WESTERN PLACER UNIFIED SCHOOL DISTRICT
600 SIXTH STREET, FOURTH FLOOR,
LINCOLN, CALIFORNIA 95648
Phone: 916.645.6350 Fax: 916.645.06356

MEMBERS OF THE GOVERNING BOARD

Paul Carras - President
Brian Haley - Vice President
Ana Stevenson - Clerk,
Terry Gage - Member
Paul Long - Member

DISTRICT ADMINISTRATION

Scott Leaman, Superintendent
Bob Noyes, Assistant Superintendent of Personnel Services
Mary Boyle, Assistant Superintendent of Educational Services
Terri Ryland, Interim Chief Business Official
Cathy Allen, Assistant Superintendent of Facilities and Maintenance Services

STUDENT ENROLLMENT

School	03/02/09	04/16/09
Sheridan School (K-5)	72	76
First Street School (K-5)	423	417
Carlin C. Coppin Elementary (K-5)	428	429
Creekside Oaks Elementary (K-5)	622	625
Twelve Bridges Elementary (K-5)	841	719
Foskett Ranch Elementary (K-5)	510	511
Glen Edwards Middle (6-8)	644	639
Twelve Bridges Middle School (6-8)	841	833
Lincoln High School (9-12)	1,421	1402
Phoenix High School (10-12)	79	91
Lincoln Crossing Elementary	578	580
PCOE Home School	0	0
TOTAL:	**6,338**	**6,322**

Preschool/Head Start

First & J Street	24
Carlin Coppin	24 -A.M. /20 -P.M.
Sheridan	23

Pre-K Special Ed

Foskett	59
FSS PPPIP	39

Adult Education 285

First-5 Program

Sheridan	17
First Street	30

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
APRIL 21, 2009, 7:00 P.M.
LINCOLN HIGH SCHOOL – PERFORMING ARTS THEATER
790 J Street, Lincoln, CA

AGENDA

2008-2009 Goals & Objectives (G & 0) for the Management Team: Component I: Quality Student Performance; **Component II:** Curriculum Themes; **Component III:** Special Student Services; **Component IV:** Staff & Community Relations; **Component V:** Facilities/Administration/Budget.

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

5:05 P.M. START

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

5:10 P.M.

2. **CLOSED SESSION** – Lincoln High School – Office Conference Room

2.1 STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918

a. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #08/09 CC.
Roll Call Vote:

b. Student Discipline/Expulsion Pursuant
c. To E.C. 48918
Student Expulsion #08/09 FF.
Roll Call Vote:

c. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #08/09 GG.
Roll Call Vote:

2.2 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

2.3 INTER-DISTRICT TRANSFER APPEALS

a. Inter-district Request Appeal 09/10 5
b. Inter-district Request Appeal 09/10 6
c. Inter-district Request Appeal 09/10 7
d. Inter-district Request Appeal 09/10 8
e. Inter-district Request Appeal 09/10 9

2.4 LIABILITY

Rejection of Claim, (Catherine Mahnke) pursuant to Government Codes 910 & 910.2.

2.5 LIABILITY

Rejection of Claim, (Larry Mahnke)pursuant to Government Codes 910 & 910.2.

2.6 LIABILITY
Rejection of Claim, (Brenna Mahnke) pursuant to Government Codes 910 & 910.2.

7:00 P.M.

3. DISCLOSURE OF ACTION TAKEN IN CLOSED SESSION, IF ANY ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE – Lincoln High School Performing Arts Theater

3.1 STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918

a. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #08/09 CC.
Roll Call Vote:

b. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #08/09 FF.
Roll Call Vote:

c. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #08/09 GG.
Roll Call Vote:

3.2 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

3.3 INTER-DISTRICT TRANSFER APPEALS

a. Inter-district Request Appeal 09/10 5
b. Inter-district Request Appeal 09/10 6
c. Inter-district Request Appeal 09/10 7
d. Inter-district Request Appeal 09/10 8
e. Inter-district Request Appeal 09/10 9

3.4 LIABILITY
Rejection of Claim, (Catherine Mahnke) pursuant to Government Codes 910 & 910.2.

3.5 LIABILITY
Rejection of Claim, (Larry Mahnke)pursuant to Government Codes 910 & 910.2.

3.6 LIABILITY
Rejection of Claim, (Brenna Mahnke) pursuant to Government Codes 910 & 910.2.

4. SPECIAL ORDER OF BUSINESS
Sally Shepard of 49ER ROP will present Course Sequencing Plan for Placer County and Nevada Counties in partial fulfillment of the requirements for AB2448, AB2057 and Education Code 52302.

5. CONSENT AGENDA

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

5.1 Approval of Minutes Regular Meetings of:
- Special Meeting February 26, 2009.
- March 4, & March 18, 2009.

5.2 Approval of Warrants.
5.3 Approve Classified Personnel Report.
5.4 Approve Certificated Personnel Report.
5.5 Approve Student Discipline/Expulsion – Re-entry Student #07-08 I.
5.6 Adoption of Resolution #08/09.17 Elimination of Classified Positions.
5.7 Approve Student Discipline/Stipulated Expulsion Student #08-09 EE
5.8 Approve Student Discipline/Stipulated Expulsion Student #08-09 HH

6. COMMUNICATION FROM THE PUBLIC

This portion of the meeting is set aside for the purpose of allowing an opportunity for individuals to address the Board regarding matters not on the agenda, but within the board's subject matter jurisdiction. The Board is not allowed to take action on any item, which is not on the agenda except as authorized by Government Code Section 54954.2. Request forms for this purpose "Request to Address Board of Trustees" are located at the entrance to the Performing Arts Theater. Request forms are to be submitted to the Board Clerk prior to the start of the meeting.

7. REPORTS & COMMUNICATION

7.1 Lincoln High School, Student Advisory – Jerusha Loya
7.2 Western Placer Teacher's Association – Mike Agrippino
7.3 Western Placer Classified Employee Association – Chris Hawley
7.4 Superintendent, Scott Leaman
7.5 Interim Assist Superintendent of Business Terri Ryland – Budget Update

8. ♦ACTION ♦DISCUSSION ♦INFORMATION

CODE: (A) = Action (D) = Discussion (I) = Information

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

8.1 (I/D) **STUDENT USE OF TECHNOLOGY - Boyle** *(08-09 G & O Component I, IV)*

•Western Placer Unified School District works diligently to ensure student safety with regard to internet use. Currently Board Policy and Administrative Regulations (BP 6163.4; AR 6163.4) outline policies and procedures to provide for internet safety. The district adheres to Children's Internet Protection Act (CIPA) policies relatives to filtering internet material, blocking inappropriate content sites, and supervising and monitoring student use of online systems. All WPUSD employees with computer access and students have received the WPUSD Computer Network Internet Acceptable Use Regulations (AUR's); staff sign off on the AUR's when they receive a network or email account; students sign off on an Acceptable Use Policy K – 5 or an Acceptable Use Policy 6 – 12 annually.

8.2 (I/D) **MATHEMATICS ADOPTION - Boyle** *(08-09 G & O Component IV, V)*

•California Department of Education requires all school district to engage in a textbook adoption process for each curricular area every six years. WPUSD completed the science and social studies adoptions during the last three years; this year we have completed the mathematics adoption process.

Our Mathematics Adoption Committee K– 8 has worked diligently to assess our current mathematics program and to achieve consensus on a new adoption. The new adoption will be in place for the next six years; it is, without question, a very important decision. The committee began with pre-training in the adoption process, attended publishers; presentations at PCOE to narrow the field of 22 state-approved publishers to four for K – 5 and from 8 to 2 for 6^{th} – 8^{th}, hosted additional publishers' presentations here at WPUSD, further narrowed the field, and then spent several days and countless additional hours reviewing the remaining publishers' materials. The review included an intense study of our current mathematics achievement score results, a review of CA Mathematics Content Standards, a review of CA Blueprints for STAR Testing, a review of publisher content components and a process of tracing CA mathematics content standards through each of the remaining programs.

8.2 (A) **TENTATIVE AGREEMENT BETWEEN WPUSD AND WPTA – Noyes** *(08-09 G & O Component I, IV)*

•A tentative agreement has been reached between WPUSD and WPTA on Article XV, Work Year, Section D. (1 through 5).

8.3 (A) **ADOPTION OF REVISED POLICIES AND REGULATIONS, EXIBIT E(1) 5144.1 – Leaman** *(08-09 G & O Component IV, V)*

•The current Exhibit reads any student accumulating 11 days of suspendable offenses will be automatically suspended. Administration recommends this timeline be adjusted to 20 days to enact to automatic expulsion process.

8.4 (A) **BOARD POLICY AND ADMINISTRATION REGULATIONS AR3100 – Ryland** *(08-09 G & O Component I, IV, III)*

- On November 20, 2007, the Board identified four Board priorities for the next year(s):
  1. Refrain from incurring additional debt obligations
     - Restructured current debt
  2. Do not let benefit increases decide the priorities of the District
     - Have allowed for the bargaining of benefits annually, with all but WPTA
  3. Provide equity across all employee groups
     - Classified and teachers are among the highest in the county
  4. Take steps to provide sufficient reserves for uncertainty

The District has been able to make progress on all of these goals, except number 4. Given the recent identification of additional one-time State monies available to the District, and the tentative nature of these funds, steps are being proposed to solidify the District's reserve position, and protect the variable influx of these one-time monies.

8.5 (A) **LOCAL EDUCATIONAL AREA PLAN (LEAP) Boyle** *(08-09 G & O Component I, IV, V)*

- In May, 2002, the CA State Board of Education (SBE) adopted five goals and twelve performance indicators for No Child Left Behind as part of California's commitment to

the development of an accountability system to achieve the goals of NCLB. Those five goals pertain to: Students achieving proficiency in reading and mathematics by 2013-14; English Learners becoming proficient in the English language and reaching proficiency in reading/language arts and math; all teachers being highly qualified by 2005-06; all students being educated in safe, drug-free learning environments that are conducive to learning; and all students graduating from high school. The original requirement was for a five year plan, that ended June, 2008. CDE has advised districts to continue updating their LEAP plans as we await new and/or revised NCLB regulations from the federal government.

9. BOARD OF TRUSTEES

9.1 FUTURE AGENDA ITEMS

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

- Relationship with Sierra Community College
- Twelve Bridges High School
- Gladding Parkway Carlin C. Coppin

9.2 BOARD MEMBER REPORTS/COMMENTS

10. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

- May 5, 2009, 7:00 P.M., Board of Trustee Meeting, Lincoln High School Theater
- May 19, 2009, 7:00 P.M., Board of Trustee Meeting, Sheridan Elementary School

11. ADJOURNMENT

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

DISCLOSURE

OF ACTION

TAKEN IN

CLOSED SESSION,

IF ANY

Western Placer Unified School District
CLOSED SESSION AGENDA

Place: **Lincoln High School – Office Conference Room**
Date: **Tuesday, April 21, 2009**
Time: **5:15 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 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

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 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**
      ●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

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:

Student Discipline/
Expulsion
Student #08-09 CC

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

ENCLOSURES:

DEPARTMENT:

John Wyatt
District Hearing Officer

FINANCIAL INPUT/SOURCE:

MEETING DATE:

April 21, 2009

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will disclose any action taken during closed session in regards to the expulsion of Student #08-09 CC

RECOMMENDATION:

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

wp/rk/factform

3.1a

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:

Student Discipline/
Expulsion
Student #08-09 FF

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

ENCLOSURES:

DEPARTMENT:

John Wyatt
District Hearing Officer

FINANCIAL INPUT/SOURCE:

MEETING DATE:

April 21, 2009

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will disclose any action taken during closed session in regards to the expulsion of Student #08-09 FF

RECOMMENDATION:

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

wp/rk/factform

3.1 b

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:

Student Discipline/
Expulsion
Student #08-09 GG

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

ENCLOSURES:

DEPARTMENT:

John Wyatt
District Hearing Officer

FINANCIAL INPUT/SOURCE:

MEETING DATE:

April 21, 2009

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will disclose any action taken during closed session in regards to the expulsion of Student #08-09 GG

RECOMMENDATION:

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

wp/rk/factform

3.1 c

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Public Employee Discipline/
Dismissal/Release

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Bob Noyes
Assist. Superintendent, Personnel Services

ENCLOSURES:

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
Categorical

MEETING DATE:
April 21, 2009

ROLL CALL REQUIRED:

BACKGROUND:

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

RECOMMENDATION:

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

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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SUBJECT:
Interdistrict Appeal

AGENDA ITEM AREA:
Disclosure of Action Taken in Closed Session

REQUESTED BY:
Scott Leaman, Superintendent

ENCLOSURES:
No

DEPARTMENT:
District Office

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
April 21, 2009

ROLL CALL REQUIRED:
No

BACKGROUND:

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

Inter-district Request Appeal 09/10 5
Inter-district Request Appeal 09/10 6
Inter-district Request Appeal 09/10 7
Inter-district Request Appeal 09/10 8
Inter-district Request Appeal 09/10 9

ADMINISTRATION RECOMMENDATION:

Disclose any action taken.

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

SUBJECT:
Rejection of Claim (Catherine Mahnke)
Pursuant to Government Codes 910 & 910.2

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
April 21, 2009

ROLL CALL REQUIRED:
No

BACKGROUND:

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

RECOMMENDATION:

Administration recommends the Board of Trustees reject the claim.

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

SUBJECT:
Rejection of Claim (Larry Mahnke)
Pursuant to Government Codes 910 & 910.2

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
April 21, 2009

ROLL CALL REQUIRED:
No

BACKGROUND:

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

RECOMMENDATION:

Administration recommends the Board of Trustees reject the claim.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Rejection of Claim (Brenna Mahnke)
Pursuant to Government Codes 910 & 910.2

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
April 21, 2009

ROLL CALL REQUIRED:
No

BACKGROUND:

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

RECOMMENDATION:

Administration recommends the Board of Trustees reject the claim.

wp/rk/factform

3.6

SPECIAL

ORDER

OF

BUSINESS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Present Course of Sequencing Plan Requirements for AB2448, AB2057 and Education Code 52303

AGENDA ITEM AREA:
Special Order of Business

REQUESTED BY:
Randi Scott, Assistant Superintendent, Career & Tech. Education

ENCLOSURES:
Yes

DEPARTMENT:
PCOE – 49ER ROP

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
April 21, 2009

ROLL CALL REQUIRED:
No

BACKGROUND:

The Placer County Office of Education, 49er ROP, requests district board approval for the Course Sequencing Plan for Placer Nevada Counties in partial fulfillment of the requirements for AB2448, AB2057 and Education Code 52302.

RECOMMENDATION:

Placer County Office of Education recommends the approval of the plan.

wp/rk/factform

4.

Agenda Item
The Placer County Office of Education, 49er ROP, requests district board approval for the Course Sequencing Plan for Placer and Nevada Counties in partial fulfillment of the requirements for AB2448, AB2057 and Education Code 52302.

BACKGROUND AND SUMMARY (overview):

AB 2448 (Hancock) was chaptered into law on January 1, 2006, a comprehensive reform bill designed to strengthen the focus of California's ROPs in supporting high school programs and sequenced Career Technical Education (CTE) courses. Successful implementation of this legislation requires that local agencies be provided the time and flexibility necessary to address unique local needs and resources and to avoid unnecessary disruptions to existing services. Full implementation of the bill requirements must be fulfilled on or before June 30, 2010.

AB 2057 was chaptered on August 1, 2008. Chapter 223, Statutes of 2008 (AB 2057) made changes to AB 2448/Education Code 52302.

A brief summary of AB 2448 and (E.C. 52302 (b) (1) regarding state-funded course sequencing states, The governing board of each program or center (hereafter referred to as ROCP) shall develop a Plan to Sequence, and certify to the department (hereafter referred to as CDE), that those sequences have been developed in a Sequencing Plan, as described in subdivision 52302 (a). The ROCP shall consult with the superintendents of the school districts served by the ROCP, and the president of the community college in the area, during the development of the Sequencing Plan (paraphrased).

According to AB 2057, the date for the Plan to Sequence (not the Sequencing Plan itself) is due "on or before September 1, 2008, but no later than June 30, 2009. " The Sequencing Plan (as opposed to the Plan to Sequence) is also due on June 30, 2009. Note: the implementation date of AB 2057 precedes the effective date of the law.

As a condition of receiving Perkins funds, school districts, ROCPs, and community colleges shall do all of the following:

By July 1, 2009, school districts, ROCPs, and community college districts shall have adopted an approved plan.

By July 1, 2009, school districts, ROCPs, and community college districts shall have established course sequences that include at least one-third of the courses offered by the ROCP in occupational areas in which both the ROCP and the community college offer instruction.

By July 1, 2012, school districts, ROCPs, and community college districts shall have established course sequences that include at least 2/3 of the courses offered by the ROCP in occupational areas in which both the ROCP and the community college offer instruction.

Community colleges must also establish an institution-wide process and criteria for awarding community college credit for CTE courses taken by pupils in high schools or the ROCP.

4.1

To develop the plan for CTE pathways and course sequencing, representatives from the PCOE 49er ROP, Placer County high school districts, and Sierra Community College District met regularly to discuss the content, format, and timelines to meet requirements of Education Code 52032 and AB 2448. The PCOE 49er ROP has taken the lead in researching the requirements of the plan and developed a draft.

Drafts of the plan, templates for course sequencing, and other working documents were presented at consortium and advisory committee meetings. Revisions were made based on the recommendations and suggestions received from these advisory working groups and from consultation with representatives from business, industry, apprenticeship programs, and the local Workforce Investment Board. Based upon the comments and suggestions received, a final draft was developed for the approval by the group. By July 1, 2009, all high school groups had approved the final draft.

Upon the Placer County Office of Education, and school district's Board of Trustees approval of the Plan, it will be subsequently be presented to Sierra College and the Workforce Investment Board as information items.

###

100 % of All 49er ROP Courses are Sequenced with a Local Community College

Industry Sector and Career Pathway	49er ROP Course Title	Community College Articulated Courses	Sequenced Certificate of Achievement or Skills Certificate from Community Colleges
AGRICULTURE & NATURAL RESOURCES			
Forestry & Natural Resources	Forestry & Natural Resources	-----	SC: Agriculture SC: Environmental Horticulture SC: Interior Plantscaping SC: Suburban Agriculture SC: Watershed Ecology
Animal Science	Animal and Veterinary Careers	YC: VTEC 9 YC: VTEC 8 NOTE: 500 hours Occupational Work Experience will be accepted towards the 500 hours required	SC: Animal Science SC: Equine Studies YC: Registered Vet Technician
ARTS, MEDIA & ENTERTAINMENT			
Media & Design Arts	Art & Animation	-----	SC: Applied Art & Design Graphic Communications Illustration Multimedia
Media & Design Arts	Graphic Communications	SC: AAD 70 (3) SC: AAD 50 (1/2)	SC: Applied Art & Design Graphic Design Illustration
Production & Managerial Arts	Video Production	SC: COMM ST 31A (3)	SC: Applied Art & Design Graphic Design Illustration
Production & Managerial Arts	Television Broadcasting	-----	SC: Applied Art & Design Multimedia
BUILDING TRADES & CONSTRUCTION			
Residential & Commercial Construction	Construction and Architectural Design	SC: CTC 35 (3) SC: CTE 35 (3) YC: DRAFT 30 (3)	SC: Construction Technology Residential Building Construction YC: Drafting
Residential & Commercial Construction	Construction Technology	SC: CTC 35 (3) SC: CTE 35 (3) YC: DRAFT 30 (3)	SC: Construction Technology Carpentry Residential Building Construction YC: Drafting
Cabinetmaking & Wood Products	Design & Construction	-----	SC: Cabinet Making Mill Cabinet Carpentry
Residential & Commercial Construction	Masonry	-----	SC: Construction Technology Residential Building Construction

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EDUCATION, CHILD DEVELOPMENT & FAMILY SERVICE			
Education	Careers with Children	SC: HD 2 (3) YC: ECE 1B (3) YC: ECE 46R (3)	SC: Early Childhood Education Teacher SC: Early Childhood Associate Teacher YC: Early Childhood Education
ENERGY & UTILITIES			
Electromechanical Installation & Maintenance	CIE Mechatronics Internship	----	SC: Mechatronics
ENGINEERING & DESIGN			
Architectural & Structural Engineering	Architectural Design	----	SC: Drafting Essentials SC: Engineering Support: Architectural Concentration
FASHION & INTERIOR DESIGN INDUSTRY			
Fashion Design, Manufacturing & Merchandising	Fashion Merchandising	SC: FASH DES 1 (3)	SC: Fashion Merchandising
FINANCE & BUSINESS INDUSTRY			
Accounting Services	Accounting	SC: BUSA (3)	SC: Accounting SC: Administrative Professional
Business & Financial Management	Business, Finance & Accounting	SC: BUSA (3)	SC: Business Entrepreneurship
Business & Financial Management	Business Technology	SC: BUS 084 (3) SC: CIS 20 (3) SC: CIS 30 (3) SC: CIS 37 (3) SC: CIS 45 (3) SC: CIS 50 (3) SC: CIS 60 (3) SC: CIE 67 (3) SC: CIS 70 (3) SC: CIS 100 (3) YC: OA 22 (1) YC: OA 53 (1)	SC: Small Business SC: Business, General YC: Business Technology
Banking & Related Services	Financial Careers	SC: CIS 20 (3) SC: CIS 30 (3) SC: CIS 37 (3) SC: CIS 45 (3)	SC: Small Business SC: Business, General
HEALTH SCIENCE & MEDICAL TECHNOLOGY INDUSTRY			
Therapeutic Services	Dental Careers	SC: H ED 1 (2) SC: H ED 2 (3)	
Therapeutic Services	Health Careers	SC: H ED 1 (2) SC: H ED 2 (3)	
Therapeutic Services	Medical Assistant, Clinical	SC: H ED 1 (2) SC: H ED 2 (3)	
Therapeutic Services	Medical Terminology	YC: NURS 51 (3)	YC: Nurse, Vocational
Therapeutic Services	Sports Medicine Careers	SC: H ED 1 (2) SC: H ED 2 (3)	
HOSPITALITY, TOURISM & RECREATION			
Food Service & Hospitality	Baking & Pastry Careers	----	ARC: Hospitality & Culinary Arts
Food Service & Hospitality	Culinary Arts	ARC: HM 100 (3) ARC: HM 150 (3)	ARC: Hospitality & Culinary Arts

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Food Service & Hospitality	Adv Culinary Arts	---	
INFORMATION TECHNOLOGY			
Information Support Services	Computer Studies	SC: CIS 20 (3) SC: CIS 30 (3) SC: CIS 37 (3) SC: CIS 50 (3) SC: CIS 60 (3) SC: CIS 70 (3) SC: CIS 100 (3) YC: BCA 15 (3)	SC: Computer Essentials SC: Microsoft Office Specialist SC: On-line Business SC: PC Care SC: Web Page Editor SC: Web Site Production SC: Computer Information Systems Administrative Technical Support Computer Applications Computer Service Technologist Computer Support Internet Networking YC: Business
Media Support Services	Computer Technology	SC: CIE 25 (4) SC: CIS 45 (3) SC: CIS 60 (3) SC: CIS 67 (3) SC: CIS 115 (3)	SC: Computer Information Systems Administrative Technical Support Computer Applications Computer Service Technologist Computer Support Internet Networking
MANUFACTURING & PRODUCT DEVELOPMENT			
	---	---	---
MARKETING, SALES & SERVICE INDUSTRY			
Professional Sales & Marketing	Marketing Careers	---	SC: Marketing
Professional Sales & Marketing	Sports & Entertainment Marketing	---	SC: Marketing
Entrepreneurship	Business Entrepreneurship (Virtual Enterprise)	SC: CIS 20 (3) SC: CIS 30 (3) SC: CIS 37 (3) SC: CIS 70 (3) SC: CIS 100 (3)	SC: Accounting SC: Administrative Professional
PUBLIC SERVICE INDUSTRY			
Protective Services	Law Enforcement Careers	---	SC: Administration of Justice
Human Services	Cosmetology	---	---
Protective Services	Fire Science Careers	SC: Fire Tec 1 (3) SC: H ED 1 (2)	SC: Fire Technology
Protective Services	Forensic Science	---	SC: Administration of Justice
TRANSPORTATION INDUSTRY			
Vehicle Maintenance, Service & Repair	Automotive Services; Automotive Technology	SC: AT 59 (4) SC: AT 160 (3) SC: AT 161 (3) SC: AT 162 (3) ARC: AT 100 (2) ARC: AT 21 (3)	SC: Automotive Technology Air Conditioning & Body Electrical Alignment & Brake Automatic Transmission

		YC: AUT20 (4) YC: AUT21 (3) YC: AUT22 (3)	Emission & Drivability Automotive Engine Machining, Master Automotive Technician Powertrain ARC: Auto Technology YC: Auto Technology

Key:

SC	Sierra College
ARC	American River College
YC	Yuba College

4.6

CONSENT

AGENDA

ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Approval of Minutes:
Regular Meetings of

- March 4, and 18, 2009
- Special Meeting of February 26, 2009

AGENDA ITEM AREA:
CONSENT AGENDA

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
April 21, 2009

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will consider adoption of the minutes of the March 4, and 18, 2009 Regular Board Meeting, and February 26, 2009 Special Board Meeting.

RECOMMENDATION:

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

wp/rk/factform

5.1

Western Placer Unified School District
Regular Meeting of the Board of Trustees
March 18, 2009, 7:00 P.M.
TWELVE BRIDGES ELEMENTARY SCHOOL - MULTI
2450 Eastridge Drive, Lincoln, CA

MINUTES

2008-2009 Goals & Objectives (G & O) for the Management Team: Component I: Quality Student Performance; **Component II:** Curriculum Themes; **Component III:** Special Student Services; **Component IV:** Staff & Community Relations; **Component V:** Facilities/Administration/Budget.

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

5:40 P.M. START

1. **CALL TO ORDER** – Twelve Bridges Elementary School – Multi Purpose Room

Members Present

Paul Carras, President
Brian Haley, Vice President
Ana Stevenson, Clerk
Paul Long, Member
Terry Gage

Others Present

Scott Leaman, Superintendent
Mary Boyle, Assistant Superintendent of Educational Services
Bob Noyes, Assistant Superintendent of Personnel Services
Cathy Allen, Assistant Superintendent of Facilities and Maintenance Services
Terri Ryland, Interim Assistant Superintendent of Business
Rosemary Knutson, Secretary to the Superintendent
Student – Jerusha Loya
Press - Brandon Darnell, Lincoln News Messenger

5:45 P.M.

2. **CLOSED SESSION** – Twelve Bridges Elementary School – Office Conference Room
   - **2.1 STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
     - a. Student Discipline/Expulsion Pursuant To E.C. 48918 Student Expulsion #08/09 AA.
     - b. Student Discipline/Expulsion Pursuant To E.C. 48918 Student Expulsion #08/09 BB.
   - **2.2 INTER-DISTRICT TRANSFER APPEALS**
     - a. Inter-district Request Appeal 09/10 1
     - b. Inter-district Request Appeal 09/10 2
     - c. Inter-district Request Appeal 09/10 3
     - d. Inter-district Request Appeal 09/10 4

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2.3 PUBLIC EMPLOYEE PERFORMANCE EVALUATION
Superintendent, Assistant Superintendents, Directors

2.4 LIABILITY
Rejection of Claim, (Rigo Avelar) pursuant to Government Codes 910 & 910.2.

2.5 LIABILITY
Rejection of Claim, (Carman Avelar) pursuant to Government Codes 910 & 910.2.

2.6 LIABILITY
Rejection of Claim, (Student) pursuant to Government Codes 910 & 910.2.

7:00 P.M.

3. DISCLOSURE OF ACTION TAKEN IN CLOSED SESSION, IF ANY
ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE – Twelve Bridges Elementary School Multi-Purpose Room

3.1 STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918

a. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #08/09 AA.

Motion by Mrs. Stevenson, seconded by Mr. Long, and passed by unanimous roll call vote to accept the recommendation of the hearing panel to expel student. Roll call vote: Haley, Gage, Long, Stevenson, Carras

b. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #08/09 BB.

Motion by Mrs. Stevenson, seconded by Mr. Haley, and passed by a unanimous vote to expel student. Roll Call Vote: Gage, Long, Stevenson, Haley, Carras

3.2 INTER-DISTRICT TRANSFER APPEALS

a. Inter-district Request Appeal 09/10 1

Motion by Mr. Haley, seconded by Mr. Long, and passed by unanimous vote to approve the transfer appeal as presented.

b. Inter-district Request Appeal 09/10 2

Motion by Mr. Long, seconded by Mrs. Stevenson, and passed by unanimous vote to deny transfer appeal as presented.

c. Inter-district Request Appeal 09/10 3

Motion by Mrs. Stevenson, seconded by Mrs. Gage, and passed by unanimous vote to deny transfer appeal as presented.

5.1.2

d. Inter-district Request Appeal 09/10 4

Motion by Mr. Long, seconded by Mrs. Stevenson, and passed by unanimous vote to deny transfer appeal as presented.

3.3 PUBLIC EMPLOYEE PERFORMANCE EVALUATION
Superintendent, Assistant Superintendents, Directors

No action taken.

3.4 LIABILITY
Rejection of Claim, (Rigo Avelar) pursuant to Government Codes 910 & 910.2.

Motion by Mrs. Stevenson, seconded by Mr. Long, and passed by unanimous vote to reject claim and forward to our insurance carrier.

3.5 LIABILITY
Rejection of Claim, (Carman Avelar) pursuant to Government Codes 910 & 910.2.

Motion by Mrs. Stevenson, seconded by Mr. Haley, and passed by unanimous vote to reject claim and forward to our insurance carrier.

3.6 LIABILITY
Rejection of Claim, (Student) pursuant to Government Codes 910 & 910.2.

Motion by Mrs. Stevenson, seconded by Mrs. Gage, and passed by unanimous vote to reject claim and forward to our insurance carrier.

4. SPECIAL ORDER OF BUSINESS
4.2 Featured School – Twelve Bridges Elementary School

Mr. Lyche, Principal welcomed everyone to Twelve Bridges Elementary, and reported on the graffiti that had taken place the night before. He thanked his custodians and the maintenance crew for their quick response on the clean up. Mr. Leaman handed out recognition awards for perfect attendance to Monique Lopez, Sol Lee Kim, Hannah Marie Realiza, and Samantha Shelton.

Mr. Lyche introduced Mrs. Mandel to give an overview of Odyssey of the Mind Program. She discussed the process of the program, and reported in the 2008-09 Long-term problem synopses; there are 5 problems that need to be solved. The students solve the problems on their own, and the program is run with the help of volunteers. Mrs. Mandel asked Tiffany Sienkiewicz, one of the parents to speak on behalf of the program. Tiffany shared she has two students involved in the program, and reported what the program does, and how it allows the students to: think on their own; use time constraints; work with different personalities; work within guidelines, learn from their mistakes; and learn that they have different

ways of thinking. This has been a rewarding experience for the parents as well, and would like to see the program continue through middle school.
Mrs. Mandel asked the board to participate in a skit with the students.

5. CONSENT AGENDA

5.1 Approve Classified Personnel Report.
5.2 Approve Certificated Personnel Report.
5.3 Approve Temporary Athletic Team Coaches.
5.4 Approve Ratification of New Classified Job Description/Position.
5.5 Approve the Williams Uniform Complaint Quarterly Report.
5.6 Approve Request to Meet and Negotiate with the Western Placer Classified School Employee Association.
5.7 Approve Student Discipline/Re-Entry Expulsion Student #07-08 Q.
5.8 Approve Discipline/Stipulated Expulsion Student #08-09 DD.
5.9 Approve Community-Based English Tutoring Program Application.

Motion by Mrs. Stevenson, seconded by Mrs. Gage, and passed by unanimous roll call vote to approve the consent agenda as presented. Roll call vote: Long, Stevenson, Haley, Gage, Carras

6. COMMUNICATION FROM THE PUBLIC

Mary Lou Edwards spoke on behalf on the Lincoln High's Science Fair Expo which will be held on Friday, March 20th, 9:00 a.m. to 2:00 p.m. She reported there would be over 40 exhibits, and the students have spent lot of time putting things together. She reported the Education Foundation gave a big donation, and the Lincoln Community grant received earlier in the fall for the program. She will have the students present on April 21st, and they will show a video. The students put together brochures, t-shirts.

7. REPORTS & COMMUNICATION

7.1 Lincoln High School, Student Advisory – Jerusha Loya reported on the following:
- Accreditation team came to visit LHS, we should hear next week.
- Sophomores took the California High School Exit Exam.
- Seniors took State Exam, and principals will talk with students regarding their scores.

7.2 Western Placer Teacher's Association – Mike Agrippino had no report.
7.3 Western Placer Classified Employee Association – Chris Hawley had no report.
7.4 Superintendent, Scott Leaman reported the following:
- Will be establishing scholarships from the golf tournament.
- Kindergarten packets can be picked up
- Talked about the workshop he attended regarding the budget.
- Currently working on staffing changes.
- We were one of the few school districts that did not send out RIF notices.
- Met with campaign consultant and the plan is to meet every two weeks.
- Update on Rockwell Ranch is there are two candidates, Auburn District and Western Placer. The department of fish and game has picked both

5.1.4

entities to take over the Ranch. Mr. Leaman expressed that he feels we will be awarded.

8. ♦ACTION ♦DISCUSSION ♦INFORMATION
CODE: (A) = Action (D) = Discussion (I) = Information

8.1 (I/D) **C.A.R.E. & PANTHER PRIDE AFTER SCHOOL PROGRAM - Boyle/Quinn** *(08-09 G & O Component I, IV, V)*

•C.A.R.E. (Combining Academics Recreation and Enrichment) and panther Pride are after school programs that are funded through a grant called ASES (After School Education and Safety). Western Placer Unified School District started these programs in 1998. C.A.R.E. operates at Creekside Oaks Elementary, First Street Elementary School, and Sheridan Elementary School. Panther Pride operates at Glen Edwards Middle School. Last year we served 510 students. There are three components to these programs, academics, recreation, and enrichment.

Mary introduced Laurin Quinn, she talked about the Afterschool program, and has worked for the program for the past 5 years. She reviewed some highlighted areas, and reviewed surveys. Afterschool Program Summary received a B+. The program is on a first come first serve basis, or by teacher referral. There are four different schools currently offering the program, and CARE is free to families.

8.2 (D/A) **ADOPTION OF REVISED ADMINISTRATIVE REGULATION 5116.1 (INTRADISTRICT POLICY) – Boyle** *(08-09 G & O Component IV-V)*

•Administrative Regulation 5116.1 (Intradistrict Policy) last came before the Board for revision on May 1, 2007. At that time, wording was added regarding students residing in community facilities district areas and regarding priorities for enrollment. Since that time, we have had situations arise necessitating students to be "overflowed" to other schools, not because of parent request but because of lack of space at their home schools. The current revisions address those "overflow" situations, as well as adding timelines into the policy to assist family and school district planning for the next year's enrollment.

Mrs. Boyle reviewed the revision in the Intradistrict policy. There was a motion by Mr. Long, seconded by Mrs. Stevenson, and passed by unanimous vote to approve the revisions to Administrative Regulation Policy 5116.1.

8.3 (A) **SUBJECT MATTER VERIFICATION ED. CODE 44258.3 – Noyes** *(08-09 G & O Component IV-II)*

•With the involvement of appropriate subject matter specialists, the Superintendent or designee shall develop and employ procedures for verifying the subject matter knowledge of teachers assigned to teach in departmentalized classes outside their credential authorization pursuant to mentor teachers, curriculum specialist, resource teachers, classroom teachers certified to teach a subject, staff to regional subject matter projects or curriculum institutes, or college facility.

5.1.5

Mr. Noyes discussed the subject matter for next year, and the reason for the verification Ed. Code, regarding credentialing subject. There was a motion by Mrs. Stevenson, seconded by Mrs. Gage and passed by unanimous vote to approve the subject matter verification.

8.4 (A) **SECOND INTERIM REPORT – Carlson** *(08-09 G & O Component IV-V)*

•The District Board of Education shall certify in writing whether or not the District is able to meet its financial obligations for the remainder of the fiscal year and, based on current forecasts, for the two subsequent fiscal years.§33127.)

In certifying the 2008/09 Second Interim Report as Positive, the Board understands its fiduciary responsibility to maintain fiscal solvency for the current and subsequent two fiscal years. It is recognized that the statutory COLA for 2008/09 and 2009/10 is unlikely to be funded and there are projected to be deficits above the zero COLA level. Since the First Interim Report was presented, the District has secured the Basic Aid Supplement Charter School Adjustment monies as discussed separately with the Board. The prior year portion of the funds is presented as a Prior Period Adjustment to Fund Balance, and these monies are anticipated to be received before the end of this fiscal year.

Carrie Carlson reported on the changes from the first interim to the seconded interim, she discussed the budget dates for approval. Next years COLA is estimated at 5%, this year's COLA is zero, she discussed the tier three programs which has been hit the hardest, with flexibility to transfer funds to any educational purpose. With CSR there is some flexibility. She reviewed contributions to restricted programs, there was some discussion on special education and the cost as well as billback amount. Scott will be discussing the final special education program with the county. The total change in projected increase in fund balance is $130,403.00. The anticipated ADA growth is 255 students or 4.2%. She will use the budget fund balance and bring the ending fund balance to 5% each year with the one time monies. Anticipated ending balances are still being discussed and submitted for board approval. There is a projected ending cash of approximately 19.9 million. There was a motion by Mr. Haley, seconded by Mrs. Stevenson, and passed by unanimous vote to approve the second interim report.

8.5 (D/A) **RESOLUTION 08/09.16 IN SUPPORT OF APPLICATION/S TO OPSC FOR UPCOMING CONSTRUCTION PROJECT/S – Allen**
(08-09 G & O Component IV-V)

•The OPSC requires local School Board approval for applications submitted to the state for funding. The accompanying Resolution fulfills that requirement for projects projected in the near future.

Cathy Allen presented a couple of different diagrams for the board to consider and discuss.
Mrs. Stevenson preferred more trees covering the building. Due to the cost of removing the palm tree, it was the consensus of the board to leave the palm tree, but remove the trees that have an odor. Motion by Mrs.

Haley, seconded by Mrs. Stevenson, and passed by unanimous roll call vote. Roll call: Stevenson, Long, Gage, Haley, Carras

9. BOARD OF TRUSTEES

9.1 FUTURE AGENDA ITEMS

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

- Relationship with Sierra Community College
- Twelve Bridges High School
- Gladding Parkway Carlin C. Coppin

9.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Haley reported money was invested very conservatively for the education foundation.
Mrs. Gage reported she attended the freshman orientation and it was standing room only.
Mr. Long reported Applebee's is closed and it was a big supporter of the sober grad program. He reported Sober Grad didn't receive funds from either Applebee's or Thunder Valley Casino due to the economy, so the Education Foundation donated $5,000.00 to sober grad this year. He reported the OLE property will start being used by the elementary level students.
Mrs. Stevenson thanked TBE for their presentation. She will be registering her son for Kindergarten tomorrow. She expressed the importance of nipping the graffiti in the bud the, and would like Scott to talk to chief Vizzusi. She recommended installing video cameras.
Scott reported he would bring back information on how much is being done to keep the campus secure.
Mr. Carras recommended maybe putting out a reward. This is something to look into.

10. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

- April 14, 2009, 6:00 P.M., Board of Trustee Budget Workshop, District Office Zebra Rm.
- April 21, 2009, 7:00 P.M., Board of Trustee Meeting, Lincoln High School Theater

11. ADJOURNMENT

There being no further business the meeting was adjourned at 9:00 p.m.

Paul Carras, Board President

5.1.7

Ana Stevenson, Clerk

Scott Leaman, Superintendent

Rosemary Knutson, Secretary to the Superintendent

Adopted:

Ayes:

Noes:

Absent

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

Western Placer Unified School District
Regular Meeting of the Board of Trustees
March 4, 2009, 7:00 P.M.
LINCOLN HIGH SCHOOL – PERFORMING ARTS THEATER
790 J Street, Lincoln, CA

MINUTES

2008-2009 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.

6:00 P.M. START

1. **CALL TO ORDER** – LHS Performing Arts Theater

Members Present

Paul Carras, President
Brian Haley, Vice President
Ana Stevenson, Clerk
Paul Long, Member
Terry Gage

Others Present

Scott Leaman, Superintendent
Mary Boyle, Assistant Superintendent of Educational Services
Bob Noyes, Assistant Superintendent of Personnel Services
Cathy Allen, Assistant Superintendent of Facilities and Maintenance Services
Terri Ryland, Interim Assistant Superintendent of Business
Rosemary Knutson, Secretary to the Superintendent
Student – Jerusha Loya
Press - Brandon Darnell, Lincoln News Messenger

6:05 P.M.

2. **CLOSED SESSION** – Lincoln High School - Office Conference Room

2.1 STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C.48918
Student Discipline/Expulsion Pursuant to E.C. 48918
Student Expulsion # 08-09 X

2.2 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

2.3 CONFERENCE WITH LABOR NEGOTIATOR
Update on Certificated and Classified negotiations

2.4 CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION
WPUSD, as intervener, v. Edge Development; NTD/Stichler; NTD-Edge Design Builders; Mountain States Steel, Inc.; and DOES 1-100

7:00 P.M.

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

DISCLOSURE OF ACTION TAKEN IN CLOSED SESSION, IF ANY

3.1 STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C.48918
Student Discipline/Expulsion Pursuant to E.C. 48918
Student Expulsion # 08-09 X

Motion by Mrs. Stevenson, seconded by Mr. Long, and passed by unanimous roll call vote to accept hearing panel's recommendation to expel the student for the remainder of the 2008-09 school year and the fall semester of the 2009-2010 school year. Roll Call: Haley, Long Stevenson, Carras

3.2 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

Motion by Mrs. Stevenson, seconded by Mr. Haley, and passed by a unanimous roll call vote to take action and approve the non-reelection of four probationary teachers from their positions. Roll Call: Long, Stevenson, Haley, Carras

3.3 CONFERENCE WITH LABOR NEGOTIATOR
Update on Certificated and Classified negotiations

No reportable action.

3.4 CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION
WPUSD, as intervener, v. Edge Development; NTD/Stichler; NTD-Edge Design Builders; Mountain States Steel, Inc.; and DOES 1-100

No reportable action.

4. SPECIAL ORDER OF BUSINESS

4.1 Plaque presentation to James McLeod.

Scott presented Mr. McLeod with a plaque and thanked him for his service to our students and the community.

4.2 Oath of Office to new Board of Trustee.
Scott administered the Oath of office to Terry Gage, and she was then seated.

5. CONSENT AGENDA

5.1 Approval of Minutes Regular Meetings of:
- February 4, & February18, 2009

5.2 Approval of Warrants.

5.1.10

5.3 Approve Williams Uniform Complaints Quarterly Reports.
5.4 Resolution 08/09.15 approving appointment to board vacancy.

Motion by Mr. Haley, seconded by Mr. Long, and passed by unanimous vote to approve consent agenda as presented. Roll Call: Stevenson, Long, Gage, Haley, Carras

6. COMMUNICATION FROM THE PUBLIC

There was no communication from the public.

7. REPORTS & COMMUNICATION

7.1 Lincoln High School, Student Advisory, Jerusha Loya Reported on the following:

- WASC came and did a visitation at Lincoln High School, and we should expect their review in two months.
- Boys' basketball made second place in the playoffs.
- Lincoln High is up for a Distinguished School Award, and the school will find out by next week sometime.
- Prom is scheduled for April 18th.
- Leadership class read to Carlin Coppin student for "Read Across America".

7.2 Western Placer Teacher's Association – Mike Agrippino congratulated and welcomed Terry Gage on behalf of the WPTA, and also congratulated Terri Ryland for finding the Basic Aide money.

7.3 Western Placer Classified Employee Association - Chris Hawley dittoed the comments by also welcoming Terry Gage to the board and Terri finding the money for the district.

7.4 Superintendent, Scott Leaman reported the following:

- Cancelled the April 7th board meeting during Spring Break.
- Presenting an April 14th workshop at the District office at 6:00 p.m. This will allow time to go through a funding model, and invite the associations to attend. We will keep our scheduled April 21st board meeting.
- He requested the Board of Trustees to nominate 1-2 delegates for CSBA . It was the consensus of the Board to nominate Susan Goto.

8. ♦ACTION ♦DISCUSSION ♦INFORMATION

CODE: (A) = Action (D) = Discussion (I) = Information

8.1 (I/A) **STATE BACKFILL UPDATE – Ryland** *(08-09 G & O Component IV, V)*

• As the Board knows, staff has been pursuing one-time settlement dollars with the California Department of Education for monies that were available in the past. We would like to update the Board on the status of those new apportionment dollars.

Documentation for years 2003-04 through 2007-08 was submitted to the State in November and December, and the District's auditors performed selected procedures on the revised ADA figures. A meeting with CDE personnel was not necessary. During the P-1 certification process, ADA data was compiled and submitted by the District, along with Horizon Charter School. The auditors provided five letters to CDE certifying as to the accuracy of the revised data for each year. Once all of these additional procedures were completed, the State performed their standard P-1 review and calculations, and included the revised ADA information in its P-1 certification documents sent out in

5.1.11

February. We submitted 2003-04 data too late to be included in the P-1; that adjustment will be reflected at P-2. At this point, we are what we are calling a "Modified Revenue Limit" district! The technical language on the certification form is "Basic Aid Supplement Charter School Adjustment." There are eleven other districts in the State that fall under the same Education Code provisions.

Schedules attached detail the calculations, graphically and numerically, along with an initial schedule indicating how the District can establish all desired reserves **and** eliminate the need for drastic budget cuts as we move into what could be the most precarious year in school finance history.

Bottom line:

Prior years' 2004-05 through 2007- 08	$14,607,775
Current year 2008-09, based on P-1 estimates	$3,115,447
Estimated 2003-04 to be apportioned at P-2, paid in 2009-10	$4,200,000

Terri reported that state backfill was based on State Revenue to offset in-lieu property tax transfer. She explained the basic aid process and the reason for receiving the money. She then reviewed the Basic Aid Supplement budget proposal indicating the one-time monies, and its proposed usage. This also provides an amount for additional reserves. This was information only.

8.2 (D) **BUDGET ASSUMPTIONS (DRAFT) Ryland** *(08-09 G & O Component IV, V, II, III)*

- The Business Office is beginning the process of budget development, including assessing prior budget assumptions and adjusting assumptions in light of current State budget situation and newly identified State monies. The assumptions provided are currently in draft form, waiting on final staffing and allocation decisions. A final version will be presented to the Board later this spring.

Terri discussed budget assumptions, and explained these aren't final but these just give us some examples. Any growth will be coming from the new students.

8.3 (D/I) **COST ESTIMATES FOR 2009 LHS CONSTRUCTION PROJECT – Allen** *(08-09 G & O Component I, IV, V)*

- Staff will provide an update on the cost estimates for various portions of work proposed on the Lincoln High School campus during 2009.

Cathy introduced Steve Newsom the Architect for the Lincoln High modernization project. Cathy reviewed cost on demolition, new construction and modernization. She also reviewed possible funding scenarios for LHS addition/modernization. Steve discussed the improvements for the face of the high school. Construction will begin this summer, and science classrooms are scheduled to be complete this summer. Cathy expressed with further approval she will bring back a resolution to begin the project. The state reimbursement to us will be 60%. It was the consensus of the board that Steve Newsom present pictures during the March 18th board meeting.

5.1.12

8.4 (I/D/A) **APPROVAL OF AMENDED ADMINISTRATIVE REGULATION 5117 (INTERDISTRICT AGREEMENT) – Leaman** *(08-09 G & O Component III, IV, V)*

- The Board is being asked to approve amended Administrative Regulation 5117. The law allowing direct approval for child care has expired and a description of the significant reason(s) used is being requested.

We are out of employment transfers, we're at 80. Haley to adopt, seconded by Stevenson.

8.5 (I/D/A) **2008-09 DISTRICT GOALS – Leaman** *(08-09 G & O Component I, II, III, IV, V)*

- An update on the 2008-09 Management Team goals is being presented at this time.

Scott reviewed goals as per board request. Information item only. Paul Carras requested to look at special Ed, amend. Special Ed report will report at a later date. These will be brought back in June.

9. BOARD OF TRUSTEES

9.1 FUTURE AGENDA ITEMS

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

- Relationship with Sierra Community College
- Twelve Bridges High School
- Gladding Parkway Carlin C. Coppin

9.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Haley shared he enjoyed reading Dr. Seus to the Twelve Bridges students.
Mrs. Gage thanked everyone, and expressed honor to serve on the board. She was impressed with the new money issue.
Mr. Long welcomed Terry, and shared being on vacation and visiting a high school at Mesa Arizona made of concrete tilt-ups, it was an unusual concept having huge parking lots, which were being used by the community.
Mrs. Stevenson welcomed Terry, then reported on attended the ROP luncheon for Placer County, and found it very interesting on the business that support out students. She also received an invitation for apple award.
Mr. Carras discussed a vote regarding tax increase, which is critical the public education. Prop.

10. ESTABLISHMENT OF NEXT MEETING(S)

- The President will establish the following meeting(s):
  - March 18, 2009 7:00 P.M., Twelve Bridges Elementary School

11. ADJOURNMENT

There being no further business the meeting was adjourned at 8:40 p.m.

5.1.13

Paul Carras, Board President

Ana Stevenson, Clerk

Scott Leaman, Superintendent

Rosemary Knutson, Secretary to the Superintendent

Adopted:

Ayes:

Noes:

Absent:

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

Western Placer Unified School District
SPECIAL MEETING OF THE BOARD OF TRUSTEES
February 26, 2009, 4:00 P.M.
DISTRICT OFFICE – ZEBRA ROOM
600 Sixth Street, Fourth Floor, Lincoln, CA

MINUTES

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.

INTERVIEW SESSION OF CANDIDATES FOR AREA III BOARD OF TRUSTEE PROVISIONAL APPOINTMENT

Members Present
Paul Carras, President
Brian Haley, Vice President
Ana Stevenson, Clerk
Paul Long, Member

Others Present
Scott Leaman, Superintendent
Mary Boyle, Assistant Superintendent of Educational Services
Bob Noyes, Assistant Superintendent of Personnel Services
Rosemary Knutson, Secretary to the Superintendent

1. WELCOME/CALL TO ORDER/PLEDGE OF ALLEGIANCE – District Office Zebra Room

Mr. Carras opened the meeting and asked Scott review the selection process, and numbers were picked to determine the order of applicant interviews.

2. INTERVIEWS OF AREA III BOARD MEMBER APPLICANTS

The Board of Trustees will conduct interview sessions of the applicants

The Board of Trustees reviewed the questions and made some revisions to the list of questions being asked of the following applicants.

- **Keith Schmidt**
- **Fredric Gibbs**

5.1.15

- **Virginia Cosh**
- **Stan Nader**
- **Terry Gage**
- **David Loya**
- **Mike Roberts**

Each applicant was allowed 15 minutes to answer the seven questions.

3. DELIBERATIONS

Following interviews, the Board of Trustees will publicly deliberate regarding the seven applicants for the Area III Board of Trustee position.

Mrs. Stevenson thanked all applicants who put forth the effort, she expressed how difficult a decision would be with seven qualified candidates, and who would be a good fit to work with.
Mr. Long express how well qualified the applicants were, and this is a very hard discussion.
Mr. Haley express how all the applicants are very excellent candidates, and it's apparent that you're all very sincere. He welcomed their passion and expertise.
Mr. Carras shared his experience as a candidate from 2006. This is very impressive, and this is the difficult part of the process.

4. PROVISIONAL APPOINTMENT OF AREA III BOARD MEMBER

The Board of Trustees will take action to appoint an Area III Board of Trustee member to serve until November 2010.

There was a motion by Mrs. Stevenson, seconded by Mr. Haley, the motion was open for discussion. Mr. Haley felt her experience comes as a unique prospective. The motion was moved seconded, and passed with a unanimous roll call vote to appoint Terri Gage as the new Board of Trustee.
Roll call: Haley, Stevenson, Long, Carras.

5. ADJOURNMENT

There being no further business the meeting was adjourned at 6:05 p.m.

5.1.16

Paul Carras, Board President

Ana Stevenson, Clerk

Scott Leaman, Superintendent

Rosemary Knutson, Secretary to the Superintendent

Adopted:

Ayes:

Noes:

Absent:

5.1.17

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Approval of Warrants

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Terri Ryland
Interim Superintendent of Business Service

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

DEPARTMENT:
Business Services

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
April 21, 2009

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will consider approval of warrants paid since the March 4, 2009 board meeting.

RECOMMENDATION:

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

wp/rk/factform

5.2

Includes 04/10/2009 - 04/10/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85053139	04/10/2009	CROWN DISTRIBUTING INC.	13-4710		734.93
85053140	04/10/2009	D & P CREAMERY	13-4380		
			13-4710		7,541.62
85053141	04/10/2009	ED JONES FOOD SERVICE	13-4710		4,094.16
85053142	04/10/2009	MISSION UNIFORM SERVICE INC	13-5800		543.53
85053143	04/10/2009	PIZZA GUYS	13-4710		558.61
85053144	04/10/2009	SIERRA OFFICE SUPPLIES &	13-4300		21.44
85053145	04/10/2009	A-Z BUS SALES INC	01-4365		882.55
85053146	04/10/2009	AIRGAS	01-5830		41.51
85053147	04/10/2009	APPROVED SAFE & LOCK	01-5600		85.33
85053148	04/10/2009	AT&T	01-5560		
			11-5560		
			13-5560		
			21-5560		900.01
85053149	04/10/2009	CITRUS HEIGHTS SAW & MOWER	01-4300		37.23
85053150	04/10/2009	GRAINGER .	01-4300		249.42
85053151	04/10/2009	HOLT RINEHART & WINSTON	01-4100		2,123.39
85053152	04/10/2009	MISSION UNIFORM SERVICE INC	01-4300		
			01-5800		3,234.80
85053153	04/10/2009	QUALITY SOUND SYSTEMS	01-4300		134.20
85053154	04/10/2009	SIERRA OFFICE SUPPLIES &	01-4300		174.09
85053155	04/10/2009	SPURR	01-5530		12,954.47
85053156	04/10/2009	Vickie J. Vineyard	01-5200		18.15
85053157	04/10/2009	Kelli M. Willard	01-4300		53.44
85053158	04/10/2009	CLASSROOMDIRECT	01-4300		119.92
85053159	04/10/2009	COSTCO	01-4300		51.41
85053160	04/10/2009	WESTERN PSYCHOLOGICAL SERVICES	01-4300		286.37
85053161	04/10/2009	DELL	01-4300		
			01-4400		73.35
85053162	04/10/2009	EDUCATIONAL INNOVATIONS INC	01-4300		97.62
85053163	04/10/2009	GTM SPORTSWEAR	01-4300	62.20	
			Unpaid Sales Tax	4.20-	58.00
85053164	04/10/2009	IMAGESTUFF.COM	01-4300		62.77
85053165	04/10/2009	INSECT LORE	01-4300		56.10
85053166	04/10/2009	LAKESHORE LEARNING MATERIALS	01-4300		138.83
85053167	04/10/2009	LIFETOUCH PUBLISHING INC.	01-4300		350.00
85053168	04/10/2009	OFFICE DEPOT	01-4300		185.94
85053169	04/10/2009	PCOE	01-5200		59.00
85053170	04/10/2009	ROSETTA STONE LTD.	01-4300		1,560.13
85053171	04/10/2009	SCHOOL SPECIALTY INC	01-4300		297.24
85053172	04/10/2009	SIERRA OFFICE SUPPLIES &	01-4300		152.40
85053173	04/10/2009	SOCIAL STUDIES SCHOOL SERVICE	01-4300		131.06
85053174	04/10/2009	THINK 4 INK	01-4300	73.84	68.85
			Unpaid Sales Tax	4.99-	68.85
			Total	**36**	**38,131.87**

5.2.1

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

ESCAPE ONLINE

Includes 04/10/2009 - 04/10/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	30	24,462.40
11	Adult Education Fund	1	31.34
13	Cafeteria Fund	7	13,592.94
21	Building Fund #1	1	54.38
	Total	**36**	38,141.06
	Less Unpaid Sales Tax Liability		9.19-
	Net (Check Amount)		**38,131.87**

5.22

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

Includes 04/03/2009 - 04/03/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85051990	04/03/2009	Maria Agurto	01-4300		125.00
85051991	04/03/2009	Ersula M. Bombard	01-4300		100.43
85051992	04/03/2009	Ellen H. Byron	01-4300		56.00
85051993	04/03/2009	Barret B. Hess	01-4300		129.52
85051994	04/03/2009	Kelli M. Willard	01-4300		16.03
85051995	04/03/2009	Robert E. Woodward J	01-4300		101.83
85051996	04/03/2009	Vicki W. Bryant	01-4300		87.28
85051997	04/03/2009	Hilda M. Rubio	13-5200		48.40
85051998	04/03/2009	Cindy J. Hood	01-4300		27.77
85051999	04/03/2009	101 INKS	01-4300		62.86
85052000	04/03/2009	ACCREDITING COMMISSION	01-5300		685.00
85052001	04/03/2009	ALIBRIS BOOKS	01-4300	27.87	
			Unpaid Sales Tax	1.08-	26.79
85052002	04/03/2009	ALPHA FIRED ARTS	01-4300		1,758.75
85052003	04/03/2009	AMERICAS BEST WATER TREE INN	01-5200		1,612.80
85052004	04/03/2009	BEAR RIVER SUPPLY INC	01-4300		1,201.20
85052005	04/03/2009	CALTRONICS BUSINESS SYSTEMS	01-4300		128.38
85052006	04/03/2009	CEEA CA ELEMENTARY EDUCATION	01-5200		199.00
85052007	04/03/2009	CLASSROOMDIRECT	01-4300		103.53
85052008	04/03/2009	DELL	01-4300		752.84
85052009	04/03/2009	EDUCATIONAL RESOURCES	01-4300		55.37
85052010	04/03/2009	EDUCATORS PUBLISHING SERVICE	01-4300		65.64
85052011	04/03/2009	ELLISON EDUCATIONAL EQUIP INC	01-4300		322.76
85052012	04/03/2009	FORESTRY SUPPLIERS INC	01-4300	150.75	
			Unpaid Sales Tax	9.42-	141.33
85052013	04/03/2009	FUTURE FARMERS OF AMERICA CALIFORNIA ASSOCIATION	01-4300	2,990.43	
			Unpaid Sales Tax	198.43-	2,792.00
85052014	04/03/2009	GOPHER SPORT	01-4300	681.69	
			Unpaid Sales Tax	41.44-	640.25
85052015	04/03/2009	JOSTENS	01-4300		2,431.10
85052016	04/03/2009	LAKESHORE LEARNING MATERIALS	01-4300		90.48
85052017	04/03/2009	LOWE'S	01-4300		748.37
85052018	04/03/2009	MUSIC IN THE PARKS	01-5800		1,308.00
85052019	04/03/2009	MUSIC PRODUCTS INC	01-4300	233.29	
			Unpaid Sales Tax	14.80-	218.49
85052020	04/03/2009	NAPA AUTO PARTS	01-4300		369.84
85052021	04/03/2009	NASCO MODESTO	01-4300		647.49
85052022	04/03/2009	NORTHERN ENERGY	01-4300		245.77
85052023	04/03/2009	OFFICE DEPOT	01-4300		1,139.85
85052024	04/03/2009	PAPER DIRECT INC	01-4300	376.68	
			Unpaid Sales Tax	23.91-	352.77
85052025	04/03/2009	PERFECTION LEARNING	01-4300		235.84
85052026	04/03/2009	PITNEY BOWES CREDIT CORP	01-4400		105.60
85052027	04/03/2009	PCOE	01-5200		60.00
85052028	04/03/2009	POPULAR MECHANICS	01-4300		19.97
85052029	04/03/2009	POWDER CREEK RANCH SUPPLY	01-4300		697.12
85052030	04/03/2009	REALLY GOOD STUFF	01-4300	178.35	
			Unpaid Sales Tax	10.64-	167.71
85052031	04/03/2009	RENAISSANCE LEARNING INC.	01-4300	30.77	
			Unpaid Sales Tax	2.08-	28.69
85052032	04/03/2009	SADDLEBACK EDUCATIONAL INC	01-4300		260.63
85052033	04/03/2009	SAFEWAY INC	01-4300		200.00
85052034	04/03/2009	SAX ARTS & CRAFTS	01-4300		108.17
85052035	04/03/2009	SCHOOL SPECIALTY INC	01-4300		598.32
85052036	04/03/2009	SIERRA HAY & FEED	01-4300		34.26

5.23

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ESCAPE ONLINE

Includes 04/03/2009 - 04/03/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85052037	04/03/2009	SIERRA OFFICE SUPPLIES &	01-4300		
			11-4300		1,913.93
85052038	04/03/2009	SIERRA SPRING WATER CO.	01-4300		41.83
85052039	04/03/2009	SOCIAL STUDIES SCHOOL SERVICE	01-4300		344.63
85052040	04/03/2009	STAPLES CREDIT PLAN	01-4300		247.66
85052041	04/03/2009	STARLINE PRESS	01-4100		84.54
85052042	04/03/2009	STEINMAN'S	01-4300		53.57
85052043	04/03/2009	SUMMIT LEARNING	01-4300		54.26
85052044	04/03/2009	TARGET BANK	01-4300		125.00
85052045	04/03/2009	THE GRAY CENTER	01-4300	70.95	
			Unpaid Sales Tax	4.05-	66.90
85052046	04/03/2009	TOTAL TROPHIES	01-4300		1,610.86
85052047	04/03/2009	UPS - UNITED PARCEL SERV. INC.	01-4300		41.15
85052048	04/03/2009	WORLD CLASS MEDALS	01-4300	99.02	
			Unpaid Sales Tax	5.87-	93.15
85052049	04/03/2009	Abigail C. Castillo	01-4300		31.88
85052050	04/03/2009	Kris A. Knutson	01-5200		59.40
85052051	04/03/2009	Joe E. Ross	01-5200		115.74
85052052	04/03/2009	Peggy A. VanLengen	01-5200		16.50
85052053	04/03/2009	Carla L. Ludovina	01-5810		50.00
85052054	04/03/2009	Maribel Vergara	01-5200		103.95
85052055	04/03/2009	Rosie A. Kirkland	01-5200		19.53
85052056	04/03/2009	Diane M. Metzelaar	01-5200		83.46
85052057	04/03/2009	AMERICAN MESSAGING	01-5560		42.06
85052058	04/03/2009	ARTGRAFIX / STOVER GRAPHICS	01-4300	153.96	
			Unpaid Sales Tax	9.56-	144.40
85052059	04/03/2009	AT&T	01-5560		9,843.75
85052060	04/03/2009	CA DEPARTMENT OF EDUCATION	01-8590		673.00
85052061	04/03/2009	CAPITOL PUBLIC FINANCE GROUP	25-5800		5,887.50
85052062	04/03/2009	CDW GOVERNMENT INC	01-6400		10,219.21
85052063	04/03/2009	CSBA CA SCHOOL BOARDS ASSOC	01-5200		125.00
85052064	04/03/2009	DAWSON OIL COMPANY	01-4345		
			01-4350		
			01-5830		12,596.06
85052065	04/03/2009	DELL	01-4400		4,299.76
85052066	04/03/2009	DISCOUNT SCHOOL SUPPLY	01-4300		487.50
85052067	04/03/2009	DR. ROBERT A. HOFFMAN	01-5800		6,081.00
85052068	04/03/2009	FILTERFRESH - NEXT GENERATION COFFEE SYSTEMS INC.	01-5800		135.00
85052069	04/03/2009	FITNESS FINDERS	01-4300	43.39	
			Unpaid Sales Tax	2.39-	41.00
85052070	04/03/2009	GRAINGER .	01-4300		1,572.76
85052071	04/03/2009	HOLT RINEHART & WINSTON	01-4300		360.84
85052072	04/03/2009	HOUGHTON MIFFLIN COMPANY	01-4100		
			11-4100		8,658.28
85052073	04/03/2009	IMMEDIATE	01-4300		450.00
85052074	04/03/2009	JANE JOHNSON	01-5800		617.50
85052075	04/03/2009	MOUNTAIN CLEAR WATER COMPANY	01-4300		
			01-5600		155.00
85052076	04/03/2009	NORTH VALLEY SCHOOL - REDDING	01-5800		3,816.00
85052077	04/03/2009	PACIFIC GAS & ELECTRIC CO	01-5510		
			01-5530		4,273.46
85052078	04/03/2009	PJ'S MAIL & PARCEL SERVICE	01-4300		14.36
85052079	04/03/2009	PLACER COMMUNITY ACTION	12-5800		59,973.00
85052080	04/03/2009	PCOE	01-4300		120.00
85052081	04/03/2009	PLACER COUNTY SELPA	01-5200		340.00

5.24

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

ESCAPE ONLINE

Includes 04/03/2009 - 04/03/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85052082	04/03/2009	POSTMASTER / SUPPORT SRVS	01-4300		351.00
85052083	04/03/2009	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		5,833.10
85052084	04/03/2009	RAY MORGAN COMPANY	01-5600		9,518.20
85052085	04/03/2009	SAFEWAY INC	01-4300		124.99
85052086	04/03/2009	SASS/Mestmaker Insurance	01-5800		294.30
85052087	04/03/2009	SCHOOL SERVICES OF CA INC	01-5200		375.00
85052088	04/03/2009	SCHOOL SPECIALTY INC	01-4300		37.97
85052089	04/03/2009	SIERRA OFFICE SUPPLIES &	01-4300		128.21
85052090	04/03/2009	SOLUTION TREE	01-4300	438.68	
			Unpaid Sales Tax	27.35-	411.33
85052091	04/03/2009	SPORTIME FITNESS & SPORT	01-4300		55.21
85052092	04/03/2009	TAG / AMS INC	01-5800		190.00
85052093	04/03/2009	VALLEY TRUCK & TRACTOR	01-4365		162.09
85052094	04/03/2009	WAVE BROADBAND	01-4300		55.95
85052095	04/03/2009	WESTERN BLUE CORP.	01-5800		1,876.88
85052096	04/03/2009	WILSON WAY TIRE CO. INC.	01-4340		
			01-4360		
			01-4365		1,806.52
85052097	04/03/2009	CROWN DISTRIBUTING INC.	13-4710		843.39
85052098	04/03/2009	"DANIELSEN COMPANY, THE"	13-4380	460.39	
			13-4710	5,181.15	
			Unpaid Sales Tax	17.98-	5,632.55
85052099	04/03/2009	ED JONES FOOD SERVICE	13-4710		3,665.40
85052100	04/03/2009	NOR-CAL PRODUCE INC	13-4710		307.13
85052101	04/03/2009	PIZZA GUYS	13-4710		1,716.22
85052102	04/03/2009	SARA LEE	13-4710		843.82
85052103	04/03/2009	SIERRA OFFICE SUPPLIES &	13-4300		179.18
85052104	04/03/2009	SYSCO SACRAMENTO	13-4380		
			13-4710		2,635.56
			Total	**115**	**194,437.61**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	104	112,748.79
11	Adult Education Fund	2	307.69
12	Child Development Fund	1	59,973.00
13	Cafeteria Fund	9	15,880.64
25	Capital Facilities Fund	1	5,887.50
	Total	**115**	194,797.62
	Less Unpaid Sales Tax Liability		360.01-
	Net (Check Amount)		**194,437.61**

5.2.5

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

Includes 04/08/2009 - 04/08/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85052793	04/08/2009	Michael C. Arbaugh	01-5200		9.13
85052794	04/08/2009	Lauren M. Quinn	01-5200		88.50
85052795	04/08/2009	AUBURN PLACER DISPOSAL SERVICE	01-5540		8,333.37
85052796	04/08/2009	CAPITOL CLUTCH AND BRAKE INC	01-4365		2.15
85052797	04/08/2009	CAPITOL PUBLIC FINANCE GROUP	25-5800		3,400.00
85052798	04/08/2009	CITY OF LINCOLN / PG&E REIMB	01-5510		277.31
85052799	04/08/2009	COSTCO	01-4300		508.29
85052800	04/08/2009	DAWSON OIL COMPANY	01-5200		330.00
85052801	04/08/2009	DISCOUNT SCHOOL SUPPLY	01-4300		317.16
85052802	04/08/2009	DYNAVOX SYSTEMS LLC	01-4300		86.14
85052803	04/08/2009	GOLD RUSH AUTO PARTS	01-4365		
			01-5830		613.69
85052804	04/08/2009	LAGUNA PHYSICAL THERAPY	01-5800		440.00
85052805	04/08/2009	LAKESHORE LEARNING MATERIALS	01-4300		29.13
85052806	04/08/2009	LINCOLN ACE HARDWARE/MAINT	01-4300		
			13-4300		151.56
85052807	04/08/2009	LORETTE B. SHEA	01-5800		1,785.00
85052808	04/08/2009	MOUNTAIN CLEAR WATER COMPANY	01-4300		24.00
85052809	04/08/2009	OKSANA BYCHUK	01-5800		64.30
85052810	04/08/2009	ORIENTAL TRADING COMPANY INC	01-4300	192.93	
			Unpaid Sales Tax	11.63-	181.30
85052811	04/08/2009	POSTMASTER / SPECIAL ED.	01-4300		84.00
85052812	04/08/2009	SCHOOL-AGE NOTES	01-4300	30.95	
			Unpaid Sales Tax	1.62-	29.33
85052813	04/08/2009	SIERRA OFFICE SUPPLIES &	01-4300		498.07
85052814	04/08/2009	TRUDY WILSON	01-5800		393.75
			Total	**22**	**17,646.18**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	21	14,248.72
13	Cafeteria Fund	1	10.71
25	Capital Facilities Fund	1	3,400.00
	Total	**22**	17,659.43
	Less Unpaid Sales Tax Liability		13.25-
	Net (Check Amount)		**17,646.18**

5.2.6

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

ESCAPE ONLINE

Includes 03/27/2009 - 03/27/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85050742	03/27/2009	Kristi A. Gretler	01-5200		82.50
85050743	03/27/2009	Shannon M. Steen	01-5200		99.00
85050744	03/27/2009	Regan A. Talerico	01-5200		142.47
85050745	03/27/2009	Carrie L. Spradling	01-5200		59.40
85050746	03/27/2009	Nancy L. Currey	01-5200		34.43
85050747	03/27/2009	AT&T	01-5560		19.49
85050748	03/27/2009	BLISS POWER LAWN EQUIPMENT CO.	01-4365		163.53
85050749	03/27/2009	CAPITOL PUBLIC FINANCE GROUP	25-5800		11,887.50
85050750	03/27/2009	CITY OF LINCOLN	01-5800		165,973.68
85050751	03/27/2009	DANIEL W. GRIFFEN DBA DANG ELECTRIC	01-5600		899.66
85050752	03/27/2009	DEPT. OF INDUSTRIAL RELATIONS	01-5800		105.00
85050753	03/27/2009	FACTS ON FILE GENERAL POST OFFICE	01-4100		140.77
85050754	03/27/2009	FAR WEST RENTS & READY MIX	01-4300		60.72
85050755	03/27/2009	FORSTER HEATING	14-5600		5,745.00
85050756	03/27/2009	LAW OFFICE OF ELLIS COLEMAN	01-5810		79,089.10
85050757	03/27/2009	PACIFIC GAS & ELECTRIC CO	01-5510		
			01-5530		967.65
85050758	03/27/2009	PCOE	01-5200		75.00
85050759	03/27/2009	PLACER COUNTY TREASURER /	49-5800		47.96
85050760	03/27/2009	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		3,246.96
85050761	03/27/2009	SAC VAL JANITORIAL SALES	01-4300		1,651.07
85050762	03/27/2009	SAFEWAY INC	01-4300		154.46
85050763	03/27/2009	SIERRA OFFICE SUPPLIES &	01-4300		289.22
85050764	03/27/2009	SIG EMPLOYEE BENEFITS TRUST	76-9554		488,217.70
85050765	03/27/2009	STAPLES CREDIT PLAN	01-4300		4.27
85050766	03/27/2009	TARGET BANK	01-4300		171.46
85050767	03/27/2009	UHS - KEYSTONE SCHOOLS	01-5800		2,395.08
85050768	03/27/2009	VERIZON WIRELESS	01-5560		
			13-5560		
			21-5560		1,637.44
85050769	03/27/2009	WACO ASSOCIATES	01-4300		152.50
85050770	03/27/2009	Diane M. Sauer	01-4300		440.88
85050771	03/27/2009	Jennifer L. Tarabochia	01-4300		31.48
85050772	03/27/2009	Stephanie A. Cassidy	01-4300		60.00
85050773	03/27/2009	ABILITATIONS	01-4300		23.42
85050774	03/27/2009	BANK OF AMERICA #3024	01-4300		1,471.83
85050775	03/27/2009	BUREAU OF EDUCATION & RESEARCH	01-5200		199.00
85050776	03/27/2009	CLASSROOMDIRECT	01-4300		67.33
85050777	03/27/2009	DEMCO MEDIA	01-4300		147.37
85050778	03/27/2009	DIRECT PRESS 2	01-4300		104.60
85050779	03/27/2009	EVAN-MOOR EDUCATIONAL	01-4300		163.91
85050780	03/27/2009	FRONT ROW EDUCATIONAL SVC	01-4300		37.00
85050781	03/27/2009	INKJET SUPERSTORE.COM	01-4300		72.42
85050782	03/27/2009	LAKESHORE LEARNING MATERIALS	01-4300		493.43
85050783	03/27/2009	LINGUI SYSTEMS INC	01-4300		43.95
85050784	03/27/2009	MINDWARE	01-4300		38.45
85050785	03/27/2009	NICKY'S COMMUNICATOR	01-4300	331.13	
			Unpaid Sales Tax	22.38-	308.75
85050786	03/27/2009	OFFICE DEPOT	01-4300		
			11-4300		1,241.66
85050787	03/27/2009	ORIENTAL TRADING COMPANY INC	01-4300	136.28	
			Unpaid Sales Tax	8.33-	127.95
85050788	03/27/2009	PJ'S MAIL & PARCEL SERVICE	01-4300		193.00

S.2.7

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ESCAPE ONLINE

Includes 03/27/2009 - 03/27/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85050789	03/27/2009	PCOE	01-4300		813.28
85050790	03/27/2009	RAY MORGAN CO. / CHICO	01-4300		242.33
85050791	03/27/2009	RAYMOND GEDDES & CO	01-4300	326.08	
			Unpaid Sales Tax	22.04-	304.04
85050792	03/27/2009	SCHOLASTIC BOOK CLUBS	01-4300		58.00
85050793	03/27/2009	SCHOOL SPECIALTY INC	01-4300		712.91
85050794	03/27/2009	SACRAMENTO CO OFFICE OF ED.	01-5200		275.00
85050795	03/27/2009	SIERRA OFFICE SUPPLIES &	01-4300		144.71
85050796	03/27/2009	SMILE MAKERS	01-4300		18.22
85050797	03/27/2009	SOCIAL STUDIES SCHOOL SERVICE	01-4300		225.26
85050798	03/27/2009	STAPLES CREDIT PLAN	01-4300		761.81
85050799	03/27/2009	SUPER DUPER SCHOOL COMPANY	01-4300	172.99	
			Unpaid Sales Tax	11.69-	161.30
85050800	03/27/2009	TREETOP PUBLISHING	01-4300	52.39	
			Unpaid Sales Tax	3.54-	48.85
85050801	03/27/2009	U.S. SCHOOL SUPPLY	01-4300	172.44	
			Unpaid Sales Tax	11.04-	161.40
85050802	03/27/2009	CROWN DISTRIBUTING INC.	13-4710		862.61
85050803	03/27/2009	"DANIELSEN COMPANY, THE"	13-4380	103.63	
			13-4710	2,014.99	
			Unpaid Sales Tax	1.78-	2,116.84
85050804	03/27/2009	ED JONES FOOD SERVICE	13-4710		4,336.34
85050805	03/27/2009	ETRITIONWARE HARRIS COMPUTER SYSTEMS	13-4300		285.00
85050806	03/27/2009	NOR-CAL PRODUCE INC	13-4710		311.91
85050807	03/27/2009	PIZZA GUYS	13-4710		715.87
85050808	03/27/2009	SARA LEE	13-4710		445.96
85050809	03/27/2009	STAFFORD MEAT COMPANY	13-4710		555.00
85050810	03/27/2009	SYSCO SACRAMENTO	13-4380		
			13-4710		2,850.67
			Total	**69**	**785,186.76**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	56	266,156.01
11	Adult Education Fund	1	494.08
13	Cafeteria Fund	10	12,582.41
14	Deferred Maintenance	1	5,745.00
21	Building Fund #1	1	136.90
25	Capital Facilities Fund	1	11,887.50
49	Mello Roos Capital Projects	1	47.96
76	Payroll Fund	1	488,217.70
	Total	**69**	785,267.56
	Less Unpaid Sales Tax Liability		80.80-
	Net (Check Amount)		**785,186.76**

5.28

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

Includes 03/20/2009 - 03/20/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85049316	03/20/2009	Rosemary Knutson	01-4300		35.98
85049317	03/20/2009	Cheryl A. Metheny	01-5800		50.00
85049318	03/20/2009	Mike J. Kimbrough	01-5200		12.76
85049319	03/20/2009	ABLE NET INC.	01-4300		274.56
85049320	03/20/2009	ACSA ASSOC OF CALIF SCHOOL	01-4300		44.83
85049321	03/20/2009	ADVANCE SOUND & ELECTRIC INC	01-4400		874.05
85049322	03/20/2009	ADVANCED TECHNOLOGY GROUP	01-5800		8,940.00
85049323	03/20/2009	ALDAR ACADEMY	01-5800		2,560.00
85049324	03/20/2009	AT&T	01-5560		458.32
85049325	03/20/2009	BABY STEPS	01-5800		5,300.00
85049326	03/20/2009	BANK OF AMERICA #3016	01-5200		195.17
85049327	03/20/2009	CA DEPARTMENT OF EDUCATION	01-9650		139,911.93
85049328	03/20/2009	CDE - CA DEPT OF EDUCATION OFFICE SCHOOL TRANSPORTATION	01-5200		300.00
85049329	03/20/2009	CDW GOVERNMENT INC	01-4300		1,062.19
85049330	03/20/2009	CITY OF LINCOLN	01-5550		
			01-5570		14,681.54
85049331	03/20/2009	DEPT. OF INDUSTRIAL RELATIONS	01-5800		420.00
85049332	03/20/2009	DEXIA CREDIT LOCAL	49-5800		76,390.76
85049333	03/20/2009	EYE ON EDUCATION	01-4300	59.57	
			Unpaid Sales Tax	3.62-	55.95
85049334	03/20/2009	FAMILIES FIRST INC.	01-5800		2,911.18
85049335	03/20/2009	FILTERFRESH - NEXT GENERATION COFFEE SYSTEMS INC.	01-5800		42.85
85049336	03/20/2009	GARRAHAN ELECTRIC INC.	21-5600		1,185.00
85049337	03/20/2009	GOLD COUNTRY CLASSIFIED INC.	01-5800		56.92
85049338	03/20/2009	MORRISON LANDSCAPE	01-5800		2,950.00
85049339	03/20/2009	MOUNTAIN CLEAR WATER COMPANY	01-4300		
			01-5600		155.00
85049340	03/20/2009	NORTHERN CA MEDI-CAL ADMIN SRV	01-5800		3,325.00
85049341	03/20/2009	NORTHERN CA PREPARATORY SCHOOL	01-5800		3,253.39
85049342	03/20/2009	PACIFIC GAS & ELECTRIC CO	01-5510		
			01-5530		57,102.73
85049343	03/20/2009	PEARSON EDUCATION	01-4300		2,358.32
85049344	03/20/2009	PEARSON SCOTT FORSEMAN	01-4100		1,173.28
85049345	03/20/2009	PITNEY BOWES CREDIT CORP	01-5600		731.00
85049346	03/20/2009	RANCHO LEARNING CENTER	01-5800		1,225.92
85049347	03/20/2009	RAPID ROOTER	01-5800		500.00
85049348	03/20/2009	RAY MORGAN COMPANY	01-5600		227.50
85049349	03/20/2009	SACRAMENTO AUTOGLASS	01-4365		277.83
85049350	03/20/2009	SACRAMENTO SPRING INC.	01-4365		104.34
85049351	03/20/2009	SAFEWAY INC	01-4300		132.37
85049352	03/20/2009	SCHOOL WISE PRESS	01-5800		4,054.50
85049353	03/20/2009	SIERRA OFFICE SUPPLIES &	01-4300		1,246.46
85049354	03/20/2009	SIG SCHOOLS INSURANCE GROUP	01-3701		747.56
85049355	03/20/2009	WESTERN BLUE CORP.	01-4300		345.35
85049356	03/20/2009	Michael G. Rossiter	01-4300		17.41
85049357	03/20/2009	BLICK ART MATERIALS	01-4300		1,064.78
85049358	03/20/2009	BMI EDUCATIONAL SERVICES	01-4200		2,026.93
85049359	03/20/2009	CSUS COLLEGE OF CONTINUING ED.	01-5300		250.00
85049360	03/20/2009	DELL	01-4300		369.00
85049361	03/20/2009	ENCORE MUSIC CENTER	01-4300		138.36
85049362	03/20/2009	INTER-STATE STUDIO & PUBLISHING CO.	01-4300	5.29	2,316.48
85049363	03/20/2009	"MASTER TEACHER, THE"	01-4300	58.64	
			Unpaid Sales Tax	3.44-	55.20

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

ESCAPE ONLINE

Includes 03/20/2009 - 03/20/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85049364	03/20/2009	OFFICE DEPOT	01-4300		
			11-4300		1,189.62
85049365	03/20/2009	PEARSON EDUCATION	01-4300		28.94
85049366	03/20/2009	PCOE	01-4300		291.50
85049367	03/20/2009	POSITIVE PROMOTIONS	01-4300	170.28	
			Unpaid Sales Tax	10.33-	159.95
85049368	03/20/2009	REALLY GOOD STUFF	01-4300	33.54	
			Unpaid Sales Tax	1.79-	31.75
85049369	03/20/2009	SAFEWAY INC	01-4300		60.27
85049370	03/20/2009	SCHOOL SPECIALTY INC	01-4300		76.76
85049371	03/20/2009	SIERRA OFFICE SUPPLIES &	01-4300		371.66
85049372	03/20/2009	SK ELEMENTARY	01-4300		305.11
85049373	03/20/2009	TARGET BANK	01-4300		100.56
85049374	03/20/2009	U.S. SCHOOL SUPPLY	01-4300	226.44	
			Unpaid Sales Tax	14.69-	211.75
85049375	03/20/2009	S.L.I.C. CO-OP	13-5300		50.00
85049376	03/20/2009	CAL-NEVA SLUSH COMPANY	13-4710		368.13
85049377	03/20/2009	CROWN DISTRIBUTING INC.	13-4710		533.99
85049378	03/20/2009	"DANIELSEN COMPANY, THE"	13-4380	586.57	
			13-4710	6,502.65	
			Unpaid Sales Tax	13.48-	7,082.48
85049379	03/20/2009	ED JONES FOOD SERVICE	13-4710		3,965.96
85049380	03/20/2009	NOR-CAL PRODUCE INC	13-4710		253.47
85049381	03/20/2009	PIZZA GUYS	13-4710		1,699.89
85049382	03/20/2009	SARA LEE	13-4710		857.91
85049383	03/20/2009	SYSCO SACRAMENTO	13-4380		
			13-4710		6,824.02
			Total	**68**	**366,376.42**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	57	267,135.00
11	Adult Education Fund	1	63.68
13	Cafeteria Fund	9	21,642.59
21	Building Fund #1	1	1,185.00
49	Mello Roos Capital Projects	1	76,390.76
	Total	**68**	366,417.03
	Less Unpaid Sales Tax Liability		40.61-
	Net (Check Amount)		**366,376.42**

5.2.10

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

Includes 03/13/2009 - 03/13/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85047868	03/13/2009	Mary V. Boyle	01-4300		
			01-5200		485.83
85047869	03/13/2009	Tracey N. Lillie	01-5200		225.87
85047870	03/13/2009	Heather J. Willoughby	01-4300		7.64
85047871	03/13/2009	Lauren M. Quinn	01-5200		92.84
85047872	03/13/2009	Nancy L. Currey	01-4300		
			01-5200		67.69
85047873	03/13/2009	ACSA PLACER COUNTY CHARTER	01-5200		540.00
85047874	03/13/2009	ADVANCED INTEGRATED PEST	01-5800		1,282.00
85047875	03/13/2009	AIRGAS	01-5830		41.51
85047876	03/13/2009	AT&T	01-5560		
			11-5560		
			13-5560		
			21-5560		1,852.98
85047877	03/13/2009	AUBURN PLACER DISPOSAL APDS	01-5540		270.00
85047878	03/13/2009	BABY STEPS	01-5800		26,200.00
85047879	03/13/2009	BANK OF AMERICA	49-5800		590.00
85047880	03/13/2009	BUS WEST - FRESNO	01-4365		513.98
85047881	03/13/2009	CITY OF LINCOLN / PG&E REIMB	01-5510		3,053.85
85047882	03/13/2009	COLLEEN MOSS	01-5800		430.10
85047883	03/13/2009	ELK GROVE WORKABILITY	01-5200		150.00
85047884	03/13/2009	ESS ENVIRONMENTAL	01-5800		370.00
85047885	03/13/2009	FILTERFRESH - NEXT GENERATION COFFEE SYSTEMS INC.	01-5800		135.00
85047886	03/13/2009	FOLLETT EDUCATIONAL SERVICES	01-4100		2,429.23
85047887	03/13/2009	GOLD COUNTRY CLASSIFIED INC.	01-5800		141.42
85047888	03/13/2009	GOLD RUSH AUTO PARTS	01-4365		
			01-5830		863.22
85047889	03/13/2009	GRAINGER .	01-4300		961.82
85047890	03/13/2009	HARCOURT ASSESSMENT INC.	01-4300		1,362.94
85047891	03/13/2009	HOLT RINEHART & WINSTON	01-4100		4,169.56
85047892	03/13/2009	HOME DEPOT	01-4300		851.90
85047893	03/13/2009	JCI JOHNSON CONTROLS INC.	01-5600		984.60
85047894	03/13/2009	LA DONA HEIN	01-5800		3,000.00
85047895	03/13/2009	LAGUNA PHYSICAL THERAPY	01-5800		770.00
85047896	03/13/2009	LINCOLN ACE HARDWARE/MAINT	01-4300		
			13-4300		261.00
85047897	03/13/2009	LINCOLN NEWS MESSENGER	21-4300		26.00
85047898	03/13/2009	LORETTE B. SHEA	01-5800		2,337.50
85047899	03/13/2009	LPA INC.	21-6210		4,766.50
85047900	03/13/2009	MARIAN RAMPAS CHILD - JEREMY RAMPAS	01-5800		92.40
85047901	03/13/2009	MAUREEN OLSEN	01-5800		3,106.00
85047902	03/13/2009	MEDICAB OF SACRAMENTO/SIERRA	01-5800		5,601.50
85047903	03/13/2009	MEGA MET, INC.	01-4300		198.79
85047904	03/13/2009	MICHELLE STOUT	01-5800		242.00
85047905	03/13/2009	MISSION UNIFORM SERVICE INC	01-4300		
			01-5800		3,277.77
85047906	03/13/2009	MOUNTAIN CLEAR WATER COMPANY	01-4300		24.00
85047907	03/13/2009	NICOLE ELLIS	01-5800		314.60
85047908	03/13/2009	NORMAC	01-4300		414.31
85047909	03/13/2009	OFFICE DEPOT	01-4300		45.36
85047910	03/13/2009	PACIFIC GAS & ELECTRIC CO	01-5510		
			01-5530		831.90
85047911	03/13/2009	PEARSON AGS GLOBE	01-4100	5.2.11	606.60

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

Includes 03/13/2009 - 03/13/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85047912	03/13/2009	WINSTON E. PENGREY DBA WINSTON ENTERPRISES	01-5800		235.00
85047913	03/13/2009	PCOE	01-5200		
			01-5800		4,768.00
85047914	03/13/2009	SAC VAL JANITORIAL SALES	01-4300		1,874.17
85047915	03/13/2009	SAFEWAY INC	01-4300		62.48
85047916	03/13/2009	SIERRA OFFICE SUPPLIES &	01-4300		514.11
85047917	03/13/2009	SIERRA PEDIATRIC THERAPY	01-5800		1,725.00
85047918	03/13/2009	SOLUTION TREE	01-4300	1,645.26	
			Unpaid Sales Tax	103.23-	1,542.03
85047919	03/13/2009	SOPRIS WEST INC	01-4300		
			01-5800		12,479.68
85047920	03/13/2009	SPEECH & LANGUAGE THERAPY	01-5800		200.00
85047921	03/13/2009	SPURR	01-5530		3,324.88
85047922	03/13/2009	STATE OF CALIFORNIA	01-5821		96.00
85047923	03/13/2009	T.W. SMITH COMPANY	01-4300		289.78
85047924	03/13/2009	TAG / AMS INC	01-5800		50.00
85047925	03/13/2009	"OMNI GROUP, THE"	01-5800		7,368.00
85047926	03/13/2009	THE TROPHY CASE	01-4300		101.31
85047927	03/13/2009	WARREN LAND SURVEYING INC.	21-6140		4,380.00
85047928	03/13/2009	WAVE BROADBAND	01-4300		55.95
85047929	03/13/2009	WAVE DIVISION HOLDINGS	01-5560		4,928.00
85047930	03/13/2009	WEST TEL SERVICES	01-5560		55.00
85047931	03/13/2009	WILSON WAY TIRE CO. INC.	01-4340		
			01-4360		
			01-4365		701.84
85047932	03/13/2009	The Wright Law Office	01-5810		248.90
85047933	03/13/2009	GRAINGER .	01-4300		45.95
85047934	03/13/2009	CROWN DISTRIBUTING INC.	13-4710		682.22
85047935	03/13/2009	D & P CREAMERY	13-4380		
			13-4710		5,075.86
85047936	03/13/2009	"DANIELSEN COMPANY, THE"	13-4380	124.31	
			13-4710	1,898.94	
			Unpaid Sales Tax	1.78-	2,021.47
85047937	03/13/2009	ED JONES FOOD SERVICE	13-4710		4,047.92
85047938	03/13/2009	NOR-CAL PRODUCE INC	13-4710		190.89
85047939	03/13/2009	PIZZA GUYS	13-4710		891.06
85047940	03/13/2009	SARA LEE	13-4710		402.90
85047941	03/13/2009	SIERRA OFFICE SUPPLIES &	13-4300		224.88
85047942	03/13/2009	WPUSD PETTY CASH FUND	01-5200		
			01-8675		
			01-8699		
			01-9550		
			13-4300		
			13-4710		1,228.55
85047943	03/13/2009	Chris Aland	01-5200		42.90
85047944	03/13/2009	Carla Escola	01-4300		767.26
85047945	03/13/2009	Jeff Crane	01-4300		114.40
85047946	03/13/2009	David Yeroshek	01-4300		47.30
85047947	03/13/2009	Karen Christy	01-4300		264.00
85047948	03/13/2009	Cassandra L. Creger	01-4300		146.46
85047949	03/13/2009	Joanne T. Dietz	01-4300		272.44
85047950	03/13/2009	Barbara J. Green	01-4300		68.48
85047951	03/13/2009	Karen A. Roberts	11-4300		7.00
85047952	03/13/2009	Vickie J. Vineyard	01-5200		12.37

5.2.12

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

Includes 03/13/2009 - 03/13/2009

Check Number	Check Date	Pay to the Order of		Fund Object	Expensed Amount	Check Amount
85047953	03/13/2009	Theresa L. Landon		01-5200		66.92
85047954	03/13/2009	BEST BUY	HSBC BUSINESS	01-4300		15.24
		SOLUTIONS				
85047955	03/13/2009	BULBS DIRECT		01-4300	62.17	
				Unpaid Sales Tax	3.67-	58.50
85047956	03/13/2009	BURKETT'S OFFICE		01-4300		3,430.93
85047957	03/13/2009	CDW GOVERNMENT INC		01-4300		468.12
85047958	03/13/2009	COSTCO		01-4300		261.33
85047959	03/13/2009	DELL		01-4400		553.61
85047960	03/13/2009	DIRECT PRESS 2		01-4300		152.81
85047961	03/13/2009	EDUCATIONAL RESOURCES		01-4300		51.63
85047962	03/13/2009	EVAN-MOOR EDUCATIONAL		01-4300		64.32
85047963	03/13/2009	FITNESS FINDERS		01-4300	65.91	
				Unpaid Sales Tax	3.91-	62.00
85047964	03/13/2009	FLYING T RANCH INC.		01-4300		2,203.20
85047965	03/13/2009	FOLLETT EDUCATIONAL SERVICES		01-4100		123.11
85047966	03/13/2009	GBC TECHNICAL SERVICE &	SUPPORT	01-5600		616.28
85047967	03/13/2009	GUITAR CENTER MANAGEMENT		01-4300		1,576.48
85047968	03/13/2009	KATHRYN BODY		01-4400		1,400.00
85047969	03/13/2009	LAKESHORE LEARNING MATERIALS		01-4300		116.02
85047970	03/13/2009	LINCOLN ACE HARDWARE / AG		01-4300		13.49
85047971	03/13/2009	LINCOLN HIGH SCHOOL		01-5800		160.00
85047972	03/13/2009	NAPA AUTO PARTS		01-4300		402.81
85047973	03/13/2009	NASCO MODESTO		01-4300		10.25
85047974	03/13/2009	NEWEGG.COM		01-4300		499.60
85047975	03/13/2009	OFFICE DEPOT		01-4300		673.75
85047976	03/13/2009	PATT FROST SEW & VAC		01-4300		161.63
85047977	03/13/2009	PERFECTION LEARNING		01-4300		155.95
85047978	03/13/2009	PITNEY BOWES CREDIT CORP		01-4300		6.24
85047979	03/13/2009	POSTMASTER / FSS		01-4300		420.00
85047980	03/13/2009	POSTMASTER / PHS		01-4300		
				11-4300		126.00
85047981	03/13/2009	RAY MORGAN CO. / CHICO		01-5800		563.56
85047982	03/13/2009	REALLY GOOD STUFF		01-4300	158.17	
				Unpaid Sales Tax	9.34-	148.83
85047983	03/13/2009	RENAISSANCE LEARNING INC.		01-4300		467.09
85047984	03/13/2009	RIEBES AUTO PARTS		01-4300		108.37
85047985	03/13/2009	RISO PRODUCTS OF SAC INC		01-4300		314.76
85047986	03/13/2009	SCANTRON		01-4300		577.55
85047987	03/13/2009	SCHOOL SPECIALTY INC		01-4300		194.00
85047988	03/13/2009	SIERRA OFFICE SUPPLIES &		01-4300		1,769.09
85047989	03/13/2009	SOCIAL STUDIES SCHOOL SERVICE		01-4300		47.70
85047990	03/13/2009	TEACHER TREASURES LLC		01-4300	66.01	
				Unpaid Sales Tax	3.91-	62.10
85047991	03/13/2009	TOY CONNECTION		01-4300	140.44	
				Unpaid Sales Tax	9.49-	130.95
85047992	03/13/2009	VERDE VALLEY SCHOOL SUPPLY		01-4300		459.18
85047993	03/13/2009	VEX ROBOTICS INC.	INOVATION FIRST	01-4300	316.89	297.84
				Unpaid Sales Tax	19.05-	297.84
				Total	**126**	**154,535.89**

5.2.13

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

Includes 03/13/2009 - 03/13/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	113	130,666.98
11	Adult Education Fund	3	102.94
13	Cafeteria Fund	11	14,107.64
21	Building Fund #1	4	9,222.71
49	Mello Roos Capital Projects	1	590.00
	Total	**126**	154,690.27
	Less Unpaid Sales Tax Liability		154.38-
	Net (Check Amount)		**154,535.89**

5.2.14

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

Includes 03/06/2009 - 03/06/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85046329	03/06/2009	CROWN DISTRIBUTING INC.	13-4710		727.32
85046330	03/06/2009	"DANIELSEN COMPANY, THE"	13-4380	386.98	
			13-4710	4,229.23	
			Unpaid Sales Tax	11.57-	4,608.65
85046331	03/06/2009	ED JONES FOOD SERVICE	13-4710		3,720.98
85046332	03/06/2009	MISSION UNIFORM SERVICE INC	13-5800		1,208.21
85046333	03/06/2009	NOR-CAL PRODUCE INC	13-4710		575.99
85046334	03/06/2009	PIZZA GUYS	13-4710		1,944.92
85046335	03/06/2009	SARA LEE	13-4710		525.83
85046336	03/06/2009	SYSCO SACRAMENTO	13-4380		
			13-4710		3,559.84
85046337	03/06/2009	Barbara J. Green	01-4300		145.64
85046338	03/06/2009	Tami D. Jeffs	01-4300		93.31
85046339	03/06/2009	Patricia L. Shorkey	01-5200		66.22
85046340	03/06/2009	Pamela S: Soha	01-4300		6.42
85046341	03/06/2009	Susan G. Wagner	01-4300		95.31
85046342	03/06/2009	John R. Wyatt	01-4300		24.50
85046343	03/06/2009	Hilda M. Rubio	13-5200		39.60
85046344	03/06/2009	AIRGAS	01-4300		21.02
85046345	03/06/2009	ALERT SERVICES INC	01-4300		2,495.28
85046346	03/06/2009	APPROVED SAFE & LOCK	01-4300		21.00
85046347	03/06/2009	BEELER TRACTOR COMPANY INC	01-4300		69.27
85046348	03/06/2009	BEST BUY HSBC BUSINESS SOLUTIONS	01-4300		402.71
85046349	03/06/2009	CDW GOVERNMENT INC	01-4300		158.30
85046350	03/06/2009	COSTCO	01-4300		162.66
85046351	03/06/2009	CURRICULUM ASSOCIATES INC.	01-4300		30.30
85046352	03/06/2009	EDUCATIONAL RESOURCES	01-4300		110.75
85046353	03/06/2009	EMPIRE MUSIC	01-4300	70.65	
			Unpaid Sales Tax	4.77-	65.88
85046354	03/06/2009	FISCHER SCIENTIFIC	01-4300		131.83
85046355	03/06/2009	FOLLETT LIBRARY RESOURCES	01-4200		364.60
85046356	03/06/2009	FREY SCIENTIFIC	01-4300		134.75
85046357	03/06/2009	GLS GREG LARSON SPORTS INC	01-4300	54.03	
			Unpaid Sales Tax	2.97-	51.06
85046358	03/06/2009	GOPHER SPORT	01-4400	818.80	
			Unpaid Sales Tax	47.77-	771.03
85046359	03/06/2009	GUITAR CENTER MANAGEMENT	01-4400		1,544.39
85046360	03/06/2009	J.W. PEPPER & SON INC	01-4300		85.35
85046361	03/06/2009	LAKESHORE LEARNING MATERIALS	01-4300		297.33
85046362	03/06/2009	LIBRARY VIDEO COMPANY	01-4300		319.50
85046363	03/06/2009	MITINET	01-4300		189.00
85046364	03/06/2009	NAPA AUTO PARTS	01-4300		338.09
85046365	03/06/2009	NASCO MODESTO	01-4300		658.07
85046366	03/06/2009	OFFICE DEPOT	01-4300		635.39
85046367	03/06/2009	PITNEY BOWES CREDIT CORP	01-4300		118.48
85046368	03/06/2009	PCOE	01-4300		
			01-5200		1,844.00
85046369	03/06/2009	PROJECTOR QUEST	01-4300	311.65	
			Unpaid Sales Tax	19.50-	292.15
85046370	03/06/2009	REALLY GOOD STUFF	01-4300	54.72	
			Unpaid Sales Tax	3.09-	51.63
85046371	03/06/2009	RELIABLE OFFICE SUPPLIES	01-4300		124.87
85046372	03/06/2009	SAFEWAY INC	01-4300		175.25
85046373	03/06/2009	SCANTRON	01-4300		233.65
85046374	03/06/2009	SCHOLASTIC BOOK CLUBS	01-4200		250.96

5.2.15

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

ESCAPE ONLINE

Includes 03/06/2009 - 03/06/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85046375	03/06/2009	SCHOOL SPECIALTY INC	01-4300		26.48
85046376	03/06/2009	SHADY CREEK OUTDOOR SCHOOL	01-4300		184.00
85046377	03/06/2009	SIERRA OFFICE SUPPLIES &	01-4300		1,040.49
85046378	03/06/2009	SOCIAL STUDIES SCHOOL SERVICE	01-4300		201.42
85046379	03/06/2009	TARGET BANK	01-4300		182.49
85046380	03/06/2009	TEACHER'S DISCOVERY	01-4300	24.77	
			Unpaid Sales Tax	1.22-	23.55
85046381	03/06/2009	THE LIBRARY STORE INC.	01-4300		233.45
85046382	03/06/2009	Henry A. Cook	01-5200		56.10
85046383	03/06/2009	Kris A. Knutson	01-5200		34.65
85046384	03/06/2009	Bonnie L. Pellow	01-5200		94.05
85046385	03/06/2009	Eli M. Turner	01-5200		174.35
85046386	03/06/2009	Audree E. VanWaardenberg	01-5200		43.32
85046387	03/06/2009	Maribel Vergara	01-5200		64.35
85046388	03/06/2009	Kristi A. Gretler	01-5200		66.00
85046389	03/06/2009	Heather D. Marcione	01-5200		
			01-5800		285.00
85046390	03/06/2009	Shannon M. Steen	01-5200		55.00
85046391	03/06/2009	Kimberly D. Clausen	01-9550		97.79
85046392	03/06/2009	Nancy L. Currey	01-5200		27.12
85046393	03/06/2009	AUBURN PLACER DISPOSAL SERVICE	01-5540		8,367.01
85046394	03/06/2009	C & S TELECOMMUNICATIONS INC	01-5800		1,725.01
85046395	03/06/2009	CAPITOL PUBLIC FINANCE GROUP	25-5800		4,162.50
85046396	03/06/2009	COMMUNICATION RESOURCES	21-5800		450.00
85046397	03/06/2009	DELL	01-4300		189.49
85046398	03/06/2009	DELL FINANCIAL SERVICES	01-5600		5.54
85046399	03/06/2009	DISCOUNT SCHOOL SUPPLY	01-4300		529.45
85046400	03/06/2009	FACTS ON FILE GENERAL POST OFFICE	01-4100		160.83
85046401	03/06/2009	FOLLETT EDUCATIONAL SERVICES	01-4100		451.26
85046402	03/06/2009	JANE JOHNSON	01-5800		475.00
85046403	03/06/2009	MCGRAW-HILL	01-4100		347.30
85046404	03/06/2009	MID-PLACER TRANSPORTATION JPA	01-7142		93,873.00
85046405	03/06/2009	NORTHERN CA PREPARATORY SCHOOL	01-5800		3,380.14
85046406	03/06/2009	ORIENTAL TRADING COMPANY INC	01-4300	33.79	
			Unpaid Sales Tax	1.81-	31.98
85046407	03/06/2009	PACIFIC GAS & ELECTRIC CO	01-5510		
			01-5530		6,313.99
85046408	03/06/2009	PEARSON WESTERN REG. OFFICE	01-4300		516.25
85046409	03/06/2009	PJ'S MAIL & PARCEL SERVICE	01-4300		14.04
85046410	03/06/2009	SAFEWAY INC	01-4300		66.37
85046411	03/06/2009	SCHOOL SPECIALTY INC	01-4300		86.18
85046412	03/06/2009	SIERRA OFFICE SUPPLIES &	01-4300		618.55
85046413	03/06/2009	SMART APPLE MEDIA	01-4100		1,187.90
85046414	03/06/2009	SPORTIME FITNESS & SPORT	01-4300		99.47
85046415	03/06/2009	STAPLES CREDIT PLAN	01-4300		1,329.42
			Total	**87**	**156,761.58**

5.2-16

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

Includes 03/06/2009 - 03/06/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	76	135,318.87
13	Cafeteria Fund	9	16,918.90
21	Building Fund #1	1	450.00
25	Capital Facilities Fund	1	4,162.50
	Total	**87**	156,850.27
	Less Unpaid Sales Tax Liability		92.70-
	Net (Check Amount)		**156,757.57**

5.2-17

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

Includes 02/27/2009 - 02/27/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85044865	02/27/2009	Rosemary Knutson	01-4300		24.22
85044866	02/27/2009	Tracey N. Lillie	01-5200		213.73
85044867	02/27/2009	Joe E. Ross	01-5200		342.10
85044868	02/27/2009	Peggy A. VanLengen	01-5200		16.50
85044869	02/27/2009	Deborah A. Wilson	01-5200		209.97
85044870	02/27/2009	Rhianon R. Zinzun	01-5200		28.60
85044871	02/27/2009	ABILITATIONS	01-4300		42.88
85044872	02/27/2009	AMERICAN MESSAGING	01-5560		42.00
85044873	02/27/2009	BANK OF AMERICA #3016	01-4300		
			01-5200		50.96
85044874	02/27/2009	BANK OF AMERICA	49-5800		295.00
85044875	02/27/2009	BLISS POWER LAWN EQUIPMENT CO.	01-4365		50.94
85044876	02/27/2009	CA DEPARTMENT OF EDUCATION	01-8290		
			01-8590		18,960.00
85044877	02/27/2009	CAPITOL PUBLIC FINANCE GROUP	21-5800		
			25-5800		5,079.02
85044878	02/27/2009	CASBO	01-5200		165.00
85044879	02/27/2009	CHELSEA HOUSE PUBLISHING GENERAL POST OFFICE	01-4100		72.39
85044880	02/27/2009	CRAM-A-LOT	01-4300		56.87
85044881	02/27/2009	CSNO CA SCHOOL NURSES ASSOC. C/O CMI RESOURCES	01-5200		900.00
85044882	02/27/2009	DELL	01-4400		1,381.80
85044883	02/27/2009	FACTS ON FILE GENERAL POST OFFICE	01-4100		314.42
85044884	02/27/2009	FERGUSON PUBLISHING	01-4100		559.04
85044885	02/27/2009	FIRST 5 PLACER CHILDREN & FAMILIES COMMISSION	11-9500		2,224.86
85044886	02/27/2009	GRAINGER .	01-4400		948.36
85044887	02/27/2009	PSYCHOLOGICAL CORPORATION	01-4300		508.50
85044888	02/27/2009	HARCOURT INC	01-4100		761.50
85044889	02/27/2009	HOME DEPOT	01-4300		962.08
85044890	02/27/2009	HOUGHTON MIFFLIN COMPANY	11-4100		1,859.31
85044891	02/27/2009	INFOBASE PUBLISHING GENERAL POST OFFICE	01-4100		309.68
85044892	02/27/2009	LAGUNA PHYSICAL THERAPY	01-5800		220.00
85044893	02/27/2009	LAW OFFICE OF ELLIS COLEMAN	01-5810		60,547.61
85044894	02/27/2009	LEADER SERVICES	01-5800		13,485.00
85044895	02/27/2009	PACIFIC GAS & ELECTRIC CO	01-5510		
			01-5530		6,033.10
85044896	02/27/2009	PEARSON AGS GLOBE	01-4300		133.77
85044897	02/27/2009	PEARSON EDUCATION	01-4300		2,393.67
85044898	02/27/2009	PCOE	01-5200		5,700.00
85044899	02/27/2009	PLACER COUNTY TREASURER /	01-5800		11.42
85044900	02/27/2009	PRENTICE HALL	01-4100		4,718.73
85044901	02/27/2009	PRO-ED	01-4300	164.15	
			Unpaid Sales Tax	10.15-	154.00
85044902	02/27/2009	PSYCHOLOGICAL ASSESS RESOURCES	01-4300	47.68	
			Unpaid Sales Tax	2.68-	45.00
85044903	02/27/2009	PURCHASE POWER	01-4300		2,018.99
85044904	02/27/2009	QUALITY SOUND SYSTEMS	01-5600		1,457.50
85044905	02/27/2009	RAY MORGAN COMPANY	01-5600		9,702.70
85044906	02/27/2009	RED SCHOOLHOUSE SOFTWARE	01-5800		12,625.00
85044907	02/27/2009	SAC VAL JANITORIAL SALES	01-4300		401.96
85044908	02/27/2009	"SACRAMENTO BEE, THE"	01-4300		200.20
85044909	02/27/2009	SIERRA OFFICE SUPPLIES &	01-4300		1,088.48

5.2.18

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

Includes 02/27/2009 - 02/27/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85044910	02/27/2009	SIG EMPLOYEE BENEFITS TRUST	76-9554		491,763.40
85044911	02/27/2009	SUTTER OCCUPATIONAL HEALTH	01-5800		185.00
85044912	02/27/2009	SWRCB/STATE WATER RESOURCES	01-5800		1,008.00
85044913	02/27/2009	WESTERN PSYCHOLOGICAL SERVICES	01-4300		60.17
85044914	02/27/2009	ZIEGELMANN'S REFRIGERATION	01-4300		405.41
85044915	02/27/2009	"DANIELSEN COMPANY, THE"	13-4380		
			13-4710		2,400.94
85044916	02/27/2009	ETRITIONWARE HARRIS COMPUTER SYSTEMS	13-4300		379.42
85044917	02/27/2009	NOR-CAL PRODUCE INC	13-4710		312.45
85044918	02/27/2009	PIZZA GUYS	13-4710		139.02
85044919	02/27/2009	SARA LEE	13-4710		294.94
85044920	02/27/2009	SYSCO SACRAMENTO	13-4380		
			13-4710		3,252.52
85044921	02/27/2009	Ellen H. Byron	01-4300		222.87
85044922	02/27/2009	Cathy L. Garcia	01-4300		572.79
85044923	02/27/2009	Pamela L. Parker	01-4300		471.25
85044924	02/27/2009	Joann Skinner-Kita	01-4300		139.00
85044925	02/27/2009	BANK OF AMERICA #3024	01-4300		
			01-5200		653.14
85044926	02/27/2009	BARNES & NOBLE BOOKSTORES	01-4300		122.92
85044927	02/27/2009	BLICK ART MATERIALS	01-4300		290.66
85044928	02/27/2009	BSN SPORTS SPORTS SUPPLY GROUP	01-4300		662.76
85044929	02/27/2009	BULBS DIRECT	01-4300	226.96	
			Unpaid Sales Tax	14.81-	212.15
85044930	02/27/2009	CLASSROOMDIRECT	01-4300		207.11
85044931	02/27/2009	CREATIVE TEACHING PRESS INC	01-4300		38.22
85044932	02/27/2009	CYBERGUYS!	01-4300		82.74
85044933	02/27/2009	DELL	01-4300		
			01-4400		995.66
85044934	02/27/2009	DIRECT PRESS 2	01-4300		451.38
85044935	02/27/2009	DRAPERY CONCEPTS	01-4400		3,475.00
85044936	02/27/2009	EDUCATORS PUBLISHING SERVICE	01-4300		57.00
85044937	02/27/2009	EDUPRESS	01-4300	58.60	
			Unpaid Sales Tax	3.54-	55.06
85044938	02/27/2009	FAR WEST RENTS & READY MIX	01-4300		25.31
85044939	02/27/2009	GTM SPORTSWEAR	01-4300	600.50	
			Unpaid Sales Tax	44.50-	556.00
85044940	02/27/2009	GUMDROP BOOKS	01-4200		402.35
85044941	02/27/2009	INKJET SUPERSTORE.COM	01-4300		222.32
85044942	02/27/2009	JOURNEY ED.COM	01-4300		164.63
85044943	02/27/2009	LAKESHORE LEARNING MATERIALS	01-4300		499.92
85044944	02/27/2009	"LAW ADVISORY GROUP INC, THE"	01-5200		190.00
85044945	02/27/2009	LINCOLN ACE HARDWARE / AG	01-4300		21.17
85044946	02/27/2009	LYONS	01-4400	538.27	
			Unpaid Sales Tax	33.27-	505.00
85044947	02/27/2009	OFFICE DEPOT	01-4300		2,266.92
85044948	02/27/2009	ORIENTAL TRADING COMPANY INC	01-4300	80.12	
			Unpaid Sales Tax	4.67-	75.45
85044949	02/27/2009	PALMER SIGNS INC.	01-4300		64.35
85044950	02/27/2009	PEARSON ASSESSMENTS ORDERING DEPARTMENT	01-4300		342.30
85044951	02/27/2009	PERMA-BOUND	01-4300		31.93
85044952	02/27/2009	PLACER FARM SUPPLY	01-4300		81.44
85044953	02/27/2009	POSITIVE PROMOTIONS	01-4300	155.53	

5.2.19

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

Includes 02/27/2009 - 02/27/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
			Unpaid Sales Tax	9.33-	146.20
85044954	02/27/2009	POSTMASTER / CCC	01-4300		168.00
85044955	02/27/2009	RAY MORGAN CO. / CHICO	01-4300		
			01-5600		
			01-5800		641.71
85044956	02/27/2009	REALLY GOOD STUFF	01-4300	47.36	
			Unpaid Sales Tax	2.59-	44.77
85044957	02/27/2009	RED BRICK LEARNING	01-4300		67.04
85044958	02/27/2009	RIEBES AUTO PARTS	01-4300		102.33
85044959	02/27/2009	RISO PRODUCTS OF SAC INC	01-4300		1,821.51
85044960	02/27/2009	SCANTRON	01-4300		492.03
85044961	02/27/2009	SCHOLASTIC BOOKS	01-4300		344.83
85044962	02/27/2009	SCHOLASTIC MAGAZINE	01-4300		86.98
85044963	02/27/2009	SCHOOL SPECIALTY INC	01-4300		109.21
85044964	02/27/2009	SIERRA HAY & FEED	01-4300		20.40
85044965	02/27/2009	STAPLES CREDIT PLAN	01-4300		207.21
85044966	02/27/2009	SUPER DUPER SCHOOL COMPANY	01-4300	147.89	
			Unpaid Sales Tax	9.99-	137.90
85044967	02/27/2009	TARGET BANK	11-4300		100.79
85044968	02/27/2009	THINK 4 INK	01-4300	42.36	
			Unpaid Sales Tax	2.46-	39.90
85044969	02/27/2009	WISHING WELL	01-4300		184.20
			Total	**105**	**676,391.94**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	93	168,428.26
11	Adult Education Fund	3	4,184.96
13	Cafeteria Fund	6	6,779.29
21	Building Fund #1	1	3,691.52
25	Capital Facilities Fund	1	1,387.50
49	Mello Roos Capital Projects	1	295.00
76	Payroll Fund	1	491,763.40
	Total	**105**	676,529.93
	Less Unpaid Sales Tax Liability		137.99-
	Net (Check Amount)		**676,391.94**

5.2.20

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

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Classified Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Bob Noyes
Assist. Superintendent, Personnel Services

ENCLOSURES:

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund/Categorical

MEETING DATE:
April 21, 2009

ROLL CALL REQUIRED:

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the classified personnel report.

5.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

April 21, 2009

CLASSIFIED/MANAGEMENT

NEW HIRES

1. **Name:** Brittany Bates
   Position: Paraprofessional Aide
   Salary: CSEA, Range 17, Step A
   Hours: 4 Hours
   Days: 10 months/year
   Effective: 3/30/09
   Site: FRE
   Funding: Categorical

2. **Name:** Lisa Corey
   Position: Campus/Café Supervisor
   Salary: CSEA, Range 13, Step B
   Hours: 45 minutes
   Days: 10 months/year
   Effective: 4/2/09
   Site: LHS
   Funding: General

SHORT-TERM POSITION

1. **Name:** Anayat Sharifie
   Position: Tech Support Tech Asst. – Special Projects
   Salary: CSEA, Range 33, Step A
   Hours: 4 hours
   Days: From 3/26/09 to 7/31/09
   Effective: 4/2/09
   Site: LHS
   Funding: Grant

ADDITIONAL HOURS

1. **Name:** Linda Peterson
   Position: Inst. Aide – Sp Ed
   Site: TBE/COE
   Hours: From 2.6 hrs to 5.6 hrs
   Effective: 3/30/09

2. **Name:** Angie Seay
   Position: Inst. Aide – Sp Ed
   Site: TBE/LCE
   Hours: From 1 hr to 3 hrs
   Effective: 3/30/09

5.3.1

TRANSFER

1. **Name:** Tina Biles
   Position: Campus/Café Supervisor
   Site: TBE
   Hours: 2.34 hours
   Effective: 4/20/09

2. **Name:** Martha Bond
   Position: Paraprofessional Aide
   Site: Creekside Oaks
   Hours: 5.6 hours
   Effective: 3/13/09

3. **Name:** Theresa Crooks
   Position: Instructional Aide – Special Ed
   Site: Lincoln High School
   Hours: 5.6 hours
   Effective: 3/13/09

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Certificated Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Bob Noyes
Assist. Superintendent, Personnel Services

ENCLOSURES:

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund/Categorical

MEETING DATE:
April 21, 2009

ROLL CALL REQUIRED:

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the certificated personnel report.

5.4

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

April 21, 2009

CERTIFICATED/MANAGEMENT

NEW HIRE

1. **Gayvonne Cheney Mauldin, 53% RSP Teacher, TBM/LCE**

RETIREMENTS

2. **Janice Smith, Assistant Principal, Lincoln High School**
3. **Bonnie West, 3rd Grade Teacher, Carlin C. Coppin Elementary**
4. **Kris Wyatt, Counselor, Lincoln High School**

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:

Student Discipline/
Expulsion –Re-Entry
Student #07-08 I

AGENDA ITEM AREA:

Consent

REQUESTED BY:

ENCLOSURES:

DEPARTMENT:

John Wyatt
District Hearing Officer

FINANCIAL INPUT/SOURCE:

MEETING DATE:

April 21, 2009

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will disclose any action taken during closed session in regards to the re-entry expulsion of Student #07-08 I

RECOMMENDATION:

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

wp/rk/factform

5.5

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Adoption of Resolution #08/09.17
Elimination of Classified
Positions

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Bob Noyes
Assist. Superintendent, Personnel Services

ENCLOSURES:

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
Categorical

MEETING DATE:
April 21, 2009

ROLL CALL REQUIRED:

BACKGROUND:

Due to lack of work and/or lack of funds, certain services now being provided by the District must be reduced by the following extent:

The following Instructional Aides will be laid off:

Victoria Croall 4 hours at Carlin C. Coppin
Kathleen Johnson 4 hours at Carlin C. Coppin

RECOMMENDATION:

Administration recommends the Board of Trustees approval of the elimination/reduction of the above hours.

RESOLUTION
08/09.17

WHEREAS, due to lack of work and/or lack of funds, this Board hereby finds it is in the best interest of this school district, that as of July 1, 2009 certain services now being provided by the District be reduced by the following extent:

The following Instructional Aides will be laid off:

Victoria Croall, 4 hours at CCC
Kathleen Johnson, 4 hours at CCC

NOW, THEREFORE, BE IT RESOLVED that as of July 1, 2009, these classified positions of the District are to be reduced to the extent set forth above.

NOW, THEREFORE, BE IT RESOLVED that the reduction approved by this Resolution will not be implemented until consultation with CSEA and its Western Placer Chapter #741 as provided for in Article IX of the collective bargaining agreement, is completed.

BE IT FURTHER RESOLVED that the District Superintendent be and hereby is authorized and directed to give notice of layoff/reduction of employment to 2 classified employees of the District pursuant to the District's rules and regulations and applicable provisions of the Education Code not later than 45 days prior to the effective date of layoff as set forth above.

The foregoing Resolution was passed and adopted at a regular meeting of the Governing Board on April 21, 2009, by the following vote:

AYES:

NOES:

ABSENT:

Date: _____

Governing Board of the Western Placer Unified School District

By_____
Secretary of the Governing Board

5.6.1

WPUSD

WESTERN PLACER UNIFIED SCHOOL DISTRICT

600 Sixth Street
Fourth Floor
Lincoln, CA 95648

(916) 645-6350
(916) 645-6356 FAX

District Superintendent

Scott Leaman

Board of Trustees

Paul Carras
Brian Haley
Paul Long
James McLeod
Ana Stevenson

March 17, 2009

Christine Hawley, CSEA President

Dear Christine:

As per the classified employee contract between the Western Placer Unified School District and the Western Placer Classified Employees' Association, I am hereby serving notice to you that two 4 hour Instructional Aide positions at Carlin C Coppin, held by Victoria Croall and Kathleen Johnson, will be eliminated effective July 1, 2009 due to lack of funds.

The Western Placer Unified School District will be presented a resolution for action regarding the reduction of positions on April 21, 2009.

Please contact me to negotiate impact(s) and effect(s) of the action, if you feel it is necessary.

Respectfully,

Bob Noyes, Asst. Super., Personnel Services
Western Placer Unified School District

Lincoln All-America City 2006

5.6.2

"DISTRICT ON THE MOVE"

WESTERN PLACER UNIFIED SCHOOL DISTRICT

600 Sixth Street
Fourth Floor
Lincoln, CA 95648

(916) 645-6350
(916) 645-6356 FAX

District Superintendent

Scott Leaman

Board of Trustees

Paul Carras
Brian Haley
Paul Long
James McLeod
Ana Stevenson

March 16, 2009

Kathleen Johnson

Dear Kathleen:

This letter is sent to you as official notification that your current 4-hour Instructional Aide position at Carlin C. Coppin School will be eliminated due to lack of funds effective July 1, 2009.

The Western Placer Unified School District's Board of Trustees will review the elimination of your position and take action at the April 21, 2009 board meeting held at Lincoln High School. If action is taken to formally eliminate your position, you will be allowed to complete your current work assignment through June 5, 2009. After the 45-day lay-off notice timeline is completed, you will have the option to:

1. To exercise bumping rights/reassignment.

2. Accept the official lay-off notice due to lack of funds and be eligible for reemployment for a period of 39 months and be reemployed in preference to new applicants with less seniority within the same job classification. If you choose this option, you will retain your 4 hours within the school district if they become available.

If you have any questions please call Bob Noyes, Asst. Super., Personnel Services at 645-5293 or WPCSEA President, Christine Hawley at 645-6370.

Sincerely,

Bob Noyes, Assist. Super., Personnel Services
Western Placer Unified School District

Cc: Christine Hawley, President WPCSEA

Lincoln All-America City 2006

5.6.3

"DISTRICT ON THE MOVE"

WESTERN PLACER UNIFIED SCHOOL DISTRICT

600 Sixth Street
Fourth Floor
Lincoln, CA 95648

(916) 645-6350
(916) 645-6356 FAX

District Superintendent

Scott Leaman

Board of Trustees

Paul Carras
Brian Haley
Paul Long
James McLeod
Ana Stevenson

March 17, 2009

Victoria Croall

Dear Victoria:

This letter is sent to you as official notification that your current 4-hour Instructional Aide position at Carlin C. Coppin School will be eliminated due to lack of funds effective July 1, 2009.

The Western Placer Unified School District's Board of Trustees will review the elimination of your position and take action at the April 21, 2009 board meeting held at Lincoln High School. If action is taken to formally eliminate your position, you will be allowed to complete your current work assignment through June 5, 2009. After the 45-day lay-off notice timeline is completed, you will have the option to:

1. To exercise bumping rights/reassignment.

2. Accept the official lay-off notice due to lack of funds and be eligible for reemployment for a period of 39 months and be reemployed in preference to new applicants with less seniority within the same job classification. If you choose this option, you will retain your 4 hours within the school district if they become available.

If you have any questions please call Bob Noyes, Asst. Super., Personnel Services at 645-5293 or WPCSEA President, Christine Hawley at 645-6370.

Sincerely,

Bob Noyes, Assist. Super., Personnel Services
Western Placer Unified School District

Cc: Christine Hawley, President WPCSEA

5.6.4

Lincoln
All-America City
2006

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:

Student Discipline/
Stipulated Expulsion
Student #08-09 EE

AGENDA ITEM AREA:

Consent

REQUESTED BY:

ENCLOSURES:

DEPARTMENT:

John Wyatt
District Hearing Officer

FINANCIAL INPUT/SOURCE:

MEETING DATE:

April 21, 2009

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will disclose any action taken during closed session in regards to the stipulated expulsion of Student #08-09 EE

RECOMMENDATION:

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

wp/rk/factform

5.7

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:

Student Discipline/
Stipulated Expulsion
Student #08-09 HH

AGENDA ITEM AREA:

Consent

REQUESTED BY:

ENCLOSURES:

DEPARTMENT:

John Wyatt
District Hearing Officer

FINANCIAL INPUT/SOURCE:

MEETING DATE:

April 21, 2009

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will disclose any action taken during closed session in regards to the stipulated expulsion of Student #08-09 HH

RECOMMENDATION:

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

wp/rk/factform

5.8

INFORMATION

DISCUSSION

ACTION

ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Student Use of Technology

AGENDA ITEM AREA:
Information/Discussion

REQUESTED BY:
Mary Boyle

ENCLOSURES:
BP 6163.4; AR 6163.4;
CIPA Policy; Acceptable Use Agreements; Web Filtering Categories

DEPARTMENT:
Educational Services
Technology

FINANCIAL INPUT/SOURCE:
E-Rate Discounts

MEETING DATE:
April 21, 2009

ROLL CALL REQUIRED:
No

BACKGROUND:

Western Placer Unified School District works diligently to ensure student safety with regard to internet use. Current Board Policy and Administrative Regulations (BP 6163.4; AR 6163.4) outline policies and procedures to provide for internet safety. The district adheres to Children's Internet Protection Act (CIPA) policies relative to filtering internet material, blocking inappropriate content sites, and supervising and monitoring student use of online systems. All WPUSD employees with computer access and students have received the WPUSD Computer Network Internet Acceptable Use Regulations (AUR's); staff sign off on the AUR's when they receive a network or email account; students sign off on an Acceptable Use Policy K – 5 or an Acceptable Use Policy 6 – 12 annually.

RECOMMENDATION:

Information only.

wp/rk/factform

8.1

Western Placer USD | 6000 | BP 6163.4 Instruction

dent Use Of Technology

The Board of Trustees intends that technological resources provided by the district be used in a responsible and proper manner in support of the instructional program and for the advancement of student learning.

(cf. 0440 - District Technology Plan)

(cf. 1113 - District and School Web Sites)

(cf. 4040 - Employee Use of Technology)

(cf. 6163.1 - Library Media Centers)

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district computers, user obligations and responsibilities, as well as consequences for unauthorized use and/or unlawful activities.

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process: Students with Disabilities)

(cf. 5145.12 - Search and Seizure)

On-Line Services/Internet Access

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors, and that the operation of such measures is enforced. (20 USC 6777, 47 USC 254)

The Board desires to protect students from access to inappropriate matter on the Internet or other on-line services. The Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet. He/she also shall establish regulations to address the safety and security of students and student information when using electronic mail, chat rooms, and other forms of direct electronic communication.

Staff shall supervise students while they are using on-line services and may ask teacher aides and student aides to assist in this supervision.

Before using the district's on-line resources, each student and his/her parent/guardian shall sign and return an Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree to not hold the district or any district staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or users' mistakes or negligence. They shall also agree to indemnify and hold harmless the district and district personnel for any damages or costs incurred.

(cf. 6162.6 - Use of Copyrighted Materials)

8.1.1

In order to help ensure that the district adapts to changing technologies and circumstances, the Superintendent or designee shall regularly review this policy, the accompanying administrative regulation, and other relevant procedures. H he shall also monitor the district's filtering software to help ensure its effectiveness.

Legal Reference:

EDUCATION CODE

51006 Computer education and resources

51007 Programs to strengthen technological skills

51870-51874 Education technology

60044 Prohibited instructional materials

PENAL CODE

313 Harmful matter

502 Computer crimes, remedies

632 Eavesdropping on or recording confidential communications

UNITED STATES CODE, TITLE 20

6751-6777 Enhancing Education Through Technology Act, No Child Left Behind Act, Title II, Part D, especially:

6777 Internet safety

UNITED STATES CODE, TITLE 47

254 Universal service discounts (E-rate)

CODE OF FEDERAL REGULATIONS, TITLE 16

312.1-312.12 Children's online privacy protection

CODE OF FEDERAL REGULATIONS, TITLE 47

54.520 Internet safety policy and technology protection measures, E-rate discounts

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

E- Network Technology Planning Guide: Building the Future, 1995

CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

8.1.2

1223.94 Acceptable Use of Electronic Information Resources

WEB SITES

CSBA: http://www.csba.org

American Library Association: http://www.ala.org

California Department of Education: http://www.cde.ca.gov

Federal Communications Commission: http://www.fcc.gov

U.S. Department of Education: http://www.ed.gov

Policy WESTERN PLACER UNIFIED SCHOOL DISTRICT

adopted: September 4, 2007 Lincoln, California

8.1.3

Western Placer USD | 6000 | AR 6163.4 Instruction

Student Use Of Technology

The principal or designee shall oversee the maintenance of each school's technological resources and may establish guidelines and limits on their use. He/she shall ensure that all students using these resources receive training in their proper and appropriate use.

(cf. 0440 - District Technology Plan)

(cf. 4040 - Employee Use of Technology)

(cf. 4131- Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

On-Line/Internet Services: User Obligations and Responsibilities

Students are authorized to use district equipment to access the Internet or on-line services in accordance with user obligations and responsibilities specified below and in accordance with Board policy and the district's Acceptable Use Agreement.

1. The student in whose name an on-line services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers, home addresses, and all telephone numbers private. They shall use the system only under their own account number.

2. Students shall use the district's system responsibly and primarily for educational purposes.

3. Students shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes in a patently offensive way sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

4. Students shall not disclose, use, or disseminate personal identification information about themselves or others when using electronic mail, chat rooms, or other forms of direct electronic communication. Students are also cautioned not to disclose such information by other means to individuals located through the Internet without the permission of their parents/guardians.

Personal information includes the student's name, address, telephone number, Social Security number, or other

8.1.4

individually identifiable information.

5. Students shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law or Board policy.

(cf. 3513.3 - Tobacco-Free Schools)

6. Copyrighted material shall not be placed on the district's computer system without the author's permission. Students shall not violate copyright laws or plagiarize documents. Any materials utilized for research projects should be given proper credit as with any other hard copy source of information.

(cf. 6162.6 - Use of Copyrighted Materials)

7. Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."

(cf. 5131.5 - Vandalism, Theft and Graffiti)

8. Students shall not read other users' electronic mail or files. They shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall they attempt to delete, copy, modify, or forge other users' mail.

9. Students shall report any security problem or misuse of the services to the teacher or principal.

The district reserves the right to monitor the system for improper use. Electronic communications and downloaded material, including files deleted from a user's account, may be reviewed by district officials to ensure proper use of the system.

(cf. 5145.12 - Search and Seizure)

The principal or designee shall make all decisions regarding whether or not a student has violated Board policy or the district's Acceptable Use Agreement. The decision of the principal or designee shall be final. Inappropriate use may result in cancellation of the student's user privileges, disciplinary action, and/or legal action in accordance with law and Board policy.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Regulation WESTERN PLACER UNIFIED SCHOOL DISTRICT

approved: September 4, 2007 Lincoln, California

8.1.5

CIPA Policy

Introduction

It is the policy of Western Placer Unified School District to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Western Placer Unified School District online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all members of the Western Placer Unified School District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet protection Act. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of District Technology Department or designated representatives.

8.1.6

CIPA definitions of terms:

TECHNOLOGY PROTECTION MEASURE
The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. OBSCENE, as that term is defined in section 1460 of title 18, United States Code;
2. CHILD PORNOGRAPHY, as that term is defined in section 2256 of title 18, United States Code; or
3. Harmful to minors.

HARMFUL TO MINORS
The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

SEXUAL ACT; SEXUAL CONTACT
The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

8.1.7

Western Placer Unified School District

Computer Network Internet Acceptable Use Regulations

1. WPUSD network and Internet accounts will be for the exclusive use of their owners only. Network users (account owners) are responsible for the use of their passwords and accounts. Network users may not misrepresent themselves, or allow any other person to misrepresent themselves by using the network under the guise, password, and or name of another account owner. Network users shall not reveal their passwords to anyone, violate anyone else's right to privacy, or reveal other person's names, personal addresses, phone numbers, or places of business. Any problems which may arise from the misuse of an owner's account will be the responsibility of the account owner. Any misuse will result in the suspension of account privileges. Use of an account by someone other than the registered account holder may result in loss of account privileges. In addition, any abusive conduct or violation of the conditions of these administrative regulations which is contrary to Policy 104000, Student Code of Conduct, Rights and Responsibilities, may lead to further disciplinary action.

2. Network users shall not violate any federal, state, or local criminal or civil laws. Network users shall not load, install, or disseminate copyrighted material or copyrighted software onto or through the network. Public domain and shareware software and materials may be uploaded.

3. All information services and features contained on WPUSD systems and networks are intended for the private use of network account owners. Network users shall not engage in any commercial "for profit" activity or advertising, extensive personal business, or other unauthorized use of the network or materials contained therein.

4. Network users shall conduct themselves according to accepted network etiquette, and refrain from any illegal or substantially disruptive behavior. The use of obscene, vulgar, threatening, harassing, abusive, defamatory language, or other graphic communications, which creates a substantial risk of materially and substantially disrupting the WPUSD or of creating liability for the schools, in either public or private messages, is expressly forbidden. The staff of WPUSD will be the sole arbiter if what constitutes such impermissible or other communication. Users shall immediately cease and desist activity upon request, pending resolution of any issues concerning the message in question.

5. Network users shall not infiltrate any sub-networks connected to the Internet, violate anyone's right to privacy, disrupt the use of the Internet or any sub-networks, or abuse, modify, or destroy any hardware or software used in accessing the Internet or any sub-network.

6. WPUSD computer network student users and parents should be aware that the Internet, like television, telephone service, and other forms of mass media, provides access to information and people, representing many different countries, cultures, political/philosophical/moral/religious views and lifestyles. The WPUSD network is monitored in accordance with our CIPA Policy. Students using the Internet in the classroom shall be closely supervised by the teacher. The responsibility for supervision of students using their WPUSD computer network account from home or anywhere else outside of the classroom shall be that of their parents or guardians. Just as parents need to monitor television and video viewing, radio listening, and reading materials, parents of students using the WPUSD computer network are responsible for supervising their child's use of objectionable materials

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being accessible through the network, it is impossible to guarantee that no student will ever be able to obtain access to materials considered objectionable by school and community standards. Therefore, students and their parents are ultimately responsible for the materials accessed through the use of student network accounts.

7. The WPUSD computer network is a shared resource with finite capacities. Network users should be considerate when transferring or storing large files on WPUSD computer network resources. Network users shall not engage in any use of the network which disrupts other users or seriously degrades performance of the system and network. Any use determined to be disruptive by the network administrators will result in appropriate action being taken against the user.

8. In addition, account user/owners will be expected to abide by such rules and regulations of system and network usage as may be promulgated from time to time by the administrators of the WPUSD computer network.

9. In consideration for the privilege of using he WPUSD computer network and in consideration for having access to the information contained on it, every account user/owner will have to release the WPUSD computer network, its operators and administrators, and any institutions with which they are affiliated from any and all claims of a nature arising from his/her use, or inability to use, the WPUSD computer network.

10. The WPUSD Schools will retain the right to monitor network activity, review any material stored in files which are generally accessible to others, edit or remove any material which the WPUSD staff, in its sole discretion, believes violates the above standards, and terminate the network accounts of any persons violating the conditions set forth in this agreement.

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8.1.9

Western Placer Unified School District

Computer Network/Email Account
New Request/Change Form

Check one:

☐ Certificated Employee ☐ Classified Employee ☐ Confidential Employee

Check all that apply:

☐ Create new account

☐ Change name on existing account/E-mail

☐ Reset account password to "wpusd"

Account Information:

First Name: _____ Last Name: _____

Location/Site: _____

Logon information
Your password is for district computer logon and E-mail web access from outside the district network.
Your initial password is set to "wpusd" (no quotes). Once you have logged on, you **need to** change this password to one of your own choosing for security reasons. **If you do not change it than anyone can use the generic password to access your account.**
Your user name will usually be your first initial underscore last name.
Example: A_User We will notify you if it is different due to duplications in the system.

If changing account put in original name:

First Name: _____ Last Name: _____

I have read, completed, and understand the Computer Network Internet Acceptable Use Regulations and E-mail Acceptable Use Policy. I agree by all of the rules and standards for acceptable use stated within. I further state that all information provided for the creation of these accounts is truthful and accurate.
I hereby apply for a Western Placer Unified District Account to be issued to me.

Signature: _____ Date: _____

When completed **Print and Sign this form** then **send to:**
District Office
600 6th St. 4th Floor
Attention Chuck Youtsey

Print Form

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Western Placer Unified School District

Computer Network Internet Acceptable Use Regulations -Staff

1. WPUSD network and Internet accounts will be for the exclusive use of their owners only. Network users (account owners) are responsible for the use of their passwords and accounts. Network users may not misrepresent themselves, or allow any other person to misrepresent themselves by using the network under the guise, password, and or name of another account owner. Network users shall not reveal their passwords to anyone, violate anyone else's right to privacy, or reveal other person's names, personal addresses, phone numbers, or places of business. Any problems which may arise from the misuse of an owner's account will be the responsibility of the account owner. Any misuse will result in the suspension of account privileges. Use of an account by someone other than the registered account holder may result in loss of account privileges. In addition, any abusive conduct or violation of the conditions of these administrative regulations which is contrary to Policy 104000, Student Code of Conduct, Rights and Responsibilities, may lead to further disciplinary action.

2. Network users shall not violate any federal, state, or local criminal or civil laws. Network users shall not load, install, or disseminate copyrighted material or copyrighted software onto or through the network. Public domain and shareware software and materials may be uploaded.

3. All information services and features contained on WPUSD systems and networks are intended for the private use of network account owners. Network users shall not engage in any commercial "for profit" activity or advertising, extensive personal business, or other unauthorized use of the network or materials contained therein.

4. Network users shall conduct themselves according to accepted network etiquette, and refrain from any illegal or substantially disruptive behavior. The use of obscene, vulgar, threatening, harassing, abusive, defamatory language, or other graphic communications, which creates a substantial risk of materially and substantially disrupting the WPUSD or of creating liability for the schools, in either public or private messages, is expressly forbidden. The staff of WPUSD will be the sole arbiter if what constitutes such impermissible or other communication. Users shall immediately cease and desist activity upon request, pending resolution of any issues concerning the message in question.

5. Network users shall not infiltrate any sub-networks connected to the Internet, violate anyone's right to privacy, disrupt the use of the Internet or any sub-networks, or abuse, modify, or destroy any hardware or software used in accessing the Internet or any sub-network.

6. WPUSD computer network student users and parents should be aware that the Internet, like television, telephone service, and other forms of mass media, provides access to information and people, representing many different countries, cultures, political/philosophical/moral/religious views and lifestyles. The WPUSD network is monitored in accordance with our CIPA Policy. Students using the Internet in the classroom shall be closely supervised by the teacher. The responsibility for supervision of students using their WPUSD computer network account from home or anywhere else outside of the classroom shall be that of their parents or guardians. Just as parents need to monitor television and video viewing, radio listening, and reading materials, parents of students using the WPUSD computer network are responsible for supervising their child's use of objectionable materials

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being accessible through the network, it is impossible to guarantee that no student will ever be able to obtain access to materials considered objectionable by school and community standards. Therefore, students and their parents are ultimately responsible for the materials accessed through the use of student network accounts.

7. The WPUSD computer network is a shared resource with finite capacities. Network users should be considerate when transferring or storing large files on WPUSD computer network resources. Network users shall not engage in any use of the network which disrupts other users or seriously degrades performance of the system and network. Any use determined to be disruptive by the network administrators will result in appropriate action being taken against the user.

8. In addition, account user/owners will be expected to abide by such rules and regulations of system and network usage as may be promulgated from time to time by the administrators of the WPUSD computer network.

9. In consideration for the privilege of using he WPUSD computer network and in consideration for having access to the information contained on it, every account user/owner will have to release the WPUSD computer network, its operators and administrators, and any institutions with which they are affiliated from any and all claims of a nature arising from his/her use, or inability to use, the WPUSD computer network.

10. The WPUSD Schools will retain the right to monitor network activity, review any material stored in files which are generally accessible to others, edit or remove any material which the WPUSD staff, in its sole discretion, believes violates the above standards, and terminate the network accounts of any persons violating the conditions set forth in this agreement.

Signature: _____

Printed Name: _____

Date Signed: _____

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8.1.12

Western Placer Unified School District

Computer Network/Internet Acceptable Use Policy – Student 6-12

1. The purpose of this policy is to insure that Internet access, using the WPUSD Computer Network, will be appropriate and used only for educational purposes, consistent with the acceptable standards of the schools, community and CIPA policy.

2. Internet accounts, passwords, and access will be provided to students solely for the purpose of aiding education and research. The student account will be for the term of the school year. Any information that the student has stored on district provided accounts will be erased at the end of the school year. If a student wishes to save any information they must make arrangements before the end of the school year, it will be the sole responsibility of the student to provide any media necessary to accomplish this task.

3. The use of the WPUSD Computer Network is a privilege which may be revoked by the network administrators at any time for abusive conduct or violation of the conditions of the administrative regulations that accompany this policy. In addition, any such abusive conduct or violation which is contrary to policy 100600, Student Code of Conduct, Rights and Responsibilities, may lead to further disciplinary action.

4. The WPUSD Computer Network will not warrant that functions of the system and network will meet any specific requirements you may have, or that it will be error free or uninterrupted; nor shall it be liable for any direct or indirect, incidental, or consequential damages (including lost data, information, or profits) sustained or incurred in connection with the use, operation, or inability to use the system or network. WPUSD Schools shall not be liable for any damages incurred due to harmful programs (including computer viruses), which on rare occasions, may propagate through computer networks such as the WPUSD Network and Internet.

5. Network and Internet electronic mail (E-Mail), and other forms of electronic communication mail are not guaranteed to be private. Network administrators may access mail and other forms of communication at any time, and E-Mail software may misdirect messages. These considerations should be kept in mind when corresponding with others.

6. All information and materials contained on the WPUSD Computer Network will be placed here for educational and general information purposes and will, in no way, be intended to refer or be applicable to, any specific person, case, or situation.

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7. Security on any computer system is a high priority because there are so many users. If you identify a security problem, notify the system administrator at once. Never demonstrate the problem to other users. Never use another individual's account without written permission from that person. All use of the system must be under your own account. Any user identified as a security risk will be denied access to the information system.

I have read and understand this provision. Initial_____

8. Vandalism. Vandalism is defined as any malicious attempt to harm or destroy data of another user or any other agencies or networks that are connected to the system. This includes, but is not limited to, the uploading or creation of computer viruses. Any vandalism will result in the loss of computer services, disciplinary action, and legal referral.

I have read and understand this provision. Initial_____

9. Updating. The information service may occasionally require new registration and account information from you to continue the service. You must notify the information system of any changes in your account information.

I have read and understand this provision. Initial_____

Required Signatures

I understand and will abide by the provisions and conditions of this contract. I understand that any violation of the above provisions may result in disciplinary action, the revoking of my user account, and appropriate legal action. I also agree to report any misuse of the information system to the WPUSD District system administrator. Misuse can come in many forms, but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described above. All the rules of conduct described in the District publication entitled "Western Placer Unified School District Computer Network Internet Acceptable Use Regulations" apply when I am on the network.

Student Signature:_____

Date:_____

Parent/Legal Guardian Signature:_____

Date:_____

8.1.14

Western Placer Unified School District

Computer Network/Internet Acceptable Use Policy K-5

I, _____, agree and will abide by the following:

• I will not give out personal information such as my address, telephone number, parents' work address/telephone number, or the name and location of my school without my parents' and teacher's permission.

• I will tell my teacher right away if I come across any information that makes me feel uncomfortable.

• I will never agree to get together with someone I "meet" online without first checking with my parents. If my parents agree to the meeting, I will be sure that it is in a public place and bring my mother, father, or guardian along.

• I will never send a person my picture or anything else without first checking with my parents.

• I will not respond to any messages that are mean or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do, I will tell my teacher right away so that he/she can contact the online service.

• I will not give away information about my parent's or guardian's credit cards or purchase any item on the Internet.

• I will make use of the computers at school in a courteous and sharing manner, in order to allow my peers to have computer time.

• I will remain on task and attend to the assignment given.

• I will not share my password or account with others.

• I will not vandalize the computer system in any way.

• I will cite sources used on the Internet.

• I will not visit Internet sites that contain inappropriate language, materials or promote hate or violence.

• I will not send out email that uses inappropriate language, material, or promotes hate or violence.

• If I break any of the above state rules, I understand that my user privileges will immediately be terminated.

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• I have submitted a complete WPUSD Internet Acceptable Use Policy and have read the Regulations regarding this policy.

I have read and understand each of the above provisions, as well as the WPUSD Computer Network Internet Acceptable Use Regulations. I will abide by these conditions or face the loss of privileges, disciplinary action and/or legal referral.

Student Signature: _____ Date: _____

I have read and understand each of the above provisions.

Parent Signature: _____ Date: _____

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8.1.16

Web Filtering Categories

twork Composer has several distinct layers to identify and filter Web sites depending upon the settings you employed on the device. Among the most distinct layers are URL checks against database entries, key-word searches, real-time analysis on Web page context, digital certificate scans, and full payload decryption on HTTPS/SSL traffic. These distinct layers allow Network Composer to quickly categorize well-known Web sites while providing a more in-depth identification for new, indistinct and constantly changing Web sites. The following table lists the available categories, together with our *current* blocking policy. These categories are followed with a brief description of the type of content contained by each and some Web site examples. Network Composer uses a content analysis engine that allows you to filter Web content by categories. Keep in mind that there are exceptions that can be made for individual sites that reside in each category and we commonly do create exceptions for such sites after a quick analysis of its content for both inappropriate material and overall network impact.

Category	Blocked?	Description	Examples
Adult	✓	These are sites directed to adults, not necessarily pornographic sites. Adult clubs: strip clubs, swingers clubs, escort services, strippers; general information about sex, non-pornographic in nature; genital piercing; adult products, adult greeting cards; information about sex not in the context of health or disease.	fhm.com cybereroticanews.com
Alcohol and Tobacco	✓	Beer, wine, spirits: beer and wine making, cocktail recipes, liquor sellers, wineries, vineyards, breweries; mixed drinks, drinking establishments; tobacco; pipes and smoking products. Also Tobacco.	budweiser.com philipmorrisusa.com
Arts and Entertainment		Galleries and exhibitions; artists and art; photography; literature and books, publishing; movies; performing arts and theater; music and radio; television; celebrities and fan sites; design; architecture; entertainment news, venues; humor. Also Entertainment.	disney.com mgm.com
Automatic Updating		Web pages that monitor activities and automatically update page content on a regular basis, such as stock tickers or weather reports.	ticker.nasdaq.com pub.weatherbug.com
Business and Industry		Sites involved in business-to-business transactions of all kinds. Advertising, marketing, commerce, corporations, business practices, workforce, human resources, transportation, payroll, security, venture capital, etc; office supplies; industrial equipment (process equipment), machines and mechanical systems; heating equipment, cooling equipment; materials handling equipment; packaging equipment; manufacturing: solids handling, metal fabrication construction and building; passenger transportation; commerce; industrial design; construction, building materials; industrial design; shipping and freight: freight services, trucking, freight forwarders, truckload carriers, freight/transportation brokers, expedited services, load & freight matching, track & trace, NVOCC, railroad shipping, ocean shipping, road feeder services, moving & storage. Also Industry.	dow.com ussteel.com
Cars and Motorcycles		Sites about personal transportation; information about cars and motorcycles; shopping for new and used cars and motorcycles; car clubs; boats, RVs, etc. (Note: auto and motorcycle racing is categorized as Sports and Recreation). Also Motorcycles.	autobytel.com autos.msn.com
Cheating and giarism	✓	Sites promoting cheating and selling written work (e.g. term papers) for plagiarism. Also Plagiarism.	cheathouse.com bestpapers.com

By WPUSD

8.1.17

Category	Blocked?	Description	Examples
Computers and Internet		Information about computers and software such as: hardware, software, software support sites; information for software engineers, programming and networking; website design, and the web and Internet in general; computer science; computer graphics and clipart. Also Internet.	dell.com update.microsoft.com
Crime		Sites related to crime, crime reporting, law enforcement, crime statistics, etc.	crime.com terrorism.com
Criminal Related	✓	Pages that promote crime such as stealing, fraud, phreaking and cracking; warez and pirated software; computer viruses; terrorism, bombs, and anarchy; sites depicting murder and suicide as well as explaining ways to commit them.	illegalworld.com anarchist-cookbook.com
Cults	✓	Cults and cult behavior.	kimmillerconcernedchristians.com heavensgate.com
Dating	✓	Dating sites, online personals, matrimonial agencies, etc., for adults.	eharmony.com friendfinder.com
Dinning and Drinking		Eating and drinking establishments; restaurants, bars, taverns, brewpubs, restaurant guides and reviews	pizzahut.com mortons.com
Education		Education-related sites and web pages such as schools, colleges, universities, teaching materials, teachers resources; technical and vocational training; online training; education issues and policy; financial aid; school funding; standards and testing.	esc.edu nyu.edu
Filter Avoidance	✓	Web pages that promote and aid undetectable and anonymous surfing	proxify.com proxyblind.org
Finance		Sites and information that are primarily financial in nature such as: accounting practices and accountants; taxation; banking; insurance; investing: information relating to the stock market, stocks, bonds, mutual funds, brokers, stock analysis and commentary, stock screens, stock charts, IPOs, stock splits; the national economy; personal finance involving insurance of all types; credit cards; retirement and estate planning; loans; mortgages; taxes.	nasdaq.com wellsfargo.com
FYI		City and state guides; maps, weather, time; reference sources; dictionaries; libraries; museums; ski conditions; personal information; mass transportation: consumer mass transit information (bus, commuter train, subway, airport), maps, schedules.	maps.google.com weather.com
Gambling	✓	Casinos and online gambling sites; bookmakers and odds; gambling advice; horse and dog racing in a gambling context; sports book; sports gambling.	partypoker.com bodog.com
Games	✓	Various card games, board games, word games, video games; computer games, Internet games (RPGs and D&D); combat games; sports games; downloadable games; game reviews; cheat sheets.	games.yahoo.com worldofwarcraft.com
Gay and Lesbian	✓	Gay, lesbian, bisexual, transgendered: gay family, gay parenting, coming out, gay pride sites; gay civil rights, politics, sports, clubs and events, travel and accommodations, leisure activities; gay bars	gay.com gayamerica.com

8.1.18

Category	Blocked?	Description	Examples
Government and Law		Foreign relations; news and information relating to politics and elections such as: politics, political parties, election news and voting; sites and information relating the field of law such as: attorneys, law firms, law publications, legal reference material, courts, dockets, legal associations; legislation and court decisions; civil rights issues; immigration; patents and copyrights; sites and information relating to law enforcement and correctional systems; sites relating to the military such as: the armed forces, military bases, military organizations, and military equipment; anti-terrorism. Also Law.	foreignaffairs.org firstgov.gov
Hacking	✓	Sites discussing ways to hack into web sites, software, and computers.	elitehackers.com hackerstuff.com
Hate Speech	✓	Hate-related sites, involving racism, sexism, racist theology; hate music; Christian identity religions; World Church of the Creator; Neo-Nazi organizations: Aryan Nations, American Nazi parties, Neo-Nazis, Ku Klux Klan, National Alliance, White Aryan Resistance, white supremacists; National Socialist Movement; Holocaust denial.	kkk.com blacksandjews.com
Health and Nutrition		Health care; disease and disabilities; medical care; hospitals; doctors; medicinal drugs; mental health; psychiatry; pharmacology; exercise and fitness; physical disabilities; vitamins and supplements; sex in a context of health (disease and health care); tobacco use, alcohol use, drug use, and gambling in a context of health (disease and health care); food in general; food and beverage; cooking and recipes; food and nutrition, health, dieting.	efitness.com emedicine.com
Illegal Drugs	✓	Information about recreational drugs, drug paraphernalia, marijuana seeds; advice on how to grow marijuana.	weedcity.com cannabis.com
Instant Messaging	✓	Web-based instant messaging.	messenger.yahoo.com meebo.com
Job Search		Career advice; advice on resume writing and interviewing skills; job placement services; job databanks; employment and temp agencies; employer sites.	dice.com monster.com
Lingerie	✓	Intimate apparel, especially when modeled.	victoriasecret.com pamperedpassions.com
Lottery and Sweepstakes		Sweepstakes, contests and lotteries.	powerball.com calottery.com
Miscellaneous		Cannot be categorized – often because the web page is secured from outside visibility or there's either no text or too little text to access it.	
Nature		Natural resources; ecology and conservation; forests; wilderness; plants; flowers; forest conservation; forest, wilderness, forestry practices; forest management (re-forestation, forest protection, conservation, harvesting, forest health, thinning, prescribed burning); agricultural practices: agriculture, gardening, horticulture, landscaping, planting, weed control, irrigation, pruning, harvesting; pollution issues: air quality, hazardous waste, pollution prevention, recycling, waste management, water quality, environmental clean-up industry; animals, pets, livestock, zoology; biology; botany.	peta.org nature.org
News		News, headlines, newspapers; TV station wireless	nytimes.com msnbc.com

8.1.19

Category	Blocked?	Description	Examples
Non-mainstream		Non-mainstream approaches to life. Occult practices: esoteric magic, voodoo, witchcraft, casting spells; fortune telling practices: I Ching, numerology, psychic advice, Tarot; paranormal: out of body, astral travel, séances; astrology, horoscopes; UFOs and aliens; gay, lesbian and bisexual: gay family, gay parenting, coming out, gay pride sites, civil rights issues, politics, sports, clubs and events, travel and accommodations, leisure activities; gay bars.	tarot.com psychic.com
Non-sexual nudity	✓	Nudism/nudity; nudist camps; artistic nudes	barenakedgallery.com fineartnude.com
Online Communities	✓	Personal web pages; affinity groups; special interest groups; professional organizations for social purposes; personal photo collections; web newsgroups.	myspace.com facebook.com
Online Trading		Online brokerages, sites which afford the user the ability to trade stocks online.	franklintrading.com ameritrade.com
Peer File Transfer	✓	Peer-to-peer file request sites. This does not track the file transfers themselves.	torrentz.com piratebay.com
Porn	✓	Sexually explicit text or depictions. Includes the following: nude celebrities; anime and XXX cartoons; general XXX depictions; material of a sexually violent nature (bondage, domination, sadomasochism, torture, rape, spanking, snuff, fantasy death, necrophilia); other fetish material (foot/legs, infantilism, balloon sex, latex gloves, enema, pregnant women, pony-play, BBW, bestiality); XXX chat rooms; sex simulators; gay pornography; sites that offer strip poker; adult movies; lewd art; web-based pornographic e-mail.	playboy.com penthouse.com
Real Estate		Information that would support the search for real estate. This includes: office and commercial space; real estate listings: rentals, apartments, homes; house building; roommates, etc.	remax.com century21.com
Science and Technology		Sites involving science and technology: aerospace, electronics, engineering, mathematics, etc.; space exploration; meteorology; geography; environment; energy: oil, nuclear, wind, sun; communications: telephones, telecomm. Also Technology.	space.com ieee.org
Search Engines		Web directories and search engines that often serve as home pages such as Excite, MSN, Alta Vista, and Google.	google.com msn.com
Sex Education and Abortion	✓	Sexual health, information about, or descriptions of, abortions procedures such as: abortion pills, medical abortions, surgical abortions; abortion clinics and abortion providers.	abortion.com prolife.com
Shopping		Auctions; bartering; online purchasing; coupons and free offers; yellow pages; classified ads; general office supplies; online catalogs; online malls.	ebay.com amazon.com
Social Science		Sites related to: archaeology; anthropology; cultural studies; economics; history; linguistics; philosophy; political science; psychology; theology; women's studies.	civilwar.com ssrc.org
Society and Culture		Family and relationships; religions, ethnicity and race, social organizations; genealogy; seniors, clothing and fashion; spas; hair salons; cosmetics (skin care for diseases or conditions may be categorized as Health and Nutrition); hobbies; do-it-yourself; toys for kids; model and remote control cars; toy soldiers.	unitedway.org goodhousekeeping.com
itual Healing		Spiritual healing; alternative approaches to health, both physical and mental.	aetherius.org enhancedhealing.com

8.1.20

Category	Blocked?	Description	Examples
Sports and Recreation		All sports, professional and amateur; recreational activities; hunting; fishing; fantasy sports; gun and hunting clubs; public parks; amusement parks; water parks; theme parks; zoos and aquariums.	espn.com si.com
Streaming Media	✓	Sites that involve: net radio; net TV; web casts; streaming audio; streaming video.	xmradio.com youtube.com
Tasteless or Obscene	✓	Sites that offer tasteless, often gory photographs such as autopsy photos, photos of crime scenes, crime or accident victims; sites displaying excessive obscene material.	facesofdeath.com torture-museum.com
Tattoos		Pictures and text relating to body modification; tattoos and piercing venues; articles and information about tattoos and piercing; body painting.	tatoo.com tattoofinder.com
Travel		Business and personal travel: travel information; travel resources; travel agents; vacation packages; cruises; lodging and accommodations; travel transportation: flight booking, airfares, renting cars; vacation homes.	travelocity.com hotels.com
Uncategorized		Cannot be categorized—often because the web page is secured from outside visibility or there's either no text or too little text to access it.	
Vice	✓	Sites involving illegal drugs, alcohol, tobacco, and gambling.	viceland.com vbs.tv
Violence	✓	Sites related to violence and violent behavior.	psfights.com realfights.com
Weapons	✓	Sites or information relating to the purchase or use of conventional weapons such as: gun sellers; gun auctions; gun classified ads; gun accessories; gun shows; gun training; general information about guns; other weapons (e.g., knives, brass knuckles) may be included.	nrahq.org remington.com
Web Hosting		Sites that provide web site hosting services.	webmasters.com rackspace.com
Web Messaging	✓	General use of the web for messages: e-cards, on-line meetings, message boards, etc.	bluemountain.com ecards.com
Web-based Chat	✓	Web-based chat sites.	chatango.com boldchat.com
Web-based Email		Email portals and email messages ported through the web.	hotmail.com webmail.aol.com
Young Child		Sites directed toward and specifically approved for your children	groovygirls.com pbskids.org

Unblock streaming media & shape instead. fg 09/10

8.1.21

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:
Mathematics Adoption

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Mary Boyle

ENCLOSURES:
Mathematics Adoption Process

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
IMFRP Funds – Resource 7156
(Approx 19.84% Budget Reduction – Tier III Categorical)

MEETING DATE:
April 21, 2009

ROLL CALL REQUIRED:
No

BACKGROUND:

California Department of Education requires all school districts to engage in a textbook adoption process for each curricular area every six years. WPUSD completed the science and social studies adoptions during the last three years; this year we have completed the mathematics adoption process.

Our Mathematics Adoption Committee K – 8 has worked diligently to assess our current mathematics program and to achieve consensus on a new adoption. The new adoption will be in place for the next six years; it is, without question, a very important decision. The committee began with pre-training in the adoption process, attended publishers' presentations at PCOE to narrow the field of 22 state-approved publishers to four for K – 5 and from 8 to 2 for 6^{th} – 8^{th}, hosted additional publishers' presentations here at WPUSD, further narrowed the field, then spent several days and countless additional hours reviewing the remaining publishers' materials. The review included an intense study of our current mathematics achievement score results, a review of CA Mathematics Content Standards, a review of CA Blueprints for STAR Testing, a review of publisher content components and a process of tracing CA mathematics content standards through each of the remaining programs.

Our Mathematics Adoption Committee reached consensus and unanimously recommends the following programs for adoption:

K – 5 Mathematics:	Harcourt School Publishers - California HSP Math
6 – 7 Mathematics:	Holt, Rinehart and Winston – Holt California Mathematics: Course 1 & 2
Algebra/Geometry:	McDougal Littell: Algebra I & Geometry
4 – 8 Intervention:	Harcourt School Publishers (Harcourt/Holt) – California Fast Forward Math

ADMINISTRATION RECOMMENDATION:

Approve Adoption Recommendation

8.2

WPUSD
K – 8 Mathematics Adoption Process
2008 – 2009

1. Attend Pre-Training Sessions
2. Attend Publishers' Presentations
3. Early Elimination of Publishers, Narrowing List of 22 to 4 for Elementary and List of 8 to 2 for Middle School

For Remaining Publishers' Products:

4. Review/Examine Grade Level Kits
5. Host Publishers' Presentations for Remaining Series (Elementary)
6. Examine WPUSD Mathematics STAR Test Scores
7. Complete Tracing Standards Templates
8. Review Program Components
9. Come to Consensus re Decision

8.2.1

WPUSD
Mathematics Adoption Committee
2008 – 2009

Elementary:

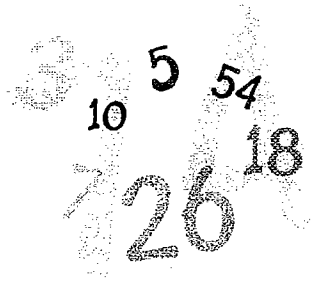
Alicia Hernandez - FSS
Gari Lambert - TBES
Donna Warren - LCES
Taryn Gordon - FSS
Jenny Flanagan - FRES
Cindy Snodgrass - FSS
April Rennie - COES
Kevin Kurtz - LCES
Carol Anderson - FRES
Michelle Kamilos - COES
Jamie Mandel – TBES
Anita Moya del Pino – FSS
Pam Cook – LCES
Jaclyn Crook – LCES
Daren Coleman – LCES
Julie Shackelford – COES
Erin Hermle – CCC
Kris Knutson – Sheridan
Shannon Dumler – COES
Pam Baker – TBES
Penny Whitworth – CCC

Middle School:

Derek Hutchinson – GEMS
Ben Volmer – TBMS
Randy Woods – TBMS
Vicki Eutsey – GEMS
Lori Young - TBMS
JoAnn Kita - TBMS
David Hicks - TBMS
Jared Gonzalves - TBMS
Chris Landon - GEMS
Lori Schleppenbach – GEMS

8.2.2

Math Adoption Committee
The "REALLY TRULY FINAL" Meeting!
March 18, 2009—8:15 D.O. Zebra Room



AGENDA

1. WELCOME - Review Our Task -
   - Reach an Math Adoption Decision K - 5
   - Review of Agenda

2. LARGE GROUP -
   - Review Norms—What will help us work together today?
   - Review 4 - 5 Standards/Sets that Grade Levels Chose to Evaluate in February
   - Review Process for Today

3. GRADE LEVEL GROUPS -
   - Tracing Standards Template
     - Complete as a Grade Level Group
     - Complete One Tracing Standards Template for EACH of 4 - 5 Priority Standards/Sets for Publisher #1
     - Complete Grade Level Summary Chart for Publisher #1
     - Repeat Process for Publishers #2 & #3
   - Reviewing Program Components
     - Step 1 - First Look - Ancillary Materials
       i. Complete One for Publisher #1
     - Step 2 - Program Criteria Reflection
       i. Complete One for Publisher #1
     - Repeat Process for Publishers #2 & #3

4. LARGE GROUP -
   - District Summary Chart
     - Tracing Standards Template
     - Reviewing Program Components
   - Reaching Consensus
     - Definition
     - Levels of Support
     - Consensus on Choice of K - 5 WPUSD Math Program

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Math Adoption Committee
The "FINAL" Meeting!



You're NOT Behind the !!
February 4, 2009

AGENDA

- Welcome - Our Task -
  - Reach an Math Adoption Decision K - 5
  - Math Implementation Timeline
  - Review of Agenda

- Setting Norms - What will help us work together today?

- LARGE GROUP -

1. Preliminary Look at STAR Scores
   - 2004 - 2008 ELA/Math ALL Students; EL Students
   - 2008 Math Cluster Scores - Reflections

2. Review of STAR Math Testing Blueprints
   - Highlight Key Standards (At K ALL are Key Standards!)
   - Choose 4 - 5 Standards/Sets to Evaluate as a Grade Level

3. Today's Focus - Evaluating New Materials Based on our Identified 4 - 5 Priority Standards/Sets

GRADE LEVEL GROUPS -

4. Tracing Standards Template
   - Complete as a Grade Level Group
   - Complete One Tracing Standards Template for EACH of 4 - 5 Priority Standards/Sets for Publisher #1
   - Complete Grade Level Summary Chart for Publisher #1
   - Repeat Process for Publishers #2 & #3

8.24

5. Reviewing Program Components
    - Step 1 - First Look - Ancillary Materials
        i. Complete One for Publisher #1
    - Step 2 - Program Criteria Reflection
        i. Complete One for Publisher #1
    - Repeat Process for Publishers #2 & #3

- <u>LARGE GROUP</u> -

6. District Summary Chart
    - Tracing Standards Template
    - Reviewing Program Components

7. Reaching Consensus
    - Definition
    - Levels of Support
    - Consensus on Choice of K - 5 WPUSD Math Program

8.25



MATHEMATICS ADOPTION COMMITTEE MEETING
TUESDAY, OCTOBER 21, 2008
3:15- 4:00 D.O.—ZEBRA ROOM

AGENDA

1. Recap of Dates—
    * Adoption Decision in 08/09; Implementation in 09/10
2. Choices -
    * Elementary—Narrowed to Harcourt; Houghton Mifflin; Pearson Scott Foresman; Saxon
    * Middle School Choices— Holt 6/7; McDougal Littel or Holt Algebra I
    * High School—McDougal Littel Algebra I
3. Publishers' Responses to Questions
4. This Year's Process – Regular Program (K-5) ; Intervention Programs (4—7); Algebra Readiness (8)
    * Continue to Experiment with Materials—Sept-Dec
    * Publishers' 60-Minute Presentations? - Nov
    * All Day Meeting(s)—December/January
        * Standards Map for Each Publisher at Each Grade Level & Intervention
        * Lesson Notes—for Major/Difficult Concepts at Each Grade Level
        * Rating of Publisher Choices
        * Decision Recommendation
    * Board Recommendation—February/March
5. Other

8.26

WPUSD MATHEMATICS ADOPTION
K – 5

MATERIALS REVIEW DAY
Tuesday, March 18, 2008
8:30 – 3:00
New District Office - Zebra Room

1. Review Process to Date –
   - Attend publishers' presentations
   - Early elimination of publishers if possible, narrowing list to two to three

2. For Remaining Publishers –

   Today – each teacher rep will:
   - Review Content Standards for ONE grade level
   - Examine ONE Publisher Kit for that grade level
   - Complete Standards Map for that publisher at that grade level
   - Complete Mathematics Adoption Rating Sheet for that publisher/grade level
   - Repeat for additional Publisher Kits, if time permits.

3. Next Steps –
   - Take two Publisher Kits (one primary, one intermediate) back to site – four for COES & TBES. THESE MUST BE SIGNED OUT!
   - Experiment with the kits on your site – mini pilot.
   - Final Discussion/Decision Day – Tuesday, May 13 – 8:30 – 3:00 at new D.O.

<u>TODAY's SCHEDULE:</u>

8:30 – 11:30	Evaluation of Materials
11:30 – 12:30	Lunch
12:30 – 3:00	Evaluation of Materials

8.27

WPUSD
Mathematics Adoption Process
February, 2008

Grades: Grades K – 8 must consider new state-adopted mathematics materials for adoption as part of the curriculum review/adoption process. Grades 9 – 12 may consider new materials for adoption, but are not required to do so. We will be reviewing materials and making decisions this spring for implementation in the 2009 -10 school year. (This gives one year for publishers to "work out the bugs" as well as for us to budget for the purchase.) We will continue with our current mathematics adoption for the 2008 – 09 school year.

Site Representatives:

Elementary – 2 Official Reps/Site (Voting Rights & Mary covers subs)
CCC – Erin Hermle (1) & Penny Woodworth (4)
COES – Lana Benson (1), April Rennie (2), Julie Stuckey (3), Michelle Livermore (4), Julie Shackelford (RSP)
FSS – Alicia Hernandez (2), Anita Moya Del Pena (4/5), Cindy Snodgrass (5)
FRES – Carol Anderson (2), Jenny Flannagan (4)
LCES – Pam Cook (1), Jacylyn Crook (3), Darren Coleman (4)
Sheridan – Kris Knutson (Admin)
TBES – Gari Stubbs (2), Conni London (5)
GEMS – Lacey Anderson, Lori Young, Lori Schleppenbach, Derek Hutchinson
TBMS – Randy Woods, Daisy Damos, Erik Bost, Ben Volmer
LHS – Math Department – Lori Harris, Chair
PHS – Tracy Gruber

Process:

1. Site Representatives Attend Publishers' Preview Presentations @ PCOE Annex, Auburn – and complete a "Math Adoption - Publisher Presentation Notes" page for each publisher. (See attached)
   - **Grades K – 5 - Friday, February 8, 8:00 – 4:00 p.m.**
   - **Grades 6 – 8 - Wednesday, February 13, 8:00 – 4:00 p.m.**
   - **Grades 4 – 7 Intervention - Friday, Feb 22, 8:00 – 5:00**
   - **Grades 9 – 12 – No preview day available**; contact Mary Boyle with names of publishers/courses you would like to consider.

2. Site Representatives Attend Adoption Process/Narrowing the Publisher Field Meeting – **All Grades K - 12**
   - **Tuesday, Feb 26 – 3:15 – 4:15 p.m. – TBMS – Rm 509**
   - Review Process
   - Share Publisher Presentation Notes
   - Narrow to three favorite publishers

8.28

3. Attend Math Curriculum Materials Review Day – K - 8
    - **Tuesday, March 18 8:30 – 3:30 p.m. – New District Office – 660 6th Street**
    - Review Materials/Kits for Three Favorite Publishers – Dig into Components and Compare to Standards
    - Take Kits Back to Sites to Mini Pilot and Share with Colleagues

4. Mini-Pilot the New Materials
    - Try out the New Materials – March/April

5. Final Discussion/Decision Process Day - 8
    - **Tuesday, May 13 – 8:30 – 3:00 p.m. – New District Office – 660 6th Street**

8.29

Consensus Definition Chart

A consensus decision means:

- Each team member agrees he/she can support the publisher program ultimately recommended by the committee.

- Each team member has a responsibility to support the adoption and its implementation throughout the district.

8.2.10

Levels of Support

1. I strongly agree with this publisher program and can support it.

2. I can support this material. I am willing to go along with this choice.

3. I have concerns and cannot support this material.

4. I abstain because I didn't learn enough about this publisher program to have an opinion.

8.2-11

Attachment 1

07 Mathematics Primary Adoption State Board of Education Action, November 8, 2007.

2007 Mathematics Primary Adoption
State Board of Education Action, November 8, 2007

Information is organized by the three program types:
Basic Grade-level, Intervention and Algebra Readiness programs

Programs Adopted

Basic Grade-Level Programs (22 Programs)

Publisher	Program Title	Grade Level(s)
CGP Education, Inc.	*California Standards-Driven Mathematics Program: Course One, Course Two, Algebra I*	6-8
CPM Educational Program	*Algebra Connections*	8
Glencoe/McGraw-Hill	*Glencoe California Mathematics & Algebra 1: Concepts, Skills & Problem Solving*	6-8
Harcourt School Publishers	*California HSP Math*	K-6
Holt, Rinehart and Winston	*Holt California Mathematics: Course 1, Course 2, Algebra I*	6-8
Houghton Mifflin Company	*Houghton Mifflin California Math*	K-6
Key Curriculum Press	*Discovering Algebra: An Investigative Approach, CA Edition*	8
Kinetic Books	*Algebra I*	8
Macmillan/McGraw-Hill School Division	*Macmillan/McGraw-Hill Math, 2009 Copyright*	K-6
Marshall Cavendish International ***Includes two programs**	*Earlybird Kindergarten Mathematics (Standards Edition) (K); Primary Mathematics (Standards Edition)*	K-5
McDougal Littell, a division of Houghton Mifflin	*McDougal Littell CA Pre-Algebra and Algebra I*	7-8
McDougal Littell, a division of Houghton Mifflin	*McDougal Littell CA Math Course 1, Course 2, Algebra I (Ron Larson and others)*	6-8
McDougal Littell, a division of Houghton Mifflin	*McDougal Littell CA Structure and Method Course 1, Course 2, Algebra I (Mary P. Dolciani and others)*	6-8
Pearson Scott Foresman	*Scott Foresman - Addison Wesley enVisionMath California*	K-6
Pearson Prentice Hall	*Prentice Hall Mathematics California*	6-8
Pearson Prentice Hall	*Prentice Hall Mathematics California Algebra I*	8
Sadlier-Oxford, A Division of Wm. H. Sadlier, Inc.	*Progress in Mathematics c2008 CA Ed.*	K-6
Saxon, an imprint of Harcourt Achieve	*CA Saxon Math K-6*	K-6
SRA/McGraw-Hill	*SRA Real Math*	K-6
TPS Publishing Co.	*CA State Standards Aligned Mathematics Program: K-3*	K-3
Wright Group/McGraw-Hill	*California Everyday Mathematics*	K-6

Intervention Programs (8 Programs)

Publisher	Program Title	Grade Level(s)
CompassLearning, Inc.	*Odyssey Focus Math: Grades 4-7*	4-7
Glencoe/McGraw-Hill	*California Math Triumphs*	4-7

8.2.12

Harcourt School Publishers	*California Fast Forward Math (Harcourt/Holt)*	4-7
iLearn, Inc.	*iPASS Math Intervention*	4-7
Kaplan K-12 Learning Services	*Momentum Math*	4-7
Riverdeep Inc. LLC	*Destination Math California Intervention*	4-7
SRA/McGraw-Hill	*SRA Number Worlds*	4-7
Wright Group/McGraw-Hill	*Pinpoint*	4-7

Algebra Readiness Programs (11 Programs)

Publisher	Program Title	Grade Level(s)
America's Choice, Inc.	*Ramp-Up to Algebra*	8
CompassLearning, Inc.	*Odyssey Focus Math: Algebra Readiness*	8
Glencoe/McGraw-Hill	*California Algebra Readiness: Concepts, Skills, and Problem Solving*	8
Holt, Rinehart and Winston	*Holt California Algebra Readiness*	8
iLearn, Inc.	*iPASS Algebra Readiness*	8
JRL Enterprises, Inc. (I Can Learn Ed. Systems)	*I Can Learn Fundamentals of Math, Algebra, Pre-Algebra and Geometry*	8
McDougal Littell, a division of Houghton Mifflin	*McDougal Littell Algebra Readiness*	8
MIND Institute	*Algebra Readiness*	8
Pearson Prentice Hall	*Prentice Hall Mathematics California Algebra Readiness*	8
Pearson Prentice Hall	*Connecting to Algebra for Algebra Readiness*	8
UCLA Mathematics Department	*Introduction to Algebra*	8

Programs Not Adopted

Basic Grade-Level Programs (3 Programs)

Publisher	Program Title	Grade Level(s)
Carnegie Learning, Inc.	*Carnegie Learning Cognitive Tutor Algebra I*	8
JRL Enterprises, Inc. (I Can Learn Ed. Systems)	*I Can Learn Fundamentals of Math, Algebra, Pre-Algebra and Geometry*	6-8
Wright Group/McGraw-Hill	*UCSMP (Univ. of Chicago School Math Project)*	7-8

Intervention Programs (4 Programs)

Publisher	Program Title	Grade Level(s)
Advanced Academics, Inc.	*Advanced Academics' Mathematics Intervention*	4-7
InfoSis, LLC	*Effective Math Intervention*	4-7
Mastery Learning Systems	*Count, Notice & Remember Math Intervention*	4-7
Pearson Scott Foresman	*California Math Intervention (Pearson Prentice Hall/Pearson Scott Foresman)*	4-7

Algebra Readiness Programs (6 Programs)

Publisher	Program Title	Grade Level(s)
Advanced Academics, Inc.	*Advanced Academics' Algebra Readiness*	8
Carnegie Learning, Inc.	*Carnegie Learning Cognitive Tutor Bridge to Algebra*	8
Learning To Learn	*Learning to Learn Algebra Readiness*	8

8.2.13

SRA/McGraw-Hill	*SRA Algebra Readiness*	8
Teacher Created Materials	*Active Algebra: Algebra Readiness*	8
The Princeton Review	*Lightning Math*	8

Questions: Mary Sprague | msprague@cde.ca.gov | 916-319-0510

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Thursday, December 06, 2007

8.2.14

DISTRICT SUMMARY CHART: Tracing Standards

This chart is to be completed for each publisher program.

A. Record the mode for each element from the Grade Level Summary Charts.

B. Record the district mode. (Mode is the score that appears most frequently.).

1 = Does not meet 2 = Minimally meets 3 = Meets 4 = Exceeds

Program Type: Math

Publisher Program: Harcourt

Grade Level	Instructional Objective Mode	Instructional Design Mode	Instructional Delivery Mode	Assessment Mode	Universal Access Mode	Instructional Materials Mode
K	3	2	3	3	3	3
1st	3	3	3	3	3	3
2nd	3	3	3	3	3	3
3rd	3	3	3	3	3	3
4th	4	4	3	3	3	3
5th	3	1	3	4	3	3
6th						
7th						
8th						
9th						
10th						
11th						
12th						
District Mode:	3	3	3	3	3	3

District Overall Mode: 3

8.2.15

DISTRICT SUMMARY CHART: Reviewing Program Components

This chart is to be completed for each publisher program.

A. Record the mode for each element from the Grade Level Summary Charts.

B. Record the district mode. (Mode is the score that appears most frequently.) A sample of a completed chart is found on page 69.

C. Use the completed District Summary Charts to determine which publisher programs will continue to be reviewed and which program(s) will be eliminated from further review.

– = Does not meet ✓ = Minimally meets + = Meets or Exceeds

Math		Publisher Program: Harcourt				
Grade Level	Standards Alignment **Mode**	Program Organization **Mode**	Assessment **Mode**	Universal Access **Mode**	Instruct Plan/Suppt **Mode**	**Mode**
K	/	+	+	+	+	
1st	+	✓	✓	✓	+	
2nd	+	+	+	+	+	
3rd	+	✓	+	+	+	
4th	+	+	+	+	+	
5th	✓	–	+	✓	✓	
6th						
7th						
8th						
9th						
10th						
11th						
12th						
District Mode:	+	+	+	+	+	

8.2.16

DISTRICT SUMMARY CHART: Tracing Standards

This chart is to be completed for each publisher program.

A. Record the mode for each element from the Grade Level Summary Charts.

B. Record the district mode. (Mode is the score that appears most frequently.).

1 = Does not meet 2 = Minimally meets 3 = Meets 4 = Exceeds

Program Type: Math		Publisher Program: Houghton Mifflin				
Grade Level	**Instructional Objective Mode**	**Instructional Design Mode**	**Instructional Delivery Mode**	**Assessment Mode**	**Universal Access Mode**	**Instructional Materials Mode**
K	3	3	3	3	3	3
1st	3	3	3	3	3	3
2nd	3	3	3	3	4	3
3rd	3	3	3	3	3	3
4th	3	3	3	3	3	3
5th	2	1	2	2	3	2
6th						
7th						
8th						
9th						
10th						
11th						
12th						
District Mode:	3	3	3	3	3	3

District Overall Mode: 3

8.2.17

DISTRICT SUMMARY CHART: Reviewing Program Components

This chart is to be completed for each publisher program.

A. Record the mode for each element from the Grade Level Summary Charts.

B. Record the district mode. (Mode is the score that appears most frequently.) A sample of a completed chart is found on page 69.

C. Use the completed District Summary Charts to determine which publisher programs will continue to be reviewed and which program(s) will be eliminated from further review.

— = Does not meet ✓ = Minimally meets + = Meets or Exceeds

Math		Publisher Program: Houghton Mifflin				
Grade Level	Standards Alignment **Mode**	Program Organization **Mode**	Assessment **Mode**	Universal Access **Mode**	Instruct Plan/Suppt **Mode**	**Mode**
K	—	+	+	+	✓	
1st	✓	+	+	✓	✓	
2nd	+	+	+	+	+	
3rd	+	+	+	+	+	
4th	+	+	+	+	+	
5th	✓	—	✓	✓	✓	
6th						
7th						
8th						
9th						
10th						
11th						
12th						
District Mode:	+	+	+	+	+/✓	

8.2.18

DISTRICT SUMMARY CHART: Tracing Standards

This chart is to be completed for each publisher program.

A. Record the mode for each element from the Grade Level Summary Charts.

B. Record the district mode. (Mode is the score that appears most frequently.).

1 = Does not meet 2 = Minimally meets 3 = Meets 4 = Exceeds

Program Type: Math		Publisher Program: Saxon				
Grade Level	**Instructional Objective Mode**	**Instructional Design Mode**	**Instructional Delivery Mode**	**Assessment Mode**	**Universal Access Mode**	**Instructional Materials Mode**
K	2	2	3	1	1	2
1st	2	2	2	3	1	2
2nd	3	3	3	2	2	2
3rd	2	1	2	2	2	2
4th	3	3	2	3	2	3
5th	3	4	3	3	3	3
6th						
7th						
8th						
9th						
10th						
11th						
12th						
District Mode:	2/3	2/3	2/3	3	2	2

District Overall Mode: 2/3

8.2.19

DISTRICT SUMMARY CHART: Reviewing Program Components

This chart is to be completed for each publisher program.

A. Record the mode for each element from the Grade Level Summary Charts.

B. Record the district mode. (Mode is the score that appears most frequently.) A sample of a completed chart is found on page 69.

C. Use the completed District Summary Charts to determine which publisher programs will continue to be reviewed and which program(s) will be eliminated from further review.

– = Does not meet ✓= Minimally meets + = Meets or Exceeds

Math		Publisher Program: Saxon				
Grade Level	Standards Alignment **Mode**	Program Organization **Mode**	Assessment **Mode**	Universal Access **Mode**	Instruct Plan/Suppt **Mode**	**Mode**
K	/	–	–	–	✓	
1st	–	✓	–	–	–	
2nd	✓	+	–	–	–	
3rd	✓	✓	✓	–	✓	
4th	+	+	✓	–	+	
5th	+	✓	✓	✓	+	
6th						
7th						
8th						
9th						
10th						
11th						
12th						
District Mode:	+/✓	✓	–/✓	–	–/✓/+	

4-2-20

Standard A

Complete 2-3 per publisher

TRACING STANDARDS TEMPLATE

Grade:	Clusters	Program Title and Publisher:
Standard:		
Pages:		

Rating Guide: Rate how well each item meets identified district needs.

1 = Does not meet 2 = Minimally meets 3 = Meets 4 = Exceeds

A. INSTRUCTIONAL OBJECTIVES The TE clearly defines what is to be taught and learned.		
ELEMENT	**COMMENTS** Note evidence and page reference	**RATING**
1. Lesson objectives clearly align with the standard.		
2. Sufficient opportunities to practice the objectives are provided.		
3. Objectives are monitored through opportunities to check for understanding.		
	Overall **Instructional Objectives** Rating:	

B. INSTRUCTIONAL DESIGN The TE uses strategic selection and sequencing of information.		
1. All aspects of the standard are addressed throughout the year.		
2. Progression is logical.		
3. Treatment of the concept or skill is sufficient for the standard to be learned.		
	Overall **Instructional Design** Rating:	

8.2.21

C. INSTRUCTIONAL DELIVERY The TE offers procedures and strategies to develop students' skills and knowledge and includes ideas and resources to:		
ELEMENT	**COMMENTS** Note evidence and page reference	**RATING**
1. Clearly identify the standard and the instructional sequence.		
2. Introduce the skill.		
3. Explicitly teach the standard (e.g. think-aloud, direct instruction).		
4. Engage all students.		
5. Guide students and provide feedback as they practice.		
6. Support peer-mediated instruction (collaborative or co-operative learning).		
7. Provide individual practice and application.		
8. Support development of academic vocabulary.		
	Overall **Instructional Delivery** Rating:	

D. ASSESSMENT The TE clearly provides the purpose and tools for assessment throughout the program, including:		
1. Clear direction as to where the entry-level assessments are located (probably in an ancillary).		
2. Multiple/various progress-monitoring assessment options.		
3. Frequent and varied means of checking for understanding.		
4. Clear direction to where the summative assessments are located (probably in an ancillary).		
5. Assessments that allow for multiple entry points with clear exit criteria (for Programs 4 & 5).		
6. Assessments that show mastery of critical ~~reading~~ skills/standards		
	Overall **Assessment** Rating:	

8.2.22

E. UNIVERSAL ACCESS The TE provides suggestions for grouping and differentiating instruction for *all* students including:		
ELEMENT	**COMMENTS** Note evidence and page reference	**RATING**
1. Students who are struggling . which may include English learners, students with disabilities, and students who use African American vernacular English (AAVE).		
2. Students who are advanced learners.		
3. Students who are English learners.		
4. Students who use African American vernacular English (AAVE).	Group decision ~ include?	
5. Students with disabilities.		
6. In addition to the Universal Access support within the TE, clear references are made to supporting components in the ancillary materials.		
	Overall **Universal Access** Rating:	

F. INSTRUCTIONAL MATERIALS The TE includes the following:		
1. Carefully sequenced introduction of content, skills, and strategies.		
2. Adequate number and range of examples.		
3. Sufficient review of previously taught skills and strategies.		
4. Assessment tasks that parallel the requirements of the standard.		
	Overall **Materials** Rating:	

8.2.23

#5

Reviewing Program Components

Complete 1 per publisher

Step 1: First Look

Directions:

This activity is a general overview of the publisher program **ancillary materials only**. Read through each ancillary piece. Fill out the chart below by writing the name of each ancillary piece and recording your ideas about these materials. (See example in chart below.)

Committee Member 5: _____

Publisher Program: _____

Grade Level: _____

First Look Chart

Title of Ancillary	General Impressions, Comments, and Questions:
Advanced Learner Handbook	*The reading selections offer advanced learners multiple opportunities to go into depth on more challenging texts.*

8.2.24

First Look Chart: Page _____

Title of Ancillary	General Impressions, Comments, and Questions

8.2.2S

Step 2: Program Criteria Reflection

Committee Members: _____

Publisher Program: _____

Grade Level: _____ **Unit/Chapter:** _____

Program Criteria Reflection Chart

1. Standards Alignment	- ✔ +
a. How well do the ancillary materials review the standards from the previous grade level in order to scaffold instruction for the struggling learners?	
b. How well are the standards grouped for ease of instruction?	
c. How well do the ancillary materials support the standards that were traced through the teacher edition in Section Two: Tracing Standards?	
d. Other questions/concerns based on the District Lens: Mode	

8.2.26

Program Criteria Reflection Chart

2. Program Organization	- ✓ +
a. How easy is it to identify the program features that support each lesson?	
b. How effective are the daily and weekly lesson plans in establishing consistent teaching routines and procedures?	
c. How well is the program organized for ease of instruction?	
d. How effective is the program in making connections among and between the different domains of the standards?	
e. Other questions/concerns based on the District Lens: Mode	

8.27

Program Criteria Reflection Chart

3. Assessment	- ✔ +
a. How well do the materials guide teachers to check for understanding and monitor student progress as they move through the lesson?	
b. How easy is it to locate, administer, and score student assessments?	
c. How well do the assessments measure student progress toward proficiency and mastery of the standards?	
d. Based on the analysis of data from program assessments, how clearly does the program articulate next steps, such as reteaching or accelerating the concept?	
e. Other questions/concerns based on the District Lens: Mode	

8.2.28

Program Criteria Reflection Chart

4. Universal Access	-✓+
a. How clearly defined and appropriate are the Universal Access pieces identified for use during instruction?	
b. How easy is it to incorporate the additional Universal Access ancillary materials into the regular instructional time?	
c. How well do the ancillary materials enhance and extend differentiated instruction beyond what is in the teacher edition?	
d. How do Universal Access materials support the specific needs of English learners and students who use African American vernacular English?	
e. Other questions/concerns based on the District Lens: Mode	

8.2.29

Program Criteria Reflection Chart

5. Instructional Planning and Support	- ✔ +
a. How realistic and flexible is the program's pacing in allowing for the differentiated needs of ***all*** learners?	
b. How well does the lesson design cover all phases of instruction (preteaching, direct teaching, reteaching, feedback)?	
c. How comprehensive is the instruction on standards-aligned writing strategies, conventions, and applications?	
d. How effective is the program in guiding teachers' planning and instruction?	
e. Other questions/concerns based on the District Lens: Mode	

8.2.30

WPUSD
Preliminary Look at STAR Test Scores 2008

English Language Arts
% Proficient/Advanced - ALL Students

Grade	2004	2005	2006	2007	2008	Increase 2004 - 2008	Increase 2007 - 2008
2	31	50	49	53	51	20	-2
3	31	36	42	40	44	13	4
4	38	49	52	58	63	25	5
5	42	43	46	49	54	12	5
6	39	47	45	50	55	16	5
7	38	52	57	53	57	19	4
8	37	42	51	54	55	18	1
9	42	45	54	55	57	15	2
10	36	36	38	48	42	6	-6
11	32	43	36	34	39	7	5

Mathematics
% Proficient/Advanced - ALL Students

Grade	2004	2005	2006	2007	2008	Increase 2004 - 2008	Increase 2007 - 2008
2	46	63	58	61	62	16	1
3	44	55	64	62	68	24	6
4	39	51	59	65	72	33	7
5	37	38	52	58	69	32	11
6	38	47	40	51	54	16	3
7	41	45	46	43	52	11	9
Gen Math 8	17	24	15	33	41	24	8
Gen Math 9	0	0	8	0	0	0	0
Algebra 7	**	**	**	60	57	N/A	-3
Algebra 8	22	43	55	52	57	35	5
Algebra 9	9	12	23	19	13	4	-6
Geometry 8	0	48	53	68	62	62	-6
Geometry 9	44	31	31	33	29	-15	-4
Alg II - 9	**	**	50	45	48	-2	3
Alg II - 10	11	25	21	25	33	22	8
Alg II - 11	0	3	3	3	10	10	7
Sum'tive-10	**	**	**	31	44	N/A	13
Sum'tive-11	11	29	43	26	41	30	15

NOTE: As more students who excel in math take Algebra I and Geometry in the middle school grades, high school Algebra I and Geometry scores can be affected.

8.2.31

WPUSD
Preliminary Look at STAR Test Scores 2008

SCIENCE
% Proficient/Advanced - ALL Students

Grade	2004	2005	2006	2007	2008	Increase 2004 - 2008	Increase 2007 - 2008
5	33	31	33	39	49	16	10
8	**	**	42	57	61	19	4
10	**	**	31	50	45	14	-5
Biology - 9	48	40	60	86	79	31	-7
Biology - 10	22	31	35	49	52	30	3
Biology - 11	9	42	18	39	43	34	4
Earth Sci - 9	**	**	**	0	25	25	25
Earth Sci - 10	**	**	**	0	21	21	21
Int Sci 1 - 9	5	4	9	6	8	3	2
Chemistry-10	29	28	13	43	38	9	-5
Chemistry-11	14	10	6	8	18	4	10
Physics - 11	28	50	43	46	74	46	28

History/Social Science
% Proficient/Advanced - ALL Students

Grade	2004	2005	2006	2007	2008	Increase 2004 - 2008	Increase 2007 - 2008
8 (U.S.)	37	47	46	40	43	6	3
10 (World)	30	29	25	34	41	11	7
11 (U.S.)	34	42	30	36	49	15	13

NOTE: As more students who excel in math take Algebra I and Geometry in the middle school grades, high school Algebra I and Geometry scores can be affected.

8.2.32

WPUSD
Elementary STAR Test Scores 2004 - 2008
Proficient/Advanced
Language Arts / Math

English Language Arts
% Proficient/Advanced
All Students; All Subgroups

Grade	2004	2005	2006	2007	2008	Increase 04 - 08	Increase 07 - 08
2 ALL	31	50	49	53	51	20	-2
3 ALL	31	36	42	40	44	13	4
4 ALL	38	49	52	58	63	25	5
5 ALL	42	43	46	49	54	12	5
2 Hispanic	5	26	24	31	25	20	-6
3 Hispanic	12	11	26	24	22	10	-2
4 Hispanic	21	26	27	41	48	27	7
5 Hispanic	27	23	25	29	38	11	9
2 EL>12 Mo	12	16	9	22	20	8	-2
3 EL>12 Mo	4	11	9	9	11	7	2
4 EL>12 Mo	15	9	19	19	27	12	8
5 EL>12 Mo	16	12	6	11	18	2	7
2 Econ Dis	16	25	26	36	32	16	-4
3 Econ Dis	20	15	21	19	24	4	5
4 Econ Dis	28	34	32	41	44	16	3
5 Econ Dis	29	31	28	32	38	9	6
2 Disabilities	17	31	22	22	28	11	6
3 Disabilities	0	19	13	18	21	21	3
4 Disabilities	8	31	24	25	40	32	15
5 Disabilities	4	15	16	15	17	13	2

8.2.33

WPUSD
Elementary STAR Test Scores 2004 - 2008
Proficient/Advanced
Language Arts / Math

Mathematics
% Proficient/Advanced
All Students; All Subgroups

Grade	2004	2005	2006	2007	2008	Increase 04 - 08	Increase 07 - 08
2 ALL	46	63	58	61	62	16	1
3 ALL	44	55	64	62	68	24	6
4 ALL	39	51	59	65	72	33	7
5 ALL	37	38	52	58	69	32	11
2 Hispanic	24	52	34	44	43	19	-1
3 Hispanic	22	22	53	49	52	30	3
4 Hispanic	22	33	34	57	64	42	7
5 Hispanic	27	17	26	30	58	31	28
2 EL>12 Mo	32	56	23	39	41	9	2
3 EL>12 Mo	11	29	45	34	45	34	11
4 EL>12 Mo	19	14	22	41	54	35	13
5 EL>12 Mo	20	6	15	16	49	29	33
2 Econ Dis	34	55	39	49	45	11	-4
3 Econ Dis	32	35	48	44	50	18	6
4 Econ Dis	28	39	39	48	63	35	15
5 Econ Dis	27	26	34	32	55	28	23
2 Disabilities	33	48	32	29	41	8	12
3 Disabilities	9	32	41	32	34	25	2
4 Disabilities	17	35	36	31	63	46	32
5 Disabilities	9	13	20	13	35	26	22

8.2.34

STAR Report for Western Placer USD

- Target ~ 80%
- ① Circle 70%+
- ② Highlight < 70% and > 10 pt diff EL to ALL

STAR Testing
CST's ~ 2008
Grade 2 - Math

STAR Year: 2007-2008
Enrollment Year: 2008-2009 (OARS Roster)
STAR Grade: 2
Measure: CST Clusters (Math)
Disaggregate By: Language Proficiency
Show: Summary Results

	Summary	Language Proficiency	Place Value, Addition, and Subtraction	Multiplication, Division, and Fractions	Algebra and Functions	Measurement and Geometry	Statistics, Data Analysis, & Probability
1.	All Students	English Only (n=454)	12/15 80%	17/23 74%	5/6 83%	9/13 69%	5/7 71%
2.	All Students	IFEP (n=24)	12/15	16/23	5/6	9/13	5/7
3.	All Students	English Learner (n=90)	10/15 67%	14/23 61%	4/6 67%	8/13 62%	4/7 57%

STAR Grade: 3
Measure: CST Clusters (Math)
Disaggregate By: Language Proficiency
Show: Summary Results

Grade 3 - Math

	Summary	Language Proficiency	Place Value, Fractions, and Decimals	Addition, Subtraction, Mult., & Division	Algebra and Functions	Measurement and Geometry	Statistics, Data Analysis, and Probability
1.	All Students	English Only (n=431)	13/16 81%	12/16 75%	10/12 83%	13/16 81%	4/5 80%
2.	All Students	IFEP (n=21)	13/16	13/16	9/12	13/16	4/5
3.	All Students	English Learner (n=101)	11/16 69%	10/16 63%	8/12 67%	11/16 69%	4/5 80%

STAR Grade: 4
Measure: CST Clusters (Math)
Disaggregate By: Language Proficiency
Show: Summary Results

Grade 4 - Math

	Summary	Language Proficiency	Decimals, Fractions, and Negative Numbers	Operations and Factoring	Algebra and Functions	Measurement and Geometry	Statistics, Data Analysis, and Probability
1.	All Students	Unknown (n=6)	14/17	11/14	13/18	6/12	4/4
2.	All Students	English Only (n=401)	15/17 88%	11/14 79%	14/18 78%	9/12 75%	3/4 75%
3.	All Students	IFEP (n=23)	15/17	12/14	15/18	9/12	3/4
4.	All Students	English Learner (n=78)	13/17 76%	10/14 71%	13/18 72%	7/12 58%	3/4 75%
5.	All Students	RFEP (n=5)	14/17	11/14	15/18	9/12	4/4

STAR Grade: 5
Measure: CST Clusters (Math)
Disaggregate By: Language Proficiency
Show: Summary Results

Grade 5 - Math

	Summary	Language Proficiency	Estimation, Percents, and Factoring	Operations with Fractions and Decimals	Algebra and Functions	Measurement and Geometry	Statistics, Data Analysis, and Probability
1.	All Students	Unknown (n=1)	7/12	1/17	13/17	3/15	2/4
2.	All Students	English Only (n=394)	9/12 75%	13/17 76%	12/17 71%	10/15 67%	3/4 75%
3.	All Students	IFEP (n=9)	7/12	12/17	11/17	8/15	3/4
4.	All Students	English Learner (n=50)	7/12 58%	11/17 65%	10/17 59%	9/15 60%	3/4 75%
5.	All Students	RFEP (n=20)	8/12	13/17	12/17	10/15	3/4

8.2.35

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:
Tentative Agreement Between
WPUSD and WPTA

AGENDA ITEM AREA:
Action

REQUESTED BY:
Bob Noyes
Assist. Superintendent, Personnel Services

ENCLOSURES:

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
April 21, 2009

ROLL CALL REQUIRED:

BACKGROUND:

A tentative agreement has been reached between WPUSD and WPTA on Article XV, Work Year, Section D. (1 through 5).

RECOMMENDATION:

Administration recommends the Board of Trustees approve the Tentative Agreement between WPUSD and WPTA as submitted.

wp/rk/factform

TENTATIVE AGREEMENT

Tentative agreement has been reached between the District and the Association on Article XV, Work Year.

The following Article has been agreed upon:

Article XV – Work Year – 2009-10

Staff Start Day:	**August 17, 2009**
Staff Stop Day:	**June 4, 2010**
Non ADA Days:	**August 17, 2009 (district)**
	August 18, 2009(1/2 site, 1/2 Teacher),
	August 19, 2009 (Teacher).
Zero Days:	**November 23 and 24, 2009**
	February 11, 2010

Linda Tarabochia
W.P.T.A. Negotiation Chair

W.P.U.S.D. Designee

3/13/09
Date

3-13-09
Date

Date Ratified by W.P.T.A. Members

Date Adopted by Board

8.2.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Adoption of Revised Policies and Regulations
Exhibit E(1) 5144.1

AGENDA ITEM AREA:
Action

REQUESTED BY:
Scott Leman
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
April 21, 2009

ROLL CALL REQUIRED:
No

BACKGROUND:

This revision is now being presented for approval by the Board of Trustees.

- E(1) 5144.1 Suspension and Expulsion/Due Process

RECOMMENDATION:

Administration recommends the Board of Trustees approve the revision of the Policies and Regulations Exhibit as submitted.

wp/rk/factform

8.3

SUSPENSION AND EXPULSION/DUE PROCESS

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Board of Trustees for students of the same grade level

2. Referral to a certificated employee designated by the principal to advise students

3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(s))

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. (Education Code 48900.1, 48980)

(cf. 5144 - Discipline)
(cf. 5145.6 - Parental Notifications)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Grounds for Suspension and Expulsion

A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a))

   A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(s))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

(cf. 5131 - Conduct)
(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage, or intoxicant. (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))

7. Stole or attempted to steal school property or private property. (Education Code 48900(g))

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

12. Knowingly received stolen school property or private property. (Education Code 48900(l))

13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))

17. Engaged in, or attempted to engage in, hazing as defined in Education Code 48900(q). (Education Code 48900(q))

18. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

19. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

(cf. 5145.7 - Sexual Harassment)

20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

(cf. 5145.9 - Hate-Motivated Behavior)

21. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school under the jurisdiction of the Superintendent or principal or within any other school district, including but not limited to the following circumstances: (Education Code 48900)

1. While on school grounds

2. While going to or coming from school

3. During the lunch period, whether on or off the school campus

4. During, going to, or coming from a school-sponsored activity

The Superintendent or principal may use his/her discretion to provide alternatives to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program. (Education Code 48900(r))

(cf. 5138 - Conflict Resolution/Peer Mediation)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Truancy)

Removal from Class by a Teacher/Parental Attendance

A teacher may suspend any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above. (Education Code 48910)

A teacher also may refer a student to the principal or designee for consideration of suspension from school. (Education Code 48910)

When removing a student from his/her class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. The student shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal. (Education Code 48910)

A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Pursuant to Board policy, a teacher may provide that the parent/guardian of a student whom the teacher has removed attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

This notice shall also:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date

2. State that if the parent/guardian does not have a means of transportation to school, he/she may ride the school bus with the student

3. Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

Suspension by Superintendent, Principal or Principal's Designee

The Superintendent, principal or principal's designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

The Superintendent or designee shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915)

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

2. Brandishing a knife, as defined in Education Code 48915(g), at another person

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above

5. Possession of an explosive as defined in 18 USC 921

Suspension also may be imposed upon a first offense if the Superintendent, principal or designee determines that the student violated items #1-5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48900.5)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

A student may be suspended from school for not more than 20 school days in any school year, unless for purposes of adjustment the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

The Superintendent or designee may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the principal, designee, or the Superintendent with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her; the student shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

   This conference may be omitted if the principal, designee, or the Superintendent determines that an emergency situation exists. An emergency situation involves a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee of the school in which the student is enrolled at the time of the misbehavior. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee.

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

   This notice shall state the specific offense committed by the student. (Education Code 48900.8)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved and any other pertinent matter. (Education Code 48914)

   While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911(g))

   Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by Superintendent, Principal or Principal's Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by certified mail. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

Supervised Suspension Classroom

Students for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school may be assigned to a separate, supervised suspension classroom for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The supervised suspension classroom shall be staffed in accordance with law.

2. The student shall have access to appropriate counseling services.

3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

4. Each student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Authority to Expel

A student may be expelled only by the Board. The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion."

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

The Board may also order a student expelled for any of the acts listed above under "Grounds for Suspension and Expulsion" upon recommendation by the principal, Superintendent, hearing officer or administrative panel, based on either or both of the following finding(s): (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Mandatory Recommendation for Expulsion

Unless the principal, Superintendent or designee finds that expulsion is inappropriate due to particular circumstances, the principal or the Superintendent or designee shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

1. Causing serious physical injury to another person, except in self-defense

2. Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student

3. Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis

4. Robbery or extortion

5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

Mandatory Recommendation and Mandatory Expulsion

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

2. Brandishing a knife as defined in Education Code 48915(g) at another person

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above

5. Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

Student's Right to Expulsion Hearing

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

8.3.11

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing

2. Have up to two adult support persons of his/her choosing present in the hearing at the time he/she testifies

3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.

2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.

3. A copy of district disciplinary rules which relate to the alleged violation.

4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

8.3.12

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.

7. The opportunity to confront and question all witnesses who testify at the hearing.

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

   Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student shall also be allowed to attend the closed session. (Education Code 48918(c))

   If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including but not limited to videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

8.3.13

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20 (Education Code 48918(i))

   Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

   If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion" above. (Education Code 48918(h))

   Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

   In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

8-3.14

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

a. Any complaining witness shall be given five days' notice before being called to testify.

b. Any complaining witness shall be entitled to have up to two adult support persons, including but not limited to a parent/guardian or legal counsel, present during his/her testimony.

c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.

d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.

e. If one or both support persons are also witnesses, the hearing shall be conducted according to Penal Code 868.5.

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

(1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

8.3.15

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

(c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision Within 10 School Days: The Board's decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

7. Decision Within 40 School Days: If the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures as apply to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing." (Education Code 48918(d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the student shall be immediately reinstated. The Superintendent or designee shall place the student in a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs after consulting with district staff, including the student's teachers and with the student's parent/guardian. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

8.3.16

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (Education Code 48917)

The Board shall make its decision about the student's expulsion within 40 school days after the date of the student's removal from school unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for an act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during the summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review as well as assessment of the student at the time of review for readmission

2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, and other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

8.3.17

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed in Education Code 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915 (Education Code 48900.8)

2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)

3. Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)

4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion, the Board shall take into account the following criteria:

1. The student's pattern of behavior

2. The seriousness of the misconduct

3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

In cases of mandatory expulsion, the enforcement of an expulsion order shall not be suspended.

The suspension of the enforcement of an expulsion shall be governed by the following: (Education Code 48917)

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program.

8.3.18

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status.

3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct.

4. When the suspension of the enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.

5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings.

6. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board of Education.

7. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall also inform the parent/guardian of the right to appeal the expulsion to the County Board of Education. (Education Code 48918(j)).

Right to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board of Education. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board of Education. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notifications to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

8.3.19

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems

2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site

3. Not housed at the school site attended by the student at the time of suspension

(cf. 6185 - Community Day School)

When the placement described above is not available, and when the County Superintendent of Schools so certifies, students expelled for acts described in items #6-13 and #18-21 under "Grounds for Suspension and Expulsion" above may be instead referred to a program of study that is provided at another comprehensive middle, junior, or senior high school, or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)

8.3.20

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

2. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.

3. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.

4. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding re-admission.

5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)

6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)

7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

Maintenance of Records

The Board shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon receipt of a written request by the admitting school. (Education Code 48900.8, 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)
(cf. 5125 - Student Records)

8.3.21

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Outcome Data

The Superintendent or designee shall maintain the following data: (Education Code 48900.8, 48916.1)

1. The number of students recommended for expulsion
2. The specific grounds for each recommended expulsion
3. Whether the student was subsequently expelled
4. Whether the expulsion order was suspended
5. The type of referral made after the expulsion
6. The disposition of the student after the end of the expulsion period

ADMINISTRATIVE GUIDELINES

Education Code 48900 lists the acts for which a student may be suspended or expelled. The following is a chart of administrative guidelines for consequences for the most severe discipline problems that may occur in our schools. These are not the only disciplinary actions taken at a school site but rather offer a consistent set of guidelines of consequences that will be used at each site in the district for severe offenses that may result in suspension or expulsion.

As with all discipline, the administrator will take into account extenuating circumstances, severity of the offense, prior misbehavior, number of suspendable offenses, any of which may result in a variation in the administration of consequences.

Any student who accumulated ~~11~~ **20** days of suspendable offenses during one school year will automatically be recommended for expulsion from the district. This hearing will consider alternate placement as well as expulsion from the district.

Education Code 48900.5 states suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a student, including an individual with exceptional needs, as defined in section 56026, may be suspended for any of the reasons enumerated in section 48900 upon a first offense, if the principal or Superintendent of schools determines that the student violated subdivision (a)-(e) of section 48900 or that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process.

A suspendable offense is defined as any offense listed on the attached pages. Every day a student is suspended for the attached infractions is counted as a day of suspendable offense.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Board Policy and Admin Regulation 3100

AGENDA ITEM AREA:
First Reading/Action

REQUESTED BY:
Terri Ryland
Assistant Superintendent, Business Services

ENCLOSURES:
proposed revised board policy

DEPARTMENT:
Business Services

FINANCIAL INPUT/SOURCE:
addressed in policy

MEETING DATE:
April 21, 2009

ROLL CALL REQUIRED:
No

BACKGROUND:
On November 20, 2007, the Board identified four Board priorities for the next year(s):

1. Refrain from incurring additional debt obligations
   - Restructured current debt
2. Do not let benefit increases decide the priorities of the District
   - Have allowed for the bargaining of benefits annually, with all but WPTA
3. Provide equity across all employee groups
   - Classified and teachers are among the highest in the county
4. Take steps to provide sufficient reserves for uncertainty

The District has been able to make progress on all of these goals, except number 4. Given the recent identification of additional one-time State monies available to the District, and the tentative nature of these funds, steps are being proposed to solidify the District's reserve position, and protect the variable influx of these one-time monies.

RECOMMENDATION:
Conduct first reading of proposed revisions to BP 3100 and AR 3100 involving establishing and maintaining adequate reserves in the District. If acceptable as written, adopt revised BP 3100 and AR 3100.

8.4

BP 3100

Page 2 reads: "The Board shall establish and maintain a general fund reserve for economic uncertainty that meets or exceeds the requirements of 5 CCR 15443."

Add: "In addition, during the period that the District has the unique status of a basic aid district, or a district that would be basic aid except for the transfer of in lieu property taxes to a charter school (EC § 47663) and is receiving Basic Aid Supplement Charter School Adjustment funds, a separate Basic Aid Reserve Fund will be maintained."

AR 3100

Add section called "General Fund Reserves

Reserve for Economic Uncertainty
Per BP 3100, the Board shall establish and maintain a general fund reserve for economic uncertainty that meets or exceeds the requirements of 5 CCR 15443. The reserve for economic uncertainty for the District will be established at no less than 5% of total general fund expenditures. In the event that the District falls below the 5% level, the Board will adopt a plan to achieve the 5% minimum reserve level within one year.

Basic Aid Reserve Fund

1. Recognizing the unique status of Western Placer USD as "a district that loses basic aid status as a result of transferring property taxes to a charter school or schools" pursuant to Section 47635, and that a reserve is a one-time funding source, the District will maintain a separate Basic Aid Reserve Fund.

2. Basic Aid Reserve Fund may be used only to fund non-recurring expenditures, such as instructional materials, equipment, limited term operating mandates, and unique program opportunities, such as the establishment of a magnet program.

3. The Basic Aid Reserve will be equal to the differential between the WPUSD property tax collections and the state's revenue limit for WPUSD. The differential is to be calculated each June prior to adoption of the annual budget and recalculated in August prior to funds being moved, based on the budgeted property tax estimate for the then current fiscal year and the estimate of the revenue limit for the current fiscal year.

4. As part of the approval of the annual budget, the Board shall consider any proposed use of the Basic Aid Reserve Fund and shall take separate action to approve such uses."

8.4.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
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:
Local Educational Area Plan (LEAP)

AGENDA ITEM AREA:
Discussion/Approval

REQUESTED BY:
Mary Boyle

ENCLOSURES:
Annual Revision - LEAP

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
Requirement for Federal Funding

MEETING DATE:
April 21, 2009

ROLL CALL REQUIRED:
No

BACKGROUND:

In May, 2002, the CA State Board of Education (SBE) adopted five goals and twelve performance indicators for No Child Left Behind as part of California's commitment to the development of an accountability system to achieve the goals of NCLB. Those five goals pertain to: Students achieving proficiency in reading and mathematics by 2013-14; English Learners becoming proficient in the English language and reaching proficiency in reading/language arts and math; all teachers being highly qualified by 2005-06; all students being educated in safe, drug-free learning environments that are conducive to learning; and all students graduating from high school. The original requirement was for a five year plan, that ended June, 2008. CDE has advised districts to continue updating their LEAP plans as we await new and/or revised NCLB regulations from the federal government.

WPUSD's last update established a new five-year LEAP Plan for July 1, 2008 – June 30, 2013, with annual updates required. The update for the current school year is attached. The enclosed plan includes goals that interrelate with three other required compliance processes – the Consolidated Application (district plan for federal and state categorical monies); the Single Plan for Student Achievement (site plans for considering student achievement data and improving programs) and the Coordinated Compliance Review (now the Categorical Program Review – CPM – district review of categorical programs and expenditures).

ADMINISTRATION RECOMMENDATION:

Approval of revised Revised Local Educational Area Plan (LEAP).

California Department of Education
Specialized Programs Division

(CDE use only)
Application #

No Child Left Behind Act of 2001

July 1, 2008

LOCAL EDUCATION AGENCY PLAN

Mail original and two copies to:

California Department of Education
Specialized Programs Division
1430 N Street, Suite 4309
Sacramento, California 95814-5901

LEA Plan Information:

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

County/District Code: **31-66951**

Dates of Plan Duration: **July 1, 2008 to June 30, 2013**

Date of local governing board approval: June 17, 2003 (original plan); April 21, 2009 (latest update)

District Superintendent: Scott Leaman

Address: 810 J Street

City: Lincoln, CA Zip code: 95648

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

Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Scott Leaman 4/15/09 [signature]

Printed or typed name of Superintendent | Date | Signature of Superintendent

Paul Carras

Printed or typed name of Board President | Date | Signature of Board President

8.5.1

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8.5.3

Part I
Background and Overview

Background

Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and the Coordinated Compliance Review Process

Development Process for the LEA Plan

Federal and State Programs Checklist

District Budget for Federal and State Programs

8.5.4

Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

0. **All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.**

0. **All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

0. **By 2005-2006, all students will be taught by highly qualified teachers.**

0. **All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**

0. **All students will graduate from high school.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, to be developed for each indicator, will be adopted by the SBE by May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, will constitute California's framework for ESEA accountability. This framework will provide the basis for the state's improvement efforts, for informing policy decisions by SBE, and for implementation efforts by CDE to fully realize the system envisioned by NCLB. It will also provide a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards,
- standards-aligned instructional materials,
- standards-based professional development,
- standards-aligned assessment, and
- an accountability structure that measures school effectiveness in light of student achievement.

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As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Coordinated Compliance Review process, **local education agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Coordinated Compliance Review Process

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Education Agency Plan, the school-level Single Plan for Student Achievement, and the Coordinated Compliance Review. While inextricably linked, these four components of state and federal funding and accountability remain separate systems. Over the next year, however, **California plans to move aggressively to more closely coordinate and streamline these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The Consolidated Application is the ***fiscal*** mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code*

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Section 64001), developed by school site councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Education Agency Plan (LEA Plan)

The approval of a Local Education Agency Plan is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEA's will take to ensure that they meet certain ***programmatic*** requirements, including coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

Coordinated Compliance Review (CCR) or Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. The Coordinated Compliance Reviews or Categorical Program Monitoring are conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify ***compliance*** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan will be five years (July 1, 2003 through June 30, 2008); the Plan will be updated annually. **(Although the duration of the plan ended June, 2008, CDE advises all LEA's to continue to update LEAP plans pending reauthorization or changes to NCLB.)**

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School

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Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups.

The LEA Plan can be completed using the following recommended steps for plan development:

1. Obtain input. Seek the input of councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.).

   The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, and Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

2. Review LEA characteristics. Include the LEA's vision and mission statements as well as a description or profile of the LEA.

3. Analyze student performance and other relevant data. Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

4. Analyze current educational practices, professional development, staffing, and parental involvement. Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

5. Establish LEA Plan performance targets. Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from group performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for

8.5.8

all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

0. Review available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, 10th Grade Counseling, and Miller-Unruh Reading programs.

0. Identify specific plans for improvement. For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement.*

0. Obtain local governing board approval. The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed.

0. Monitor progress. To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

0. Evaluate the effectiveness of planned activities. The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are ***not*** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

0. Modify the plan. The LEA Plan must be reviewed and updated annually. Consider factors that may indicate a need to amend the plan, such as: a) a major service or activity that proves ineffective; b) a program allocation is less or more than estimated; c) staff, equipment, or materials essential to the plan cannot be procured; d) school boundaries or demographics suddenly change; e) an activity was found to be non-compliant; and f) a planned activity is not supported by staff, parents, or students.

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FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the "other" category, list any additional programs that are reflected in this Plan.

	Federal Programs		State Programs
✔	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start	✔	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	✔	School Improvement
✔	Title II, Part A, Subpart 2, Improving Teacher Quality	✔	Child Development Programs
✔	Title II, Part D, Enhancing Education Through Technology		Educational Equity
✔	Title III, Limited English Proficient	✔	Gifted and Talented Education
✔	Title III, Immigrants		Gifted and Talented Education
✔	Title IV, Part A, Safe and Drug-Free Schools and Communities	✔	Tobacco Use Prevention Education (Prop 99)
✔	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
✔	Adult Education	✔	School Safety and Violence Prevention Act (AB1113, AB 658)
✔	Career Technical Education	✔	Tenth Grade Counseling
✔	McKinney-Vento Homeless Education		Healthy Start
✔	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
✔	21st Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

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DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	2006 - 07 District Carryovers	2007 - 08 District Entitlements	2007 - 08 Direct Services to Students at School Sites ($)	2007 - 08 Direct Services to Students at School Sites (%)
Title I, Part A (3010)	39,352	721,197	623,534	91%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality (4035)	216	128,542	32,133	38%
Title II, Part D, Enhancing Education Through Technology (4045)	0	6,785	5,897	97%
Title III, Limited English Proficient (4203)	7,449	57,570	30,438	98%
Title III, Immigrants (4201)	6,502	11,970	13,885	95%
Title IV, Part A, Safe and Drug-free Schools and Communities (3710)	263	19,466	4,431	97%
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education (3310)	0	715,079	715,079	100.00%
21st Century Community Learning Centers (4124)	0	52,590	0	0
Other (describe) Title VI Innovation (4110)	2,274	5,304	6,068	97%
TOTAL	56,056	1,718,503	1,431,465	

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DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	2006 - 07 District Carryovers	2007 - 20 08 District Entitlements	2007 - 2008 Direct Services to Students at School Sites ($)	2007 - 2008 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient (7091)	218,643	445,812	321,875	80%
State Migrant Education				
School Improvement (7395)	30,535	327,519	288,053	86%
Child Development Programs	0	231,497	229,492	97%
Educational Equity				
Gifted and Talented Education (7140)	11,994	50,104	29,382	97%
Tobacco Use Prevention Education – (Prop. 99) (6660)	12,530	7,717	13,376	97%
Immediate Intervention/ Underperforming Schools Program (II/USP)				
School Safety and Violence Prevention Act (AB 1113) (6405)	50,096	74,013	71,574	97%
Tenth Grade Counseling (7375)				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
TOTAL	323,798	1,136,662	953,752	

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Part II
The Plan

Needs Assessments
- *Academic Achievement*
- *Professional Development and Hiring*
- *School Safety*

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

8.5.13

2007-08 Accountability Progress Reporting (APR)

School Report
2008 Adequate Yearly Progress (AYP) Report

California Department of Education
Policy and Evaluation Division
2/10/2009

School: Carlin C. Coppin Elementary
LEA: Western Placer Unified
County: Placer
CDS Code: 31-66951-6085252
School Type: Elementary

Direct Funded Charter School: No

2008 AYP and PI Links:
- School Overview
- School Chart
- School PI Status
- LEA List of schools
- County List of Schools

(An LEA is a school district or county office of education.)

2007-08 APR		2007-08 State API				2008 Federal AYP and PI		
Summary	Glossary	2007 Base	Guide	2008 Growth	Guide	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No
Met 16 of 17 AYP Criteria

Participation Rate

	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
GROUPS	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2008 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2008 AYP Criteria	Alternative Method
Schoolwide	259	259	100	Yes		259	259	100	Yes	
African American or Black (not of Hispanic origin)	2	2	100	--		2	2	100	--	
American Indian or Alaska Native	2	2	100	--		2	2	100	--	
Asian	2	2	100	--		2	2	100	--	
Filipino	1	1	100	--		1	1	100	--	
Hispanic or Latino	56	56	100	Yes	ER	56	56	100	Yes	ER
Pacific Islander	1	1	100	--		1	1	100	--	
White (not of Hispanic origin)	188	188	100	Yes		188	188	100	Yes	
Socioeconomically Disadvantaged	81	81	100	Yes	ER	81	81	100	Yes	ER
English Learners	14	14	100	--		14	14	100	--	
Students with Disabilities	51	51	100	--		51	51	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

8.5.14

GROUPS	English-Language Arts Target 35.2 % Met all percent proficient rate criteria? No					Mathematics Target 37.0 % Met all percent proficient rate criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2008 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2008 AYP Criteria	Alternative Method
Schoolwide	240	125	52.1	Yes		240	154	64.2	Yes	
African American or Black (not of Hispanic origin)	2	--	--	--		2	--	--	--	
American Indian or Alaska Native	2	--	--	--		2	--	--	--	
Asian	2	--	--	--		2	--	--	--	
Filipino	1	--	--	--		1	--	--	--	
Hispanic or Latino	52	23	44.2	Yes		52	28	53.8	Yes	
Pacific Islander	1	--	--	--		1	--	--	--	
White (not of Hispanic origin)	177	100	56.5	Yes		177	121	68.4	Yes	
Socioeconomically Disadvantaged	72	23	31.9	No		72	36	50.0	Yes	
English Learners	13	2	15.4	--		13	2	15.4	--	
Students with Disabilities	45	13	28.9	--		45	18	40.0	--	

Academic Performance Index (API) - Additional Indicator for AYP

2007 Base API	2008 Growth API	2007-08 Growth	Met 2008 API Criteria	Alternative Method
808	814	6	Yes	

2008 API Criteria for meeting federal AYP: A minimum "2008 Growth API" score of 620 OR "2007-08 Growth" of at least one point.

Graduation Rate

Rate for 2007, Class of 2005-06	Rate for 2008, Class of 2006-07	Change	Average 2-Year Change	Met 2008 Graduation Rate Criteria	Alternative Method
				N/A	

2008 Graduation Rate Criteria: A "Rate for 2008" of at least 83.0 OR "Change" (improvement in the rate from the previous year) of at least 0.1 OR "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2.

8.5.15

2007-08 Accountability Progress Reporting (APR)

School Report
2008 Adequate Yearly Progress (AYP) Report

California Department of Education
Policy and Evaluation Division
2/10/2009

School: Creekside Oaks Elementary
LEA: Western Placer Unified
County: Placer
CDS Code: 31-66951-6098610
School Type: Elementary

Direct Funded Charter School: No

2008 AYP and PI Links:
- School Overview
- School Chart
- School PI Status
- LEA List of schools
- County List of Schools

(An LEA is a school district or county office of education.)

2007-08 APR		2007-08 State API				2008 Federal AYP and PI		
Summary	Glossary	2007 Base	Guide	2008 Growth	Guide	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes
Met 17 of 17 AYP Criteria

Participation Rate

	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
GROUPS	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2008 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2008 AYP Criteria	Alternative Method
Schoolwide	397	395	99	Yes		397	397	100	Yes	
African American or Black (not of Hispanic origin)	11	11	100	--		11	11	100	--	
American Indian or Alaska Native	4	4	100	--		4	4	100	--	
Asian	11	11	100	--		11	11	100	--	
Filipino	11	11	100	--		11	11	100	--	
Hispanic or Latino	125	125	100	Yes		125	125	100	Yes	
Pacific Islander	5	5	100	--		5	5	100	--	
White (not of Hispanic origin)	221	219	99	Yes		221	221	100	Yes	
Socioeconomically Disadvantaged	183	182	99	Yes		183	183	100	Yes	
English Learners	51	51	100	--		51	51	100	--	
Students with Disabilities	63	62	99	--		63	63	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

8.5.16

GROUPS	English-Language Arts Target 35.2 % Met all percent proficient rate criteria? Yes					Mathematics Target 37.0 % Met all percent proficient rate criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2008 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2008 AYP Criteria	Alternative Method
Schoolwide	358	161	45.0	Yes		359	219	61.0	Yes	
African American or Black (not of Hispanic origin)	10	--	--	--		10	--	--	--	
American Indian or Alaska Native	2	--	--	--		2	--	--	--	
Asian	10	--	--	--		10	--	--	--	
Filipino	8	--	--	--		8	--	--	--	
Hispanic or Latino	107	40	37.4	Yes		107	58	54.2	Yes	
Pacific Islander	4	--	--	--		4	--	--	--	
White (not of Hispanic origin)	209	104	49.8	Yes		210	136	64.8	Yes	
Socioeconomically Disadvantaged	166	57	34.3	Yes	Y2	167	85	50.9	Yes	
English Learners	45	9	20.0	--		45	21	46.7	--	
Students with Disabilities	60	18	30.0	--		61	28	45.9	--	

Academic Performance Index (API) - Additional Indicator for AYP

2007 Base API	2008 Growth API	2007-08 Growth	Met 2008 API Criteria	Alternative Method
777	785	8	Yes	

2008 API Criteria for meeting federal AYP: A minimum "2008 Growth API" score of 620 OR "2007-08 Growth" of at least one point.

Graduation Rate

Rate for 2007, Class of 2005-06	Rate for 2008, Class of 2006-07	Change	Average 2-Year Change	Met 2008 Graduation Rate Criteria	Alternative Method
				N/A	

2008 Graduation Rate Criteria: A "Rate for 2008" of at least 83.0 OR "Change" (improvement in the rate from the previous year) of at least 0.1 OR "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2.

8.5.17

2007-08 Accountability Progress Reporting (APR)

School Report
2008 Adequate Yearly Progress (AYP) Report

California Department of Education
Policy and Evaluation Division
2/10/2009

School: First Street
LEA: Western Placer Unified
County: Placer
CDS Code: 31-66951-6117493
School Type: Elementary

Direct Funded Charter School: No

2008 AYP and PI Links:
- School Overview
- School Chart
- School PI Status
- LEA List of schools
- County List of Schools

(An LEA is a school district or county office of education.)

2007-08 APR		2007-08 State API				2008 Federal AYP and PI		
Summary	Glossary	2007 Base	Guide	2008 Growth	Guide	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No
Met 18 of 21 AYP Criteria

Participation Rate

	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
GROUPS	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2008 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2008 AYP Criteria	Alternative Method
Schoolwide	309	308	100	Yes		309	308	100	Yes	
African American or Black (not of Hispanic origin)	0	0	--	--		0	0	--	--	
American Indian or Alaska Native	1	1	100	--		1	1	100	--	
Asian	2	2	100	--		2	2	100	--	
Filipino	5	5	100	--		5	5	100	--	
Hispanic or Latino	213	212	100	Yes		213	212	100	Yes	
Pacific Islander	1	1	100	--		1	1	100	--	
White (not of Hispanic origin)	86	86	100	Yes	ER	86	86	100	Yes	ER
Socioeconomically Disadvantaged	205	205	100	Yes		205	205	100	Yes	
English Learners	180	179	99	Yes		180	179	99	Yes	
Students with Disabilities	33	33	100	--		33	33	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

8.5.18

GROUPS	English-Language Arts Target 35.2 % Met all percent proficient rate criteria? No					Mathematics Target 37.0 % Met all percent proficient rate criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2008 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2008 AYP Criteria	Alternative Method
Schoolwide	290	113	39.0	Yes		290	175	60.3	Yes	
African American or Black (not of Hispanic origin)	0	--	--	--		0	--	--	--	
American Indian or Alaska Native	1	--	--	--		1	--	--	--	
Asian	2	--	--	--		2	--	--	--	
Filipino	5	--	--	--		5	--	--	--	
Hispanic or Latino	203	48	23.6	No		203	103	50.7	Yes	
Pacific Islander	1	--	--	--		1	--	--	--	
White (not of Hispanic origin)	77	58	75.3	Yes		77	64	83.1	Yes	
Socioeconomically Disadvantaged	197	52	26.4	No		197	98	49.7	Yes	
English Learners	171	35	20.5	No		171	84	49.1	Yes	
Students with Disabilities	33	6	18.2	--		33	10	30.3	--	

Academic Performance Index (API) - Additional Indicator for AYP

2007 Base API	2008 Growth API	2007-08 Growth	Met 2008 API Criteria	Alternative Method
715	776	61	Yes	

2008 API Criteria for meeting federal AYP: A minimum "2008 Growth API" score of 620 OR "2007-08 Growth" of at least one point.

Graduation Rate

Rate for 2007, Class of 2005-06	Rate for 2008, Class of 2006-07	Change	Average 2-Year Change	Met 2008 Graduation Rate Criteria	Alternative Method
				N/A	

2008 Graduation Rate Criteria: A "Rate for 2008" of at least 83.0 OR "Change" (improvement in the rate from the previous year) of at least 0.1 OR "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2.

8.5.19

2007-08 Accountability Progress Reporting (APR)

School Report
2008 Adequate Yearly Progress (AYP) Report

California Department of Education
Policy and Evaluation Division
2/10/2009

School: Foskett Ranch Elementary
LEA: Western Placer Unified
County: Placer
CDS Code: 31-66951-0108514
School Type: Elementary

Direct Funded Charter School: No

2008 AYP and PI Links:
- School Overview
- School Chart
- School PI Status
- LEA List of schools
- County List of Schools

(An LEA is a school district or county office of education.)

2007-08 APR		2007-08 State API				2008 Federal AYP and PI		
Summary	Glossary	2007 Base	Guide	2008 Growth	Guide	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes
Met 13 of 13 AYP Criteria

Participation Rate

	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
GROUPS	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2008 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2008 AYP Criteria	Alternative Method
Schoolwide	294	294	100	Yes		294	294	100	Yes	
African American or Black (not of Hispanic origin)	3	3	100	--		3	3	100	--	
American Indian or Alaska Native	4	4	100	--		4	4	100	--	
Asian	14	14	100	--		14	14	100	--	
Filipino	3	3	100	--		3	3	100	--	
Hispanic or Latino	35	35	100	--		35	35	100	--	
Pacific Islander	4	4	100	--		4	4	100	--	
White (not of Hispanic origin)	219	219	100	Yes		219	219	100	Yes	
Socioeconomically Disadvantaged	56	56	100	Yes	ER	56	56	100	Yes	ER
English Learners	18	18	100	--		18	18	100	--	
Students with Disabilities	42	42	100	--		42	42	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

8.5.20

GROUPS	English-Language Arts Target 35.2 % Met all percent proficient rate criteria? Yes					Mathematics Target 37.0 % Met all percent proficient rate criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2008 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2008 AYP Criteria	Alternative Method
Schoolwide	280	154	55.0	Yes		280	206	73.6	Yes	
African American or Black (not of Hispanic origin)	2	--	--	--		2	--	--	--	
American Indian or Alaska Native	2	--	--	--		2	--	--	--	
Asian	13	5	38.5	--		13	10	76.9	--	
Filipino	3	--	--	--		3	--	--	--	
Hispanic or Latino	34	16	47.1	--		34	22	64.7	--	
Pacific Islander	4	--	--	--		4	--	--	--	
White (not of Hispanic origin)	210	124	59.0	Yes		210	161	76.7	Yes	
Socioeconomically Disadvantaged	51	19	37.3	Yes		51	30	58.8	Yes	
English Learners	18	2	11.1	--		18	10	55.6	--	
Students with Disabilities	35	11	31.4	--		35	17	48.6	--	

Academic Performance Index (API) - Additional Indicator for AYP

2007 Base API	2008 Growth API	2007-08 Growth	Met 2008 API Criteria	Alternative Method
849	842	-7	Yes	

2008 API Criteria for meeting federal AYP: A minimum "2008 Growth API" score of 620 OR "2007-08 Growth" of at least one point.

Graduation Rate

Rate for 2007, Class of 2005-06	Rate for 2008, Class of 2006-07	Change	Average 2-Year Change	Met 2008 Graduation Rate Criteria	Alternative Method
				N/A	

2008 Graduation Rate Criteria: A "Rate for 2008" of at least 83.0 OR "Change" (improvement in the rate from the previous year) of at least 0.1 OR "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2.

8.S.21

2007-08 Accountability Progress Reporting (APR)

School Report
2008 Adequate Yearly Progress (AYP) Report

California Department of Education
Policy and Evaluation Division
2/10/2009

School: Lincoln Crossing Elementary
LEA: Western Placer Unified
County: Placer
CDS Code: 31-66951-0113068
School Type: Elementary

Direct Funded Charter School: No

2008 AYP and PI Links:
- School Overview
- School Chart
- School PI Status
- LEA List of schools
- County List of Schools

(An LEA is a school district or county office of education.)

2007-08 APR		2007-08 State API				2008 Federal AYP and PI		
Summary	Glossary	2007 Base	Guide	2008 Growth	Guide	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes
Met 13 of 13 AYP Criteria

Participation Rate

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes: Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2008 AYP Criteria	Alternative Method	Mathematics Target 95% Met all participation rate criteria? Yes: Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2008 AYP Criteria	Alternative Method
Schoolwide	357	357	100	Yes		357	357	100	Yes	
African American or Black (not of Hispanic origin)	7	7	100	--		7	7	100	--	
American Indian or Alaska Native	6	6	100	--		6	6	100	--	
Asian	36	36	100	--		36	36	100	--	
Filipino	20	20	100	--		20	20	100	--	
Hispanic or Latino	43	43	100	--		43	43	100	--	
Pacific Islander	5	5	100	--		5	5	100	--	
White (not of Hispanic origin)	226	226	100	Yes		226	226	100	Yes	
Socioeconomically Disadvantaged	73	73	100	Yes	ER	73	73	100	Yes	ER
English Learners	40	40	100	--		40	40	100	--	
Students with Disabilities	37	37	100	--		37	37	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

8.5.22

GROUPS	English-Language Arts Target 35.2 % Met all percent proficient rate criteria? Yes					Mathematics Target 37.0 % Met all percent proficient rate criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2008 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2008 AYP Criteria	Alternative Method
Schoolwide	326	185	56.7	Yes		326	223	68.4	Yes	
African American or Black (not of Hispanic origin)	7	--	--	--		7	--	--	--	
American Indian or Alaska Native	3	--	--	--		3	--	--	--	
Asian	35	19	54.3	--		35	22	62.9	--	
Filipino	16	9	56.3	--		16	8	50.0	--	
Hispanic or Latino	37	12	32.4	--		37	21	56.8	--	
Pacific Islander	5	--	--	--		5	--	--	--	
White (not of Hispanic origin)	213	127	59.6	Yes		213	154	72.3	Yes	
Socioeconomically Disadvantaged	67	34	50.7	Yes		67	43	64.2	Yes	
English Learners	35	11	31.4	--		35	19	54.3	--	
Students with Disabilities	35	16	45.7	--		35	20	57.1	--	

Academic Performance Index (API) - Additional Indicator for AYP

2007 Base API	2008 Growth API	2007-08 Growth	Met 2008 API Criteria	Alternative Method
	830		Yes	

2008 API Criteria for meeting federal AYP: A minimum "2008 Growth API" score of 620 OR "2007-08 Growth" of at least one point.

Graduation Rate

Rate for 2007, Class of 2005-06	Rate for 2008, Class of 2006-07	Change	Average 2-Year Change	Met 2008 Graduation Rate Criteria	Alternative Method
				N/A	

2008 Graduation Rate Criteria: A "Rate for 2008" of at least 83.0 OR "Change" (improvement in the rate from the previous year) of at least 0.1 OR "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2.

8.5.23

2007-08 Accountability Progress Reporting (APR)

School Report
2008 Adequate Yearly Progress (AYP) Report

California Department of Education
Policy and Evaluation Division
2/10/2009

School: Sheridan
LEA: Western Placer Unified
County: Placer
CDS Code: 31-66951-6031363
School Type: Elementary

Direct Funded Charter School: No

2008 AYP and PI Links:
- School Overview
- School Chart
- School PI Status
- LEA List of schools
- County List of Schools

(An LEA is a school district or county office of education.)

2007-08 APR		2007-08 State API				2008 Federal AYP and PI		
Summary	Glossary	2007 Base	Guide	2008 Growth	Guide	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

Maue AYP: Yes
Met 5 of 5 AYP Criteria

Participation Rate

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2008 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2008 AYP Criteria	Alternative Method
Schoolwide	48	47	98	Yes	EN	48	47	98	Yes	EN
African American or Black (not of Hispanic origin)	0	0	--	--		0	0	--	--	
American Indian or Alaska Native	0	0	--	--		0	0	--	--	
Asian	1	1	100	--		1	1	100	--	
Filipino	0	0	--	--		0	0	--	--	
Hispanic or Latino	15	15	100	--		15	15	100	--	
Pacific Islander	0	0	--	--		0	0	--	--	
White (not of Hispanic origin)	32	31	97	--		32	31	97	--	
Socioeconomically Disadvantaged	18	18	100	--		18	18	100	--	
English Learners	5	5	100	--		5	5	100	--	
Students with Disabilities	8	7	88	--		8	7	88	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

8.5.24

GROUPS	English-Language Arts Target 35.2 % Met all percent proficient rate criteria? Yes					Mathematics Target 37.0 % Met all percent proficient rate criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2008 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2008 AYP Criteria	Alternative Method
Schoolwide	45	18	40.0	Yes	CI	45	26	57.8	Yes	CI
African American or Black (not of Hispanic origin)	0	--	--	--		0	--	--	--	
American Indian or Alaska Native	0	--	--	--		0	--	--	--	
Asian	1	--	--	--		1	--	--	--	
Filipino	0	--	--	--		0	--	--	--	
Hispanic or Latino	14	5	35.7	--		14	7	50.0	--	
Pacific Islander	0	--	--	--		0	--	--	--	
White (not of Hispanic origin)	30	12	40.0	--		30	18	60.0	--	
Socioeconomically Disadvantaged	17	4	23.5	--		17	7	41.2	--	
English Learners	5	--	--	--		5	--	--	--	
Students with Disabilities	7	--	--	--		7	--	--	--	

Academic Performance Index (API) - Additional Indicator for AYP

2007 Base API	2008 Growth API	2007-08 Growth	Met 2008 API Criteria	Alternative Method
774	762	-12	Yes	

2008 API Criteria for meeting federal AYP: A minimum "2008 Growth API" score of 620 OR "2007-08 Growth" of at least one point.

Graduation Rate

Rate for 2007, Class of 2005-06	Rate for 2008, Class of 2006-07	Change	Average 2-Year Change	Met 2008 Graduation Rate Criteria	Alternative Method
				N/A	

2008 Graduation Rate Criteria: A "Rate for 2008" of at least 83.0 OR "Change" (improvement in the rate from the previous year) of at least 0.1 OR "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2.

8.5.25

2007-08 Accountability Progress Reporting (APR)

School Report
2008 Adequate Yearly Progress (AYP) Report

California Department of Education
Policy and Evaluation Division
2/10/2009

School: Twelve Bridges Elementary
LEA: Western Placer Unified
County: Placer
CDS Code: 31-66951-0106443
School Type: Elementary

Direct Funded Charter School: No

2008 AYP and PI Links:
- School Overview
- School Chart
- School PI Status
- LEA List of schools
- County List of Schools

(An LEA is a school district or county office of education.)

2007-08 APR		2007-08 State API				2008 Federal AYP and PI		
Summary	Glossary	2007 Base	Guide	2008 Growth	Guide	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes
Met 9 of 9 AYP Criteria

Participation Rate

	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
GROUPS	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2008 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2008 AYP Criteria	Alternative Method
Schoolwide	435	434	100	Yes		435	435	100	Yes	
African American or Black (not of Hispanic origin)	9	9	100	--		9	9	100	--	
American Indian or Alaska Native	1	1	100	--		1	1	100	--	
Asian	33	33	100	--		33	33	100	--	
Filipino	27	27	100	--		27	27	100	--	
Hispanic or Latino	38	38	100	--		38	38	100	--	
Pacific Islander	3	3	100	--		3	3	100	--	
White (not of Hispanic origin)	314	313	100	Yes		314	314	100	Yes	
Socioeconomically Disadvantaged	36	36	100	--		36	36	100	--	
English Learners	25	25	100	--		25	25	100	--	
Students with Disabilities	55	54	99	--		55	55	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

8.5.26

GROUPS	English-Language Arts Target 35.2 % Met all percent proficient rate criteria? Yes					Mathematics Target 37.0 % Met all percent proficient rate criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2008 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2008 AYP Criteria	Alternative Method
Schoolwide	400	263	65.8	Yes		401	307	76.6	Yes	
African American or Black (not of Hispanic origin)	9	--	--	--		9	--	--	--	
American Indian or Alaska Native	1	--	--	--		1	--	--	--	
Asian	31	14	45.2	--		31	24	77.4	--	
Filipino	23	18	78.3	--		23	18	78.3	--	
Hispanic or Latino	36	17	47.2	--		36	24	66.7	--	
Pacific Islander	3	--	--	--		3	--	--	--	
White (not of Hispanic origin)	287	200	69.7	Yes		288	223	77.4	Yes	
Socioeconomically Disadvantaged	36	20	55.6	--		36	26	72.2	--	
English Learners	24	6	25.0	--		24	16	66.7	--	
Students with Disabilities	54	19	35.2	--		55	31	56.4	--	

Academic Performance Index (API) - Additional Indicator for AYP

2007 Base API	2008 Growth API	2007-08 Growth	Met 2008 API Criteria	Alternative Method
853	860	7	Yes	

2008 API Criteria for meeting federal AYP: A minimum "2008 Growth API" score of 620 OR "2007-08 Growth" of at least one point.

Graduation Rate

Rate for 2007, Class of 2005-06	Rate for 2008, Class of 2006-07	Change	Average 2-Year Change	Met 2008 Graduation Rate Criteria	Alternative Method
				N/A	

2008 Graduation Rate Criteria: A "Rate for 2008" of at least 83.0 OR "Change" (improvement in the rate from the previous year) of at least 0.1 OR "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2.

8.5.27

2007-08 Accountability Progress Reporting (APR)

School Report
2008 Adequate Yearly Progress (AYP) Report

California Department of Education
Policy and Evaluation Division
2/10/2009

School: Glen Edwards Middle
LEA: Western Placer Unified
County: Placer
CDS Code: 31-66951-6108351
School Type: Middle

Direct Funded Charter School: No

2008 AYP and PI Links:

- School Overview
- School Chart
- School PI Status
- LEA List of schools
- County List of Schools

(An LEA is a school district or county office of education.)

2007-08 APR		2007-08 State API				2008 Federal AYP and PI		
Summary	Glossary	2007 Base	Guide	2008 Growth	Guide	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No
Met 15 of 21 AYP Criteria

Participation Rate

	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
GROUPS	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2008 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2008 AYP Criteria	Alternative Method
Schoolwide	686	686	100	Yes		686	685	100	Yes	
African American or Black (not of Hispanic origin)	17	17	100	--		17	17	100	--	
American Indian or Alaska Native	3	3	100	--		3	3	100	--	
Asian	8	8	100	--		8	8	100	--	
Filipino	8	8	100	--		8	8	100	--	
Hispanic or Latino	230	230	100	Yes		230	229	100	Yes	
Pacific Islander	4	4	100	--		4	4	100	--	
White (not of Hispanic origin)	408	408	100	Yes		408	408	100	Yes	
Socioeconomically Disadvantaged	285	285	100	Yes		285	284	100	Yes	
English Learners	150	150	100	Yes		150	149	99	Yes	
Students with Disabilities	96	96	100	--		96	96	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

8.5.28

GROUPS	English-Language Arts Target 35.2 % Met all percent proficient rate criteria? No					Mathematics Target 37.0 % Met all percent proficient rate criteria? No				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2008 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2008 AYP Criteria	Alternative Method
Schoolwide	641	291	45.4	Yes		640	288	45.0	Yes	
African American or Black (not of Hispanic origin)	15	6	40.0	--		15	7	46.7	--	
American Indian or Alaska Native	3	--	--	--		3	--	--	--	
Asian	8	--	--	--		8	--	--	--	
Filipino	6	--	--	--		6	--	--	--	
Hispanic or Latino	218	51	23.4	No		217	55	25.3	No	
Pacific Islander	4	--	--	--		4	--	--	--	
White (not of Hispanic origin)	383	221	57.7	Yes		383	211	55.1	Yes	
Socioeconomically Disadvantaged	270	78	28.9	No		269	82	30.5	No	
English Learners	142	23	16.2	No		141	33	23.4	No	
Students with Disabilities	86	13	15.1	--		86	14	16.3	--	

Academic Performance Index (API) - Additional Indicator for AYP

2007 Base API	2008 Growth API	2007-08 Growth	Met 2008 API Criteria	Alternative Method
744	756	12	Yes	

2008 API Criteria for meeting federal AYP: A minimum "2008 Growth API" score of 620 OR "2007-08 Growth" of at least one point.

Graduation Rate

Rate for 2007, Class of 2005-06	Rate for 2008, Class of 2006-07	Change	Average 2-Year Change	Met 2008 Graduation Rate Criteria	Alternative Method
				N/A	

2008 Graduation Rate Criteria: A "Rate for 2008" of at least 83.0 OR "Change" (improvement in the rate from the previous year) of at least 0.1 OR "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2.

8.5.29

2007-08 Accountability Progress Reporting (APR)

School Report
2008 Adequate Yearly Progress (AYP) Report

California Department of Education
Policy and Evaluation Division
2/10/2009

School: Twelve Bridges Middle
LEA: Western Placer Unified
County: Placer
CDS Code: 31-66951-0111385
School Type: Middle

Direct Funded Charter School: No

2008 AYP and PI Links:
- School Overview
- School Chart
- School PI Status
- LEA List of schools
- County List of Schools

(An LEA is a school district or county office of education.)

2007-08 APR		2007-08 State API				2008 Federal AYP and PI		
Summary	Glossary	2007 Base	Guide	2008 Growth	Guide	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes
Met 17 of 17 AYP Criteria

Participation Rate

	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
GROUPS	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2008 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2008 AYP Criteria	Alternative Method
Schoolwide	725	724	100	Yes		725	724	100	Yes	
African American or Black (not of Hispanic origin)	21	20	96	--		21	20	96	--	
American Indian or Alaska Native	9	9	100	--		9	9	100	--	
Asian	40	40	100	--		40	40	100	--	
Filipino	30	30	100	--		30	30	100	--	
Hispanic or Latino	121	121	100	Yes		121	121	100	Yes	
Pacific Islander	8	8	100	--		8	8	100	--	
White (not of Hispanic origin)	477	477	100	Yes		477	477	100	Yes	
Socioeconomically Disadvantaged	168	168	100	Yes		168	168	100	Yes	
English Learners	77	77	100	--		77	77	100	--	
Students with Disabilities	68	68	100	--		68	68	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

8.S.30

GROUPS	English-Language Arts Target 35.2 % Met all percent proficient rate criteria? Yes					Mathematics Target 37.0 % Met all percent proficient rate criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2008 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2008 AYP Criteria	Alternative Method
Schoolwide	667	450	67.5	Yes		667	402	60.3	Yes	
African American or Black (not of Hispanic origin)	19	13	68.4	--		19	8	42.1	--	
American Indian or Alaska Native	7	--	--	--		7	--	--	--	
Asian	37	28	75.7	--		37	29	78.4	--	
Filipino	26	21	80.8	--		26	20	76.9	--	
Hispanic or Latino	106	53	50.0	Yes		106	47	44.3	Yes	
Pacific Islander	8	--	--	--		8	--	--	--	
White (not of Hispanic origin)	448	312	69.6	Yes		448	277	61.8	Yes	
Socioeconomically Disadvantaged	150	80	53.3	Yes		150	70	46.7	Yes	
English Learners	69	21	30.4	--		69	28	40.6	--	
Students with Disabilities	65	10	15.4	--		65	10	15.4	--	

Academic Performance Index (API) - Additional Indicator for AYP

2007 Base API	2008 Growth API	2007-08 Growth	Met 2008 API Criteria	Alternative Method
817	843	26	Yes	

2008 API Criteria for meeting federal AYP: A minimum "2008 Growth API" score of 620 OR "2007-08 Growth" of at least one point.

Graduation Rate

Rate for 2007, Class of 2005-06	Rate for 2008, Class of 2006-07	Change	Average 2-Year Change	Met 2008 Graduation Rate Criteria	Alternative Method
				N/A	

2008 Graduation Rate Criteria: A "Rate for 2008" of at least 83.0 OR "Change" (improvement in the rate from the previous year) of at least 0.1 OR "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2.

8.5.31

2007-08 Accountability Progress Reporting (APR)

School Report
2008 Adequate Yearly Progress (AYP) Report

California Department of Education
Policy and Evaluation Division
2/10/2009

School: Lincoln High
LEA: Western Placer Unified
County: Placer
CDS Code: 31-66951-3134657
School Type: High

Direct Funded Charter School: No

2008 AYP and PI Links:
- School Overview
- School Chart
- School PI Status
- LEA List of schools
- County List of Schools

(An LEA is a school district or county office of education.)

2007-08 APR		2007-08 State API				2008 Federal AYP and PI		
Summary	Glossary	2007 Base	Guide	2008 Growth	Guide	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes
Met 18 of 18 AYP Criteria

Participation Rate

	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
GROUPS	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2008 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2008 AYP Criteria	Alternative Method
Schoolwide	380	354	93	Yes	Y2	380	352	93	Yes	Y2
African American or Black (not of Hispanic origin)	12	11	92	--		12	11	92	--	
American Indian or Alaska Native	9	8	89	--		9	7	78	--	
Asian	12	10	84	--		12	10	84	--	
Filipino	5	5	100	--		5	5	100	--	
Hispanic or Latino	88	83	95	Yes	ER	88	83	95	Yes	ER
Pacific Islander	2	2	100	--		2	2	100	--	
White (not of Hispanic origin)	249	232	93	Yes	Y2	249	231	93	Yes	Y2
Socioeconomically Disadvantaged	123	114	93	Yes	Y2	123	114	93	Yes	Y2
English Learners	47	45	96	--		47	45	96	--	
Students with Disabilities	36	33	92	--		36	32	89	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

8.S.32

GROUPS	English-Language Arts Target 33.4 % Met all percent proficient rate criteria? Yes					Mathematics Target 32.2 % Met all percent proficient rate criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2008 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2008 AYP Criteria	Alternative Method
Schoolwide	331	205	61.9	Yes		331	184	55.6	Yes	
African American or Black (not of Hispanic origin)	9	--	--	--		9	--	--	--	
American Indian or Alaska Native	8	--	--	--		7	--	--	--	
Asian	10	--	--	--		10	--	--	--	
Filipino	5	--	--	--		5	--	--	--	
Hispanic or Latino	74	33	44.6	Yes		74	21	28.4	Yes	Y2
Pacific Islander	1	--	--	--		1	--	--	--	
White (not of Hispanic origin)	221	149	67.4	Yes		222	138	62.2	Yes	
Socioeconomically Disadvantaged	108	47	43.5	Yes		108	42	38.9	Yes	
English Learners	41	17	41.5	--		41	14	34.1	--	
Students with Disabilities	31	3	9.7	--		30	2	6.7	--	

Academic Performance Index (API) - Additional Indicator for AYP

2007 Base API	2008 Growth API	2007-08 Growth	Met 2008 API Criteria	Alternative Method
725	740	15	Yes	

2008 API Criteria for meeting federal AYP: A minimum "2008 Growth API" score of 620 OR "2007-08 Growth" of at least one point.

Graduation Rate

Rate for 2007, Class of 2005-06	Rate for 2008, Class of 2006-07	Change	Average 2-Year Change	Met 2008 Graduation Rate Criteria	Alternative Method
98.4	96.0	-2.4	-1.4	Yes	

2008 Graduation Rate Criteria: A "Rate for 2008" of at least 83.0 OR "Change" (improvement in the rate from the previous year) of at least 0.1 OR "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2.

8.5.33

2007-08 Accountability Progress Reporting (APR)

School Report
2008 Adequate Yearly Progress (AYP) Report

California Department of Education
Policy and Evaluation Division
2/10/2009

School: Phoenix High (Continuation)
LEA: Western Placer Unified
County: Placer
CDS Code: 31-66951-3130036
School Type: ASAM High

Direct Funded Charter School: No

2008 AYP and PI Links:
- School Overview
- School Chart
- School PI Status
- LEA List of schools
- County List of Schools

(An LEA is a school district or county office of education.)

2007-08 APR		2007-08 State API				2008 Federal AYP and PI		
Summary	Glossary	2007 Base	Guide	2008 Growth	Guide	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No
Met 5 of 6 AYP Criteria

Participation Rate

	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
GROUPS	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2008 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2008 AYP Criteria	Alternative Method
Schoolwide	16	11	69	Yes	EN	16	14	88	Yes	EN
African American or Black (not of Hispanic origin)	0	0	--	--		0	0	--	--	
American Indian or Alaska Native	0	0	--	--		0	0	--	--	
Asian	0	0	--	--		0	0	--	--	
Filipino	0	0	--	--		0	0	--	--	
Hispanic or Latino	5	3	60	--		5	4	80	--	
Pacific Islander	0	0	--	--		0	0	--	--	
White (not of Hispanic origin)	11	8	73	--		11	10	91	--	
Socioeconomically Disadvantaged	7	5	72	--		7	6	86	--	
English Learners	1	1	100	--		1	1	100	--	
Students with Disabilities	1	1	100	--		1	1	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

8.5.34

GROUPS	English-Language Arts Target 33.4 % Met all percent proficient rate criteria? Yes					Mathematics Target 32.2 % Met all percent proficient rate criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2008 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2008 AYP Criteria	Alternative Method
Schoolwide	3	--	--	Yes	CI	4	--	--	Yes	CI
African American or Black (not of Hispanic origin)	0	--	--	--		0	--	--	--	
American Indian or Alaska Native	0	--	--	--		0	--	--	--	
Asian	0	--	--	--		0	--	--	--	
Filipino	0	--	--	--		0	--	--	--	
Hispanic or Latino	1	--	--	--		1	--	--	--	
Pacific Islander	0	--	--	--		0	--	--	--	
White (not of Hispanic origin)	2	--	--	--		3	--	--	--	
Socioeconomically Disadvantaged	3	--	--	--		3	--	--	--	
English Learners	1	--	--	--		1	--	--	--	
Students with Disabilities	1	--	--	--		1	--	--	--	

Academic Performance Index (API) - Additional Indicator for AYP

2007 Base API	2008 Growth API	2007-08 Growth	Met 2008 API Criteria	Alternative Method
552	478	-74	No	

2008 API Criteria for meeting federal AYP: A minimum "2008 Growth API" score of 620 OR "2007-08 Growth" of at least one point.

Graduation Rate

Rate for 2007, Class of 2005-06	Rate for 2008, Class of 2006-07	Change	Average 2-Year Change	Met 2008 Graduation Rate Criteria	Alternative Method
94.2	89.4	-4.8	-4.0	Yes	DA

2008 Graduation Rate Criteria: A "Rate for 2008" of at least 83.0 OR "Change" (improvement in the rate from the previous year) of at least 0.1 OR "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2.

8.S.3S

Site Plan Goals

GOAL	Creekside Oaks	Carlin Coppin	First Street	Foskett Ranch	Lincoln Crossing Sheridan	Twelve Bridges El	Twelve [illegible]	Glen Edwards	Lincoln High	Phoenix High
Provide intervention and enrichment services	X	X	X	X	X X	X	X	X	X	X
Improve parent communication/family involvement	X	X	X	X	X X	X	X	X	X	X
Meet AYP targets through increased student achievement	X	X	X	X	X X	X	X	X	X	X
Prepare students to pass CAHSEE									X	X
Improve performance in math	X	X	X	X	X X	X	X	X	X	X
Improve performance in language arts and reading	X	X	X	X	X X	X	X	X	X	X
Improve communication with Spanish-speaking families	X	X	X		X	X	X	X	X	X
Improve students' technology skills	X	X	X	X	X X	X	X	X	X	X
Provide supplies and materials	X	X	X	X	X X	X	X	X	X	X
Professional development	X	X	X	X	X X	X	X	X	X	X
Maintain physical environment				X					X	X
Standards-based instruction and technology	X	X	X	X	X X	X	X	X	X	X
Planning time for teachers	X	X	X	X	X X	X	X	X	X	X
Work as a team to enhance student progress	X		X	X	X X	X	X	X	X	X

Descriptions – District Planning

Information from school site plans was used to assist in planning the goals in this document. Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

8.5.36

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district in order to provide background and a rationale for the descriptions included in the LEA Plan.

Mission Statement

Empower students with the skills, knowledge, and attitudes for success in an ever-changing world.

Vision Statement

Students, parents, and the local community will recognize our excellence, and see our schools as desirable places to be enrolled. The unique opportunities available include a strong emphasis on the local environment, technology, and the arts, in addition to a strong academic curriculum. The education process will be structured to encourage parental involvement and enlist community support in the education of our children. Students, parents, faculty and administration will be held accountable for meeting established expectations. All students will have the opportunity to be educated to their maximum potential limited only by their interest, ability and effort.

District Profile

The greater Lincoln area is served with Kindergarten through 12th grade educational facilities by the Western Placer Unified School District. Enrollment in the district has increased from 2,800 students in 1993 to over 6000 in 2008. The student body in Western Placer Schools is approximately 64% Caucasian, 25% Hispanic, 3% Asian; 3% Filipino; 2% African American; and 3% other ethnicities. Of our total students, 29% qualify for free or reduced lunch; 12% are English Learners; 6% are Reclassified English Learners; and 11% are Students with Disabilities. The Western Placer Unified School District has a California standards-based curriculum, instruction and assessment system. Each school site is continually identifying and prioritizing suggestions for program improvements and targeted interventions.

The Staff

We are very proud of the staff members that make up the Western Placer Unified School District. Each one plays a valuable role in providing the best educational opportunities possible, either directly in the educational process or indirectly by helping to maintain an orderly environment conducive to learning. Teachers receive training related to curriculum and instruction by attending workshops and conferences approved by the administration. The entire staff is provided opportunities and support to improve the skills needed to help students learn.

8.5.37

c. Academic Performance Summary

1. Statewide Standards, Assessment and Accountability for LEA Plan

If an activity is checked "No", indicating that an assurance cannot be made, provide a description for how the district will be able to make the assurance.

Statewide Standards

X Yes __No a. The LEA has adopted academic achievement standards with content of the breadth and depth of the statewide academic achievement standards in reading and mathematics.

Statewide Assessments

X Yes __No a. All students, including preschool and adult learners, participate in the appropriate programs in the statewide assessment system.

X Yes __No b. The LEA reports student achievement using performance levels at least as rigorous as the statewide levels.

X Yes __No c. The LEA has provided all necessary student information to ensure the academic achievement of all students including information disaggregated by program participation including ESEA subgroups.

X Yes __No d. The LEA, if selected, participates in the State National Assessment of Educational Progress (NAEP) in 4^{th} and 8^{th} grade reading and mathematics.

Statewide Accountability

X Yes __No a. All students enrolled in the LEA or schools participate in the appropriate statewide accountability system.

8.S.38

2. Local Measures of Student Performance
(*other* than State-level assessments)

Per NCLB Section 1112 regarding Local Education Agency Plans, each LEA must provide the following description in its Plan:

A description of high-quality student academic assessment, <u>if any</u>, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), <u>that the local educational agency and schools served under this part will use to</u>:

a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
d) identify effectively studetns who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

Local Standards-based Assessments

X Yes __No a. There is a system of local standards-based assessments that measure the ongoing progress of all students in meeting the State academic content and performance standards.

X Yes __No b. Ongoing information is provided to teachers, parents and students on the progress made by students in meeting the academic content and performance standards.

X Yes __No c. There is a system that provides ongoing diagnostic information about the teaching and learning of academic content and performance standards.

X Yes __No d. Student achievement information is used to revise instruction and programs.

8.539

X Yes __No e. Local assessments are used to determine appropriate student services and instruction.

Local Accountability

X Yes __No a. The district will use the results of the student standards-based assessments to review annually the progress of each shoool.

X Yes __No b. The district has a system in place for providing assistance to Program Improvement schools to improve student achievement. One school, First Street School, has completed one year successfully in Year One of Program Improvement. They are currently (2006 – 2007) in their second year of Year One and hope to exit at the end of the year.

X Yes __No c. The district provides the required public school choice and supplemental services in Program Improvement schools. No schools identified at this time.

X Yes __No d. The district will provide results of standards-based assessments to parents and teachers in a timely manner and in an understandable and uniform format.

8.5.40

Local Measures of Student Performance

The district gives the following local assessments :

1. Reading

Students particpating in assessment	Houghton Mifflin Skills Assessments			Renaissance Learning STAR Reading		
	Date : 11/07	Date : 3/08	Date : 5/08	Date : 11/07or 1/08	Date : 3/08	Date : 5/08
All Students						
Student Groups						
K	100%	100%	100%			
1	100%	100%	100%	100%	100%	100%
2	100%	100%	100%	100%	100%	100%
3	100%	100%	100%	100%	100%	100%
4	100%	100%	100%	100%	100%	100%
5	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Special Education students with severe disabilities participating in alternative measures	100%	100%	100%	100%	100%	100%

Description of local measures...

1. The Houghton Mifflin Skills Assessments include Selection Tests, Theme Skills Tests and California Summative Tests, all of which are aligned with the California Standards. The Renaissance Learning STAR Reading program is a nationally normed program which allows monitoring of student reading progress. Additionally, Curriculum Based Measurement (CBM), California Reading Literacy Project (CRLP), BPST and other skills measures are utilized to determine students' specific progress on meeting standards in reading. All required measures are being tracked through spreadsheets by teachers and building principals, and are being loaded onto our Aeries Student Information System for longitudinal monitoring.

8.5.41

The district gives the following local assessments :

2. Mathematics

Students particpating in assessment	Saxon Math Lesson/Unit Tests			Released STAR or Saxon End of Tri Tests		
	Date : 11/07	Date : 3/08	Date : 5/08	Date : 11/07	Date : 3/08	Date : 5/08
All Students						
Student Groups						
K	100%	100%	100%			
1	100%	100%	100%	100%	100%	100%
2	100%	100%	100%	100%	100%	100%
3	100%	100%	100%	100%	100%	100%
4	100%	100%	100%	100%	100%	100%
5	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Special Education students with severe disabilities participating in alternative measures	100%	100%	100%	100%	100%	100%

Description of local measures...

1. The Saxon Math Lesson and Unit tests are aligned with the California Standards. The End-of Trimester tests are standards-based, utilizing release STAR Test questions and/or Saxon Math questions. Additionally, Renaissance Learning STAR Mathematics, Curriculum Based Measurement (CBM may be utilized to determine students' specific progress on meeting standards in math. All required measures are being tracked through spreadsheets by teachers and building principals, and are being loaded onto our Aeries Student Information System for longitudinal monitoring.

8.5.42

Performance Goal 1: ***All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.***

Planned Improvement in Student Performance in Reading
Reading is included on all site plans either as direct goal or part increased academic achievement.

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: a) Teacher evaluation instrument based Teaching Profession Standards b) All instructional materials are aligned with state standards c) All new teachers participate in BTSA d) Training in Curriculum Pacing/Assessment Guides e) Publisher training on standards-based materials and intervention materials f) Use of Standards-aligned report card at elementary levels	a) Principals b) District Admin. Services c) Director of Human Resources d) District Admin. e) Publishers/ Asst. Supt. of Instructional Services f) All	a) None b) Cost of inst. materials c) Cost of training, stipends, support provider d) Staff development e) Staff development f) None	a) None b) $200,000 c) $35,000 d) $3,000 e) $4,000 f) None	a) N/A b) IMF/Lottery/ Textbook Reserve c) County BTSA funds/PAR d) District e) District
2. Use of standards-aligned instructional materials and strategies: a) District purchased state adopted materials K-8 or materials aligned with state standards 9-12 b) Students are evaluated on grade level standards on a regular basis c) State standards will be posted in classrooms	a) District Admin. b) Teachers c) District Admin.	a) Cost of inst.materials b) None c) None	a) $200,000 b) None c) $500	a) IMF/Lottery/ Textbook Reserve b) N/A c) District

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Extended learning time: a) Summer School for all students at risk of retention b) After-School programs of two or three hours in place at all sites c) Trimester system for increased credits at high school d) English Learner summer school e) CARE After-School Program f) Increased in-class interventions & monitoring	a) District b) District/Sites c) Lincoln High School d) District e) District	a) Cost of program b) Cost of program c) Cost of program d) Cost of program e) Cost of program	a) $125,000 b) $500,000 c) None d) $20,000 e) $18, 000	a) Hourly programs b) Grants c) None d) Hourly programs e) Grants
4. Increased access to technology: a) Students use Accelerated Reader program for K-8 b) CTAP courses offered c) District Technology plan d) Laptops distributed to select sites e) Internet available in all classrooms	a) Sites b) District c) District d) District/Sites e) District	a) Cost of software b) Cost of courses c) None d) Cost of hardware e) Cost of connection	a) $20,000 b) $2,000 c) N/A d) Completed e) $10,000	a) Site funds b) Staff Dev c) EETT d) Digital High School e) District
5. Staff development and professional collaboration aligned with standards-based instructional materials: a) Teachers received inservice in the use of language arts programs b) New teachers participate in BTSA c) CLAD training held in district d) County-wide workshops attended by staff	a) Sites b) Teachers c) District d) PCOE/District	a) Paid attendance b) Stipends c) Paid attendance c) Paid attendance	a) $15,000 b) $35,000 c) $5,000 d) $5,000	a) District b) District c) District d) District

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): a) Parents, teachers, and other staff participate in the School Site Council b) DELAC/ELAC c) Parent Conferences d) School newsletters/SARC/Web site e) All parent legal parent notifications distributed and signed	a) Parents/teachers b) Parents/District c) Parents/teachers Admin/ d) On-going e) District/Site	a) None b) None c) None d) Cost of printing/distributing e) Cost of printing/distributing	a) N/A b) N/A c) N/A d) $2000 e) $2000	a) N/A b) N/A c) N/A d) SIP/District e) District/Site
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): a) Title 1 reading intervention at all Title I sites b) After school interventions for students who haven't passed CAHSEE c) Free Counseling for all Lincoln Families d) After school intervention at all sites	a) Site/Teachers b) Site c) District d) District/Teachers	a) Cost of Program b) Cost of Program c) Cost of Program d) Cost of Program	a) $300,000 b) $5,000 c) $60,000 d) $260,000	a) Title I/SIP b) Site c) Placer County Health/Grants d) State/Federal
8. Monitoring program effectiveness: a) Students participate in state testing-- STAR /CAHSEE/CELDT b) Determination of Annual Yearly Progress c) Curriculum Based Measurement/Aeries Mgt System d) Report Cards e) Self Review Process f) Evaluation Data from outside evaluators g) Placer County Outcomes for Children data	a) District/Site b) Site/State c) District/Site d) Site e)Site State/District/Site f) Evaluators g) Placer County Childrens Systems	a) Assessment Cost b) State c) District d) Teachers e) District/Site f) Evaluators g) Consultants	a) $30,000 b) None c) $10,000 d) $1,500 e) None f) $15,000 g) None	a) District/State b) None c) District d) District e) None f) Grants g) Grants

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Targeting services and programs to lowest-performing student groups: a) Title I reading interventions for students below grade level b) Summer school for students at risk of retention c) High School students who have not passed CAHSEE participate in after-school intervention programs d) Students participate in after school intervention programs e) Special Education students served through program	a) Site b) District c) Site d) District/Site e) District/Site	a) Salaries and benefits b) Salaries and benefits c) Salaries and benefits d) Salaries and benefits e) Salaries and benefits	a) $300,00 b) $130,000 c) $5,000 d) $260,000 e) $1,000,000	a) Title I b) Hourly programs c) Title I/hourly programs d) Grants e) Special Education/District
2. Any additional services tied to student academic needs: a) District has managed over $1,000,000 in support services grants to assist with student achievement with after school programs, counseling, and academic intervention				

Performance Goal 1: ***All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.***

Planned Improvement in Student Performance in Mathematics
Mathematics is included on all site plans either as direct goal or part increased academic achievement.

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: a) Teacher evaluation instrument based Teaching Profession Standards b) All instructional materials are aligned with state standards c) All new teachers participate in BTSA d) Training in Curriculum Based Measurement e) Publisher training on standards-based materials f) Use of Standards-aligned report card at elementary levels	a) Principals b) District Admin. Services c) Director of Human Resources d) District Admin. e) Publishers/ Asst. Supt. of Instructional Services f) All	a) None b) Cost of inst. materials c) Cost of training, stipends, support provider d) Staff development e) Staff development f) None	a) None b) $100,000 c) $35,000 d) $3,000 e) $4,000 f) $2,000	a) N/A b) IMF/Lottery/ Textbook Reserve c) County BTSA funds/PAR d) District e) District f) District
2. Use of standards-aligned instructional materials and strategies: a) District purchased state adopted materials K-8 or materials aligned with state standards 9-12 b) Students are evaluated on grade level standards on a regular basis c) State standards will be posted in classrooms	a) District Admin. b) Teachers c) District Admin.	a) Cost of inst.materials b) None c) None	a) $100,000 b) None c) $500	a) IMF/Lottery/ Textbook Reserve b) N/A c) District

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Extended learning time: a) Summer School for all students at risk of retention b) After-School programs of two or three hours in place at all sites c) Trimester system for increased credits at high school d) English Learner summer school	a) District b) District/Sites c) Lincoln High School d) District	a) Cost of program b) Cost of program c) Cost of program d) Cost of program	a) $125,000 b) $500,000 c) None d) $20,000	a) Hourly programs b) Grants c) None d) Hourly programs
4. Increased access to technology: a) Students use Accelerated Math program for K-8 b) CTAP courses offered c) District Technology plan d) Laptops distributed to select sites e) Internet available in all classrooms	a) Sites b) District c) District d) District/Sites e) District	a) Cost of software b) Cost of courses c) None d) Cost of Hardware e) Cost of connection	a) $20,000 b) $2,000 c) N/A d) Completed e) $10,000	a) Site funds b) Staff Dev c) EETT d) Digital High School e) District
5. Staff development and professional collaboration aligned with standards-based instructional materials: a) Teachers received inservice in the use of language arts programs b) New teachers participate in BTSA c) CLAD training held in district d) County-wide workshops attended by staff	a) Sites b) Teachers c) District d) PCOE/District	a) Paid attendance b) Stipends c) Paid attendance c) Paid attendance	a) $15,000 b) $35,000 c) $5,000 d) $5,000	a) District b) District c) District d) District

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): a) Parents, teachers, and other staff participate in the School Site Council b) DELAC/BAC c) Parent Conferences d) School newsletters/SARC/Web site e) All parent legal parent notifications distributed and signed	a) Parents/teachers b) Parents/District c) Parents/teachers Admin/ d) On-going e) District/Site	a) None b) None c) None d) Cost of printing/distributing e) Cost of printing/distributing	a) N/A b) N/A c) N/A d) $2000 e) $2000	a) N/A b) N/A c) N/A d) SIP/District e) District/Site
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): a) Title 1 monies available to sites b) After school/Saturday interventions for students who haven't passed CAHSEE d) Free Counseling for all Lincoln Families e) After school intervention at all sites	a) Site/Teachers b) Site c) District d) District/Teachers	a) Cost of Program b) Cost of Program c) Cost of Program d) Cost of Program	a) $300,000 b) $5,000 c) $60,000 d) $260,000	a) Title I/SIP b) Site c) Placer County Health/Grants d) State/Federal
8. Monitoring program effectiveness: a) Students participate in state testing-- STAR /CAHSEE b) Determination of Annual Yearly Progress c) Curriculum Based Measurement d) Report Cards e) Self Review Process f) Evaluation Data from outside evaluators g) Placer County Outcomes for Children data	a) District/Site b) Site/State c) District/Site d) Site e)State/District/Site f) Evaluators g) Placer County Childrens Systems	a) Assessment Cost b) State c) District d) Teachers e) District/Site f) Evaluators g) Consultants	a) $30,000 b) None c) $10,000 d) $1,500 e) None f) $15,000 g) None	a) District/State b) None c) District d) District e) None f) Grants g) Grants

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups: a) Title I interventions for students below grade level b) Summer school for students at risk of retention c) High School students who have not passed CAHSEE participate in after-school intervention programs d) Students participate in after school intervention programs e) Special Education students served through program	a) Site b) District c) Site d) District/Site e) District/Site	a) Salaries and benefits b) Salaries and benefits c) Salaries and benefits d) Salaries and benefits e) Salaries and benefits	a) $300,00 b) $130,000 c) $5,000 d) $260,000 e) $1,000,000	a) Title I b) Hourly programs c) Title I/hourly programs d) Grants e) Special Education/District
10. Any additional services tied to student academic needs: a) District manages over $1,000,000 in support services grants to assist with student achievement with after school programs, counseling, and academic intervention				

Performance Goal 2: ***All limited-English-proficient students will become proficient in English and reach high academic*** standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

Students in Western Placer Unified School District have shown consistent academic growth through Annual Yearly Progress Goals.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1); d. Describe how the LEA will promote parental and community participation in LEP programs.	a) Western Placer Unified provides programs that allow students to learn English. Teachers use SDAIE techniques to assist students to meet or exceed standards. English Immersion and support is provided for students who have been in the country for less than twelve months. ELD programs for students are also provided to assist students in making progress in English proficiency as well as in meeting standards. b) The district uses Title III funds to provide instructional materials for ELD that are designed to assist student in accessing the core curriculum. The district also provides ELD training as well as SDAIE training to teachers to assist in helping students become proficient in English and to achieve performance goals in both math and in reading. c) All students participate in state testing including CELDT to determine progress toward English proficiency and will be used to determine progress toward meeting state standards and AYP. Results of these measurements are reported to the school board and to site councils and to the District English Language Advisory Council. d) The district maintains a District Advisory Council (DELAC) that meets regularly to discuss and to give input regarding programs and services. Each school site has an English Language Advisory Committee that provides the same services on a site-by-site basis. The district provides a class for parents that assists them in methods for helping their children meet appropriate standards

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in: • English proficiency; and • Academic achievement in the core academic subjects	a) The district has adopted Houghton Mifflin Reading in grades K-5 and Holt in grades K-8 and Into English published by Harcourt (research-based as well as standards based program) is being used to support English Language Development. Teachers use SDAIE techniques and differentiated instruction as part of their normal teaching pedagogy. b) Local assessments and the CELDT are used to measure increases in the English Proficiency of students. The district has adopted benchmarks for students to exit programs. Data from these and from the State STAR program are analyzed and used to measure student achievement growth over time. c) Student are monitored for reclassification with a goal of English proficiency (intermediate or higher) and academic achievement ("C" or better in academic areas). An English Learner Individualized Learning Plan (ELILP) is written annually for every English Learner. d) GLAD Training has been provided to over 25 teachers during the 2006 – 2007 and the 2007 – 2008 school year to increase the effectiveness of instruction to ELD learners. e) Houghton Mifflin Focused Approach and Holt Training for ELD Instruction has been provided to over 40 teachers during the 2006 – 2007 and the 2007 – 2008 school year, to increase the effectiveness of instruction to ELD learners.

		Description of how the LEA is meeting or plans to meet this requirement.	
Required Activities	3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; d. Long term effect will result in positive and lasting impact on teacher performance in the classroom.	a) Teachers in the Western Placer Unified have been trained in SDAIE, CLAD, and other programs that allow for specialized instruction to meet the needs of students who are limited English proficient. These research-based approaches are particularly useful in differentiating instruction using the district-adopted programs referenced in Item 2 on the previous page. An additional CLAD training was held during the 2003-04 school year; a week-long summer institute was held in June, 2007. b) Teachers received training in programs and in *Houghton Mifflin* and Holt and will continue to receive on-going training in these programs as well. Specific trainings on the use of the ELD component of adopted reading programs will be held. (Workshops have been held in Fall'07). c) Principals are required to evaluate teachers using an instrument based on the California Standards for the Teaching Profession that includes standards for meeting the individual needs of students. All district administrators attended an all day inservice on district English Learner Programs. District teachers recommend, and the Board adopted, major changes in District English Learner Policy. d) Increase the number of students who are reclassified from limited to fluent English proficient with a corresponding increase in performance on state tests.	
Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	**Yes or No** Yes	**If yes, describe:** Comprehensive training was offered during the 2003-04 school year with a focus on disseminating new English Learner Criteria to all staff. Addition of ELD Program Specialist in 2006 – 2007 has allowed further training for admin and teaching staff.

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	**Yes or No** Yes	**If yes, describe:** A focused summer program focusing on ELD will be offered to students. It is expected that students entering the district at the "beginner" level will be reclassified in no less than five years. Students are included in after school program opportunities. Reclassified students are monitored for two years.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	**Yes or No** Yes	**If yes, describe:** Students referred to Student Study teams acquire an individualized action plan to remedy academic deficits. This is in conjunction with the ELILP. Students are also served through Title 1 and Special Education when appropriate.
	7. Improve the English proficiency and academic achievement of LEP children.	**Yes or No** Yes	**If yes, describe:** The district has standardized the delivery and support for English Language Development programs throughout the district. District-adopted state-approved curriculum is now in place at all grade levels. Principals are monitoring the delivery of ELD services.

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – o To improve English language skills of LEP children; and o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.	**Yes or No** Yes	**If yes, describe:** All parents are encouraged to participate in site level and district level parent advisory groups and site councils. After school and night family activities are offered at all sites. PIQE (Parent Institute for Quality Education) classes are offered at two sites, with parental involvement very high at those sites. Over 100 parents, mostly LEP, have attended and completed the PIQE series of classes.
	9. Improve the instruction of LEP children by providing for – o The acquisition or development of educational technology or instructional materials o Access to, and participation in, electronic networks for materials, training, and communication; and o Incorporation of the above resources into curricula and programs.	**Yes or No** Yes	**If yes, describe:** The district has computers in the English Learner classrooms and in computer labs. Students have regular access to these resources. The teachers employed at the site for Structured English Immersion each received a laptop to assist with instruction. GLAD and Houghton Mifflin and Holt Focused Approach training have been provided.
	10. Other activities consistent with Title III.	**Yes or No** Yes	**If yes, describe:** Through Title III the district will provide staff development in the SDAIE and CLAD training as well as the purchase of SDAIE materials. The ADEPT test is being used to monitor student progress on English Language skills.

Plans to Notify and Involve Parents of Limited-English-Proficient Students

	Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.	Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	a) The district sends out a letter each that identifies the students as LEP, based on the results the CELDT test results and the requisite need for appropriate language instruction. b) See above as well as regular progress reports of academic progress. c) Students are instructed along with the fluent English speakers and primary language support is available in small groups, interventions, and individually if needed. Parent are also informed of their option of a waiver. d) The district uses CELDT results at each of the sites inform teachers of overall student proficiency. Discussions are held to determine most effective interventions based on this data. An ELILP is written for each English Learner outlining annual goals. e) Through the use of SDAIE techniques among others, students will be assisted in learning English and in meeting promotion and graduation standards. f) The district notifies parents of all testing results of the CELDT, CAHSEE and STAR testing. These notifications also include written summaries of performance and where required, specific expectations for exiting and/or reclassification. g) The district uses the CELDT test results and incorporates these results into the student's IEP with parent input. The Special Education Director or School Psychologist collaborate and review state test scores, CELDT scores, and other academic performance measures to help determine the appropriate language placement.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	h. information pertaining to parental rights that includes written guidance detailing – . the right that parents have to have their child immediately removed from such program upon their request; and . the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; . the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.	The district notification process includes information about the waiver process, parent option for participation or non-participation and description of the program the district is implementing.
Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.		The information listed above is provided within 30 days of enrollment of the beginning of the school year. Parents of students who arrive after this time are notified as soon as the student's CELDT results are known.
LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.		The district will notify parents within 30 days of the notification to the district that the LEA has not made adequate yearly progress (AYP). The notification will also include the reasons for the failure to make adequate yearly progress (AYP).

LS-S-8

Performance Goal 3: ***By 2007 – 2008, all students will be taught by highly qualified teachers.***

Summary of Needs and Strengths for Professional Development
Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

STRENGTHS	NEEDS
As of the beginning of the 2002/03 school year all our teachers met the requirement of "highly qualified" according to the federal definition. All of our new teachers over the past four years have participated in BTSA. During the past four years nearly 85% of our teachers have completed certification of CLAD, BCLAD, SDAIE, or some other kind of certification that allows them to specially instruct students who speak a language other than English. This is a huge increase from five years ago, when 25% had such certification. As of 2002-03 all staff in the Title 1 program met the Highly Qualified definition and have continued to do so. 25% of the teaching staff have a master's degree. 100% of the administrative staff have a masters or doctorate degree	Continuation of BTSA and a specific, training in serving English Learners, special education, and GATE students are planned for the current year. A GATE Certification Workshop series is in effect for 2007/08 and 2008/09. The addition of an ELD Program Specialist has increased our leadership and attention to this area. Continued ELD Workshops occurred in 07/08 and 08/09. Intervention programs were put into place for the area of reading for 2007 – 2008. This is a part of the RtI (Response to Intervention) model. Staff development offerings have been in place for this area beginning summer 2007 and continue to be offered as this is an area of need. Staff development for teachers is geared towards data-driven decision making, standards based instruction, and using technology to improved student performance. At all levels, students who are almost proficient, or who are Below Basic or Far Below Basic in their tested skills are being monitored via spreadsheets. We have begun tracking these students' success via our Aeries Management Program and OARS (Online Assessment Reporting System) and continue to address staff inservice needs here.

8.5.58

Performance Goal 3: ***By 2007-08, all students will be taught by highly qualified teachers.***

Planned Improvements for Professional Development (Title II)
Staff development is viewed as one of the keys to a highly qualified staff.

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards: Staff development needs will be addressed through a variety of methods including staff release time, classroom observations, professional literature, and attendance at conferences and workshops. Evaluation of the effectiveness of these activities will be conducted with a goal of continuing the most effective or at looking for more effective programs. All new teachers are mandated to participate in BTSA.	District/teachers	Salaries for BTSA support provider; cost of workshops, subscriptions, stipends	$135,000	Title II/BTSA/Staff Development Buy Out
2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement: District administration will review research on professional development activities that assist teachers, administrators and support staff to ensure all students will meet or exceed State content and academic achievement standards. Special attention will be paid to those topics and formats that have the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest-performing groups. Staff development will focus on improving student achievement. Professional development resources will be concentrated where they are needed most. Successful teachers and principals will serve as demonstrators and coaches for others.	District leadership, PAR committee, teacher survey	Stipends for PAR and participating teachers	$6,000	PAR/District

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students: Staff development based on standards and targeted particularly toward the lowest achieving, low-income students will clearly show by student achievement scores and progress toward standards mastery that a positive impact is being measured. These outcomes will be used to further refine staff development efforts particularly as they have an effect on the achievement of under-performing students.	Principals/teachers/ District	Cost of BTSA and other staff development efforts	$135,000	Title II/BTSA/Staff Development Buy Out
4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs: The district leaders will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations in their classes. Classroom management, interventions, and working with students' families, and other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed State content and academic achievement standards.	District	Cost of training	$135,000	Title I/Distinct/SIP Title II/PAR/Staff Development Buy Out

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met: Staff development will focus on practicing core research based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement. Principals' professional development will combine the leaders' roles in supporting standards implementation, organization and management for continuous improvement, and addressing diverse needs of student, particularly students in the lowest-performing groups in the district.	District	None	N/A	N/A
1. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy: The district leadership team will ensure that technology-related professional development links to other district and school professional development activities that are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards.	District/Director of Technology	Cost of training	None	Title II A & D/Staff Development Buy Out

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.): The district will continue with its implementation of the goals of the District Technology Plan which was approved in Spring, 2003. Online professional development in the effective use of technology to support standards-based practices will be available at each school and throughout the district. Teacher licenses to access this resource from district equipment and resources will be available. Teachers will gain credit toward salary increases by completing online professional development courses in the use of technology and demonstrating increased effective use of technology resources in ensuring that all students meet or exceed standards. Staff development is managed through an online centralized online system. Site Tech Trainers offer support.	District/Technology coordinator	Cost of training	$6,000	Title II/District
3. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan: Information was gathered from recently adopted school site plans from representatives of the listed groups. In addition, portions of the recently adopted technology plan were referenced. Finally, staff development surveys were used. Information from this section will be updated at each annual renewal.	District Staff	None	None	N/A

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. How the LEA will provide training to enable teachers to: □ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; □ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; □ Involve parents in their child's education; and □ Understand and use data and assessments to improve classroom practice and student learning. Staff development days focused on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement also includes planning for addressing diverse student needs, student behavior management, and working with families. Specific offerings in working with GATE students and English Learners will be offered during 2007 - 2008. Additional training in use of intervention programs, materials and strategies will be offered.	District	Cost of training	$135,000	Title II A & D/Staff Development Buy Out
5. How the LEA will use funds under this subpart to meet the requirements of Section 1119: On an as needed basis, if teachers or paraprofessionals need assistance to become Highly Qualified adequate training will be offered. This is viewed as the highest priority of these funds for the district.	N/A	N/A	N/A	N/A

Performance Goal 4: ***All students will be educated in learning environments that are safe, drug-free, and conducive to learning.***

Environments Conducive to Learning (Strengths and Needs):
Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
1. Coordinated school crisis response and Comprehensive School Safety Plans which have been developed in partnership with law enforcement and emergency response systems. 2. Appropriate and effective school policies regarding student conduct and disciplinary procedures. 3. School counselor and school nurse, assisted by Health Aides. 4. School safety plans updated annually with participation from parents and students. 5. Free counseling offered through the Lighthouse. 6. Interns from California State University, Sacramento at each campus. 7. Expanded counseling staff at high schools.	1. The district has a need to continue to inservice teachers in the district-adopted scientifically based programs to further reduce the incidence of alcohol and other drug use as well as tobacco use and to improve overall resiliency. 2. Each site needs a designated individual for implementation and monitoring of the programs. 3. Focus on the main drug used – alcohol.

8.5.64

Environments Conducive to Learning (Activities):
Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES
Red Ribbon Week Activities
Extracurricular programs, clubs, events
Summer School
Interscholastic Athletics
Student Government
Specialized PE programs at Middle and High School
Counseling programs at each of the school sites and through lighthouse
Alternative education including continuation and independent study
Community Liaison programs at all elementary sites
School Counseling Programs at middle schools and high schools
GATE offerings at sites

8.5.65

Needs and Strengths Assessment (4115(a)(1)(A)):
Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
1. The district uses the latest communication systems to keep all district employees in communication with one another via email. Walkie talkies and phone. 2. District counselors are available to all students and their families around safety, drug, alcohol, and tobacco issues. 3. Smoking has been dramatically reduced. 4. The district provides a scientifically research based alcohol and other drug and tobacco prevention program.	1. The district needs to continue to provide a scientifically research based alcohol and other drug and tobacco prevention programs. 2. There is a need for coordination between and among the school sites and the district level. 3. Establish a sustainable management system for program.

8.5.66

Performance Goal 4: ***All students will be educated in learning environments that are safe, drug-free, and conducive to learning.***

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B)):
The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 4/06 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will **decrease** biennially by **(Met 02 – 06 goal for 7th and 11th grades; not for 9th)**	5th 8% 7th 16 % 9th 37 % 11th 47 %	5th -1% 7th - 2 % 9th -2 % 11th -2 %
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by: **(Met 02 – 06 goal for 7th & 11th; not for 9th)**	5th N/A 7th 7 % 9th 13 % 11th 16 %	5th N/A 7th -2 % 9th - 2 % 11th -2 %
The percentage of students that have used marijuana will **decrease** biennially by: **(Met 02 – 06 goal for 7th, 9th & 11th)**	5th N/A 7th 8 % 9th 29 % 11th 53 %	5th N/A 7th -2 % 9th -2% 11th -2 %
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by: **(For 5th grade - % of students who have EVER used alcohol – may be misunderstanding question?)** **(Met 02 – 06 goal for 7th, 9th & 11th)**	5th 45% 7th 12% 9th 37 % 11th 47 %	5th -2% 7th -2% 9th -2 % 11th -2 %
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by: **(Met 02 – 06 goal for 7th; not for 9th – stayed the same; not for 11th – increased 4%)**	5th N/A 7th 3 % 9th 13 % 11th 25 %	5th N/A 7th -2 % 9th -2 % 11th -2 %

8,567

The percentage of students that feel very safe at school will **increase** biennially by: **(Did not meet 02 – 06 goals for 7th, 9th, 11th)**	7th 11 % 9th 14 % 11th 23 %	7th +2 % 9th +2 % 11th +2 %
The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by: **(Met 02 – 06 goal for 7th; did not meet goal for 9th & 11th)**	7th 23 % 9th 167% 11th 10 %	7th -2 % 9th -2 % 11th -2 %
Truancy Performance Indicator		
The percentage of students who have been truant will **decrease** annually by **1%** from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	2 %	-1 %

4.5.68

Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 4/02 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by: **2%** **(Met 02 – 06 goal for 7th & 9th; did not meet for 11th)**	7th 33% 9th 25 % 11th 37 %	7th +2% 9th +2% 11th +2%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by: **2%** **(Met 02 – 06 goal for 7th & 9th grades; did not meet for 11th)**	7th 55% 9th 35% 11th 40 %	7th +2% 9th +2 % 11th +2 %
The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by: **2%** **(Did not meet 02 – 06 goals)**	7th 9% 9th 8 % 11th 12 %	7th +2% 9th +2 % 11th +2 %
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by: **(no data available for this portion of the module)**	9th % 11th %	9th % 11th %

8.5.69

Science Based Programs (4115 (a)(1)(C)):
The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Positive Action **Project Alert**	ATODV	1-12 7	4000 600	June 2005 June 2006	Summer 05&06 Spring 2008	August, 2005 August, 2006

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Research-based Activities (4115 (a)(1)(C)):
Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
√	After School Programs	**ATODV**	**Grades K-12**
	Conflict Mediation/Resolution		
√	Early Intervention and Counseling	**ATODV**	**Grades K-12**
	Environmental Strategies		
	Family and Community Collaboration		
	Media Literacy and Advocacy		
	Mentoring		
√	Peer-Helping and Peer Leaders	**ATODV**	**Grades K-12**
	Positive Alternatives		
√	School Policies	**ATODV**	**Grades K-12**
	Service-Learning/Community Service		
	Student Assistance Programs		
	Tobacco-Use Cessation		

Check	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development Caring Schools Caring Classrooms		
	Other Activities		

Promising or Favorable Programs (4115 (a)(3)):
The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
N/A						

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:
Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

S.73.28

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):
For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

The district has selected a variety of programs to serve its students. The programs are school-based prevention program designed to provide students strategies and skills. They combine a classroom curriculum of social/cognitive problem solving with real-life skill-building opportunities. Students learn to apply critical thinking skills and personal management strategies to personal health and well-being issues. After an analysis of our CHKS survey data it was clear we needed to push for programs at all levels.

Evaluation and Continuous Improvement (4115 (a)(2)(A)):
Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The district will administer the Healthy Kids Survey every other year and use those results to evaluate the effectiveness of the program and to make refinements and improvements to the on-going efforts by the district. Additionally the District will continue to monitor suspension and expulsion data as well as consult with probation and other law enforcement and community support agencies.

74, 5, 8

Use of Results and Public Reporting (4115 (a)(2)(B)):
Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Data Collection Timeline:
The district will publish the results of the 2006 Healthy Kids Survey during the Spring, and the progress data during the 2007 – 2008 school year. It will be available in print form and shared with the Community Advisory Group. Additionally pre and post test data will be collected on the efficacy of the program.

Reporting Timeline
The District will develop an analysis of all data each school year. A report of the analysis of the data will be published. A summary of the results will be presented at a meeting of the governing board each fall.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):
Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

Western Placer Unified defines the highest need students as our lowest performing, low-income students. This designation along with the data from disciplinary actions as well as the data in the CHKS was analyzed and the middle school was found to be the site with the greatest needs.
The services listed below are funded for the students identifies with the greatest needs
1) Psychological counseling
2) After school programs focusing on improving academic performance
3) After school athletic programs
4) Alternative education opportunities

Coordination of All Programs (4114 (d)(2)(A)):
Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

The District will consult with probation and other law enforcement agencies as well as county-operated programs. The district representative meets with the county Medi-cal Collaborative three times per year and serves on the mini-grant advisory board to help coordinate programs with other programs at the local and county level.
Additionally the District will determine the common goals of the programs to help ensure the best practices and teaching strategies and the promotion of highly qualified teachers to assist in the coordination of prevention efforts.

Parent Involvement (4115 (a)(1)(e)):
Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parents are a vital part of the planning process at each school site. Each site operates a school site council. Fifty percent of the membership of this council is required to be filled by parents. Each council reviews the Single School Plan for Student Achievement, provides a budget document for approval by the governing board, and provides input to teachers, administrators, and others about all aspects of the school's operation. Parents are also involved in student activates such as athletics, school-wide assemblies, field trips and Red Ribbon Week. The district distributes a beginning of the year packet to all parents. This packet includes all the required notifications, the school and district discipline policies, School of Choice options for PI school parents as well as Safe School Status as required by NCLB. Additionally, school accountability report cards are available on the district web site. The district accountability report card will be developed and placed on the district web site as well.

8.5.16

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):
Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

Referral for pregnant minors and minors parents are administered through the school site and district coordinator.

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):
Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section104420 [b][3])

Position/Title	Full time equivalent
Currently no staff is funded with TUPE funds	**N/A**

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Performance Goal 5: ***All students will graduate from high school.***

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	a) Trimester for reinforcement of skills b) Remediation in English and math during the school day c) Before and after school tutorials d) Summer schools e) 10th grade counseling is provided f) Student notice for all students receiving failing grades.	All students	Teachers, counselors, administrators On-going	The school will increase its graduation rate by 5%	a) None b) Title 1 c) Hourly d) Hourly e) 10th grade counsel f) None
5.2 (Dropouts)	a) Students participate in Student Council b) Fourteen different Interscholastic sports are available for boys and girls c) FFA clubs are available d) Emphasis on vocational programs through ROP and ROTC	a) Elected student leaders b) 515 student athletes c) 90 members d) 260 participants	a) Teacher b) Coaches by sport c) Teacher advisors d) District	The school will increase its graduation rate by 5%	a) District b) District c) District d) District
5.3 (Advanced Placement)	a) Students are able to take AP classes on line and on campus	All students	Teachers On-going	The school will double the number of students taking AP classes	Tech Grant/ District

9.S.78

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Please describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The district uses free and reduced lunch eligibility under the NSLP guidelines.
Schools are rank ordered and schools with the highest poverty are served first. After these schools are served, lower ranking school can be served. The district determines different per student amounts based on differing grade spans.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115 will identify the eligible children most in need of services under this part.

The Western Placer Unified School District has used the national percentile ranking from CAT/6 portions of the STAR test at grades 2-11. Students scoring at our below the 25th percentile in reading and/or mathematics total scores or sub-test scores whose teachers believe that they could benefit from support services may be referred to the Title I program. Additionally, students scoring Below Basic or Far Below Basic on CA Standards Tests in Mathematics or English Language Arts and students in danger of retention can qualify for Title I services. Parents are offered the opportunity to come to a Parent Advisory Meeting held at least once annually to provide input and suggestions for program. Each participating student in Title I must have a signed authorization from their parent/guardian providing approval for their participation.

8.5.79

Additional Mandatory Title I Descriptions
(continued)

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

a) The district provides increased learning time through after school programs at each school.
b) The district provides extensive staff development for improving instruction.
c) The district provides a support provider and mentor for beginning teachers in the BTSA programs.
d) The district conducts all state required assessment and analyzes the data, including disaggregation, to assist teachers and administrators in evaluating programs and instructional effectiveness.
e) The district has adopted core materials that are scientifically based and has provided staff development for the implementation of these materials in the classroom.
f) Teachers and paraprofessionals are trained in techniques to assist student who are limited English proficient to access the core curriculum.
g) The district provides after school intervention with summer school options
h) The district provides counseling services to students.
i) Student who have not passed the high school exit exam are offered tutorial assistance.
j) Efforts are made to identify those students who attend private schools, local institutions for neglected or delinquent children who are attending community day school programs and those students who are homeless.

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116 as in need of improvement.

a) The district will assist schools in analyzing student data through the use of a variety of applications.
b) Before and after school programs and summer school will continue.
c) Annual goals for overall improvement as well as the improvement of applicable sub groups will be identified. A comprehensive staff development program will be provided.
d) The district will assist the school in following the mandates including school choice and supplemental instruction.

8.5.80

Additional Mandatory Title I Descriptions
(continued)

Please describe the actions the LEA will take to implement public school choice and Supplemental Services, consistent with the requirements of Section 1116.

a) Parents will be notified of their option to transfer their student from a PI school.
b) Schools space will be make available to accommodate students.
c) The district will serve the lowest performing, low-income students first and other students thereafter up to the maximum allowed by NCLB.
d) Transportation will be provided for any student whose parents have exercised the choice option.
e) Parents will be notified of their option prior to the beginning of the school year.
f) Parents will be notified annually that supplemental services are available and the process for application will be explained.
g) A list of approved providers will be included with the notification.
h) The district coordinator will meet with the parent(s) and the supplemental service provider(s) to outline outcome, timelines, and assessment criteria.
i) Parents will be notified of the dollar amount for which they are eligible under the supplemental services provision.

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with sections 1118 and 1119.

The district coordinator will work with site level administrators, the BTSA support provider, and the PAR committee to develop criteria for staff development and the coordination of appropriate Title I and Title II funds. All teachers hired will be highly qualified. The District will strive to coordinate all professional development through the use of Title II funds to fully develop the capacity and professional training for all Title I funded certificated teachers and paraprofessionals. Additionally, Title II funds will be used to support appropriate professional development opportunities for administrators, parents and other staff serving the needs of our students. A myriad of opportunities would be available to the interested staff and community, from sessions held within the district and county offices of education to privately provided professional training sessions. Each of these activities and trainings would focus upon high quality skills which would be able to be used in our classrooms in terms of instructional strategies and methods for ensuring the continued success of our students.

9 S.81

Additional Mandatory Title I Descriptions
(continued)

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as:

Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

The District will ensure that all services are fully coordinated on our school campuses to ensure that our programs are effective, and that duplication and/or fragmentation of the instructional is not a part of the program. Reading intervention programs are coordinated on each site by the building principal and are offered to qualifying low-achieving students in the regular program, as well as to students in special education both during the day and after school. The Title I program and services will be designed to meet the specific needs of our students as identified by their test scores indicating their areas of specific weakness. Students who are English Learners will be provided specialized instruction, materials and activities to ensure their success. It is the goal of each school in the district to provide a comprehensive program which is well-articulated and coherent for all students. Site plans guide the use of categorical funds in close collaboration with the District. Collaboration between teachers occurs regularly and is facilitated by our Early Release Mondays with a focus on student achievement across programs.

8.5.82

Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

Appendix F: NCLB Legislation, Sections 1111 through 1120

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ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.

3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.

6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.

7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.

9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

8.5.84

9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the LEA receives more than $500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.

13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to schoolwide programs.

15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).

17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.

18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.

20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001.*

21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

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22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.

23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).

26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001.*

28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.

29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).

30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

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32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

1. The LEA, hereby, assures that:

   - The LEA will target funds to schools within the jurisdiction of the local educational agency that:
     (A) have the lowest proportion of highly qualified teachers;
     (B) have the largest average class size; or
     (C) are identified for school improvement under section 1116(b).

   - The LEA will comply with section 9501 (regarding participation by private school children and teachers).

   - The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

   - The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

2. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

   - Strategies for using technology to improve academic achievement and teacher effectiveness.
   - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
   - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
   - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
   - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

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- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
- Collaboration with adult literacy service providers.
- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

3. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

4. **Any LEA <u>that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5))</u> hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
   - has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
   - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
   - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
   - Any LEA that <u>does</u> receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

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TITLE III

1. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.

2. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

3. The LEA is complying with Section 3302 prior to, and throughout, each school year.

4. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

5. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.

6. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

7. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

1. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

1. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

2. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.

3. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

4. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:

    - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

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- Security procedures at school and while students are on the way to and from school.

- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.

- A crisis management plan for responding to violent or traumatic incidents on school grounds.

- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:

    - Allows a teacher to communicate effectively with all students in the class.
    - Allows all students in the class to learn.
    - Has consequences that are fair, and developmentally appropriate.
    - Considers the student and the circumstances of the situation.
    - Is enforced accordingly.

5. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

6. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

7. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

8. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

9. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

10. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

    - will be used to make decisions about appropriate changes in programs for the subsequent year;

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- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and

- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

11. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

    (i) truancy rates;
    (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
    (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
    (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

12. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

13. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

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SIGNATURE PAGE

Scott Leaman
Print Name of Superintendent

_____
Signature of Superintendent

_____
Date

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APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: ***All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.***

1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)

1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: ***All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.***

2.1. **Performance indicator:** The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

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2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: ***By 2005-2006, all students will be taught by highly qualified teachers.***

3.1 **Performance indicator:** The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of "professional development" in section 9101(34).)

3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

Performance Goal 4: ***All students will be educated in learning environments that are safe, drug free, and conducive to learning.***

4.1 **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5: ***All students will graduate from high school.***

5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 **Performance indicator:** The percentage of students who drop out of school:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

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APPENDIX B

Links to Data Web sites

Below is a listing of Web site links for accessing district-level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
  < http://www.cde.ca.gov/psaa/api/index.htm >
- California Basic Educational Data System (CBEDS)
  < http://www.cde.ca.gov/demographics/coord/ >
- California English Language Development Test (CELDT)
  < http://www.cde.ca.gov/statetests/celdt/celdt.html >
- California High School Exit Exam (CAHSEE)
  < http://www.cde.ca.gov/statetests/cahsee/eval/eval.html >
- California Standardized Test (CST)
  < http://www.cde.ca.gov/statetests/index.html >
- DataQuest
  < http://data1.cde.ca.gov/dataquest/ >
- School Accountability Report Card (SARC)
  < http://www.cde.ca.gov/ope/sarc/ >
- Standardized Testing and Reporting (STAR) Program
  < http://www.cde.ca.gov/statetests/star/index.html >

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APPENDIX C

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs)

B: < http://www.colorado.edu/cspv/blueprints/model/overview.html >(University of Colorado: Blueprints)

C: < http://modelprograms.samhsa.gov/model_prog.cfm >(Center for Substance Abuse Prevention: Model Programs)

D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)

E: < http://www.gettingresults.org/ > (Getting Results)

School-Based Programs

	Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E

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Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
	Community and Family-based Programs						
	Intended program outcomes and target setting. See research for proven effectiveness						
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,

Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

Research-based Activities (4115 (a)(1)(C)):
The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

Research-based Activities	
Activities	***Research Summaries Supporting Each Activity:***
After School Programs	Positive Action (entire program)
Conflict Mediation/Resolution	Positive Action (entire program)
Early Intervention and Counseling	Positive Action (entire program)
Environmental Strategies	Positive Action (entire program)
Family and Community Collaboration	Positive Action (entire program)
Media Literacy and Advocacy	Positive Action (entire program)
Mentoring	Positive Action (entire program)
Peer-Helping and Peer Leaders	Positive Action (entire program)
Positive Alternatives	Positive Action (entire program)
School Policies	Positive Action (entire program)
Service Learning/Community Service	Positive Action (entire program)
Student Assistance Programs	Positive Action (entire program)
Tobacco-Use Cessation	Positive Action (entire program)
Youth Development/Caring Schools/Caring Classrooms	Positive Action (entire program)

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APPENDIX E

Promising or Favorable Programs

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)

B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)

C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)

D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)

E: < http://www.gettingresults.org/ > (Getting Results)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D

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Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B

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