandemic. Therefore, DAC/DELAC would like to see a significant increase in mental health support for students going foward. Parents also expressed concern for children that are falling behind due to the pandemic, particularly young children (struggling to read) and high schoolers (no longer on track to graduate). Our parents would also like more support with accessing technology from home and the return of our Continuing Education classes for parents (ESL, GED Prep).

ADMIN PLC

Our administrative team has expressed concern about the lasting impacts of the COVID-19 pandemic on our students. They want to ensure we have ample intervention supports in place going forward, which include an increase in high school credit recovery options and an expansion of enrollment at our continuation high school. They hope to see an increase in support staff available to help with interventions, including personnel who can organize and create systems to help monitor student progress. The elementary team values iReady, Illuminate, and EduClimber as tools that can help identify and target student needs.

Our administrative team continues to highlight a need to invest in technology, both in equipment/infrastructure and in training for teachers. They express a desire to sustain the 1:1 device initiative we implemented during the COVID-19 pandemic.

Lastly, our administrative team would like to continue our work on improving math instruction, Youth Development, and AVID.

LCAP COMMITTEE

One of the LCAP Committee's greatest areas of focus is improving the district's performance on all elements of the College and Career Indicator (CCI) on the California School Dashboard. These recurring discussions about college and career readiness often address our achievement gaps and our desire to provide equitable access for all students; they also acknowledge that college and career readiness is a systemwide, K-12 concern. Another area of emphasis has been developing ways to improve our math scores.

In addition to concentrating on college/career readiness and math instruction, the LCAP Committee has also brought instructional technology and MTSS to the forefront. In an effort to ensure LCAP Supplemental funds have as much impact as possible, the committee has also recommended moving some expenditures (i.e. - SRO, partial salaries of some Educational Services staff) to general fund to free up additional supplemental funds for the categories mentioned above.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Aspects of the LCAP that were directly influenced by specific stakeholder impact:

- expanding the AVID program
- increasing Parent/School/Community Liaison time (from 3.0 FTE to 4.0 FTE; from 7-hour to 8-hour employees)
- increasing mental health support (Wellness Together)
- hiring a 1.0 FTE College and Career Coordinator (returning after a three-year hiatus)

- increasing the MTSS Coordinator from 0.4 FTE to 1.0 FTE
- increasing afterschool tutoring support
- increasing opportunities for high school credit recovery
- expanding our continuation high school program
- expanding our summer program offerings
- increasing the transportation budget
- maintaining our 1:1 student technology initiative

Goals and Actions

Goal

Goal #	Description
1	All students will graduate from high school college and career ready.

An explanation of why the LEA has developed this goal.

The state of California has charged school districts with preparing all students for college and career. We whole-heartedly support this initiative and are fully committed to supporting all of our students in attaining college and career readiness. To this end, we feel it necessary to publicly state via LCAP Goal #1 that we will take action and provide resources to ensure that all our students graduate from high school college and career ready. Fore the most part, our LCAP actions and assigned resources specifically target supports for our most at-risk students (unduplicated pupils) as we acknowledge that attainment of college and career readiness may be more challenging for them.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard English Language Arts Indicator (all students)	All students scored 19.9 points above standard in English Language Arts on the Fall 2019 CA School Dashboard Indicator.				All students will score at least 35 points above standard in English Language Arts on the CA School Dashboard Indicator.
CA Dashboard English Language Arts Indicator (significant subgroups)	Our significant subgroups scored the following in English Language Arts on the Fall 2019 CA School Dashboard Indicator: White - 29.8 points above standard Hispanic - 4.7 points below standard				Our significant subgroups will score at least the following in English Language Arts on the CA School Dashboard Indicator: White - 40 points above standard Hispanic - 15 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically disadvantaged - 9.5 points below standard Students with disabilities - 59.4 points below standard English Learner - 27.7 points below standard				Socioeconomically disadvantaged - 10 points above standard Students with disabilities - at standard English Learner - at standard
SBAC for ELA (all students)	In spring 2019, 50.9% of students met or exceeded standard on the SBAC for ELA.				60% of all students will meet or exceed standard on the SBAC for ELA.
SBAC for ELA (significant subgroups)	In spring 2019, Our significant subgroups met or exceeded standard on the SBAC for ELA at the following rate: White - 65.4% Hispanic - 40.6% Socioeconomically disadvantaged - 39% Students with disabilities - 16.3% English Learner - 12.7%				Our significant subgroups will meet or exceed standard on the SBAC for ELA at the following rate: White - 75% Hispanic - 55% Socioeconomically disadvantaged - 52% Students with disabilities - 35% English Learner - 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Math Indicator (all students)	All students scored 3.8 points below standard in Math on the Fall 2019 CA School Dashboard Indicator.				All students will score at least 15 points above standard in Math on the CA School Dashboard Indicator.
CA Dashboard Math Indicator (significant subgroups)	Our significant subgroups scored the following in Math on the Fall 2019 CA School Dashboard Indicator: White - 9.3 points above standard Hispanic - 33.7 points below standard Socioeconomically disadvantaged - 35.2 points below standard Students with disabilities - 84.9 points below standard English Learner - 50.3 points below standard				Our significant subgroups will score at least the following in Math on the CA School Dashboard Indicator: White - 20 points above standard Hispanic - at standard Socioeconomically disadvantaged - at standard Students with disabilities - at standard English Learner - at standard
SBAC for Math (all students)	In spring 2019, 39.7% of students met or exceeded standard on the SBAC for Math.				50% of all students will meet or exceed standard on the SBAC for Math.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC for Math (significant subgroups)	In spring 2019, Our significant subgroups met or exceeded standard on the SBAC for Math at the following rate: White - 54.2% Hispanic - 28.1% Socioeconomically disadvantaged - 27.5% Students with disabilities - 12.6% English Learner - 12.6%				Our significant subgroups will meet or exceed standard on the SBAC for Math at the following rate: White - 64% Hispanic - 40% Socioeconomically disadvantaged - 40% Students with disabilities - 25% English Learner - 25%
CA Dashboard College and Career Indicator (all students)	56.8% of all students were "Prepared" for College/Career on the Fall 2020 CA School Dashboard.				72% of all students will be "Prepared" for College/Career on the CA School Dashboard.
CA Dashboard College and Career Indicator (significant subgroups)	Our significant subgroups were "Prepared" for College/Career on the CA School Dashboard at the following rates: White - 61.4%				Our significant subgroups will be "Prepared" for College/Career on the CA School Dashboard at the following rates: White - 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic - 51.4% Socioeconomically disadvantaged - 54.0% Students with disabilities - 18.8% English Learner - 31.8%				Hispanic - 65% Socioeconomically disadvantaged - 65% Students with disabilities - 35% English Learner - 50%
A-G Completion Rate (all students)	45.5% of the graduating class of 2019 completed their A-G requirements.(We are not using our Class of 2020 data due to a data reporting error in CALPADS.)				70% of the graduating class will have completed their A-G requirements.
A-G Completion Rate (significant subgroups)	Our significant subgroups completed their A-G requirements at the following states: White - 46.8% Hispanic - 41.6% Socioeconomically disadvantaged - 35.3%				Our significant subgroups will have completed their A-G requirements at the following states: White - 75% Hispanic - 65% Socioeconomically disadvantaged - 55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with disabilities - 1.8% English Learner - 13.3%				Students with disabilities - 15% English Learner - 30%
California State Seal of Biliteracy	14.9% of the graduating class of 2020 received the California State Seal of Biliteracy.				20% of the graduating class will receive the California State Seal of Biliteracy.
Enrollment in AP Courses (all students)	23.7% of our students in grades10-12 took at least 1 AP course in 2019-2020.				30% of our students in grades 10-12 will take at least 1 AP course during the school year.
Enrollment in AP Courses (significant subgroups)	The percentages of our significant subgroups who took at least 1 AP course in the 2019-2020 school year are as follows: White - 21.4% Hispanic - 26.9% Socioeconomically disadvantaged - 7.3% Students with disabilities - 5.2% English Learner - 11.6%				The percentages of our significant subgroups who will take at least 1 AP course during the school year are as follows: White - 35% Hispanic - 35% Socioeconomically disadvantaged - 35% Students with disabilities - 10% English Learner - 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP Exam Passage (all students)	In 2019-2020, 63.3% of AP exams taken (379 exams) earned a passing score (3 or above).				70% of AP exams taken will earn a passing score (3 or above).
AP Exam Passage (significant subgroups)	In 2019-2020, significant subgroups earned passing scores on AP exams (3 or above) as follows: White - 51.4% Hispanic - 28.0% Socioeconomically disadvantaged - 21.3% Students with disabilities - 1.7% English Learner - 0.004%				Significant subgroups will earn passing scores on AP exams (3 or above) as follows: White - % Hispanic - % Socioeconomically disadvantaged - % Students with disabilities - % English Learner - %
AP Exam Participation Rate (all students)	In 2019-2020, 65% of students (grades 10-12) enrolled in AP courses took the corresponding AP exams.				85% of students (grades 10-12) enrolled in AP courses will take the corresponding AP exams.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Enrollment in CTE Courses (all students)	In 2019-20, 25.9% of all high school students enrolled in at least 1 CTE course.				30% of all high school students will be enrolled in at least 1 CTE course during the school year.
Enrollment in CTE Courses (significant subgroups)	The percentages of our significant subgroups who enrolled in at least 1 CTE course in the 2019-2020 school year are as follows: White - 28.8% Hispanic - 22.3% Socioeconomically disadvantaged - 24.7% Students with disabilities - 46.7% English Learner - 25.9%				The percentages of our significant subgroups who will be enrolled in at least 1 CTE course during the school year are as follows: White - 30% Hispanic - 30% Socioeconomically disadvantaged - 30% Students with disabilities - 50% English Learner - 30%
CTE Pathway Completion	8.9% of 11th or 12th graders (97 students) completed a CTE pathway in 2019-2020.				% of 11th or 12th graders will complete a CTE pathway during the school year.
English Learner Progress (ELPAC)	50.5% of English Learners progressed toward English				60% of English Learners will progress toward English

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Language fluency on the fall 2019 CA School Dashboard.				Language fluency on the CA School Dashboard.
English Learner Reclassification Rate	14.7% of English Learners were reclassified in the 2019-2020 school year.				The annual percentage of English learners reclassified as fluent English proficient will be at least 15%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Highly Qualified Administrators, Teachers, and Instructional Support Staff	WPUSD has processes and procedures in place to ensure we hire and retain highly qualified administrators, teachers, and other instructional staff. We monitor staffing assignments yearly, guaranteeing appropriate staff placement and reducing misalignments and unanticipated vacancies. We aim to post open positions early in the spring, so our pools of job candidates are as deep as possible. We are also fortunate to be a destination district; in most cases, we attract dozens of applicants per position. This often results in the highest quality candidates joining our district from the outset. As it pertains to instructional support staff, and sometimes teachers, retention is a concern. We work closely with our associations to refine our practices to not only attract, but also retain quality staff. We hold the belief that the most effective teachers should be placed with the most at-risk students; therefore, during student placement, we work to ensure (to the degree possible) that our identified at-risk students are placed with our most experienced teachers. A wide variety of professional development is offered to all staff to support their knowledge of and effectiveness in implementing the curriculum frameworks, content standards, adopted instructional materials, and research-based instructional strategies. New teachers	$44,090,090.00	No

Action #	Title	Description	Total Funds	Contributing
		and administrators are offered induction support, both to provide them with additional tools and strategies to develop their expertise and to assist them in advancing their professional credentials. Teachers receive continuous, formative feedback on their instruction. They participate in professional development focused on identified areas of student need and/or areas of personal growth. Teachers also have a variety of opportunities to participate in leadership roles. They are regularly recruited to serve on district committees, action teams, and stakeholder groups, in addition to serving in many site-based leadership roles. Pursuance of advancement is encouraged and supported. Site administrators are provided with concrete expectations. They then participate in professional development activities and receive on-site support/guidance to help them meet those expectations. Our administrative team receives focused, job-embedded training on topics like planning effective staff development, data analysis, and learning-focused supervision. Some also choose to work with a one-on-one coach and receive additional guidance and support during instructional walkthroughs.		
2	Staff Effectiveness in Supporting Students' Academic Success	In order for WPUSD staff to be effective in supporting students' academic success, they need to have a strong understanding of learning outcomes, they need to utilize effective instructional strategies, and they need to work collaboratively to calibrate and articulate with their peers. These elements of students' academic success are best addressed by focusing on Professional Learning Communities (PLCs) and professional development. PLCs Teachers, supported by administrators, participate in weekly, collaborative PLCs that focus on ensuring all students are provided a guaranteed and viable curriculum and access to resources that support them in meeting or exceeding specified learning targets.	$568,747.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Within our Professional Learning Communities work, we focus on answering the essential questions of the PLC process: "What do we want students to learn? How will we teach it effectively? How will we know if they have learned it? What will we do if they don't learn it? What will we do if they already learned it?" The work of Professional Learning Communities is cyclical; we are constantly revisiting and refining our work around the essential questions. Therefore in the 2021-2024 school years, we will continue to focus on defining/refining our learning targets for students, supporting teachers' instructional effectiveness, implementing common assessments to track student performance, and continue to develop our comprehensive MTSS plan for supporting all students. Teachers and administrators will continue to receive training and support in using data to drive decision-making. Focus will continue to be placed on effective first instruction and we will utilize data from observations of teaching and learning, common assessments, and other areas to stimulate meaningful, data-rich PLC conversations. PROFESSIONAL DEVELOPMENT WPUSD will provide professional development for teachers and administrators focused on increasing the use/effectiveness of research-based instructional strategies in all classrooms (i.e. - GLAD, AVID, brain-based direct instruction). Professional development will also be offered on best practices for classroom-based intervention support (i.e. – MTSS, Co-Teaching). As research indicates, job-embedded learning and reflective coaching are the most effective methods of professional development (ascd.org). Therefore, Educational Services staff will keep driving our continuous improvement efforts by providing timely, targeted, relevant training to teachers and staff. Math will continue to be our primary content area of focus in regards to improving overall student achievement. However, we will begin addressing District-wide literacy through cross-curricular writing. Administrators, teachers, and other instructional support staff will receive training as applicable.		

Action #	Title	Description	Total Funds	Contributing
3	Access to a Broad Course of Study & Standards Aligned Instructional Materials	ACCESS TO A BROAD COURSE OF STUDY Students need opportunities to explore a variety of subjects so they can discover their passions and interests. In addition, research indicates students' brain development and academic achievement are enhanced when learning extends beyond English and Math. Students who pursue a broad course of study strengthen their critical thinking skills, language acquisition skills, memory, and creativity. Electives courses also improve students' overall health and well-being, positively impacting attendance and their connections with school. To that end, WPUSD is committed to offering a broad range of course offerings for all students. All elementary schools have full music and science programs, staffed with fully credentialed, subject-specific teachers. We also offer courses/programs in the following areas: Visual and Performing Arts (VAPA), World Languages, Bilingual Immersion, Science Technology Engineering and Math (STEM), Advanced Placement (AP), Dual Enrollment in partnership with Sierra College, Career Technical Education (CTE), Health, and Physical Education. STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS All students have access to standards-aligned instructional materials where applicable. Teachers utilize those standards-aligned instructional materials, along with other curricular resources, to align their instruction with the California State Frameworks. Teacher teams continue to work with site administration and Educational Services support staff to develop and/or refine curriculum maps, instructional guides, and assessments to support students in meeting or exceeding specified learning targets. Much of this work occurs in weekly, collaborative PLCs where one focus is on ensuring all students are provided a guaranteed and viable curriculum.	$2,168,701.00	No

Action #	Title	Description	Total Funds	Contributing
		Following the State's timeline and our District policy regarding the adoption of instructional materials, Educational Services leads a collaborative, hands-on process for the selection and purchase of instructional materials/resources needed to ensure students meet or exceed grade-level standards.		
4	Bilingual Immersion Program	Our district's Bilingual Immersion Program (Spanish/English) began as two kindergarten classes at the start of the 2020-2021 school year. The program begins as a 90/10 model, with 90% of kindergarten and first grade taught in Spanish and 10% taught in English. The Spanish instruction decreases and the English instruction increases each year thereafter until it reaches 50% for both languages beginning in 5th grade. The 50/50 ratio of Spanish-to-English instruction will continue through 8th grade. Then high school students will have access to Advanced Placement coursework leading to attainment of the State Seal of Biliteracy. We plan to expand our Bilingual Immersion Program by one grade level per year, up to and including 8th grade in the 2028-29 school year, and then sustain the K-8 program going forward while also ensuring students have access to enhance their language proficiencies through high school. This program is in high demand in our community, and students are selected via lottery. That said, we ensure that at least one-third of the students selected for the program are English learner students whose primary language is Spanish. Native Spanish speakers are prioritized in the lottery by being selected first to fill one-third of the available slots. They are prioritized again by receiving a second change in the lottery for all applicants to fill the remaining two-thirds of slots. Research shows that English learner students' English language acquisition benefits greatly by developing and strengthening their primary language skills first. Secondly, research also shows that all students who participate in a bilingual immersion program eventually outperform their non-immersion peers in English.	$604,460.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Advancement Via Individual Determination (AVID) & Equal Opportunity Schools (EOS)	AVID AVID (Advancement Via Individual Determination) is a K-12 college readiness system designed to increase enrollment and success in higher education and in life beyond high school. AVID accelerates the academic performance of our student groups who tend to struggle more (i.e. - socioeconomically disadvantaged students, English learners), which is helping us close our district's achievement gap. In the past six years, our district has expanded the AVID program, from 2 schools (secondary only) to 9 schools (4 secondary schools and 5 elementary schools). It is our intention to continue expanding the AVID program until we have AVID fully integrated, district-wide. The district supports the AVID program by funding extra staffing, professional development opportunities, membership fees, and materials and supplies to encourage college-going cultures at school sites (i.e. - fieldtrips, Pre-SAT tests, etc.). AVID professional development topics include, but are not limited to: increasing rigor in core subject areas, addressing beliefs/expectations around student potential, improving students' organizational skills, and increasing student engagement. EOS EOS (Equal Opportunity Schools) is an organization, working in partnership with our district, helping our high schools increase their equitable enrollment in Advanced Placement (AP) classes. We began working with EOS in the 2019-2020 school year; even with the impacts of the COVID-19 pandemic, we saw an immediate increase in the percentage of socioeconomically disadvantaged students, Hispanic students, and English Learners who accessed AP coursework. We plan to continue this partnership going forward.	$618,877.00	Yes
6	Career Technical Education (CTE)	Career Technical Education (CTE) continues to be an area of focus for WPUSD. We have at least one (but more in most) CTE pathway in six	$1,903,833.00	No

Action #	Title	Description	Total Funds	Contributing
		of the fifteen industry sectors (Agriculture and Natural Resources; Arts, Media and Entertainment; Building and Construction Trades; Engineering and Architecture; Health Science and Medical Technology; and Information and Communication Technologies) that are in high demand with our high school students. These pathways continue to be fully implemented and supported. Our CTE programs are aligned to the eleven elements of high-quality CTE programs, and we conduct annual self-assessments to measure our programs' effectiveness. We use the data from these self-assessments to focus our attention on areas that indicate a need for improvement. Our high school counseling teams and Educational Services staff ensure all students (with an emphasis on English learners, socioeconomically disadvantaged students, homeless students, and foster youth) receive career guidance and intervention to support career readiness and industry certification. Our CTE Action Team continues to evaluate our community's economic needs and labor market information; based on that analysis, we continue to add/expand pathways as needed. Our CTE Advisory Committee, which includes industry partners, meets annually as a whole group (all pathways and partners) and one additional time as separate pathways with their respective industry partners. These strong partnerships have resulted in internships and job shadowing opportunities for our students. We look forward to continued collaboration in the next three years. We continue to implement programs and funding in accordance with our Carl D. Perkins Career Technical Education Grant, our CTE Incentive Grant (CTEIG), our Strong Workforce Program (SWP) Grant, and our Agriculture Incentive Grant to support college and career readiness of students (see grant narratives for additional information). In the next three years, our CTE programs will remain a focus; they are primed for growth in multiple areas. We will continue to update our curriculum and purchase equipment and supplies to stay current with industry standards. We will expand student leadership		

Action #	Title	Description	Total Funds	Contributing
		opportunities and add more career exploration opportunities at the middle school level (i.e. – CTE Exploratory Wheel elective class). The addition of a College and Career Coordinator, along with two College and Career Technicians, will provide enhanced guidance and support to ensure students and families have the knowledge and resources needed to attain college admission and/or career placement. Additionally, the College and Career Coordinator will be able to help organize career fairs, increase dual enrollment opportunities with Sierra College, and pursue pathways to trade schools.		
7	Instructional Technology	Technology is becoming an increasingly integral part of a student's educational experience, and it is vital for us to keep pace with new and emerging technologies going forward. To that end, we have a full-time Ed Tech Coordinator who manages the many facets of educational technology and who supports our teachers as they embed technology tools in their instruction. We have also increased our Technology Department's staff to ensure more timely support, when needed. We ensure that all teachers are supplied with up-to-date equipment, including but not limited to: desktop computers, document cameras, web cameras, Chromebooks, speakers, and microphones. Additionally, a variety of online learning tools are also purchased yearly (i.e. - NearPod, Screencastify, Pebble Go, EdPuzzle, Kami, ParentSquare) to enhance teacher instruction and to simplify communications with students/parents. Additionally, professional development is regularly provided, both in the summer and during the school year, for teachers to gain familiarity with new and emerging technologies. Our professional development offerings are always tailored for a variety of different skill levels, and teachers are able to choose the sessions that benefit them most. We remain committed to maintaining our present 1:1 student-to-Chromebook ratio. We continually plan for infrastructure upgrades (i.e. – network, wireless connectivity devices, servers) support our both our 1:1 initiative and our teachers' educational technology usage.	$2,346,659.00	No

Action #	Title	Description	Total Funds	Contributing
8	Assessing & Monitoring Student Progress	Successfully assessing and monitoring student progress hinges on the development and implementation of systems that support ongoing data collection and data analysis. Routine and intentional work with data helps teachers evaluate their students' standards mastery and skill development. It also helps teachers and administrators prescribe targeted interventions for students not making adequate progress toward specified learning targets. To that end, WPUSD staff utilize a variety of online tools to administer and collect student achievement data. Elementary teachers administer two to four i-Ready diagnostic assessments in ELA and mathematics throughout the year. Additionally, they administer common end-of-unit assessments in ELA, math and science. Secondary teachers administer common end-of-unit assessments in all core courses required for promotion/graduation. These assessment results are used to evaluate student progress, instructional effectiveness, and to determine appropriate intervention supports for accelerating learning. Additionally, we utilize a variety of district-supported student information systems (i.e., PowerSchool, Schoology, Illuminate, EduClimber, etc.) to record and monitor all measures of student progress. In addition to grade-level or content-specific PLCs, each school site has leadership/MTSS team (or teams) dedicated to monitoring student progress. Moving forward, we plan to build a more robust awareness and understanding of the California curriculum frameworks in an effort to redesign and align common formative/summative assessments to support students in meeting rigorous learning expectations necessary for college and career readiness. These common assessments, in turn, will help us better identify areas of academic growth for our students.	$619,115.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Academic Interventions	One of the main tenets of our district's PLC work is answering the question, "What will we do if they (students) don't learn it (the academic content)?" With that in mind, developing and implementing a district-wide tiered system of support for our struggling students is a critical priority over the next three years. Support staff play a key role in our plans. We plan to increase the amount of aides, paraprofessionals, and Intervention Support Providers (ISPs) across all school sites, focusing particularly on grades K-2 due to anticipated increases in demand. We also plan to offer targeted tutoring, utilizing high school students, college tutors, and volunteers, both during and after school. Two key components to the success of intervention support staff is ensuring they are properly trained and that they are given ample collaboration time with their partnering teachers. Our support staff and tutors need to be equipped with a toolkit of up-to-date, research-based intervention strategies; well-trained support staff will lead to increased student performance. Additionally, our support staff need time to work with their teacher colleagues to ensure a consistent program for our students. The District MTSS Coordinator will play a vital role in assuring the aforementioned occurs. In addition to utilizing support staff, we will continue using the i-Ready intervention support system for K-8 students, which provides individualized lessons customized to each student's identified areas of struggle in both reading and math. We also utilize Sonday, a structured, systematic intervention system for students who need more intensive support with reading. At the secondary level, the District funds extra sections to lower class sizes in intervention courses, thus providing more concentrated learning time with each student. Also, we provide high school credit recovery classes at both our comprehensive high schools and our continuation high school. In 2021-2022, our three high school sites will begin collaborating, via an Alternative Education Committee (comprised of secondary administrators, counselors, and district staff), on evaluating, properly placing, and providing appropriate supports to students who are credit deficient.	$726,640.00	Yes

Action #	Title	Description	Total Funds	Contributing
		We strongly believe that this district-wide system of support needs to ensure students remain in their least-restrictive environment, and that all avenues are pursued before assessment for special education services. Thus, offering a robust array of intervention supports, including Co-Teaching and Learning Centers, is paramount.		
10	English Learner Support	Our main goal with our English learners is to ensure every English learner reclassifies as fluent English proficient within five to seven years. As our reclassified students perform academically on par with (or better that in many cases) our English-only students, we view reclassification as a key to our English Learners' long-term academic success. To accomplish this goal, our district's English learner support team concentrates its work in three distinct areas: staff effectiveness in meeting the needs of English learners (professional development), case management and progress monitoring of struggling English learners, and ELPAC test preparation. Our professional development for teachers includes a focus on designated and integrated ELD instruction, the intentional use of language objectives, developing cultural competency, and incorporating instructional strategies that support English language acquisition in all core subjects (i.e. - GLAD, AVID). In the next three years, we will strengthen our supports for newcomers, work with school sites to ensure our English learners feel welcomed and affirmed, develop an Individualized Learning Plan for struggling English learners (as part of our district-wide MTSS system), and enhance academic outreach to families by better utilizing our parent liaisons.	$508,542.00	Yes

Action #	Title	Description	Total Funds	Contributing
11	Homeless/Foster Youth Support	In a variety of categories, from academics to attendance, district data indicates that our homeless/foster youth populations need considerably more support. Our Homeless Youth Coordinator participates in the Placer County Homeless Network (PCHN), a county-wide consortium that coordinates resources for homeless students and provides professional development to the region's homeless liaisons. The coordinator then works with other district support staff and community organizations to ensure these students receive the supports needed to be academically successful. Supports range from meeting a student's basic needs (i.e. – food, clothing, shelter) to providing afterschool tutoring. Our academic counseling teams guarantee our homeless students and foster youth have access to the academic programs that best serve their needs. Students are placed in educational programs based on a variety of factors: educational stability, least restrictive setting, access to resources/services, and access to extracurricular/enrichment activities, to name a few. To ensure our homeless students and foster youth are able to be placed in educational settings that are in their best interest, we uses state LCFF Supplemental funds and/or federal funds to provide transportation for homeless students, as needed. We report our homeless student and foster youth achievement levels, test results, graduation rates, suspension/expulsion rates, and other relevant data to the Governing Board at least once a year. Changes are made to district/school programs based on continual analysis of this data.	$45,962.00	Yes
12	Additional Academic Counseling Support	Our staff, students, and parents all identify academic counselors as an integral piece of a student's support network. Yet, the average counselor-to-student ratio in California is 1:601, compared to a national average of 1:424. Funding additional counselors at the secondary levels brings our counselor-to-student ratio below the state	$398,280.00	Yes

Action #	Title	Description	Total Funds	Contributing
		average (1:510). Counselors provide much needed support to students, especially our at-risk ones, as they navigate middle and high school, such as juggling multiple teachers/periods and learning how grades/GPAs work, all during a time of major social-emotional change. Although we'd like to see them even lower, having our counselor-to-student ratio with the added staffing allows the additional time need to better serve our unduplicated pupils. Our decision to utilize Comprehensive Support and Improvement (CSI) funds to add a full-time, temporary counselor at Phoenix High School, our continuation high school, was based on its low graduation rate. The PHS counselor's main responsibility is to help put systems and processes in place to better monitor student's progress toward graduation. In addition to helping lower our counselor-to-student ratio, this counseling position also guarantees that our most at-risk students have daily access to a school counselor.		
13	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	School sites will be allocated supplemental funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 1. Supplemental funds are intended to increase or improve services for unduplicated pupils. School sites will develop a yearly plan (SPSA for Title I schools) that outlines how their supplemental funding will be used in a contributing way to support Goal 1. This plan will be developed in partnership with students, staff, and families, and incorporate their feedback, as applicable.	$360,128.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	All students and families will be actively engaged in learning and in their school communities.

An explanation of why the LEA has developed this goal.

Although, this is Goal #2 of our LCAP, we believe that student and family engagement is paramount to ensuring that students graduate from high school college and career ready. It is imperative that we create and nurture learning environments for students that are safe (physically, emotionally and culturally), engaging and supportive. In addition, we must partner with our parents and community to ensure that our students are supported, not only at school, but also at home and when engaging in activities throughout the community. Without high levels of student engagement, which come when youth feel valued and connected, students are less likely to meet high academic expectations.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate (all students)	Our average daily attendance rate for all students in 2019-2020 was 95%				The average daily attendance rate, for all students, will be at least 95%.
Chronic Absenteeism Rate (all students)	0.88% students were reported as chronically absent in 2019-2020.				Less than 5% of all students will be chronically absent as reported on the CA Dashboard.
Suspension Rate (all students)	2.7% of all students were suspended as reported on the 2019 CA Dashboard.				2.5% (or less) of all students will be suspended as reported on the CA Dashboard.
Suspension Rate (significant subgroups)	Suspension Rates for significant subgroups				2.5% (or less) of each significant subgroup of students will be

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	as reported on the 2019 CA Dashboard: Hispanic - 2.9% Socioeconomically Disadvantaged - 4.1% Students with Disabilities - 3.4% English Learners - 3%				suspended as reported on the CA Dashboard.
Expulsion Rate (all students)	0.07% of all students were expelled in 2018-2019.				1% (or less) of all students will be expelled.
Graduation Rate (all students)	92.9% of students graduated in the Class of 2020.				The graduation rate, for all students, will be at least 97%.
Graduation Rate (significant subgroups)	Graduation Rates for significant subgroups as reported on the 2019 CA Dashboard: Hispanic - 86.9% Socioeconomically Disadvantaged - 91.9% Students with Disabilities - 94.7% English Learners - 76.5%				The graduation rate, for each significant subgroup, will be at least 97%.
Phoenix High School's (PHS) Graduation Rate	30.3% of students in the PHS class of 2020 graduated.				Phoenix High School's graduation rate will be at least 75%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dropout Rate	The dropout rate for the Class of 2020 was 4.0%.				The overall dropout rate will be less than 1%.
California Healthy Kids Survey - Parent Completion	Our spring 2020 CHKS survey had 287 parent responses, which accounts for less than 10% of our families. The results were primarily from elementary school parents (83%)				At least 50% of parents will complete the parent survey portion of the California Healthy Kids Survey upon each administration (once every two years) and every school will have equitable parent representation in the results.
California Healthy Kids Survey - Parent Involvement Results	Our spring 2020 CHKS parent survey had 83% of parents mark "agree" or "strongly agree" in section 4 of parent CHKS: Parent Involvement.				At least 90% of parents will mark "agree" or "strongly agree" on survey questions pertaining to parent involvement (Section 4 of parent CHKS: Parent Involvement).

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff Effectiveness in Supporting Physical, Social-Emotional & Cultural Safety	In order for WPUSD staff to be effective in supporting students' physical, social-emotional, and cultural safety, we need to ensure staff's own mental health is also supported. Consequently, WPUSD has contracted with Grokker, the Employee Assistance Program (EAP) through Schools Insurance Authority, HearYou.org (Wellness Together), and EQ Schools to provide social-emotional and mental	$210,456.00	Yes

Action #	Title	Description	Total Funds	Contributing
		health supports for staff. In addition to supports for staff, WPUSD also offers a wide breadth of curriculum, resources, and professional development focused in the following areas, including but not limited to: • Social-Emotional Learning (SEL) • Character Strong (for secondary schools) • 40 Developmental Assets – reinforcing/building the supports and strengths students need to succeed • Non-violent conflict resolution • Cultural competency/awareness • EQ schools – emotional intelligence, growth mindset, neuroscience • Multi-Tiered Systems of Support - MTSS (see Action 1-8 for more details) • Positive Behavior Interventions & Support - PBIS (see Action 2-3 for more details) • Youth development (see Action 2-3 for more details) Mandatory yearly training in topics like suicide prevention and mandated reporting are also provided to comply with said mandates.		
2	School Safety	Students cannot learn if they do not feel physically, social-emotionally, and culturally safe at school. Effective school safety starts with prevention, and it encompasses a wide range of supports. PHYSICAL SAFETY WPUSD works diligently to ensure safe, clean, and functional school facilities. All facilities are evaluated yearly using the Facilities Inspection Tool (FIT). We strive for all elements of our school facilities to score a "good repair" rating or better. Any deficiencies identified are reported to our Maintenance and Operations division, and a plan is made to expedite those repairs.	$5,618,170.00	No

Action #	Title	Description	Total Funds	Contributing
		Our custodial and grounds personnel are proactive. They understand the vital role they play in ensuring our schools are effective learning environments, and their day-to-day maintenance and monitoring of the facilities/grounds ensures a safe environment for students and staff. Additionally, multiple efforts have been made to ensure our school campuses are secure. We have three full-time school resource officers, one of whom is specifically focusing on tobacco cessation (vaping). We use a district-wide Standard Response Protocol for crisis response (iloveyouguys.org) and regularly practice school safety drills for a variety of scenarios. We also have Alertus, a mass notification system, to help provide timely information to parents and the community in the event of an emergency. Every school site is outfitted with security cameras. SOCIAL-EMOTIONAL SAFETY Students feel safe at school when they are welcomed, cared for and respected. It is also important for students to have trusting relationships with adults on campus and clear expectations for behavior. WPUSD places strong emphasis on these aspects of social-emotional safety by prioritizing our work with the Youth Development Institute (YDI), Positive Behavior Interventions & Support (PBIS), and mental health support. (You can read more detail about these initiatives in Goal 2, Actions 3 & 4) CULTURAL SAFETY WPUSD strongly believes that the diversity among our students, staff, and community should be valued and respected. We strive to provide a safe school environment that allows all students equal access to and opportunities in all of our programs, services, and activities. We proactively investigate unlawful discrimination, including discriminatory harassment, intimidation, and bullying, (for more specifics, see WPUSD Board Policy 5145.3).		

Action #	Title	Description	Total Funds	Contributing
		WPUSD strives to develop and maintain school climates that are safe and affirming towards all students and their families. We strive to ensure our programs and practices affirm, value, and uplift all groups represented at our schools, and we aim to treat all students and families in a responsive, fair way. We understand that all of our students bring unique experiences to school and that these experiences are assets to both their own learning and to their broader school communities.		
3	Youth & Parent Engagement	YOUTH ENGAGEMENT Our schools work diligently to improve safety and relationships with and for students. The youth development framework identifies five supports and opportunities that youth need to become healthy, productive adults: safety, relationships, youth participation, community involvement, and skill building. Roughly 30% of WPUSD staff have participated in a four-day Youth Development Institute and 15 staff have been further trained to become trainers of youth development. This program, along with PBIS (Positive Behavior Interventions & Support), provides strategies to build strong relationships with students and their families. Additionally, schools are implementing mentoring programs to support student connections with and at school. Additional support staff have been hired to ensure no student is without at least one positive adult connection. Intentional efforts have been made to provide enhanced opportunities for students to engage in meaningful learning, to participate in extracurricular and/or co-curricular activities, and to develop their leadership skills. PARENT ENGAGEMENT Trust is the most important component in building relationships with families. Families want to feel valued, and they want to know that their children will be safe, acknowledged, and have positive experiences at school. Therefore, our main focus in this area is earning parents' trust. We do this in a variety of ways.	$349,906.00	Yes

Action #	Title	Description	Total Funds	Contributing
		All families have access to a communication tool called ParentSquare to help facilitate communication. ParentSquare has mobile options for parents with less access to technology, teacher-to-parent and parent-to-teacher communication options, and offers automatic translations in dozens of languages beyond Spanish. Additionally, secondary families (grades 6-12) utilize an additional online learning platform called Schoology to monitor their students' academic progress and communicate regularly with their children's teachers. K-8 families are given an opportunity to meet with teachers twice a year during parent conference weeks. Additional two-way communication between families and educators is encouraged via surveys, and various formal and informal parent input meetings (i.e. – PTAs, School Site Councils, English Learner Advisory Committees, "coffees with the principal"). Recognizing that speaking another language can be a barrier that inhibits parent participation, the district has full-time bilingual Parent/School/Community Liaisons that are predominantly assigned to our schools with high populations of English Learners (and other Spanish-speaking families). They recruit parents of English Learners to serve on our District English Learner Advisory Committee (DELAC); turnout is typically high at our DELAC meetings as a result of these recruitment efforts. The district develops parent information nights based on subjects of high-interest to parents (i.e. - vaping, positive parenting techniques, math nights) and works in collaboration with a variety of community organizations, like the Latino Leadership Council and the Coalition for Auburn and Lincoln Youth (CALY).		
4	Mental Health Support	Data shows that today's students are struggling with an increased volume of mental health issues. In fact, the Center for Mental Health in Schools estimates that between 12% and 22% of school-aged youth have a diagnosable mental health disorder, (www.youth.gov). This data does not even take into account those students who have	$330,331.00	Yes

Action #	Title	Description	Total Funds	Contributing
		experienced traumatic events (i.e. - death, divorce, the COVID-19 pandemic) and who might need short-term mental health support. Our parents and staff would agree wholeheartedly with this data, as the request for increased mental health support has been at the top of their list for the past five years. Providing a robust array of mental health services would benefit students in a variety of ways. Mentally healthy students perform better academically. They attend school more regularly, are less likely to use drugs and alcohol, and are more likely to graduate. To that end, the district plans to continue supporting both our district mental health specialist position and our contract with Wellness Together. Both of these expenditures enhance support for our neediest students. Additionally, district psychologists will continue to provide mental health services to special education students per their IEPs. District psychologists will do screenings and assessments of students referred for specialized services and make recommendations for services, etc. based on their expert analysis of assessment data. Our goal over the next three years is to develop a more effective method for screening students who need services, monitoring students receiving services, and solidifying our referral process to ensure students are paired with the mental health interventions that serve them best. We also plan to develop and implement wellness/recovery rooms at our school sites, in order to provide additional options for students seeking short-term, social-emotional support.		
5	Homeless/Foster Youth Support	In a variety of categories, from academics to attendance, district data indicates that our homeless/foster youth populations need considerably more support. Our homeless/foster youth coordinator works closely with Placer County Office of Education (PCOE) to track and monitor our homeless students and our foster youth. The coordinator then works with other district support staff and community organizations to ensure these students receive the supports needed to	$18,286.00	Yes

Action #	Title	Description	Total Funds	Contributing
		be actively engaged in school and in their communities. Supports range from meeting a student's basic needs (i.e. – food, clothing, shelter) to providing mental health support. Our homeless/foster youth coordinator, in coordination with site administration and our mental health support providers, guarantees these students access to the social-emotional supports that best serve their needs.		
6	Transportation	Transportation will be provided to socioeconomically disadvantaged students, foster youth, and homeless students at no charge to ensure they attend school daily.	$64,000.00	Yes
7	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	School sites will be allocated supplemental funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 2. Supplemental funds are intended to increase or improve services for unduplicated pupils. School sites will develop a yearly plan (SPSA for Title I schools) that outlines how their supplemental funding will be used in a contributing way to support Goal 2. This plan will be developed in partnership with students, staff, and families, and incorporate their feedback, as applicable.	$360,128.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.07%	4,448,714

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

GOAL ONE: Staff Effectiveness in Supporting Students' Academic Success

We know that traditional approaches to teaching have not always made a difference in achievement for our unduplicated student populations. Additionally, our student achievement data indicates there are achievement gaps that negatively impact our English learners, our socioeconomically disadvantaged students, our students with disabilities and our homeless/foster youth. Therefore, it is vital that we prioritize these groups of students when designing, selecting and/or providing professional development for staff. To that end, all decisions regarding the use of LCFF contributing funds for professional development are made with our unduplicated pupils at the forefront. As our teachers are better trained, they will more effectively meet the needs of our unduplicated pupils, especially when the training they receive specifically focuses on best serving those students.

When teachers build their repertoire of additional skills and strategies of effective teaching, they in turn have greater confidence and belief that they are able to make a difference in a student's life. This increases what is called "collective teacher efficacy" by John Hattie, and the research cited in his book Visible Learning. Updated in 2018 by John Hattie, collective teacher efficacy showed the highest effect size in improving student achievement. Additionally, James Ko and Pamela Sammons published a research article in 2013 on teacher effectiveness and stated, "Teachers are one of the key elements in any school and effective teaching is one of the key propellers for school improvement." Our goal is to have well-trained, confident teachers who focus all their energies on helping students, especially our at-risk students, become their best.

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.

GOAL ONE: Bilingual Immersion Program

In 2017 the RAND Corporation did a study of the effectiveness of Bilingual Immersion (or Dual Language Immersion) programs on student achievement. The results showed that students in these immersion programs outperformed students in two ways. One was that students in a language immersion program performed higher than their peers in a non-language immersion program on state test scores. The other was that English Learners achieved English Language proficiency at a higher rate by sixth grade than their non-immersion peers.

In Western Placer, we prioritize our English Learner students when selecting participants for the Bilingual Immersion program. First, we set aside one-third of the available seats for English Learner students to assure English Learner program participation. Second, if additional spots become available that had originally been designated for our non-English Learner population, we prioritize our English Learner students filling those spots.

By prioritizing English Learner student participation in the Bilingual Immersion program, we are giving them an opportunity to participate in a program that will guarantee higher academic achievement based on the stated research above. We know our Bilingual Immersion program will make a difference in our English Learners' overall academic progress as they first build a stronger foundation in their primary language, and then transition to learning English.

GOAL ONE: Advancement Via Individual Determination (AVID) & Equal Opportunity Schools (EOS)

AVID is a non-profit organization that provides educators with research-based, relevant strategies to accelerate the performance of underrepresented students (i.e. English learners, socioeconomically disadvantaged students, homeless/foster youth) so that these students can succeed in college, career, and life. While the AVID program does have school-wide elements that support all students, a major focus of its work is closing the achievement gap. AVID does this by helping teachers shift from delivering content to facilitating learning, which results in an interactive, student-centered classroom.

In 2015 the University of Portland did a study related to the effectiveness of the AVID program on student achievement. Primary findings showed that after two to three years of AVID program implementation, schools increased their state performance standing or rank by one level. Additionally, graduation rates increased, AVID students (who are predominantly unduplicated pupils) demonstrated a higher persistence rate into the second year of college, directly citing the AVID high school experience as having a positive impact on their college performance. In general, AVID students outperform their non-AVID peers on state mandated exams, grade point averages and standardized tests.

Additionally, the organization Equal Opportunity Schools uses strategies that target underserved populations to assure these students access to participate in high achieving classes such as the International Baccalaureate Program, and to target these same students to take Advanced Placement tests, which earn college credit while attending high school. They do this by looking at student data, creating individual profiles of unserved students, and providing a pathway for them to participate in these programs to increase their growth in a rigorous program.

We have partnered with both the above mentioned programs to specifically target our underserved populations as we know the number of these students who are college ready and who attend college falls below those of other student groups. The support they provide gives foster youth, English learners, and students with disabilities a greater opportunity to see attending college as a real possibility and that there is a pathway to that goal.

GOAL ONE: Assessing & Monitoring Student Progress

While data itself does not close the achievement gap, analyzing various types of data does play a significant role in our district's continuous improvement efforts. We cannot work to address the achievement gaps if we don't know specifically what those gaps are. Our Professional Learning Communities (PLCs) need detailed information about their students in order to develop appropriate supports and interventions. "The collection, examination, and interpretation of data informs continual improvement efforts...When colleagues explore actions to address moving from where they are to where they want to be, they develop shared understandings of the problem and great commitment to the developed solutions," (Lipton & Wellman, Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry). Our sole purpose of investing in high quality assessment and monitoring systems is so that we can identify (and serve) those students, mostly our unduplicated pupils, who need additional support.

GOAL ONE: Academic Interventions

Doug Reeves stated, " A criterion for schools that have made great strides in achievement and equity is immediate and decisive intervention." Furthermore, in 2016, John Hattie reported that response to intervention (RTI) yields an annual effect size of +1.29, which means two to three years of student growth in one year. Investing in interventions for students will no doubt support our efforts in closing the achievement gap.

Our decision to apply resources to student interventions comes directly from our achievement data, which indicates that our unduplicated pupils are being outperformed by their white, higher income peers. Although intervention services will be provided to all students needing them, our unduplicated pupils were considered first when deciding to invest in interventions. We are committed to closing the achievement gap and to ensuring all our students are excelling in learning.

GOAL ONE: Additional Academic Counseling Support

In 2020, Christine Mulhern from Harvard University conducted a study that found that "while teachers and counselors make an impact on students via different avenues, the effect of counselors is similar to that of teachers when it comes to educational attainment," (https://www.gse.harvard.edu/news/uk/20/02/measuring-value-strong-school-counselor). Additionally, her study reinforced the role counselors play in encouraging their students' college aspirations and in helping their students access the tools/services needed to pursue college. Additional research also links the recommended American School Counselor Association (ASCA) student-to-school-counselor ratios to better academic outcomes for students (i.e. - improved attendance, fewer disciplinary incidents, and higher graduation rates),

particularly for socioeconomically disadvantaged students.

By utilizing supplemental funds to provide more counselors in the district, WPUSD hopes to see better outcomes for students' academic and social/emotional achievements. Although all students will have access to additional school counselors, the lower counselor-to-student ratios provided due to supplemental funding is principally focused on allowing our school counselors to better assist low income, foster youth, and non-English proficient students/families Therefore, the addition of counselors is for the primary purpose of better supporting our unduplicated pupils..

GOAL ONE: LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services

To empower each school site, we are allocating supplemental funds directly to the school sites based on their unduplicated pupil counts. The funds are for school sites to use to enhance programs and resources to support unduplicated pupils' academic achievement. This is beyond what is funded and supported centrally. Principals are expected to work with their school site councils to determine contributing uses of these funds in alignment with achieving the LCAP goals. The use of funds are clearly outlined in school site plans, which are vetted (to ensure the actions and expenditures are contributing) and approved by Educational Services and the School Board annually.

GOAL TWO: Staff Effectiveness in Supporting Physical & Emotional Safety

In 2017, Hanover Research published "SCHOOL-BASED STRATEGIES FOR NARROWING THE ACHIEVEMENT GAP". In it they stated that "When minority, ELL, and special education students perceive their teachers as supportive, caring, sensitive and responsive to their needs, and respectful of their cultural or linguistic differences, they are more likely to have high academic achievement, graduate on-time, succeed in advanced courses, and have positive behavior. However, the cultural gap between teachers and students often hinders a supportive and respectful student-teacher relationship. Thus, professional development and continuing professional learning communities can help teachers develop cultural competence and strategies for teaching culturally diverse students."

In addition to supporting instructional effectiveness of teachers and other instructional support staff (see GOAL ONE: Staff Effectiveness in Supporting Students' Academic Success), we also want to enhance staff effectiveness in supporting students' physical and emotional safety because positive school cultures and climates have proven to help close the academic achievement gap among student groups. As previously acknowledged, our student achievement data indicates there are achievement gaps that negatively impact our English learners, our socioeconomically disadvantaged students, our students with disabilities and our homeless/foster youth. Therefore, it is vital that we prioritize these groups of students when designing, selecting and/or providing professional development for staff. To that end, all decisions regarding the use of LCFF contributing funds for professional development are made with our unduplicated pupils at the forefront. As our teachers are better trained, they will more effectively meet the needs of our unduplicated pupils, especially when the training they receive specifically focuses on best serving those students.

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.

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GOAL TWO: Youth & Parent Engagement

YOUTH ENGAGEMENT

"The prevalence of school dropout is a major problem in many Western societies. Dropping out of school increases the chance of unemployment and poverty in later life, and can incite frustration and disappointment (Bridgeland et al. 2006; Research Centre for Education and the Labour Market 2009). Various student characteristics, such as a low socioeconomic status or an ethnic minority background, have been found to signify an increased risk for dropout (Ekstrom et al. 1986; Rumberger 1987; Wehlage et al. 1989). A proximal predictor of dropout that has been identified across diverse educational settings is behavioral disengagement in school (Finn and Rock 1997; Fredricks et al. 2004; Janosz et al. 2000; Rumberger 1987)....Behavioral engagement refers to the active involvement of students in school, such as regular attendance of classes, arriving in class on time, paying attention to the teacher, and completing assigned work (Finn 1993). Behavioral engagement is a prerequisite for performance and persistence in school (Ekstrom et al. 1986; Finn 1989; Finn and Rock 1997)" https://link.springer.com/article/10.1007/s10212-012-0128-3

One could conclude that because at-risk students dropout at higher rates, that they are less behaviorally engaged than their white, higher income peers. It is our goal to ensure all students are behaviorally engaged at school, but especially our most at risk population. Therefore, our unduplicated pupils were considered first when making decisions and assigning resources to support youth engagement.

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 funding to provide youth development professional development, coaching, and supports to administrators, teachers and support staff to ensure they are equipped to implement best practices aligned with the youth development framework. Such practices are further supported by the PBIS framework.

PARENT ENGAGEMENT

Numerous studies on parental engagement have connected family involvement and academic achievement. https://www.waterford.org/education/how-parent-involvment-leads-to-student-success/

Students whose parents are engaged in their schooling are more likely to achieve - have higher grades, better attendance, and exhibit positive behaviors. This is true regardless of family income or background (Henderson, A.T., and K.L. Mapp, 2002). However, a 2018 study concluded that "parents of students living in households with income at or above the federal poverty level have higher rates of involvement in school activities than those in households below the federal poverty level." In addition, it stated that "parents who do not speak English at home have lower rates of attendance at general school meetings, parent-teacher conferences, or school or class events, relative to English-speaking parents." https://www.childtrends.org/?indicators=parental-involvement-in-schools

Although it is critical to all our students' success to have high levels of parental involvement, it is essential for us to prioritize our unduplicated pupils when making decisions and assigning resources to support parental involvement. As the research states, our

unduplicated pupils are the most at risk of not having their parents involved and it is up to us to be intentional in our practices to ensure their families are engaged. Therefore, when making decisions and assigning resources, our unduplicated pupils were prioritized.

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. Therefore, WPUSD will utilize funding to provide user-friendly communication platforms as means of communicating (in multiple languages) with students and families regarding student learning.

The overarching theme in research related to parent engagement is that parents of at-risk students will make a positive contribution to their children's education if they receive the appropriate training and encouragement. Conversely, Delores Pena's study in 2000 indicated some of the most significant barriers to parental participation in school are home language, parent educational level, attitudes of school staff, and cultural influences. Pena emphasized the importance of building trust and positive relationships between schools and families. WPUSD will utilize funding to help nurture school-to-home relationships and address some of the barriers to parent participation by employing four bilingual Parent/School/Community Liaisons.

GOAL TWO: Mental Health Support

According to the U.S. Department of Health and Human Services, one in five school-aged students experiences a mental health problem at some point during their schooling. Unfortunately, many students do not receive the help they need, and there are disparities in access to mental health care among low-income communities and homeless/foster youth. Research shows that students are more likely to seek mental health support when services are available in schools, since they already have established relationships and have built trust with school staff. Additionally, considering students spend a majority of their time in school, schools play an increasingly critical role in "providing a safe, non-stigmatizing, and supportive natural environment in which children, youth, and families have access to prevention, early intervention, and treatment," (www.youth.gov). For many students, school-based mental health care is their only option.

Students will not seek to learn and focus on academics if their own safety is at-risk due to a mental health challenge. Therefore, addressing students' mental health needs must be prioritized if we eventually want to see an improvement in academic achievement.

Although all students will have access to mental health support services, given the research indicating that mental health services are less accessible for our unduplicated pupil population, they were considered first when deciding to invest resources in this area.

GOAL TWO: LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services

To empower each school site, we are allocating supplemental funds directly to the school sites based on their unduplicated pupil counts. The funds are for school sites to use to enhance programs and resources to support unduplicated pupils' engagement and well-being. This is beyond what is funded and supported centrally. Principals are expected to work with their school site councils to determine contributing

uses of these funds in alignment with achieving the LCAP goals. The use of funds are clearly outlined in school site plans, which are vetted (to ensure the actions and expenditures are contributing) and approved by Educational Services and the School Board annually.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

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 underperforming 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.

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.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$57,487,509.00	$3,593,829.00		$829,973.00	$61,911,311.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$57,016,940.00	$4,894,371.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Highly Qualified Administrators, Teachers, and Instructional Support Staff	$43,941,196.00			$148,894.00	$44,090,090.00
1	2	English Learners Foster Youth Low Income	Staff Effectiveness in Supporting Students' Academic Success	$305,189.00			$263,558.00	$568,747.00
1	3	All	Access to a Broad Course of Study & Standards Aligned Instructional Materials	$1,865,795.00	$302,906.00			$2,168,701.00
1	4	English Learners	Bilingual Immersion Program	$566,048.00	$38,412.00			$604,460.00
1	5	English Learners Foster Youth Low Income	Advancement Via Individual Determination (AVID) & Equal Opportunity Schools (EOS)	$618,877.00				$618,877.00
1	6	All	Career Technical Education (CTE)	$1,649,570.00	$209,036.00		$45,227.00	$1,903,833.00
1	7	All	Instructional Technology	$1,896,659.00	$450,000.00			$2,346,659.00
1	8	English Learners Foster Youth Low Income	Assessing & Monitoring Student Progress	$396,932.00	$156,293.00		$65,890.00	$619,115.00
1	9	English Learners Foster Youth Low Income	Academic Interventions	$570,092.00	$156,293.00		$255.00	$726,640.00
1	10	English Learners	English Learner Support	$376,071.00			$132,471.00	$508,542.00
1	11	Foster Youth	Homeless/Foster Youth Support	$45,962.00				$45,962.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	12	English Learners Foster Youth Low Income	Additional Academic Counseling Support	$302,661.00			$95,619.00	$398,280.00
1	13	English Learners Foster Youth Low Income	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	$360,128.00				$360,128.00
2	1	English Learners Foster Youth Low Income	Staff Effectiveness in Supporting Physical, Social-Emotional & Cultural Safety	$144,566.00			$65,890.00	$210,456.00
2	2	All	School Safety	$3,415,428.00	$2,202,742.00			$5,618,170.00
2	3	English Learners Foster Youth Low Income	Youth & Parent Engagement	$342,737.00			$7,169.00	$349,906.00
2	4	English Learners Foster Youth Low Income	Mental Health Support	$252,184.00	$78,147.00			$330,331.00
2	5	Foster Youth	Homeless/Foster Youth Support	$18,286.00				$18,286.00
2	6	Foster Youth Low Income	Transportation	$59,000.00			$5,000.00	$64,000.00
2	7	English Learners Foster Youth Low Income	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	$360,128.00				$360,128.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$4,718,861.00	$5,783,858.00
LEA-wide Total:	$3,916,881.00	$4,748,788.00
Limited Total:	$499,319.00	$636,790.00
Schoolwide Total:	$302,661.00	$398,280.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Staff Effectiveness in Supporting Students' Academic Success	LEA-wide	English Learners Foster Youth Low Income	All Schools	$305,189.00	$568,747.00
1	4	Bilingual Immersion Program	LEA-wide	English Learners	Specific Schools: Creekside Oaks Elementary School (location of District Program) K-1	$566,048.00	$604,460.00
1	5	Advancement Via Individual Determination (AVID) & Equal Opportunity Schools (EOS)	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: LHS, TBHS, GEMS,TBMS, CCC, COES, FSS, LCES, SES K-12	$618,877.00	$618,877.00
1	8	Assessing & Monitoring Student Progress	LEA-wide	English Learners Foster Youth Low Income	All Schools	$396,932.00	$619,115.00
1	9	Academic Interventions	LEA-wide	English Learners Foster Youth Low Income	All Schools	$570,092.00	$726,640.00
1	10	English Learner Support	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$376,071.00	$508,542.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	11	Homeless/Foster Youth Support	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$45,962.00	$45,962.00
1	12	Additional Academic Counseling Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GEMS, TBMS, LHS, TBHS, PHS 6-12	$302,661.00	$398,280.00
1	13	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$360,128.00	$360,128.00
2	1	Staff Effectiveness in Supporting Physical, Social-Emotional & Cultural Safety	LEA-wide	English Learners Foster Youth Low Income	All Schools	$144,566.00	$210,456.00
2	3	Youth & Parent Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$342,737.00	$349,906.00
2	4	Mental Health Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$252,184.00	$330,331.00
2	5	Homeless/Foster Youth Support	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$18,286.00	$18,286.00
2	6	Transportation	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$59,000.00	$64,000.00
2	7	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$360,128.00	$360,128.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

204 The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:

Public Hearing on 2021-22 Western Placer Unified School District Proposed Budget

AGENDA ITEM AREA:

Public Hearing

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business & Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

June 15, 2021

ROLL CALL REQUIRED:

No

BACKGROUND:

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

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

RECOMMENDATION:

Administration recommends the Board hold a public hearing regarding the proposed 2021-22 Annual Budget.

WESTERN PL
UNIFIED SCHOOL D

NOTICE OF PUBLIC HEARING

2021-22 Proposed Budget
Held Via Go To Meeting While
Shelter in Placer Order is in Effect
June 15, 2021
6:00 P.M.

(Please see agenda published online for a phone number and meeting code included on the agenda for the public to access the meeting live)

Notice is hereby given that the Board of Trustees of the Western Placer Unified School District shall hold a Public Hearing at which the governing Board shall take testimony from the public, discuss and approve or disapprove the 2021-22 Proposed Budget.

The proposed budget will be available for public inspection 3 days prior to the date set for the hearing. The proposed Budget will be available for public inspection on-line at http://www.wpusd.org/District/School-Board/Agendas--Minutes/index.html or at Western Placer Unified School District, 600 Sixth Street, Suite 400, Lincoln, California, from 8 am – 4 pm.

Posted: June 12, 2021

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:
Approve Resolution No. 20/21.30, Authorizing the Superintendent or Assistant Superintendent of Business and Operations to Award and Execute Contracts During the Month of July

AGENDA ITEM AREA:
Action

REQUESTED BY:
Michael Adell
Director of Facilities

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Facilities Funds

MEETING DATE:
June 15, 2021

ROLL CALL REQUIRED:
Yes

BACKGROUND:

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

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

RECOMMENDATION:

Staff recommends that the Board of Trustees approve Resolution 20/21.30, Authorizing the Superintendent or Assistant Superintendent of Business and Operations to Award and Execute Contracts during the Month of July.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 20/21.30

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

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

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

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

WHEREAS, from time to time a contract with a value exceeding $96,700 for purchase of equipment, materials, supplies and services that are not construction services, and a value exceeding $15,000 for construction or reconstruction services of public facilities, that is reasonably necessary and appropriate to the normal operation of the District may require execution during the month of July; and

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

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

NOW, THEREFORE, BE IT RESOLVED that the Governing Board does hereby authorize the Superintendent or Assistant Superintendent of Business and Operations to award and execute any contract during the month of July with a value exceeding $96,700 for purchase of equipment, materials, and services and $15,000 for construction and reconstruction services that is necessary and appropriate to ensure the continued and successful management of the District's programs on behalf of this Governing Board and the Western Placer Unified School District.

APPROVED, PASSED AND ADOPTED by the Governing Board of the Western Placer Unified School District, Placer County, State of California, this 15th day of June, 2021 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

_____
President of the Governing Board,
Western Placer Unified School District

ATTEST:

_____
Secretary of the Board of Trustees,
Western Placer Unified School District

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:

2021-22 Budget Assumptions and Proposed Budget for General Fund and Other Funds

AGENDA ITEM AREA:

Information

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent - Business & Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

General Fund / Other Funds

MEETING DATE:

June 15, 2021

ROLL CALL REQUIRED:

No

BACKGROUND:

District staff has prepared the 2021-22 Proposed Budget documents for Board adoption at the June 22, 2021, Board of Trustees meeting. The most recent State's May Revision Budget proposals are reflected in our 2021-22 budget assumptions. Enclosed are the 2021-22 Budget Assumptions and Proposed Budget for the General Fund and Other Funds for Board review and input.

RECOMMENDATION

Board of Trustees review the 2021-22 Budget Assumptions and Proposed Budget for the General Fund and Other Funds and provide input.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING

Per California Education Code 42127, on or before July 1 of each year, the governing Board of each school district shall adopt the budget for the subsequent fiscal year. The 2021-22 budget will be presented to the Board of Trustees for approval on June 22, 2021.

The budget assumptions presented below are used to prepare the 2021-22 Budget and multi-year projections for 2022-23 and 2023-24 fiscal years. They also include assumptions provided by PCOE Common Message, School Services of California's Financial Projection Dartboard, the State Dept. of Finance (DOF), FCMAT's LCFF Calculator, federal funding projections and district trends and data. Property taxes, state allocations, LCFF Funding estimates, new legislature, federal funding and budget projections, and ballot measures can all have a significant impact on revenue assumptions. The 2021-22 Proposed Budget also reflects the most recent Governor's 2021-22 May Revise proposals.

GENERAL FUND BUDGET ASSUMPTIONS:

The following budget revenue and expenditure assumptions will be used for the 2021-22 Proposed Budget:

	19/20 Unaudited Actuals	20/21 Second Interim	20/21 Estimated Actuals	21/22 Adopted	22/23 Projection	23/24 Projection	
REVENUES							
Enrollment	7,209	7,034	7,034	7,209	7,353	7,427	Oct CALPADS for 20/21, 21/22 = 19/20 Actual, 22/23 - 2% increase from 19/20 Actual, 23/24 - 1% increase from 22/23
ADA Yield	96.4%	95.8%	95.8%	96.0%	96.0%	96.0%	5 Yr Avg Historical Rates
ADA	6,966	6,966	6,966	6,966	7,080	7,151	Enrollment x ADA Yield
% Increase (Decrease) Enrollment	1.8%	-2.4%	-2.4%	2.5%	2.0%	1.0%	See above
# Increase (Decrease) Enrollment	128	(175)	(175)	175	144	74	
Funded ADA (excl. County ADA)	6,947	6,947	6,947	6,947	7,061	7,132	20/21 & 21/22 Funded With 19/20 ADA Hold Harmless
% Increase (Decrease) Funded ADA	N/A	0.0%	0.0%	0.0%	1.6%	1.0%	
# Increase (Decrease) Funded ADA	N/A	0.00	0.00	0.00	114.43	70.61	20/21 & 21/22 Funded With 19/20 ADA Hold Harmless
Statutory COLA %	3.26%	2.31%	2.31%	1.70%	2.48%	3.11%	Per SSC Dartboard
Effective Deficit Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	Per SSC Dartboard
COLA Suspension	0.00%	-2.31%	-2.31%	0.00%	0.00%	0.00%	Per SSC Dartboard
Prior Year COLA Recognition	0.00%	0.00%	0.00%	2.31%	0.00%	0.00%	Per SSC Dartboard
Funded COLA %	3.26%	0.00%	0.00%	5.07%	2.48%	3.11%	Per SSC Dartboard
Base Grant - Grades K-3	$7,702	$7,702	$7,702	$8,092	$8,293	$8,230	Per LCFF Calculator
Base Grant - Grades 4-6	$7,818	$7,818	$7,818	$8,214	$8,418	$8,679	Per LCFF Calculator
Base Grant - Grades 7-8	$8,050	$8,050	$8,050	$8,458	$8,668	$8,937	Per LCFF Calculator
Base Grant - Grades 9-12	$9,329	$9,329	$9,329	$9,802	$10,045	$10,357	Per LCFF Calculator
Grade Span Funding - K-3 CSR	$801	$801	$801	$842	$863	$890	Per LCFF Calculator
Grade Span Funding - Grades 9-12	$243	$243	$243	$255	$261	$269	Per LCFF Calculator
Supplemental Grants (% Adj. Base)	20%	20%	20%	20%	20%	20%	Per LCFF Calculator
Concentration Grants	50%	50%	50%	50%	50%	50%	Per LCFF Calculator
Concentration Grant Threshold	55%	55%	55%	55%	55%	55%	Per LCFF Calculator
LCFF Gap Closed Percentage	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	Per LCFF Calculator
LCFF Entitlement per ADA (Inc Supp $)	9,143	9,243	9,243	9,727	9,986	10,288	Per LCFF Calculator
LCFF Funding - Base	$60,299,686	$60,268,532	$60,275,366	$63,310,225	$65,924,782	$69,312,962	Per LCFF Calculator
Property Tax change	2.68%	3.39%	3.39%	3.00%	3.00%	3.00%	19-20 P-2 Property Taxes
Est. Property Taxes	$52,928,911	$54,721,735	$54,721,735	$56,363,387	$58,054,289	$59,795,917	19-20 P-2 Property Taxes
LCFF Supplemental Funds	$3,998,911	$4,113,952	$4,114,422	$4,448,714	$4,780,344	$4,977,690	Per LCFF Calculator
Federal Revenue	0%	0%	0%	0%	0%	0%	Per PCOE Common Message
Categorical COLA	3.26%	0.00%	0.00%	4.05%	2.48%	3.11%	Per PCOE Common Msg, SSC Dartboard
Transfers In	33,886	13,500	13,500	-	-	-	Transfer from Fund 40
Lottery Unrestricted/ADA	$149.00	$150.00	$150.00	$150.00	$150.00	$150.00	Per SSC Dartboard
Lottery Restricted/ADA	$48.00	$49.00	$49.00	$49.00	$49.00	$49.00	Per SSC Dartboard
Mandate Block Grant (grades K-8)	$32.18	$32.18	$32.18	$32.79	$33.60	$34.64	Per SSC Dartboard
Mandate Block Grant (grades 9-12)	$61.94	$61.94	$61.94	$63.17	$64.74	$66.75	Per SSC Dartboard

	19/20 Unaudited Actuals	20/21 Second Interim	20/21 Estimated Actuals	21/22 Adopted	22/23 Projection	23/24 Projection	
EXPENDITURES							
Certificated New Positions - FTE	4.0	5.0	5.0	2.0	2.0	2.0	Based on Enrollment & Staffing Projections
Cert. New Positions - New Schools	0.5	4.0	4.0	6.0	1.0	0.0	20/21 New Elementary, 21/22 New H.S.
Estimated Retire/Resignations - FTE	0.0	0.0	0.0	20.1	0.0	0.0	Based on Notifications
Reductions in Staffing - FTE	0.0	0.0	0.0	0.0	0.0	0.0	Based on Enrollment & Staffing Projections
Staffing Ratios:							
TK/Kindergarten	25:1	25:1	25:1	25:1	25:1	25:1	Per Contract - District-wide
1-3	25:1	25:1	25:1	25:1	25:1	25:1	Per Contract - District-wide
4-5	31:1	31:1	31:1	31:1	31:1	31:1	Per Contract
6-8	32:1	32:1	32:1	32:1	32:1	32:1	Per Contract
9-12	36:1	36:1	36:1	36:1	36:1	36:1	Per Contract
Certificated Step/Column	1.70%	1.60%	1.55%	1.55%	1.55%	1.55%	
Avg. teacher compensation	$107,840	$110,381	$112,682	$114,429	$116,202	$118,003	
Classified New Positions - FTE	0.0	1.3	1.3	0.0	0.0	0.0	
Classified New Positions - New Schools	0.0	4.2	4.2	10.5	0.0	0.0	20/21 New Elementary, 21/22 New H.S.
Estimated Retirements - FTE	0.0	0.0	0.0	0.0	0.0	0.0	
Reductions in Staffing - FTE	0.0	0.0	0.0	0.0	0.0	0.0	
Classified Step/Column	1.40%	1.40%	1.40%	1.40%	1.40%	1.40%	
Health Benefits per FTE	$14,424	$14,424	$14,424	$14,424	$14,424	$14,424	Contribution Capped
CalPERS Employer Rate	19.721%	20.70%	20.70%	22.91%	26.10%	27.10%	Per SSC Dartboard
Classified Total Statutory Benefits Rate	28.761%	29.75%	29.75%	33.14%	36.00%	36.40%	Assumes UI dec to .9% in 22-23, .3% in 23-24
CalSTRS Employer Rate	17.10%	16.15%	16.15%	16.92%	19.10%	19.10%	Per SSC Dartboard
Certificated Total Statutory Benefits Rate	19.940%	19.00%	19.00%	20.95%	22.80%	22.20%	Assumes UI dec to .9% in 22-23, .3% in 23-24
Transfers Out	$254,470	$25,360	$25,360	$256,881	$342,887	$359,481	Adult Ed ($25k), Cafeteria (all years but 20-21)
Contribution to RRM	$2,324,203	$2,205,179	$2,205,179	$2,324,203	$2,324,203	$2,324,203	3% of GF 18-19 Expenditures-2019-20 (STRS On-Behalf Excluded 20/21)
Designated for Economic Uncertainty	3%	3%	3%	3%	3%	3%	
Site Allocations:							
Elementary	$47.00	$47.00	$47.00	$47.00	$47.00	$47.00	
Middle School	$58.50	$58.50	$58.50	$58.50	$58.50	$58.50	
High School	$83.75	$83.75	$83.75	$83.75	$83.75	$83.75	
Lottery per teacher	$500	$500	$500	$500	$500	$500	Per Contract

The 2021-22 Proposed Budget also includes the LCFF Supplemental Funds budget that has been reviewed by the District LCAP Committee.

Negotiations for salary and benefits are completed for the 2020-21 and 2021-22 school years with all bargaining units, management, contract and confidential employees and are included in the 2020-21 Estimated Actuals Budget and 2021-22 Proposed Budget.

GOVERNOR'S MAY BUDGET REVISION

Local Control Funding Formula

With the release of the Governor's 2021-22 May Revision, the Department of Finance has revised estimates of the statutory cost-of-living adjustments (COLAs) for 2021-22 and future years. The table below illustrates the current 2020-21 budget year, proposed 2021-22 budget year and next three years:

	2020-21	2021-22	2022-23	2023-24	2024-25
Cost-of-Living Adjustment (COLA) – Mega COLA	0.00%	5.07%*	2.48%	3.11%	3.54%

*Represents the 2021 statutory COLA of 1.70%, plus an additional 1.00%, compounded with the 2020-21 statutory COLA of 2.31%

Other State Programs

The Governor's May Revision proposal includes a cost-of-living adjustment (COLA) of 4.05% for the 2021-22 fiscal year for Special Education and a COLA of 1.70% for Child Nutrition and other State categorical programs.

CalSTRS and CalPERS Employer Contributions

Beginning in 2021–22, the CalSTRS Board has limited authority to increase or decrease rates by a maximum of 1% annually—not to exceed 20.25% of creditable compensation. The CalSTRS Board is set to exercise its new rate-setting authority in an action at its June 2021 meeting.

Adopted/projected CalSTRS rates are as follows:

Year	New Projected Employer Contribution Rate*
2021–22	16.92%*
2022–23	19.10%
2023–24	19.10%
2024–25	19.10%

*2021–22 to be approved by CalSTRS Board on June 10, 2021
Note: All other rates beginning in 2022–23 through 2024-25 are projected rates

Adopted/projected CalPERS rates are as follows:

Year	New Projected Employer Contribution Rate*
2021–22	22.91%*
2022–23	26.10%
2023–24	27.10%
2024–25	27.70%
2025–26	27.80%
2026–27	27.60%

*2021–22 rate approved by CalPERS Board on April 19, 2021
Note: All other rates beginning in 2022–23 through 2026–27 are projected rates

Fund Balance Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum Reserve Standard for Economic Uncertainties for each fiscal year identified in the budget. Below are the details of those unassigned funds that are reserved for specific district needs for 2020-21 Estimated Actuals Budget and 2021-22 Proposed Budget on the next page:

Fund Balance Reserves:

	2020-21 Estimated Actuals	2021-22 Proposed Budget
FUND BALANCE, RESERVES		
Components		
a) Nonspendable		
Revolving Cash	5,000	5,000
Prepaid Expenditures	8,320	-
b) Restricted - Federal/State/Local Programs	11,091,531	8,726,382
c) Committed		
Stabilization Arrangements	-	-
Other Commitments	-	-
d) Assigned		
Other Assignments	-	-
e) Unassigned/unappropriated		
Reserve for Economic Uncertainty - 3%	2,667,105	2,609,550
Reserve for Charter Technical Assistance	260,951	257,487
Reserve -New High School Startup Costs 21/22	1,258,641	-
Reserve -Science Adoption -19/20	400,000	400,000
Unassigned/Unappropriated	**6,909,412**	**6,150,736**
TOTAL FUND BALANCE, RESERVES	**22,600,960**	**18,149,155**

2021-22 Proposed Budget for the General Fund and Other Funds

The 2021-22 Proposed Budget for the General Fund and Other Funds are presented on the following pages and display the 2020-21 Estimated Actuals Budget as well as the 2021-22 Proposed Budget.

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

July 1 Budget (Single Adoption) - Proposed Budget
General Fund Unrestricted and Restricted (01)

			2020-21 Estimated Actuals			2021-22 Proposed Budget			
A	**REVENUES**	Object	**Unrestricted**	**Restricted**	**Total**	**Unrestricted**	**Restricted**	**Total**	% Diff
	1 LCFF Sources	8010-8099	64,389,788	1,171,658	65,561,446	67,758,939	1,171,658	68,930,597	5.1%
	2 Federal Revenue	8100-8299	-	14,184,992	14,184,992	-	2,450,016	2,450,016	-82.7%
	3 Other State Revenue	8300-8599	1,322,622	10,372,252	11,694,874	1,358,942	5,036,819	6,395,761	-45.3%
	4 Other Local Revenue	8600-8799	1,709,883	3,432,770	5,142,653	1,452,839	3,303,973	4,756,812	-7.5%
	5 TOTAL REVENUES		**67,422,293**	**29,161,672**	**96,583,965**	**70,570,720**	**11,962,466**	**82,533,186**	**-14.5%**
B	**EXPENDITURES**								
	1 Certificated salaries	1000-1999	29,064,411	5,924,762	34,989,173	30,448,884	6,408,470	36,857,354	5.3%
	2 Classified salaries	2000-2999	6,217,742	3,889,466	10,107,208	6,775,353	4,579,199	11,354,552	12.3%
	3 Employee Benefits	3000-3999	13,019,909	7,439,650	20,459,559	14,756,203	8,594,478	23,350,681	14.1%
	4 Books & Supplies	4000-4999	4,976,607	5,647,833	10,624,440	4,167,850	903,927	5,071,777	-52.3%
	Services & Other								
	5 Operating Expenditures	5000-5999	5,423,224	4,619,818	10,043,042	5,070,105	3,062,777	8,132,882	-19.0%
	6 Capital Outlay	6000-6999	91,383	379,361	470,744	20,000	40,000	60,000	-87.3%
		7100-7299							
	7 Other Outgo	7400-7499	230,075	1,959,673	2,189,748	25,000	1,997,140	2,022,140	-7.7%
	8 Indirect Costs	7300-7399	(1,014,500)	1,008,742	(5,758)	(1,094,510)	973,234	(121,276)	2006.2%
	9 TOTAL EXPENDITURES		**58,008,851**	**30,869,305**	**88,878,156**	**60,168,885**	**26,559,225**	**86,728,110**	**-2.4%**
C	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		9,413,442	(1,707,633)	7,705,809	10,401,835	(14,596,759)	(4,194,924)	-154.4%
D	1 Interfund Transfers								
	a) Transfers In	8900-8929	13,500		13,500	-		-	-100.0%
	b) Transfers out	7600-7629	25,360		25,360	256,881		256,881	912.9%
	2 Other Sources/Uses								
	a) Sources	8930-8979			-			-	0.0%
	b) Uses	7630-7699			-			-	0.0%
	3 Contributions	8980-8999	(10,918,513)	10,918,513	-	(12,227,610)	12,227,610	-	0.0%
	TOTAL OTHER FINANCING								
	4 SOURCES/USES		(10,930,373)	10,918,513	(11,860)	(12,484,491)	12,227,610	(256,881)	2065.9%
E	**NET INCREASE (DECREASE) IN FUND BALANCE**		**(1,516,931)**	**9,210,880**	7,693,949	**(2,082,656)**	**(2,369,149)**	**(4,451,805)**	**-157.9%**
F	**FUND BALANCE, RESERVES**								
	1 Beginning Fund Balance								
	a) As of July 1 - Unaudited	**9791**	**13,022,360**	**1,884,651**	**14,907,011**	**11,505,429**	**11,095,531**	**22,600,960**	**51.6%**
	b) Audit Adjustments	9793	-	-	-	-	-	-	0.0%
	c) As of July 1 - Audited		13,022,360	1,884,651	14,907,011	11,505,429	11,095,531	22,600,960	51.6%
	d) Other Restatements	9795	-	-	-	-	-	-	0.0%
	e) Adjusted Beginning Balance		13,022,360	1,884,651	14,907,011	11,505,429	11,095,531	22,600,960	51.6%
	2 Ending Balance, June 30		**11,505,429**	**11,095,531**	**22,600,960**	**9,422,773**	**8,726,382**	**18,149,155**	**-19.7%**
	Components								
	a) Nonspendable								
	Revolving Cash	9711	5,000		5,000	5,000		5,000	0.0%
	Stores	9712	-	-	-	-	-	-	0.0%
	Prepaid Expenditures	9713	4,320	4,000	8,320	-	-	-	-100.0%
	All Others	9719	-	-	-	-	-	-	0.0%
	b) Restricted - Federal/State/Local Programs	9740		11,091,531	11,091,531		8,726,382	8,726,382	-21.3%
	c) Committed								
	Stabilization Arrangements	9750	-		-	-		-	0.0%
	Other Commitments	9760	-		-	-		-	0.0%
	d) Assigned								
	Other Assignments	9780	-		-	-		-	0.0%
	e) Unassigned/unappropriated								
	Reserve for Economic Uncertainty - 3%	9789	2,667,105		2,667,105	2,609,550		2,609,550	-2.2%
	Reserve for Charter Technical Assistance	9789	260,951		260,951	257,487		257,487	-1.3%
	Reserve -New High School Startup Costs 21/22	9789	1,258,641		1,258,641	-		-	-100.0%
	Reserve -Science Adoption -19/20	9789	400,000		400,000	400,000		400,000	0.0%
	Unassigned/Unappropriated	**9790**	**6,909,412**		**6,909,412**	**6,150,736**		**6,150,736**	**-11.0%**

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT COUNTY: PLACER COUNTY		July 1 Budget (Single Adoption) - Proposed Budget General Fund Unrestricted and Restricted (01)						
		2020-21 Estimated Actuals			2021-22 Proposed Budget			
		(A) Unrestricted	(B) Restricted	(C) = (A) + (B) Total	(D) Unrestricted	(E) Restricted	(F) = (D) + (E) Total	% Diff C & F
G ASSETS								
1 Cash								
a) in County Treasury	9110	11,873,038	6,500,000	18,373,038				
1) Fair value adjustment to Cash in County Treasury	9111			-				
b) in Banks	9120			-				
c) in Revolving Fund	9130	5,000		5,000				
d) with Fiscal Agent	9135			-				
e) collections awaiting deposit	9140			-				
2 Investments	9150			-				
3 Accounts Receivable	9200	2,200,000	6,584,000	8,784,000				
4 Due from Grantor Government	9290			-				
5 Due from Other Funds	9310	-		-				
6 Stores	9320			-				
7 Prepaid Expenditures	9330	27,391	11,531	38,922				
8 Other Current Assets	9340	-	-	-				
9 TOTAL ASSETS		14,105,429	13,095,531	27,200,960				
H LIABILITIES								
1 Accounts Payable	9500	2,600,000	2,000,000	4,600,000				
2 Due to Grantor Governments	9590			-				
3 Due to Other Funds	9610			-				
4 Current Loans	9640	-		-				
5 Deferred Revenue	9650			-				
6 TOTAL LIABILITIES		2,600,000	2,000,000	4,600,000				
I FUND EQUITY								
Ending Fund Balance, June 30th		11,505,429	11,095,531	22,600,960				

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

July 1 Budget (Single Adoption) - Proposed Budget
Adult Education Fund (11)

		Object	2020-21 Estimated Actuals	2021-22 Proposed Budget	Percent Difference
A	REVENUES				
	1 LCFF Sources	8010-8099	-	-	0.0%
	2 Federal Revenue	8100-8299	83,040	86,640	4.3%
	3 Other State Revenue	8300-8599			0.0%
	4 Other Local Revenue	8600-8799			0.0%
	5 TOTAL REVENUES		83,040	86,640	4.3%
B	EXPENDITURES				
	1 Certificated salaries	1000-1999			0.0%
	2 Classified salaries	2000-2999	60,294	63,794	5.8%
	3 Employee Benefits	3000-3999	38,812	39,469	1.7%
	4 Books & Supplies	4000-4999	1,709	1,627	-4.8%
	Services & Other				
	5 Operating Expenditures	5000-5999	1,827	1,000	-45.3%
	6 Capital Outlay	6000-6999			0.0%
		7100-7299			
	7 Other Outgo	7400-7499	-	-	0.0%
	8 Indirect Costs	7300-7399	5,758	6,110	6.1%
	9 TOTAL EXPENDITURES		108,400	112,000	3.3%
C	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		(25,360)	(25,360)	0.0%
D	1 Interfund Transfers				
	a) Transfers In	8900-8929	25,360	25,360	0.0%
	b) Transfers out	7600-7629		-	0.0%
	2 Other Sources/Uses				0.0%
	a) Sources	8930-8979		-	0.0%
	b) Uses	7630-7699		-	0.0%
	3 Contributions	8980-8999	-	-	0.0%
	TOTAL OTHER FINANCING				
	4 SOURCES/USES		25,360	25,360	0.0%
E	NET INCREASE (DECREASE) IN FUND BALANCE		-	-	0.0%
F	FUND BALANCE, RESERVES				
	1 Beginning Fund Balance				
	a) As of July 1 - Unaudited	9791	22,908	22,908	0.0%
	b) Audit Adjustments	9793		-	0.0%
	c) As of July 1 - Audited		22,908	22,908	0.0%
	d) Other Restatements	9795		-	0.0%
	e) Adjusted Beginning Balance		22,908	22,908	0.0%
	2 Ending Balance, June 30		22,908	22,908	0.0%
	Components				
	a) Nonspendable				
	Revolving Cash	9711	-	-	0.0%
	Stores	9712	-	-	0.0%
	Prepaid Expenditures	9713	-	-	0.0%
	All Others	9719	-	-	0.0%
	b) Restricted	9740	22,908	22,908	0.0%
	c) Committed				
	Stabilization Arrangements	9750	-	-	0.0%
	Other Commitments	9760	-	-	0.0%
	d) Assigned				
	Other Assignments	9780	-	-	0.0%
	District specific #1	9780	-	-	0.0%
	District specific #2	9780	-	-	0.0%
	e) Unassigned/unappropriated				
	Reserve for				
	Economic Uncertainty	9789	-	-	0.0%
	Unassigned/Unappropriated	9790	-	-	0.0%

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT COUNTY: PLACER COUNTY		July 1 Budget (Single Adoption) - Proposed Budget Adult Education Fund (11)		
		2020-21 Estimated Actuals	2021-22 Proposed Budget	Percent Difference
G ASSETS				
1 Cash				
a) in County Treasury	9110	8,586		
1) Fair value adjustment to Cash in County Treasury	9111	-		
b) in Banks	9120	-		
c) in Revolving Fund	9130	-		
d) with Fiscal Agent	9135	-		
e) collections awaiting deposit	9140	-		
2 Investments	9150	-		
3 Accounts Receivable	9200	14,322		
4 Due from Grantor Government	9290	-		
5 Due from Other Funds	9310	-		
6 Stores	9320	-		
7 Prepaid Expenditures	9330	-		
8 Other Current Assets	9340	-		
9 TOTAL ASSETS		22,908		
H LIABILITIES				
1 Accounts Payable	9500	-		
2 Due to Grantor Governments	9590	-		
3 Due to Other Funds	9610	-		
4 Current Loans	9640	-		
5 Deferred Revenue	9650	-		
6 TOTAL LIABILITIES		-		
I FUND EQUITY				
Ending Fund Balance, June 30th		22,908		

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT *COUNTY: PLACER COUNTY*		July 1 Budget (Single Adoption) - Proposed Budget Child Development Fund (12)		
A REVENUES	Object	2019-20 Estimated Actuals	2020-21 Proposed Budget	Percent Difference
1 LCFF Sources	8010-8099	-	-	0.0%
2 Federal Revenue	8100-8299		-	0.0%
3 Other State Revenue	8300-8599		-	0.0%
4 Other Local Revenue	8600-8799		-	0.0%
5 TOTAL REVENUES		-	-	0.0%
B EXPENDITURES				
1 Certificated salaries	1000-1999		-	0.0%
2 Classified salaries	2000-2999		-	0.0%
3 Employee Benefits	3000-3999		-	0.0%
4 Books & Supplies	4000-4999		-	0.0%
Services & Other				
5 Operating Expenditures	5000-5999		-	0.0%
6 Capital Outlay	6000-6999			0.0%
	7100-7299			
7 Other Outgo	7400-7499	-	-	0.0%
8 Indirect Costs	7300-7399		-	0.0%
9 TOTAL EXPENDITURES		-	-	0.0%
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		-	-	0.0%
D 1 Interfund Transfers				
a) Transfers In	8900-8929	-	-	0.0%
b) Transfers out	7600-7629		-	0.0%
2 Other Sources/Uses				0.0%
a) Sources	8930-8979	-	-	0.0%
b) Uses	7630-7699	-	-	0.0%
3 Contributions	8980-8999	-	-	0.0%
TOTAL OTHER FINANCING 4 SOURCES/USES		-	-	0.0%
E NET INCREASE (DECREASE) IN FUND BALANCE		-	-	0.0%
F FUND BALANCE, RESERVES				
1 Beginning Fund Balance				
a) As of July 1 - Unaudited	9791	11,186	11,186	0.0%
b) Audit Adjustments	9793	-	-	0.0%
c) As of July 1 - Audited		11,186	11,186	0.0%
d) Other Restatements	9795	-	-	0.0%
e) Adjusted Beginning Balance		11,186	11,186	0.0%
2 Ending Balance, June 30		11,186	11,186	0.0%
Components				
a) Nonspendable				
Revolving Cash	9711		-	0.0%
Stores	9712	-	-	0.0%
Prepaid Expenditures	9713	-	-	0.0%
All Others	9719	-	-	0.0%
b) Restricted	9740	11,186	11,186	0.0%
c) Committed				
Stabilization Arrangements	9750	-	-	0.0%
Other Commitments	9760	-	-	0.0%
d) Assigned				
Other Assignments	9780	-	-	0.0%
District specific #1	9780	-	-	0.0%
District specific #2	9780	-	-	0.0%
e) Unassigned/unappropriated				
Reserve for Economic Uncertainty	9789	-	-	0.0%
Unassigned/Unappropriated	9790	-	-	0.0%

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT COUNTY: PLACER COUNTY		July 1 Budget (Single Adoption) - Proposed Budget Child Development Fund (12)		
		2019-20 Estimated Actuals	2020-21 Proposed Budget	Percent Difference
G ASSETS				
1 Cash				
a) in County Treasury	9110	11,186		
1) Fair value adjustment to Cash in County Treasury	9111	-		
b) in Banks	9120	-		
c) in Revolving Fund	9130	-		
d) with Fiscal Agent	9135	-		
e) collections awaiting deposit	9140	-		
2 Investments	9150	-		
3 Accounts Receivable	9200			
4 Due from Grantor Government	9290	-		
5 Due from Other Funds	9310	-		
6 Stores	9320	-		
7 Prepaid Expenditures	9330	-		
8 Other Current Assets	9340	-		
9 TOTAL ASSETS		11,186		
H LIABILITIES				
1 Accounts Payable	9500			
2 Due to Grantor Governments	9590	-		
3 Due to Other Funds	9610	-		
4 Current Loans	9640	-		
5 Deferred Revenue	9650			
6 TOTAL LIABILITIES		-		
I FUND EQUITY				
Ending Fund Balance, June 30th		11,186		

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT *COUNTY: PLACER COUNTY*		July 1 Budget (Single Adoption) - Proposed Budget Cafeteria Special Revenue Fund (13)		
			2020-21	**2021-22 Proposed**	**Percent**
A	REVENUES	Object	**Estimated Actuals**	**Budget**	**Difference**
	1 LCFF Sources	8010-8099		-	0.0%
	2 Federal Revenue	8100-8299	2,271,521	1,010,000	-55.5%
	3 Other State Revenue	8300-8599	236,253	72,000	-69.5%
	4 Other Local Revenue	8600-8799	1,943	715,000	36698.8%
	5 TOTAL REVENUES		2,509,717	1,797,000	-28.4%
B	EXPENDITURES				
	1 Certificated salaries	1000-1999	-	-	0.0%
	2 Classified salaries	2000-2999	718,816	834,344	16.1%
	3 Employee Benefits	3000-3999	350,019	404,843	15.7%
	4 Books & Supplies	4000-4999	1,018,278	636,051	-37.5%
	Services & Other				
	5 Operating Expenditures	5000-5999	35,731	37,157	4.0%
	6 Capital Outlay	6000-6999	5,304		-100.0%
		7100-7299			
	7 Other Outgo	7400-7499			0.0%
	8 Indirect Costs	7300-7399	-	-	0.0%
	9 TOTAL EXPENDITURES		2,128,148	1,912,395	-10.1%
C	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		381,569	(115,395)	-130.2%
D	1 Interfund Transfers				
	a) Transfers In	8900-8929	-	115,395	0.0%
	b) Transfers out	7600-7629	-	-	0.0%
	2 Other Sources/Uses				0.0%
	a) Sources	8930-8979	-	-	0.0%
	b) Uses	7630-7699	-	-	0.0%
	3 Contributions	8980-8999	-	-	0.0%
	TOTAL OTHER FINANCING				
	4 SOURCES/USES		-	115,395	0.0%
E	NET INCREASE (DECREASE) IN FUND BALANCE		381,569	-	-100.0%
F	FUND BALANCE, RESERVES				
	1 Beginning Fund Balance				
	a) As of July 1 - Unaudited	9791	14,219	395,788	2683.5%
	b) Audit Adjustments	9793	-	-	0.0%
	c) As of July 1 - Audited		14,219	395,788	2683.5%
	d) Other Restatements	9795	-	-	0.0%
	e) Adjusted Beginning Balance		14,219	395,788	2683.5%
	2 Ending Balance, June 30		395,788	395,788	0.0%
	Components				
	a) Nonspendable				
	Revolving Cash	9711	-	-	0.0%
	Stores	9712	11,705	11,705	0.0%
	Prepaid Expenditures	9713	-	-	0.0%
	All Others	9719	-	-	0.0%
	b) Restricted	9740			0.0%
	c) Committed				
	Stabilization Arrangements	9750	-	-	0.0%
	Other Commitments	9760	-	-	0.0%
	d) Assigned				
	Other Assignments	9780	-	-	0.0%
	e) Unassigned/unappropriated				
	Reserve for				
	Economic Uncertainty	9789	-	-	0.0%
	Unassigned/Unappropriated	9790	384,083	384,083	0.0%

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT *COUNTY: PLACER COUNTY*		July 1 Budget (Single Adoption) - Proposed Budget Cafeteria Special Revenue Fund (13)		
		2020-21 Estimated Actuals	2021-22 Proposed Budget	Percent Difference
G ASSETS				
1 Cash				
a) in County Treasury	9110	39,083		
1) Fair value adjustment to Cash in County Treasury	9111			
b) in Banks	9120			
c) in Revolving Fund	9130			
d) with Fiscal Agent	9135			
e) collections awaiting deposit	9140			
2 Investments	9150			
3 Accounts Receivable	9200	359,000		
4 Due from Grantor Government	9290			
5 Due from Other Funds	9310			
6 Stores	9320	11,705		
7 Prepaid Expenditures	9330	-		
8 Other Current Assets	9340	-		
9 TOTAL ASSETS		409,788		
H LIABILITIES				
1 Accounts Payable	9500	14,000		
2 Due to Grantor Governments	9590	-		
3 Due to Other Funds	9610	-		
4 Current Loans	9640	-		
5 Deferred Revenue	9650	-		
6 TOTAL LIABILITIES		14,000		
I FUND EQUITY				
Ending Fund Balance, June 30th		395,788		

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT COUNTY: PLACER COUNTY		July 1 Budget (Single Adoption) Special Reserve Fund for Other Than Capital Outlay Projects (17)		
A REVENUES	Object	2020-21 Estimated Actuals	2021-22 Proposed Budget	Percent Difference
1 LCFF Sources	8010-8099			0.0%
2 Federal Revenue	8100-8299			0.0%
3 Other State Revenue	8300-8599			0.0%
4 Other Local Revenue	8600-8799	3,000	3,000	0.0%
5 TOTAL REVENUES		3,000	3,000	0.0%
B EXPENDITURES				
1 Certificated salaries	1000-1999	-	-	0.0%
2 Classified salaries	2000-2999	-	-	0.0%
3 Employee Benefits	3000-3999	-	-	0.0%
4 Books & Supplies	4000-4999	-	-	0.0%
Services & Other				
5 Operating Expenditures	5000-5999	-	-	0.0%
6 Capital Outlay	6000-6999	-	-	0.0%
	7100-7299			
7 Other Outgo	7400-7499	-	-	0.0%
8 Indirect Costs	7300-7399	-	-	0.0%
9 TOTAL EXPENDITURES		-	-	0.0%
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		3,000	3,000	0.0%
D 1 Interfund Transfers				
a) Transfers In	8900-8929	-	-	0.0%
b) Transfers out	7600-7629	-	-	0.0%
2 Other Sources/Uses				0.0%
a) Sources	8930-8979	-	-	0.0%
b) Uses	7630-7699	-	-	0.0%
3 Contributions	8980-8999	-	-	0.0%
TOTAL OTHER FINANCING				
4 SOURCES/USES		-	-	0.0%
E NET INCREASE (DECREASE) IN FUND BALANCE		3,000	3,000	0.0%
F FUND BALANCE, RESERVES				
1 Beginning Fund Balance				
a) As of July 1 - Unaudited	9791	720,056	723,056	0.4%
b) Audit Adjustments	9793	-	-	0.0%
c) As of July 1 - Audited		720,056	723,056	0.4%
d) Other Restatements	9795	-	-	0.0%
e) Adjusted Beginning Balance		720,056	723,056	0.4%
2 Ending Balance, June 30		723,056	726,056	0.4%
Components				
a) Nonspendable				
Revolving Cash	9711	-	-	0.0%
Stores	9712	-	-	0.0%
Prepaid Expenditures	9713	-	-	0.0%
All Others	9719	-	-	0.0%
b) Restricted	9740	-	-	0.0%
c) Committed				
Stabilization Arrangements	9750	-	-	0.0%
Other Commitments	9760	-	-	0.0%
d) Assigned				
Other Assignments	9780	-	-	0.0%
Wetlands Mitigation	9780	723,056	726,056	0.4%
	9780	-	-	0.0%
e) Unassigned/unappropriated				
Reserve for				
Economic Uncertainty	9789	-	-	0.0%
Unassigned/Unappropriated	9790	-	-	0.0%

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT
COUNTY: PLACER COUNTY

			2020-21 Estimated Actuals	2021-22 Proposed Budget	Percent Difference
G	ASSETS				
	1 Cash				
	a) in County Treasury	9110	723,056		
	1) Fair value adjustment to Cash in County Treasury	9111	-		
	b) in Banks	9120	-		
	c) in Revolving Fund	9130	-		
	d) with Fiscal Agent	9135	-		
	e) collections awaiting deposit	9140	-		
	2 Investments	9150	-		
	3 Accounts Receivable	9200	-		
	4 Due from Grantor Government	9290	-		
	5 Due from Other Funds	9310	-		
	6 Stores	9320	-		
	7 Prepaid Expenditures	9330	-		
	8 Other Current Assets	9340	-		
	9 TOTAL ASSETS		723,056		
H	LIABILITIES				
	1 Accounts Payable	9500	-		
	2 Due to Grantor Governments	9590	-		
	3 Due to Other Funds	9610	-		
	4 Current Loans	9640	-		
	5 Deferred Revenue	9650	-		
	6 TOTAL LIABILITIES		-		
I	FUND EQUITY				
	Ending Fund Balance, June 30th		723,056		

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT COUNTY: PLACER COUNTY		July 1 Budget (Single Adoption) - Proposed Budget Building Fund (21)		
A REVENUES	Object	2020-21 Estimated Actuals	2021-22 Proposed Budget	Percent Difference
1 LCFF Sources	8010-8099	-	-	0.0%
2 Federal Revenue	8100-8299	-	-	0.0%
3 Other State Revenue	8300-8599	-	-	0.0%
4 Other Local Revenue	8600-8799	302,500	-	-100.0%
5 TOTAL REVENUES		302,500	-	-100.0%
B EXPENDITURES				
1 Certificated salaries	1000-1999	-	-	0.0%
2 Classified salaries	2000-2999	285,114	208,549	-26.9%
3 Employee Benefits	3000-3999	124,108	97,087	-21.8%
4 Books & Supplies	4000-4999	2,643,482	-	-100.0%
Services & Other				
5 Operating Expenditures	5000-5999	882,362	-	-100.0%
6 Capital Outlay	6000-6999	49,504,792	-	-100.0%
	7100-7299			
7 Other Outgo	7400-7499			0.0%
8 Indirect Costs	7300-7399	-	-	0.0%
9 TOTAL EXPENDITURES		53,439,858	305,636	-99.4%
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		(53,137,358)	(305,636)	-99.4%
D 1 Interfund Transfers				
a) Transfers In	8900-8929	-	-	0.0%
b) Transfers out	7600-7629	-	-	0.0%
2 Other Sources/Uses				0.0%
a) Sources	8930-8979	53,137,358	305,536	-99.4%
b) Uses	7630-7699	-	-	0.0%
3 Contributions	8980-8999	-	-	0.0%
TOTAL OTHER FINANCING 4 SOURCES/USES		53,137,358	305,536	-99.4%
E NET INCREASE (DECREASE) IN FUND BALANCE		-	(100)	0.0%
F FUND BALANCE, RESERVES				
1 Beginning Fund Balance				
a) As of July 1 - Unaudited	9791	2,351,264	2,351,264	0.0%
b) Audit Adjustments	9793	-	-	0.0%
c) As of July 1 - Audited		2,351,264	2,351,264	0.0%
d) Other Restatements	9795	-	-	0.0%
e) Adjusted Beginning Balance		2,351,264	2,351,264	0.0%
2 Ending Balance, June 30		2,351,264	2,351,164	0.0%
Components				
a) Nonspendable				
Revolving Cash	9711	-	-	0.0%
Stores	9712	-	-	0.0%
Prepaid Expenditures	9713	-	-	0.0%
All Others	9719	-	-	0.0%
b) Restricted	9740			0.0%
c) Committed				
Stabilization Arrangements	9750	-	-	0.0%
Other Commitments	9760	-	-	0.0%
d) Assigned				
Other Assignments	9780	-	-	0.0%
	9780	-	-	0.0%
	9780	-	-	0.0%
e) Unassigned/unappropriated				
Reserve for Economic Uncertainty	9789	-	-	0.0%
Unassigned/Unappropriated	9790	2,351,264	2,351,164	0.0%

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT *COUNTY: PLACER COUNTY*		July 1 Budget (Single Adoption) - Proposed Budget Building Fund (21)		
		2020-21 Estimated Actuals	2021-22 Proposed Budget	Percent Difference
G ASSETS				
1 Cash				
a) in County Treasury	9110	2,351,264		
1) Fair value adjustment to Cash in County Treasury	9111			
b) in Banks	9120			
c) in Revolving Fund	9130			
d) with Fiscal Agent	9135			
e) collections awaiting deposit	9140			
2 Investments	9150			
3 Accounts Receivable	9200			
4 Due from Grantor Government	9290	-		
5 Due from Other Funds	9310	-		
6 Stores	9320	-		
7 Prepaid Expenditures	9330	-		
8 Other Current Assets	9340	-		
9 TOTAL ASSETS		2,351,264		
H LIABILITIES				
1 Accounts Payable	9500	-		
2 Due to Grantor Governments	9590	-		
3 Due to Other Funds	9610	-		
4 Current Loans	9640	-		
5 Deferred Revenue	9650	-		
6 TOTAL LIABILITIES		-		
I FUND EQUITY				
Ending Fund Balance, June 30th		2,351,264		

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT *COUNTY: PLACER COUNTY*		July 1 Budget (Single Adoption) - Proposed Budget Building Fund (22)		
A REVENUES	Object	2020-21 Estimated Actuals	2021-22 Proposed Budget	Percent Difference
1 LCFF Sources	8010-8099	-	-	0.0%
2 Federal Revenue	8100-8299	-	-	0.0%
3 Other State Revenue	8300-8599	-	-	0.0%
4 Other Local Revenue	8600-8799	96,167	-	-100.0%
5 TOTAL REVENUES		96,167	-	-100.0%
B EXPENDITURES				
1 Certificated salaries	1000-1999	-	-	0.0%
2 Classified salaries	2000-2999	-	-	0.0%
3 Employee Benefits	3000-3999	-	-	0.0%
4 Books & Supplies	4000-4999	-	-	0.0%
Services & Other				
5 Operating Expenditures	5000-5999	-	-	0.0%
6 Capital Outlay	6000-6999	-	-	0.0%
	7100-7299			
7 Other Outgo	7400-7499	1,488,323	1,527,580	2.6%
8 Indirect Costs	7300-7399	50,040,187	305,536	-99.4%
9 TOTAL EXPENDITURES		51,528,510	1,833,116	-96.4%
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		(51,432,343)	(1,833,116)	-96.4%
D 1 Interfund Transfers				
a) Transfers In	8900-8929	-	-	0.0%
b) Transfers out	7600-7629	-	-	0.0%
2 Other Sources/Uses				0.0%
a) Sources	8930-8979	-	-	0.0%
b) Uses	7630-7699	-	-	0.0%
3 Contributions	8980-8999	-	-	0.0%
TOTAL OTHER FINANCING				
4 SOURCES/USES		-	-	0.0%
E NET INCREASE (DECREASE) IN FUND BALANCE		(51,432,343)	(1,833,116)	-96.4%
F FUND BALANCE, RESERVES				
1 Beginning Fund Balance				
a) As of July 1 - Unaudited	9791	57,988,708	6,556,365	-88.7%
b) Audit Adjustments	9793	-	-	0.0%
c) As of July 1 - Audited		57,988,708	6,556,365	-88.7%
d) Other Restatements	9795	-	-	0.0%
e) Adjusted Beginning Balance		57,988,708	6,556,365	-88.7%
2 Ending Balance, June 30		6,556,365	4,723,249	-28.0%
Components				
a) Nonspendable				
Revolving Cash	9711	-	-	0.0%
Stores	9712	-	-	0.0%
Prepaid Expenditures	9713	-	-	0.0%
All Others	9719	-	-	0.0%
b) Restricted	9740			0.0%
c) Committed				
Stabilization Arrangements	9750	-	-	0.0%
Other Commitments	9760	-	-	0.0%
d) Assigned				
Other Assignments	9780	-	-	0.0%
	9780	-	-	0.0%
	9780	-	-	0.0%
e) Unassigned/unappropriated				
Reserve for				
Economic Uncertainty	9789	-	-	0.0%
Unassigned/Unappropriated	9790	6,556,365	4,723,249	-28.0%

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT *COUNTY: PLACER COUNTY*		July 1 Budget (Single Adoption) - Proposed Budget Building Fund (22)		
		2020-21 Estimated Actuals	2021-22 Proposed Budget	Percent Difference
G ASSETS				
1 Cash				
a) in County Treasury	9110	6,556,365		
1) Fair value adjustment to Cash in County Treasury	9111			
b) in Banks	9120			
c) in Revolving Fund	9130			
d) with Fiscal Agent	9135			
e) collections awaiting deposit	9140			
2 Investments	9150			
3 Accounts Receivable	9200			
4 Due from Grantor Government	9290	-		
5 Due from Other Funds	9310	-		
6 Stores	9320	-		
7 Prepaid Expenditures	9330	-		
8 Other Current Assets	9340	-		
9 TOTAL ASSETS		6,556,365		
H LIABILITIES				
1 Accounts Payable	9500	-		
2 Due to Grantor Governments	9590	-		
3 Due to Other Funds	9610	-		
4 Current Loans	9640	-		
5 Deferred Revenue	9650	-		
6 TOTAL LIABILITIES		-		
I FUND EQUITY				
Ending Fund Balance, June 30th		6,556,365		

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT *COUNTY: PLACER COUNTY*		July 1 Budget (Single Adoption) - Proposed Budget Developer Fees Fund (25)		
A REVENUES	Object	2020-21 Estimated Actuals	2021-22 Proposed Budget	Percent Difference
1 LCFF Sources	8010-8099	-	-	0.0%
2 Federal Revenue	8100-8299	-	-	0.0%
3 Other State Revenue	8300-8599	-	-	0.0%
4 Other Local Revenue	8600-8799	2,525,229	1,503,500	-40.5%
5 TOTAL REVENUES		2,525,229	1,503,500	-40.5%
B EXPENDITURES				
1 Certificated salaries	1000-1999	-	-	0.0%
2 Classified salaries	2000-2999	100,533	106,424	5.9%
3 Employee Benefits	3000-3999	40,725	45,842	12.6%
4 Books & Supplies	4000-4999	1,282	1,000	-22.0%
Services & Other 5 Operating Expenditures	5000-5999	153,293	120,000	-21.7%
6 Capital Outlay	6000-6999 7100-7299	-	-	0.0%
7 Other Outgo	7400-7499	-	-	0.0%
8 Indirect Costs	7300-7399	-	-	0.0%
9 TOTAL EXPENDITURES		295,833	273,266	-7.6%
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		2,229,396	1,230,234	-44.8%
D 1 Interfund Transfers				
a) Transfers In	8900-8929	-	-	0.0%
b) Transfers out	7600-7629	800,000	800,000	0.0%
2 Other Sources/Uses				0.0%
a) Sources	8930-8979	-	-	0.0%
b) Uses	7630-7699	-	-	0.0%
3 Contributions	8980-8999	-	-	0.0%
TOTAL OTHER FINANCING 4 SOURCES/USES		(800,000)	(800,000)	0.0%
E NET INCREASE (DECREASE) IN FUND BALANCE		1,429,396	430,234	-69.9%
F FUND BALANCE, RESERVES				
1 Beginning Fund Balance				
a) As of July 1 - Unaudited	9791	358,389	1,787,785	398.8%
b) Audit Adjustments	9793	-	-	0.0%
c) As of July 1 - Audited		358,389	1,787,785	398.8%
d) Other Restatements	9795	-	-	0.0%
e) Adjusted Beginning Balance		358,389	1,787,785	398.8%
2 Ending Balance, June 30		1,787,785	2,218,019	24.1%
Components				
a) Nonspendable				
Revolving Cash	9711	-	-	0.0%
Stores	9712	-	-	0.0%
Prepaid Expenditures	9713	-	-	0.0%
All Others	9719	-	-	0.0%
b) Restricted	9740	1,787,785	2,218,019	24.1%
c) Committed				
Stabilization Arrangements	9750	-	-	0.0%
Other Commitments	9760	-	-	0.0%
d) Assigned				
Other Assignments	9780	-	-	0.0%
e) Unassigned/unappropriated				
Reserve for Economic Uncertainty	9789	-	-	0.0%
Unassigned/Unappropriated	9790	-	-	0.0%

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT *COUNTY: PLACER COUNTY*		July 1 Budget (Single Adoption) - Proposed Budget Developer Fees Fund (25)		
		2020-21 Estimated Actuals	2021-22 Proposed Budget	Percent Difference
G ASSETS				
1 Cash				
a) in County Treasury	9110	1,787,785		
1) Fair value adjustment to Cash in County Treasury	9111	-		
b) in Banks	9120	-		
c) in Revolving Fund	9130	-		
d) with Fiscal Agent	9135	-		
e) collections awaiting deposit	9140	-		
2 Investments	9150	-		
3 Accounts Receivable	9200	-		
4 Due from Grantor Government	9290	-		
5 Due from Other Funds	9310	-		
6 Stores	9320	-		
7 Prepaid Expenditures	9330	-		
8 Other Current Assets	9340	-		
9 TOTAL ASSETS		1,787,785		
H LIABILITIES				
1 Accounts Payable	9500	-		
2 Due to Grantor Governments	9590	-		
3 Due to Other Funds	9610	-		
4 Current Loans	9640	-		
5 Deferred Revenue	9650	-		
6 TOTAL LIABILITIES		-		
I FUND EQUITY				
Ending Fund Balance, June 30th		1,787,785		

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT *COUNTY: PLACER COUNTY*		July 1 Budget (Single Adoption) - Proposed Budget County Facilities Fund (35)		
A REVENUES	Object	2020-21 Estimated Actuals	2021-22 Proposed Budget	Percent Difference
1 LCFF Sources	8010-8099	-	-	0.0%
2 Federal Revenue	8100-8299	-	-	0.0%
3 Other State Revenue	8300-8599	3,097,171	-	-100.0%
4 Other Local Revenue	8600-8799	5,500	5,000	-9.1%
5 TOTAL REVENUES		3,102,671	5,000	-99.8%
B EXPENDITURES				
1 Certificated salaries	1000-1999	-	-	0.0%
2 Classified salaries	2000-2999	-	-	0.0%
3 Employee Benefits	3000-3999	-	-	0.0%
4 Books & Supplies	4000-4999	-	-	0.0%
Services & Other				
5 Operating Expenditures	5000-5999	72,888	-	-100.0%
6 Capital Outlay	6000-6999	3,000,000	-	-100.0%
	7100-7299			
7 Other Outgo	7400-7499	-	-	0.0%
8 Indirect Costs	7300-7399	-	-	0.0%
9 TOTAL EXPENDITURES		3,072,888	-	-100.0%
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		29,783	5,000	-83.2%
D 1 Interfund Transfers				
a) Transfers In	8900-8929	-	-	0.0%
b) Transfers out	7600-7629	3,097,171	-	-100.0%
2 Other Sources/Uses				0.0%
a) Sources	8930-8979	-	-	0.0%
b) Uses	7630-7699	-	-	0.0%
3 Contributions	8980-8999	-	-	0.0%
TOTAL OTHER FINANCING				
4 SOURCES/USES		(3,097,171)	-	-100.0%
E NET INCREASE (DECREASE) IN FUND BALANCE		(3,067,388)	5,000	-100.2%
F FUND BALANCE, RESERVES				
1 Beginning Fund Balance				
a) As of July 1 - Unaudited	9791	3,104,257	36,869	-98.8%
b) Audit Adjustments	9793	-	-	0.0%
c) As of July 1 - Audited		3,104,257	36,869	-98.8%
d) Other Restatements	9795	-	-	0.0%
e) Adjusted Beginning Balance		3,104,257	36,869	-98.8%
2 Ending Balance, June 30		36,869	41,869	13.6%
Components				
a) Nonspendable				
Revolving Cash	9711	-	-	0.0%
Stores	9712	-	-	0.0%
Prepaid Expenditures	9713	-	-	0.0%
All Others	9719	-	-	0.0%
b) Restricted	9740	36,869	41,869	13.6%
c) Committed				
Stabilization Arrangements	9750	-	-	0.0%
Other Commitments	9760	-	-	0.0%
d) Assigned				
Other Assignments	9780	-	-	0.0%
e) Unassigned/unappropriated				
Reserve for				
Economic Uncertainty	9789	-	-	0.0%
Unassigned/Unappropriated	9790	-	-	0.0%

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT *COUNTY: PLACER COUNTY*		July 1 Budget (Single Adoption) - Proposed Budget County Facilities Fund (35)		
		2020-21 Estimated Actuals	2021-22 Proposed Budget	Percent Difference
G ASSETS				
1 Cash				
a) in County Treasury	9110	36,869		
1) Fair value adjustment to Cash in County Treasury	9111	-		
b) in Banks	9120	-		
c) in Revolving Fund	9130	-		
d) with Fiscal Agent	9135	-		
e) collections awaiting deposit	9140	-		
2 Investments	9150	-		
3 Accounts Receivable	9200	-		
4 Due from Grantor Government	9290	-		
5 Due from Other Funds	9310	-		
6 Stores	9320	-		
7 Prepaid Expenditures	9330	-		
8 Other Current Assets	9340	-		
9 TOTAL ASSETS		36,869		
H LIABILITIES				
1 Accounts Payable	9500	-		
2 Due to Grantor Governments	9590	-		
3 Due to Other Funds	9610	-		
4 Current Loans	9640	-		
5 Deferred Revenue	9650	-		
6 TOTAL LIABILITIES		-		
I FUND EQUITY				
Ending Fund Balance, June 30th		36,869		

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT		July 1 Budget (Single Adoption) - Proposed Budget		
COUNTY: PLACER COUNTY		Special Reserve Fund for Capital Outlay Projects (40)		
A REVENUES	Object	2020-21 Estimated Actuals	2021-22 Proposed Budget	Percent Difference
1 LCFF Sources	8010-8099	-	-	0.0%
2 Federal Revenue	8100-8299	-	-	0.0%
3 Other State Revenue	8300-8599	-	-	0.0%
4 Other Local Revenue	8600-8799	-	-	0.0%
5 TOTAL REVENUES		-	-	0.0%
B EXPENDITURES				
1 Certificated salaries	1000-1999	-	-	0.0%
2 Classified salaries	2000-2999	-	-	0.0%
3 Employee Benefits	3000-3999	-	-	0.0%
4 Books & Supplies	4000-4999	-	-	0.0%
Services & Other				
5 Operating Expenditures	5000-5999	-	-	0.0%
6 Capital Outlay	6000-6999	-	-	0.0%
	7100-7299			
7 Other Outgo	7400-7499	-	-	0.0%
8 Indirect Costs	7300-7399	-	-	0.0%
9 TOTAL EXPENDITURES		-	-	0.0%
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		-	-	0.0%
D 1 Interfund Transfers				
a) Transfers In	8900-8929	-	-	0.0%
b) Transfers out	7600-7629	13,500	-	-100.0%
2 Other Sources/Uses				0.0%
a) Sources	8930-8979	-	-	0.0%
b) Uses	7630-7699	-	-	0.0%
3 Contributions	8980-8999	-	-	0.0%
TOTAL OTHER FINANCING 4 SOURCES/USES		(13,500)	-	-100.0%
E NET INCREASE (DECREASE) IN FUND BALANCE		(13,500)	-	-100.0%
F FUND BALANCE, RESERVES				
1 Beginning Fund Balance				
a) As of July 1 - Unaudited	9791	50,087	36,587	-27.0%
b) Audit Adjustments	9793	-	-	0.0%
c) As of July 1 - Audited		50,087	36,587	-27.0%
d) Other Restatements	9795	-	-	0.0%
e) Adjusted Beginning Balance		50,087	36,587	-27.0%
2 Ending Balance, June 30		36,587	36,587	0.0%
Components				
a) Nonspendable				
Revolving Cash	9711	-	-	0.0%
Stores	9712	-	-	0.0%
Prepaid Expenditures	9713	-	-	0.0%
All Others	9719	-	-	0.0%
b) Restricted	9740	36,587	36,587	0.0%
c) Committed				
Stabilization Arrangements	9750	-	-	0.0%
Other Commitments	9760	-	-	0.0%
d) Assigned				
Other Assignments	9780	-	-	0.0%
e) Unassigned/unappropriated				
Reserve for Economic Uncertainty	9789	-	-	0.0%
Unassigned/Unappropriated	9790	-	-	0.0%

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT *COUNTY: PLACER COUNTY*		July 1 Budget (Single Adoption) - Proposed Budget Special Reserve Fund for Capital Outlay Projects (40)		
		2020-21 Estimated Actuals	2021-22 Proposed Budget	Percent Difference
G ASSETS				
1 Cash				
a) in County Treasury	9110	36,587		
1) Fair value adjustment to Cash in County Treasury	9111	-		
b) in Banks	9120	-		
c) in Revolving Fund	9130	-		
d) with Fiscal Agent	9135	-		
e) collections awaiting deposit	9140	-		
2 Investments	9150	-		
3 Accounts Receivable	9200			
4 Due from Grantor Government	9290	-		
5 Due from Other Funds	9310	-		
6 Stores	9320	-		
7 Prepaid Expenditures	9330	-		
8 Other Current Assets	9340	-		
9 TOTAL ASSETS		36,587		
H LIABILITIES				
1 Accounts Payable	9500	-		
2 Due to Grantor Governments	9590	-		
3 Due to Other Funds	9610	-		
4 Current Loans	9640	-		
5 Deferred Revenue	9650	-		
6 TOTAL LIABILITIES		-		
I FUND EQUITY				
Ending Fund Balance, June 30th		36,587		

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT COUNTY: PLACER COUNTY		July 1 Budget (Single Adoption) - Proposed Budget Capital Project Fund for Blended Component Units (49)		
A REVENUES	Object	2020-21 Estimated Actuals	2021-22 Proposed Budget	Percent Difference
1 LCFF Sources	8010-8099	-	-	0.0%
2 Federal Revenue	8100-8299	-	-	0.0%
3 Other State Revenue	8300-8599	-	-	0.0%
4 Other Local Revenue	8600-8799	12,055,546	12,489,592	3.6%
5 TOTAL REVENUES		12,055,546	12,489,592	3.6%
B EXPENDITURES				
1 Certificated salaries	1000-1999	-	-	0.0%
2 Classified salaries	2000-2999	-	-	0.0%
3 Employee Benefits	3000-3999	-	-	0.0%
4 Books & Supplies	4000-4999	-	-	0.0%
Services & Other				
5 Operating Expenditures	5000-5999	39,548	38,400	-2.9%
6 Capital Outlay	6000-6999	-	-	0.0%
	7100-7299			
7 Other Outgo	7400-7499	7,155,802	9,024,944	26.1%
8 Indirect Costs	7300-7399	-	-	0.0%
9 TOTAL EXPENDITURES		7,195,350	9,063,344	26.0%
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		4,860,196	3,426,248	-29.5%
D 1 Interfund Transfers				
a) Transfers In	8900-8929	800,000	800,000	0.0%
b) Transfers out	7600-7629	-	-	0.0%
2 Other Sources/Uses				0.0%
a) Sources	8930-8979	-	-	0.0%
b) Uses	7630-7699	-	-	0.0%
3 Contributions	8980-8999	-	-	0.0%
TOTAL OTHER FINANCING				
4 SOURCES/USES		800,000	800,000	0.0%
E NET INCREASE (DECREASE) IN FUND BALANCE		5,660,196	4,226,248	-25.3%
F FUND BALANCE, RESERVES				
1 Beginning Fund Balance				
a) As of July 1 - Unaudited	9791	8,735,852	14,396,048	64.8%
b) Audit Adjustments	9793	-	-	0.0%
c) As of July 1 - Audited		8,735,852	14,396,048	64.8%
d) Other Restatements	9795	-	-	0.0%
e) Adjusted Beginning Balance		8,735,852	14,396,048	64.8%
2 Ending Balance, June 30		14,396,048	18,622,296	29.4%
Components				
a) Nonspendable				
Revolving Cash	9711	-	-	0.0%
Stores	9712	-	-	0.0%
Prepaid Expenditures	9713	-	-	0.0%
All Others	9719	-	-	0.0%
b) Restricted	9740	14,396,048	18,622,296	29.4%
c) Committed				
Stabilization Arrangements	9750	-	-	0.0%
Other Commitments	9760	-	-	0.0%
d) Assigned				
Other Assignments	9780	-	-	0.0%
e) Unassigned/unappropriated				
Reserve for				
Economic Uncertainty	9789	-	-	0.0%
Unassigned/Unappropriated	9790	-	-	0.0%

DISTRICT: WESTERN PLACER UNIFIED SCHOOL DISTRICT *COUNTY: PLACER COUNTY*		July 1 Budget (Single Adoption) - Proposed Budget Capital Project Fund for Blended Component Units (49)		
		2020-21 Estimated Actuals	2021-22 Proposed Budget	Percent Difference
G ASSETS				
1 Cash				
a) in County Treasury	9110	14,374,675		
1) Fair value adjustment to Cash in County Treasury	9111	-		
b) in Banks	9120	-		
c) in Revolving Fund	9130	-		
d) with Fiscal Agent	9135	21,373		
e) collections awaiting deposit	9140	-		
2 Investments	9150	-		
3 Accounts Receivable	9200	-		
4 Due from Grantor Government	9290	-		
5 Due from Other Funds	9310	-		
6 Stores	9320	-		
7 Prepaid Expenditures	9330	-		
8 Other Current Assets	9340	-		
9 TOTAL ASSETS		14,396,048		
H LIABILITIES				
1 Accounts Payable	9500	-		
2 Due to Grantor Governments	9590	-		
3 Due to Other Funds	9610	-		
4 Current Loans	9640	-		
5 Deferred Revenue	9650	-		
6 TOTAL LIABILITIES		-		
I FUND EQUITY				
Ending Fund Balance, June 30th		14,396,048		

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
Consider Approval of Job Description and Salary Schedule for the position of: College & Career Coordinator

AGENDA ITEM AREA:
Board Action

REQUESTED BY:
Kerry Callahan
Deputy Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
Expanded Learning Grant

MEETING DATE:
June 15, 2021

ROLL CALL REQUIRED:
No

BACKGROUND:

The State of California has charged school districts with preparing all students for college and career. We whole-heartedly support this initiative and are fully committed to supporting all of our students in attaining college and career readiness.

Previously, WPUSD had a College and Career TOSA (Teacher on Special Assignment) position. However, due to the loss of that position two years ago it created a gap in the supportive programs and systems that enhanced our college and career efforts. Despite the growth in our a-g completion rate over the last three years, it remains below what it should be when compared to similar districts. Additionally, due to the COVID-19 pandemic, we've seen an exponential growth in students who need credit recovery at the high school, and a decrease in the percentage of students who completed a CTE Pathway and/or who received a CTE Industry Certification. Lastly, with the opening of Twelve Bridges High School, we have to be intentional about developing policies and procedures that can be implemented across two comprehensive high schools.

In order to be successful in this area, we need to allocate staff and resources that will enhance our efforts. The College and Career Specialist will help with the development and implementation of the systems needed to achieve the work above, in addition to ensuring that all students have access to rigorous, college and preparatory coursework.

RECOMMENDATION:

Administration recommends that the Board of Trustees approve the attached job description and revised corresponding salary schedule.

Western Placer Unified School District

POSITION DESCRIPTION

Position Title:	College & Career Coordinator
Department:	Educational Services
Reports to:	Assistant Superintendent of Educational Services

SUMMARY:

The College & Career Readiness Coordinator advises Educational Services in all matters related to the development, implementation and evaluation of District-wide plans that ensure equity and access to a rigorous course sequence with diverse pathways that prepare all students for their opportunities in college and/or careers.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Assist with the development and lead the implementation of the District's LCAP as it relates to college and career readiness for all.
- Coordinate all aspects of the District's (TK-12) college and career readiness programs (i.e., AVID, AP, CTE Pathways, Dual Enrollment) and assist schools with additional site-based initiatives supporting college and career readiness.
- Update, maintain and oversee implementation of all District policies and regulations pertaining to college and career readiness.
- Ensure expectation for teaching and learning will yield students' college and career readiness; adjust accordingly.
- Provide professional development for staff pertaining to college and career readiness.
- Coordinate various student events and activities (i.e., college and career fair, field trips) that support college and career readiness.
- Secure career exploration and training opportunities for students (i.e., job shadows, internships) and maintain all necessary paperwork pertaining to such.
- Support and assist with supervision of the College & Career Technicians.
- Coordinate and support the work of various District PLCs (i.e., counselors, CTE teachers, alternative education) for the purposes of ensuring students' college and career readiness.
- Work closely with our community, industry partners and post-secondary institutions; seek out new partnerships.
- Support in the development and implementation of MTSS district-wide to support students' in attaining college and career readiness.
- Assist with data collection, evaluation and reporting as it pertains to college and career readiness.
- Manage existing grants/funds to support college and career readiness (i.e., CTEIG, Perkins), including the writing of reports, etc., and actively seek out additional funding opportunities.
- Performs all other duties as assigned.

QUALIFICATION REQUIREMENTS:

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

EDUCATION and/or EXPERIENCE:

Bachelor's degree, minimum of three years of public school teaching experience, preferably at the secondary level.

CERTIFICATES, LICENSES, REGISTRATIONS:
Valid California Driver's license, valid California teaching credential required; California administrative services credential desirable.

LANGUAGE SKILLS:
Ability to read, analyze, and interpret student achievement and behavioral data. Ability to write reports, correspondence, and procedural manuals. Ability to effectively present information and respond to questions from groups of managers, educators, support staff, and the general public.

MATHEMATICAL SKILLS:
Ability to work with mathematical concepts such as probability and statistical inference and graphs. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations and analyze data from multiple sources.

REASONING ABILITY:
Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form.

OTHER SKILLS and ABILITIES:
Ability to apply knowledge of current research and theory to instructional programs and school/District level student supports; ability to plan and implement action plans based on school objectives and the needs and abilities of assigned students. Ability to establish and maintain effective relationships with students, peers, instructional staff, administration, parents, and the general public; skill in oral and written communication.

PHYSICAL DEMANDS:
Physical Abilities: Sit for prolonged periods, work with minimal supervision, think logically, be attentive to detail, and utilize problem-solving methodology. Work with diverse audiences and present information in clear understandable formats.

Significant physical abilities: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this position, the employee is frequently required to sit, walk, stand and talk or hear. Specific vision abilities required by this job include close vision, distance vision. Some driving is required. Frequent writing is required. Occasionally, yet essential to this position, the individual must meet deadlines with severe time constraints, interacting with the public and other workers. Occasionally the position requires the employee to work irregular or extended hours, direct responsibility for the safety, well-being or work output of other people and meet multiple demands from several people. Lifting objects up to 15 pounds is required.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate to quiet.

The information contained in this job description is for compliance with the American with Disabilities Act (ADA.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Certificated Management

2021-2022 Salary Schedule

Position Classification	Duty Days	Car Allowance	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8
District Psychologist	192	200	74,684	80,266	85,846	91,429	97,011	99,921	102,918	106,521
Mental Health Specialist	192	200	74,684	80,266	85,846	91,429	97,011	99,436	101,921	106,508
Library Media Specialist	195	N/A	62,676	64,556	66,493	68,488	70,545	72,661	74,476	76,340
Preschool Program Coordinator	195	75	89,414	92,098	94,860	97,708	100,639	103,155	105,733	108,377
Educational Technology Coordinator	204	200	90,817	93,542	96,349	99,238	102,217	105,283	107,916	110,613
Special Education Program Spec.	204	200	93,633	96,409	99,400	102,391	105,379	108,370	111,079	113,856
Elementary Asst. Principal	204	75	90,819	93,542	96,349	99,238	102,217	105,283	107,916	110,613
Middle School Asst. Principal	204	75	93,624	96,409	99,400	102,391	105,379	108,370	111,622	114,970
Coordinator: Special Projects - COVID-19 Preparedness and Response	205	200	101,861	104,874	108,116	111,360	114,609	117,857	121,393	125,034
**Program Support Specialist Interventions	210	125	80,506	82,920	85,408	87,972	90,608	93,323	95,655	98,047
Multi-Tiered System of Supports (MTSS) Coordinator	210	100	101,861	104,874	108,116	111,360	114,608	117,857	121,393	125,034
Elementary Principal, Coordinator Special Projects	210	100	101,861	104,874	108,116	111,360	114,608	117,857	121,393	125,034
College and Career Coordinator	***210***	***200***	***101,861***	***104,874***	***108,116***	***111,360***	***114,608***	***117,857***	***121,393***	***125,034***
High School Asst. Principal	210	200	102,152	105,171	108,402	111,665	114,926	118,184	121,729	125,382
Middle School Principal	210	100	105,375	108,499	111,831	115,199	118,565	121,922	126,798	131,871
Continuation High School Principal	210	200	102,351	105,384	108,621	111,893	115,162	118,422	121,382	124,417
Director of Spec.Education	220	200	113,843	117,164	120,677	124,295	128,027	133,148	138,473	141,936
Director of Human Services	220	200	112,741	116,225	119,700	123,170	126,652	129,819	133,065	140,050
High School Principal	220	200	124,419	128,137	131,853	135,583	138,973	142,446	146,862	151,415
Director of Educational Services	220	200	108,421	111,584	114,929	118,379	121,931	128,028	134,429	141,151
Director of Supplemental Programs & Accountability	220	200	108,421	111,584	114,929	118,379	121,931	128,028	134,429	141,151

District paid life insurance ($8.33) - MA Stipend - $1,402 - District paid ACSA dues. Retiree benefits as stipulated at Board of Trustee's meeting, March 7, 2000 (after 10 yrs.of service w/WPUSD, entitled to $3,600 per year for 5 years) or Board of Trustee's meeting January 15, 2008 after 15 years (those offered in the agreement between the district and WPTA at Section XIV, E.2

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

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

Revised 6/19/01 - K-5 5%, 6-12 3%, Directors 3.87% added to 2000-01 schedule, effective 7/1/01
Revised 10/21/03 - .5% added to 2001-02 schedule, effective 7/1/02
Revised 10/21/03 - 2% added to 2002-03 schedule, effective 7/1/03
Revised 7/1/04 - Reclass Mid.Sch. Principal, Elem. Sch. Principal, H.S. Principal.1.5% added to 2003-04 schedule, effective 7/1/04 for remainder positions on salary schedule
Revised 6/20/06 - 9% added to 2004-05 schedule for all positions except Elementary Asst. Principal (6%) and Director of Special Ed. (Reclassified)
Revised 7/1/07 - 4% added to 2006/2007 schedule for all positions except H.S. Assist. Princ. (4.35%)
Revised 8/1/09 - 3% added to 2007/2008 schedule effective 7/1/09 for Sp. Ed. Program Spec.& Dir., H Serv.: 4.75% - Psychologist; 5.41% - Elem. Asst. Princ.& Elem. Princ.; 6% - Prog. Sup. Spec.;6.43% - Mid. Sch. Princ.;7.42% - H.S. Asst. Princ.; 8% - Dir. Sp.Ed., Mid. Sch. Princ., Cont. H.S. Princ. & H.S. Princ. Changed H.S. Principal days from 222 to 220
Revised 7/1/11 - Salary Schedule reflects 4 furlough days
Revised 7/1/12 - Salary Schedule reflects 8 furlough days
Revised 7/1/13 - Salary Schedule reflects 4 furlough days
Revised 7/1/14 - 5% added to 2014-2015 schedule for Director of Special Ed.
Revised 7/1/15 - Salary Schedule reflects 3.75% increase w/retro back to March 1, 2015. Revised Duty Days (Program Specialist, Special Ed) from 207 to 204, effective July 1, 2015
Revised 4/19/16 - Salary Schedule reflects 4% increase w/retro back to January 1, 2016. *2016-17 Off Salary Schedule Payment of 1.5% w/retro back to July 1, 2016
Revised 7/1/17 - Salary Schedule reflects 1.53% increase
Revised 4/1/18 - Special Education Program Specialist Salary Aligned to Middle School Assistant Principal Salary Schedule, Effective 7/1/18
Revised 6/19/18 - Educational Technology Coordinator added Effective 7/1/18
Revised 4/2/19 - Multi-Tiered System of Supports Coordinator added Effective 7/1/19
Revised 7/1/18 - Salary Schedule reflects .50% increase w/retro back to January 1, 2019
Revised 7/1/19 - Salary Schedule reflects 1.3% increase
Revised 11/3/20 - Coordinator of Special Projects-COVID-19 Preparedness and Response
Revised 11/16/20 - High School Principal salary realingement effective December 1, 2020.
Revised 3/16/21 - Salary Schedule reflects 3.00% increase Effective 7/1/20
Revised 3/16/21 - Salary Schedule reflects 1.06% increase Effective 7/1/21. Steps adjusted to reflect Placer County comparison
Revised 5/18/21 - Elementary Principal, Coordinator: Special Projects
PENDING BOARD APPROVAL 6/15/21
**Contingent Upon Continuing Grant Funding
****In addition to the above, the district pays $14,424 annually towards health benefits**