

WESTERN PLACER UNIFIED SCHOOL DISTRICT
810 J STREET, LINCOLN, CALIFORNIA 95648
Phone: 916.645.6350 Fax: 916.645.06356

MEMBERS OF THE GOVERNING BOARD

Paul Long - President
James McLeod - Vice President
Paul Carras - Clerk,
Ana Stevenson - Member
Brian Haley - Member

DISTRICT ADMINISTRATION

Scott Leaman, Superintendent
Bob Noyes, Assistant Superintendent, Personnel Services
Carrie Carlson, Assistant Superintendent, Business Services
Mary Boyle, Assistant Superintendent, Educational Services
Roger Yohe, Facilities Superintendent

STUDENT ENROLLMENT

<u>School</u>	<u>04/01/07</u>	<u>5/01/07</u>
Sheridan School (K-5)	90	90
First Street School (K-5)	471	467
Carlin C. Coppin Elementary (K-5)	492	497
Creskide Oaks Elementary (K-5)	680	692
Twelve Bridges Elementary (K-5)	729	725
Foskett Ranch Elementary (K-5)	479	484
Glen Edwards Middle (6-8)	713	712
Twelve Bridges Middle School (6-8)	588	587
Lincoln High School (9-12)	1257	1260
Phoenix High School (10-12)	99	97
PCOE Home School	4	4
TOTAL:	5,608	5,615

Phoenix Infant/Toddler 18

Preschool/Head Start

First & J Street 24
Carlin Coppin 24
Sheridan 24

Adult Education 266

GLOBAL DISTRICT GOALS

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

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
June 5, 2007, 7:00 P.M.
LINCOLN HIGH SCHOOL – PERFORMING ARTS THEATER
790 J Street, Lincoln, CA**

AGENDA

2006-2007 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.

6:00 P.M. OPEN SESSION – Administrative Conference Room – D.O.

1. Call to Order
2. Announce Closed Session Items
3. Adjourn to Closed Session

6:00 P.M. CLOSED SESSION – Administrative Conference Room – D.O.

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

- a. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #06/07 V
- b. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #06/07 W

2. CONFERENCE WITH LABOR NEGOTIATOR

Update on certificated negotiations

3. INTER-DISTRICT TRANSFER APPEAL

- a. Inter-district Request Appeal 07/08 12
- b. Inter-district Request Appeal 07/08 13
- c. Inter-district Request Appeal 07/08 14

4. ADJOURN TO OPEN SESSION

7:00 P.M. OPEN SESSION – Performing Arts Theater – LHS

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE

2. DISCLOSURE OF ACTION TAKEN IN CLOSED SESSION, IF ANY

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

- a. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #06/07 V

June 5, 2007

Agenda

- b. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #06/07 W

2.2 CONFERENCE WITH LABOR NEGOTIATOR

Update on certificated negotiations

2.3 INTER-DISTRICT TRANSFER APPEAL

- a. Inter-district Request Appeal 07/08 12
- b. Inter-district Request Appeal 07/08 13
- c. Inter-district Request Appeal 07/08 14

3. SPECIAL ORDER OF BUSINESS

- 3.1 S.C.H.O.O.L.S. Group - Sandy Frame and Cindy Moore
- 3.2 Facilities Funding Update

4. CONSENT AGENDA

- 4.1 Approval of Minutes
Regular Meetings of May 1 & May 15, 2007
- 4.2 Approval of Warrants
- 4.3 Ratification of Personnel Items

Classified:***a. Ratification of Classified Transfers:***

Irma Balonek – from 8 hr. Library Tech. at FSS to 8 hr. Library Tech. at LCE effective 7.1.07.

Shannon Ceccato – from 4.5 hr. Cafeteria Site Cashier at TBM to the 3.5 hr. Cafeteria Site Cashier at LCE effective 7/1/07

Maria Navarrete – from 2 hr. Food Service Assistant at LHS to the 3.5 hr. Food Service Assistant at LCE effective 7/1/07.

Holly Shima – from 6 hr. Sp. Ed. Instructional Aide at FRE/Sheridan to the 6 hr. Sp. Ed. Instructional Aide position at LCE effective 7/1/07

b. Ratification of Classified Transfer/Promotion:

Cheryl Metheny – from 2 hr. Library Aide position and 1 hr. Computer Lab Tech. position at TBE to the new 4.6 hr. Library Tech. position at Sheridan effective 7/1/07

c. Ratification of Classified Termination:

Doug Stone – Assistant Mechanic - Transportation

Certificated:***d. Ratification of Certificated Management Employment for the 07/08 School Year:***

Eli Gallup – Director of Special Education – District

Kevin Kurtz – Principal - LCE

e. Request for Certificated Temporary Assignment Completion:

Sara Kinsey – 7th Grade Soc. Studies/Science – GEM

Amanda Hetzel – 4th Grade Teacher – COE

Mark Samuelson – Science Teacher - PHS

June 5, 2007

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- f. Request for Child Rearing Leave:*
Shannon Burns – Science Teacher – COE
- g. Ratification of Certificated Resignation:*
Annette Darling – RSP Teacher - COE

- 4.4 Special Education Local Plan Area Local Educational Area Assurances
- 4.5 Peer Assistance and Review End-Of-Year Report.
- 4.6 Ratification of New Confidential Job Description/Position for Personnel Clerk.
- 4.7 Adoption of Resolution 06/07.31 Establishing a Reduction of Classified Position Hours.

5. COMMUNICATION FROM THE PUBLIC

There was no communication from the public.

6. REPORTS & COMMUNICATION

- 6.1 Lincoln High School, Student Advisory – Laura DiGiordano
- 6.2 Western Placer Teacher's Association – Mike Agrippino
- 6.3 Western Placer Classified Employee Association – Joe Ross
- 6.4 Superintendent, Scott Leaman: *Schedule for Property Transfer Appeal*
- 6.5 Assistant Superintendent(S)
 - 6.5.1 Carrie Carlson
 - a. Budget Update:
 - 6.5.2 Mary Boyle
 - a. Program Focus Area: *WPUSD Calendar for 2007-2008*
 - 6.5.3 Bob Noyes
 - 6.5.4 Cathy Allen, Director of Site Development
 - a. Facilities Update:

7. PUBLIC HEARING**Public Hearing on Instructional Materials for the 2006-07 School Year.**

Section 60119(a), as amended by the Williams lawsuit, requires that the governing board of a school district hold a public hearing or hearings to make a determination through a resolution, as to whether each pupil in each school in the district has sufficient textbooks or instructional materials in each of the following subjects, as appropriate, that are consistent with the content and cycles of the curriculum framework adopted by the State Board.

- Mathematics
- Science
- History-Social Science
- English/Language Arts, including the English language development component of an adopted program.

8. ♦ACTION ♦DISCUSSION ♦INFORMATION

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

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Agenda

8.1 (D/A) ADOPTION OF RESOLUTION 06/07.30 OF INSTRUCTION MATERIALS FOR THE 2006-07 SCHOOL YEAR – Boyle
(06-07 G & O Component V-IV)

•After the public hearing, the board will consider a resolution to notify the State that adequate textbooks and instructional materials have been made available to students of the Western Placer Unified School District for the 2006-07 school year.

8.2 (D/A) GATE PROGRAMS – Boyle *(06-07 G & O Component V-IV)*

•Western Placer Unified School district receives Gifted and Talented Program (GATE) categorical monies from the state each year. We are completing our second year of a two-year funding cycle. We need to reapply for GATE funding.

The GATE Program Application process has changed, with a new requirement to consider data on the representation of subgroups in our GATE population; to track GATE student achievement and success; and to complete a program assessment and set goals in eight required areas.

The enclosed GATE Program Application fulfills those requirements and reflects parental and staff input on expanding our GATE program offerings.

8.3 (D/A) ADOPT DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS – Noyes *(06-07 G & O Component V-IV)*

•Each year the District must declare that there are an insufficient number of certificated persons who meet the District's employment criteria for the positions listed on the attached form. The declaration shall remain in force until June 30, 2008.

8.4 (D/A) APPROVAL OF CHANGE ORDER NO. 9 FOR TWELVE BRIDGES MIDDLE SCHOOL – Allen *(06-07 G & O Component V-IV)*

•Change Order No. 9 represents a \$12,000 credit the District is receiving in lieu of the contractor replacing the VCT (vinyl composition tile) in the multi-purpose room. The installation of the flooring resulted in several locations where seams did not properly line up. The performance of the floor was not compromised; however the appearance of the floor is not "perfect." Staff chose contract duration by an additional 46 days. This was requested by NTD/EDGE Design Builders to complete the site construction of the park and playfields. A copy of the Change Order Request is attached for your review.

June 5, 2007

Agenda

- 8.5 (D/A) APPROVAL OF CHANGE ORDER NO. 10 FOR TWELVE BRIDGES MIDDLE SCHOOL - Allen (06-07 G & O Component V-IV)**
- Change Order No. 10 represents a \$45,000 credit the District is receiving in lieu of the contractor replacing a significant number of area drains with the product originally specified in the contract documents. The subcontractor for EDGE mistakenly installed a similar product that had been used on other WPUSD projects and has offered a \$45,000 credit. Please note the original credit offer was under \$20,000. Prudent negotiations resulted in a significantly higher credit than originally proposed. A copy of the Change Order Request is attached for your review.
- 8.6 (D/A) RESOLUTION 06/07.32 FOR PG& E EASEMENT TO PROVIDE FOR EXTENSION OF UTILITY SERVICES TO 691 N STREET, LINCOLN, CALIFORNIA – Allen (06-07 G & O Component V-IV)**
- Mr. Hai H. Nguyen is the owner of the property located at 691 N Street (lot 16). The District owns the adjacent two parcels (lots 14 and 15). The two lots are part of the Zebra Housing Program. Mr. Nguyen is requesting an easement from the District in order to allow PG& E to extend existing service to his lot. Originally Mr. Nguyen was seeking an overhead extension of a power line to serve his property. Staff believed that an aerial encroachment would not be in the best interests of the future owners of lots 14 and 15. Mr. Nguyen has revised his original request and is now seeking an underground easement be granted to PG& E to allow for utility extension to his property. As depicted on the enclosed map, the underground encroachment would have minimal negative effect on the two lots owned by the District.
- 8.7 (D/A) NOTICE OF COMPLETION FOR TWELVE BRIDGES MIDDLE SCHOOL INCREMENTS 1 AND 2 – Allen (06-07 G & O Component V-IV)**
- The Western Placer Unified School District entered into contract with NTD-EDGE Design Builders, Inc. on March 25, 2004. Work was substantially complete to the satisfaction of Cathy Allen, Director of Site Development by May 25, 2007. Several items are being excluded from the Notice of Completion due to pending DSA approvals and replacement of the infield mix on both softball fields in the park. As a result, staff is requesting approval of a “partial” Notice of completion. A few relatively minor punch list items remain that are being addressed.

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8.8 (D/A) APPROVE THE FY 2006-07 THIRD INTERIM REPORT –

Carlson (06-07 G & O Component V-IV)

- The FY 2006-07 Third Interim Report provides a fiscal status report of the District's financial records as of April 30, 2007.

8.9 (I/D) ZEBRA HOUSING – Leaman (06-07 G & O Component V-IV)

- The current format for the Zebra Housing project is coming to a close with the completion and sale of the last houses built on lots donated to the school district. The project has been very successful with the partnership of many. Options to continue the program will be discussed with the board.

8.10 (I/D) FIELD TRIP/SPORT TRANSPORTATION COMPARISON –

Leaman 06-07 G & O Component V-IV)

- One of the areas cited in the qualified budget letter from the Placer county Office of Education was our transportation encroachment. This area has been explored by analyzing school to home, sport, and field trip costs. The board will be updated on the superintendent's discussions in this area.

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
- Audio Visual Media Board Policy

9.2 BOARD MEMBER REPORTS/COMMENTS

10. ESTABLISHMENT OF NEXT MEETINGS(S)

- The President will establish the following meetings(s):
 - June 26, 2007, 7:00 p.m., Lincoln High 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

Posted: 053107

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**DISCLOSURE
OF ACTION
TAKEN IN
CLOSED SESSION,
IF ANY**

WESTERN PLACER UNIFIED SCHOOL DISTRICT

CLOSED SESSION AGENDA

PLACE: District Office – Conference Room
DATE: June 5, 2007
TIME: 6:00 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 #06-07 V

AGENDA ITEM AREA:

Action

REQUESTED BY:

John Wyatt
District Hearing Officer

ENCLOSURES:

MEETING DATE:

June 5, 2007

BACKGROUND:

*

The Board of Trustees will disclose any action taken during closed session in regards to the expulsion of Student #06-07V

ADMINISTRATION RECOMMENDATION:

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

2.1 a

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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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:

Student Discipline/
Expulsion
Student #06-07 W

AGENDA ITEM AREA:

Action

REQUESTED BY:

John Wyatt
District Hearing Officer

ENCLOSURES:

MEETING DATE:

June 5, 2007

BACKGROUND:

*

The Board of Trustees will disclose any action taken during closed session in regards to the expulsion of Student #06-07W

ADMINISTRATION RECOMMENDATION:

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

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**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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

DISTRICT GLOBAL GOALS

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SUBJECT:

Update on Certificated Negotiations

AGENDA ITEM AREA:

Disclosure of action taken in
closed session

REQUESTED BY:

Bob Noyes, Asst. Superintendent, Personnel
Carrie Carlson, Asst. Superintendent, Business
Scott Leaman, Superintendent

ENCLOSURES:

No

MEETING DATE:

June 5, 2007

BACKGROUND:

Labor Negotiator will give the Board of Trustees an update on Certificated Negotiations.

ADMINISTRATION RECOMMENDATION:

Administration recommends the board of trustees be updated on negotiations.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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AGENDA ITEM:

Interdistrict Appeal Request

SUBJECT AREA:

Disclosure of Action Taken in
Closed Session

REQUESTED BY:

Scott Leaman, District Superintendent

ENCLOSURES:

No

MEETING DATE:

June 5, 2007

BACKGROUND:

The interdistrict application process includes due process safeguards for students initially denied requests to attend another district. Included in these safeguards is a hearing before the Western Placer Unified School District Board, upon request. The Board of Trustees will approve or deny the interdistrict request for student 07/08-12. If approved, the students will secure a one-year interdistrict agreement. If denied, the students have the right to ask for a hearing before the County Board of Education for reasons other than parent employment.

ADMINISTRATION RECOMMENDATION:

The Board of Trustees will disclose action taken during closed session in regards to student 07/08-12.

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**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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

DISTRICT GLOBAL GOALS

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AGENDA ITEM:

Interdistrict Appeal Request

SUBJECT AREA:

Disclosure of Action Taken in
Closed Session

REQUESTED BY:

Scott Leaman, District Superintendent

ENCLOSURES:

No

MEETING DATE:

June 5, 2007

BACKGROUND:

The interdistrict application process includes due process safeguards for students initially denied requests to attend another district. Included in these safeguards is a hearing before the Western Placer Unified School District Board, upon request. The Board of Trustees will approve or deny the interdistrict request for student 07/08-13. If approved, the students will secure a one-year interdistrict agreement. If denied, the students have the right to ask for a hearing before the County Board of Education for reasons other than parent employment.

ADMINISTRATION RECOMMENDATION:

The Board of Trustees will disclose action taken during closed session in regards to student 07/08-13.

2.3 b

**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.

AGENDA ITEM:

Interdistrict Appeal Request

SUBJECT AREA:

Disclosure of Action Taken in
Closed Session

REQUESTED BY:

Scott Leaman, District Superintendent

ENCLOSURES:

No

MEETING DATE:

June 5, 2007

BACKGROUND:

The interdistrict application process includes due process safeguards for students initially denied requests to attend another district. Included in these safeguards is a hearing before the Western Placer Unified School District Board, upon request. The Board of Trustees will approve or deny the interdistrict request for student 07/08-14. If approved, the students will secure a one-year interdistrict agreement. If denied, the students have the right to ask for a hearing before the County Board of Education for reasons other than parent employment.

ADMINISTRATION RECOMMENDATION:

The Board of Trustees will disclose action taken during closed session in regards to student 07/08-14.

23c

**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.

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SUBJECT:

Recognition to Sandy Frame
And Cindy Moore

AGENDA ITEM AREA:

Special Order of Business

REQUESTED BY:

Scott Leaman,
District Superintendent

ENCLOSURES:

MEETING DATE:

June 5, 2007

BACKGROUND:

The Board of Trustee and the Western Placer Unified School District would like to recognize Sandy Frame and Cindy Moore for their many contributions as Co-Founders, Creators and Leaders of the SCHOOLS Program.

ADMINISTRATION RECOMMENDATION:

Administration recommends the Board of Trustees honor Sandy Frame and Cindy Moore.

**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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AGENDA ITEM:

Facilities Funding Update

SUBJECT AREA:

Special Order of Business

REQUESTED BY:

Scott Leaman, District Superintendent

ENCLOSURES:

No

MEETING DATE:

June 5, 2007

BACKGROUND:

Bruce Kerns will be updating the board on the status of facilities funding.

ADMINISTRATION RECOMMENDATION:

No action is required on this item.

3.2

CONSENT

AGENDA

ITEMS

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Approval of Minutes:
May 1 & 15, 2007 Regular Meetings

AGENDA ITEM AREA:

CONSENT AGENDA

REQUESTED BY:

Scott Leaman,
Superintendent

ENCLOSURES:

Yes

MEETING DATE:

June 5, 2007

BACKGROUND:

The Board of Trustees will consider adoption of the minutes of May 1, & May 15, 2007, regular Board Meetings.

ADMINISTRATION RECOMMENDATION:

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

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
May 1, 2007, 7:00 P.M.
LINCOLN HIGH SCHOOL – PERFORMING ARTS THEATER
790 J Street, Lincoln, CA**

MINUTES

2006-2007 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.

6:30 P.M. OPEN SESSION – Administrative Conference Room – D.O.

1. Call to Order
2. Announce Closed Session Items
3. Adjourn to Closed Session

6:35 P.M. CLOSED SESSION – Administrative Conference Room – D.O.

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

- a. Student Discipline/Expulsion Pursuant To E.C. 48918
 Student Expulsion #06/07 T

Motion by Mr. Carras, seconded by Mr. Haley and passed by unanimous vote to accept the hearing panel's recommendation for expulsion.

2. ADJOURN TO OPEN SESSION

7:00 P.M. OPEN SESSION – Performing Arts Theater – LHS

Members Present

Paul Long, President
James McLeod, Vice President
Paul Carras, Clerk
Ana Stevenson, Member
Brian Haley, Member

Others Present

Scott Leaman, Superintendent
Mary Boyle, Assistant Superintendent of Instructional Services
Carrie Carlson, Assistant Superintendent of Business Services
Bob Noyes, Assistant Superintendent of Personnel Services
Rosemary Knutson, Secretary to the Superintendent

4.1.1

May 1, 2007

Minutes

Press - Dave Kerns, Lincoln News Messenger

1. **CALL TO ORDER/PLEDGE OF ALLEGIANCE**
2. **DISCLOSURE OF ACTION TAKEN IN CLOSED SESSION, IF ANY**
 - 2.1 **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
 - a. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #06/07 T
3. **CONSENT AGENDA**
 - 3.1 Approval of Minutes
Regular Meetings of April 3 & April 17, 2007
 - 3.2 Approval of Warrants
 - 3.3 Ratification of Personnel Items
 - Classified:**
 - a. ***Ratification of Classified Employment:***
Tera Props – Campus/Café Supervisor – TBE
 - b. ***Ratification of Classified Reclassification:***
Ernesto Sanchez – from Custodian/Groundsman to Maintenance/
Custodian effective 8/1/07
 - c. ***Ratification of Classified Resignation:***
Chauna Franco – Campus/Café Supervisor - TBE
 - Certificated:**
 - d. ~~***Request for Unpaid Leave for the 07/08 School Year:***~~
~~Annette Darling – RSP Teacher – COE~~
 - e. ***Ratification of Certificated Resignation:***
Jennifer Jacobo – 8th Grade Language Arts/Soc. Science – GEMS
Shirley Kaholokula – RSP Teacher – LHS
 - 3.4 Approve Interscholastic Federation Application for 2007/08 school year at Lincoln High School.
 - 3.5 Approve School and District Safety Plans.
 - 3.6 Approve the Audit Agreement between the Western Placer Unified School District and Perry-Smith, LLP.
 - 3.7 Approve Curriculum Adoption 6-8 Science.
 - 3.8 Approve Curriculum Adoption K-5 Science.
 - 3.9 Approve Curriculum Adoption K-5 Social Science.

Mr. Long requested to pull item 3.3 d. and have it brought back to the board at a later date. There was a motion by Mr. Carras, seconded by Mr. McLeod and, passed by unanimous vote to approve the consent agenda with the exception of 3.3 d.

4. **COMMUNICATION FROM THE PUBLIC**

There was no communication from the public.

4.1.2

5. REPORTS & COMMUNICATION

- 5.1 Lincoln High School, Student Advisory – Laura DiGiordano was absent.
- 5.2 Western Placer Teacher's Association – Mike Agrippino had not report.
- 5.3 Western Placer Classified Employee Association – Joe Ross
- 5.4 Superintendent, Scott Leaman – Scott gave an update on the process for the facilities master plan budget. He talked about his meeting with Bruce Kerns and Dr. Fiest. Bruce will be presenting information at the next board meeting. There was discussion on meeting two district goals. First managing our current debt, and second is housing students. Mr. Kerns will be at the June meeting. Mr. Leaman also informed the board of trustees about graduation and promotion dates and asked about their availability in attending any of the presentations. He also shared copies of letters that were sent to Lincoln Police Department and Placer County Sheriff on the emergency situation that happened on April 19th. He has also talked to the Lincoln Police Department about scheduling training in June, as well as doing a debriefing with the administrators at Admin Council.
- 5.5 Assistant Superintendent(S)
 - 5.5.1 Carrie Carlson gave an update on the budget and talked about bringing the preliminary budget back in May, but due to our timeline would like to use the next few weeks to work on it and bring it back in June. She also talked about working on budgeting for facilities.
 - 5.5.2 Mary Boyle reported that things are going well on curriculum and staff development and instruction and thanked the board of trustees for approving the Social Studies and Science adoption she also complemented the teachers who work on the adoption process for all their time and energy. She highlighted the Art, Music & PE Grant Awards the State Department allocated approximately \$392,000.00 to our district, which comes out to \$2,500.00 per school site. This is one time monies to be used for materials, equipment and staff development. The decision was made to make monies available on a grant application bases for teachers. Mary reviewed the grants that have currently been receiving these monies will come in very helpful for different programs including music instruments and other program materials needed throughout the district.
 - 5.5.3 Bob Noyes reported that the Human Resource office usually gets busy at this time of year. He also asked that we commend Dave Kerns from the Lincoln News Messenger for receiving a Career Scholarship to San Jose State Journalism School, and also recognize Mary Boyle for finishing in the top 50% of the Boston Marathon. Bob then talked about the routing process for teaching positions. He also said the district is in the process of paper

4.1.3

May 1, 2007

Minutes

screening for Special Education Director and Principal for Lincoln Crossing Elementary.

- 5.5.4 Cathy Allen gave an update on facilities with the following:
 Lincoln Crossing – Construction is on schedule, out to bid for furniture and equipment; starting to develop a list of technology; meeting with United Van Lines regarding moving of teachers and staff. Library Project – The contractor is requesting a 21 day extension; sheetrock is being installed; there are some concerns regarding the scope of work being done under Phase 2 of the high school and the possible impacts on the library project. City Hall/District Office – Interior framing continues on the second floor; Roofing expected to start around the 18th, there still is not a lot of involvement on the district's part at this time. Other – We are developing an RFQ for A/E services to establish a pool of qualified architects for any future projects. The main emphasis being a plan for Lincoln High and the surrounding property. Met with Bruce Kerns and Ron Fiest to discuss the latest financial picture.

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

6.1 (D/A) ADOPTION OF REVISED ADMINISTRATIVE REGULATION 5116.1 (INTRA-DISTRICT POLICY) – Leaman (06-07 G & O Component V-IV)

•Historically, Administrative Regulation 5116.1 (Intra-district Transfers) has been implemented in a variety of ways. Additionally, the opening of Lincoln Crossing Elementary and the reorganization of staff will have an effect on district openings next year. Research of surrounding area policies exhibited that districts use different methodologies to implement intra-district transfers.

There was some discussion and comments from two members of the audience that have requested intra-district agreements. A motion was made by Mr. Carras, seconded by Mrs. Stevenson, and passed by unanimous vote to approve changes to policy AR 5116.1 as presented.

7. BOARD OF TRUSTEES

7.1 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

4.1.4

May 1, 2007

Minutes

-
- ~~Carlin C. Coppin Elementary School Land Plan/Gladding Parkway~~
 - Twelve Bridges High School
 - Audio Visual Media Board Policy

It was the consensus of the board to remove Carlin C. Coppin project.

7.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Haley he was happy to hear the grant monies are being used to purchase band uniforms. It reminded him of the years his son participated in band and the group was trying to raise monies for band uniforms.

Mr. McLeod talked about his visit with Scott during the Yuba City crises and he felt everything was handled very well.

Mrs. Stevenson shared as a Twelve Bridges Parent she was very pleased how things were handled.

Mr. Carras shared the Lincoln High Zebras will be taking on the Whitney High Wildcats at Raley's Field on Wednesday, May 2nd, at 6:00 p.m. Paul felt this was a great opportunity for the students.

Mr. Long reported he attended the GEMS Academic Pep Rally, and felt it was very well done.

8. ESTABLISHMENT OF NEXT MEETINGS(S)

- The President will establish the following meetings(s):
 - May 15, 2007, 6:30 p.m., Sheridan School

9. ADJOURNMENT

There being no other business the meeting was adjourned at 8:05.

Paul Long, Board President

Paul Carras, Clerk

Scott Leaman, Superintendent

**Rosemary Knutson, Secretary to
Superintendent**

4.1.5

May 1, 2007

Minutes

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

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4.1.6

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
May 15, 2007 6:30 P.M.
SHERIDAN ELEMENTARY SCHOOL – MULTI-PURPOSE ROOM
870 J Street, Sheridan, CA**

MINUTES

2006-2007 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.

5:30 P.M. OPEN SESSION – Sheridan Staff Room

1. Call to Order
2. Announce Closed Session Items
3. Adjourn to Closed Session

5:30 P.M. CLOSED SESSION – Sheridan Staff Room

1. **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #06/07 U
2. **LIABILITY CLAIMS**
Claim (Williams) pursuant to Government code 910 and 910.2
3. **PERSONNEL**
Public Employee Discipline/Dismissal/Release
4. **CONFERENCE WITH LABOR NEGOTIATOR**
Update on certificated negotiations
5. **ADJOURN TO OPEN SESSION**

6:30 P.M. OPEN SESSION – Sheridan Multi-Purpose Room

Members Present

James McLeod, Vice President
Paul Carras, Clerk
Ana Stevenson, Member
Brian Haley, Member

Members Absent

Paul Long, President

4.1.7

May 15, 2007

Minutes

Others Present

Scott Leaman, Superintendent

Mary Boyle, Assistant Superintendent of Instructional Services

Carrie Carlson, Assistant Superintendent of Business Services

Bob Noyes, Assistant Superintendent of Personnel Services

Rosemary Knutson, Secretary to the Superintendent

Press - Dave Kerns, Lincoln News Messenger

Student - Laura DiGiordano, Lincoln High Student Advisor

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE

Mr. Leaman asked that the grant request from Lincoln High School will be added to consent agenda due to the application deadline.

2. DISCLOSURE OF ACTION TAKEN IN CLOSED SESSION, IF ANY

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

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

Student Discipline/Expulsion Pursuant To E.C. 48918

Student Expulsion #06/07 U

Motion by Mr. Carras, seconded by Mr. Haley, and passed by unanimous vote to not expel student and allow student to return on a behavioral contract, student will attend a different middle school for the 07-08 school year.

2.2 LIABILITY CLAIMS

Claim (Williams) pursuant to Government code 910 and 910.2

Mr. Carras made a motion, seconded by Mrs. Stevenson, and passed by unanimous vote to reject the claim.

2.3 PERSONNEL

Public Employee Discipline/Dismissal/Release

Mr. Carras made a motion, seconded by Mr. Haley, and passed by unanimous vote to take action on the classified employee.

2.4 CONFERENCE WITH LABOR NEGOTIATOR

Update on certificated negotiations

Update was given to the board of trustees, no action was taken.

4.1.8

May 15, 2007

Minutes

3. SPECIAL ORDER OF BUSINESS**Sheridan Elementary School**

Sheridan is delighted to have an opportunity to highlight some of the wonderful features of their school to the Western Placer Unified School District Board of Trustees.

Mr. Leaman presented certificates to the following students for receiving the highest Accelerated Reading Scores in their grade level, Emily Sampson 1st grade; Abigail Rowe 2nd grade; Andrew Quick 3rd grade; and for the overall points in the Sheridan School was McKenzie Taylor.

Mr. Knutson introduced Mr. Wygant of the Placer County Board of Supervisor Office who was there to acknowledge a past student of Sheridan Elementary. He read aloud a commendation given to Adrienne Bankert, Channel 3 Traffic Anchor. This award was on behalf of the Board of Supervisors. Adrian was presented for her many accomplishments and her continued support to Sheridan School and Placer County. Adrian thanked everyone and was honored to receive this award.

Mrs. Mentze discussed the Accelerated Reading program and how the process works with a small school. Some of the improvements that have helped the AR program are the United Indian Tribe who funded a new computer lab, as well a partnership with KVIE who has provided many books to Sheridan School. The students earn points and with the points they are allowed to attend the AR store and purchase items. Mrs. Mentze then discussed the Heifer International program, it's called "Read to Feed" they are working with the school farm in raising a calf. They will sell the calf and send the money to the Heifer International program.

Mrs. Eslinger is the treasurer of the PTC. She talked about the different things that have been funded for the school. There have been several assemblies, 11 field trips, put together the Back to School BBQ, the Annual Fall Fest, and has purchase an LCD projector.

4. CONSENT AGENDA**4.1 Ratification of Personnel Items****Certificated:****a. Request for Child Rearing Leave:**

Kelli Willard – 2nd Grade Teacher – CCC

b. Ratification of Certificated Resignation:

Kristi Malone – 6th Grade Math/Science Teacher - GEMS

4.2 Community-Based English Tutoring Program**4.3 Deny request for unpaid leave of absence****4.4 Approval of Donation to Lincoln High School****4.5 Approval of Lincoln High Grant Application**

4.1.9

May 15, 2007

Minutes**5. COMMUNICATION FROM THE PUBLIC**

There was no communication from the public.

6. REPORTS & COMMUNICATION

- 6.1 Lincoln High School, Student Advisory – Laura DiGiordano talked about “Relay for Life” which will be held at the high school this Saturday, there will be many high school students participating. The Leadership class will be presenting a rally at GEMS and TBMS for incoming high school students. The high school will be having their May “Play Day.” She introduced Joanna Loya, the new student advisor for next year. Laura reported this would be her last board meeting.
- 6.2 Western Placer Teacher’s Association – Mike Agrippino, Jennifer Terabochia spoke in behalf of Mike Agrippino. She expressed how great it was to be at Sheridan and enjoyed all the wonderful programs going on.
- 6.3 Western Placer Classified Employee Association – Joe Ross was not present
- 6.4 Superintendent, Scott Leaman reviewed the District Goals and Objectives with the board of trustees. Mr. Leaman also discussed the Sutter Incident. He reviewed all lists that have been compiled from the district staff and administration debrief. It indicated the positives and improvements, there was good feedback on both.
- 6.5 Assistant Superintendent(s)
- 6.5.1 Carrie Carlson had no report but will be bring the preliminary budget in June.
- 6.5.2 Mary Boyle gave update on STAR testing and thanked all the staff on their patience.
- 6.5.3 Bob Noyes gave an update on staffing. He reported we’re still in the process of hiring a Special Education Director, Principal for Lincoln Crossing, RSP teachers, and SDC teachers.

7. ♦ACTION ♦DISCUSSION ♦INFORMATION

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

- 7.1 (I/D) ESTABLISH A PROCEDURE TO EVALUATE THE SUPERINTENDENT - Leaman (06-07 G & O Component V-IV)**
- It is time to begin the process to evaluate the superintendent. The board adopted form is attached.

Mr. Leaman reminded the Board it’s time to evaluate the Superintendent. A meeting will be set up with the board of trustees.

- 7.2 (I/D) DISTRICT OFFICE STAFFING - Leaman (06-07 G & O Component V)**
- Based on board request, an analysis of district office staffing will be presented to the board.

4.1.10

May 15, 2007

Minutes

Mr. Leaman discussed the staffing analysis process he put together for the district office, technology and maintenance department. Mr. Carras felt that the importance to look at staffing in high risk areas such as Special Education.

7.3 (I/A)**SITE PLANS – SINGLE PLAN FOR STUDENT****ACHIEVEMENT – Boyle** *(06-07 G & O Component V)*

•The School Based Leadership Team from each school annually reviews data regarding student achievement and sets goals for the continuous improvement of programs and the delivery of instruction to meet student needs. The SBLT is responsible for creating a budget and allocating categorical monies at the site level toward the improvement of student achievement.

Mrs. Boyle reported this is information and discussion only, this would allow the board of trustees more time to review the site plans. Action will be taken at the next board meeting.

7.4 (D/A)**INCREASE LUNCH PRICES FOR MIDDLE SCHOOLS****AND HIGH SCHOOLS – Carlson** *(06-07 G & O Component V)*

•Expenditures in the Cafeteria Fund have increased significantly over the past several years. Salary and benefit costs have gone up much more quickly than revenues. Two years ago, the District increased lunch prices from \$2.00 to \$2.25, after a decade of no increases. Still, the Cafeteria Fund is expected to encroach upon the general fund by nearly \$200,000 in 2006-07. A review of neighboring and similar-sized school districts shows that Western Placer Unified School District's lunch prices are slightly lower than average. Therefore, we recommend implementing the following pricing structure for paid lunches beginning in the 2007-08 school year:

	<u>Current</u>	<u>Proposed</u>	<u>Increase</u>
Elementary	\$2.25	\$2.25	\$0.00
Middle	\$2.25	\$2.50	\$0.25
High	\$2.25	\$2.75	\$0.50

Mrs. Carlson presented to the board of trustees the need to increase lunch fees. She has researched surrounding districts and has found the costs increases as student gets older. She estimated the increase would bring in \$45,000 dollar more to help with cost of food. The last increase was 2 years ago. After some discussion there was a motion by Mrs. Stevenson, seconded by Mr. Haley, and passed by unanimous vote to increase the lunch prices for middle and high school.

4-1.11

May 15, 2007

Minutes

7.5 (D/A) INCREASE PRICE OF BUS PASSES – Carlson (06-07 G & O Component V)

• Transportation expenditures have risen dramatically since prices were raised three years ago. Significant increases in employee health benefits, as well as skyrocketing gas prices, increased the burden on the District's Transportation program. Transportation is expected to encroach upon the unrestricted general fund by over \$540,000 in 2006-07. We recommend implementing the following pricing structure for student transportation beginning in the 2007-08 school year.

<u>Students per Family</u>	<u>Current</u>	<u>Proposed</u>	<u>Increase</u>
1 – Semester Pass	\$100.00	\$125.00	\$25.00
1 – Annual Pass	\$180.00	\$225.00	\$45.00
2 – Semester Pass	\$200.00	\$250.00	\$50.00
2 – Annual Pass	\$360.00	\$450.00	\$90.00
3 or more-Semester Pass	\$230.00	\$288.00	\$58.00
3 or more-Annual Pass	\$420.00	\$525.00	\$105.00

A book of 10 one-way tickets, which currently costs \$10.00, will increase to \$12.50. Reduced pass or tickets will be sold at half price.

This item was tabled for the next board meeting allowing more time for research.

7.6 (D/A) APPROVE THE FURNITURE AND EQUIPMENT BID FOR THE LINCOLN CROSSING ELEMENTARY SCHOOL – Allen (06-07 G & O Component V)

• The District went out to bid for furniture and equipment to outfit the new Lincoln Crossing Elementary School Site on April 19, 2007. Bids were opened on May 11, 2007. Staff will present the proposal of the lowest responsive bidder at the board meeting.

Heather from facilities spoke on behalf of Cathy Allen. She reported on the bids received for Lincoln Crossing, there were only 2 bids received. After some discussion and bid comparisons, Heather recommended that the district go with A.S.C. package price. A motion was made by Mr. Carras, seconded by Mrs. Stevenson, and passed by unanimous vote to approve to accept the bid from A.S.C.

7.7 (D/A) APPROVE RESOLUTION 06/07.29 OF THE BOARD OF TRUSTEES OF WESTERN PLACER UNIFIED SCHOOL DISTRICT AUTHORIZING THE ISSUANCE OF 2007 TAX AND REVENUE ANTICIPATION NOTES FOR SAID DISTRICT AND REQUESTING THE BOARD OF SUPERVISORS OF PLACER COUNTY TO ISSUE SAID

4.1.12

May 15, 2007

Minutes

NOTES, AND APPROVE THE FORM OF THE CONTRACT OF PURCHASE AND THE FORM OF CONTINUING DISCLOSURE CERTIFICATE RELATED THERETO --

Carlson (06-07 G & O Component V)

•Tax and Revenue Notes (TRANS) are a short-term borrowing strategy used to finance and eliminate cash flow deficits or potential deficits in the General Fund. It is not unusual for school district to experience cash flow deficits in the months just prior to the receipt of property tax revenues. Since 1990, the District has borrowed between \$1.2 and \$7.0 million a year to cover its operating costs.

Mrs. Carlson discussed the reason for the resolution which is authorizing the district to issue a trend of 7.0 million, we may not need this total amount but we would be allowed to go up to this amount. We're pulling together with other districts. After some discussion there was a motion by Mr. Haley, seconded by Mr. Carras, and passed by unanimous roll call vote to approve Resolution 06/07.29

BOARD OF TRUSTEES

8.1 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
- Audio Visual Media Board Policy

8.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Haley shared Sheridan is a nice small school, and was glad to be there.

Mr. Carras felt it was a great setting.

Mrs. Stevenson shared that Sheridan is a nice school

Mr. McLeod felt the presentation was great.

9. ESTABLISHMENT OF NEXT MEETING(S)

- The President will establish the following meeting(s):
 - June 5, 2007, 7:00 p.m., Lincoln High School Theater

10. ADJOURNMENT

There being no other business the meeting was adjourned at 8:10.

4.1.13

May 15, 2007

Minutes

Paul Long, Board President

Paul Carras, Clerk

Scott Leaman, Superintendent

**Rosemary Knutson, Secretary to
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

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4.1.14

**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:

Carrie Carlson,
Assistant Supt. of Business Service

ENCLOSURES:

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

MEETING DATE:

June 5, 2007

BACKGROUND:

The Board of Trustees will consider approval of warrants paid since the May 1, 2007 board meeting.

ADMINISTRATION RECOMMENDATION:

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

APY220 H.02.03

PLACER COUNTY OFFICE OF EDUCATION
WARRANT REGISTER FOR WARRANTS DATED 05/24/2007
SCHOOLS COMMERCIAL REVOLVING FUND

05/23/07 PAGE 1

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT
80169988	010947	ALPHA FIRED ARTS	22 00	400.52	80169989	000281	AUBURN HARDWOODS	22 00	196.27
80169990	003297	BADGE-A-MINUT	22 00	1,009.83	80169991	005142	BANK OF AMERICA	22 00	2,745.10
80169992	011747	EILEEN BINNING	22 00	150.00	80169993	005057	BIO CORPORATION	22 00	112.90
80169994	002279	BLACK OAK MINE UNIFIED	22 00	452.00	80169995	010257	JOHN BLISS	22 00	100.00
80169996	012386	LAUREN BOTONIS	22 00	87.95	80169997	011656	CHRISTINE, BROWN	22 00	205.16
80169998	000728	ESN SPORTS	22 00	1,923.61	80169999	007930	BULB DIRECT	22 00	106.55
80170000	004920	BULBMAN - SACRAMENTO	22 00	47.75	80170001	002878	BUREAU OF EDUCATION & RES	22 00	350.00
80170002	006060	CALTRONICS BUSINESS SYSTE	22 00	146.57	80170003	000161	CAROLINA BIOLOGICAL, SUPPL	22 00	79.61
80170004	003280	CHILDCRAFT EDUCATION CORP	22 00	34.21	80170005	004023	CLASSROOM DIRECT.COM	22 00	210.36
80170006	012402	MONICA CLINE	22 00	44.06	80170007	012400	COMMON GOAL SYSTEM INC	22 00	2,658.10
80170008	011881	EDUCATIONAL RESOURCES	22 00	254.45	80170009	011896	EDUPRESS	22 00	34.93
80170010	012363	FINN SCIENTIFIC INC	22 00	73.58	80170011	007840	G.W. SCHOOL SUPPLY	22 00	24.19
80170012	010259	GEORGETOWN DIVIDE SUPPLY	22 00	484.03	80170013	005310	GREG LARSON SPORTS INC	22 00	483.39
80170014	010203	GUMDROP BOOKS	22 00	296.87	80170015	003096	THE HAMPTON-BROWN COMPANY	22 00	355.65
80170016	012407	HARLAND	22 00	140.00	80170017	001701	HAWTHORNE EDUCATIONAL SER	22 00	198.00
80170018	000542	HOLT RINEHART & WINSTON	22 00	2,863.44	80170019	003281	HOME DEPOT	22 00	141.38
80170020	006890	HUMAN KINETICS	22 00	327.18	80170021	009059	INSTANT IMPACT	22 00	373.23
80170022	010966	JORGENSEN SPORTS SERVICE	22 00	2,241.90	80170023	012401	AUDREY KEEBLER	22 00	114.46
80170024	010262	KNOWBUDDY	22 00	92.02	80170025	000389	LAKE SHORE LEARNING MATERI	22 00	338.01
80170026	020820	LINCOLN HIGH SCHOOL	22 00	27.00	80170027	012308	MATCO TOOLS	22 00	781.91
80170028	006953	RODNEY MOTT	22 00	440.00	80170029	024240	NASCO MODESTO	22 00	936.84
80170030	011842	OFF THE WALL SOCCER INC	22 00	342.75	80170031	004683	OFFICE DEPOT	22 00	764.35
80170032	011529	PALOS SPORTS	22 00	170.68	80170033	028020	PLACER COUNTY OFFICE OF E	22 00	107.60
80170034	029400	RAINBOW MARKET	22 00	276.12	80170035	005757	REALLY GOOD STUFF	22 00	248.40
80170036	002649	RENAISSANCE LEARNING INC.	22 00	203.12	80170037	002618	RISO PRODUCTS OF SAC INC	22 00	251.80
80170038	004860	S & S WORLDWIDE	22 00	345.19	80170039	010717	SAFEWAY INC	22 00	31.77
80170040	002992	SARGENT-WELCH SCIENTIFIC	22 00	69.51	80170041	000128	SCHOLASTIC INC	22 00	2,979.24
80170042	000122	SCHOOL SPECIALTY INC	22 00	47.50	80170043	002891	SIERRA OFFICE SUPPLIES &	22 00	286.40
80170044	012403	ANDREA SIMAO	22 00	87.29	80170045	000721	SOCIAL STUDIES SCHOOL SER	22 00	140.54
80170046	011219	SPARK PROGRAM	22 00	106.51	80170047	007212	STAPLES CREDIT PLAN	22 00	100.98
80170048	000834	TARGET BANK	22 00	91.12	80170049	012132	TBMS STUDENT BODY	22 00	309.48
80170050	011629	TEACHERS MEDIA	22 00	59.56	80170051	039880	WISHING WELL ENTERPRISES	22 00	24.68
80170052	006369	ACE BODY SHOP & TOWING	22 00	85.00	80170053	011323	AT&T - LONG DISTANCE SERV	22 00	8.10
80170054	002095	BANK OF AMERICA	22 00	149.67	80170055	011051	CAPITAL ONE F.S.B.	22 00	33.72
80170056	012200	CARRIE CARLSON	22 00	12.00	80170057	012291	MIKE CARLSON	22 00	285.18
80170058	010175	CDE	22 00	4,493.00	80170059	008524	CITICORP VENDOR FINANCE I	22 00	572.66
80170060	012405	CSU CHICO	22 00	250.00	80170061	009919	DELL	22 00	1,362.24
80170062	011881	EDUCATIONAL RESOURCES	22 00	50.90	80170063	000391	FEDEX	22 00	95.21
80170064	001689	GOSSETT ALARM INC	22 00	1,386.00	80170065	008281	HILLYARD / SACRAMENTO	22 00	393.00
80170066	000396	HOUGHTON MIFELIN COMPANY	22 00	77.18	80170067	007815	WENDY MEAGHER	22 00	97.00
80170068	002981	MORRISON LANDSCAPE	22 00	3,875.00	80170069	004272	NORMAC	22 00	184.03
80170070	026460	PACIFIC GAS & ELECTRIC CO	22 00	21,614.24	80170071	012361	IVAN PARENTI	22 00	50.13
80170072	007793	NANCY PERKINS	22 00	36.13	80170073	010807	POSTMASTER	22 00	41.00
80170074	032640	SCHOOL SERVICES OF CA INC	22 00	150.00	80170075	002891	SIERRA OFFICE SUPPLIES &	22 00	128.66
80170076	000636	SIERRA SAFETY COMPANY INC	22 00	334.62	80170077	003409	SIMPLE PLEASURES	22 00	48.26
80170078	007212	STAPLES CREDIT PLAN	22 00	502.69	80170079	001151	STATE OF CALIFORNIA	22 00	416.00
80170080	006447	TAG / AMS INC	22 00	150.00	80170081	011624	U.S. BANK BUSINESS EQUIPM	22 00	554.34

4-2-1

APY220 H.02.03

PLACER COUNTY OFFICE OF EDUCATION
WARRANT REGISTER FOR WARRANTS DATED 05/24/2007
SCHOOLS COMMERCIAL REVOLVING FUND

05/23/07

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WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT
80170082	002659	VERIZON WIRELESS	22 00	80170083	007914	BLACKBURN CONSULTING	22 00	11,112.70
80170084	011599	DSA / ORS	22 00	80170085	011132	ECORP CONSULTING INC	22 00	28.75
80170086	011861	EDUCATIONAL RESOURCES	22 00	80170087	019720	KRONICK MOSKOVITZ TIEDEMA	22 00	710.00
80170088	005792	NTD/STICHLER	22 00	80170089	025460	PACIFIC GAS & ELECTRIC CO	22 00	690.60
80170090	011138	SCHOOL CONSTRUCTION COMPL	22 00	80170091	002669	VERIZON WIRELESS	22 00	181.97
80170092	011062	WALLACE-KUHL & ASSOCIATES	22 00	80170093	008137	CAL-NEVA SLUSH COMPANY	22 00	404.00
80170094	001778	THE DANIELSEN COMPANY	22 00	80170095	011727	ED JONES FOOD SERVICE	22 00	3,940.82
80170096	009147	NOR-CAL PRODUCE INC	22 00	80170097	012042	SARA LEE	22 00	655.29
80170098	002891	SIERRA OFFICE SUPPLIES &	22 00	80170099	010084	SYSCO SACRAMENTO	22 00	2,094.97
80170100	011033	UNITED PIZZA INC.	22 00					

TOTAL AMOUNT OF ALL WARRANTS \$167,533.44***

4.2.2

APY220 H.02.03

PLACER COUNTY OFFICE OF EDUCATION
 WARRANT REGISTER FOR WARRANTS DATED 05/17/2007
 SCHOOLS COMMERCIAL REVOLVING FUND

05/16/07

PAGE 1

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT
80167470	010947	ALPHA FIRED ARTS	22 00	500.57	80167471	012390	ARTS-SUPPLIES.NET	22 00	1,700.65
80167472	009514	ASHA AMERICAN SPEECH-HEAR	22 00	217.75	80167473	012387	RICHANNE BALDRIDGE	22 00	270.00
80167474	000185	BARNES & NOBLE BOOKSTORES	22 00	76.51	80167475	012353	BETTER PRESENTATION SYSTE	22 00	233.98
80167476	005057	BIO CORPORATION	22 00	181.41	80167477	006302	BMI EDUCATIONAL SERVICES	22 00	882.66
80167478	007349	BOOKS ARE FUN	22 00	574.32	80167479	001230	BOUND TO STAY BOUND BOOKS	22 00	816.58
80167480	011173	BSK SACRAMENTO MICROBIOLO	22 00	50.00	80167481	011904	RON BUDA	22 00	115.29
80167482	011776	BURRETT'S OFFICE	22 00	1,170.74	80167483	004887	CA PRINCEITON FULFILLMENT	22 00	24.69
80167484	000972	CALLOWAY HOUSE INC	22 00	109.75	80167485	012383	AMANDA CHAPMAN	22 00	36.64
80167486	012397	JENNIFER CLARK	22 00	84.45	80167487	005443	COSTCO	22 00	126.22
80167488	005035	COUNCIL FOR EXCEPTIONAL	22 00	112.45	80167489	000050	CURRICULUM ASSOCIATES INC	22 00	112.75
80167490	007203	DECKER EQUIPMENT	22 00	256.05	80167491	007262	DEMCO MEDIA	22 00	106.56
80167492	006914	DISNEY EDUCATIONAL PRODUC	22 00	107.14	80167493	012610	FAR WEST RENTS & READY MI	22 00	203.72
80167494	011849	FISCHER SCIENTIFIC	22 00	325.47	80167495	013040	FOLLETT LIBRARY RESOURCES	22 00	1,473.72
80167496	000393	FREY SCIENTIFIC	22 00	263.19	80167497	007840	G.W. SCHOOL SUPPLY	22 00	90.00
80167498	010259	GEORGETOWN DIVIDE SUPPLY	22 00	160.89	80167499	012373	GIARDINELLI	22 00	314.75
80167500	000769	RAY GONZALES	22 00	77.60	80167501	005339	HIGHLIGHTS PUZZLEMANIA	22 00	18.37
80167502	011467	JENNIFER HOGG	22 00	21.42	80167503	003281	HONE DEPOT	22 00	1,936.45
80167504	006890	HUMAN KINETICS	22 00	284.08	80167505	003574	BARBARA HUNTEN	22 00	47.54
80167506	005481	INTERLIGHT	22 00	139.70	80167507	012276	IPARADIGMS LLC	22 00	1,330.00
80167508	012396	ERIN KADEL	22 00	73.21	80167509	000389	LAKESHORE LEARNING MATERI	22 00	227.99
80167510	006933	LEARNING RESOURCES INC	22 00	77.29	80167511	003026	LIFETOUGH PUBLISHING INC.	22 00	6,513.85
80167512	012384	LOYALTON FFA	22 00	21.00	80167513	012211	MCGINN VONNIE	22 00	34.28
80167514	011632	RENE MCGRATH	22 00	13.68	80167515	001762	MCGRAW-HILL	22 00	5,380.99
80167516	002256	MEISSNER SEWING MACHINE C	22 00	267.05	80167517	012366	MUSIC PRODUCTS INC	22 00	53.70
80167518	009589	N2 POTTERY	22 00	105.00	80167519	024240	NASCO MODESTO	22 00	174.47
80167520	012376	JOE NEFF	22 00	85.00	80167521	004683	OFFICE DEPOT	22 00	2,606.68
80167522	012175	KATHLEEN OLMSTEAD	22 00	27.99	80167523	008185	OPTIONS INC.	22 00	684.67
80167524	000068	ORIENTAL TRADING COMPANY	22 00	301.65	80167525	004327	PAPER DIRECT INC	22 00	62.81
80167526	010360	PAMELA PARKER	22 00	190.97	80167527	028020	PLACER COUNTY OFFICE OF E	22 00	1,185.00
80167528	006899	POSITIVE PROMOTIONS	22 00	365.75	80167529	029400	RAINBOW MARKET	22 00	295.95
80167530	005757	REALLY GOOD STUFF	22 00	97.27	80167531	001818	THE REPORT CARD	22 00	71.86
80167532	000128	SCHOLASTIC INC	22 00	277.93	80167533	000122	SCHOOL SPECIALTY INC	22 00	1,568.49
80167534	002891	SIERRA OFFICE SUPPLIES &	22 00	2,581.46	80167535	012364	SK ELEMENTARY	22 00	253.17
80167536	003808	PAM SOHA	22 00	67.36	80167537	012375	JIM SPRATLING	22 00	38.75
80167538	007212	STARLES CREDIT PLAN	22 00	220.06	80167539	008874	SUNSPLASH/GOLFLAND	22 00	3,600.00
80167540	000834	TARGET BANK	22 00	99.46	80167541	011817	TEACHER DIRECT	22 00	612.82
80167542	012319	TORRIE'S SEW AND VAC	22 00	6,352.79	80167543	012389	SHELLA TRIMMER	22 00	97.51
80167544	011605	ULTIMATE OFFICE	22 00	80.07	80167545	012346	WESTERN TOOL SUPPLY	22 00	4,557.21
80167546	007227	KELLI WILLARD	22 00	39.91	80167547	012370	WINDFALL	22 00	126.27
80167548	039880	WISHING WELL ENTERPRISES	22 00	48.52	80167549	010926	MARIA AGUILAR	22 00	17.07
80167550	026400	AT&T	22 00	1,813.69	80167551	012323	BANK OF AMERICA	22 00	89.66
80167552	012324	BRIGHT OF AMERICA	22 00	2.44	80167553	012398	BETTY JO BORAM	22 00	57.46
80167554	012025	BRIGHT START THERAPIES	22 00	320.00	80167555	004817	CITY OF LINCOLN	22 00	211.68
80167556	007720	CITY OF LINCOLN	22 00	35,919.59	80167557	005994	CSHA CALIF SPEECH AND HE	22 00	150.00
80167558	005437	DAWSON OIL COMPANY	22 00	17,686.74	80167559	010068	GETTA DOLINSEK	22 00	32.56
80167560	004530	EMPLOYMENT DEVELOPMENT DE	22 00	689.00	80167561	004150	GILBERT ASSOCIATES INC.	22 00	10,800.00
80167562	002027	GIRARD VINSON & TRUJILLO	22 00	7,189.50	80167563	012395	KRISTI GRETTNER	22 00	21.34

4.2.3

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PLACER COUNTY OFFICE OF EDUCATION
WARRANT REGISTER FOR WARRANTS DATED 05/17/2007
SCHOOLS COMMERCIAL REVOLVING FUND

05/16/07

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WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT
80167564	009164	HOLT OF CA	22 00	80167565	011926	JABERGIM INC.	22 00	2,880.00
80167566	001762	MCGRAW-HILL	22 00	80167567	002937	MCGRAW-HILL	22 00	114.27
80167568	000131	ROBERT NOYES	22 00	80167569	026460	PACIFIC GAS & ELECTRIC CO	22 00	31,303.38
80167570	011529	PALOS SPORTS	22 00	80167571	010637	PARAGON SCHOOL	22 00	4,559.69
80167572	004100	PJ'S MAIL & PARCEL SERVIC	22 00	80167573	011517	AMY RIGA	22 00	50.32
80167574	001235	SHERIDAN AUTO PARTS	22 00	80167575	010443	SIERRA PEDIATRIC THERAPY	22 00	1,035.00
80167576	003409	SIMPLE PLEASURES	22 00	80167577	010414	SPEECH & LANGUAGE THERAPY	22 00	190.00
80167578	012171	UHS - KEYSTONE SCHOOLS	22 00	80167579	002732	PEGGY VAN LENGEN	22 00	54.90
80167580	012394	SHERALYN VAUGHAN	22 00	80167581	005947	SAUNDRA K. VOYLES	22 00	227.01
80167582	028280	PLACER COMMUNITY ACTION	22 00	80167583	026400	AT&T	22 00	22.47
80167584	026400	AT&T	22 00	80167585	000530	ATHLETICS UNLIMITED	22 00	191.98
80167586	011561	BANK OF AMERICA	22 00	80167587	039440	WESTERN PLACER U.S.D.	22 00	1,289.85
80167588	006631	CDW GOVERNMENT	22 00	80167589	001778	THE DANIELSEN COMPANY	22 00	4,895.59
80167590	011727	ED JONES FOOD SERVICE	22 00	80167591	009147	NOR-CAL PRODUCE INC	22 00	2,016.29
80167592	012042	SARA LEE	22 00	80167593	011585	STAFFORD MEAT COMPANY	22 00	176.00
80167594	010084	SYSO SACRAMENTO	22 00	80167595	011033	UNITED PIZZA INC.	22 00	1,228.00
80167596	039440	WESTERN PLACER U.S.D.	22 00	80167597	039440	WESTERN PLACER U.S.D.	22 00	182.20
80167598	012323	BANK OF AMERICA	22 00					

TOTAL AMOUNT OF ALL WARRANTS \$238,091.49***

4.2.4

PLACER COUNTY OFFICE OF EDUCATION
WARRANT REGISTER FOR WARRANTS DATED 05/03/2007
SCHOOLS COMMERCIAL REVOLVING FUND

05/02/07

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WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT
80163789	003569	AMERICAN MESSAGING	22 00	108.92	80163790	008657	ARCH WIRELESS	22 00	52.58
80163791	011323	AT&T - LONG DISTANCE SERV	22 00	20.01	80163792	011559	BLISS POWER LAWN EQUIPMEN	22 00	409.28
80163793	000339	CASBO	22 00	195.00	80163794	012368	CDE	22 00	32,500.00
80163795	009440	CDW GOVERNMENT INC	22 00	115.95	80163796	007984	CHEVRON	22 00	249.03
80163797	008524	CITICORP VENDOR FINANCE I	22 00	713.58	80163798	005298	CYBERGUYS!	22 00	92.81
80163799	003609	DISCOUNT SCHOOL SUPPLY	22 00	166.71	80163800	000391	FEDEX	22 00	44.45
80163801	011465	FILTERFRESH	22 00	135.00	80163802	004150	GILBERT ASSOCIATES INC.	22 00	2,025.00
80163803	011550	HARCOURT ASSESSMENT INC.	22 00	6,986.68	80163804	000175	J & J SCREEN & GLASS	22 00	184.16
80163805	001762	MCGRW-HILL	22 00	10,633.88	80163806	010085	MCKEE FOODS CORP.	22 00	459.36
80163807	020840	MOUNTAIN CLEAR WATER COMP	22 00	182.50	80163808	000131	ROBERT NOYES	22 00	55.53
80163809	000068	ORIENTAL TRADING COMPANY	22 00	75.50	80163810	026460	PACIFIC GAS & ELECTRIC CO	22 00	7,353.14
80163811	009270	PLACER NEVADA SELPA	22 00	45.00	80163812	029400	RAINBOW MARKET	22 00	53.22
80163813	008069	RAY MORGAN COMPANY INC	22 00	9,967.15	80163814	011517	AMY RIGA	22 00	19.29
80163815	000804	SAC VAL JANITORIAL SALES	22 00	1,909.05	80163816	009828	SCHOOL-AGE NOTES	22 00	231.78
80163817	002891	SIERRA OFFICE SUPPLIES &	22 00	429.11	80163818	010443	SIERRA PEDIATRIC THERAPY	22 00	690.00
80163819	003409	SIMPLE PLEASURES	22 00	27.52	80163820	002732	PEGGY VAN LINGEN	22 00	104.33
80163821	012367	WESTERN FEATHERLITE	22 00	6,528.30	80163822	040640	ZEP MANUFACTURING COMPANY	22 00	643.19
80163823	028280	PLACER COMMUNITY ACTION	22 00	57,358.00	80163824	011561	BANK OF AMERICA	22 00	385.00
80163825	011406	WALTER MAY	22 00	340.00	80163826	001762	MCGRW-HILL	22 00	12,732.61
80163827	011018	NTD / EDGE DESIGN BUILDER	22 00	31,110.35	80163828	005792	NTD/STICHLER	22 00	4,447.89
80163829	012255	BANC OF AMERICA PUBLIC &	22 00	31,466.68	80163830	002156	ARBOR SCIENTIFIC	22 00	136.34
80163831	000185	BARNES & NOBLE BOOKSTORES	22 00	49.21	80163832	011978	BARRONS	22 00	422.05
80163833	002359	BIG BRAINZ INC	22 00	999.05	80163834	011656	CHRISTINE, BROWN	22 00	48.01
80163835	002878	BUREAU OF EDUCATION & RES	22 00	185.00	80163836	009440	CDW GOVERNMENT INC	22 00	310.19
80163837	004706	CELEBRATIONS	22 00	224.20	80163838	004023	CLASSROOM DIRECT.COM	22 00	55.09
80163839	000413	CONSTRUCTIVE PLAYTHINGS	22 00	64.37	80163840	005031	COTTONWOOD PRESS INC	22 00	101.65
80163841	009919	DELL	22 00	6,783.61	80163842	006742	DISCOUNT MAGAZINE SUB SER	22 00	69.56
80163843	001769	EDUCATORS PUBLISHING SVC	22 00	47.09	80163844	007840	G.W. SCHOOL SUPPLY	22 00	474.29
80163845	010259	GEORGETOWN DIVIDE SUPPLY	22 00	100.69	80163846	003119	GLEN EDWARDS MIDDLE SCHOO	22 00	100.89
80163847	001465	HIGH NOON BOOKS	22 00	220.67	80163848	003281	HOME DEPOT	22 00	65.32
80163849	010467	IN FOCUS	22 00	255.97	80163850	004650	JONES SCHOOL SUPPLY CO IN	22 00	672.47
80163851	010361	FRED KENDELL	22 00	311.65	80163852	000389	LAKESHORE LEARNING MATERI	22 00	474.43
80163853	000156	LIBRARY VIDEO COMPANY	22 00	170.64	80163854	024240	NASCO MODESTO	22 00	47.14
80163855	001064	NATIONAL SCHOOL PRODUCTS	22 00	37.16	80163856	004683	OFFICE DEPOT	22 00	1,006.13
80163857	000068	ORIENTAL TRADING COMPANY	22 00	81.40	80163858	004681	PAXTON/PATTERSON	22 00	65.97
80163859	012371	PEACH CERAMIC ARTS	22 00	177.55	80163860	005067	PIONEER DRAMA SERVICE	22 00	69.80
80163861	028020	PLACER COUNTY OFFICE OF E	22 00	191.75	80163862	006899	POSITIVE PROMOTIONS	22 00	199.70
80163863	029400	RAINBOW MARKET	22 00	155.38	80163864	005757	REALLY GOOD STUFF	22 00	307.24
80163865	002618	RISO PRODUCTS OF SAC INC	22 00	1,568.84	80163866	007698	ROLLER KING SKATING & BLA	22 00	50.00
80163867	000695	SADDLEBACK EDUCATIONAL IN	22 00	132.16	80163868	011096	SCANTRON	22 00	322.25
80163869	000128	SCHOLASTIC INC	22 00	89.15	80163870	010320	SCHOOL MATE	22 00	792.50
80163871	010740	SCHOOL SAVERS	22 00	196.36	80163872	000122	SCHOOL SPECIALTY INC	22 00	540.93
80163873	007413	SHERIDAN SCHOOL	22 00	1,105.50	80163874	006185	SIERRA HAY & FEED	22 00	111.71
80163875	002891	SIERRA OFFICE SUPPLIES &	22 00	409.18	80163876	007212	STAPLES CREDIT PLAN	22 00	199.38
80163877	000834	TARGET BANK	22 00	446.70	80163878	039880	WISHING WELL ENTERPRISES	22 00	159.47
80163879	011786	STAN BURMICH	22 00	400.00	80163880	011974	CSNA	22 00	135.00
80163881	010598	D & P CREAMERY	22 00	14.28	80163882	001778	THE DANIELSEN COMPANY	22 00	831.80

4.2.5

APY220 H.02.03

PLACER COUNTY OFFICE OF EDUCATION
WARRANT REGISTER FOR WARRANTS DATED 05/03/2007
SCHOOLS COMMERCIAL REVOLVING FUND

05/02/07 PAGE 2

WARRANT VENDOR		WARRANT VENDOR		DIST		DIST	
NUMBER	NUMBER	PAYEE NAME	NUMBER	NUMBER	AMOUNT	NO DD	NO DD
80163883	011727	ED JONES FOOD SERVICE	80163884	009147	4,796.81	22 00	22 00
80163885	009134	PLACER COUNTY ENVIRONMENT	80163886	029400	340.00	22 00	22 00
80163887	012042	SARA LEE	80163888	012132	396.24	22 00	22 00
80163889	011033	UNITED PIZZA INC.			1,039.00	22 00	22 00

TOTAL AMOUNT OF ALL WARRANTS \$251,370.43***

4.2.6

**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 AREA:

Ratification of Classified
Transfers

AGENDA ITEM:

Consent Agenda

REQUESTED BY:

Bob Noyes 
Assist. Superintendent, Personnel Services

ENCLOSURES:

MEETING DATE:

June 5, 2007

BACKGROUND:

The Board of Trustees will take action to ratify the transfers of:

Irma Balonek – from 8 hr. Library Tech. at FSS to 8 hr. Library Tech. at LCE
Effective 7/1/07

Shannon Ceccato – from 4.5 hr. Cafeteria Site Cashier at TBM to the 3.5 hr. Cafeteria Site
Cashier at LCE effective 7/1/07

Maria Navarrete – from 2 hr. Food Service Assistant at LHS to the 3.5 hr. Food Service
Assistant at LCE effective 7/1/07

Holly Shima – from 6 hr. Sp. Ed. Instructional Aide at FRE/Sheridan to the 6 hr. Sp. Ed.
Instructional Aide position at LCE effective 7/1/07

ADMINISTRATION RECOMMENDATION:

Administration recommends ratification of transfer for the individuals listed above.

4.3a

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Personnel Department

To: Irma Balonek, FSS
From: Peggy Van Lengen, Personnel Acct. Tech.
Date: May 14, 2007
Subject: Transfer

After the selection process was discussed and the seniority list taken into consideration, it was determined that you will be transferring from your current 8 hr. Library Technician position at FSS to the new 8 hr. Library Technician position at LCE effective July 1, 2007.

If you have any questions regarding this transfer, please call me at 645-5293.

Congratulations!

4.3 a.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Personnel Department

To: Shannon Ceccato, TBM
From: Peggy Van Lengen, Personnel Acct. Tech.
Date: May 25, 2007
Subject: Transfer

After the selection process was discussed and the seniority list taken into consideration, it was determined that you will be transferring from your current 4.5 hr. Cafeteria Site Cashier position at TBM to the 3.5 hr. Cafeteria Site Cashier position at LCE effective July 1, 2007.

If you have any questions regarding this transfer, please call me at 645-5293.

Congratulations!

4.3a.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Personnel Department

To: Maria Navarrete, LHS
From: Peggy Van Lengen, Personnel Acct. Tech.
Date: May 25, 2007
Subject: Transfer

After the selection process was discussed and the seniority list taken into consideration, it was determined that you will be transferring from your current 2 hr. Food Service Assistant position to the 3.5 hr. Food Service Assistant position at LCE effective July 1, 2007.

If you have any questions regarding this transfer, please call me at 645-5293.

Congratulations!

4.3a.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Personnel Department

To: Holly Shima, FRE
From: Peggy Van Lengen, Personnel Acct. Tech.
Date: May 11, 2007
Subject: Transfer

Effective July 1, 2007 Diane Sauer, RSP Teacher (.67 FRE, .33 Sheridan) is going to transfer to a full-time RSP Teacher position at LCE. Because of this transfer the FRE RSP Teacher position is being reduced to .50 FTE. Because of the reduction in teacher time your 6 hr. Sp. Ed. Instructional Aide position is being reduced to 3 hrs.

After discussions with Bob Noyes, Assist. Super., Personnel Services and Joe Ross, CSEA President, it was determined that you will be transferring into the new 6 hr. Sp. Ed. Instructional Aide position at LCE effective 7/1/07.

Congratulations!

4.3a.4

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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

DISTRICT GLOBAL GOALS

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


SUBJECT AREA:

Ratification of Classified
Transfer/Promotion

AGENDA ITEM:

Consent Agenda

REQUESTED BY:

Bob Noyes 
Assist. Superintendent, Personnel Services

ENCLOSURES:

MEETING DATE:

June 5, 2007

BACKGROUND:

The Board of Trustees will take action to ratify the transfer/promotion of:

Cheryl Metheny – from 2 hr. Library Aide position and 1 hr. Computer Lab Tech. position at
TBE to the new 4.6 hr. Library Tech. position at Sheridan effective 7/1/07

ADMINISTRATION RECOMMENDATION:

Administration recommends ratification of transfer/promotion for the individual listed above.

4.36

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Personnel Department

To: Cheryl Methany, TBE
From: Peggy Van Lengen, Personnel Acct. Tech.
Date: May 22, 2007
Subject: Transfer/Promotion

After the selection process was discussed and the seniority list taken into consideration, it was determined that you will be transferring from your current 2 hr. Library Aide position and 1 hr. Computer Lab Tech. position at TBE to the new 4.6 hr. Library Technician position at Sheridan effective July 1, 2007.

If you have any questions regarding this transfer/promotion, please call me at 645-5293.

Congratulations!

4.36.1

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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

DISTRICT GLOBAL GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
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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 AREA:

Ratification of Classified
Termination

AGENDA ITEM:

Consent Agenda

REQUESTED BY:

Bob Noyes 
Assist. Superintendent, Personnel Services

ENCLOSURES:

MEETING DATE:

June 5, 2007

BACKGROUND:

The Board of Trustees will take action to ratify the termination of:

Doug Stone – Assistant Mechanic – Transportation

ADMINISTRATION RECOMMENDATION:

Administration recommends ratification of termination for the individual listed above.

4.3c

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
HUMAN RESOURCES DEPARTMENT**

**810 J Street
Lincoln, CA 95648
(916) 645-5293
FAX (916) 645-6348**

TO: Doug Stone, Transportation
FROM: Mark DeRossett, Transportation Director
DATE: May 24, 2007
SUBJECT: Probationary Period as Mechanic

You were officially hired as a Mechanic for the Transportation Department on October 2, 2006 and are still in your probation period. The probationary period is a continuation of the selection process.

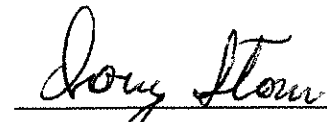
This memo is your notification that your employment with the Western Placer Unified School District is terminated as of June 8, 2007 and your last official duty day will be June 8, 2007.

Thank you for your employment during this probationary period.

Sincerely,


Mark DeRossett
Transportation Director

Employee: I acknowledge understanding of the above.

Doug Stone 
Mechanic

Witness

Kate Johnson 
Driver Trainer/Dispatcher

4.30.1

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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

DISTRICT GLOBAL GOALS

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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 AREA:

Ratification of Certificated
Management Employment
For the 07/08 School Year

AGENDA ITEM:

Consent Agenda

REQUESTED BY:

Bob Noyes 
Assist. Superintendent, Personnel Services

ENCLOSURES:

MEETING DATE:

June 5, 2007

BACKGROUND:

The Board of Trustees will take action to ratify the employment of:

Eli Gallup – Director of Special Education (1.00 FTE) – District
Kevin Kurtz – Principal (1.00 FTE) - LCE

ADMINISTRATION RECOMMENDATION:

Administration recommends ratification of employment for the individuals listed above.

4.3d

WESTERN PLACER UNIFIED SCHOOL DISTRICT
CERTIFICATED EMPLOYMENT ONLY

MEMORANDUM- TO PERSONNEL DEPT.

Consideration is being given to **

NAME: Eli Gallup PHONE NO: _____
ADDRESS: _____

for employment for the ** 2007-08 school year. Tentative

assignment will be ** Western Placer Unified School District - Director of Special Education

Newly Approved Position _____ OR Replacement X

If Replacement, Name of Prior Employee Tracy Murphy

Please complete the following:

- ** ● Hire date 7/1/07 (First contract work day).
● Full Day _____ (Length of service _____)
● Part Day _____ (Length of service _____)
● Substitute _____
● Temporary _____
● Probationary _____

Salary classification CM-05 \$ 93,507 + MA 1170.00 / 12 mo / mo Caw
A.B. + N/A units and 4 years of teaching experience.
(Salary schedule placement will be determined only by personnel department)

FIRST YEAR TEACHERS MUST WORK 50% OF THE YEAR TO RECEIVE NEXT STEP
The contract is being issued based on the following credential(s):

- ** upil Personnel Services Credential
** Admin Services Credential

I have attached his/her credential (MA degree, if applicable), application, transcript, verification of service years, unused sick leave, and a current T.B. clearance, for final processing.

Eli Gallup 5/14/07 (Applicant signature) (Date)
[Signature] 5/11/07 (Administrator's signature) (Date)

NOTE: Contract pending Board of Trustees ratification.

* TO BE COMPLETED BY SITE ADMINISTRATOR & SUBMITTED TO PERSONNEL DEPARTMENT

PERSONNEL

Received Time May. 15. 10:10AM

4.3d.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT

CERTIFICATED EMPLOYMENT ONLY

MEMORANDUM- TO PERSONNEL DEPT.

Consideration is being given to **

NAME: Kevin Kurtz PHONE NO: ~~XXXXXXXX~~
ADDRESS: _____

for employment for the ** 07-08 school year. Tentative

assignment will be ** ~~Principal~~ Principal School LCE

Newly Approved Position ☒ OR Replacement ☐

If Replacement, Name of Prior Employee

Please complete the following:

** ● Hire date 7/1/07 (First contract work day)
 ● Full Day _____ (Length of service _____)
 ● Part Day _____ (Length of service _____)
 ● Substitute _____
 ● Temporary _____
 ● Probationary _____

Salary classification Step 5 \$ 92,604 /yr, based on
A.B. + N/A units and /3 years of teaching experience.
(Salary schedule placement will be determined **only** by personnel department)

FIRST YEAR TEACHERS MUST WORK 50% OF THE YEAR TO RECEIVE NEXT STEP
The contract is being issued based on the following credential(s):

I have attached his/her credential (MA degree, if applicable), application, transcript, verification of service years, unused sick leave, and a current T.B. clearance, for final processing.

** _____
 (Applicant signature) (Date)

 (Administrator's signature) (Date) 5/18/07

NOTE: Contract pending Board of Trustee ratification.

* TO BE COMPLETED BY SITE ADMINISTRATOR & SUBMITTED TO PERSONNEL DEPARTMENT*

**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 AREA:

Ratification of Certificated
Temporary Assignment Completion

AGENDA ITEM:

Consent Agenda

REQUESTED BY:

Bob Noyes 
Assist. Superintendent, Personnel Services

ENCLOSURES:

MEETING DATE:

June 5, 2007

BACKGROUND:

The Board of Trustees will take action to ratify the completion of the Temporary Assignment for the following employees:

Sara Kinsey – 7th Grade Soc. Studies/Science – GEM
Amanda Hetzel – 4th Grade Teacher – COE
Mark Samuelson – Science Teacher - PHS

ADMINISTRATION RECOMMENDATION:

Administration recommends ratification of completion of Temporary Assignment for the employees listed above.

4.3e

**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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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 AREA:

Request for
Child Rearing Leave

AGENDA ITEM:

Consent Agenda

REQUESTED BY:

Bob Noyes 
Assist. Superintendent, Personnel Services

ENCLOSURES:

MEETING DATE:

June 5, 2007

BACKGROUND:

The Board of Trustees will take action on a request for Child Rearing Leave from:

Shannon Burns – Science Teacher - COE

ADMINISTRATION RECOMMENDATION:

Administration recommends the Board of Trustees ratify the request as listed.

4.35

**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
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3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.


SUBJECT AREA:

Ratification of Certificated
Resignation

AGENDA ITEM:

Consent Agenda

REQUESTED BY:

Bob Noyes 
Assist. Superintendent, Personnel Services

ENCLOSURES:

MEETING DATE:

June 5, 2007

BACKGROUND:

The Board of Trustees will take action to ratify the resignation of:

Annette Darling – RSP Teacher – COE

ADMINISTRATION RECOMMENDATION:

Administration recommends ratification of resignation for the individual listed above.

4.39

**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:

Special Education Local Plan Area
Local Educational Area Assurances

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Mary Boyle

ENCLOSURES:

Special Education Local Plan Area
LEA Assurances
Resolution re Same

MEETING DATE:

June 5, 2007

BACKGROUND:

Part of the District's responsibilities are to assure that free and public education is available to all students residing in our Local Education Agency (district) including special education services with procedural safeguards for families. These Special Education Local Plan Area LEA Assurances attest to 29 items indicating our compliance with state regulations in this area.

ADMINISTRATION RECOMMENDATION:

Approve resolution regarding Western Placer Unified School District administering the local implementation of procedures, in accordance with state laws, rules and regulations, which ensure full compliance with requirements relative to the operation and administration of special education programs.

4.4



**WESTERN
PLACER
UNIFIED
SCHOOL
DISTRICT**

810 J Street
Lincoln, CA 95648

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

Superintendent

Scott Leaman

Board of Trustees

*Paul Carras
Brian Haley
Paul Long
James McLeod
Ana Stevenson*

*Asst. Superintendent,
Business Services*

Carrie Carlson

*Asst. Superintendent,
Educational
Services*

Mary Boyle

*Asst. Superintendent,
Personnel Services*

Robert Noyes

**SPECIAL EDUCATION LOCAL PLAN AREA
LOCAL EDUCATION AGENCY (LEA) ASSURANCES**



**1. FREE APPROPRIATE PUBLIC EDUCATION (20 USC § 1412
(a)(1))**

It shall be the policy of this LEA that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

2. FULL EDUCATIONAL OPPORTUNITY (20 USC § 1412 (a)(2))

It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

3. CHILD FIND (20 USC § 1412 (a)(3))

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

**4. INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED
FAMILY SERVICE PLAN (IFSP) (20 USC § 1412 (a)(4))**

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

5. LEAST RESTRICTIVE ENVIRONMENT (20 USC § 1412 (a)(5))

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

6. PROCEDURAL SAFEGUARDS (20 USC § 1412 (a)(6))

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

7. EVALUATION (20 USC § 1412 (a)(7))

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. CONFIDENTIALITY (20 USC § 1412 (a)(8))

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

9. PART C, TRANSITION (20 USC § 1412 (a)(9))

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

10. PRIVATE SCHOOLS (20 USC § 1412 (a)(10))

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

11. LOCAL COMPLIANCE ASSURANCES (20 USC § 1412 (a)(11))

It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

12. INTERAGENCY (20 USC § 1412 (a)(12))

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

13. GOVERNANCE (20 USC § 1412 (a)(13))

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

14. PERSONNEL QUALIFICATIONS (20 USC § 1412 (a)(14))

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities.

This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the CDE about staff qualifications.

15. PERFORMANCE GOALS & INDICATORS (20 USC § 1412 (a)(15))

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

4.4.3

"DISTRICT ON THE MOVE"

16. PARTICIPATION IN ASSESSMENTS (20 USC § 1412 (a)(16))

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

17. SUPPLEMENTATION OF STATE/FEDERAL FUNDS (20 USC § 1412 (a)(17))

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds those funds.

18. MAINTENANCE OF EFFORT (20 USC § 1412 (a)(18))

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

19. PUBLIC PARTICIPATION (20 USC § 1412 (a)(19))

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

20. RULE OF CONSTRUCTION (20 USC § 1412 (a)(20))
(Federal requirement for State Education Agency only)

21. STATE ADVISORY PANEL (20 USC § 1412 (a)(21))
(Federal requirement for State Education Agency only)

22. SUSPENSION/EXPULSION (20 USC § 1412 (a)(22))

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

23. ACCESS TO INSTRUCTIONAL MATERIALS (20 USC § 1412 (a)(23))

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

24. OVERIDENTIFICATION AND DISPROPORTIONALITY (20 USC § 1412 (a)(24))

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

25. PROHIBITION ON MANDATORY MEDICINE (20 USC § 1412 (a)(25))

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

26. DISTRIBUTION OF FUNDS (20 USC § 1411(e),(f)(1-3))
(Federal requirement for State Education Agency only)

27. DATA (20 USC § 1418 a-d)

It shall be the policy of this LEA to provide data or information to the California Department of Education that may be required by regulations.

28. READING LITERACY (State Board requirement, 2/99)

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

29. CHARTER SCHOOLS (E.C. 56207.5 (a-c))

It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

In accordance with Federal and State laws and regulations, Western Placer Unified certifies that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et.seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 USC 794, 705 (20), 794-794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of Title V of the California Code of Regulations.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the Local Education Agency and the SELPA office.

Adopted this 5th day of June, 2007.

Yeas: _____ Nays: _____

Signed: _____, Superintendent,
Secretary to the Board of Education
(or use appropriate titles)

CERTIFICATION OF BOARD MINUTES

This is to certify that in accordance with Federal and State laws and regulations, the Western Placer Unified School Board, at its regular meeting on June 5, 2007, approved the local plan and that this plan is the basis for the operation and administration of special education programs. The agency(ies) herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et.seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 USC 705 (20), 794-794b, Section 504 of Public Law, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of Title V of the California Code of Regulations.

Vote: Ayes: _____
 Noes: _____

Absent: _____

I certify that the foregoing statement is true and correct.

(Date)

(Signature of Authorized Signer)

(Name and Title printed or typed)

4.4.7

**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
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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 AREA:

Peer Assistance And Review
End-of-Year Report

AGENDA ITEM:

Consent

REQUESTED BY:

Bob Noyes 
Assist. Superintendent, Personnel Services

ENCLOSURES:

Yes (6)

MEETING DATE:

June 5, 2007

BACKGROUND:

Education Code 44500-44508, added by AB 1X (Ch. 4, Statutes of 1999, First Extraordinary Session), establishes the Peer Assistance and Review Program for Teachers. The program becomes fully operational on July 1, 2001, at which time it replaces the California Mentor Teacher Program (Education Code 44490-44498).

Each year the Peer Assistance and Review Panel is to provide an end-of-year report to the school Board.

SUPERINTENDENT'S RECOMMENDATION:

No action required. The report is for discussion/information purposes only at this time.

4.5

**WESTERN PLACER UNIFIED
SCHOOL DISTRICT**

**PEER ASSISTANCE
AND
REVIEW PROGRAM**

**2006-2007
END OF YEAR
REPORT**

4.5.1

VISION:

Provide the highest quality of instruction and subject matter knowledge in every classroom by facilitating individual teachers in their process of reflection, dialogue, collaboration, and implementation of best teaching practices.

MISSION:

- 1) Ensure that every teacher has the resources and skills to help every student learn and grow.**
- 2) Focus on student learning as the end and teaching as the means to that end.**
- 3) Provide ongoing professional development.**
- 4) Provide for continuity, stability, and expertise in each classroom.**
- 5) Provide direct, relevant connections between PAR and individual classroom teacher needs.**

2006-2007 GOALS:

- * Provide opportunities for teacher collaboration**
- * Make individual assistance available throughout the year**
- * Continue to offer staff opportunities to view "Effective Teacher" video series throughout the year**
- * Identify new Consulting Teachers as needed**
- * Review the impact of the mentor program**
- * Investigate Staff Development opportunities in accordance with the funding guidelines of the PAR program**
- * Sustain funding source for activities related to state and federal compliance**
- * Maintain the support for the "Above PAR" site specific staff development opportunities**

MOVING FORWARD:

- ❖ **Provided resources for professional growth (ie. Effective Teacher video series by Harry Wong)**
- ❖ **Conference opportunities were offered**
- ❖ **Abided by established PAR program timeline**
- ❖ **Maintained confidentiality**
- ❖ **Researched the impact of BTSA on the PAR program**
- ❖ **Continued to fund the BTSA mentor**
- ❖ **Continued to fund the English Learner mentor**
- ❖ **Realigned PAR program to address funding shortfalls**
- ❖ **Continued to be available to assist Voluntary Teachers**
- ❖ **Established Goals and Objectives for 2007-08**
- ❖ **Investigated potential current and future staff development opportunities for state and federal compliance**
- ❖ **Increase support for "New Teacher Induction Assistance"**
- ❖ **Support for "Above PAR" site specific staff development**

4.5.4

Account Balances Report
As of 5/3/07

Updated 5/9/07

<u>Account</u>		<u>Balance</u>
ASSETS		
	Previous Year Carryover	\$90,390.10
	2006-07 PAR Allotment (Total)	\$22,104.00
<i>TOTAL ASSETS</i>		<u>\$112,494.10</u>
LIABILITIES	2006-07 FISCAL YEAR	
	Mentor (BTSA only)	(\$4,000.00)
	PAR Panel Stipends	(\$5,000.00)
	Intern Support Provider Stipend	(\$5,000.00)
	Consulting Teacher Stipends	(\$3,000.00)
	CLAD DVD Set	(\$260.00)
	Voluntary Teacher Supplies	(\$200.00)
	Certificated Benefits	(\$2,189.90)
	Indirect Costs	(\$1,450.00)
<i>TOTAL LIABILITIES</i>		<u>(\$21,099.90)</u>
<i>OVERALL TOTAL</i>		<u><u>\$91,394.20</u></u>

4.5.5

PAR Projected Budget 2007-08

Updated 5-9-07

Projected Income

2006-07 Carryover Funding	\$91,394
2007-08 Funding	<u>\$22,104</u>

Total Income \$113,498

Projected Expenses

Panel				
Panel Members Stipend	5	x	\$1,000	(\$5,000)
Panel Benefits				(\$500)
In-direct Costs (paid outs x 5%)				(\$2,000)
Consulting Teacher				
Consulting Teacher Stipend	1	x	\$3,000	(\$3,000)
Consulting Teacher Benefits				(\$300)
Voluntary Teacher Cost	2		\$1,000	(\$2,000)
Staff Development				
Above PAR (\$200 per 10 tenured certificated Or \$200 minimum)				(\$5,500)
Intern Support Program	6	x	\$1,000	(\$6,000)
Intern Support Provider Benefits				(\$600)
Mentors				
English Lang. Learner	1	x	\$4,000	(\$4,000)
Benefits				(\$400)
BTSA				
BTSA/Mentor Stipend	1	x	\$4,000	(\$4,000)
Benefits				<u>(\$400)</u>

Total Expenses (\$33,700)

Balance \$79,798

4.5.6

**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 AREA:

Ratification of New Confidential
Job Description/Position

AGENDA ITEM:

Consent

REQUESTED BY:

Bob Noyes 
Assist. Superintendent, Personnel Services

ENCLOSURES:

MEETING DATE:

June 5, 2007

BACKGROUND:

The Board of Trustees will take action to ratify the new Confidential job description/position as follows:

Personnel Clerk (.50 FTE) – DO

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends ratification of the new Confidential job description/position listed above.

4.6

Western Placer Unified School District

POSITION DESCRIPTION

Position Title: **Personnel Clerk**

Department: Personnel

Reports to: Assistant Superintendent, Personnel Services

SUMMARY:

Acts as assistant to Personnel Account Technician in the Personnel Office.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- * Performs a variety of clerical support functions for personnel office
- * Types a variety of materials, such as interoffice communications, forms, and letters from handwritten copy, or clear draft
- * Serves as receptionist, receiving visitors, and answering telephone
- * Assists with maintaining and updating personnel files and records including Doc Star files
- * Assists with accepting applications for employment
- * Prepares and distributes position postings in and out of District. Includes maintaining positions on Ed Join
- * Assists with compiling necessary interview materials, setting up interviews, and notifying applicants
- * Assists with scoring and processing classified testing results
- * Assists with maintaining job description books
- * Maintains new hire packets
- * Assists with notifying teachers regarding credential renewals
- * Assists with notifying employees with TB renewals
- * Performs other related duties as required

QUALIFICATIONS:

Ability to follow directions accurately, typing, knowledge of business English, vocabulary, punctuation and grammar, filing methods, office machines, ability to meet the public and maintain effective working relationship with adults.

EDUCATION and/or EXPERIENCE

High school diploma or general education degree (GED); and two years of responsible clerk experience, preferably in a school environment.

OTHER SKILLS and ABILITIES:

Knowledge of word processing, excel spreadsheet, and computer procedures.

4.6.1

CONFIDENTIAL STATUS:

The Board of Trustees designates this position as “Confidential”. This position is not represented by an exclusive representative and does not belong in a collective bargaining unit. Within the regular course of duties for this position, the employee will have access to and/or possess information relating to District employer/employee relations. Confidential matters are not to be discussed by any confidential employee under any circumstances outside the District Office. Infringement of this policy may result in immediate dismissal.

LANGUAGE SKILLS:

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of people.

MATHEMATICAL SKILLS

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

REASONING ABILITY:

Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential function.

While performing the duties of this job, the employee is regularly required to stand, walk, and sit. The employee is occasionally required to stoop, kneel, crouch, or crawl. The employee occasionally will lift and/or push up to 50 lbs. Specific vision abilities required by this job include close vision, distance vision, and depth perception.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in work environment is usually moderate to loud.

4.6.2

**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 AREA:

Adoption of Resolution
Establishing A Reduction of
Classified Position Hours

AGENDA ITEM:

Consent Agenda

REQUESTED BY:

Bob Noyes
Assist. Superintendent, Personnel Services

ENCLOSURES:

MEETING DATE:

June 5, 2007

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:

One vacated 1 hour Computer Lab Technician position at TBE will be eliminated
Effective 7/1/07

ADMINISTRATION RECOMMENDATION:

Administration recommends the Board of Trustees approval of the reduction of one Computer Lab Tech. position.

4.7

RESOLUTION
06/07.31

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, 2007 certain services now being provided by the District be reduced by the following extent:

One vacated 1 hour Computer Lab Technician position at Twelve Bridges Elementary will be eliminated.

NOW, THEREFORE, BE IT RESOLVED that as of July 1, 2007, this classified position of the District is to be eliminated 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 one classified employee (position is vacant) 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 June 5, 2007, by the following vote:

AYES:

NOES:

ABSENT:

Date: _____

Governing Board of the Western Placer Unified School District

By _____
Secretary of the Governing Board

4.7.1



**WESTERN
PLACER
UNIFIED
SCHOOL
DISTRICT**

810 "J" Street
Lincoln, CA 95648

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

Superintendent
Scott Leaman

Board of Trustees
Paul Carras
Brian Haley
Paul Long
James McLeod
Ana Stevenson

Asst. Superintendent,
Business Services
Carrie Carlson

Asst.
Superintendent,
Educational
Services

Mary Boyle
Asst. Superintendent,
Personnel Services
Robert Noyes



May 21, 2007

Joe Ross, CSEA President
1098 Woodcreek Oak #2507
Roseville, CA 95747

Dear Joe:

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 the vacated 1 hr. Computer Lab Tech. position at TBE will be eliminated effective July 1, 2007. This action is necessary due to the declining enrollment at TBE next school year.

The Western Placer Unified School District will be presented a resolution for action regarding the reduction of position on June 5, 2007.

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

Respectfully,

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

Enc.

4.7.2

"DISTRICT ON THE MOVE"



Twelve Bridges Elementary

Western Placer Unified School District
"Excellence In Education"

May 18, 2007

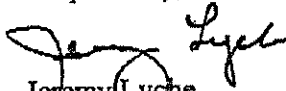
To: Bob Noyes
From: Jeremy Lyche
Subject: Elimination of Computer Lab Tech Position at TBE

Mr. Noyes,

Please let this letter serve as notice that we would like to eliminate our one hour computer lab tech position here at Twelve Bridges Elementary School. With our declining enrollment next year due to the opening of Lincoln Crossing Elementary School, our School Improvement money will be reduced. Since we have used this money to fund this position, our Site-Based Leadership Team has determined that we can no longer afford to continue with this position.

Should you have any questions or concerns, please do not hesitate to contact me at (916) 434-5220.

Respectfully,


Jeremy Lyche
Principal

REPORTS

AND

COMMUNICATION

**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.

AGENDA ITEM:

Schedule for Property Transfer Appeal

SUBJECT AREA:

Reports

REQUESTED BY:

Scott Leaman, District Superintendent

ENCLOSURES:

Yes

MEETING DATE:

June 5, 2007

BACKGROUND:

The territory transfer appeal from the Western Placer Unified School District to the Newcastle Elementary School and Loomis Union School districts has tentatively been scheduled for September 12-13, 2007.

ADMINISTRATION RECOMMENDATION:

No action is required on this item.

6.4



CALIFORNIA
DEPARTMENT OF
EDUCATION

1430 N STREET
SACRAMENTO, CA
95814-5901

JACK O'CONNELL

State Superintendent of
Public Instruction

PHONE: (916) 319-0800

May 24, 2007

Gayle Garbolino-Mojica, Superintendent
Placer County Office of Education
360 Nevada Street
Auburn, CA 95603-3720

Dear Superintendent Garbolino-Mojica:

The California Department of Education (CDE) has begun its review of the appeal of the disapproval of transfer of territory from the Western Placer Unified School District to the Newcastle Elementary School District and Loomis Union Elementary School District. I am the primary contact for the review and will prepare the final report and recommendations to the State Board of Education (SBE). We have tentatively scheduled the September 12-13, 2007, SBE meeting to present the CDE analysis and recommendations. The date will be confirmed after the SBE prepares its agenda approximately two weeks before the scheduled meeting. At that time the agenda will be available for downloading from the CDE Internet at <http://www.cde.ca.gov/be/ag/ag>.

Any additional information for inclusion in the CDE review process, from your office, the affected school districts, or the chief petitioners, should be sent to my attention (with copies to all affected parties) by **June 15, 2007**, at the following address:

Mary Loveless, Field Representative
School Fiscal Services Division
California Department of Education
1430 N Street, Suite 3800
Sacramento, CA 95814

Thank you for your assistance with this review process. If you have any questions, please contact me at (916) 323-3282 or by e-mail at mloveless@cde.ca.gov.

Sincerely,

Mary Loveless, Field Representative
School Fiscal Services Division

ML:et
y2007-15551

6.4.1

Gayle Garbolino-Mojica, Superintendent
May 24, 2007
Page 2

cc: Keith J. Bray, Chief Administrative Officer, Placer County Office of Education
Thomas J. Hall, Secretary, Placer County Committee on School District
Organization
Kathleen Daugherty, Superintendent, Newcastle Elementary School District
Paul Johnson, Superintendent, Loomis Union Elementary School District
✓ Scott Leaman, Superintendent, Western Placer Unified School District
Bart O'Brien, Superintendent, Placer Union High School District
Robert Reynolds, Superintendent, Ophir Elementary School District
Kathleen Devitt, Chief Petitioner
Mary Stockwell, Chief Petitioner
Judy Weber, Chief Petitioner

6.4.2

**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:

WPUSD Calendar for 2007 – 2008

AGENDA ITEM AREA:

Report

REQUESTED BY:

Mary Boyle

ENCLOSURES:

Calendar for 2007 - 2008

MEETING DATE:

June 5, 2007

BACKGROUND:

Next year, WPUSD is including nine early release days in the annual district calendar. The purpose of these days is to develop articulation among teaching staff and administration relative to student achievement. On the nine "Early Release Mondays", teachers will meet in grade level and/or departmental groups to monitor and discuss student achievement toward grade-level standards, and to make plans for intervention and/or enrichment strategies as needed to foster student achievement. By meeting regularly and closely monitoring student progress, we will be able to more quickly respond to student needs, adjusting instruction as necessary. This is a first step in developing our RtI model – Response to Intervention, required by the recertification of IDEA. We will continue to meet state requirements for minutes of instruction at each grade level.

ADMINISTRATION RECOMMENDATION:

Information only.

6.5.2

JULY 2007				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

AUGUST 2007				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

SEPTEMBER 2007				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

OCTOBER 2007				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

NOVEMBER 2007				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

DECEMBER 2007				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

WESTERN PLACER UNIFIED SCHOOL DISTRICT

2007-2008 Student/Teacher Calendar

DATES TO REMEMBER:

- First Day of School for Students
- Last Day of School for Students

August 23rd
June 6th

District In-service Day
Site/Teacher Day (1/2 Site, 1/2 Teacher)
Teacher Day
(School not in session Aug. 20-22)

August 20th
August 21st
August 22nd

SCHOOL NOT IN SESSION:

Independence Day

July 4

Labor Day

September 3

Veterans' Day

November 12

Thanksgiving Break

November 19-23

Winter Break-Christmas

December 24-January 4th

Martin Luther King, Jr. Day

January 21

Lincoln Birthday

February 11

Washington's Birthday

February 18

Spring Break-Easter (March 23rd) March 24-28

Memorial Day

May 26

PUPIL DAYS

August = 7

February = 19

September = 19

March = 15

October = 23

April = 22

November = 16

May = 21

December = 15

June = 5

January = 18

TOTAL PUPIL DAYS = 180

TOTAL TEACHER DAYS = 183

- First Trimester ends on 11/16/07
- Second Trimester ends on 03/07/08
- Third Trimester ends on 06/06/08

— = Legal Holiday

□ = Student Recess

() = District Day

■ = Zero Days

Minimum Days: ■

Oct-11 & 12, Nov-13-16, Dec-21

March-7, June-4-6

Early Release Mondays: ■

9/17, 10/15, 11/26, 12/17/2007

1/28, 2/25, 3/17, 4/21, 5/19/2008

Adopted: 2/20/07

JANUARY 2008				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

FEBRUARY 2008				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

MARCH 2008				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

APRIL 2008				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

MAY 2008				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JUNE 2008				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

6.5.2.1

WPUSD

Articulation Days 2007 - 2008

Purpose: Plan Articulation Days into the school calendar to allow grade levels and/or departments to meet to share and discuss evidence of student work, progress and assessments, in order to plan and adjust for regrouping, reteaching or extending learning to meet the needs of all students, including underachievers and students needing enrichment.

2006-2007 Minimum Days		Proposed 2007 - 2008 Minimum/Early Release* Days		
Min Day - 12:25/12:30 Release		Min Day - 12:25/12:30 Release Early Release Day* - 1:30 Release		
	Min Day		Min Day	Early Rel
October 11 - 13 (6-wk retention)	3	September 17* (Articulation)		1
		October 11 - 12 (6-wk retention)	2	
		October 15* (Articulation)		1
November 13 - 17 (End of Tri/Conf)	5	November 13 - 16 (End of Tri/Conf)	4	
		November 26* (Articulation)		1
		December 17* (Articulation)		1
		December 21 (Before Winter Break)	1	
		January 28* (Articulation)		1
		February 25* (Articulation)		1
March 2 (End of Trimester)	1	March 7 (End of Trimester)	1	
		March 17* (Articulation)		1
		April 21* (Articulation)		1
		May 19* (Articulation)		1
June 7 - 8 (End of Trimester/Year)	2	June 4 - 6 (End of Trimester/Year)	3	
TOTAL	11	TOTAL	11	9

Method:

Recapture lost minutes due to 9 Early Release Days 9 days X 70 min = **630 min**/169 full days = **3.7 min/day**
Need to add 3.7 instructional minutes/day back into each of full days in school calendar.

Option 1: Add five minutes to the school day K - 5 - with a new 8:10 start time.

$$5 \times 169 = 845$$

Option 2: Subtract four minutes from recess at 4th - 5th

$$4 \times 169 = 676$$

Option 3: Subtract four minutes from lunch at 4th - 5th at each elementary school

$$4 \times 169 = 676$$

Result:

Assign one Faculty Meeting/month as an Articulation Day.

Add 1 Early Release Monday/month to District Calendar, with a 1:30 release time.

(1st Mon-Artic Day in lieu of Fac Mtg; 2nd Mon-Faculty Mtg; 3rd Mon-Early Release Artic Day)

Public Hearing

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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

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

SUBJECT:

Public Hearing on Instructional
Materials for the 2006-07 school year

AGENDA ITEM AREA:

Public Hearing

REQUESTED BY:

Mary Boyle

ENCLOSURES:

Yes

MEETING DATE:

June 5, 2007

BACKGROUND:

Section 60119(a)(1), as amended by the Williams lawsuit, requires that the governing board of a school district hold a public hearing or hearings to make a determination, through a resolution, as to whether each pupil in each school in the district has sufficient textbooks or instructional materials in each of the following subjects, as appropriate, that re consistent with the content and cycles of the curriculum framework adopted by the State Board:

- Mathematics
- Science
- History-Social Science
- English/Language Arts, including the English language development component of an adopted program.

ADMINISTRATION RECOMMENDATION:

Establish and hold a public hearing on the above topic.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTICE OF PUBLIC HEARING

Notice is hereby given that the Western Placer Unified School District will hold a public hearing at which the governing board shall encourage participation by parents, teachers, members of the community interested in the affairs of the school district, and bargaining unit leaders. This hearing shall make a determination, through a resolution, as to whether each pupil in each school in programs operated by Western Placer Unified School District will have sufficient textbooks or instructional materials in each of the following subjects, as appropriate, that are consistent with the content and cycles of the curriculum framework adopted by the State Board:

1. Mathematics
2. Science
3. History-Social Science
4. English/Language Arts, including the English language development component of an adopted program.

A public hearing will be held June 5, 2007 at 7:00 p.m. in the Lincoln High School Theater. The Lincoln High School address is 970 J Street, Lincoln, CA.

The public hearing is a requirement for the district to qualify for Instructional Materials Funds for the 2006-2007 school year.

7.1

INFORMATION

DISCUSSION

ACTION

ITEMS

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Adoption of resolution of Instruction
Materials for the 2006-07 school year

AGENDA ITEM AREA:

Discussion/Action

REQUESTED BY:

Mary Boyle

ENCLOSURES:

No

MEETING DATE:

June 5, 2007

BACKGROUND:

After the public hearing, the board will consider a resolution to notify the State that adequate textbooks and instructional materials have been made available to students of the Western Placer Unified School District for the 2006-07 school year

ADMINISTRATION RECOMMENDATION:

Adopt the resolution concerning instructional materials.

8.1

RESOLUTION 06-07.30

RESOLUTION REGARDING SUFFICIENCY OR INSUFFICIENCY OF INSTRUCTIONAL MATERIALS

Whereas the governing board of Western Placer Unified School District, in order to comply with the requirements of *Education Code* Section 60119 held a public hearing on June 5, 2007, at 7:00 p.m., which is on or before the eighth week of school and which did not take place during or immediately following school hours, and;

Whereas, the governing board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated time, place, and purpose of the hearing, and;

Whereas, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

Whereas, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English Learners, in the district/county office of education, and;

Whereas, sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

- Mathematics
- Science
- History-Social Science
- English/Language Arts, including the English language development component of an adopted program.

Whereas, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and;

Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

Therefore, it is resolved that for the 2006-2007 school year, the Western Placer Unified School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

8.1.1

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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

DISTRICT GLOBAL GOALS

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:

GATE Programs

AGENDA ITEM AREA:

Discussion/Action

REQUESTED BY:

Mary Boyle

ENCLOSURES:

GATE Program Application

MEETING DATE:

June 5, 2007

BACKGROUND:

Western Placer Unified School District receives Gifted and Talented Program (GATE) categorical monies from the state each year. We are completing our second year of a two-year funding cycle. We need to reapply for GATE funding.

The GATE Program Application process has changed, with a new requirement to consider data on the representation of subgroups in our GATE population; to track GATE student achievement and success; and to complete a program assessment and set goals in eight required areas.

The enclosed GATE Program Application fulfills those requirements and reflects parental and staff input on expanding our GATE program offerings.

ADMINISTRATION RECOMMENDATION:

Approve GATE Program Application.

8.2

2007-08 Gifted and Talented Education (GATE) Program Application

Send original to be postmarked by June 15, 2007, to: GATE Program Mathematics and Science Leadership Office California Department of Education 1430 N Street, Suite 4309 Sacramento, CA 95814-5901 Information: Application: (916) 323-5847 Program: (916) 323-5505	LEA Name and Mailing Address: Western Placer Unified School District 810 J Street Lincoln CA 95768 County: Placer County-District Code: 31- 66951
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Person Completing Application: Printed Name: Mary Boyle Title: Assistant Superintendent Education Services Phone: 916-645-6350 Ext.: Fax: 916-645-6356 E-mail: boylemar@wpusd.k12.ca.us	Local Governing Board Approval: The local governing board has determined the most appropriate educational program for participating students (California Education Code [EC] Section 52206). Date or anticipated date of local governing board approval of GATE application: June 5, 2007
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Superintendent's Signature and Certification: I hereby certify that all applicable state and federal rules and regulations will be observed in the expenditure of GATE funds and that to the best of my knowledge the information herein is accurate and complete. Scott Leaman Printed Name of Superintendent Phone: 916-645-6350 Ext.: Fax: 916-645-6356 E-mail: s_leaman@wpusd.k12.ca.us Signature of Superintendent Date	Parent Participation: The district's plan includes procedures for ensuring continuous parent participation in recommending policy for planning, evaluating, and implementing the district GATE program (CCR, Title 5 Regulations, Section 3831[j]). Optional: Signature of parent member on District GATE Advisory Committee or School Site Council. Signature Date
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Check all that apply: <input type="checkbox"/> LEA application includes one or more charter schools <input type="checkbox"/> GATE included in School-Based Coordinated Programs <input type="checkbox"/> LEA participates in GATE Consortium: Lead <input type="checkbox"/> Indirect costs do not exceed 3 percent. District Enrollment: 5608 Number of GATE Students: 167 Grade Levels: K-12 K-8 K-6 9-12 Other : Grades 2 - 12	For CDE Office Use Only: <input type="checkbox"/> Budget explanation <input type="checkbox"/> Excessive carryover <input type="checkbox"/> Meets Standards for: 1-Year 2-Year 3-Year 5-Year <input type="checkbox"/> Denied <input type="checkbox"/> Resubmitted Reviewer(s) Date
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[illegible]

LEA Name: Western Placer Unified School District

31

66951

COUNTY CODE DISTRICT CODE

GATE PROGRAM SERVICES

Local educational agencies (LEAs) that elect to provide GATE programs may establish programs for gifted and talented pupils consisting of special day classes, part-time groupings, and cluster groupings. Programs must be planned and organized as an integrated differentiated learning experience within the regular school day and may be augmented or supplemented with other differentiated activities related to the core curriculum including independent study, acceleration, postsecondary education, and enrichment. All programs, including creative, visual, and performing arts programs must provide participating pupils with an academic component. (EC 52206) Please indicate the GATE program services the district will provide by placing a check mark in the boxes below. Provide a brief description of each service provided.

PROGRAM SERVICES (Select at least one)				
	Primary	Upper Elementary	Middle School	High School
Special Day Classes:	X	X	X	
Part-time Groupings:	X	X	X	X
Cluster Groupings:	X	X	X	X
OTHER PROGRAM SERVICES				
Acceleration:	X	X	X	X
Honors:				X
Advanced Placement:				X
International Baccalaureate:				X
Independent Study:				
Postsecondary Education:				X
Enrichment (Pull-out/Before/After School/Saturday Classes):	X	X	X	
Services for Underachieving, Linguistic and Culturally Diverse, and Economically Disadvantaged Pupils				
Other (i.e., Special Counseling, Instructional Activities, Seminars):				

STUDENT IDENTIFICATION CATEGORIES

LEAs are required to use one or more categories for identifying gifted and talented students' demonstrated or potential abilities that provide evidence of high performance capability including: intellectual, creative, specific academic, or leadership ability; high achievement; performing and visual arts talent. (EC 52202) For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the visual and performing arts, the governing board must concentrate part of its curriculum on providing pupils with an academic component. (EC 52206[c]) Please indicate the GATE student identification categories the LEA will use by checking one or more categories listed below:

Intellectual Ability <u>X</u>	High Achievement <u>X</u>	Specific Academic Ability _____	Leadership Ability _____
Creative Ability <u>X</u>	Visual and Performing Arts _____	Other _____	

PROGRAM NARRATIVE

- I. Provide a brief overview of your district, i.e., location; number and type of schools; ethnicity, language and socioeconomic factors; and other information as determined. Provide a brief overview of the district's GATE program. (Limit to one page)

Western Placer Unified School District is growing quickly, having doubled in size in the last few years to now serve a population of approximately 5000 students in grades K – 12. Our students are diverse – approximately 25% are Hispanic, 66% White; 3% Asian; and 2% African American. Family incomes cover a wide range, with 35% of our families qualifying for free and reduced lunch. Many languages are represented in our student body, with 12% of our students being English Learners, the majority speaking Spanish, with other languages being represented as well (Punjabi, Portuguese, Korean, Russian, Ukrainian, and more.) Geographically, WPUSD is the largest district in Placer County and includes both a downtown area, suburban “fast-growth” areas and country farms. There are currently six elementary schools (K – 5) with a seventh opening in 2007 – 2008; two middle schools; one comprehensive high school; and one alternative high school. One of the elementary schools is a country school with 95 students in K – 5.

The WPUSD GATE program includes special day classes, part-time groupings and cluster grouping within classes. In 2007 – 2008, we are expanding our self-contained 3rd – 5th grade GATE special day class, to become The Elementary Academy. The Elementary Academy will consist of two (and possibly three) special day classes of GATE and High Achieving students: one 3rd grade class and a combination 4th/5th grade class. (The 4/5 combo class may very likely split into two classes, one fourth grade and one fifth). Our 6th – 8th Performing Arts Academy (a looping program for 96 middle school students) will continue to serve GATE and High Achiever students. Parents at the elementary and middle school levels have the option of keeping their child in a regular classroom with GATE clustering, part-time grouping or accelerated curriculum experiences, or choosing the special day class option through The Elementary Academy or the Performing Arts Academy.

Another GATE program expansion planned for 2007 – 2008, is the After-School Enrichment Program. Each of the district's eleven schools will be allocated a minimum of \$2500 to support after-school enrichment GATE programs, with GATE students having highest priority for enrollment. These classes will be patterned after the successful Glen Edwards Middle School PEP Program – Panther Enrichment Program, featuring a series of short-term (4 – 6 week) after-school classes in such topics as Chess, Forensics, Sign Language, Guitar, Video Editing, depending on interest of students and expertise of teachers. Teachers will be paid an hourly wage for such classes, and necessary supplies will be provided. Additionally, the GATE program will sponsor state and nationally recognized enrichment programs such as Odyssey of the Mind, Science Olympiad, History Day and Continental Math League, providing an additional opportunity for GATE student priority involvement. Coordinators for these programs will be paid an hourly wage.

The WPUSD GATE program includes opportunities for students to be identified as GATE based on parental and teacher input; academic testing; intelligence and non-verbal intelligence testing; and high achievement. Supervision of the GATE program is the responsibility of the Assistant Superintendent of Educational Services and the governing Board. GATE Advisory committees are in place at each site, functioning through the Site Based Leadership Team. The GATE program is introduced to parents through the district website, district mailings, information on GATE testing and word-of-mouth. During the 2007 – 2008 school year, an emphasis will be placed on staff development for differentiated instruction. Teachers will have the opportunity to attend a series of workshops to become certified GATE instructors.

- II. Provide a response that describes the districts plan for a proposed GATE program that addresses the State Board of Education (SBE) *Recommended Standards for Programs for Gifted and Talented Students*. For one-year approval, address all Minimum Standards. For two-year approval, address all Minimal and Commendable Standards. For a three-year approval, address all Minimal, Commendable, and Exemplary Standards. (Limit to four pages for each program area)

Section 1: Program Design

Districts provide a comprehensive continuum of services and program options responsive to the needs, interests and abilities of gifted students and based on philosophical, theoretical, and empirical support. (EC 52205[d] and 52206[a])

The WPUSD GATE Program reflects the State Board of Education Recommended Standards for Programs for Gifted and Talented Students. The program has been developed and refined through the input of students, parents, teachers and the local Board of Education. The GATE program is included on the District website, and with the guidance of the State Academic Performance Standards, our GATE students continue to be challenged in their various ability areas: creative, leadership, intellectual, visual and performing arts.

The GATE program is reviewed and approved by the local Board of Education and exceeds state content standards. Students in the GATE program generally are performing at one year or more above grade level in math and/or reading/language arts. All GATE program classes are based on the state approved content standards, with opportunities for curriculum compacting and acceleration. All site-level School Based Leadership Teams include GATE parents, educators and community members and function as the local GATE advisory committee, meeting monthly.

The administrative groupings for students include cluster classrooms at all grade levels, 2 – 12, and self-contained special day classes. The self-contained elementary 3rd – 5th grade classroom at First Street School has been expanded for 2007 – 2008 to become "The Elementary Academy" - a special day class at third grade and a 4th/5th grade special day class for GATE/HA students. The 4th/5th grade class is expected to split into two separate special day classes because interest in the program has been so high. An elementary band program is slated to begin in the 2007 – 2008 school year at First Street School, with an emphasis on having GATE and High Achiever identified students enroll in the program. The other option for elementary GATE students is to be involved in cluster classrooms at their grade level, in which GATE-identified students are clustered; and to participate in flexible grouping.

The middle school Performing Arts Academy (PAA) program at Glen Edwards Middle School will be starting its sixth year of operation. Students in the PAA take classes from three teachers for three years, looping through the program. One math, one science and one language arts/social science CORE teacher share the teaching of three grade-level groups of GATE/HA students in sixth, seventh and eighth grades. Those students are all at least one year advanced in their mathematics course of study and take band initially as their elective class. Students in the Performing Arts Academy find a "marriage" of music/arts and academics and have established a record for extremely high achievement and parental/student satisfaction. The new Elementary Academy will continue to feed the middle

school Performing Arts Academy. Also available at the middle school level is cluster grouping of GATE students within regular classes and short-term groupings.

At the high school level, Honors and AP courses are available to GATE and high achieving students. Classes include AP Biology and Physics, Honors English, AP Calculus and Honors World History. Additionally, a wide variety of courses in the Arts and Music are available to all students.

During the 2007 – 2008 school year, a series of monthly staff development workshops is planned to increase all teachers' effectiveness in addressing the needs of their advanced learners, utilizing recognized GATE consultants. Differentiated instruction and meeting the needs of GATE students will be the focus of these workshops. During the 2006 – 2007 school year, monthly K – 12 articulation meetings in the areas of language arts and mathematics allowed all teachers to develop a better-articulated program, including the coordination of accelerated classes for GATE and High Achiever students. Mathematics courses at the middle and high school levels, the testing of middle school students for the inclusion in 9th grade Honors English, and uniform End-of-Course Tests for Algebra and Geometry were coordinated and completed through these efforts. Further monthly articulation meetings are planned for the coming year to further this work toward a well-articulated K – 12 curriculum.

The Coordinator of the GATE program is the Assistant Superintendent of Educational Services. She has provided the monthly articulation meetings, is coordinating the GATE staff development efforts for the coming year and has solicited parental and teacher input into the development of the Elementary Academy and further after-school program offerings for the coming year. At monthly Curriculum and Instruction Meetings and at monthly Management meetings, the GATE program is discussed. The philosophy of our GATE program is reflected in our Mission Statement: "To effectively and creatively educate the Gifted and Talented students of our district; to be aware of the current research being done and to incorporate that research into our curricular development; to challenge our GATE students to reach their full and unbridled potential." The annual District Goals include Quality Student Performance, within which the development of our GATE program is reflected.

1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.			
Minimum Standards: One year approval a. The plan includes an intellectual component that meets or exceeds state content standards. b. The plan incorporates expert knowledge, is approved by the local Board of Education. c. The plan aligns with the available resources of the schools, staff, parents, and community. d. A GATE advisory committee representing educators, community members, and parents is formed to support the needs of the program.		Commendable Standards: Two year approval a. The district plan is disseminated and easily accessible to parents and the community in pamphlet, website, or other forms. b. Participation in the program is not limited by other problems of logistics. c. A district GATE advisory committee representing all constituents meets on a regular basis to assist in program planning and assessment.	Exemplary Standards: Three year approval a. The district plan includes identification and program options in one or more of the categories of creative ability, leadership, and visual and performing arts.
1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.			
Minimum Standards: One year approval a. Administrative groupings and structures for gifted education may include cluster grouping, part-time grouping, special day classes and schools.		Commendable Standards: Two year approval a. A range of appropriate administrative grouping options and structure is available. At the secondary level such groupings and structures are	Exemplary Standards: Three year approval a. The program structure and delivery of services provide a balance between cognitive and affective learning.

8.2.7

<p>b. Program services are integral to the school day.</p> <p>c. The program provides for continuous progress and intellectual peer interaction.</p> <p>d. The program provides for flexible grouping in the classroom to meet student needs and abilities.</p> <p>e. Children in grades kindergarten through grade two are served even if not formally identified.</p>	not limited to a single type at any grade level.	
1:3 The program is articulated with the general education programs.		
<p>Minimum Standards: One year approval</p> <p>a. The program provides continuity within the gifted program and with the general education program.</p> <p>b. A coordinator is designated for the program.</p> <p>c. The program involves the home and community.</p>	<p>Commendable Standards: Two year approval</p> <p>a. The program is planned and organized to provide articulated learning experiences across subjects and grade levels.</p>	<p>Exemplary Standards: Three year approval</p> <p>a. The program is comprehensive, structured, and sequenced between, within, and across grade levels, kindergarten through grade twelve.</p> <p>b. The program provides support services including counselors and consultants.</p>

8.28

Section 2: Identification

The district's identification procedures are equitable, comprehensive, ongoing, and reflect the district's definition of giftedness and current state criteria. (EC 52202 and CCR, Title 5, 3822)

The WPUSD GATE Program includes student identification and program options relative to intelligence, high achievement, creative ability and the performing arts. Students may qualify for the GATE program based on any one or a combination of the following multiple measures: scores of 95%ile or above on the Otis-Lennon School Ability Test; 95%ile or above on the Naglieri Nonverbal Ability Test; 95%ile or above on standardized achievement tests in either math or reading/language arts; Advanced on California Standards Tests; advanced scores on other achievement tests; advanced achievement in multiple academic or creative areas; and teacher/parent recommendation relative to exhibiting GATE characteristics (such as superior vocabulary, accelerated rate of learning new task, superior abstract reasoning ability) in the classroom. Students maintain their GATE status throughout their tenure with WPUSD. Parents are notified of the results of their child's GATE identification process by letter, with specific information included. Students who transfer into the district who are previously GATE identified are considered for the GATE program, utilizing the criteria above. Parents are provided with information about the district's GATE programs through mailings, the district website and newsletters. A brochure about our GATE programs is also available. This spring, The Elementary Academy is hosting a "Meet and Greet" night for parents who are interested in enrolling their child in the program. The Performing Arts Academy hosts parents of prospective students at their annual Open House in the spring.

Parents or teachers may refer a student to the GATE program for possible inclusion, and students may be referred for than once. All children are eligible for the nomination process and the district utilizes traditional and nontraditional instruments and procedures in searching for GATE students. In fact, many English Learners and some Resource Specialist Program students have qualified for our GATE program. Training is provided for administrators and teachers; all certificated personnel attended a GATE training session during our January workshops in 2007. Further training is planned for the 2007 – 2008 school year through a series of workshops presented by a recognized GATE consultant. The names of all students referred to the GATE program and the resulting data are kept at the district office for further reference.

The GATE identification process and instruments are reviewed annually to determine any necessary changes.

2.1 The nomination/referral process is ongoing and includes students kindergarten through grade twelve.		
Minimum Standards: One year approval	Commendable Standards: Two year approval	Exemplary Standards: Three year approval
<p>a. All children are eligible for the nomination process regardless of socioeconomic, linguistic or cultural background, and/or disabilities.</p> <p>b. The district establishes and implements both traditional and nontraditional instruments and procedures for searching for gifted students. All data is used to ensure equal access to program services.</p> <p>c. Referrals are sought from classroom teachers and parents. District actively searches for referrals among underrepresented populations.</p> <p>d. Students may be nominated for participation more than once.</p> <p>e. All staff receive training and information about the nomination process, including the characteristics of gifted learners and have access to nomination forms.</p>	<p>a. Training in the identification process is provided that is specifically appropriate for administrators, teachers, and support personnel.</p> <p>b. The district maintains data on nominees and includes these data in reassessing students who are referred more than once.</p>	No standards for this section.
2.2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.		
Minimum Standards: One year approval	Commendable Standards: Two year approval	Exemplary Standards: Three year approval

<p>a. A committee, including the GATE coordinator and certificated personnel, make final determinations on individual student eligibility for the program.</p> <p>b. Evidence from multiple sources is used to determine eligibility and a data record or file is established for each nominee.</p> <p>c. Parents and teachers are notified of a student's eligibility for program placement and are informed of the appeal process.</p> <p>d. Transfer students are considered for identification and placement in a timely manner.</p>	<p>a. The identification tools used are reflective of the district's population.</p> <p>b. The district makes timely changes in identification tools and procedures based on the most current research.</p>	<p>a. Personnel trained in gifted education meet at regular intervals to determine eligibility of individual candidates.</p> <p>b. The diversity of the district's student population is increasingly reflected in the district GATE population.</p>
<p>2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.</p>		
<p>Minimum Standards: One year approval</p> <p>a. Students and parents are provided information and orientation regarding student placement and participation options. Signed parent permission for participation is on file.</p> <p>b. Upon parent request the district provides identification information the parent may take to a new school or district.</p> <p>c. Participation in the program is based on the criteria of identification and is not dependent on the perception of a single individual. Once identified, a student remains identified as a gifted student in the district, though services to individuals may vary from year to year.</p>	<p>Commendable Standards: Two year approval</p> <p>a. Before any student is considered for withdrawal from the program, interventions are implemented and a meeting is held with the parents and student.</p>	<p>Exemplary Standards: Three year approval</p> <p>No standards for this section.</p>

8.2.10

Section 3: Curriculum and Instruction

Districts develop differentiated curriculum, instructional models, and strategies that are aligned with and extend the state academic content standards and curriculum frameworks. The differentiated curriculum is related to theories, models, and practices from the recognized literature in the field. (EC 52206[a] and 52206[b])

Curriculum at each grade level is available to GATE students that meet their needs for complexity, novelty, depth and acceleration. All curriculum is based on California Academic Content Standards, with opportunities for acceleration where appropriate. Typically, GATE students may be studying a mathematics curriculum that is above their grade level, having mastered their own grade level standards. In the area of language arts, students' readings may be at a higher grade level, while the comprehension and discussion activities are at grade level but at a depth greater than that of the general school population.

The delivery of appropriate curriculum and instruction occurs during the regular school day. Whether the student is in a special day class, an Honors class, a cluster-grouping class or a traditional class with flexible short-term groupings, the GATE student has the opportunity for instruction and curriculum at his/her intellectual level. Lessons are often differentiated to meet the needs of the GATE students. Open-ended assignments such as essays, research reports, portfolios and notebook assessments allow GATE students to develop their ideas at a level commensurate with their intellectual and creative capabilities. Opportunities for acceleration of curriculum occur, with students testing out of some concepts, and moving quickly through others. The Accelerated Reader and Accelerated Math programs are utilized as one method of individualizing curriculum for our GATE and High Achieving Students. The use of technology is also an important part of the curriculum, with both teachers and students making use of Power Point, digital picture and video presentations to add novelty to the program. Discussions are encouraged in GATE classrooms, with Socratic Seminars being a useful tool in language arts and social science classroom, in particular, as students struggle with "big ideas" – concepts such as conflict, ethics in science and justice. Additional opportunities for GATE students are the use of simulations in social science classes and differentiated labs in science classes. Critical thinking, debates, oral presentations, discussion and critical thinking exercises are additional useful tools used by teachers in these classes. A balance between large group instruction, small group work, individual assignments and independent study occurs within the GATE program. There is alignment between The Elementary Academy (elementary grades 3 – 5) and the Performing Arts Academy (middle school grades 6 – 8) and the Honors/AP classes (high school grades 9 – 12), in terms of curricular expectations, curriculum acceleration, class offerings and discussions regarding individual student needs..

With the 2007 – 2008 school year expansion of the after-school offerings for GATE students, experiences such as Odyssey of the Mind, elementary band and History Day will add another level of depth, novelty and creativity to our program. We are excited about this expansion, believing that this will offer our GATE and HA students additional opportunities to develop their creative and intellectual capabilities.

3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.			
Minimum Standards: One year approval a. The differentiated curriculum facilitates gifted students in their ability to meet or exceed state core curriculum and standards. b. The differentiated curriculum provides for the balanced development of critical, creative, problem solving and research skills, advanced content, and authentic and appropriate products. c. The differentiated curriculum focuses primarily on depth and complexity of content, advanced or accelerated pacing of content and novelty (unique and original expressions of student understanding). d. The differentiated curriculum facilitates development of ethical standards, positive self-concepts, sensitivity and responsibility to others, and contributions to society.		Commendable Standards: Two year approval a. The core curriculum is compacted for gifted students so that learning experiences are developmentally appropriate (not redundant) to their needs, interests, and abilities. b. There is alignment of the differentiated curriculum with instructional strategies that promote inquiry, self-directed learning, discussion, debate, metacognition, and other appropriate modes of learning. c. The differentiated curriculum includes learning theories that reinforce the needs, interests, and abilities of gifted students including abstract thinking and big ideas of the content area.	Exemplary Standards: Three year approval a. A scope and sequence for the gifted program articulates the significant learning in content, skills, and products within and among grade levels kindergarten through grade twelve.
3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.			
Minimum Standards: One year approval a. The differentiated curriculum is scheduled on a regular basis and is integral to the school day. b. The differentiated curriculum is taught with appropriate instructional models. c. The differentiated curriculum is supported by appropriate materials and technology.		Commendable Standards: Two year approval a. The structure differentiated curriculum allows for continuity and comprehensiveness of learning experiences in units and courses of study. b. The differentiated curriculum utilizes a variety of teaching and learning patterns: large and small group instruction, homogeneous and heterogeneous grouping, teacher and student directed learning, and opportunities for independent study. c. An extensive range of resources (including out of grade level print and non print materials) is available to augment differentiated curriculum and to supplement independent study opportunities for individual students.	Exemplary Standards: Three year approval a. The differentiated curriculum is planned both for groups of gifted learners within a grade level or class and for individual gifted learners.

8.2.12

Section 4: Social and Emotional Development

Districts establish and implement plans to support the social and emotional development of gifted learners to increase responsibility, self-awareness, and other issues of affective development. (EC 52212[a][1])

Teachers, parents, administrators and counselors participated in GATE training and information as part of our annual staff development day. Characteristics of gifted learners and their related social and emotional development are discussed at that time. Gifted students receive career and college option counseling at the high school level and participate in the annual Career Day at the high school. At the middle school and high school levels, trained school counselors are available to meet the needs of at-risk gifted students, making appropriate referrals as necessary. All counselors are trained in suicide prevention. There is an extensive "at-risk" recognition program in this district, with cooperation and support services offered through community resources. Both behavioral and academic factors are monitored to immediately recognize "at-risk" tendencies. If academic issues are at risk, teachers are trained to closely monitor the student's progress, counsel with the student, and then contact parents, depending on the severity of the situation. An SST team is often convened and the behavior(s) are targeted and addressed, with teacher and parental input. Each school in the district has a commitment to being "bully-free" and has programs in place to assist students who are not feeling part of the school culture. Programs include Peer Assistance, Study Buddies, school counseling and Character Counts. The Elementary Academy, the Performing Arts Academy, Honors and AP classes, and music and programs in the arts have allowed GATE students to "find their niche" and establish peer groups where they can be accepted and their learning styles celebrated.

4:1 Actions to meet the affective needs of gifted students are ongoing.			
Minimum Standards: One year approval a. Teachers, parents, administrators, and counselors are provided with information and training regarding the characteristics of gifted learners and their related social and emotional development. b. Gifted students are provided awareness opportunities of career and college options and guidance consistent with their unique strengths. At the secondary level this includes mentoring and pre college opportunities.		Commendable Standards: Two year approval a. Teachers are trained and knowledgeable regarding social and emotional development of gifted students, and incorporate techniques to support affective learning in their classrooms. b. Guidance and counseling services appropriate to the social and emotional needs of gifted students are provided by trained personnel. Referral services to community resources are made when appropriate.	Exemplary Standards: Three year approval a. Ongoing counseling services by teachers, principals, and counselors are provided and documented as appropriate. b. Teachers and guidance personnel are trained to collaborate in implementing intervention strategies for at-risk gifted students. Intervention options can take place in school, at home, or in the community.
4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).			
Minimum Standards: One year approval a. Teachers are trained to recognize symptoms of at-risk behavior in gifted and talented students and to refer them to appropriate school personnel. b. Counselors and administrators are trained to make appropriate referrals to internal and external agencies when needed. c. Gifted students considered at-risk receive counseling and support services and are not		Commendable Standards: Two year approval a. The district develops a plan for teachers to work in collaboration with guidance personnel regarding at-risk intervention strategies.	Exemplary Standards: Three year approval a. At-risk gifted students are provided with specific guidance and counseling services that address the related issues and problems, and include development of an intervention plan.

dropped from gifted programs because of related problems.
d. Information and support are made available to parents regarding at-risk gifted students.

8.2.14

Section 5: Professional Development

Districts provide professional development opportunities related to gifted education to administrators, teachers, and staff to support and improve educational opportunities for gifted students. (EC 52212[a][1])

All teachers participated in a GATE workshop as part of our annual professional development day. This workshop and additional workshops will be presented in 2007 – 2008. During the 2007 – 2008 school year, a series of GATE Professional Development workshops will be offered by a recognized GATE consultant in the areas of GATE identification and characteristics, and differentiated instruction. Additionally, teachers will have the opportunity to visit other area GATE programs.

The 2007 – 2008 professional development plans are based on an assessment of teacher needs. Through our very successful language arts and mathematics articulation monthly meetings, teachers, counselors and administrators have repeatedly given input and requested that training in differentiated instruction be offered to our staffs. This feedback came through beginning-of-year and end-of-year brainstorming sessions with teachers. With the advent of the GATE Workshop Series, feedback sheets will be made available to attending teachers to give input into further training needs. Attendance at these after-hour workshops will qualify teachers for buyback credit – monetary reimbursement for their time or hours counted toward advancement on the salary schedule. Attendance at the full series of workshops will earn qualifying teachers a GATE training certificate. Counselors and administrators are also eligible to attend these buyback sessions.

5:1 The district provides professional development opportunities related to gifted learners on a regular basis.		
Minimum Standards: One year approval a. The professional development opportunities are correlated with defined competencies for teachers of the gifted and the standards for GATE programs. The focus each year is based on a yearly assessment of the needs of teachers and of the GATE program. b. An evaluation of outcomes obtained from professional development is conducted to determine effectiveness. Results are used to make improvements and for future planning. c. Individuals selected to conduct inservice for teachers of gifted learners have knowledge and expertise in the area of gifted education.	Commendable Standards: Two year approval a. The district encourages teachers to focus on gifted education as one of the areas of professional growth hours for credential renewal. b. A district process to qualify teachers to teach gifted students is in place.	Exemplary Standards: Three year approval a. A district professional development plan to accommodate different levels of teacher competency is in place.
5:2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.		
Minimum Standards: One year approval a. Teachers in the program have education and/or experience in teaching gifted students or are ensured opportunities to gain or continue such	Commendable Standards: Two year approval a. The district promotes the concept of teacher-to-teacher professional development in addition to contracting experts to conduct an inservice.	Exemplary Standards: Three year approval a. All teachers assigned to teach gifted students are certified through a variety of formal and informal certificate programs.

8.2.16

<p>knowledge and experience.</p> <p>b. A coordinator is in place with experience and knowledge of gifted education or is ensured the opportunity to gain such knowledge.</p> <p>c. Administrators, counselors, and support staff participate in professional development offerings related specifically to their roles and responsibilities in the GATE program.</p> <p>d. Administrators, counselors, and support staff are encouraged to participate with teachers in the ongoing professional development program related to gifted students.</p>		<p>b. The coordinator of the program is a specialist in gifted education with demonstrated experience and knowledge in the field.</p> <p>c. Follow-up classroom support for application of activities and strategies presented during inservice or professional development are planned.</p> <p>d. The district identifies support personnel both inside and outside the district with expertise in meeting the needs of gifted learners.</p>
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Section 6: Parent and Community Involvement

Districts provide procedures to ensure consistent participation of parents and community members in the planning and evaluation of programs for gifted students. (EC 522052)[f]

To provide a systematic procedure for the consistent participation of parents and community members, this district has taken a proactive approach. The GATE program is presented to both new and returning GATE parents and students in written format at the beginning of each school year. This is followed up with a presentation of the program, along with the general program, at each school's Back to School Night activities. The program is also displayed on the district's web page, along with the completed GATE Application. The Site-Based Leadership Team (SBLT) at each school is also presented with the program, and is asked for input into the development and evaluation. The district GATE Coordinator collaborates with the SBLT's to keep them informed about the GATE program's progress. SBLT teams are made up of administrators, teachers and involved parents, including GATE parents, and serve as the GATE Advisory Board. The SBLT's meet monthly. Parents are given the opportunity to have their children considered for the GATE program through school site mailings. Results of applications to the GATE program are provided to parents. The Elementary Academy and the Performing Arts Academy are featured at Open House nights in the spring. Honors and AP Classes participate in the high school "Showcase Night" each spring, as well. Progress on the program is outlined in various articles in the local newspaper several times during the year. A report on the GATE program is made annually to the local School Board, with the opportunity for input and questions about the program.

Parents are welcomed in the GATE classes as guest speakers and as field trip chaperones. Additionally, guest speakers are requested from the community and are a huge part of the high school Career Day. Student work is prominently displayed at Open House evenings each spring and can also be seen at the District Office at a local art fairs.

6:1 Open communication with parents and the community is maintained.		
Minimum Standards: One year approval a. Parents are informed of the district's criteria and procedures for identifying gifted and talented students as well as the program options and learning opportunities available. Translations are provided. b. The district's state application is available to parents and the community. c. GATE parents are involved in the ongoing planning and evaluation of the GATE program.	Commendable Standards: Two year approval a. The district and/or school provides parents of students identified as gifted and talented with orientation and regular updates regarding the program and its implementation. b. The products and achievements of gifted students are shared with parents in a variety of ways.	Exemplary Standards: Three year approval a. Parents are involved in the development of the application and/or school site plans related to GATE programs. b. The talents of GATE parents and other community resources supplement the core and the differentiated curriculum. c. Partnerships between the GATE program and business and community organizations are established.
6:2 An active GATE advisory committee with parent involvement is supported by the district.		
Minimum Standards: One year approval a. Parents participate in the district/site advisory committees. It is recommended that the committee	Commendable Standards: Two year approval a. A parent member of the GATE advisory committee cosigns the district's state application.	Exemplary Standards: Three year approval a. The parents of special needs students, such as gifted English language learners and gifted

8.2.18

<p>meet at least three times a year.</p> <p>b. The district Gate coordinator collaborates with the GATE advisory committee to provide parent education opportunities related to gifted education.</p> <p>c. Efforts are made to ensure that representation of GATE parents on the GATE advisory committee reflect the demographics of the student population.</p>	<p>b. Parents participate in the GATE advisory committee which meets on a regular basis.</p> <p>c. GATE advisory committees and/or School Site Councils are regularly informed of current research and literature in gifted education.</p> <p>d. The district GATE coordinator collaborates with the district GATE advisory committee to offer professional development opportunities to staff, parents, and community members related to gifted education.</p> <p>e. The district GATE coordinator and the district GATE advisory committee solicit community support.</p>	<p>disabled students, participate in the district's GATE advisory committee. This may include special provisions such as changing meeting sites and times and providing transportation.</p>
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Section 7: Program Assessment

Districts establish formal and informal evaluation methods and instruments that assess the gifted program and the performance of gifted students (which meets or exceeds state content standards). Results of data collected, including state standardized tests, are used to study the value and impact of the services provided and to improve gifted programs and gifted student performance. (EC 52212[a][1])

The Assistant Superintendent and the building principals will continue to monitor and assess the success of the district GATE programs. The Performing Arts Academy middle school program was initially established in response to parental requests for another option for their GATE children. It has been developed and refined in response to that continuing input and the input of staff and administration, both through formal questionnaires and informal discussions. The same process is being established for our other GATE programs – soliciting teacher, administration, parental and Board input on the success and needs of these programs. We have improved our information-gathering systems and in 2007 – 2008 the district will be using our Aeries Management Software program to monitor the academic progress of students in significant subgroups, including GATE students. Progress monitoring will include progress on standardized tests as well as progress on district assessments periodically throughout the year. Cut-points for expected progress will be established at each grade level. Criteria for levels of performance in the area of mathematics have been established at the middle school and high school levels to indicate satisfactory progress in coursework. Rubrics for student writing have been established at the elementary, middle and high school levels to similarly indicate satisfactory progress and exemplary achievement. Criteria for reading intervention needs are being established through summer work for the elementary levels. All GATE students will be monitored for progress in these areas.

Student progress is monitored through several means. Each GATE student has an Individual Learning Plan which is written and reviewed annually by the teacher(s), parent and student. The plans include assessment information; from this information goals are set and may include academic, social/emotional or creative achievement goals. Student progress on the ILP goals is monitored by both the teacher and the parent. Additionally, student progress in academic coursework is monitored daily by the teacher, with progress reports offered at least each few weeks. Formal grades are reported each trimester, with parent conferences available upon request. Elementary and middle schools schedule parent conferences during the first trimester of each school year. Student progress is measured through standardized and criterion referenced achievement tests, questionnaires and performance-based measures. Beginning in 2007 – 2008, the district is establishing monthly "Early Release Days", on which students will be released an hour early in order for teachers to share articulation time for discussion specifically centered on individual and group student achievement.

As we monitor both our program and our GATE students' individual progress, we will contact parents of students who are not making adequate progress, or who are showing other signs of at-risk behavior, in order to collectively attend to each students' needs. Results of program monitoring will be shared with the Local Board of Education.

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.			
Minimum Standards: One year approval	Commendable Standards: Two year approval	Exemplary Standards: Three year approval	
<p>a. All components of the program are periodically reviewed by individuals knowledgeable about gifted learners and who have competence in the evaluation process. The results are used for continuing program development.</p> <p>b. The program assessment process is structured to measure the goals and standards of the program; instruments used are valid and reliable for their intended purpose.</p> <p>c. The district uses multiple, traditional and nontraditional strategies to assess student performance. These include standardized and criterion referenced achievement tests, questionnaires, and performance-based measures.</p>	<p>a. Individuals planning and conducting the assessment activities have expertise in gifted education program evaluation.</p> <p>b. The program contains a clear description of performance expectations at each grade level. Criteria for levels of performance or rubrics are used as part of the assessment process.</p> <p>d. The assessment process includes strategies that parallel the instruction as a means to collect information about student knowledge and capability. Strategies include student inquiry, collaboration, and reflection.</p> <p>e. The results of the program assessment are presented to the local Board of Education and accessible to all constituencies of the program.</p> <p>f. Districts provide resources for program assessment.</p>	<p>a. Criteria for levels of performance or rubrics are used for each assessment product, course, and/or grade level.</p> <p>b. The assessment report for all educational services involving gifted students includes both strengths and weaknesses of the program and is accompanied by a plan with implications for improvement and renewal over time.</p> <p>c. Districts allocate time, financial support, and personnel to conduct regular and systematic formative and summative program assessment.</p>	

8.2.20

Section 8: Budget

District budgets for gifted programs support and provide for all the components of the district's GATE program and meet the related standards. (EC 52209 and 52212 [a][1], [2], [3])

Our district GATE budget is directly related to our GATE program objectives. Of highest priority are expanding our GATE program offerings to students and providing staff development for our teachers. All funds are used for direct student services and district coordination. Funding for student identification is provided through other resources. The GATE budget is augmented by the general fund through the placement of The Elementary Academy, the Performing Arts Academy, Honors and AP classes, and elective classes in the arts. Staff development funds further support the GATE program through our buy-back program. Expenditures supplement district funds spent on gifted learners; there are no supplant services. GATE coordination is offered through the Assistant Superintendent of Educational Services who has a deep commitment to our GATE program and through site-level program coordinators. There are expected to be four site-level program coordinators and the Assistant Superintendent who will take responsibility for administering the program components for the 167 GATE identified students in the district. All carry-over monies are maintained within the district GATE accounts.

8:1 The district GATE budget is directly related to the GATE program objectives with appropriate allocations.		
Minimum Standards: One year approval	Commendable Standards: Two year approval	Exemplary Standards: Three year approval
<p>a. Gate funds and/or funding sources are used to address: professional development; direct student services; district coordination; student identification.</p> <p>b. Expenditures of state GATE funds supplement, not supplant, district funds spent on gifted learners.</p> <p>c. There is a budget allocation for district GATE coordination by a single individual on a full or part time basis. When appropriate site coordinators should be included in the budget.</p> <p>d. Carry-over monies are minimal and maintained within the district GATE accounts.</p> <p>e. Indirect costs do not exceed state limitations.</p>	<p>a. Allocation for the GATE coordinator, regardless of funding source, reflects the scope and complexities of the district's size and GATE plan.</p>	<p>a. The district encourages fiscal collaboration between categorical programs in order to make it possible for gifted students to benefit from more than one categorical program.</p>

8.2.21

ASSURANCES FOR LOCAL EDUCATIONAL AGENCY GATE PROGRAMS

1. The district's written plan is available for public inspection. (CCR, Title 5, 3831[j]) Each LEA designates a person with responsibility for the development and implementation of the local program for gifted and talented pupils. (EC 52212[a][3])
2. The LEA makes provisions for ensuring participation of pupils in the upper range of intellectual ability. (CCR, Title 5, 3831[b]) For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the visual and performing arts, the governing board concentrates part of its curriculum on providing pupils with an academic component, and, where appropriate, instruction in basic skills. (EC 52206[c]) The LEA makes provisions for ensuring participation of pupils from disadvantaged and varying cultural backgrounds. (CCR, Title 5, 3831[c])
3. The LEA has a procedure to inform parents of a pupil's participation or non-participation in the gifted and talented program. (CCR, Title 5, 3831[j][9]) Written consent of a parent, guardian, or other person having actual custody and control of the pupil is on file with the LEA prior to the pupil's participation in the program. (Ibid., [f]) The LEA has a procedure for consideration of the identification placement of a pupil who was identified as gifted or talented in the LEA from which the pupil transferred. (CCR, Title 5, 3831[j][3]) The LEA assures that all identified gifted and talented pupils have an opportunity to participate in the GATE program. (CCR, Title 5, 3831[j])
4. The LEA programs for gifted and talented pupils are planned and organized as an integrated differentiated learning experience within the regular school day. This program may be augmented or supplemented with other differentiated activities related to the core curriculum using such strategies as independent study, acceleration, postsecondary education, and enrichment. (EC 52206[a])
5. GATE funds are used solely in support of the purposes of the GATE program described in EC Section 52200. Funds are used to supplement, not supplant existing state and local efforts. The LEA's indirect cost rate is 3 percent or less. (CCR, Title 5, 3870) Each participating LEA shall maintain auditable records. (EC 52212[b])
6. Each LEA submits a program assessment with each renewal of its GATE authorization. (EC 52212[a][1]) The quality of existing programs for gifted and talented pupils is maintained and/or improved. (CCR, Title 5, 3831[d])

ASSURANCES FOR SCHOOL-BASED COORDINATED PROGRAMS

1. The school site council has developed a school plan that includes a description of... "instructional and auxiliary services designed to meet the special needs of...gifted and talented pupils." (EC 52853[a]) The school site plans have been approved by the local governing school board and are available to the public and the State Superintendent of Public Instruction. (EC 52850)
2. The district governing board determines the portion of the district's grant pursuant to Chapter 8 that will be allocated to schools for inclusion in the school budget. (EC 52857 et. seq.) GATE funds are used solely in support of the school site plan. (EC 52886[c]) Funds are used to supplement, not supplant existing state and local efforts. (EC 52852.5[c])

ATTACHMENT 1 2007 - 2008 GATE PROGRAM EVALUATION

1. Review of Student Academic Progress

The results of the spring 2006 STAR testing show that GATE identified students outperform the district in all grade levels and subject areas on both the California Standards Test and the California Achievement Test, 6th edition (see Table A), by almost a 3 to 1 rate.

TABLE A

2006 STAR Test Data - GATE Students vs All Students

	2	3	4	5	6	7	8	9	10	11
CST - English Language Arts - % Advanced										
GATE	**	**	**	60	50	67	89	**	**	
ALL	13	13	20	16	16	22	23	22	14	13
CST - Mathematics - % Advanced										
GATE	**	**	**	53	50	47	55	**	**	
ALL	23	30	24	20	9	9	21	29	17	
CST - Science - % Advanced										
GATE				20			67		**	
ALL				5			18		8	
CST - Survey Test - Reading at or above the 75%ile										
GATE	**					87				
ALL		17				31				
CST - Survey Test - Language at or above the 75%ile										
GATE	**					93				
ALL		21				32				
CST - Survey Test - Mathematics at or above the 75%ile										
GATE	**					93				
ALL		40				27				

** Indicates insufficient numbers of students tested to yield reliable data.

8.2.23

ATTACHMENT 1
2007 - 2008 GATE PROGRAM EVALUATION

Comparing spring 2005 with spring 2006 CST scores for cohort groups of GATE students shows the performance of these students over time (Table B). In 2005, 56% of sixth grade students scored advanced in English/Language Arts; 67% of the same cohort group scored advanced as seventh graders, one year later. Similarly, 82% of the seventh grade GATE students scored advanced in ELA in 2005, with 89% of the same cohort group scoring advanced in 2006. This indicates cumulative increases in achievement over time at these grade levels in the area of English/Language Arts.

In 2005, 50% of sixth grade students scored advanced in Mathematics; 47% of the same cohort group scored advanced as seventh graders one year later. Fifty three percent of the seventh grade GATE students scored advanced in Mathematics in 2005, compared with 55% scoring advanced in Algebra one year later as eighth graders. The math scores do not show an increase over time as do the language arts scores, but indicate a consistently high level of math achievement.

TABLE B**Longitudinal Student Data - GATE Students 2005 to 2006**

CST English/Language Arts - % Advanced										
	2	3	4	5	6	7	8	9	10	11
2005				**	56	67	67	**	**	**
2006				60	50	67	89	**	**	**
CST Mathematics - % Advanced										
	2	3	4	5	6	7	Alg	Geom	Alg II	
2005				**	50	53	62	**	**	
2006				53	50	47	55	**	**	

8.2.24

ATTACHMENT 1 2007 - 2008 GATE PROGRAM EVALUATION

2. Review of the Administration of the GATE Program

The district requests parent, teacher and student input relative to the GATE program. Discussions at Site Based Leadership Team meetings, staff meetings and articulation meetings have indicated a desire to expand the services. Resulting from those requests, WPUSD is doing the following:

1. Expanding the single elementary special day GATE class to two to three classes, resulting in The Elementary Academy
 2. Offering an elementary band program
 3. Expanding after-school program offerings to include a variety of high-interest short-term programs
 4. Developing local state and nationally reknown programs such as Odyssey of the Mind, History Day & Science Olympiad.
 5. Expanding the coordination of GATE-sponsored programs to the site levels.
- An analysis of the demographics of the students identified for GATE compared to the district total population indicates an underrepresentation of Hispanic students in the program. It is unclear at this time what the representation is in the GATE program of students in poverty (those qualifying for the Free/Reduced lunch program). More outreach needs to be done to include Hispanic students in the GATE program. A further study needs to be conducted regarding representation of students from socio-economically disadvantaged families in the GATE program. (See Table C).

Table C

Percent of Representation in GATE Program 2006									
	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Multiple/ Other	Free/Red Lunch
District GATE	1	0	2	5	15	1	77	0	Unk
District Total	1	1	3	1	25	1	67	1	30.3

8.2.25

3. Procedures for Modifying the District GATE Program Based on the Annual Review(s):

The annual review of the GATE program needs to become more formalized. In the future, we will conduct a formal survey of parents and teachers to determine their satisfaction with our GATE programs and their information/training needs.

Section 1: Program Design

GATE Program Strengths

- The design in the GATE program in WPUSD allows accessibility to all students identified at their home school. At the elementary and middle school levels, there is a choice of program: a traditional classroom with cluster groups of GATE students; a traditional classroom with flexible grouping; a special day class program (The Elementary Academy; the Performing Arts Academy).
- The GATE program at the secondary level is a strong combination of honors and AP courses
- The GATE Advisory Committee is incorporated into Site Based Leadership Teams for site-level input
- The district has an established GATE link on its website for communication with parents, school and the community.

GATE Program Needs

- Improved Communication with Families

GATE Program Improvement Goals

- Update website link
- Formalize the annual review

8.2.26

Section 2: Identification

GATE Program Strengths

- Variety of identification methods based on academics, cognitive skills, specific talents, and achievement
- On-site testing of GATE on all sites
- Opportunities for students to self-refer and be evaluated for GATE multiple times in their career

GATE Program Needs

- Outreach to under-represented groups

GATE Program Goals

- Actively seek Hispanic qualifying youth for the GATE program
- Determine the representation of impoverished youth in the GATE program

Section 3: Curriculum and Instruction

GATE Program Strengths

- GATE curriculum is based on the California Content Standards for each grade level. All sites have funds to purchase materials to supplement the core curriculum.

GATE Program Needs

- Teacher needs for training in GATE and differentiated instruction

GATE Program Goals

- Provide series of Staff Development workshops on GATE methodologies and instruction through area consultant

8.2.27

Section 4: Social and Emotional Development

GATE Program Strengths

- Support from counseling departments and support services for GATE student needs
- College/career counseling at the high school level
- Character education/Positive Action programs at the elementary and middle school levels

GATE Program Needs

- Further information for parents on meeting the needs of their GATE children

GATE Program Goals

- Provide a speaker/workshop for parents on the topic of social/emotional needs of GATE children

Section 5: Professional Development

GATE Program Strengths

- Use of regular language arts and mathematics articulation workshops to discuss GATE student needs

GATE Program Needs

- Further training in differentiation of curriculum

GATE Program Goals

- Provide series of Staff Development workshops on GATE methodologies and instruction through area consultant
- Provide opportunity for teachers to attend certificate program locally

Section 6: Parent and Community Involvement

GATE Program Strengths

- GATE parent membership on school site councils (SBLT's)
- Public website with GATE information

GATE Program Needs

- More formalized parent involvement

GATE Program Goals

- Establish District Parent Advisory Group for GATE
- Update the GATE website
- Formalized parent survey annually

Section 7: Program Assessment

GATE Program Strengths

- Aeries management system to track GATE student achievement scores

GATE Program Needs

- Study of GATE students as they matriculate from elementary to middle school and middle to high schools

GATE Program Goals

- Provide data on GATE students' progress to each school site for program evaluation

00.2.29

Section 8: Budget

GATE Program Strengths

- Direct oversight of site GATE expenditure by School Based Leadership Team
- Direct oversight of site GATE budget by Assistant Superintendent of Educational Services
- Inclusion of GATE allocation and budget in the Single Plan for Student Achievement (School Site Plans)

GATE Program Needs

- Reduce amount of carryover funds

GATE Program Goals

- Support sites with appropriate expenditure of funds to eliminate or reduce carryover

**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:

**Adopt Declaration of Need for
Fully Qualified Educators**

AGENDA ITEM AREA:

Discussion/Action

REQUESTED BY:

Bob Noyes 
Asst. Supt. Personnel Services

ENCLOSURES:

(5)

MEETING DATE:

June 5, 2007

BACKGROUND:

Each year the District must declare that there is an insufficient number of certificated persons who meet the District's employment criteria for the positions listed on the attached form. The declaration shall remain in force until June 30, 2008.

ADMINISTRATION RECOMMENDATION:

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

8.3



State Of California
California Commission On Teacher Credentialing
Box 944270
1900 Capitol Avenue
Sacramento, CA 94244-2700

Telephone:
(916) 445-7254 or (888) 921-2682
E-mail: credentials@ctc.ca.gov
Web site: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

- ☒ Original declaration of need for year 2007-2008
☐ Revised declaration of need for year _____

For Service in a School District

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

Name of County Placer County CDS Code 31

By submitting this annual Declaration the district is certifying the following:


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

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 6 / 5 / 07 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► Enclose a copy of the Board agenda item

With my signature below I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2008.

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

<u>Robert Noyes</u> Name	<u></u> Signature	<u>Asst. Supt. Personnel Services</u> Title
<u>(916) 645-6356</u> Fax Number	<u>(916) 645-6350</u> Telephone Number	<u>6/6/07</u> Date
<u>810 J Street, Lincoln, CA 95648</u> Mailing Address		
<u>b noyes@placercoe.k12.ca.us</u> E-Mail Address		

For Service in a County Office of Education, State Agency or Non-Public School or Agency

Name of County N/A County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

(Complete only the appropriate line.)

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

The declaration shall remain in force until June 30, N/A.

► Enclose a copy of the public announcement

(continued)

Submitted by Superintendent, Director, or Designee:

Robert Noyes
Name

Robert Noyes
Signature

Asst. Supt. Personnel Services
Title

(916) 645-6356
Fax Number

(916) 645-6350
Telephone Number

6/6/07
Date

810 J Street, Lincoln, CA 95648
Mailing Address

b_noyes@placercoe.k12.ca.us
E-Mail Address

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

Areas of Anticipated Need for Fully Qualified Educators

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

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

Type of Emergency Permit	Estimated Number Needed
CLAD (applicant already holds teaching credential)	<u>8</u>
BCLAD (applicant already holds teaching credential)	<u>2</u>
List Target Language(s) for BCLAD Permit(s)	
<u>Spanish</u>	
Resource Specialist	<u>3</u>
Library Media Teacher Services	<u>1</u>
Clinical or Rehabilitative Services:	
Language, Speech and Hearing	<u>3</u>
Special Class Authorization	<u>3</u>

Limited Assignment Permits

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

Based on the previous year's actual needs and projections of enrollment, please indicate the number of limited assignment permits the employing agency estimates it will need in multiple subject and single subject areas.

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject 0	0
Single Subject English, Science, Math	6 (2 each)
TOTAL 6	6

(continued)

Efforts to Recruit Certificated Personnel

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

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

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

Efforts to Certify, Assign, and Develop Fully Qualified Personnel

Has your agency established a District Intern program?

☐ Yes ☒ No

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

Does your agency participate in a Commission-approved college or university internship program?

☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 4

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

internship program. National University, Chapman University, Sacramento and
Chico State Universities.

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

N/A

**Emergency Regulations for Section 80026, Division VIII
of Title 5 California Code of Regulations**

§80026 Declaration of Need for Fully Qualified Educators

Submission of a Declaration of Need for Fully Qualified Educators by the employing agency shall be a prerequisite to the issuance of any emergency permit and/or limited assignment permit for that agency. Charter schools as defined in Education Code Section 47600 shall be exempt from submitting a Declaration of Need for Fully Qualified Educators. The Declaration of Need for Fully Qualified Educators by an employing agency shall be valid for no more than twelve months, and shall expire on the June 30 following its submission to the Commission, unless the employing agency has an approved Plan to Develop Fully Qualified Educators which specifies a period of validity longer than twelve months. The Declaration of Need for Fully Qualified Educators shall be submitted to the Commission on a form to be provided by the Commission, and shall include all of the following information:

(a) **Estimated Need:** This shall include the title(s) and number of each type of emergency permit and limited assignment permit which the employing agency estimates, based on previous year actual needs and projections of enrollment, it will need during the year covered by the Declaration. In addition, it shall include each subject to be listed on Emergency Single Subject and Limited Assignment Single Subject Teaching Permits and the target language on Emergency Multiple Subject or Single Subject Teaching Permits with a Bilingual, Crosscultural, Language and Academic Development (BCLAD) Emphasis or on Emergency BCLAD Permits. The Declaration of Need for Fully Qualified Educators shall be revised, when the number of emergency permits and limited assignment permits needed exceeds the estimate by ten percent, by the governing board or superintendent/administrator of the employing agency, as specified in subsection (e) below.

(b) **Efforts to Recruit Certified Personnel.** This shall include a brief description of efforts that the employing agency has undertaken to locate and recruit individuals who hold the needed credentials, such as dated copies of written announcements of its vacancy or vacancies which were mailed to college or university placement centers.

(c) **Efforts to Establish Alternative Training Options.** The Declaration shall:

- (1) identify the names of institutions of higher education co-sponsoring internships or other certification programs with the employing agency or, if no such programs exist, briefly explain why;
- (2) if the employing agency participates in pre-internship or internship programs, estimate the number which the employing agency reasonably expects to employ during the year covered by the Declaration; and

(3) indicate whether the employing agency has considered developing a "Plan to Develop Fully Qualified Educators" in cooperation with other education agencies in the region pursuant to Section 80026.4, or if not, briefly explain why.

(d) Stipulation of Insufficiency of Suitable Applicants. The employing agency shall certify that there is an insufficient number of certificated persons who meet the employing agency's specified employment criteria to fill necessary positions.

(e) Adoption of the Declaration. The Declaration of Need for Fully Qualified Educators shall be adopted by the governing board of a school district, or by the superintendent of a county office of education or by the administrator of a state school or nonpublic, nonsectarian school or agency.

(1) A Declaration of Need for Fully Qualified Educators by a school district shall be adopted by the governing board in a regularly-scheduled, public meeting of the board. The entire Declaration of Need for Fully Qualified Educators shall be included in the board agenda, and shall not be adopted by the board as part of a consent calendar.

(2) A superintendent of a county office or the administrator of a state school or nonpublic, nonsectarian school or agency shall publicly announce his or her intent to adopt a Declaration of Need for Fully Qualified Educators at least 72 hours prior to adopting the Statement. The adopted Statement shall be signed by the superintendent or administrator.

NOTE

Authority cited: Section 44225(q), Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300, Education Code.

**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.**

AGENDA ITEM:

Approval of Change Order No. 9
for Twelve Bridges Middle School

SUBJECT AREA:

Discussion Action

REQUESTED BY:

Cathy Allen

ENCLOSURES:

Yes

MEETING DATE:

June 5, 2007

BACKGROUND:

Change Order No. 9 represents a \$12,000 credit the District is receiving in lieu of the contractor replacing the VCT (vinyl composition tile) in the multi-purpose room. The installation of the flooring resulted in several locations where seams did not properly line up. The performance of the floor was not compromised; however the appearance of the floor is not "perfect." Staff chose to accept a \$12,000 credit instead of replacing the floor. The Change Order also extends the contract duration by an additional 46 days. This was requested by NTD/EDGE Design Builders to complete the site construction of the park and playfields. A copy of the Change Order Request is attached for your review.

ADMINISTRATION RECOMMENDATION:

Board approve Change Order No. 9.

8.4

CHANGE ORDER REQUEST

Western Placer Unified School District
810 J Street
Lincoln, CA 95648

SERIAL No: 02024-3355
DATE: December 14, 2006

PROJECT NO: 02024
PROJECT NAME: 12 Bridges Middle School - Increment II

COR No.: 078
PCO No.: 078

ATTN: Cathy Allen:

PLEASE BE ADVISED:

1. This quotation is in response to Attached Credit Proposal dated December 13th, 2006 from Simas Flooring.
2. This quotation has been priced in accordance with the current job progress and rate of progress and therefore is subject to adjustment if authorization to incorporate subject change into the work is not received by: 12/21/2006.
3. Extension of contract time requested by this quotation 0 days.
4. This quotation is in the amount of : (\$12,000.00).

SUMMARY OF CHANGE OF WORK:

Description of Change: Credit to accept current imperfect VCT installation in the Multi Purpose Room

ITEM	DESCRIPTION	AMOUNT
001	Credit to accept current imperfect VCT installation in the Multi Purpose Room	(\$12,000.00)

TOTAL CHANGE ORDER REQUEST : (\$12,000.00)

Enclosed are cost of work estimates, material, equipment and subcontractor quotations.

Note: Owner's authorized Agent's signature below constitutes a CHANGE ORDER authorizing NTD/EDGE Design Builders to proceed immediately with the above described change for the amount quoted (if any) and/or the extension of time requested (if any), to issue Subcontract Notice to proceeds and to incorporate such amount, time and change into the billings and contract documents as a CHANGE ORDER to the Contract Documents.

NTD/EDGE Design Builders

By: [Signature]
Marc Bargeada
Construction Manager

Architect

By: [Signature] Date: 12-21-06

Title: PRINCIPAL

Owner's Authorized Agent

By: Cathy Allen Date: 12/20/06
Title: Director of Site Development

CHANGE ORDER REQUEST

Western Placer Unified School District
810 J Street
Lincoln, CA 95648

SERIAL No: 02024-3358
DATE: December 14, 2006

PROJECT NO: 02024
PROJECT NAME: 12 Bridges Middle School - Increment II

COR No.: 079
PCO No.: 079

ATTN: Cathy Allen:

PLEASE BE ADVISED:

1. Extension of contract time requested by this change order request 46 days.
2. This quotation is in the amount of: \$0.00.

SUMMARY OF CHANGE OF WORK:

Description of Change: Project Schedule Extension

<u>ITEM</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
001	Non Compensable Schedule Extension: Completion of Site Construction including Park and Playfields 12/31/2006	\$0.00

TOTAL CHANGE ORDER REQUEST : \$0.00

Enclosed are cost of work estimates, material, equipment and subcontractor quotations.

Note: Owner's authorized Agent's signature below constitutes a CHANGE ORDER authorizing NTD/EDGE Design Builders to proceed immediately with the above described change for the amount quoted (if any) and/or the extension of time requested (if any), to issue Subcontract Notice to proceeds and to incorporate such amount, time and change into the billings and contract documents as a CHANGE ORDER to the Contract Documents.

NTD/EDGE Design Builders

By: [Signature]
Marc Bargenda
Construction Manager

Architect

By: [Signature] Date: 12.21.06

Title: Principal

Owner's Authorized Agent

By: Cathy Allen Date: 12/28/06
Title: Director of Site Development



TRANSMITTAL

RECEIVED
MAY 17 2007
FACILITIES

To: WPUSD
Cathy Allen

Date: May 14, 2007

Subject: 12 Bridges Middle School NTDStichler #: 2001-0221

Transmitted are the following: [via]

☐ Mail ☒ Overnight ☐ Hand ☐ Other _____

Change Order No. 9 – For Your Approval & Return

Comments:

Cathy,

Please find attached (3) sets of the above listed change order for your review and signature on the 12 Bridges Middle School project. Once approved, please return to us for further processing to Edge and we will have a complete fully executed copy returned to you for your records.

Thank you.

For your:

☐ Use ☐ As Requested ☐ Action ☒ Approval ☐ Review & Comment

By:

Eric Southworth, Principal

Jordan S. Knighton, AIA
Partner

Eric R. Southworth, AIA
Principal

cc: File 6.1.1 & 6.7 (change order only)

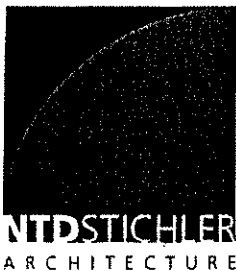
200 Auburn-Folsom Road
Suite 200
Auburn, California
95603

530.888.0999
Fax 530.888.7336

ntdstichler.com

J:\Western Placer Unified School District\2001-0221\CONSTRUCTION-6\CO - Change Orders 6.11\CO
Trans\Cathy CO 9.doc

8.4.3



CHANGE ORDER

- ☐ Owner – Jay Stewart, WPUSD
- ☐ Contractor – M Bargenda, EDGE
- ☐ Inspector – Bob Boyer, P.I.
- ☐ Agency – Rob Andrews, DSA
- ☐ City of Lincoln – Paul Sipple

Project:

12 Bridges Middle School Increment II
770 Westview Drive
Lincoln, CA 95648

CO Number: 9**Date:** May 11, 2007**Project No:** 2001-0221**Owner:**

Western Placer Unified School District
810 J Street
Lincoln, CA 95648

Agency Application No: 02-105761**To:**

NTD/Edge Design Builders
27368 Via Industria, Suite 101
Temecula, CA 92590

Agency File No: 31-42**Contract Dated:** March 25, 2004
As Amended January 31, 2005**Contract For:** New School & Site Construction

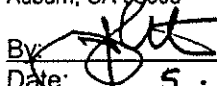
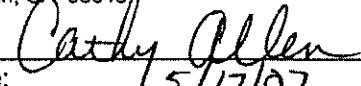
The Contract is changed as follows:

Description: Items requested by the District and Contractor, per the attached 1-page list of Edge
COR Nos. 78, 79.

THIS DOCUMENT IS NOT VALID UNTIL SIGNED BY OWNER, ARCHITECT AND CONTRACTOR

The original Contract Sum was	\$	38,550,985.00
Net change by previous authorized Change Orders	\$	517,060.00
The Contract Sum prior to this Change Order was	\$	39,068,045.00
The Contract Sum will be (increased)(decreased) (unchanged) by this Change Order in the amount of	\$	(12,000.00)
The new Contract Sum including this Change Order will be	\$	39,056,045.00
The Contract Duration Time will be changed (Park & Playfields) (increased) by		(46) days
The date of Substantial Completion as of the date of this Change Order is now		December 31, 2006

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directives [CCDs] not included in this or previous change orders.

ARCHITECT	CONTRACTOR	OWNER
<u>NTDStichler Architecture</u>	<u>NTD/Edge Design Builders</u>	<u>Western Placer Unified School District</u>
<u>Jordan Knighton, AIA</u>		
Address	Address	Address
200 Auburn Folsom Road, Suite 200	27368 Via Industria, Suite 101	810 J Street
Auburn, CA 95603	Temecula, CA 92590	Lincoln, CA 95648
By: 	By: _____	By: 
Date: <u>5.14.07</u>	Date: _____	Date: <u>5/17/07</u>

8.4.4

CHANGE ORDER No. 9

School Site: 12 Bridges Middle School Increment II

District: Western Placer Unified School District

Contractor: NTD/Edge Design Builders

Date: May 11, 2007

Project: 2001-0221

Agency File No: 31-42

Agency Application No: 02-105761

DESCRIPTION:

Item No. 1: Credit to accept current imperfect VCT installation in the MP Room, per Edge COR 78.

Requested By: District

Cost:..... DEDUCT (\$ 12,000.00)

Item No. 2: Project Schedule Extension 46 Days (Park & Playfields to 12/31/06), per Edge COR 79.

Requested By: District

Cost:..... NO COST \$ 0.00

Total Amount of Change Order No. 9 DEDUCT (\$ 12,000.00)

Contract Time Duration ADD 46 Days

8.4.5

**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.

AGENDA ITEM:

Approval of Change Order No. 10
for Twelve Bridges Middle School

SUBJECT AREA:

Discussion Action

REQUESTED BY:

Cathy Allen

ENCLOSURES:

Yes

MEETING DATE:

June 5, 2007

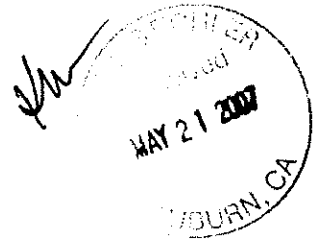
BACKGROUND:

Change Order No. 10 represents a \$45,000 credit the District is receiving in lieu of the contractor replacing a significant number of area drains with the product originally specified in the contract documents. The subcontractor for EDGE mistakenly installed a similar product that had been used on other WPUSD projects and has offered a \$45,000 credit. Please note the original credit offer was under \$20,000. Prudent negotiations resulted in a significantly higher credit than originally proposed. A copy of the Change Order Request is attached for your review.

ADMINISTRATION RECOMMENDATION:

Board approve Change Order No. 10.

8.5



CHANGE ORDER REQUEST

Western Placer Unified School District
810 J Street
Lincoln, CA 95648

SERIAL No: 02024-3608
DATE: May 21, 2007

PROJECT NO: 02024
PROJECT NAME: 12 Bridges Middle School - Increment II

COR No.: 087
PCO No.: 087

ATTN: Cathy Allen:

PLEASE BE ADVISED:

1. This quotation is in response to Teichert proposal dated 5/17/2007.
2. This quotation has been priced in accordance with the current job progress and rate of progress and therefore is subject to adjustment if authorization to incorporate subject change into the work is not received by: 5/28/2007.
3. Extension of contract time requested by this quotation 0 days.
4. This quotation is in the amount of : (\$45,000.00).

SUMMARY OF CHANGE OF WORK:

Description of Change: Credit for WPUSD to accept planter drains as currently installed vs. 123 specified area drains and 3 DI's

ITEM	DESCRIPTION	AMOUNT
001	Credit for WPUSD to accept planter drains as currently installed vs. 123 specified area drains and 3 DI's	(\$45,000.00)

TOTAL CHANGE ORDER REQUEST : (\$45,000.00)

Enclosed are cost of work estimates, material, equipment and subcontractor quotations.

Note: Owner's authorized Agent's signature below constitutes a CHANGE ORDER authorizing NTD/EDGE Design Builders to proceed immediately with the above described change for the amount quoted (if any) and/or the extension of time requested (if any), to issue Subcontract Notice to proceed and to incorporate such amount, time and change into the billings and contract documents as a CHANGE ORDER to the Contract Documents.

NTD/EDGE Design Builders

By: Marc Barganda
Marc Barganda
Construction Manager

Architect

By: Eric Date: 5.30.07

Title: PRINCIPAL

Owner's Authorized Agent

By: Cathy Allen Date: 5/30/07
Title: Director of Site Development



TEICHERT CONSTRUCTION

Established 1887

May 17, 2007

Edge Development
200 Auburn-Folsom Road, Suite 101
Auburn, CA 95603

RE: Twelve Bridges Middle School Storm Drain Area Drains

At a recent meeting with Ray Bailey, representative for Western Placer Unified School District, I was informed that the proposed credit the Teichert offered to Edge and the district, regarding the difference between the area drains that were installed on site and the area drains that were called for on the plans, was rejected. The area drains called out on the plans are represented by detail 4 of C7.1. He notified me that Teichert would have to revise the credit or replace the existing drains with the correct style drain. As we know the area drains installed were nearly the same as the "planter drain" called out on detail 15 of C7.1. I was also informed that there were three more drain inlets that were found in the lower field area to be the incorrect type.

Based on this, Teichert has revised its credit and is requesting that Edge and the district accept a \$45,000 credit. Teichert has proposed this credit under the condition that no additional work is required of Teichert Construction by Edge, the District or Psomas on the Twelve Bridges Middle School project.

The credit presented above represents the total difference between installing the specified "area drain" and a "planter drain." The specified "planter drain" does not require a locking device per the specification and therefore we feel that a locking mechanism is not of our responsibility to install if the credit is accepted.

Along with the revised credit, Teichert is proposing to extend the warrantee period for the storm drain system to two years instead of the required one year period.

In summary, Teichert offers a \$45,000.00 credit along with an extended warrantee period for resolution of the Area Drain issue based on the agreement if the offer is accepted; Teichert is recognized to be competed with all work existing to this point and will not be requested to perform any additional work beyond this point.

Thank you for this consideration. Please review this request and respond as soon as possible.

Robert Mills
Project Manager

8.5.2

8/ 6/2004 1:46 pm

REVISION 4

Bid Date: 7/07/2004

Time: 5:00PM

Edge Development

Proposal for:

BREAKDOWN REV Twelve Bridges Middle School-Increment 1

From

TEICHERT CONSTRUCTION

P.O.BOX 700 1145 Tara Court Rocklin, CA 95765-1200

LN: 8 Type: GENERAL ENGINEERING
(916) 645-4800 Fax:(916) 645-4801

Bid-Item	Description	Quantity	Unit	Unit Price	Total Price
40	Drain Cleanout	15.00	EA	450.0000	6,750.00
41	Floor Drain	12.00	EA	900.0000	10,800.00
42	Area Drain <i>Per APCO → 123 ea</i>	100.00	EA	750.0000	81,750.00
43	Planter Drain	24.00	EA	400.0000	9,600.00
44	Drop Inlet	84.00	EA	1,000.0000	84,000.00
45	Type 2 Drain Inlet	29.00	EA	1,200.0000	34,800.00
46	Type 3 Drain Inlet	4.00	EA	2,700.0000	10,800.00
47	Tie Into Existing 24" Stub	1.00	EA	650.0000	650.00
48	24" Pipe Outlet Structure With Trash Rack	1.00	EA	4,200.0000	4,200.00
				Total:	818,260.00
D	Water				
60	12" Water Main - PVC C-900, Class 150	15.00	LF	140.0000	2,100.00
61	10" Water Main - PVC C-900, Class 150	1,740.00	LF	41.5000	72,210.00
62	8" FS - Fire Hydrant - PVC C-900, Class 200	1,740.00	LF	40.0000	69,600.00
63	8" Fire Sprinkler Service, PVC C-900, Class 200	720.00	LF	40.0000	28,800.00
64	6" Fire Sprinkler Service, PVC C-900, Class 200	1,070.00	LF	38.5000	41,195.00
65	6" Fire Hydrant Piping, 6" PVC C-900, CI 200	340.00	LF	37.5000	12,750.00
66	6" Domestic Water, PVC C-900, Class 150	1,420.00	LF	35.5000	50,410.00
67	4" Fire Sprinkler Service, PVC C-900, Class 200	90.00	LF	32.5000	2,925.00
68	4" Domestic Water, PVC C-900, Class 150	2,110.00	LF	29.0000	61,190.00
69	2.5" Domestic Water, Type K Copper	250.00	LF	38.5000	9,625.00
70	2" Domestic Water, Type K Copper	135.00	LF	34.5000	4,657.50
71	1.5" Domestic Water, Type K Copper	200.00	LF	33.5000	6,700.00
72	1.25" Domestic Water, Type K Copper	30.00	LF	33.0000	990.00
73	3/4" Domestic Water, Type K Copper	995.00	LF	29.0000	28,855.00
74	Tie In To Existing 12" Main	1.00	EA	7,400.0000	7,400.00
75	Tie Into Existing Water Stub	3.00	EA	2,400.0000	7,200.00
76	10" Double Detector Check Valve	2.00	EA	11,000.0000	22,000.00
77	8" Double Detector Check Valve	1.00	EA	7,500.0000	7,500.00



8.5.3

UNIT COST (BASED ON ORIGINAL PROPOSAL)		# OF UNITS INSTALLED	TOTAL COST
AREA DRAIN	\$	750.00	
PLANTER DRAIN	\$	400.00	
DELTA	\$	350.00	123 \$ 43,050.00
DROP INLET	\$	1,000.00	
PLANTER DRAIN	\$	350.00	
DELTA	\$	650.00	3 \$ 1,950.00
TOTAL CREDIT			\$ 45,000.00

8.5.4

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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

DISTRICT GLOBAL GOALS

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3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

AGENDA ITEM:

Resolution for PG&E Easement
To Provide for Extension of Utility
Services to 691 N Street, Lincoln,
California

SUBJECT AREA:

Discussion Action

REQUESTED BY:

Cathy Allen

ENCLOSURES:

Yes

MEETING DATE:

June 5, 2007

BACKGROUND:

Mr. Hai H. Nguyen is the owner of the property located at 691 N Street (lot 16). The District owns the adjacent two parcels (lots 14 and 15). The two lots are part of the Zebra Housing Program. Mr. Nguyen is requesting an easement from the District in order to allow PG&E to extend existing service to his lot. Originally Mr. Nguyen was seeking an overhead extension of a power line to serve his property. Staff believed that an aerial encroachment would not be in the best interests of the future owners of lots 14 and 15. Mr. Nguyen has revised his original request and is now seeking an *underground* easement be granted to PG&E to allow for utility extension to his property. As depicted on the enclosed map, the underground encroachment would have minimal negative effect on the two lots owned by the District.

8.6

PG&E has prepared the attached documents necessary to accommodate Mr. Nguyen's request. They require Board passage of a resolution and completion of the certification by the Clerk of the Board.

ADMINISTRATION RECOMMENDATION:

The Superintendent and the Director of Site Development are in agreement with the proposal and recommend the Board adopt Resolution No. 06/07.32 granting PG&E an easement for the property.

8.6.1

RECORDING REQUESTED BY AND RETURN TO:

PACIFIC GAS AND ELECTRIC COMPANY
Land Services Office
343 Sacramento Street
Auburn, CA 95603

Location: _____ City of Lincoln _____
Recording Fee \$ _____
Document Transfer Tax \$ Easement-No Consideration
☐ This is a conveyance where the consideration and
Value is less than \$100.00 (R&T 11911).
☐ Computed on Full Value of Property Conveyed, or
☐ Computed on Full Value Less Liens
& Encumbrances Remaining at Time of Sale

Signature of declarant or agent determining tax

(SPACE ABOVE FOR RECORDER'S USE ONLY)

LD# 2112-06-

EASEMENT DEED

WESTERN PLACER UNIFIED SCHOOL DISTRICT RESOLUTION NO. 06/07.32

WESTERN PLACER UNIFIED SCHOOL DISTRICT, a public body of the State of California

hereinafter called first party, hereby grants to PACIFIC GAS AND ELECTRIC COMPANY, a California corporation, and PACIFIC BELL TELEPHONE COMPANY, a California corporation, dba AT&T California, hereinafter collectively called second party, the right from time to time to construct, reconstruct, install, inspect, maintain, replace, remove, and use facilities of the type hereinafter specified, together with a right of way therefor, within a strip or parcel of land or along a route as hereinafter set forth, and also ingress thereto and egress therefrom, over and across the lands of first party situate in the city of Lincoln, county of Placer, state of California, described as follows:

APN 008-054-014

Lot 14 and 15 of Block 19, as shown on the map entitled Western Addition No. 2 to the Town of Lincoln filed for record on May 21, 1912 in Book C of Maps at page 59, Placer County Records.

Said facilities shall consist of:

Such underground conduits, pipes, manholes, service boxes, wires, cables, and electrical conductors; aboveground marker posts, risers and service pedestals; underground and aboveground switches, fuses, terminals, and transformers with associated concrete pads; and fixtures and appurtenances necessary to any and all thereof, as second party deems necessary for the distribution of electric energy and communication purposes located within the strips of land described as follows:

1. A strip of land of the uniform width of 3 feet lying contiguous to and northerly of the southerly boundary line of said Lot 15 and extending from the easterly boundary line of said Lot 15 westerly 6 feet.
2. A strip of land of the uniform width of 7 feet lying contiguous to and southerly of the northerly boundary line of said Lot 14 and extending from the easterly boundary line of said Lot 14 westerly 6 feet.

GRANTOR'S COPY

8.6.2

Second party shall also have the right to trim and to cut down and clear away or otherwise control any tress or brush along said underground electric facilities whenever considered necessary for the complete enjoyment of the rights hereby granted.

First party shall not erect or construct any building or other structure or drill or operate any well under or within 5 feet of the center line of the facilities installed hereunder by second party or within said strip.

First party acknowledges that they have read the attached "Grant of Easement Disclosure Statement", Exhibit "A", which by this reference, is made part of this Easement Deed.

The legal description herein, or the map attached hereto, defining the location of this utility distribution easement, was prepared by Pacific Gas and Electric Company pursuant to Section 8730 (c) of the Business and Professions Code.

The provisions hereof shall inure to the benefit of and bind the successors and assigns of the respective parties hereto.

Dated _____, _____.

WESTERN PLACER UNIFIED
SCHOOL DISTRICT

By: _____

By: _____

Sierra Division Area 6
Auburn Land Service Office
Operating Department-Distribution
USGS location MDM T12N, R6E, MDM Section 15: NW4 of NW4
FERC License Number(s): N/A
PG&E Drawing Number(s): N/A
PLAT NO. U-30-12
LD of any affected documents: N/A
LD of any Cross-referenced documents: N/A
TYPE OF INTEREST: 03, 06 and 43
SBE Parcel Number: N/A
(For Quitclaims, % being quitclaimed): N/A
PM #: 30559782
JCN: N/A
City of Lincoln-County Placer
Utility Notice Numbers: N/A
851 Approval Application No. N/A Decision N/A
Prepared By: JEP
Checked By:
Revision Number: 1

8.6.3

I hereby certify that a resolution was
adopted on the 5th day of
June, 2007, by the
Western Placer Unified School District
authorizing the foregoing grant of
easement.

By _____
Title Clerk of the Board

8.6.4



Exhibit "A"

GRANT OF EASEMENT DISCLOSURE STATEMENT

This Disclosure Statement will assist you in understanding your rights as a property owner when granting an easement to Pacific Gas and Electric Company (PG&E) to accommodate your, or your neighbor's, new utility service extension. **Please read this disclosure carefully before signing the Grant of Easement.**

- You are under no obligation or threat of condemnation by PG&E to grant this easement.
- The granting of this easement is an accommodation to PG&E's applicant requesting the extension of PG&E utility facilities to the applicant's property or project, pursuant to PG&E's Electric and Gas Line Extension Rules 15 and 16, as authorized by the California Public Utilities Commission. As this is an accommodation to a single customer or group of customers and not PG&E, the California Public Utilities Commission has not authorized PG&E to purchase such easements.
- By granting this easement to PG&E, the facilities installed within the easement across your property may be used to serve additional customers in the area.
- Removal and/or pruning of trees or other vegetation on your property may be necessary for the installation of PG&E facilities. You have the option of having PG&E's contractors perform this work on your property, if available, or granting permission to PG&E's applicant or the applicant's contractor to perform this work. Additionally, in order to comply with California fire laws and safety orders, PG&E or its contractors will periodically perform vegetation maintenance activities on your property as provided for in this grant of easement.
- The description of the location in which the PG&E utility facilities are to be installed upon, in, on, or across your property must be satisfactory to you.
- The California Public Utilities Commission has authorized that the applicant may perform the installation of certain utility facilities for utility service. In addition to granting this easement to PG&E, you will need to give your consent to the applicant, or applicant's contractor, working on your property. Upon completion of the applicant's installation, the utility facilities will be inspected by PG&E. When the facility installation is determined to be acceptable the facilities will be conveyed to PG&E by its applicant.

By signing the Grant of Easement, you are acknowledging that you have read this disclosure and understand that you are granting the easement to PG&E of your own free will. Please return the signed and notarized Grant of Easement and this Disclosure Statement to PG&E. The duplicate copy of the Grant of Easement and this Disclosure Statement is for your records.

8.6.5

STATE OF CALIFORNIA
COUNTY OF _____

On _____ before me, _____,
(here insert name and title of the officer)

personally appeared _____

personally known to me (or proved to me on the basis of satisfactory evidence) to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

WITNESS my hand and official seal

Signature _____

(Seal)

CAPACITY CLAIMED BY SIGNER

- ☐ Individual(s) Signing For Oneself/Themselves
- ☐ Corporate Officer(s) of the Above Named Corporation(s)
- ☐ Guardian of the Above Named Individual(s)
- ☐ Partner(s) of the Above Named Partnership(s)
- ☐ Attorney(s)-in-Fact of the Above Named Principal(s)
- ☐ Other _____

8.6.6

7th Street

Street
N

HAI H. NGUYEN
2003-0176724

BLOCK 19
Lot 16

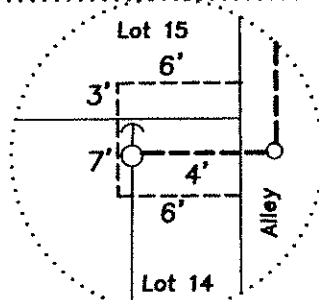
Lot 15

WESTERN PLACER UNIFIED
SCHOOL DISTRICT
2000-0091785

Lot 14

WESTERN ADDITION
NO. 2

C-MAPS-59



Detail "A"

FD 5/8" Rebar

Centerline of Proposed PG&E
Underground Electric Line

See Detail "A"

Existing PG&E Pole Line

(ALLEY)

Applicant:

Extension to: HAI NGUYEN

SCALE

NONE

DATE

5-15-07

SECTION

15

TOWNSHIP

12N

RANGE

6E

MERIDIAN

MDB&M

COUNTY OF: Placer

CITY OF: Lincoln

F.B.: None

DR.BY: jep

CH.BY:

PLAT MAP U-30-12
REFERENCES

PG&E

Sierra
DIVISION

30559782
AUTHORIZ

12-06-15-4
DRAWING NO.

816.7

**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.

AGENDA ITEM:

Notice of Completion for Twelve
Bridges Middle School Increments 1
and 2

SUBJECT AREA:

Consent Agenda

REQUESTED BY:

Cathy Allen

ENCLOSURES:

Yes

MEETING DATE:

June 5, 2007

BACKGROUND:

The Western Placer Unified School District entered into contract with NTD-EDGE Design Builders, Inc. on March 25, 2004. Work was substantially complete to the satisfaction of Cathy Allen, Director of Site Development by May 25, 2007. Several items are being excluded from the Notice of Completion due to pending DSA approvals and replacement of the infield mix on both softball fields in the park. As a result, staff is requesting approval of a "partial" Notice of Completion. A few relatively minor punch list items remain that are being addressed.

The Certification will be recorded with the county. The document must contain an original signature for submission.

ADMINISTRATION RECOMMENDATION:

Board approve the partial Notice of Completion and authorize District Superintendent to sign for partial completion of the Twelve Bridges Middle School construction project.

8.7

RECORDING REQUESTED BY THE WESTERN PLACER UNIFIED
SCHOOL DISTRICT

WHEN RECORDED MAIL TO:

NAME CATHY ALLEN
MAILING ADDRESS 810 J STREET
CITY, STATE LINCOLN, CA
ZIP CODE 95648

SPACE ABOVE THIS LINE RESERVED FOR RECORDER'S USE

PARTIAL NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN:

That the work of improvements on the real property hereinafter described as Twelve Bridges Middle School Increment 1, generally consisting of mobilization, rough grading, and certain underground utilities, and Twelve Bridges Middle School Increment 2 generally consisting of construction of buildings and final site improvements located at 770 Westview Drive, Lincoln, California, was substantially completed on the 25th day of May, 2007. The portions of the project not included in this Notice of Completion are as follows:

1. Replacement of infield mix including warning track and foul ball areas on both softball fields in the park as necessary to perform to the original plans and specifications.
2. Installation of splay wires in all areas where pendant light fixtures are installed as required by DSA in a method approved by DSA.
3. Confirmation of the installation of beams where penetration occurs at fire rated walls (pending DSA approval).

That the name and address of the Owner of said property are as follows:

Western Placer Unified School District
810 J Street
Lincoln, CA 95648

That the name of the original Contractor for the work of improvement as a whole is: NTD-EDGE Design Builders, Inc.; that the name of surety for said Contractor is Safeco Insurance Company of American, incorporated under the laws of the State of California and authorized to do business in the State of California by the laws of the State of California.

The property herein referred to is located in the County of Placer, California. This project benefits the Western Placer Unified School District.

BY: _____
Scott Leaman, District Superintendent

State of California

County of Placer

Scott Leaman, being first duly sworn, deposes and says:

That he is the authorized District Official of the Western Placer Unified School District, Placer County, California who executed the foregoing Notice of Completion; and he has read the same and knows the contents of thereof, and the same is true of his own knowledge, that he makes this affidavit for and on behalf of the said Western Placer Unified School District, a public school district organized and existing under the laws of the State of California.

Subscribed and sworn to before me this _____ day of _____, 20____.

Notary Public

Notary Public in and for the County
of Placer, State of California.

8.7.1

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

MISSION STATEMENT: The Western Placer Unified School District is committed to the pursuit of excellence in all of its endeavors.	
BOARD OF TRUSTEES/DISTRICT GOALS	
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students.	
2. Foster a safe, caring environment where individual differences are valued and respected.	
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	4. Promote the involvement of the community, parents, local government, business, service organizations etc. as partners in the education of the students.

AGENDA ITEM:

Approve the FY 2006-07 Third Interim Report.

SUBJECT AREA:

Discussion/Action

REQUESTED BY:

Carrie L. Carlson
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

BOARD MEETING DATE:

June 05, 2007

BACKGROUND:

The FY 2006-07 Third Interim Report provides a fiscal status report of the District's financial records as of April 30, 2007.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees approve the FY 2006-07 Third Interim Report.

88

**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.

AGENDA ITEM:

Zebra Housing

SUBJECT AREA:

Information/Discussion

REQUESTED BY:

Scott Leaman, District Superintendent

ENCLOSURES:

Yes

MEETING DATE:

June 5, 2007

BACKGROUND:

The current format for the Zebra Housing project is coming to a close with the completion and sale of the last houses built on lots donated to the school district. The project has been very successful with the partnership of many. Options to continue the program will be discussed with the board.

ADMINISTRATION RECOMMENDATION:

Discuss the options.

8.9

Western Placer Unified School District
Zebra Housing Program

Program Vision:

The vision driving the Zebra Housing Program is the District's desire to provide a broad, rich curriculum that prepares students with life skills vital for their future independence and empowers them to obtain greater individual success on their chosen path academically and vocationally.

Key Contributors & Stakeholders:

Scott Leaman, Superintendent
Greg Asher, Consultant
NCTC
City of Lincoln
Lincoln H.S. Students
Redevelopment Agency of the City of Lincoln

Document Change History:

Responsible Party	Date	Version Number
Greg Asher	May 21, 2007	Draft 1.1

8.9.1

Western Placer Unified School District Zebra Housing Program

Background:

The youth-built housing program at WPUSD is unique among the regions public high schools as it provides students hands-on construction experience in a real world environment. Since 2002, the program's popularity has soared, attracting not only those interested in the construction industry, but hundreds of students including everyone from high-risk students to class valedictorians, all knowing that learning these skills will better enable them to be self sufficient in their later lives. The program has been recognized for its excellence including it's participation in the City of Lincoln's All-American City Application and by the prestigious Helen Putnum Award.

In 2003 the District approached the City of Lincoln for financial support of the project. The City in turn dedicated its Community Development Block Grant Funds (CDBG) to help offset the District's costs relating to the program. The construction site was on unimproved land donated to the District Unfortunately as a result of delays in getting offsite improvements made, and the rules governing the use of CDBG funds the District did not realize as much revenue as was hoped for from the sale of the three units built on the 800 block of N Street and in fact a \$90,000.00 deficit was realized for the program effective June 2006.

In 2005 the Program took a very aggressive and risky turn by again opting to build on a donated lot without any infrastructure. Moreover, the District elected to build only a single unit that would have to bear the full costs of the program. The Street improvements were informally negotiated with the City of Lincoln without a firm timeline or expense detailed. This uncertainty led to delays in construction and cost over runs. The Redevelopment Agency helped partially offset these losses by purchasing an affordability covenant on the 2005 unit for \$107,000, but the house remains incomplete and unmarketable. The District had secured a buyer for this unit, but that fell apart because of the delays. Despite this floating liability, in 2006 the District elected to build an additional two units adjacent to the 2005 unit, again without supporting infrastructure.

Today construction on N Street has finally begun and all three units should be completed by the end of July 2007. The Agency has purchased additional covenants on the properties for \$250,000.00 and if we can sell the units for \$315,000.00 each, we anticipate covering all past deficits resulting in a net profit of approximately \$50,000.00 for the Program.

For want of an appropriate building site, the program is scheduled to take a respite for the 2007-2008 school year. The following section identifies the four options identified for consideration for the Board.

8.9.2

Western Placer Unified School District Zebra Housing Program

Option 1: Discontinue the Zebra Housing Program

With the 2007-2008 year hiatus the District may wish to simply disband the program until such time that it is determined that the program is desirable and the planning and resources are put into place as to ensure long term viability.

Option 2: Zebra Housing Redux Program

- A. The District may opt to retain the classroom instruction of the building industry provided by Northern California Construction & Training Inc. (NCCT). This would reduce the resource requirements to approximately \$100,000.00 annually and provide students vocational education without hands-on experience, nor the added expense and challenges of building actual houses.
- B. Alternatively, the District could augment the NCCT classroom instruction with smaller housing rehabilitation project where students are sent to local private residences needing repairs. Such a program would necessitate greater administration and several liability and expense issues would need to be fully vetted prior to implementing this option.

Neither alternative under this option would generate revenue to offset the program costs.

Option 3: Zebra Housing Smart Program

Recognizing that there are upfront costs associated with any construction project, the Board may opt to refine the program to minimize its fiscal exposure to risks, but still provide the same educational experience to its students. Two ways to achieve this are to first make sure that City's infrastructure (streets, water, sewer, electric, and gas) are in place, or at the very least contracted for, *before commencing* any construction project; and secondly build a minimum of two units per program year to spread the costs and maximize revenues. Neither should this program be reliant on City subsidies. Proper planning & budgeting will allow the District to understand the cash-flow and budgetary implications of any given project so that an informed decision may be made by the Board as to the programs cost.

The challenges of this option are twofold:

- A. Finding Suitable Construction Sites
 - a. Infrastructure in place
 - b. Land is affordable
 - c. Near Lincoln High School
 - d. Expected Sales Price must be sufficient to offset expense (in whole or part)
- B. Budgetary
 - a. Since revenues are realized at the end of the project the District must be willing to bankroll the project for an entire school year

Western Placer Unified School District
Zebra Housing Program

Opportunity: Creekside Village Subdivision (1st & Joiner Parkway)

In support of the Zebra Housing Program the City has made seven ready-to-build lots in the Creekside Village Subdivision being developed by Mercy Housing California (MHC) available to District at a price significantly below that of the current market. In consideration for the reduced sales price the Redevelopment Agency of the City of Lincoln will place affordability covenants on three of the seven lots.

The City will then allow WPUSD to resell the three restricted lots to MHC and to use the proceeds to partially offset the expense of developing the remaining four lots which the District would sell as market rate units.

If the District decides to take advantage of the City's offer these lots would be utilized in the 2008-2009 and 2009-2010 school years. The current budget forecasts indicate that the program will realize a cumulative net profit of approximately \$50,000.00 over the program's history.

WPUSD
Zebra Housing Fiscal Reports

	Year # of units	2003-2004 1	2004-2005 2	2005-2006 1	2006-2007* 2	2008-2009 2	2009-2010 2
Location		858 N Street	868 & 878 N Street	655 N Street	N Street	Creekside	Creekside
Expenses							
Instructor		\$ 73,150.00	\$ 162,350.00	\$ 162,350.00	\$ 162,350.00	\$ 172,091.00	\$ 182,416.46
Program Delivery		\$ 20,960.00	\$ 28,420.00	\$ 15,000.00	\$ 15,000.00	\$ 15,900.00	\$ 16,854.00
Home Construction		\$ 110,000.00	\$ 242,000.00	\$ 125,000.00	\$ 242,000.00	\$ 256,000.00	\$ 271,360.00
City Fees		\$ -		\$ 35,500.00	\$ 71,000.00	\$ 75,260.00	\$ 79,775.60
Contingency		\$ 10,000.00	\$ 35,000.00	\$ 7,500.00	\$ 7,500.00	\$ 7,950.00	\$ 8,427.00
Consultant		\$ -		\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ -
Total Projected		\$ 214,110.00	\$ 467,770.00	\$ 395,350.00	\$ 547,850.00	\$ 577,201.00	\$ 558,833.06

Off Budget							
City Fees/Land Costs		\$ 32,000.00	\$ 34,000.00	\$ -	\$ 80,000.00	\$ 395,000.00	\$ 158,000.00
Assessment				\$ 40,000.00	\$ 30,000.00	\$ -	\$ -
Interest				\$ 27,847.36	\$ 30,000.00	\$ 30,000.00	\$ 10,000.00
Other- 3% sales cost				\$ 9,450.00	\$ 18,900.00	\$ 18,900.00	\$ 18,900.00
Total Expenses		\$ 246,110.00	\$ 501,770.00	\$ 472,647.36	\$ 676,750.00	\$ 1,021,101.00	\$ 745,733.06

Revenue							
City		\$ 39,116.92				\$ 495,000.00	
RDA		\$ -	\$ 150,000.00	\$ 107,000.00	\$ 250,000.00		
Sales Proceeds		\$ 250,000.00	\$ 220,000.00	\$ 315,000.00	\$ 630,000.00	\$ 630,000.00	\$ 630,000.00
Other							
Total Revenue		\$ 250,000.00	\$ 409,116.92	\$ 422,000.00	\$ 880,000.00	\$ 1,125,000.00	\$ 630,000.00

Year Profit/Loss	\$ 3,890.00	\$ (92,653.08)	\$ (50,647.36)	\$ 203,250.00	\$ 103,899.00	\$ (115,733.06)	
Cummulative	\$ 3,890.00	\$ (88,763.08)	\$ (139,410.44)	\$ 63,839.56	\$ 167,738.56	\$ 52,005.50	

Notes: Assumes that RDA purchases 2 additional RDA covenants on N Street units for \$125,000 each.
Assumption 2 WPUSD will purchase 5 creekside lots in 2009 & 2 lots in 2010 -due upon sale of units- price per lot will be \$79,000.00
Assumption 3- WPUSD will be allowed to sell 3 lots to Mercy housing for \$165,000.00 per lot paid for by CDBG Program Income allocated to 04-STBG-1962 Grant.

RDA gets 2 additional 80% covenants and 2 50%

**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.

AGENDA ITEM:

Field Trip/Sport Transportation Comparison

SUBJECT AREA:

Information/Discussion

REQUESTED BY:

Scott Leaman, District Superintendent

ENCLOSURES:

Yes

MEETING DATE:

June 5, 2007

BACKGROUND:

One of the areas cited in the qualified budget letter from the Placer County Office of Education was our transportation encroachment. This area has been explored by analyzing school to home, sport, and field trip costs. The board will be updated on the superintendent's discussions in this area.

ADMINISTRATION RECOMMENDATION:

Discuss transportation encroachment and fees.

8.10

Selected Placer County

Field Trip/Sport Transportation Cost Comparison

06-07

<u>District</u>	<u>Field Trip Cost</u>	<u>Sports Cost</u>
Placer Union	\$1.90 per mile/\$20.00 per hour (3 hour minimum)	\$150.00 1 st Sport \$130.00 2 nd Sport \$110.00 3 rd Sport
Roseville Joint High	Paid by District approved by site Clubs/Extr. Cir. \$4.05 per mile or 1.60 per mile/\$31.17 per hour Parents drive less than 20 min one way	Charge students for cost of trans.
Rocklin Unified	\$2.25 per mile/\$25.00 straight time \$30.00 overtime	\$60.00 1 st Sport \$40.00 2 nd Sport \$25.00 3 rd Sport
Tahoe Unified	\$5.08 per mile for bus w/driver	\$150.00 1 st Sport \$125.00 2 nd Sport \$125.00 3 rd Sport
Western Placer	\$2.50 per mile	<u>6-8</u> \$15.00 1 st Sport \$15.00 2 nd Sport \$15.00 3 rd Sport <u>9-12</u> \$40.00 1 st Sport \$40.00 2 nd Sport \$40.00 3 rd Sport
Dry Creek	\$2.18 per mile/\$22.00 hour	\$50.00 1 st Sport \$40.00 2 nd Sport \$40.00 3 rd Sport

8.10.1