

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

**STUDENT ENROLLMENT**

<u>School</u>	<u>10/04/07</u>	<u>11/08/07</u>
Sheridan School (K-5)	79	78
First Street School (K-5)	435	438
Carlin C. Coppin Elementary (K-5)	403	405
Creekside Oaks Elementary (K-5)	601	603
Twelve Bridges Elementary (K-5)	654	663
Foskett Ranch Elementary (K-5)	445	452
Glen Edwards Middle (6-8)	694	695
Twelve Bridges Middle School (6-8)	741	735
Lincoln High School (9-12)	1,431	1,428
Phoenix High School (10-12)	92	94
Lincoln Crossing Elementary	557	554
PCOE Home School	4	4
<b>TOTAL:</b>	<b>6,136</b>	<b>6,149</b>

**Preschool/Head Start**

First & J Street 24  
Carlin Coppin 24-A.M. /20-P.M.  
Sheridan 21

**Adult Education** 208

**First-5 Program**

Sheridan 24  
First Street 25

**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  
December 4, 2007, 7:00 P.M.  
LINCOLN HIGH SCHOOL – PERFORMING ARTS THEATER  
790 J Street, Lincoln, CA**

## **AGENDA**

**2007-2008 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 – Lincoln High School Theater**

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

**6:00 P.M. CLOSED SESSION – District Office Conference Room**

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

- a. Student Discipline/Expulsion Pursuant To E.C. 48918  
Student Expulsion #07/08 B
- b. Student Discipline/Expulsion Pursuant To E.C. 48918  
Student Expulsion #07/08 C
- c. Student Discipline/Expulsion Pursuant To E.C. 48918  
Student Expulsion #07/08 D

**2. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION**

**3. CONFERENCE WITH LABOR NEGOTIATOR**  
Update on classified negotiations

**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**

Agenda

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

- a. Student Discipline/Expulsion Pursuant To E.C. 48918  
Student Expulsion #07/08 B
- b. Student Discipline/Expulsion Pursuant To E.C. 48918  
Student Expulsion #07/08 C
- c. Student Discipline/Expulsion Pursuant To E.C. 48918  
Student Expulsion #07/08 D

**2.2 CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION**

**2.3 CONFERENCE WITH LABOR NEGOTIATOR**

Update on classified negotiations

**3. CONSENT AGENDA**

- 3.1 Approval of Minutes  
Regular Meetings of November 6, 2007 & November 20, 2007 Budget  
Workshop Meeting
- 3.2 Approval of Warrants
- 3.3 Ratification of Personnel Items

**Classified:**

- a. ***Ratification of Classified Employment:***  
Theresa Crooks – Campus Monitor – LHS  
Robert DeRungs – Campus Monitor – LHS  
Elizabeth Finn – Health Clerk – LCE  
Roberto Padilla – Campus Monitor - LHS
- b. ***Ratification of Classified Additional Position:***  
Luz Balderas – adding the 2 hr. Bilingual Instructional Aide  
position at COE to current 2 hr. Instructional Aide  
position at COE effective 11/05/07
- c. ***Ratification of Classified Transfers/Promotion:***  
Shannon Ceccato – from 3.5 hr. Café Site Cashier position at TBM  
and 20 minute Camp/Café Supervisor position at  
LCE to the 7 hr. Food Service Lead position at TBE  
effective 11/07/07.
- d. ***Ratification of Classified Transfer:***  
Victoria Bortolus – from 3.5 hr. Café Site Cashier position at FRE  
to the 3.5 hr. Café Site Cashier position at LCE  
effective 12/01/07.

- e. ***Ratification of Classified Resignation:***  
Nancy Perkins – District Office Clerk - DO

**Certificated:**

- f. ***Ratification for Unpaid Leave of Absence***  
Natalie Cooper – Kindergarten Teacher - LCE

December 4, 2007

Agenda

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- 3.4 Student Discipline/Expulsion Re-entry of the following students:
  - Re-entry of Student #06-07 R.
  - Re-entry of Student #06-07 S.
  - Re-entry of Student #06-07 T.
- 3.5 Ratification of new Classified Job Description for Certified Occupational Therapy Assistant I.

**4. COMMUNICATION FROM THE PUBLIC**

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

**5. REPORTS & COMMUNICATION**

- 5.1 Lincoln High School, Student Advisory – Joanna Loya
- 5.2 Western Placer Teacher's Association – Mike Agrippino
- 5.3 Western Placer Classified Employee Association – Joe Ross
- 5.4 Superintendent, Scott Leaman:
  - 5.4.1 Response to Public Comment if Any:
- 5.5 Assistant Superintendent(S)
  - 5.5.1 Mary Boyle
    - a. *Program Focus Area:*
  - 5.5.2 Terri Ryland
    - a. *Budget Update:*
  - 5.5.3 Bob Noyes
  - 5.5.4 Cathy Allen
    - a. *Facilities Update:*

**6. ♦ACTION ♦DISCUSSION ♦INFORMATION**

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

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

- 6.1 (D/A) **APPROVE THE FY 2007-08 FIRST INTERIM REPORT - Ryland** (07-08 G & O Component IV, V)
  - The FY 2007-08 First Interim Report will be presented to the Board of Trustees for discussion and review.
- 6.2 (D/A) **LOCAL EDUCATIONAL AREA PLAN (LEAP) Boyle** (07-08 G & O Component I, III, IV)
  - In May, 2002, the CA State Board of Education (SBE) adopted five goals and twelve performance indicators for No Child Left

Agenda

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Behind as part of California's commitment to the development of an accountability system to achieve the goals of NCLB. Those five goals pertain to: Students achieving proficiency in reading and mathematics by 2013-14; English Learners become proficient in the English language and reaching proficiency in reading/language arts and math; all teachers being highly qualified by 2005-06; all students being educated in safe, drug-free learning environments that are conducive to learning; and all students graduating from high school. All districts are required to develop, maintain, and update annually a Local Education Area Plan (LEAP).

**6.3 (A) EDUCATION CODE 44256(B) - Noyes (07-08 G & O Component I, IV)**

- EC 44256(B) states that the holder of a Multiple Subject or Standard Elementary Teaching Credential may, with his or her consent, be assigned by action of the local governing board to teach classes in a departmentalized setting in grades 9 and below, provided that the teacher has a minimum of twelve lower division units, or six upper division units, of course work at an accredited institution in the subject to be taught.

**6.4(I/D/A) APPROVAL OF REVISIONS OF POLICY AND REGULATIONS AS REVIEWED BY THE DISTRICT**

**Leaman (07-08 G & O Component IV)**

- The district is in the process of housing its own email service and complying with state and federal law. The attached memo was distributed to all staff and a revised employee use administrative regulation is being forwarded to the board at this time. The Board of Trustees will consider adoption of the CSBA revisions as reviewed by the district.

- AR 4040 Employee Use of Technology

**6.5 (I/D) HORIZON CHARTER SCHOOL RENEWAL – Leaman (07-08 G & O Component I, IV)**

- The Horizon School charter expires next year and they desire to seek renewal with our district. LuAnn Boone, Chief Executive Officer for the school, would like to describe and discuss the renewal process with the board.

**6.6 (I/D) ZEBRA HOUSING – Leaman (07-08 G & O Component IV, V)**

- Options for the Zebra Housing project will be presented and discussed.

December 4, 2007

Agenda

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**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
- Twelve Bridges High School
- Audio Visual Media Board Policy
- Gladding Parkway Carlin C. Coppin

**7.2 BOARD MEMBER REPORTS/COMMENTS**

7.2.1. Nominations for CSBA Delegate Assembly

**8. ESTABLISHMENT OF NEXT MEETINGS(S)**

- The President will establish the following meetings(s):
  - December 18, 2007, 7:00 p.m., Lincoln High School

**9. 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: 112907**

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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:** December 4, 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 #07-08 B

**AGENDA ITEM AREA:**

Action

**REQUESTED BY:**

John Wyatt  
District Hearing Officer

**ENCLOSURES:**

**MEETING DATE:**

December 4, 2007

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**BACKGROUND:**

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

**ADMINISTRATION RECOMMENDATION:**

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

219

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

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

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

**SUBJECT:**

Student Discipline/  
Stipulated Expulsion  
Student #07-08 C

**AGENDA ITEM AREA:**

Action

**REQUESTED BY:**

John Wyatt  
District Hearing Officer

**ENCLOSURES:**

**MEETING DATE:**

December 4, 2007

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**BACKGROUND:**

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

**ADMINISTRATION RECOMMENDATION:**

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

2.1b

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

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**SUBJECT:**

Student Discipline/  
Stipulated Expulsion  
Student #07-08 D

**AGENDA ITEM AREA:**

Action

**REQUESTED BY:**

John Wyatt  
District Hearing Officer

**ENCLOSURES:**

**MEETING DATE:**

December 4, 2007

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**BACKGROUND:**

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

**ADMINISTRATION RECOMMENDATION:**

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

2.1c

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

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

**SUBJECT:**

Conference with Legal Council  
Anticipated Litigation

**AGENDA ITEM AREA:**

Closed Session Disclosure

**REQUESTED BY:**

Scott Leaman,  
Superintendent

**ENCLOSURES:**

**MEETING DATE:**

December 4, 2007

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**BACKGROUND:**

The Board of Trustees will disclose any action taken in closed session in regard to Conference with Legal Council Anticipated Litigation.

**ADMINISTRATION RECOMMENDATION:**

Administration recommends the Board of Trustee disclose action taken in closed session in regard to Conference with Legal Council Anticipated Litigation.

**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:**

Update on Classified Negotiations

**AGENDA ITEM AREA:**

Disclosure of action taken in  
closed session

**REQUESTED BY:**

Bob Noyes, Asst. Superintendent of Personnel  
Scott Leaman, Superintendent  
Terri Ryland, Interim Asst. Superintendent of Business

**ENCLOSURES:**

No

**MEETING DATE:**

December 4, 2007

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**BACKGROUND:**

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

**ADMINISTRATION RECOMMENDATION:**

Administration recommends the board of trustees be updated on negotiations.

**CONSENT**

**AGENDA**

**ITEMS**

**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:**

Approval of Minutes:  
November 6, 2007 Regular Meeting  
November 20, 2007 Budget Workshop Meeting

**AGENDA ITEM AREA:**

CONSENT AGENDA

**REQUESTED BY:**

Scott Leaman,  
Superintendent

**ENCLOSURES:**

Yes

**MEETING DATE:**

December 4, 2007

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**BACKGROUND:**

The Board of Trustees will consider adoption of the minutes of November 6<sup>th</sup> regular Board Meeting, and November 20, 2007 Budget Workshop Meeting.

**ADMINISTRATION RECOMMENDATION:**

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

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
SPECIAL MEETING OF THE BOARD OF TRUSTEES  
BOARD OF TRUSTEE BUDGET WORKSHOP**

**November 20, 2007, 6:00 P.M.  
Lincoln High School Library  
790 J Street, Lincoln, CA 95648**

**MINUTES**

**2007-2008 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 – Lincoln High School Library**

**Members Present**

Paul Long, President  
Ana Stevenson, Member  
Brian Haley, Member  
Paul Carras, Clerk

**Members Absent**

James McLeod, Vice President

**Others Present**

Scott Leaman, Superintendent  
Bob Noyes, Assistant Superintendent of Personnel Services  
Mary Boyle, Assistant Superintendent of Educational Services  
Terri Ryland, Interim Assistant Superintendent of Business Services  
Cathy Allen, Assistant Superintendent of Facilities and Maintenance Services  
Rosemary Knutson, Secretary to the Superintendent

**Press - Cheri March, Lincoln News Messenger**

**1. CALL TO ORDER/PLEDGE OF ALLEGIANCE**

**2. COMMUNICATION FROM THE PUBLIC**

**3. ♦ACTION ♦DISCUSSION ♦INFORMATION**

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

**3.1 (I) ANNUAL REPORT ON WILLIAMS SCHOOLS IN WESTERN  
PLACER UNIFIED SCHOOL DISTRICT – Boyle (06-07 G & O  
Component I, II, IV, V)**

•In the Western Placer Unified School District, one school has been identified as a Williams school – First Street School. A visit of First Street School was made within the first eight weeks of school and we have found the following:

- Sufficient textbooks Yes
- Adequate facilities Yes
- Accurate information on the SARC Yes

3.1.1

Motion by Mr. Haley, seconded by Mr. Carras and passed by unanimous vote to accept the information received from the County Superintendent on the Williams visit to First Street School.

**3.2 (I/D) BUDGET WORKSHOP - Leaman (06-07 G & O Component IV-V)**

• A budget and finance update will be presented to the board in a workshop format. Items presented will include:

1. General Financial Update
  - a. Budget Status
  - b. Multi-Year Projections
2. Debt Analysis
3. Comparisons with other surrounding districts on spending and compensation
4. Board discussion and direction

Terri Ryland presented a power point presentation, and reviewed the following:

- Growth and how it has slowed down.
- Status of Budget October 1, 2007.
- Maintenance – If facilities are not maintained, districts are not allowed to participate in the State program.
- Multi-Year Projections must always be shown when approving the budget.
- Cost of 1% step and benefits for Certificated, Certificated Management, Classified, Confidential, Classified Management.
- How we stack up against other districts.
- Most of the costs are going to Salaries, Benefits and Special Ed.
- Special Education costs are at an all time high. The district will look into providing care for some of our special education needs.

**The District has 5 Outstanding COP Issuances**

Cathy Daminico gave a power point presentation on Outstanding Debt.

She reviewed a list of outstanding COP'S

2003 Series A: \$17 million - \$25 million outstanding

2003 Series B: 12 million – 11.5 million outstanding

2004 Series A: \$35.00 million – 33.8 million outstanding

2006 Series A: \$8 million

2006 Series B: \$50.3 million

**Mello-Roos Special Tax Revenue**

Two Community Facilities Districts "CFDs".

- Tax revenue can be used for capital facilities projects with a useful life of 5 years or longer that benefit the CFD.

One outstanding Mello-Roos bond

- \$15 million issued in June 2005
- Debt service is paid from CFD #1 special tax.

Before any special tax revenue can be used to repay outstanding COPs.

There was discussion on CFD #1 (Lincoln Crossing) and CFD #2 (Twelve Bridges Area)

3.1.2

November 20, 2007

Minutes

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Developer Fees can fund facility projects related to expansion or growth, and renovations to maintain adequate space for future students.

- The current charges are \$5.00 per square foot.
- The district will increase for bi-annual inflation adjustment in January.

Developer fees are projected at \$800,000 per year, increasing at 5% per year.

- The increase accounts for increases in the fee and increases in the number of units.

Contributions from other Agencies:

- The City of Lincoln is expected to contribute toward the construction of parks, 2.9 million has been billed to date, expect an additional \$2 million.

Revenue Concerns:

Based on existing COP debt service and revenue projects, on a cash flow basis, the district may not have sufficient revenue to pay COP debt service.

- Without additional revenue from new development, a general fund contribution would be required.

Other Concerns:

Variable Rate debt can save the district a lot of money as well as help lowering the cost of borrowing.

- Staff needs to carefully monitor interest rates.
- A relatively flat yield curve environment.
- Annual costs associated with variable rate debt
- Ensure that the maximum special tax is levied, this includes a tax on final map parcels in both CFDs and a back up tax in CFD #2.

The District may want to restructure existing debt to match available Revenue Sources:

Looking closely at the 2003A, 2003B and 2004A COPs to have a fairly short term.

- Could extend term to lower annual payments.

Fixed rate COPs provide future certainty.

- Can lock in a low long-term fixed rate.

Series 2006A and 2006B have a fixed interest rate until 2011 and 2009, respectively.

- Should leave the 2006 COPs outstanding for now and consider restructuring when the interest rate converts.

Plan to Move Forward: Board to consider debt restructuring

- With board approval, direct superintendent to engage financing team - draft COP refinance/restructuring documents.
- Board to approve final restructuring plan and COP refinance documents at future board meeting - issue restructuring COP.
- On an ongoing basis, at least semi-annually, review revenues and expenditures and adjust financial plan – Additional restructuring may be required on Series 2006A and 2006B COPs.

3.1.3

November 20, 2007

Minutes

The board discussed the financial direction of the district and it was the consensus of the board that we start the financial restructure as soon as possible.

Bob reviewed salary comparison for all groups:

- Certificated ranked 1<sup>st</sup> and 2<sup>nd</sup> in salary and ranked on top for Health & Welfare Benefits
- Classified averaged 2<sup>nd</sup> in ranking with salaries and ranked on top for Health and Welfare Benefits.
- Administrator's salaries comparison we ranked 5<sup>th</sup>, but looked good in Health & Welfare Benefits.
- Classified Management salaries also ranked 5<sup>th</sup>, but looked good in Health & Welfare Benefits.
- Confidential Salaries ranked between 6<sup>th</sup> and 8<sup>th</sup>, but looked good in Health & Welfare Benefits.

How does WPUSD rank:

	Average <u>Ranking</u>	Total <u>Compared</u>
Certificated	1.6	Out of 8
Classified	2.4	Out of 8
Administrators	5.2	Out of 7
Classified Management	5.2	Out of 7
Confidential	6.2	Out of 8

Board Direction and Next Steps:

1. Refrain from incurring additional debt obligations (Restructure current debt).
2. Do not let benefit increases decide the priorities of the district (Allow for the bargaining of benefits annually).
3. Provide equity across all employee groups.
4. Take steps to provide sufficient reserves for uncertainty.

Scott handed out 2007-08 Bargaining Issues:

**SALARY**Overarching Salary Philosophy

Salary compensation should be equitable across employee groups. It is unfair for some WPUSD employee groups to be paid far less than those doing similar jobs in the county unless there are other compensation factors. It is unfair for salary schedules already near or at the top of rank order to continue to receive raises above groups far below in a rank order.

Overarching Direction

Based on a comparison of Placer County district by job task, all employee salary schedules should be similarly ranked. The majority of available funds should be used to increase the ranking of groups lower in rankings. The remaining funds can be used to maintain other group's positions in the rankings.

3.1.4

November 20, 2007

Minutes

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**BENEFITS**

Overarching Benefit Philosophy

A floating cap on benefits takes the negotiations impacts away from the bargaining table and puts them in the hands of insurance and health companies. These entities do not understand or care about the impact of their increase every year.

Overarching Direction – Automatic benefit increases currently cost the district \$5000,000 a year for all employee groups. The district desires to make these benefits increases negotiable each year as part of a total compensation package.

**RESERVE**

Overarching Benefit Philosophy

The district has maintained only the mandated reserve for many years. With only mandated reserve available, the district is susceptible to a qualified or negative budget when there is a change in income or expenditure assumptions. When negotiating, the teams must be cognizant that any changes in assumptions used to reach an agreement can lead to negative financial impacts without a reserve beyond the mandated level.

Overarching Direction

The district desires to increase reserves beyond the mandate to compensate for changes in the state or local budget without forcing budget cuts or attaining a qualified budget.

**FACILITY DEBT**

Overarching Benefit Philosophy

The district has engaged in numerous Certificates of Participation that use the general fund as the last source of funding. This fact will have an impact on any outside agency that evaluates our ability to increase compensation.

Overarching Direction

The Board desires to reorganize and/or plan on the most prudent course of action to ensure the general fund is at the least risk to be used for COP payment. Future facilities will need to be constructed without adding debt to the district.

The conclusion was that the district would work on a financial reorganization plan, and bring it to the board of trustees for approval. This process will take about 3 months.

Mr. Carras feels he understands more of the debt situation.

Mr. Haley wants to be fair to all groups and maintain what you have.

Mrs. Stevenson was happy with the presentation and her questions were answered about CFD's.

Mr. Long shared he has great faith of all employees in our district. He feels our biggest issue is servicing our debt and we need to keep the wonderful relationship.

It was the consensus of the board that staffing is needed in all areas of the district office.

It was the consensus of the board that the January 1<sup>st</sup> board meeting be canceled due to the fact in falls on a Holiday.

3.1.5

**3. ADJOURNMENT**

There being no further business the meeting was adjourned at 8:15.

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**Paul Long, Board President**

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**Paul Carras, Clerk**

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**Scott Leaman, Superintendent**

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**Rosemary Knutson, Secretary  
Superintendent**

**Adopted:**

**Ayes:**

**Noes:**

**Absent:**

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
REGULAR MEETING OF THE BOARD OF TRUSTEES  
November 6, 2007, 7:00 P.M.  
LINCOLN HIGH SCHOOL – PERFORMING ARTS THEATER  
790 J Street, Lincoln, CA**

**MINUTES**

2007-2008 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.

**5:45 P.M. OPEN SESSION – Lincoln High School Theater**

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

**5:45 P.M. CLOSED SESSION – District Office Conference Room**

1. **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**  
Student Discipline/Expulsion Pursuant To E.C. 48918  
Student Expulsion #07/08 A
2. **CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION**
3. **CONFERENCE WITH LABOR NEGOTIATOR**  
Update on classified negotiations
4. **ADJOURN TO OPEN SESSION**

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

**Members Present**

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

**Others Present**

Scott Leaman, Superintendent  
Bob Noyes, Assistant Superintendent of Personnel Services  
Mary Boyle, Assistant Superintendent of Educational Services

3.1.7

November 6, 2007

Minutes

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Terri Ryland, Interim Assistant Superintendent of Business Services

Rosemary Knutson, Secretary to the Superintendent

**Student** – Joanna Loya, Lincoln High Student Advisor

**Press** - Cheri March, 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**

Student Discipline/Expulsion Pursuant To E.C. 48918

Student Expulsion #07/08 A

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

**2.2 CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION**

No action was taken.

**2.3 CONFERENCE WITH LABOR NEGOTIATOR**

Update on classified negotiations, no action was taken.

**3. CONSENT AGENDA**

**3.1 Approval of Minutes**

Regular Meetings of October 2 & October 16, 2007

**3.2 Approval of Warrants**

**3.3 Ratification of Personnel Items**

**Classified:**

**a. *Ratification of Classified Employment:***

Nicole Anderson – Paraprofessional Spec. Physical Health Care – FRE

Cherri Edwards – Paraprofessional Spec. Physical Health Care – TBM

Robert Hedges – Custodian/Groundsman – COE

Keris Hordyk – Paraprofessional Spec. Physical Health Care – TBE

Laree Quinn – Special Educ. Instructional Aide - COE

**b. *Ratification of Classified Additional Position:***

Norma Vita – adding the 12 hrs. a week Grant Funding Support Services Clerk position at Support Services to current 4 hr. School Attendance Clerk position at FRE effective 10/22/07.

Elena Yopez – adding the two 20 minute Camp/Café. Supervisor positions at LCE to current 3.5 hr. Health Clerk position at FSS effective 10/16/07.

3.18

November 6, 2007

Minutes

Elena Yepez – adding the 2 hr. Instructional Aide position at FSS to current 3.5 hr. Health Aide position at FSS and two 20 minute Camp/Café. Supervisor positions at LCE effective 10/22/07.

*c. Ratification of Classified Transfers:*

Mary LaRoche – from 2 hr. Food Service Assist. At LHS to the 5.6 hr. Sp. Ed. Instructional Aide position at LCE effective 11/1/07.

Rita Mendoza – from 3.5 hr. Health Clerk position at LCE, 20 minute Camp/Café. Supervisor position at LCE, and 2 hr. Instructional Aide position at FSS to the 3.5 hr. Health Clerk position and 2 hr. Camp/Café Supervisor position at TBM effective 10/15/07.

*d. Ratification of Classified Transfers/Promotion:*

Maria Gonzalez – from 12 hrs. per week Support Services Clerk position to the 8 hr. per day Secretary to the Assist. Superintendent of Educational Services position effective 10/18/07.

*e. Ratification of Classified Resignation:*

Ana Maria Peek – Food Service Lead – TBE

Certificated:

*f. Ratification of Certificated Maternity/Child Rearing Leave:*

Carrie Sanchez – 1<sup>st</sup> Grade Teacher - TBE

3.4 Partial Notice of Completion for Lincoln Crossing Elementary School.

3.5 Approval to Extend the Open Relocatable Contract between Gary Doupnik Manufacturing, Inc., and the Western Placer Unified School District for a period of two years beginning November 6, 2007.

There was a motion by Mr. Carras, and seconded by Mrs. Stevenson to approve the consent agenda as listed.

**4. COMMUNICATION FROM THE PUBLIC**

Jill Loya employed by the Lincoln Public Library, reported that many books are being added to the Library everyday, as well as CD's. She also indicated the district has approved the next book order, school books will be put into the library for students to do homework at the library. Andrea has postponed her presentation with the principals until January to explain how the library can be useful to the students. The Library will offer Story Time on Wednesdays, and different events such as Get a Clue with Nancy Drew on November 15<sup>th</sup>, at 4:00. The Library is currently working on scheduling children programs. The Carnegie Library has fieldtrips, but would like to make them more educational friendly. The downtown library is currently having repairs done as well as roof repairs. An annual tradition will be held on December 19<sup>th</sup>, Jody Shorkey will read the story of "How The Grinch Stole Christmas".

3.19

November 6, 2007

Minutes**5. REPORTS & COMMUNICATION**

- 5.1 Lincoln High School, Student Advisory – Joanna Loya gave an update on Lincoln High School. The school year book will be in full color; the football is tied for third; and their last game will be this Friday; Finals will be held next week. The high school collected \$300.00 to \$400.00 for the fires in San Diego, Cross Country section meet will be held this weekend, and there will be about seven students attending, security cameras have been in stalled at the high school.
- 5.2 Western Placer Teacher's Association – Mike Agrippino had no report.
- 5.3 Western Placer Classified Employee Association – Joe Ross reported he came before the Board of Trustees a couple of weeks ago and asked for a fair share, the district offered 2% to classified and they felt it was a little more than an insult. He indicated costs of gas have gone up for all of us, and feel we should be equally compensated for our contribution. He has researched what other districts have done, parity seems to be a common theme. He pointed out the superintendent has made a concerted effort to meet with the representatives of the classified bargaining unit about salaries. Classified feels offering anything less than what was given to other employees of the district, will only open up old wounds. Classified is aware with all the paper work, charts, and explanations that the district is broke, but does not feel the money should be taken out of the pockets of classified employees. Classified group has been told these are different times, different board, different administrators. They say fantastic, what an excellent effort, excellent opportunities to show everyone that with new blood comes a new mode we equally value all employees.
- 5.4 Superintendent, Scott Leaman reported the following:
- There will be a Budget workshop held on November 20<sup>th</sup>, at Lincoln High in the Library.
  - He reported he had substituted in a 4<sup>th</sup> grade classroom at Twelve Bridges Elementary.
  - He has been working with the high school regarding board goals from A-G requirements.
  - He reported the Collaborative meeting was cancelled and rescheduled for November 26<sup>th</sup>. He reported he will be out of the district on Thursday and Friday at a Conference.
- 5.5 Assistant Superintendent(S)
- 5.5.1 Mary Boyle reported that a "Williams" review team did an unannounced school inspection of First Street Elementary School on September 19<sup>th</sup>. Mary discussed the procedure that was taken and reported they passed with flying colors. Their overall rating was 97.93%. They did point out some repairs that need to be made, and the maintenance department will look into the necessary repairs. District wide ELD may not have made that target due to ELD corrections. Mary has already filed corrections with the state department, and will keep board posted on any changes.

3.1.10

November 6, 2007

Minutes

- 5.5.2 Terri Ryland reported she is currently working on preparing for the budget workshop doing debt analysis, and prepare projected budget reports. She will also be attending a workshop with the state, and will bring back information to the budget workshop with any changes revealed. She is hoping to bring back good news.
- 5.5.3 Bob Noyes had no report.
- 5.5.4 Cathy Allen reported that Lincoln Crossing is pretty much completed, and the contractors are putting full concentration on finishing the park. The district has finalized the furniture selection of the architect for the district office. The facilities department is currently working with a representative from the City who is putting together a bid for moving services. She discussed the interview process with the 10 architectural firms over the course of two days, and the final selection should be completed by the end of the month. The district received 20 applications for the two new maintenance positions, testing will take place along with follow up interviews. Next month we'll bring to the Board of Trustees detailed information on demographics and where the next group of kids is anticipated to come from.

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

6.1 (I/D/A) **CBET Plan - Boyle** (07-08 G & O Component I, II)

•The Community-Based English Tutoring programs provides funds to participating local educational agencies (LEA's) based on the collective enrollment of English learners (ELs), according to the spring 2006 Language Census (R-30). Because of our English Learner population, Western Placer Unified School District qualifies for CBET funding.

Mary explained the program in designed to support English Learners, attendance is up in the program and the district is encouraging parents with students in the program to get involved. Motion by Mr. McLeod, seconded by Mrs. Stevenson, and passed by unanimous vote to approve the CBET plan.

6.2 (A) **EDUCATION CODE 44256(B) - Noyes** (07-08 G & O Component I, II, IV)

•EC 44256(B) states that the holder of a Multiple Subject or Standard Elementary Teaching Credential may, with his or her consent, be assigned by action of the local governing board to teach classes in a departmentalized setting in grades 9 and below, provided that the teacher has a minimum of twelve lower division units, or six upper division units, of course work at an accredited institution in the subject to be taught.

3.1.11

This item was pulled from the agenda and will be brought back to the December 4<sup>th</sup> board meeting.

**6.3 (I/D/A) APPROVAL OF PROCESS FOR BOARD GOAL AT LINCOLN HIGH SCHOOL - Leaman** *(07-08 G & O Component I, II, IV)*

- A board goal was established to explore options for academic achieving students at Lincoln High School. A draft process is being presented to the board for approval.

Scott discussed the purpose and the process of this goal. This will start with the Site Base Leadership Team. Motion by Mr. Carras, seconded by Mr. Haley, and approved by unanimous vote to approve the process at Lincoln High School.

**6.4 (I/D) REVISION OF ADMINISTRATIVE REGULATION 4040 (EMPLOYEE USE OF TECHNOLOGY) Leaman** *(07-08 G & O Component IV)*

- The district is in the process of housing its own email service and complying with state and federal law. The attached memo was distributed to all staff and a revised employee use administrative regulation is being forwarded to the board at this time.

Scott reported policy 4040 was directed from PCOE, regarding the legality for emails, retention policy of 6 months of emails, in addition we looked at our board policy with other changes. This is the first reading, and will be brought back for approval.

**6.5 (I/D) FINDING OF NO SIGNIFICANT IMPACT Leaman** *(07-08 G & O Component IV, V)*

- The district recently received a Finding of No Significant Impact from a property located within our boundaries.

This was an information item only indicated that the United Auburn Indian Community will place a development located at the northeastern corner of Karchner Road and Porter Road, south of Camp Far West Reservoir in the northwestern portion of Placer County. No action was needed.

**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

3.1.12

November 6, 2007

Minutes

- Relationship with Sierra Community College
- Twelve Bridges High School
- Audio Visual Media Board Policy
- Gladding Parkway Carlin C. Coppin

**7.2 BOARD MEMBER REPORTS/COMMENTS**

**7.2.1 Selection of County Committee Members**

The Board of Trustees voted in Paul Long to be the voting representative for the Placer County Committee Member Roster. This information will be submitted to PCOE.

**Mr. Haley** had no report.

**Mr. McLeod** reported on the new library grand opening.

**Mr. Carras** had no report.

**Mrs. Stevenson** had no report.

**Mr. Long** attended an advisory committee meeting at the new library, there were many representatives. This was for a grant received by Lincoln High School in conjunction with Sierra College. This is a very high level program with robotics.

**8. ESTABLISHMENT OF NEXT MEETINGS(S)**

- The President will establish the following meetings(s):
  - November 20, 2007, 6:00 p.m., Budget Workshop, Lincoln High School Library

**9. ADJOURNMENT**

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

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**Paul Long, Board President**

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**Paul Carras, Clerk**

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**Scott Leaman, Superintendent**

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**Rosemary Knutson, Secretary  
Superintendent**

3.1.13

November 6, 2007

Minutes

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**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

**Posted: 103107**

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3.1.14

**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:**

Terri Ryland  
Interim Director Of Business Service

**ENCLOSURES:**

Warrants may be found at  
[www.wpusd.k12.ca.us](http://www.wpusd.k12.ca.us)

**MEETING DATE:**

December 4, 2007

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**BACKGROUND:**

The Board of Trustees will consider approval of warrants paid since the November 6, 2007 board meeting.

**ADMINISTRATION RECOMMENDATION:**

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

PLACER COUNTY OFFICE OF EDUCATION  
WARRANT REGISTER FOR WARRANTS DATED 11/27/2007  
SCHOOLS COMMERCIAL REVOLVING FUND

11/27/07

PAGE 1

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT
80213888	004071	AIRGAS	22 00	80213889	012533	TIM ALLEN	22 00	199.59
80213890	009606	BORDERS GROUP INC	22 00	80213891	007930	BULB DIRECT	22 00	91.32
80213892	009998	DANG ELECTRIC	22 00	80213893	009919	DELL	22 00	465.23
80213894	003096	THE HAMPTON-BROWN COMPANY	22 00	80213895	022460	HOUGHTON MIFFLIN COMPANY	22 00	355.65
80213896	000718	IMCO INDUSTRIAL MINERALS	22 00	80213897	005736	INK LYNX INC	22 00	246.19
80213898	011012	LAKESHORE LEARNING	22 00	80213899	002271	LINGUI SYSTEMS INC	22 00	97.13
80213900	009795	MOUNTAIN MATH/LANGUAGE LL	22 00	80213901	010194	INC NORTH SHORE AGENCY	22 00	220.00
80213902	004683	OFFICE DEPOT	22 00	80213903	000068	ORIENTAL TRADING COMPANY	22 00	912.87
80213904	009348	OTTER CREEK INSTITUTE	22 00	80213905	028020	PLACER COUNTY OFFICE OF E	22 00	199.00
80213906	008381	RAY MORGAN COMPANY INC	22 00	80213907	005757	REALLY GOOD STUFF	22 00	101.80
80213908	009649	RENAISSANCE LEARNING INC.	22 00	80213909	000122	SCHOOL SPECIALTY INC	22 00	702.09
80213910	011893	SCOE	22 00	80213911	002891	SIERRA OFFICE SUPPLIES &	22 00	35.00
80213912	005166	SUTTER COUNTY SCHOOLS OFF	22 00	80213913	000834	TARGET BANK	22 00	616.00
80213914	039880	WISHING WELL ENTERPRISES	22 00	80213915	010446	WOODWIND & BRASSWIND	22 00	28.01
80213916	003208	XEROX CORPORATION	22 00					2,354.88

TOTAL AMOUNT OF ALL WARRANTS \$11,576.56\*\*\*

3.2.1

APY220 H.02.03

PLACER COUNTY OFFICE OF EDUCATION

11/15/07

PAGE 1

WARRANT REGISTER FOR WARRANTS DATED 11/15/2007

SCHOOLS COMMERCIAL REVOLVING FUND

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT
80211667	012000	ADD SOME CLASS	22 00	7,772.63	80211668	001760	APPLE COMPUTER INC	22 00	148.01
80211669	026400	AT&T	22 00	3,647.29	80211670	002095	BANK OF AMERICA	22 00	163.58
80211671	008189	BANK OF AMERICA/BUSINESS	22 00	1,657.65	80211672	008599	BANK OF AMERICA/BUSINESS	22 00	1,080.28
80211673	011559	BLISS POWER LAWN EQUIPMEN	22 00	105.51	80211674	012291	MIKE CARLSON	22 00	407.40
80211675	009440	CDW GOVERNMENT INC	22 00	347.37	80211676	002863	DELTA WIRELESS	22 00	50.00
80211677	011881	EDUCATIONAL RESOURCES	22 00	541.77	80211678	002027	GIRARD VINSON & TRUJILLO	22 00	4,775.00
80211679	008181	HANDWRITING WITHOUT TEARS	22 00	5,330.49	80211680	011550	HARCOURT ASSESSMENT INC.	22 00	721.47
80211681	011744	LaSHAWN HORTON	22 00	396.73	80211682	000396	HOUGHTON MIFFLIN COMPANY	22 00	294.93
80211683	022460	HOUGHTON MIFFLIN COMPANY	22 00	6,712.79	80211684	007173	JCI - JOHNSON CONTROLS IN	22 00	1,650.00
80211685	000131	ROBERT NOYES	22 00	36.59	80211686	010748	MAUREN OLSEN	22 00	2,493.28
80211687	026460	PACIFIC GAS & ELECTRIC CO	22 00	63,816.36	80211688	007787	PITNEY BOWES CREDIT CORP.	22 00	731.00
80211689	028020	PLACER COUNTY OFFICE OF E	22 00	1,171,011.00	80211690	029400	RAINBOW MARKET	22 00	25.66
80211691	002618	RISO PRODUCTS OF SAC INC	22 00	125.90	80211692	012485	TERESA R. RYLAND C.P.A.	22 00	9,570.00
80211693	004860	S & S WORLDWIDE	22 00	298.75	80211694	009777	LORETTA SHEA	22 00	425.00
80211695	012553	BERLINDA SHOOK	22 00	34.94	80211696	002891	SIERRA OFFICE SUPPLIES &	22 00	677.18
80211697	001151	STATE OF CALIFORNIA	22 00	371.00	80211698	012619	CODY VENT	22 00	5.76
80211699	000788	WALKER'S OFFICE SUPPLIES	22 00	63.28	80211700	026400	AT&T	22 00	31.95
80211701	026400	AT&T	22 00	68.02	80211702	026400	AT&T	22 00	65.07
80211703	011561	BANK OF AMERICA	22 00	385.00	80211704	012000	ADD SOME CLASS	22 00	904.14
80211705	010236	ASCD ASSOC FOR SUPERVISIO	22 00	189.00	80211706	006911	ASILOMAR MATH CONFERENCE	22 00	115.00
80211707	010036	IRMA BALONEK	22 00	98.40	80211708	012527	BLACK DOG GRAPHICS	22 00	447.22
80211709	012624	BRAIN POP	22 00	175.00	80211710	003280	CHILDCRAFT EDUCATION CORP	22 00	191.06
80211711	012605	CKA CA KINDERGARTEN CONFE	22 00	690.00	80211712	005443	COSTCO	22 00	57.50
80211713	012549	EDUCATIONAL PUBLICATIONS	22 00	98.45	80211714	012616	EDUCATIONAL RESOURCE SERV	22 00	398.00
80211715	011881	EDUCATIONAL RESOURCES	22 00	217.93	80211716	010603	FISHER SCIENCE EDUCATION	22 00	232.75
80211717	012569	FULL COMPASS SYSTEMS	22 00	10,022.89	80211718	012597	GREAT ACTIVITIES WORKSHOP	22 00	189.95
80211719	010914	CHRISTINE HAWLEY	22 00	58.20	80211720	012474	CINDY HOOD	22 00	41.82
80211721	008048	IMAGESTUFF.COM	22 00	330.12	80211722	000718	IMCO INDUSTRIAL MINERALS	22 00	481.71
80211723	010467	IN FOCUS	22 00	4,617.13	80211724	002990	INNOVATIVE LEARNING CONCE	22 00	370.70
80211725	011012	LAKE SHORE LEARNING	22 00	141.21	80211726	001762	MCGRAW-HILL	22 00	8,797.41
80211727	012355	MUSIC PRODUCTS INC	22 00	575.66	80211728	024240	NASCO MODESTO	22 00	192.18
80211729	010441	NICK RAIL MUSIC	22 00	1,915.41	80211730	004683	OFFICE DEPOT	22 00	432.33
80211731	000068	ORIENTAL TRADING COMPANY	22 00	45.60	80211732	012603	MICHELE PIPLICA	22 00	48.09
80211733	028100	PLACER COUNTY FARM SUPPLY	22 00	121.14	80211734	028020	PLACER COUNTY OFFICE OF E	22 00	10,185.00
80211735	006899	POSITIVE PROMOTIONS	22 00	98.70	80211736	028610	POSTMASTER	22 00	539.00
80211737	010565	PRINT TO MAIL	22 00	287.39	80211738	029400	RAINBOW MARKET	22 00	40.44
80211739	008381	VOIDED	22 00		80211740	008381	RAY MORGAN COMPANY INC.	22 00	365.32
80211741	005757	REALLY GOOD STUFF	22 00	164.84	80211742	005162	RESOURCES FOR EDUCATORS I	22 00	139.00
80211743	002618	RISO PRODUCTS OF SAC INC	22 00	753.38	80211744	010490	ROCKLIN HIGH SCHOOL	22 00	118.37
80211745	000128	SCHOLASTIC INC	22 00	4.30	80211746	000122	SCHOOL SPECIALTY INC	22 00	703.18
80211747	002891	SIERRA OFFICE SUPPLIES &	22 00	901.66	80211748	007212	STAPLES CREDIT PLAN	22 00	315.22
80211749	005166	SUTTER COUNTY SCHOOLS OFF	22 00	208.00	80211750	000834	TARGET BANK	22 00	380.61
80211751	011886	THINK 4 INK	22 00	357.95	80211752	003739	JEANINE TROXEL	22 00	9.80
80211753	002399	TROXELL COMMUNICATIONS	22 00	3,860.79	80211754	004542	VIRCO INC	22 00	98.43
80211755	006482	WARD'S NATURAL SCIENCE	22 00	20.91	80211756	039880	WISHING WELL ENTERPRISES	22 00	116.80
80211757	009360	VOIDED	22 00		80211758	009360	VOIDED	22 00	
80211759	009360	CRYSTAL CREAM & BUTTER CO	22 00	16,614.60	80211760	001778	THE DANIELSEN COMPANY	22 00	1,264.49

3.2.2

APY220 H.02.03

PLACER COUNTY OFFICE OF EDUCATION

11/15/07

PAGE 2

WARRANT REGISTER FOR WARRANTS DATED 11/15/2007  
SCHOOLS COMMERCIAL REVOLVING FUND

WARRANT			DIST			WARRANT			DIST		
NUMBER	VENDOR	PAYEE NAME	NO	DD	AMOUNT	NUMBER	VENDOR	PAYEE NAME	NO	DD	AMOUNT
80211761	011727	ED JONES FOOD SERVICE	22	00	4,760.44	80211762	006580	JERICO INC	22	00	286.14
80211763	009147	NOR-CAL PRODUCE INC	22	00	292.12	80211764	029400	RAINBOW MARKET	22	00	16.06
80211765	012042	SARA LEE	22	00	129.38	80211766	011033	UNITED PIZZA INC	22	00	1,390.00
80211767	012623	KYLE PACE	22	00	500.00						

TOTAL AMOUNT OF ALL WARRANTS \$1,363,156.96\*\*\*

3.2.3

APY220 H.02.03

PLACER COUNTY OFFICE OF EDUCATION  
WARRANT REGISTER FOR WARRANTS DATED 11/08/2007  
SCHOOLS COMMERCIAL REVOLVING FUND

11/08/07 PAGE 1

WARRANT NUMBER	VENDOR	PAYEE NAME	DIST NO	DD	WARRANT NUMBER	VENDOR	AMOUNT	WARRANT NUMBER	VENDOR	PAYEE NAME	DIST NO	DD	AMOUNT
80209859	000059	ADVANCED INTEGRATED PEST	22	00	80209860	004071	1,373.00	80209860	004071	AIRGAS	22	00	34.08
80209861	003569	AMERICAN MESSAGING	22	00	80209862	026400	108.89	80209862	026400	AT&T	22	00	204.21
80209863	005845	AUBURN PLACER DISPOSAL SE	22	00	80209864	011559	7,617.72	80209864	011559	BLISS POWER LAWN EQUIPMEN	22	00	22.18
80209865	000205	BUS WEST - FRESNO	22	00	80209866	006200	1,966.17	80209866	006200	CAPITOL CLUTCH AND BRAKE	22	00	49.55
80209867	009440	CDW GOVERNMENT INC	22	00	80209868	008620	406.93	80209868	008620	CED CONSOLIDATED ELECTRI	22	00	1,091.98
80209869	005900	CSBA CA SCHOOL BOARDS AS	22	00	80209870	009919	1,504.00	80209870	009919	DELL	22	00	2,088.06
80209871	011881	EDUCATIONAL RESOURCES	22	00	80209872	011465	41.04	80209872	011465	FILTERFRESH	22	00	135.00
80209873	036880	VOIDED	22	00	80209874	036880		80209874	036880	G&S HARDWARE PURCHASING	22	00	2,708.48
80209875	015040	GOLD RUSH AUTO PARTS	22	00	80209876	038620	416.65	80209876	038620	GRAINGER	22	00	545.48
80209877	012395	KRISTI GRETLER	22	00	80209878	008181	87.30	80209878	008181	HANDWRITING WITHOUT TEARS	22	00	636.79
80209879	009344	HANKIN SPECIALTY EQUIPMEN	22	00	80209880	000396	193.10	80209880	000396	HOUGHTON MIFFLIN COMPANY	22	00	817.30
80209881	000175	J & J SCREEN & GLASS	22	00	80209882	011926	223.74	80209882	011926	JABBERGYM INC.	22	00	13,513.75
80209883	012615	TIMOTHY KREISHER	22	00	80209884	019720	132.98	80209884	019720	KRONICK MOSKOVITZ TIEDEMA	22	00	146.25
80209885	005707	MAYER - JOHNSON	22	00	80209886	012572	962.03	80209886	012572	MEDICAB OF SACRAMENTO/SIE	22	00	1,762.20
80209887	023380	VOIDED	22	00	80209888	023380		80209888	023380	MISSION UNIFORM SERVICE I	22	00	3,129.11
80209889	000068	ORIENTAL TRADING COMPANY	22	00	80209890	026450	209.30	80209890	026450	PACIFIC GAS & ELECTRIC CO	22	00	980.36
80209891	005441	PALOS SPORTS INC	22	00	80209892	010637	1,019.50	80209892	010637	PARAGON SCHOOL	22	00	4,174.50
80209893	012411	PEARSON SCOTT FORSEMAN	22	00	80209894	028020	6,790.54	80209894	028020	PLACER COUNTY OFFICE OF E	22	00	2,250.00
80209895	009270	PLACER NEVADA SELPA	22	00	80209896	010717	1,080.00	80209896	010717	SAFEMAY INC	22	00	144.34
80209897	012441	SASS / WESTMAKER INSURANC	22	00	80209898	000122	294.30	80209898	000122	SCHOOL SPECIALTY INC	22	00	101.38
80209899	002891	SIERRA OFFICE SUPPLIES &	22	00	80209900	010414	496.74	80209900	010414	SPEECH & LANGUAGE THERAPY	22	00	400.00
80209901	001786	SPURR	22	00	80209902	012555	1,917.36	80209902	012555	SHANNON STEEN	22	00	118.83
80209903	012454	WAVE BROADBAND	22	00	80209904	012194	55.95	80209904	012194	WEST TEL SERVICES	22	00	49.50
80209905	002373	WILSON WAY TIRE	22	00	80209906	008419	1,268.18	80209906	008419	WORLD BOOK INC	22	00	1,649.51
80209907	006591	CHUCK YOUTSEY	22	00	80209908	007980	252.35	80209908	007980	DEANNA SOUSA	22	00	40.74
80209909	028280	PLACER COMMUNITY ACTION	22	00	80209910	036880	58,612.68	80209910	036880	G&S HARDWARE PURCHASING	22	00	26.18
80209911	005801	APPROVED SAFE & LOCK	22	00	80209912	001797	576.15	80209912	001797	DELTA EDUCATION INC	22	00	20,047.84
80209913	003918	DISC DEPARTMENT OF TOXIC	22	00	80209914	011878	841.93	80209914	011878	STANLEY TAYLOR	22	00	2,660.00
80209915	012079	TEICHERT CONSTRUCTION	22	00	80209916	011002	7,360.00	80209916	011002	U.S. BANK	22	00	1,650.00
80209917	011742	FOCAL POINT RESOURCES INC	22	00	80209918	011561	19,418.75	80209918	011561	BANK OF AMERICA	22	00	67,496.97
80209919	002878	BUREAU OF EDUCATION & RES	22	00	80209920	011547	195.00	80209920	011547	CATHY GARCIA	22	00	171.60
80209921	010986	GATEWAY FUND RAISING SERV	22	00	80209922	011012	2,800.00	80209922	011012	LAKEHORE LEARNING	22	00	924.87
80209923	012473	KATRINA MODDELMOG	22	00	80209924	024240	74.39	80209924	024240	NASCO MODESTO	22	00	133.24
80209925	012557	APRIL NASH	22	00	80209926	011444	125.00	80209926	011444	NEXT GENERATION COFFEE SY	22	00	134.23
80209927	004683	OFFICE DEPOT	22	00	80209928	028020	23.33	80209928	028020	PLACER COUNTY OFFICE OF E	22	00	350.00
80209929	029400	RAINBOW MARKET	22	00	80209930	005757	50.52	80209930	005757	REALLY GOOD STUFF	22	00	96.16
80209931	009649	RENAISSANCE LEARNING INC.	22	00	80209932	003884	3,430.34	80209932	003884	SCHOLASTIC MAGAZINES	22	00	101.35
80209933	000122	SCHOOL SPECIALTY INC	22	00	80209934	009221	127.74	80209934	009221	SCHWAAB INC	22	00	185.94
80209935	002891	SIERRA OFFICE SUPPLIES &	22	00	80209936	007212	1,069.94	80209936	007212	STAPLES CREDIT PLAN	22	00	60.02
80209937	008691	WEST MUSIC	22	00	80209938	012070	68.70	80209938	012070	RAMEY DERN	22	00	53.61
80209939	008137	CAL-NEVA SLUSH COMPANY	22	00	80209940	010598	404.00	80209940	010598	D & P CREAMERY	22	00	7.44
80209941	001778	THE DANIELSEN COMPANY	22	00	80209942	011727	7,324.95	80209942	011727	ED JONES FOOD SERVICE	22	00	5,080.59
80209943	006580	JERICO INC	22	00	80209944	023380	165.00	80209944	023380	MISSION UNIFORM SERVICE I	22	00	411.66
80209945	009147	NOR-CAL PRODUCE INC	22	00	80209946	011033	952.03	80209946	011033	PAPPA JOHN'S PIZZA	22	00	1,035.00
80209947	012042	SARA LEE	22	00	80209948	002891	947.24	80209948	002891	SIERRA OFFICE SUPPLIES &	22	00	96.41
80209949	010084	SYSCO SACRAMENTO	22	00			3,782.59						

3.2.4

APY220 H.02.03

PLACER COUNTY OFFICE OF EDUCATION  
WARRANT REGISTER FOR WARRANTS DATED 11/08/2007  
SCHOOLS COMMERCIAL REVOLVING FUND

11/08/07 PAGE 2

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	AMOUNT	DIST NO DD	AMOUNT
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TOTAL AMOUNT OF ALL WARRANTS \$274,284.74\*\*\*

3.2.5

APY220 H.02.03

PLACER COUNTY OFFICE OF EDUCATION  
WARRANT REGISTER FOR WARRANTS DATED 11/06/2007  
SCHOOLS COMMERCIAL REVOLVING FUND

11/06/07 PAGE 1

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT
80209018	000627	A & A STEPPING STONE	22 00	331.34	80209019	004071	AIRGAS	22 00	95.91
80209020	010947	ALPHA FIRED ARTS	22 00	307.20	80209021	011834	KAREN ANDERSON	22 00	69.92
80209022	012466	BANDMAN'S	22 00	14,557.40	80209023	004176	BRODART CO.	22 00	144.79
80209024	012252	CALIF. STATE UNIVERSITY FR	22 00	370.00	80209025	003280	CHILDCRAFT EDUCATION CORP	22 00	2,062.90
80209026	005443	COSTCO	22 00	115.15	80209027	010560	DICK BLICK	22 00	582.87
80209028	008033	DUERR EVALUATION RESOURCE	22 00	421.58	80209029	007968	FORESTRY SUPPLIERS INC	22 00	239.89
80209030	003119	GLEN EDWARDS MIDDLE SCHOO	22 00	148.35	80209031	011141	GRECO NATURAL FARMING	22 00	1,643.00
80209032	012033	HOME AND SCHOOL CONNECTIO	22 00	185.00	80209033	012612	CATHY HUTCHINGS	22 00	320.00
80209034	004534	BILL JUSTICE	22 00	295.00	80209035	011012	LAKESHORE LEARNING	22 00	147.32
80209036	002271	LINGUI SYSTEMS INC	22 00	297.70	80209037	011304	CHRIS MCKAY	22 00	72.75
80209038	024240	NASCO MODESTO	22 00	168.41	80209039	004683	OFFICE DEPOT	22 00	791.03
80209040	010164	PEARSON EDUCATION	22 00	872.09	80209041	028020	PLACER COUNTY OFFICE OF E	22 00	850.00
80209042	006682	PLANK ROAD PUBLISHING INC	22 00	44.40	80209043	006899	POSITIVE PROMOTIONS	22 00	338.80
80209044	029400	RAINBOW MARKET	22 00	105.84	80209045	005757	REALLY GOOD STUFF	22 00	84.49
80209046	002618	RISO PRODUCTS OF SAC INC	22 00	602.70	80209047	011762	ROSEVELT FUEL	22 00	1,394.61
80209048	011096	SCANTRON	22 00	105.73	80209049	010359	SCHOLASTIC INC.	22 00	373.15
80209050	002891	SIERRA OFFICE SUPPLIES &	22 00	381.51	80209051	000636	SIERRA SAFETY COMPANY INC	22 00	31.45
80209052	010550	SIERRA SPRING WATER CO.	22 00	120.79	80209053	000521	ROBIN L. SKILLMAN D.V.M.	22 00	125.85
80209054	003808	PAM SOHA	22 00	9.82	80209055	003739	JEANINE TROXEL	22 00	18.36
80209056	008691	WEST MUSIC	22 00	2,024.35					

TOTAL AMOUNT OF ALL WARRANTS \$30,851.45\*\*\*

3.2.6

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT
80208175	012228	CATHY ALLEN	22 00	80208176	012595	ALPHA CARD	22 00	213.49
80208177	011323	AT&T - LONG DISTANCE SERV	22 00	80208178	010753	BACK TO LIFE AUTOMOTIVE	22 00	24.53
80208179	011051	CAPITAL ONE F.S.B.	22 00	80208180	012482	ALICIA CARTER	22 00	835.34
80208181	008524	CIT TECHNOLOGY FIN SERV.	22 00	80208182	012483	JENNY CLEARWATER	22 00	713.58
80208183	003609	DISCOUNT SCHOOL SUPPLY	22 00	80208184	000391	FEDEX	22 00	484.96
80208185	038620	GRAINGER	22 00	80208186	016160	HARCOURT INC	22 00	1,331.66
80208187	012588	LA DONA HEIN	22 00	80208188	012601	MEGAN HOPPER	22 00	2,400.00
80208189	007173	JCI - JOHNSON CONTROLS IN	22 00	80208190	012124	LIGHTHOUSE COUNSELING & F	22 00	3,463.53
80208191	020840	MOUNTAIN CLEAR WATER COMP	22 00	80208192	004683	OFFICE DEPOT	22 00	211.00
80208193	012599	PACIFIC AUTISM LEARNING S	22 00	80208194	026460	PACIFIC GAS & ELECTRIC CO	22 00	1,893.14
80208195	010164	PEARSON EDUCATION	22 00	80208196	012411	PEARSON SCOTT FORSEMAN	22 00	2,503.46
80208197	009103	PLACER COUNTY TREASURER /	22 00	80208198	029400	RAINBOW MARKET	22 00	88.64
80208199	008069	RAY MORGAN COMPANY INC	22 00	80208200	011788	RAYMAR INFORMATION SOLUTI	22 00	10,609.00
80208201	011517	AMY RIGA	22 00	80208202	012602	YASMIRA RODRIGUEZ	22 00	32.16
80208203	010509	SACRAMENTO AUTOGLASS	22 00	80208204	010717	SAFEWAY INC	22 00	125.00
80208205	004577	SCHOOL INNOVATIONS & ADVO	22 00	80208206	010938	SCHOOL NURSE SUPPLY INC.	22 00	1,930.00
80208207	002891	SIERRA OFFICE SUPPLIES &	22 00	80208208	010443	SIERRA PEDIATRIC THERAPY	22 00	568.53
80208209	000335	TED'S APPLIANCE SERVICE	22 00	80208210	012079	TEICHERT CONSTRUCTION	22 00	241.46
80208211	012171	UHS - KEYSTONE SCHOOLS	22 00	80208212	008657	USA MOBILITY WIRELESS INC	22 00	6,985.65
80208213	003286	VALLEY TRUCK & TRACTOR	22 00	80208214	012472	WALT JOHNSON PLUMBING	22 00	404.57
80208215	012228	CATHY ALLEN	22 00	80208216	007914	BLACKBURN CONSULTING	22 00	29.37
80208217	012593	CAPITOL PUBLIC FINANCE GR	22 00	80208218	012594	CENTURY EXECUTONE	22 00	1,800.00
80208219	011476	FITCH INC.	22 00	80208220	005792	NTD/STICHLER	22 00	1,000.00
80208221	011062	WALLACE-KUHL & ASSOCIATES	22 00	80208222	012593	CAPITOL PUBLIC FINANCE GR	22 00	5,251.91
80208223	001778	THE DANIELSEN COMPANY	22 00	80208224	011727	ED JONES FOOD SERVICE	22 00	2,471.95
80208225	006580	JERICO INC	22 00	80208226	012471	JUMBO CHINESE	22 00	759.94
80208227	009147	NOR-CAL PRODUCE INC	22 00	80208228	011033	PAPPA JOHN'S PIZZA	22 00	744.47
80208229	029400	RAINBOW MARKET	22 00	80208230	012042	SARA LEE	22 00	17.94
80208231	010084	SYSCO SACRAMENTO	22 00	80208232	010793	ALL PRO SOUND	22 00	1,707.93
80208233	000728	BSN SPORTS	22 00	80208234	004887	CA PRINCETON FULFILLMENT	22 00	62.64
80208235	010934	CAL POLY FOUNDATION	22 00	80208236	000108	FOLLETT EDUCATIONAL SERVI	22 00	98.00
80208237	004443	FRY'S ELECTRONICS	22 00	80208238	005736	INK LYNX INC	22 00	214.48
80208239	012541	ISLAND PRESS	22 00	80208240	012510	JACKS MUSIC FACTORY	22 00	31.88
80208241	002294	NAPA AUTO PARTS	22 00	80208242	002428	OFFICE DEPOT	22 00	32.34
80208243	004683	OFFICE DEPOT	22 00	80208244	004812	ON COURSE INC	22 00	1,016.82
80208245	000068	ORIENTAL TRADING COMPANY	22 00	80208246	000137	LINDA PEZANOSKI	22 00	103.80
80208247	028020	PLACER COUNTY OFFICE OF E	22 00	80208248	029400	RAINBOW MARKET	22 00	1,050.00
80208249	005757	REALLY GOOD STUFF	22 00	80208250	007986	SACRAMENTO THEATRE CO	22 00	195.94
80208251	010148	SCHOOL OUTFITTERS.COM	22 00	80208252	000122	SCHOOL SPECIALTY INC	22 00	419.40
80208253	011893	SCOE	22 00	80208254	010550	SIERRA SPRING WATER CO.	22 00	70.00
80208255	001145	SPORTIME	22 00	80208256	012600	TECHDEPOT	22 00	274.47
80208257	004542	VIRCO INC	22 00	80208258	005140	WENGER CORPORATION	22 00	2,977.26
80208259	008691	WEST MUSIC	22 00	80208260	012604	MARIA NAVARRETE	22 00	179.10

TOTAL AMOUNT OF ALL WARRANTS \$181,681.31\*\*\*

32.7

WARRANT REGISTER FOR WARRANTS DATED 10/30/2007  
SCHOOLS COMMERCIAL REVOLVING FUND

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT
80207484	012352	BIO MEDIA ASSOCIATES	22 00	80207485	007349	BOOKS ARE FUN	22 00	26.00
80207486	009440	CDW GOVERNMENT INC	22 00	80207487	005298	CYBERGUYS!	22 00	67.24
80207488	009919	DELL	22 00	80207489	006697	DELTA BUS. BUSINESS EQUIPMENT	22 00	162.98
80207490	009598	FARONICS	22 00	80207491	011278	FARONICS TECHNOLOGIES USA	22 00	444.79
80207492	004443	FRY'S ELECTRONICS	22 00	80207493	005965	GLEN EDWARDS MIDDLE SCHOO	22 00	280.04
80207494	003281	HOME DEPOT	22 00	80207495	005619	KRIS KNUTSON	22 00	97.29
80207496	012447	KEVIN KURTZ	22 00	80207497	002619	THE MASTER TEACHER	22 00	72.00
80207498	001762	MCGRAW-HILL	22 00	80207499	011792	CHERYL METHENY	22 00	76.62
80207500	008582	MUSIC THEATRE INTERNATIONAL	22 00	80207501	002428	OFFICE DEPOT	22 00	129.04
80207502	004683	VOIDED	22 00	80207503	004683	OFFICE DEPOT	22 00	5,896.63
80207504	011317	PACIFIC ENVIRONMENTAL	22 00	80207505	028020	PLACER COUNTY OFFICE OF E	22 00	2,800.00
80207506	006899	POSITIVE PROMOTIONS	22 00	80207507	029400	RAINBOW MARKET	22 00	50.83
80207508	000015	THE REGENTS OF UNIV OF CA	22 00	80207509	009649	RENAISSANCE LEARNING INC.	22 00	1,221.50
80207510	001818	THE REPORT CARD	22 00	80207511	002618	RISO PRODUCTS OF SAC INC	22 00	1,112.00
80207512	010717	SAFEWAY INC	22 00	80207513	000122	SCHOOL SPECIALTY INC	22 00	1,493.03
80207514	011893	SCOE	22 00	80207515	002891	SIERRA OFFICE SUPPLIES &	22 00	1,252.63
80207516	011320	STARLINE PRESS	22 00	80207517	005166	SUTTER COUNTY SCHOOLS OFF	22 00	26,447.00
80207518	000834	TARGET BANK	22 00	80207519	004028	TIGER DIRECT INC	22 00	22.73
80207520	012540	JAMES TODD	22 00	80207521	003739	JEANINE TROXEL	22 00	99.72
80207522	012358	VOGUE	22 00	80207523	006482	WARD'S NATURAL SCIENCE	22 00	37.76
80207524	012167	PENNY WHITWORTH	22 00	80207525	006976	JOHN WYATT	22 00	123.85
80207526	003280	CHILDCRAFT EDUCATION CORP	22 00					

TOTAL AMOUNT OF ALL WARRANTS \$50,224.81\*\*\*

**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  
Employment

**AGENDA ITEM:**

Consent Agenda

**REQUESTED BY:**

Bob Noyes  
Assist. Superintendent, Personnel Services

**ENCLOSURES:**

**MEETING DATE:**

December 4, 2007

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**BACKGROUND:**

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

Theresa Crooks – Campus Monitor (.45 FTE) – LHS  
Robert DeRungs – Campus Monitor (.45 FTE) – LHS  
Elizabeth Finn – Health Clerk (.438 FTE) – LCE  
Roberto Padilla – Campus Monitor (.45 FTE) – LHS

**ADMINISTRATION RECOMMENDATION:**

Administration recommends ratification of employment for the individuals listed above.

3.3a

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
PERSONNEL DEPARTMENT  
810 J STREET, LINCOLN, CA 95648  
(916) 645-5293

**NOTIFICATION OF CLASSIFIED EMPLOYMENT**

ATTENTION: Personnel Department

DATE: 11/14/07

You are hereby notified that: Teresa Crooks  
(applicant's name)

has been offered employment. The offer of employment is based on the following criteria:

POSITION TITLE: Carpus Monitor

EFFECTIVE DATE OF ASSIGNMENT: 11/26/07  
(To be determined by Personnel department)

ASSIGNMENT LOCATION: LHS

RANGE: \_\_\_\_\_ STEP: A AMOUNT \$ 11.68 (As per WPCSEA contract)

NUMBER OF HOURS ASSIGNED PER DAY: 3.6 hrs

NEWLY APPROVED POSITION: X, OR REPLACEMENT: \_\_\_\_\_

IF REPLACEMENT, NAME OF PRIOR EMPLOYEE: \_\_\_\_\_

FUNDING SOURCE: GENERAL FUND: \_\_\_\_\_

CATEGORICAL: \_\_\_\_\_  
(specify)

I have instructed the applicant to contact the Personnel Department regarding new employee orientation, health and welfare benefits, **T.B. clearance**, fingerprints, and pre-employment physical if applicable.

**\*\* If this position is for an instructional aide, applicant must have passed screening test.**

Applicant's signature

Date

Address

(City/Zip)

Telephone #

Administrator's signature

Date

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**

PERSONNEL DEPARTMENT  
810 J STREET, LINCOLN, CA 95648  
(916) 645-5293

**NOTIFICATION OF CLASSIFIED EMPLOYMENT**

ATTENTION: Personnel Department

DATE: 11/14/07

You are hereby notified that: Robert DeRango  
(applicant's name)

has been offered employment. The offer of employment is based on the following criteria:

POSITION TITLE: Classroom Monitor

EFFECTIVE DATE OF ASSIGNMENT: 11/26/07  
(To be determined by Personnel department)

ASSIGNMENT LOCATION: LHS

RANGE: 13 STEP: A AMOUNT \$ 11.68 (As per WPCSEA contract)

NUMBER OF HOURS ASSIGNED PER DAY: 3.6

NEWLY APPROVED POSITION: X, OR REPLACEMENT: \_\_\_\_\_

IF REPLACEMENT, NAME OF PRIOR EMPLOYEE: \_\_\_\_\_

FUNDING SOURCE: GENERAL FUND: \_\_\_\_\_

CATEGORICAL: \_\_\_\_\_  
(specify)

I have instructed the applicant to contact the Personnel Department regarding new employee orientation, health and welfare benefits, **T.B. clearance**, fingerprints, and pre-employment physical if applicable.

**\*\* If this position is for an instructional aide, applicant must have passed screening test.**

Applicant's signature

Date

Address

(City/Zip)

Telephone #

Administrator's signature

Date

WESTERN PLACER UNIFIED SCHOOL DISTRICT  
PERSONNEL DEPARTMENT  
810 J STREET, LINCOLN, CA 95648  
(916) 645-5293

200417

**NOTIFICATION** OF CLASSIFIED EMPLOYMENT

ATTENTION: Personnel Department

DATE: 10/30/07

You are hereby notified that: Elizabeth Finn  
(applicant's name)

has been offered employment. The offer of employment is based on the following criteria:

POSITION TITLE: Health Clerk

EFFECTIVE DATE OF ASSIGNMENT: 11/1/07  
(To be determined by Personnel department)

ASSIGNMENT LOCATION: Lincoln Crossing Elementary School

RANGE: 19 STEP: C AMOUNT \$ 13.45 (As per WPCSEA contract)

NUMBER OF HOURS ASSIGNED PER DAY: 3.5

NEWLY APPROVED POSITION: \_\_\_\_\_, OR REPLACEMENT: X

IF REPLACEMENT, NAME OF PRIOR EMPLOYEE: Rita Mendoza

FUNDING SOURCE: GENERAL FUND: X

CATEGORICAL: \_\_\_\_\_  
(specify)

I have instructed the applicant to contact the Personnel Department regarding new employee orientation, health and welfare benefits, **T.B. clearance**, fingerprints, and pre-employment physical if applicable.

**\*\* If this position is for an instructional aide, applicant must have passed screening test.**

Elizabeth Finn  
Applicant's signature

10/30/07  
Date

Address \_\_\_\_\_ (City/Zip) \_\_\_\_\_

Telephone # \_\_\_\_\_

Kevin Huntz  
Administrator's signature

10/30/07  
Date

WESTERN PLACER UNIFIED SCHOOL DISTRICT  
PERSONNEL DEPARTMENT  
810 J STREET, LINCOLN, CA 95648  
(916) 645-5293

**NOTIFICATION** OF CLASSIFIED EMPLOYMENT

ATTENTION: Personnel Department

DATE: 11/14/07

You are hereby notified that: Roberto Padilla  
(applicant's name)

has been offered employment. The offer of employment is based on the following criteria:

POSITION TITLE: Campus Monitor

EFFECTIVE DATE OF ASSIGNMENT: 11/26/07  
(To be determined by Personnel department)

ASSIGNMENT LOCATION: LHS

RANGE: 13 STEP: A AMOUNT \$ 11.68 (As per WPCSEA contract)

NUMBER OF HOURS ASSIGNED PER DAY: 3.6

NEWLY APPROVED POSITION: X, OR REPLACEMENT: \_\_\_\_\_

IF REPLACEMENT, NAME OF PRIOR EMPLOYEE: \_\_\_\_\_

FUNDING SOURCE: GENERAL FUND: \_\_\_\_\_

CATEGORICAL: \_\_\_\_\_  
(specify)

I have instructed the applicant to contact the Personnel Department regarding new employee orientation, health and welfare benefits, **T.B. clearance**, fingerprints, and pre-employment physical if applicable.

**\*\* If this position is for an instructional aide, applicant must have passed screening test.**

ROBERTO PADILLA 11-14-07  
Applicant's signature Date

Address \_\_\_\_\_ (City/Zip) \_\_\_\_\_ Telephone # \_\_\_\_\_  
Jan Smith 11/14/07  
Administrator's signature Date

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

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

**DISTRICT GLOBAL GOALS**

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

**SUBJECT AREA:**

Ratification of Classified  
Additional Position

**AGENDA ITEM:**

Consent Agenda

**REQUESTED BY:**

Bob Noyes  
Assist. Superintendent, Personnel Services



**ENCLOSURES:**

**MEETING DATE:**

December 4, 2007

**BACKGROUND:**

The Board of Trustees will take action to ratify the additional position for:

Luz Balderas – adding the 2 hr. Bilingual Instructional Aide position at COE to current 2 hr.  
Instructional Aide position at COE effective 11/05/07.

**ADMINISTRATION RECOMMENDATION:**

Administration recommends ratification of classified additional position for the individual listed above.

3.3b

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
**Personnel Department**

To: Luz Balderas, COE

From: Peggy Van Lengen, Personnel Acct. Tech.

Date: November 7, 2007

Subject: Additional Position

After the selection process was discussed and the seniority list taken into consideration, it was determined that you will be adding the 2 hr. Bilingual Instructional Aide position at COE to your current 2 hr. Instructional Aide position at COE effective 11/05/07.

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

Congratulations!

3.3 b.1

**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:**

Ratification of Classified  
Transfer/Promotion

**AGENDA ITEM:**

Consent Agenda

**REQUESTED BY:**

Bob Noyes  
Assist. Superintendent, Personnel Services

**ENCLOSURES:**

**MEETING DATE:**

December 4, 2007

**BACKGROUND:**

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

Shannon Ceccato – from 3.5 hr. Café Site Cashier position at TBM and 20 minute Camp/Café Supervisor position at LCE to the 7 hr. Food Service Lead position at TBE effective 11/7/07.

**ADMINISTRATION RECOMMENDATION:**

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

330

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
**Personnel Department**

To: Shannon Ceccato, LCE  
From: Peggy Van Lengen, Personnel Acct. Tech.  
Date: November 8, 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 3.5 hr. Café Site Cashier position at TBM and 20 minute Camp/Café Super. position at LCE to the 7 hr. Food Service Lead position at TBE effective 11/7/07.

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

Congratulations!

3.3 c.1

**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 AREA:**

Ratification of Classified  
Transfer

**AGENDA ITEM:**

Consent Agenda

**REQUESTED BY:**

Bob Noyes  
Assist. Superintendent, Personnel Services

**ENCLOSURES:**

**MEETING DATE:**

December 4, 2007

**BACKGROUND:**

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

Victoria Bortolus – from 3.5 hr. Café Site Cashier position at FRE to the 3.5 hr. Café Site Cashier position at LCE effective 12/1/07.

**ADMINISTRATION RECOMMENDATION:**

Administration recommends ratification of transfer for the individual listed above.

3.3d

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
**Personnel Department**

To: Victoria Bortolus, FRE  
From: Peggy Van Lengen, Personnel Acct. Tech.  
Date: November 19, 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 3.5 hr. Café Site Cashier position at FRE to the 3.5 hr. Café Site Cashier position at LCE effective 12/1/07.

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

Congratulations!

3.3 d.1

**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:**

Ratification of Classified  
Resignation

**AGENDA ITEM:**

Consent Agenda

**REQUESTED BY:**

Bob Noyes  
Assist. Superintendent, Personnel Services



**ENCLOSURES:**

**MEETING DATE:**

December 4, 2007

**BACKGROUND:**

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

Nancy Perkins – District Office Clerk - DO

**ADMINISTRATION RECOMMENDATION:**

Administration recommends ratification of resignation for the individual listed above.

3.3e

Nancy Perkins  
2533 Fruitvale Road  
Lincoln, CA 95648  
(916) 543-3844

November 19, 2007

Robert Noyes  
Western Placer USD  
810 J Street  
Lincoln, CA 95648

Dear Mr. Noyes,

It is with great personal regret that I tender my resignation from Western Placer Unified School District, effective December 7, 2007. I have been offered a wonderful full-time position that will allow me to put to use my professional skills in an area that is very dear to my heart.

I have enjoyed being part of the WPUSD team and have tremendous respect for my co-workers and the district administrative staff. Though at times very stressful, my position has been made pleasurable due to the attitudes and support of fellow office employees and the many wonderful and willing substitute teachers.

Thank you for giving me the opportunity of working with WPUSD.

Sincerely,

  
Nancy Perkins

cc: Scott Leaman

3.3 e 

**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:**

Request for Unpaid Leave  
of Absence

**AGENDA ITEM:**

Consent Agenda

**REQUESTED BY:**

Bob Noyes  
Assist. Superintendent, Personnel Services

**ENCLOSURES:**

**MEETING DATE:**

December 4, 2007

---

**BACKGROUND:**

The Board of Trustees will take action on a request for an unpaid leave of absence from:

Natalie Cooper – Kindergarten Teacher – LCE

**ADMINISTRATION RECOMMENDATION:**

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

3.35

Mrs. Natalie Cooper

November 8, 2007

810 "J" Street  
Lincoln, CA 95648

Dear Members of the Western Placer Unified School District Board:

First, I would like to say Thank you for granting me six months of child rearing leave. Thus far being a mother has been the most challenge and rewarding task I have ever faced.

I delivered my son Collin on June 19<sup>th</sup> and unfortunately he experienced a "traumatic" birth, and then spent roughly the first week of his life in the hospital. Since then I knew that there may be some challenges in our future. After gaining only a pound in two months of life we finally figured out how to help him gain weight. During this time we were visiting the pediatrician weekly, in and out of hospitals and doctor's offices. After having two weeks "off" from the doctor visits, Collin failed to meet his first major developmental milestone, lifting his head. I immediately requested a Physical Therapy evaluation where Collin was diagnosed with Hypotonia (low tone at this time causing Large Motor delays). Life has been a world wind of appointments with the neurologists, geneticists, an MRI, countless trips to the lab, Alta Regional, physical therapy two times per week, speech therapy once every other week, and now possibly occupational therapy once weekly since his diagnosis. Collin has had an Individualized Family Service Plan (IFSP) through Alta Regional since he was fourteen weeks old.

As an educator I understand the critical importance of early intervention. Being at home with Collin has afforded me the ability to provide intense early intervention. The physical therapist provides an at home program for me to do several times through out the day. Hypotonia is usually the symptom of an underlying issue. As of today all lab work and the MRI are negative, so only time and intense therapy will tell if there is an underlying issue or if he will reach all developmental milestones in his own time. We are keeping a positive outlook on Collin's future.

At this time I am requesting an unpaid leave of absence once my child rearing leave has expired (2/20/08). I feel it is paramount to my child's development that I am home with him. I have no idea how I would juggle the appointments and therapy that are necessary for him while teaching. I believe that both the students in my class and my son would suffer, and that would not be fair to me, my students or my son. Thank you for considering my request. If you have any questions please feel free to contact me at home 916-251-2375.

Sincerely,



Natalie Cooper  
Kindergarten Teacher  
Lincoln Crossing Elementary

3.35.1

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

**SUBJECT:**

Student Discipline/  
Expulsion

**AGENDA ITEM AREA:**

Consent

**REQUESTED BY:**

John Wyatt  
District Hearing Officer

**ENCLOSURES:**

**MEETING DATE:**

December 4, 2007

---

**BACKGROUND:**

The Board of Trustees will disclose any action taken during closed session in regards to the re-entry expulsions.

**ADMINISTRATION RECOMMENDATION:**

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

3.4

# Memo

**To:** School Board  
**From:** John Wyatt  
**Date:** 11/07/2007  
**Re:** Expulsion Re-Entry

---

The following students have successfully met their re-entry expulsion conditions and may return to the WPUSD:

Student # 06-07 R

Student #06-07 S

Student #06-07 T

**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:**

Ratification of New Classified  
Job Description/Position

**AGENDA ITEM:**

Consent

**REQUESTED BY:**

Bob Noyes   
Assist. Superintendent, Personnel Services

**ENCLOSURES:**

**MEETING DATE:**

December 4, 2007

**BACKGROUND:**

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

Certified Occupational Therapy Assistant I - District

**SUPERINTENDENT'S RECOMMENDATION:**

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

3.5

POSITION DESCRIPTION

---

Position Title: **Certified Occupational Therapy Assistant I**

Department: Special Education

Reports to: Director of Special Education

---

**SUMMARY:**

Under the direction of the Director of Special Education, assists the registered Occupational Therapist and provides direct services to assist individual with conditions which are mentally, physically, developmentally, or emotionally disabling; to benefit from their basic educational program. The COTA also assists the OTR in the procurement, preparation and maintenance of materials and supplies.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Assists the Occupational Therapists for the purpose of evaluating student's needs as a basis for treatment planning, and in developing transition plans for students moving to other environments.
- Coordinates activities for the purpose of following intervention plans, including measurable goals and objectives with strategies for meeting them.
- Maintains and follows through on plans for the purpose of assisting in the training of students, family and staff in the use of adaptive equipment designed to assist students in self care and academic activities. Follows through on plans to maintain and enhance the performance of students in their natural environments.
- Monitors students and documents for the purpose of coordinating activities with other members of the instructional team. Collaborates in developing recommendations for protocol procedures; works cooperatively with the OTR and classroom personnel in providing services to the student or family.
- Monitors OT budget as appropriate, maintains departmental educational handouts and Placer County Office of Education forms, as well as orders, organizes and maintains supplies.

**Certified Occupational Therapy Assistant II**

- All COTA I Essential Functions and Responsibilities.
- Orients and supports the COTA I's for the purpose of monitoring the Special Education activities and skills that have been established.
- Performs record keeping and clerical functions (e.g., scheduling, copying, etc.) for the purpose of supporting the Occupational Therapist with evaluation results, treatment and follow-up, submitting these and other required reports in a timely fashion.
- Responsible for daily scheduling for the purpose of organizing own time effectively and with good judgment; assess and gather comprehensive student information; assists the OTR with ongoing treatment planning, Individualized Education Program (IEP) reports and quarterly reports. Utilize treatment modalities correctly and appropriately given established treatment goals.
- Provides annual in-service to PCOE or district employees regarding general OT issues.
- Instructs family and or staff in appropriate student activities to support OT IEP goals.
- Organizes equipment and educational material for the classroom and home programs, supporting the student's Occupational Therapy IEP goals.

### **KNOWLEDGE, SKILLS AND ABILITY**

- Knowledge required to perform basic math including calculation of fractions, percents and/or ratios.
- Knowledge required to interpret written procedures, complete routine reports, speak clearly and understand multiple step instructions.
- Specific knowledge required to satisfactorily perform the functions of the job includes: Child growth and development; common disabling conditions of children, theory and practice of occupational therapy as applied to infants, children and youth, strategies and methodologies educational settings.
- Skills required to implement intervention plans and follow oral and written directions.
- Skills required to document student response to interventions.
- Skills required to organize and maintain materials and supplies.
- Skills required to communicate clearly and concisely both verbally and in writing.
- Skills required to work effectively with education colleagues.
- Skills required to function as a positive, contributing member of an educational team.
- Ability to schedule a number of activities; often gather, collate, and/or classify data; and coordinate a number of factors in the use of equipment.
- Flexibility required to work with others under a variety of circumstances; analyze data utilizing defined processes; and operate equipment using various methods of operation.
- Ability to work with a diversity of individuals and/or groups; work with data of different types and/or purposes; and utilize a variety of job related equipment.
- Ability to problem solve to analyze issues, create plans of action and reach solutions; with data it is moderate; and with equipment it is moderate.

### **EDUCATION and/or EXPERIENCE**

- Must possess a valid California driver's license issued by the State Department of Motor Vehicles.
- Possession of current certification as a Certified Occupational Therapy Assistant from the National Board of Certification of Occupational Therapists and current license from the California Board of Occupational Therapy.

### **PHYSICAL DEMANDS**

Position requires ability associated with prolonged periods of heavy physical labor. Position regularly performs heavy physical labor requiring ability to lift, carry, push, pull, and move heavy object or materials. Requires physical effort such as lifting over 50 pounds on a continuous basis; great physical demand for strength and endurance. Lifting over 50 lbs. maximum or carrying any object weighing over 25 lbs.

### **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.

### **WORK ENVIRONMENT**

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

The noise level in the work environment is usually moderate. Position demands meeting deadlines with severe time constraints.

***The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.***

Certified Occupational Therapy Assistant I

3.5.3

**INFORMATION**

**DISCUSSION**

**ACTION**

**ITEMS**

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

<b>MISSION STATEMENT:</b> The Western Placer Unified School District is committed to the pursuit of excellence in all of its endeavors.	
<b>BOARD OF TRUSTEES/GLOBAL DISTRICT GOALS</b>	
<b>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.</b>	
<b>2. Foster a safe, caring environment where individual differences are valued and respected.</b>	
<b>3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.</b>	
<b>4. Promote the involvement of the community, parents, local government, business, service organizations etc. as partners in the education of the students.</b>	

**AGENDA ITEM:**

Approve the FY 2007-08 First Interim Report.

**SUBJECT AREA:**

Discussion/Action

**REQUESTED BY:**

Terri Ryland  
Interim Assistant Superintendent, Business Services

**ENCLOSURES:**

Yes

**BOARD MEETING DATE:**

December 04, 2007

---

**BACKGROUND:**

The FY 2007-08 First Interim Report will be presented to the Board of Trustees for discussion and review.

**SUPERINTENDENT'S RECOMMENDATION:**

Administration recommends the Board of Trustees approve the FY 2007-08 First Interim Report as presented.

6.1

**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:**

Local Educational Area Plan (LEAP)

**AGENDA ITEM AREA:**

Discussion/Approval

**REQUESTED BY:**

Mary Boyle

**ENCLOSURES:**

Annual Revision - LEAP

**MEETING DATE:**

December 4, 2007

---

**BACKGROUND:**

In May, 2002, the CA State Board of Education (SBE) adopted five goals and twelve performance indicators for No Child Left Behind as part of California's commitment to the development of an accountability system to achieve the goals of NCLB. Those five goals pertain to: Students achieving proficiency in reading and mathematics by 2013-14; English Learners becoming proficient in the English language and reaching proficiency in reading/language arts and math; all teachers being highly qualified by 2005-06; all students being educated in safe, drug-free learning environments that are conducive to learning; and all students graduating from high school. All districts are required to develop, maintain, and update annually a Local Education Area Plan (LEAP) that addresses these goals and that interrelates with three other required compliance processes – the Consolidated Application (district plan for federal and state categorical monies); the Single Plan for Student Achievement (site plans for considering student achievement data and improving programs) and the Coordinated Compliance Review (now the Categorical Program Review – CPM – district review of categorical programs and expenditures).

**ADMINISTRATION RECOMMENDATION:**

Approval of revised Revised Local Educational Area Plan (LEAP).

6.2

**No Child Left Behind Act of 2001  
December 4, 2007  
LOCAL EDUCATION AGENCY PLAN**

**Mail original and  
two copies to:**

**California Department of Education  
Specialized Programs Division  
1430 N Street, Suite 4309  
Sacramento, California 95814-5901**

**LEA Plan Information:**

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

County/District Code: **31-66951**

Dates of Plan Duration: **July 1, 2003 to June 30, 2008**

Date of local governing board approval: June 17, 2003 (original plan); December 4, 2007 (latest update)

District Superintendent: Scott Leaman

Address: 810 J Street

City: Lincoln, CA

Zip code: 95648

Phone: 916-645-6350

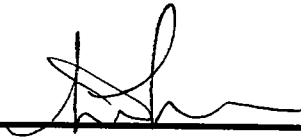
Fax: 916-645-6356

**Signatures** (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Scott Leaman

11/20/07



Printed or typed name of Superintendent

Date

Signature of Superintendent

Paul Long

12/04/07

Printed or typed name of Board President

Date

Signature of Board President

# TABLE OF CONTENTS

<b>TOPIC</b>	<b>PAGE</b>
--------------	-------------

**Part I – Background and Overview**

<i>Background.....</i>	<i>4</i>
<i>Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and the Coordinated Compliance Review Process.....</i>	<i>5-6</i>
<i>Development Process for the LEA Plan.....</i>	<i>7-9</i>
<i>Federal and State Programs Checklist.....</i>	<i>10</i>
<i>District Budget for Federal and State Programs.....</i>	<i>11-12</i>

**Part II – The Plan**

<i>Needs Assessments.....</i>	<i>14-23</i>
<i>Descriptions – District Planning.....</i>	<i>24-26</i>
<i>Local Measures of Student Performance.....</i>	<i>27-30</i>
<i>Performance Goal 1.....</i>	<i>31-38</i>
<i>Performance Goal 2.....</i>	<i>39-45</i>
<i>Performance Goal 3.....</i>	<i>46-51</i>
<i>Performance Goal 4.....</i>	<i>52-64</i>
<i>Performance Goal 5.....</i>	<i>65</i>
<i>Additional Mandatory Title I Descriptions.....</i>	<i>66-70</i>

**TABLE OF CONTENTS**  
(continued)

**Part III – Assurances and Attachments**

*Assurances*.....71-79

*Signature Page*..... 80

*Appendix*

*Appendix A: California's NCLB Performance Goals and Performance Indicators*....81-82

*Appendix B: Links to Data Web sites*.....83

*Appendix C: Science-Based Programs*.....84-86

*Appendix D: Research-based Activities*.....87

*Appendix E: Promising or Favorable Programs*.....88-89

*Appendix F: NCLB Legislation, Sections 1111 through 1120 available at*

*<http://www.cde.ca.gov/pr/leap/plan.html>*

# **Part I**

## **Background and Overview**

### *Background*

*Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and the Coordinated Compliance Review Process*

*Development Process for the LEA Plan*

*Federal and State Programs Checklist*

*District Budget for Federal and State Programs*

## ***Background***

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals:**

- 5. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.**
- 6. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- 7. By 2005-2006, all students will be taught by highly qualified teachers.**
- 8. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- 9. All students will graduate from high school.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, to be developed for each indicator, will be adopted by the SBE by May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, will constitute California's framework for ESEA accountability. This framework will provide the basis for the state's improvement efforts, for informing policy decisions by SBE, and for implementation efforts by CDE to fully realize the system envisioned by NCLB. It will also provide a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards,
- standards-aligned instructional materials,
- standards-based professional development,
- standards-aligned assessment, and
- an accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Coordinated Compliance Review process, **local education agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

### ***Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Coordinated Compliance Review Process***

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Education Agency Plan, the school-level Single Plan for Student Achievement, and the Coordinated Compliance Review. While inextricably linked, these four components of state and federal funding and accountability remain separate systems. Over the next year, however, **California plans to move aggressively to more closely coordinate and streamline these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

#### ***The Consolidated Application (ConApp)***

The Consolidated Application is the *fiscal* mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

#### ***The Single Plan for Student Achievement (School Plan)***

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code*

*Section 64001*), developed by school site councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

### ***The Local Education Agency Plan (LEA Plan)***

The approval of a Local Education Agency Plan is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEA's will take to ensure that they meet certain ***programmatic*** requirements, including coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

### ***Coordinated Compliance Review (CCR) or Categorical Program Monitoring (CPM)***

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. The Coordinated Compliance Reviews or Categorical Program Monitoring are conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify ***compliance*** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

### ***Development Process for the LEA Plan***

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan will be five years (July 1, 2003 through June 30, 2008); the Plan will be updated annually.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the

LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified underperforming student groups.

The LEA Plan can be completed using the following recommended steps for plan development:

1. Obtain input. Seek the input of councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.).

The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, and Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

2. Review LEA characteristics. Include the LEA's vision and mission statements as well as a description or profile of the LEA.
3. Analyze student performance and other relevant data. Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.
4. Analyze current educational practices, professional development, staffing, and parental involvement. Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.
5. Establish LEA Plan performance targets. Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from group performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

6. Review available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, 10<sup>th</sup> Grade Counseling, and Miller-Unruh Reading programs).
7. Identify specific plans for improvement. For **district-operated programs**, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.
8. Obtain local governing board approval. The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed.
9. Monitor progress. To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.
10. Evaluate the effectiveness of planned activities. The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are *not* as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?
11. Modify the plan. The LEA Plan must be reviewed and updated annually. Consider factors that may indicate a need to amend the plan, such as: a) a major service or activity that proves ineffective; b) a program allocation is less or more than estimated; c) staff, equipment, or materials essential to the plan cannot be procured; d) school boundaries or demographics suddenly change; e) an activity was found to be non-compliant; and f) a planned activity is not supported by staff, parents, or students.

## FEDERAL AND STATE PROGRAMS CHECKLIST

Check (✓) all applicable programs operated by the LEA. In the "other" category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
✓	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start	✓	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	✓	School Improvement
✓	Title II, Part A, Subpart 2, Improving Teacher Quality	✓	Child Development Programs
✓	Title II, Part D, Enhancing Education Through Technology		Educational Equity
✓	Title III, Limited English Proficient	✓	Gifted and Talented Education
✓	Title III, Immigrants		Gifted and Talented Education
✓	Title IV, Part A, Safe and Drug-Free Schools and Communities	✓	Tobacco Use Prevention Education (Prop 99)
✓	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education	✓	School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education	✓	Tenth Grade Counseling
	McKinney-Vento Homeless Education		Healthy Start
✓	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
✓	21 <sup>st</sup> Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

## DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	2005-06 District Carryovers	2006-07 District Entitlements	2006-07 Direct Services to Students at School Sites (\$)	2006-07 Direct Services to Students at School Sites (%)
Title I, Part A (3010)	39,533	731,329	696,100	95%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality (4035)	6,140	129,529	129,894	96%
Title II, Part D, Enhancing Education Through Technology (4045)	9,512	4,447	13,959	100%
Title III, Limited English Proficient (4203)	1,686	43,512	35,907	95%
Title III, Immigrants (4201)	10,546	22,428	25,180	95%
Title IV, Part A, Safe and Drug-free Schools and Communities (3710)	1,457	16,229	16,573	95%
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education (3310)	0	616,408	994,534	95%
21 <sup>st</sup> Century Community Learning Centers (4124)	10,449	0	9,999	95%
Other (describe) Title VI Innovation (4110)	358	6,189	4,084	95%
<b>TOTAL</b>	<b>79,731</b>	<b>1,570,071</b>	<b>1,926,210</b>	

6-2-11

## DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	2005-06 District Carryovers	2006-07 District Entitlements	2006-07 Direct Services to Students at School Sites (\$)	2006-07 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient (7091)	37,380	403,103	215,768	97%
State Migrant Education				
School Improvement (7395)	51,727	316,336	315,966	94%
Child Development Programs				
Educational Equity				
Gifted and Talented Education (7140)	0	42,222	30,228	100%
Tobacco Use Prevention Education – (Prop. 99) (6660)	12,530	7,267	2,094	95%
Immediate Intervention/ Underperforming Schools Program (II/USP)				
School Safety and Violence Prevention Act (AB 1113) (6405)	28,182	70,334	46,057	95%
Tenth Grade Counseling (7375)	0	0	0	
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
<b>TOTAL</b>	130,269	839,262	610,113	

6.2.12

## **Part II**

### **The Plan**

#### *Needs Assessments*

*Academic Achievement*

*Professional Development and Hiring*

*School Safety*

#### *Descriptions – District Planning*

##### *District Profile*

##### *Local Measures of Student Performance*

##### *Performance Goal 1*

##### *Performance Goal 2*

##### *Performance Goal 3*

##### *Performance Goal 4*

##### *Performance Goal 5*

##### *Additional Mandatory Title I Descriptions*

## Needs Assessment

### **CREEKSIDE OAKS ELEMENTARY SCHOOL**

#### School Demographic Characteristics

2006 - 2007

<b>Ethnic/Racial (STAR)</b> African American not Hispanic: 3% American Indian or Alaska Native: 1% Asian: 3% Filipino: 4% Hispanic or Latino: 19% Pacific Islander: 0% White not Hispanic: 67% Participants in Free or Reduced Price Lunch: 35% English Language Learners: 9% Multi-track year-round school? (CBEDS) – No School Mobility: 92%	<b>Parent Education Level (STAR)</b> Not high school graduate: 4% High school graduate: 18% Some college: 20% College graduate: 22% Graduate school: 36% Average Parent Education Level: 3.69 Average Class Size (CBEDS) K-3:21 4-6: 31 Enrollment in grades 2-11 on first day of testing - 467 Number of Students Excused from Testing – 1 Number of Students Tested – 465
---	---

#### Academic Performance Index (API) School Report

Star 2007 Percent Tested	Number Included in the 2007 API	2006 API (Base)	2006 Statewide Rank	2006 Similar Schools Rank	2006-2007 Growth Target	2007 API
100	427	766	6	2	5	768

Student Groups	Number of Pupils Included in 2007 API	Numerically Significant	2006 Subgroup API Base	2006-2007 Growth Target	2007 API
African American, not Hispanic	12	No			
American Indian or Alaska Native	4	No			
Asian	15	No			
Filipino	16	No			
Hispanic or Latino	79	Yes	723	5	733
Pacific Islander	1	No			
White not Hispanic	292	Yes	783	5	776
Economically Disadvantaged	155	Yes	713	5	717
English Learners	40	No			
Students with Disabilities	65	Yes	599	10	574

6.2.14

**FIRST STREET SCHOOL**  
**School Demographic Characteristics**  
2006 - 2007

Ethnic/Racial (STAR)		Parent Education Level (STAR)	
African American not Hispanic	0%	Not high school graduate	19%
American Indian or Alaska Native	0%	High school graduate	4%
Asian	0%	Some college	6%
Filipino	3%	College graduate	10%
Hispanic or Latino	70%	Graduate school	50%
Pacific Islander	0%	Average Parent Education Level	3.58
White not Hispanic	26%	Average Class Size (CBEDS) K-3: 21 4-6: 26	
Participants in Free or Reduced Price Lunch	67%	Enrollment in grades 2-11 on first day of testing	312
English Language Learners	54%	Number of Students Excused from Testing	0
Multi-track year-round school? (CBEDS)	No		
School Mobility	92%	Number of Students Tested	312

**Academic Performance Index (API) School Report**

Star 2007 Percent Tested	Number Included in the 2007 API	2006 API (Base)	2006 Statewide Rank	2006 Similar Schools Rank	2006-2007 Growth Target	2007 API
100	283	688	3	1	6	713

Student Groups	Number of Pupils Included in 2007 API	Numerically Significant	2006 Subgroup API Base	2006-2007 Growth Target	2007 API
African American, not Hispanic	1	No			
American Indian or Alaska Native	0	No			
Asian	0	No			
Filipino	5	No			
Hispanic or Latino	173	Yes	625	9	667
Pacific Islander	0	No			
White not Hispanic	83	Yes	812	N/A	822
Economically Disadvantaged	183	Yes	645	8	678
English Learners	153	Yes	618	9	656
Students with Disabilities	21	No			

6.2.15

# FOSKETT RANCH ELEMENTARY SCHOOL

## School Demographic Characteristics

2006 - 2007

Ethnic/Racial (STAR)		Parent Education Level (STAR)	
African American not Hispanic	2%	Not high school graduate	0%
American Indian or Alaska Native	0%	High school graduate	9%
Asian	4%	Some college	17%
Filipino	1%	College graduate	28%
Hispanic or Latino	12%	Graduate school	45%
Pacific Islander	1%	Average Parent Education Level	4.09
White not Hispanic	76%	Average Class Size (CBEDS) K-3: 21 4-6: 30	
Participants in Free or Reduced Price Lunch	15%	Enrollment in grades 2-11 on first day of testing	286
English Language Learners	6%	Number of Students Excused from Testing	0
Multi-track year-round school? (CBEDS)	No		
School Mobility	92%	Number of Students Tested	286

## Academic Performance Index (API) School Report

Star 2007 Percent Tested	Number Included in the 2007 API	2006 API (Base)	2006 Statewide Rank	2006 Similar Schools Rank	2006-2007 Growth Target	2007 API
100	262	864	9	6	N/A	846

Student Groups	Number of Pupils Included in 2007 API	Numerically Significant	2006 Subgroup API Base	2006-2007 Growth Target	2007 API
African American, not Hispanic	7	No			
American Indian or Alaska Native	1	No			
Asian	11	No			
Filipino	4	No			
Hispanic or Latino	29	No			
Pacific Islander	3	No			
White not Hispanic	199	Yes	863	N/A	863
Economically Disadvantaged	34	No			
English Learners	19	No			
Students with Disabilities	28	No			

6.2.16

# CARLIN C. COPPIN ELEMENTARY SCHOOL

## School Demographic Characteristics

2006 - 2007

Ethnic/Racial (STAR)	Parent Education Level (STAR)
African American not Hispanic: 1%	Not high school graduate: 3%
American Indian or Alaska Native: 1%	High school graduate: 18%
Asian: 2%	Some college: 23%
Filipino: 1%	College graduate: 14%
Hispanic or Latino: 21%	Graduate school: 42%
Pacific Islander: 1%	Average Parent Education Level: 3.74
White not Hispanic: 72%	Average Class Size (CBEDS) K-3: 20 4-8: 28
Participants in Free or Reduced Price Lunch: 29%	Enrollment in grades 2-11 on first day of testing - 345
English Language Learners : 6%	Number of Students Excused from Testing - 0
Multi-track year-round school? (CBEDS) - NO	Number of Students Tested - 345
School Mobility: 89%	

## Academic Performance Index (API) School Report

Star 2007 Percent Tested	Number Included in the 2007 API	2006 API (Base)	2006 Statewide Rank	2006 Similar Schools Rank	2006-2007 Growth Target	2007 API
98	306	790	7	1	5	796

Student Groups	Number of Pupils Included in 2007 API	Numerically Significant	2006 Subgroup API Base	2006-2007 Growth Target	2007 API
African American, not Hispanic	3	No			
American Indian or Alaska Native	1	No			
Asian	4	No			
Filipino	3	No			
Hispanic or Latino	66	No			
Pacific Islander	2	No			
White not Hispanic	224	Yes	810	N/A	825
Economically Disadvantaged	89	Yes	697	5	675
English Learners	26	No			
Students with Disabilities	53	No			571

6.2.17

# TWELVE BRIDGES ELEMENTARY SCHOOL

## School Demographic Characteristics

2006 - 2007

Ethnic/Racial (STAR)		Parent Education Level (STAR)	
African American not Hispanic	2%	Not high school graduate	0%
American Indian or Alaska Native	1%	High school graduate	5%
Asian	9%	Some college	18%
Filipino	5%	College graduate	25%
Hispanic or Latino	11%	Graduate school	52%
Pacific Islander	1%	Average Parent Education Level	4.24
White not Hispanic	68%	Average Class Size (CBEDS) K-3: 20 4-6: 30	
Participants in Free or Reduced Price Lunch	9%	Enrollment in grades 2-11 on first day of testing	474
English Language Learners	6%	Number of Students Excused from Testing	0
Multi-track year-round school? (CBEDS)	No		
School Mobility 95%		Number of Students Tested	474

## Academic Performance Index (API) School Report

Star 2007 Percent Tested	Number Included in the 2007 API	2006 API (Base)	2006 Statewide Rank	2006 Similar Schools Rank	2006-2007 Growth Target	2007 API
100	447	836	8	1	N/A	849

Student Groups	Number of Pupils Included in 2007 API	Numerically Significant	2006 Subgroup API Base	2006-2007 Growth Target	2007 API
African American, not Hispanic	9	No			
American Indian or Alaska Native	3	No			
Asian	39	No			
Filipino	26	No			
Hispanic or Latino	48	No			
Pacific Islander	5	No			
White not Hispanic	309	Yes	846	N/A	854
Economically Disadvantaged	44	No			
English Learners	26	No			
Students with Disabilities	41	No			

6.2.18

**SHERIDAN SCHOOL**  
**School Demographic Characteristics**  
2006 - 2007

Ethnic/Racial (STAR)		Parent Education Level (STAR)	
African American not Hispanic	0 %	Not high school graduate	7 %
American Indian or Alaska Native	2 %	High school graduate	5 %
Asian	0 %	Some college	12 %
Filipino	0 %	College graduate	2 %
Hispanic or Latino	31 %	Graduate school	74 %
Pacific Islander	2 %	Average Parent Education Level	4.33
White not Hispanic	65 %	Average Class Size (CBEDS) K-3 (16)	4-6 (11)
Participants in Free or Reduced Price Lunch	35%	Enrollment in grades 2-11 on first day of testing	52
English Language Learners	12 %	Number of Students Excused from Testing	0
Multi-track year-round school? (CBEDS)	No		
School Mobility	85%	Number of Students Tested	51

**Academic Performance Index (API) School Report**

*(Due to Sheridan being a small school with less than 100 students, some measurements do not apply.)*

Star 2007 Percent Tested	Number Included in the 2007 API	2006 API (Base)	2006 Statewide Rank	2006 Similar Schools Rank	2006-2007 Growth Target	2007 API
100%	44	736	4	5	5	763

Student Groups	Number of Pupils Included in 2007 API	Numerically Significant	2006 Subgroup API Base	2006-2007 Growth Target	2007 API
African American, not Hispanic	0	No			
American Indian or Alaska Native	1	No			
Asian	0	No			
Filipino	0	No			
Hispanic or Latino	12	No			
Pacific Islander	0	No			
White not Hispanic	31	No	737	N/A	N/A
Economically Disadvantaged	15	No			
English Learners	3	No			
Students with Disabilities	5	No			

6.2.19

# GLEN EDWARDS MIDDLE SCHOOL

## School Demographic Characteristics 2006 - 2007

<b>Ethnic/Racial (STAR)</b>		<b>Parent Education Level (STAR)</b>	
African American not Hispanic	1 %	Not high school graduate	9 %
American Indian or Alaska Native	1 %	High school graduate	26 %
Asian	1%	Some college	29 %
Filipino	1%	College graduate	21 %
Hispanic or Latino	33 %	Graduate school	15 %
Pacific Islander	20%	Average Parent Education Level	3.07
White not Hispanic	62 %	Average Class Size (CBEDS)	31
Participants in Free or Reduced Price Lunch	37%	Enrollment in grades 2-11 on first day of testing	706
English Language Learners	11 %	Number of Students Excused from Testing	0
Multi-track year-round school? (CBEDS)	No		
School Mobility	94%	Number of Students Tested	706

## Academic Performance Index (API) School Report

*(Because of significant demographic changes with the opening of Twelve Bridges Middle School in 2006 - 2007, Glen Edwards Middle School is exempt from required growth targets for 2006 - 2007.)*

Star 2007 Percent Tested	Number Included in the 2007 API	2006 API (Base)	2006 Statewide Rank	2006 Similar Schools Rank	2006-2007 Growth Target	2007 API
100%	664	771	7	5	N/A	743

Student Groups	Number of Pupils Included in 2007 API	Numerically Significant Two Years	2006 Subgroup API Base	2006-2007 Growth Target	2007 API
African American, not Hispanic	6	No			
American Indian or Alaska Native	2	No			
Asian	10	No			
Filipino	4	No			
Hispanic or Latino	215	Yes	671	N/A	660
Pacific Islander	3	No			
White not Hispanic	419	Yes	802	N/A	781
Economically Disadvantaged	263	Yes	698	N/A	672
English Learners	142	No			
Students with Disabilities	80	No			

6.2.20

# TWELVE BRIDGES MIDDLE SCHOOL

## School Demographic Characteristics

2006 - 2007

Ethnic/Racial (STAR)		Parent Education Level (STAR)	
African American not Hispanic	2 %	Not high school graduate	4 %
American Indian or Alaska Native	1 %	High school graduate	21 %
Asian	6 %	Some college	26 %
Filipino	4 %	College graduate	30 %
Hispanic or Latino	16 %	Graduate school	19 %
Pacific Islander	21 %	Average Parent Education Level	3.38
White not Hispanic	68 %	Average Class Size (CBEDS)	31
Participants in Free or Reduced Price Lunch	22%	Enrollment in grades 2-11 on first day of testing:	587
English Language Learners	9%	Number of Students Excused from Testing	1
Multi-track year-round school? (CBEDS)	No		
School Mobility	89%	Number of Students Tested	586

## Academic Performance Index (API) School Report

(Due to Twelve Bridges Middle School opening in 2006 – 2007, growth targets do not apply.)

Star 2007 Percent Tested	Number Included in the 2007 API	2006 API (Base)	2006 Statewide Rank	2006 Similar Schools Rank	2006-2007 Growth Target	2007 API
100%	521	N/A	N/A	N/A	N/A	817

Student Groups	Number of Pupils Included in 2007 API	Numerically Significant	2006 Subgroup API Base	2006-2007 Growth Target	2007 API
African American, not Hispanic	7	No			
American Indian or Alaska Native	7	No			
Asian	29	No			
Filipino	20	No			
Hispanic or Latino	83	Yes	N/A	N/A	704
Pacific Islander	5	No			
White not Hispanic	361	Yes	N/A	N/A	838
Economically Disadvantaged	116	Yes	N/A	N/A	750
English Learners	68	No			
Students with Disabilities	44	No			

6.2.21

# PHOENIX HIGH SCHOOL

## School Demographic Characteristics

2006 - 2007

<b>Ethnic/Racial (STAR)</b>		<b>Parent Education Level (STAR)</b>	
African American not Hispanic	0%	Not high school graduate	8%
American Indian or Alaska Native	0%	High school graduate	35%
Asian	0%	Some college	25%
Filipino	0%	College graduate	15%
Hispanic or Latino	31%	Graduate school	18%
Pacific Islander	2%	Average Parent Education Level	3.00
White not Hispanic	67%	Average Class Size (CBEDS)	N/A
Participants in Free or Reduced Price Lunch	33%	Enrollment in grades 2 – 11 on first day of testing	49
English Language Learners	8%	Number of Students Excused from Testing	0
Multi-track year-round school? (CBEDS)	No	Number of Students Tested	47
School Mobility	37%		

### Academic Performance Index (API) School Report

*(Because Phoenix High School is a small school of under 100 students, some areas do not apply.)*

Star 2007 Percent Tested	Number Included in the 2007 API	2006 API (Base)	2006 Statewide Rank	2006 Similar Schools Rank	2006 - 2007 Growth Target	2007 API
100%	18	NA	NA	NA	NA	552

Student Groups	Number of Pupils Included in 2007 API	Numerically Significant	2006 Subgroup API Base	2006 - 2007 Growth Target	2007 API
African American, not Hispanic	0	NA	NA	NA	NA
American Indian or Alaska Native	0	NA	NA	NA	NA
Asian	0	NA	NA	NA	NA
Filipino	0	NA	NA	NA	NA
Hispanic or Latino	9	NA	NA	NA	NA
Pacific Islander	0	NA	NA	NA	NA
White not Hispanic	9	NA	NA	NA	NA
Economically Disadvantaged	9	NA	NA	NA	NA
English Learners	5	NA	NA	NA	NA
Students with Disabilities	5	NA	NA	NA	NA

6.2.22

**LINCOLN HIGH SCHOOL**  
**School Demographic Characteristics**  
2006 - 2007

Ethnic/Racial (STAR)		Parent Education Level (STAR)	
African American not Hispanic	2%	Not high school graduate	6%
American Indian or Alaska Native	1%	High school graduate	33%
Asian	3%	Some college	21%
Filipino	2%	College graduate	24%
Hispanic or Latino	24%	Graduate school	17%
Pacific Islander	1%	Average Parent Education Level	3.12
White not Hispanic	64%	Average Class Size (CBEDS)	27
Participants in Free or Reduced Price Lunch	26%	Enrollment in grades 2-11 on first day of testing	1000
English Language Learners	7%	Number of Students Excused from Testing	0
Multi-track year-round school? (CBEDS)	No	Number of Students Tested	992
School Mobility	94%		

Star 2007 Percent Tested	Number Included in the 2007API	2006 API (Base)	2006 Statewide Rank	2006 Similar Schools Rank	2006 - 2007 Growth Target	2007 API
99	936	704	6	2	5	725

Student Groups	Number of Pupils Included in 2007API	Numerically Significant for Two Years	2006 Subgroup API Base	2006 - 2007 Growth Target	2007 API
African American, not Hispanic	16	No			
American Indian or Alaska Native	13	No			
Asian	25	No			
Filipino	20	No			
Hispanic or Latino	229	Yes	628	9	657
Pacific Islander	6	No			
White not Hispanic	605	Yes	729	5	753
Economically Disadvantaged	272	Yes	634	8	657
English Learners	166	No			
Students with Disabilities	74	No			

6.2.23

## Site Plan Goals

<i><b>GOAL</b></i>	Creekside Oaks	Carlin C. Coppin	First Street School	Foskett Ranch	Sheridan	Twelve Bridges Elementary	Twelve Bridges Middle	Glen Edwards Middle	Lincoln High	Phoenix High
Provide intervention and enrichment services	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Improve parent communication/family involvement	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Meet AYP targets through increased student achievement	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Prepare students to pass CASHEE									✓	✓
Improve performance in math	✓	✓	✓			✓	✓	✓	✓	✓
Improve performance in language arts and reading	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Improve communications with Spanish-speaking families					✓		✓	✓	✓	✓
Improve students' technology skills	✓	✓		✓	✓	✓	✓	✓	✓	✓
Provide supplies and materials	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Professional development	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Maintain physical environment				✓					✓	✓
Standards-based instruction and technology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Planning time for teachers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Work as a team to enhance students progress	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

6.2.24

### ***District Profile***

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district in order to provide background and a rationale for the descriptions included in the LEA Plan.

#### ***Mission Statement***

Empower students with the skills, knowledge, and attitudes for success in an ever-changing world.

#### ***Vision Statement***

Students, parents, and the local community will recognize our excellence, and see our schools as desirable places to be enrolled. The unique opportunities available include a strong emphasis on the local environment, technology, and the arts, in addition to a strong academic curriculum. The education process will be structured to encourage parental involvement and enlist community support in the education of our children. Students, parents, faculty and administration will be held accountable for meeting established expectations. All students will have the opportunity to be educated to their maximum potential limited only by their interest, ability and effort.

#### ***District Profile***

The greater Lincoln area is served with Kindergarten through 12th grade educational facilities by the Western Placer Unified School District. Enrollment in the district has increased from 2,800 students in 1993 to over 6000 in 2007. The student body in Western Placer Schools is approximately 64% Caucasian, 25% Hispanic, 3% Asian; 3% Filipino; 2% African American; and 3% other ethnicities. Of our total students, 29% qualify for free or reduced lunch; 12% are English Learners; 6% are Reclassified English Learners; and 11% are Students with Disabilities. The Western Placer Unified School District has a California standards-based curriculum, instruction and assessment system. Each school site is continually identifying and prioritizing suggestions for program improvements and targeted interventions.

#### ***The Staff***

We are very proud of the staff members that make up the Western Placer Unified School District. Each one plays a valuable role in providing the best educational opportunities possible, either directly in the educational process or indirectly by helping to maintain an orderly environment conducive to learning. Teachers receive training related to curriculum and instruction by attending workshops and conferences approved by the administration. The entire staff is provided opportunities and support to improve the skills needed to help students learn.

6.2.25

### **c. Academic Performance Summary**

#### **1. Statewide Standards, Assessment and Accountability for LEA Plan**

If an activity is checked "No", indicating that an assurance cannot be made, provide a description for how the district will be able to make the assurance.

##### **Statewide Standards**

- X Yes \_\_\_No    a. The LEA has adopted academic achievement standards with content of the breadth and depth of the statewide academic achievement standards in reading and mathematics.

##### **Statewide Assessments**

- X Yes \_\_\_No    a. All students, including preschool and adult learners, participate in the appropriate programs in the statewide assessment system.
- X Yes \_\_\_No    b. The LEA reports student achievement using performance levels at least as rigorous as the statewide levels.
- X Yes \_\_\_No    c. The LEA has provided all necessary student information to ensure the academic achievement of all students including information disaggregated by program participation including ESEA subgroups.
- X Yes \_\_\_No    d. The LEA, if selected, participates in the State National Assessment of Educational Progress (NAEP) in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics.

##### **Statewide Accountability**

- X Yes \_\_\_No    a. All students enrolled in the LEA or schools participate in the appropriate statewide accountability system.

6.2.26

## 2. Local Measures of Student Performance (other than State-level assessments)

Per NCLB Section 1112 regarding Local Education Agency Plans, each LEA must provide the following description in its Plan:

**A description of high-quality student academic assessment, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:**

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

### Local Standards-based Assessments

- X Yes \_\_\_ No    a. There is a system of local standards-based assessments that measure the ongoing progress of all students in meeting the State academic content and performance standards.
- X Yes \_\_\_ No    b. Ongoing information is provided to teachers, parents and students on the progress made by students in meeting the academic content and performance standards.
- X Yes \_\_\_ No    c. There is a system that provides ongoing diagnostic information about the teaching and learning of academic content and performance standards.
- X Yes \_\_\_ No    d. Student achievement information is used to revise instruction and programs.

6.2.27

- X Yes \_\_\_ No e. Local assessments are used to determine appropriate student services and instruction.

**Local Accountability**

- X Yes \_\_\_ No a. The district will use the results of the student standards-based assessments to review annually the progress of each school.
- X Yes \_\_\_ No b. The district has a system in place for providing assistance to Program Improvement schools to improve student achievement. One school, First Street School, has completed one year successfully in Year One of Program Improvement. They are currently (2006 – 2007) in their second year of Year One and hope to exit at the end of the year.
- X Yes \_\_\_ No c. The district provides the required public school choice and supplemental services in Program Improvement schools. No schools identified at this time.
- X Yes \_\_\_ No d. The district will provide results of standards-based assessments to parents and teachers in a timely manner and in an understandable and uniform format.

6.2.28

## Local Measures of Student Performance

**The district gives the following local assessments :**

### 1. Reading

Students participating in assessment	Houghton Mifflin Skills Assessments			Renaissance Learning STAR Reading		
	Date : 11/07	Date : 3/08	Date : 5/08	Date : 11/07or 1/08	Date : 3/08	Date : 5/08
All Students						
Student Groups						
K	100%	100%	100%			
1	100%	100%	100%	100%	100%	100%
2	100%	100%	100%	100%	100%	100%
3	100%	100%	100%	100%	100%	100%
4	100%	100%	100%	100%	100%	100%
5	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Special Education students with severe disabilities participating in alternative measures	100%	100%	100%	100%	100%	100%

Description of local measures...

1. The Houghton Mifflin Skills Assessments include Selection Tests, Theme Skills Tests and California Summative Tests, all of which are aligned with the California Standards. The Renaissance Learning STAR Reading program is a nationally normed program which allows monitoring of student reading progress. Additionally, Curriculum Based Measurement (CBM), California Reading Literacy Project (CRLP), BPST and other skills measures are utilized to determine students' specific progress on meeting standards in reading. All required measures are being tracked through spreadsheets by teachers and building principals, and are being loaded onto our Aeries Student Information System for longitudinal monitoring.

6.2.29

The district gives the following local assessments :

**2. Mathematics**

Students participating in assessment	Saxon Math Lesson/Unit Tests			Released STAR or Saxon End of Tri Tests		
	Date : 11/07	Date : 3/08	Date : 5/08	Date : 11/07	Date : 3/08	Date : 5/08
All Students						
Student Groups						
K	100%	100%	100%			
1	100%	100%	100%	100%	100%	100%
2	100%	100%	100%	100%	100%	100%
3	100%	100%	100%	100%	100%	100%
4	100%	100%	100%	100%	100%	100%
5	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Special Education students with severe disabilities participating in alternative measures	100%	100%	100%	100%	100%	100%

**Description of local measures...**

1. The Saxon Math Lesson and Unit tests are aligned with the California Standards. The End-of Trimester tests are standards-based, utilizing release STAR Test questions and/or Saxon Math questions. Additionally, Renaissance Learning STAR Mathematics, Curriculum Based Measurement (CBM) may be utilized to determine students' specific progress on meeting standards in math. All required measures are being tracked through spreadsheets by teachers and building principals, and are being loaded onto our Aeries Student Information System for longitudinal monitoring.

6.2.30

**Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.**

**Planned Improvement in Student Performance in Reading**

Reading is included on all site plans either as direct goal or part increased academic achievement.

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>a) Teacher evaluation instrument based Teaching Profession Standards</p> <p>b) All instructional materials are aligned with state standards</p> <p>c) All new teachers participate in BTSA</p> <p>d) Training in Curriculum Pacing/Assessment Guides</p> <p>e) Publisher training on standards-based materials and intervention materials</p> <p>f) Use of Standards-aligned report card at elementary levels</p>	<p>a) Principals</p> <p>b) District Admin. Services</p> <p>c) Director of Human Resources</p> <p>d) District Admin.</p> <p>e) Publishers/ Asst. Supt. of Instructional Services</p> <p>f) All</p>	<p>a) None</p> <p>b) Cost of inst. materials</p> <p>c) Cost of training, stipends, support provider</p> <p>d) Staff development</p> <p>e) Staff development</p> <p>f) None</p>	<p>a) None</p> <p>b) \$200,000</p> <p>c) \$35,000</p> <p>d) \$3,000</p> <p>e) \$4,000</p> <p>f) None</p>	<p>a) N/A</p> <p>b) IMF/Lottery/Textbook Reserve</p> <p>c) County BTSA funds/PAR</p> <p>d) District</p> <p>e) District</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>a) District purchased state adopted materials K-8 or materials aligned with state standards 9-12</p> <p>b) Students are evaluated on grade level standards on a regular basis</p> <p>c) State standards will be posted in classrooms</p>	<p>a) District Admin.</p> <p>b) Teachers</p> <p>c) District Admin.</p>	<p>a) Cost of inst. materials</p> <p>b) None</p> <p>c) None</p>	<p>a) \$200,000</p> <p>b) None</p> <p>c) \$500</p>	<p>a) IMF/Lottery/Textbook Reserve</p> <p>b) N/A</p> <p>c) District</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Extended learning time: a) Summer School for all students at risk of retention b) After-School programs of two or three hours in place at all sites c) Trimester system for increased credits at high school d) English Learner summer school e) CARE After-School Program	a) District b) District/Sites c) Lincoln High School d) District e) District	a) Cost of program b) Cost of program c) Cost of program d) Cost of program e) Cost of program	a) \$125,000 b) \$500,000 c) None d) \$20,000 e) \$18,000	a) Hourly programs b) Grants c) None d) Hourly programs e) Grants
4. Increased access to technology: a) Students use Accelerated Reader program for K-8 b) CTAP courses offered c) District Technology plan d) Laptops distributed to select sites e) Internet available in all classrooms	a) Sites b) District c) District d) District/Sites e) District	a) Cost of software b) Cost of courses c) None d) Cost of hardware e) Cost of connection	a) \$20,000 b) \$2,000 c) N/A d) Completed e) \$10,000	a) Site funds b) Staff Dev c) EETT d) Digital High School e) District
5. Staff development and professional collaboration aligned with standards-based instructional materials: a) Teachers received inservice in the use of language arts programs b) New teachers participate in BTSA c) CLAD training held in district d) County-wide workshops attended by staff	a) Sites b) Teachers c) District d) PCOE/District	a) Paid attendance b) Stipends c) Paid attendance c) Paid attendance	a) \$15,000 b) \$35,000 c) \$5,000 d) \$5,000	a) District b) District c) District d) District

6.2.32

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): a) Parents, teachers, and other staff participate in the School Site Council b) DELAC/ELAC c) Parent Conferences d) School newsletters/SARC/Web site e) All parent legal parent notifications distributed and signed	a) Parents/teachers b) Parents/District c) Parents/teachers Admin/ d) On-going e) District/Site	a) None b) None c) None d) Cost of printing/distributing e) Cost of printing/distributing	a) N/A b) N/A c) N/A d) SIP/District e) District/Site	
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): a) Title 1 reading intervention at all Title I sites b) After school interventions for students who haven't passed CAHSEE c) Free Counseling for all Lincoln Families d) After school intervention at all sites	a) Site/Teachers b) Site c) District d) District/Teachers	a) Cost of Program b) Cost of Program c) Cost of Program d) Cost of Program	a) \$300,000 b) \$5,000 c) \$60,000 d) \$260,000	a) Title I/SIP b) Site c) Placer County Health/Grants d) State/Federal
8. Monitoring program effectiveness: a) Students participate in state testing-- STAR /CAHSEE/CELDT b) Determination of Annual Yearly Progress c) Curriculum Based Measurement/Aeries Mgt System d) Report Cards e) Self Review Process f) Evaluation Data from outside evaluators g) Placer County Outcomes for Children data	a) District/Site b) Site/State c) District/Site d) Site e) Site State/District/Site f) Evaluators g) Placer County Childrens Systems	a) Assessment Cost b) State c) District d) Teachers e) District/Site f) Evaluators g) Consultants	a) \$30,000 b) None c) \$10,000 d) \$1,500 e) None f) \$15,000 g) None	a) District/State b) None c) District d) District e) None f) Grants g) Grants

6.2.3W

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Targeting services and programs to lowest-performing student groups: a) Title I reading interventions for students below grade level b) Summer school for students at risk of retention c) High School students who have not passed CAHSEE participate in after-school intervention programs d) Students participate in after school intervention programs e) Special Education students served through program	a) Site b) District c) Site d) District/Site e) District/Site	a) Salaries and benefits b) Salaries and benefits c) Salaries and benefits d) Salaries and benefits e) Salaries and benefits	a) \$300,00 b) \$130,000 c) \$5,000 d) \$260,000 e) \$1,000,000	a) Title I b) Hourly programs c) Title I/hourly programs d) Grants e) Special Education/District
2. Any additional services tied to student academic needs: a) District has managed over \$1,000,000 in support services grants to assist with student achievement with after school programs, counseling, and academic intervention				

6.2.34

**Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.**

**Planned Improvement in Student Performance in Mathematics**

Mathematics is included on all site plans either as direct goal or part increased academic achievement.

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: a) Teacher evaluation instrument based Teaching Profession Standards b) All instructional materials are aligned with state standards c) All new teachers participate in BTSA d) Training in Curriculum Based Measurement e) Publisher training on standards-based materials f) Use of Standards-aligned report card at elementary levels	a) Principals b) District Admin. Services c) Director of Human Resources d) District Admin. e) Publishers/ Asst. Supt. of Instructional Services f) All	a) None b) Cost of inst. materials c) Cost of training, stipends, support provider d) Staff development e) Staff development f) None	a) None b) \$100,000 c) \$35,000 d) \$3,000 e) \$4,000 f) \$2,000	a) N/A b) IMF/Lottery/Textbook Reserve c) County BTSA funds/PAR d) District e) District f) District
2. Use of standards-aligned instructional materials and strategies: a) District purchased state adopted materials K-8 or materials aligned with state standards 9-12 b) Students are evaluated on grade level standards on a regular basis c) State standards will be posted in classrooms	a) District Admin. b) Teachers c) District Admin.	a) Cost of inst. materials b) None c) None	a) \$100,000 b) None c) \$500	a) IMF/Lottery/Textbook Reserve b) N/A c) District

6.2.35

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Extended learning time: a) Summer School for all students at risk of retention b) After-School programs of two or three hours in place at all sites c) Trimester system for increased credits at high school d) English Learner summer school	a) District b) District/Sites c) Lincoln High School d) District	a) Cost of program b) Cost of program c) Cost of program d) Cost of program	a) \$125,000 b) \$500,000 c) None d) \$20,000	a) Hourly programs b) Grants c) None d) Hourly programs
4. Increased access to technology: a) Students use Accelerated Math program for K-8 b) CTAP courses offered c) District Technology plan d) Laptops distributed to select sites e) Internet available in all classrooms	a) Sites b) District c) District d) District/Sites e) District	a) Cost of software b) Cost of courses c) None d) Cost of Hardware e) Cost of connection	a) \$20,000 b) \$2,000 c) N/A d) Completed e) \$10,000	a) Site funds b) Staff Dev c) EETT d) Digital High School e) District
5. Staff development and professional collaboration aligned with standards-based instructional materials: a) Teachers received inservice in the use of language arts programs b) New teachers participate in BTSA c) CLAD training held in district d) County-wide workshops attended by staff	a) Sites b) Teachers c) District d) PCOE/District	a) Paid attendance b) Stipends c) Paid attendance c) Paid attendance	a) \$15,000 b) \$35,000 c) \$5,000 d) \$5,000	a) District b) District c) District d) District

62.36

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): a) Parents, teachers, and other staff participate in the School Site Council b) DELAC/BAC c) Parent Conferences d) School newsletters/SARC/Web site e) All parent legal parent notifications distributed and signed	a) Parents/teachers b) Parents/District c) Parents/teachers Admin/ d) On-going e) District/Site	a) None b) None c) None d) Cost of printing/distributing e) Cost of printing/distributing	a) N/A b) N/A c) N/A d) \$2000 e) \$2000	a) N/A b) N/A c) N/A d) SIP/District e) District/Site
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): a) Title 1 monies available to sites b) After school/Saturday interventions for students who haven't passed CAHSEE d) Free Counseling for all Lincoln Families e) After school intervention at all sites	a) Site/Teachers b) Site c) District d) District/Teachers	a) Cost of Program b) Cost of Program c) Cost of Program d) Cost of Program	a) \$300,000 b) \$5,000 c) \$60,000 d) \$260,000	a) Title I/SIP b) Site c) Placer County Health/Grants d) State/Federal
8. Monitoring program effectiveness: a) Students participate in state testing-- STAR /CAHSEE b) Determination of Annual Yearly Progress c) Curriculum Based Measurement d) Report Cards e) Self Review Process f) Evaluation Data from outside evaluators g) Placer County Outcomes for Children data	a) District/Site b) Site/State c) District/Site d) Site e) State/District/Site f) Evaluators g) Placer County Childrens Systems	a) Assessment Cost b) State c) District d) Teachers e) District/Site f) Evaluators g) Consultants	a) \$30,000 b) None c) \$10,000 d) \$1,500 e) None f) \$15,000 g) None	a) District/State b) None c) District d) District e) None f) Grants g) Grants

6.2.37

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups: a) Title I interventions for students below grade level b) Summer school for students at risk of retention c) High School students who have not passed CAHSEE participate in after-school intervention programs d) Students participate in after school intervention programs e) Special Education students served through program	a) Site b) District c) Site d) District/Site e) District/Site	a) Salaries and benefits b) Salaries and benefits c) Salaries and benefits d) Salaries and benefits e) Salaries and benefits	a) \$300,00 b) \$130,000 c) \$5,000 d) \$260,000 e) \$1,000,000	a) Title I b) Hourly programs c) Title I/hourly programs d) Grants e) Special Education/District
10. Any additional services tied to student academic needs: a) District manages over \$1,000,000 in support services grants to assist with student achievement with after school programs, counseling, and academic intervention				

6.2.38

**Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

**Planned Improvement in Programs for LEP Students and Immigrants (Title III)**

Students in Western Placer Unified School District have shown consistent academic growth through Annual Yearly Progress Goals.

Required Activities	Description of how the LEA is meeting or plans to meet this requirement.
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <ul style="list-style-type: none"> <li>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</li> <li>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</li> <li>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <ul style="list-style-type: none"> <li>▪ meeting the annual measurable achievement objectives described in Section 3122;</li> <li>▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</li> <li>▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));</li> </ul> </li> <li>d. Describe how the LEA will promote parental and community participation in LEP programs.</li> </ul>	<p>a) Western Placer Unified provides programs that allow students to learn English. Teachers use SDAIE techniques to assist students to meet or exceed standards. English Immersion and support is provided for students who have been in the country for less than twelve months. ELD programs for students are also provided to assist students in making progress in English proficiency as well as in meeting standards.</p> <p>b) The district uses Title III funds to provide instructional materials for ELD that are designed to assist student in accessing the core curriculum. The district also provides ELD training as well as SDAIE training to teachers to assist in helping students become proficient in English and to achieve performance goals in both math and in reading.</p> <p>c) All students participate in state testing including CELDT to determine progress toward English proficiency and will be used to determine progress toward meeting state standards and AYP. Results of these measurements are reported to the school board and to site councils and to the District English Language Advisory Council.</p> <p>d) The district maintains a District Advisory Council (DELAC) that meets regularly to discuss and to give input regarding programs and services. Each school site has an English Language Advisory Committee that provides the same services on a site-by-site basis. The district provides a class for parents that assists them in methods for helping their children meet appropriate standards</p>

<p>Required Activities</p>	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> <li>• English proficiency; and</li> <li>• Academic achievement in the core academic subjects</li> </ul>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <p>a) The district has adopted Houghton Mifflin Reading in grades K-5 and Holt in grades K-8 and Into English published by Harcourt (research-based as well as standards based program) is being used to support English Language Development. Teachers use SDAIE techniques and differentiated instruction as part of their normal teaching pedagogy.</p> <p>b) Local assessments and the CELDT are used to measure increases in the English Proficiency of students. The district has adopted benchmarks for students to exit programs. Data from these and from the State STAR program are analyzed and used to measure student achievement growth over time.</p> <p>c) Student are monitored for reclassification with a goal of English proficiency (intermediate or higher) and academic achievement ( "C" or better in academic areas). An English Learner Individualized Learning Plan (ELILP) is written annually for every English Learner.</p> <p>d) GLAD Training has been provided to over 25 teachers during the 2006 – 2007 and the 2007 – 2008 school year to increase the effectiveness of instruction to ELD learners.</p> <p>e) Houghton Mifflin Focused Approach and Holt Training for ELD Instruction has been provided to over 40 teachers during the 2006 – 2007 and the 2007 – 2008 school year, to increase the effectiveness of instruction to ELD learners.</p>
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		Description of how the LEA is meeting or plans to meet this requirement.				
Required Activities	3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; d. Long term effect will result in positive and lasting impact on teacher performance in the classroom.	a) Teachers in the Western Placer Unified have been trained in SDAIE, CLAD, and other programs that allow for specialized instruction to meet the needs of students who are limited English proficient. These research-based approaches are particularly useful in differentiating instruction using the district-adopted programs referenced in Item 2 on the previous page. An additional CLAD training was held during the 2003-04 school year; a week-long summer institute was held in June, 2007. b) Teachers received training in programs and in <i>Houghton Mifflin</i> and Holt and will continue to receive on-going training in these programs as well. Specific trainings on the use of the ELD component of adopted reading programs will be held. (Workshops have been held in Fall'07). c) Principals are required to evaluate teachers using an instrument based on the California Standards for the Teaching Profession that includes standards for meeting the individual needs of students. All district administrators attended an all day inservice on district English Learner Programs. District teachers recommend, and the Board adopted, major changes in District English Learner Policy. d) Increase the number of students who are reclassified from limited to fluent English proficient with a corresponding increase in performance on state tests.				
Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	<table><tr><th>Yes or No</th><th>If yes, describe:</th></tr><tr><td>Yes</td><td>Comprehensive training was offered during the 2003-04 school year with a focus on disseminating new English Learner Criteria to all staff. Addition of ELD Program Specialist in 2006 – 2007 has allowed further training for admin and teaching staff.</td></tr></table>	Yes or No	If yes, describe:	Yes	Comprehensive training was offered during the 2003-04 school year with a focus on disseminating new English Learner Criteria to all staff. Addition of ELD Program Specialist in 2006 – 2007 has allowed further training for admin and teaching staff.
Yes or No	If yes, describe:					
Yes	Comprehensive training was offered during the 2003-04 school year with a focus on disseminating new English Learner Criteria to all staff. Addition of ELD Program Specialist in 2006 – 2007 has allowed further training for admin and teaching staff.					

Allowable Activities		Description of how the LEA is meeting or plans to meet this requirement.	
	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	<b>Yes or No</b> Yes	<b>If yes, describe:</b> A focused summer program focusing on ELD will be offered to students. It is expected that students entering the district at the "beginner" level will be reclassified in no less than five years. Students are included in after school program opportunities. Reclassified students are monitored for two years.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	<b>Yes or No</b> Yes	<b>If yes, describe:</b> Students referred to Student Study teams acquire an individualized action plan to remedy academic deficits. This is in conjunction with the ELILP. Students are also served through Title 1 and Special Education when appropriate.
	7. Improve the English proficiency and academic achievement of LEP children.	<b>Yes or No</b> Yes	<b>If yes, describe:</b> The district has standardized the delivery and support for English Language Development programs throughout the district. District-adopted state-approved curriculum is now in place at all grade levels. Principals are monitoring the delivery of ELD services.

		Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> <li>o To improve English language skills of LEP children; and</li> <li>o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</li> </ul>	<p><b>Yes or No</b> Yes</p> <p><b>If yes, describe:</b> All parents are encouraged to participate in site level and district level parent advisory groups and site councils. After school and night family activities are offered at all sites.</p>
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> <li>o The acquisition or development of educational technology or instructional materials</li> <li>o Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>o Incorporation of the above resources into curricula and programs.</li> </ul>	<p><b>Yes or No</b> Yes</p> <p><b>If yes, describe:</b> The district has computers in the English Learner classrooms and in computer labs. Students have regular access to these resources. The teachers employed at the site for Structured English Immersion each received a laptop to assist with instruction. GLAD and Houghton Mifflin and Holt Focused Approach training have been provided.</p>
	<p>10. Other activities consistent with Title III.</p>	<p><b>Yes or No</b> Yes</p> <p><b>If yes, describe:</b> Through Title III the district will provide staff development in the SDAIE and CLAD training as well as the purchase of SDAIE materials. The ADEPT test is being used to monitor student progress on English Language skills.</p>

6.2.43

## Plans to Notify and Involve Parents of Limited-English-Proficient Students

<p><b>Parents of Limited-English-Proficient students must be notified:</b> The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p><b>Required Activity</b></p>	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ol style="list-style-type: none"> <li>the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</li> <li>the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;</li> <li>the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;</li> <li>how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</li> <li>how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</li> <li>the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;</li> <li>in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</li> </ol>
	<p>a) The district sends out a letter each that identifies the students as LEP, based on the results the CELDT test results and the requisite need for appropriate language instruction.</p> <p>b) See above as well as regular progress reports of academic progress.</p> <p>c) Students are instructed along with the fluent English speakers and primary language support is available in small groups, interventions, and individually if needed. Parent are also informed of their option of a waiver.</p> <p>d) The district uses CELDT results at each of the sites inform teachers of overall student proficiency. Discussions are held to determine most effective interventions based on this data. An ELILP is written for each English Learner outlining annual goals.</p> <p>e) Through the use of SDAIE techniques among others, students will be assisted in learning English and in meeting promotion and graduation standards.</p> <p>f) The district notifies parents of all testing results of the CELDT, CAHSEE and STAR testing. These notifications also include written summaries of performance and where required, specific expectations for exiting and/or reclassification.</p> <p>g) The district uses the CELDT test results and incorporates these results into the student's IEP with parent input. The Special Education Director or School Psychologist collaborate and review state test scores, CELDT scores, and other academic performance measures to help determine the appropriate language placement.</p>

	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p>Required Activity</p>	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> <li>the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</li> </ul> <p>the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</p> <p><b>Note:</b> Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p> <p><b>LEA Parent Notification Failure to Make Progress</b> If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>
	<p>The district notification process includes information about the waiver process, parent option for participation or non-participation and description of the program the district is implementing.</p>
	<p>The information listed above is provided within 30 days of enrollment of the beginning of the school year. Parents of students who arrive after this time are notified as soon as the student's CELDT results are known.</p>
	<p>The district will notify parents within 30 days of the notification to the district that the LEA has not made adequate yearly progress (AYP). The notification will also include the reasons for the failure to make adequate yearly progress (AYP).</p>

**Performance Goal 3: *By 2007 – 2008, all students will be taught by highly qualified teachers.***

**Summary of Needs and Strengths for Professional Development**

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

**[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]**

STRENGTHS	NEEDS
<p>As of the beginning of the 2002/03 school year all our teachers met the requirement of “highly qualified” according to the federal definition. All of our new teachers over the past four years have participated in BTSA.</p> <p>During the past four years nearly 85% of our teachers have completed certification of CLAD, BCLAD, SDAIE, or some other kind of certification that allows them to specially instruct students who speak a language other than English. This is a huge increase from five years ago, when 25% had such certification.</p> <p>As of 2002-03 all staff in the Title 1 program met the Highly Qualified definition and have continued to do so.</p> <p>25% of the teaching staff have a master’s degree.</p> <p>100% of the administrative staff have a masters or doctorate degree</p>	<p>Continuation of BTSA and a specific, training in serving English Learners, special education, and GATE students are planned for the current year. A GATE Certification Workshop series is in effect for 2007 – 2008. The addition of an ELD Program Specialist has increased our leadership and attention to this area. Continued ELD Workshops are planned for 2007 – 2008.</p> <p>Intervention programs have been put into place for the area of reading for 2007 – 2008. This is a part of the RtI (Response to Intervention) model. Staff development offerings have been in place for this area beginning summer 2007 and continue to be offered as this is an area of need.</p> <p>Staff development for teachers is geared towards data-driven decision making, standards based instruction, and using technology to improved student performance.</p> <p>At all levels, students who are almost proficient, or who are Below Basic or Far Below Basic in their tested skills are being monitored via spreadsheets. We have begun tracking these students’ success via our Aeries Management Program and continue to address staff inservice needs here.</p>

**Performance Goal 3: By 2007-08, all students will be taught by highly qualified teachers.**

**Planned Improvements for Professional Development (Title II)**

Staff development is viewed as one of the keys to a highly qualified staff.

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>Staff development needs will be addressed through a variety of methods including staff release time, classroom observations, professional literature, and attendance at conferences and workshops. Evaluation of the effectiveness of these activities will be conducted with a goal of continuing the most effective or at looking for more effective programs. All new teachers are mandated to participate in BTSA.</p>	District/teachers	Salaries for BTSA support provider; cost of workshops, subscriptions, stipends	\$135,000	Title II/BTSA/Staff Development Buy Out
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>District administration will review research on professional development activities that assist teachers, administrators and support staff to ensure all students will meet or exceed State content and academic achievement standards. Special attention will be paid to those topics and formats that have the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest-performing groups. Staff development will focus on improving student achievement. Professional development resources will be concentrated where they are needed most. Successful teachers and principals will serve as demonstrators and coaches for others.</p>	District leadership, PAR committee, teacher survey	Stipends for PAR and participating teachers	\$6,000	PAR/District

6.2.47

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>Staff development based on standards and targeted particularly toward the lowest achieving, low-income students will clearly show by student achievement scores and progress toward standards mastery that a positive impact is being measured. These outcomes will be used to further refine staff development efforts particularly as they have an effect on the achievement of under-performing students.</p>	Principals/teachers/ District	Cost of BTSA and other staff development efforts	\$135,000	Title II/BTSA/Staff Development Buy Out
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The district leaders will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations in their classes. Classroom management, interventions, and working with students' families, and other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed State content and academic achievement standards.</p>	District	Cost of training	\$135,000	Title I/Distinct/SIP Title II/PAR/Staff Development Buy Out

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>Staff development will focus on practicing core research based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement. Principals' professional development will combine the leaders' roles in supporting standards implementation, organization and management for continuous improvement, and addressing diverse needs of student, particularly students in the lowest-performing groups in the district.</p>	District	None	N/A	N/A
<p>1. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>The district leadership team will ensure that technology-related professional development links to other district and school professional development activities that are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards.</p>	District/Director of Technology	Cost of training	None	Title II A & D/Staff Development Buy Out

6.2.49

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>The district will continue with its implementation of the goals of the District Technology Plan which was approved in Spring, 2003. Online professional development in the effective use of technology to support standards-based practices will be available at each school and throughout the district. Teacher licenses to access this resource from district equipment and resources will be available. Teachers will gain credit toward salary increases by completing online professional development courses in the use of technology and demonstrating increased effective use of technology resources in ensuring that all students meet or exceed standards. Staff development is managed through an online centralized online system. Site Tech Trainers offer support.</p>	District/Technology coordinator	Cost of training	\$6,000	Title II/District
<p>3. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>Information was gathered from recently adopted school site plans from representatives of the listed groups. In addition, portions of the recently adopted technology plan were referenced. Finally, staff development surveys were used. Information from this section will be updated at each annual renewal.</p>	District Staff	None	None	N/A

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;</li> <li><input type="checkbox"/> Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</li> <li><input type="checkbox"/> Involve parents in their child's education; and</li> <li><input type="checkbox"/> Understand and use data and assessments to improve classroom practice and student learning.</li> </ul> <p>Staff development days focused on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement also includes planning for addressing diverse student needs, student behavior management, and working with families. Specific offerings in working with GATE students and English Learners will be offered during 2007 - 2008. Additional training in use of intervention programs, materials and strategies will be offered.</p>	District	Cost of training	\$135,000	Title II A & D/Staff Development Buy Out
<p>5. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>On an as needed basis, if teachers or paraprofessionals need assistance to become Highly Qualified adequate training will be offered. This is viewed as the highest priority of these funds for the district.</p>	N/A	N/A	N/A	N/A

**Performance Goal 4:** *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

**Environments Conducive to Learning (Strengths and Needs):**

Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
<ol style="list-style-type: none"> <li>1. Coordinated school crisis response and Comprehensive School Safety Plans which have been developed in partnership with law enforcement and emergency response systems.</li> <li>2. Appropriate and effective school policies regarding student conduct and disciplinary procedures.</li> <li>3. School counselor and school nurse, assisted by Health Aides.</li> <li>4. School safety plans updated annually with participation from parents and students.</li> <li>5. Free counseling offered through the Lighthouse.</li> <li>6. Interns from California State University, Sacramento at each campus.</li> <li>7. Expanded counseling staff at high schools.</li> </ol>	<ol style="list-style-type: none"> <li>1. The district has a need to continue to inservice teachers in the district-adopted scientifically based programs to further reduce the incidence of alcohol and other drug use as well as tobacco use and to improve overall resiliency.</li> <li>2. Each site needs a designated individual for implementation and monitoring of the programs.</li> <li>3. Focus on the main drug used – alcohol.</li> </ol>

**Environments Conducive to Learning (Activities):**

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

**ACTIVITIES**

Red Ribbon Week Activities  
Extracurricular programs, clubs, events  
Summer School  
Interscholastic Athletics  
Student Government  
Specialized PE programs at Middle and High School  
Counseling programs at each of the school sites and through lighthouse  
Alternative education including continuation and independent study  
Community Liaison programs at all elementary sites  
School Counseling Programs at middle schools and high schools  
GATE offerings at sites

**Needs and Strengths Assessment (4115(a)(1)(A) ):**

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
<ol style="list-style-type: none"><li>1. The district uses the latest communication systems to keep all district employees in communication with one another via email. Walkie talkies and phone.</li><li>2. District counselors are available to all students and their families around safety, drug, alcohol, and tobacco issues.</li><li>3. Smoking has been dramatically reduced.</li><li>4. The district provides a scientifically research based alcohol and other drug and tobacco prevention program.</li></ol>	<ol style="list-style-type: none"><li>1. The district needs to continue to provide a scientifically research based alcohol and other drug and tobacco prevention programs.</li><li>2. There is a need for coordination between and among the school sites and the district level.</li><li>3. Establish a sustainable management system for program.</li></ol>

**Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.***

**Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)**

**Prevention Program Performance Indicators (4115(a)(1)(B) ):**

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

<b>Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey</b>	<b>Most Recent Survey date: 4/06 Baseline Data</b>	<b>Biennial Goal (Performance Indicator)</b>
The percentage of students that have ever used cigarettes will decrease biennially by (Met 02 – 06 goal for 7 <sup>th</sup> and 11 <sup>th</sup> grades; not for 9 <sup>th</sup> )	5 <sup>th</sup> 8% 7 <sup>th</sup> 16 % 9 <sup>th</sup> 37 % 11 <sup>th</sup> 47 %	5 <sup>th</sup> -1% 7 <sup>th</sup> -2 % 9 <sup>th</sup> -2 % 11 <sup>th</sup> -2 %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by: (Met 02 – 06 goal for 7 <sup>th</sup> & 11 <sup>th</sup> ; not for 9 <sup>th</sup> )	5 <sup>th</sup> N/A 7 <sup>th</sup> 7 % 9 <sup>th</sup> 13 % 11 <sup>th</sup> 16 %	5 <sup>th</sup> N/A 7 <sup>th</sup> -2 % 9 <sup>th</sup> -2 % 11 <sup>th</sup> -2 %
The percentage of students that have used marijuana will decrease biennially by: (Met 02 – 06 goal for 7 <sup>th</sup> , 9 <sup>th</sup> & 11 <sup>th</sup> )	5 <sup>th</sup> N/A 7 <sup>th</sup> 8 % 9 <sup>th</sup> 29 % 11 <sup>th</sup> 53 %	5 <sup>th</sup> N/A 7 <sup>th</sup> -2 % 9 <sup>th</sup> -2% 11 <sup>th</sup> -2 %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by: (For 5 <sup>th</sup> grade - % of students who have EVER used alcohol – may be misunderstanding question?) (Met 02 – 06 goal for 7 <sup>th</sup> , 9 <sup>th</sup> & 11 <sup>th</sup> )	5 <sup>th</sup> 45% 7 <sup>th</sup> 12% 9 <sup>th</sup> 37 % 11 <sup>th</sup> 47 %	5 <sup>th</sup> -2% 7 <sup>th</sup> -2% 9 <sup>th</sup> -2 % 11 <sup>th</sup> -2 %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by: (Met 02 – 06 goal for 7 <sup>th</sup> ; not for 9 <sup>th</sup> – stayed the same; not for 11 <sup>th</sup> – increased 4%)	5 <sup>th</sup> N/A 7 <sup>th</sup> 3 % 9 <sup>th</sup> 13 % 11 <sup>th</sup> 25 %	5 <sup>th</sup> N/A 7 <sup>th</sup> -2 % 9 <sup>th</sup> -2 % 11 <sup>th</sup> -2 %

6.2.55

<p>The percentage of students that feel very safe at school will <b>increase</b> biennially by:</p> <p><b>(Did not meet 02 – 06 goals for 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>)</b></p>	<p>7<sup>th</sup> <u>11</u> %</p> <p>9<sup>th</sup> <u>14</u> %</p> <p>11<sup>th</sup> <u>23</u> %</p>	<p>7<sup>th</sup> <u>+2</u> %</p> <p>9<sup>th</sup> <u>+2</u> %</p> <p>11<sup>th</sup> <u>+2</u> %</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by:</p> <p><b>(Met 02 – 06 goal for 7<sup>th</sup>; did not meet goal for 9<sup>th</sup> &amp; 11<sup>th</sup>)</b></p>	<p>7<sup>th</sup> <u>23</u> %</p> <p>9<sup>th</sup> <u>167</u> %</p> <p>11<sup>th</sup> <u>10</u> %</p>	<p>7<sup>th</sup> <u>-2</u> %</p> <p>9<sup>th</sup> <u>-2</u> %</p> <p>11<sup>th</sup> <u>-2</u> %</p>
<p><b>Truancy Performance Indicator</b></p>		
<p>The percentage of students who have been truant will <b>decrease</b> annually by <u>1</u> % from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p><u>2</u> %</p>	<p><u>-1</u> %</p>

642.56

Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: <u>4/02</u> Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will <b>increase</b> biennially by: <b>2%</b> (Met 02 – 06 goal for 7 <sup>th</sup> & 9 <sup>th</sup> ; did not meet for 11 <sup>th</sup> )	7 <sup>th</sup> 33% 9 <sup>th</sup> 25 % 11 <sup>th</sup> 37 %	7 <sup>th</sup> +2% 9 <sup>th</sup> +2% 11 <sup>th</sup> +2%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will <b>increase</b> biennially by: <b>2%</b> (Met 02 – 06 goal for 7 <sup>th</sup> & 9 <sup>th</sup> grades; did not meet for 11 <sup>th</sup> )	7 <sup>th</sup> 55% 9 <sup>th</sup> 35% 11 <sup>th</sup> 40 %	7 <sup>th</sup> +2% 9 <sup>th</sup> +2 % 11 <sup>th</sup> +2 %
The percentage of students that report high levels of opportunities for meaningful participation at their school will <b>increase</b> biennially by: <b>2%</b> (Did not meet 02 – 06 goals)	7 <sup>th</sup> 9% 9 <sup>th</sup> 8 % 11 <sup>th</sup> 12 %	7 <sup>th</sup> +2% 9 <sup>th</sup> +2 % 11 <sup>th</sup> +2 %
The percentage of students that report high levels of school connectedness at their school will <b>increase</b> biennially by: (no data available for this portion of the module)	9 <sup>th</sup> % 11 <sup>th</sup> %	9 <sup>th</sup> % 11 <sup>th</sup> %

6.2.57

**Science Based Programs (4115 (a)(1)(C)):**

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Positive Action Project Alert	ATODV	1-12 7	4000 600	June 2005 June 2006	Summer 05&06	August, 2005 August, 2006

### Research-based Activities (4115 (a)(1)(C) ):

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
✓	After School Programs	ATODV	Grades K-12
	Conflict Mediation/Resolution		
✓	Early Intervention and Counseling	ATODV	Grades K-12
	Environmental Strategies		
	Family and Community Collaboration		
	Media Literacy and Advocacy		
	Mentoring		
✓	Peer-Helping and Peer Leaders	ATODV	Grades K-12
	Positive Alternatives		
✓	School Policies	ATODV	Grades K-12
	Service-Learning/Community Service		
	Student Assistance Programs		
	Tobacco-Use Cessation		

6.2.59

Check	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development Caring Schools Caring Classrooms		
	Other Activities		

6.2.60<sup>60</sup>

**Promising or Favorable Programs (4115 (a)(3) ):**

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
N/A						

**Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:**

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

6.2.61

**Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):**

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

The district has selected a variety of programs to serve its students. The programs are school-based prevention program designed to provide students strategies and skills. They combine a classroom curriculum of social/cognitive problem solving with real-life skill-building opportunities. Students learn to apply critical thinking skills and personal management strategies to personal health and well-being issues. After an analysis of our CHKS survey data it was clear we needed to push for programs at all levels.

**Evaluation and Continuous Improvement (4115 (a)(2)(A)):**

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The district will administer the Healthy Kids Survey every other year and use those results to evaluate the effectiveness of the program and to make refinements and improvements to the on-going efforts by the district. Additionally the District will continue to monitor suspension and expulsion data as well as consult with probation and other law enforcement and community support agencies.

**Use of Results and Public Reporting (4115 (a)(2)(B)):**

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

**Data Collection Timeline:**

The district will publish the results of the 2006 Healthy Kids Survey during the Spring, and the progress data during the 2007 – 2008 school year. It will be available in print form and shared with the Community Advisory Group. Additionally pre and post test data will be collected on the efficacy of the program.

**Reporting Timeline**

The District will develop an analysis of all data each school year. A report of the analysis of the data will be published. A summary of the results will be presented at a meeting of the governing board each fall.

**Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):**

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

Western Placer Unified defines the highest need students as our lowest performing, low-income students. This designation along with the data from disciplinary actions as well as the data in the CHKS was analyzed and the middle school was found to be the site with the greatest needs.

The services listed below are funded for the students identifies with the greatest needs

- 1) Psychological counseling
- 2) After school programs focusing on improving academic performance
- 3) After school athletic programs
- 4) Alternative education opportunities

**Coordination of All Programs (4114 (d)(2)(A) ):**

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

The District will consult with probation and other law enforcement agencies as well as county-operated programs. The district representative meets with the county Medi-cal Collaborative three times per year and serves on the mini-grant advisory board to help coordinate programs with other programs at the local and county level. Additionally the District will determine the common goals of the programs to help ensure the best practices and teaching strategies and the promotion of highly qualified teachers to assist in the coordination of prevention efforts.

**Parent Involvement (4115 (a)(1)(e) ):**

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parents are a vital part of the planning process at each school site. Each site operates a school site council. Fifty percent of the membership of this council is required to be filled by parents. Each council reviews the Single School Plan for Student Achievement, provides a budget document for approval by the governing board, and provides input to teachers, administrators, and others about all aspects of the school's operation. Parents are also involved in student activities such as athletics, school-wide assemblies, field trips and Red Ribbon Week. The district distributes a beginning of the year packet to all parents. This packet includes all the required notifications, the school and district discipline policies, School of Choice options for PI school parents as well as Safe School Status as required by NCLB. Additionally, school accountability report cards are available on the district web site. The district accountability report card will be developed and placed on the district web site as well.

6.2.64

**TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):**

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

Referral for pregnant minors and minors parents are administered through the school site and district coordinator.

**TUPE Funded Positions (Health & Safety Code 104420(b)(3) ):**

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

Position/Title	Full time equivalent
Currently no staff is funded with TUPE funds	N/A

**Performance Goal 5: All students will graduate from high school.**

**Planned Improvements: High School Graduation Rates, Dropouts, and AP**

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	Activities/Actions	Students Served	Timeline/Person(s) Involved	Benchmarks/Evaluation	Funding Source
<b>5.1</b> (High School Graduates)	a) Trimester for reinforcement of skills b) Remediation in English and math during the school day c) Before and after school tutorials d) Summer schools e) 10th grade counseling is provided f) Student notice for all students receiving failing grades.	All students	Teachers, counselors, administrators On-going	The school will increase its graduation rate by 5%	a) None b) Title 1 c) Hourly d) Hourly e) 10 <sup>th</sup> grade grade counsel f) None
<b>5.2</b> (Dropouts)	a) Students participate in Student Council b) Fourteen different Interscholastic sports are available for boys and girls c) FFA clubs are available d) Emphasis on vocational programs through ROP and ROTC	a) Elected student leaders b) 515 student athletes c) 90 members d) 260 participants	a) Teacher b) Coaches by sport c) Teacher advisors d) District	The school will increase its graduation rate by 5%	a) District b) District c) District d) District
<b>5.3</b> (Advanced Placement)	a) Students are able to take AP classes on line and on campus	All students	Teachers On-going	The school will double the number of students taking AP classes	Tech Grant/ District

6.2.66

## Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Please describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The district uses free and reduced lunch eligibility under the NSLP guidelines. Schools are rank ordered and schools with the highest poverty are served first. After these schools are served, lower ranking school can be served. The district determines different per student amounts based on differing grade spans.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115 will identify the eligible children most in need of services under this part.

The Western Placer Unified School District uses the national percentile ranking from SAT/9 (formerly) and currently CAT/6 portions of the STAR test at grades 2-11. Students scoring at or below the 25<sup>th</sup> percentile in reading and/or mathematics total scores or sub-test scores whose teachers believe that they could benefit from support services may be referred to the Title I program. Additionally, students scoring Below Basic or Far Below Basic on CA Standards Tests in Mathematics or English Language Arts and students in danger of retention can qualify for Title I services. Parents are offered the opportunity to come to a Parent Advisory Meeting held at least once annually to provide input and suggestions for program. Each participating student in Title I must have a signed authorization from their parent/guardian providing approval for their participation.

6.2.67

## Additional Mandatory Title I Descriptions

(continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

- a) The district provides increased learning time through after school programs at each school.
- b) The district provides extensive staff development for improving instruction.
- c) The district provides a support provider and mentor for beginning teachers in the BTSA programs.
- d) The district conducts all state required assessment and analyzes the data, including disaggregation, to assist teachers and administrators in evaluating programs and instructional effectiveness.
- e) The district has adopted core materials that are scientifically based and has provided staff development for the implementation of these materials in the classroom.
- f) Teachers and paraprofessionals are trained in techniques to assist student who are limited English proficient to access the core curriculum.
- g) The district provides after school intervention with summer school options
- h) The district provides counseling services to students.
- i) Student who have not passed the high school exit exam are offered tutorial assistance.
- j) Efforts are made to identify those students who attend private schools, local institutions for neglected or delinquent children who are attending community day school programs and those students who are homeless.

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116 as in need of improvement.

- a) The district will assist schools in analyzing student data through the use of a variety of applications.
- b) Before and after school programs and summer school will continue.
- c) Annual goals for overall improvement as well as the improvement of applicable sub groups will be identified. A comprehensive staff development program will be provided.
- d) The district will assist the school in following the mandates including school choice and supplemental instruction.

6.2.68

## **Additional Mandatory Title I Descriptions**

(continued)

Please describe the actions the LEA will take to implement public school choice and Supplemental Services, consistent with the requirements of Section 1116.

- a) Parents will be notified of their option to transfer their student from a PI school.
- b) Schools space will be make available to accommodate students.
- c) The district will serve the lowest performing, low-income students first and other students thereafter up to the maximum allowed by NCLB.
- d) Transportation will be provided for any student whose parents have exercised the choice option.
- e) Parents will be notified of their option prior to the beginning of the school year.
- f) Parents will be notified annually that supplemental services are available and the process for application will be explained.
- g) A list of approved providers will be included with the notification.
- h) The district coordinator will meet with the parent(s) and the supplemental service provider(s) to outline outcome, timelines, and assessment criteria.
- i) Parents will be notified of the dollar amount for which they are eligible under the supplemental services provision.

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with sections 1118 and 1119.

The district coordinator will work with site level administrators, the BTSA support provider, and the PAR committee to develop criteria for staff development and the coordination of appropriate Title I and Title II funds. All teachers hired will be highly qualified. The District will strive to coordinate all professional development through the use of Title II funds to fully develop the capacity and professional training for all Title I funded certificated teachers and paraprofessionals. Additionally, Title II funds will be used to support appropriate professional development opportunities for administrators, parents and other staff serving the needs of our students. A myriad of opportunities would be available to the interested staff and community, from sessions held within the district and county offices of education to privately provided professional training sessions. Each of these activities and trainings would focus upon high quality skills which would be able to be used in our classrooms in terms of instructional strategies and methods for ensuring the continued success of our students.

6.2.69

## Additional Mandatory Title I Descriptions (continued)

### *Coordination of Educational Services*

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as:

Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

The District will ensure that all services are fully coordinated on our school campuses to ensure that our programs are effective, and that duplication and/or fragmentation of the instructional is not a part of the program. Reading intervention programs are coordinated on each site by the building principal and are offered to qualifying low-achieving students in the regular program, as well as to students in special education both during the day and after school. The Title I program and services will be designed to meet the specific needs of our students as identified by their test scores indicating their areas of specific weakness. Students who are English Learners will be provided specialized instruction, materials and activities to ensure their success. It is the goal of each school in the district to provide a comprehensive program which is well-articulated and coherent for all students. Site plans guide the use of categorical funds in close collaboration with the District. Collaboration between teachers occurs regularly and is facilitated by our Early Release Mondays with a focus on student achievement across programs.

6.2.70

## **Part III**

### **Assurances and Attachments**

*Assurances*

*Signature Page*

*Appendix*

*Appendix A: California's NCLB Performance Goals and Performance Indicators*

*Appendix B: Links to Data Web sites*

*Appendix C: Science-Based Programs*

*Appendix D: Research-based Activities*

*Appendix E: Promising or Favorable Programs*

*Appendix F: NCLB Legislation, Sections 1111 through 1120*

## ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

### GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

6.2.72

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

#### **TITLE I, PART A**

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

#### **TITLE I, PART D – SUBPART 2**

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

6-2.74

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

## **TITLE II, PART A**

### **1. The LEA, hereby, assures that:**

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:  
**(A) have the lowest proportion of highly qualified teachers;**  
**(B) have the largest average class size; or**  
**(C) are identified for school improvement under section 1116(b).**
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

## **TITLE II, PART D**

2. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
  - Strategies for using technology to improve academic achievement and teacher effectiveness.
  - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
  - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
  - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
  - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
  - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
  - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
  - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
  - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
  - Collaboration with adult literacy service providers.
  - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
  - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
3. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
4. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:**
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
  - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
  - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
  - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

### **TITLE III**

1. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
2. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
3. The LEA is complying with Section 3302 prior to, and throughout, each school year.
4. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
5. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
6. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
7. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

### **TITLE IV, PART A**

1. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
1. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
2. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
3. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
4. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
  - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.
  - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
  - A crisis management plan for responding to violent or traumatic incidents on school grounds.
  - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
    - Allows a teacher to communicate effectively with all students in the class.
    - Allows all students in the class to learn.
    - Has consequences that are fair, and developmentally appropriate.
    - Considers the student and the circumstances of the situation.
    - Is enforced accordingly.
5. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

#### **TITLE IV, PART A, SUBPART 3**

6. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

#### **TITLE V, PART A**

7. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.
8. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
9. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
10. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
- will be used to make decisions about appropriate changes in programs for the subsequent year;

- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

### **New LEAP Assurances**

11. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

12. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

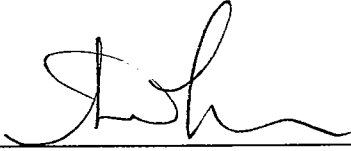
### **Other**

13. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

## SIGNATURE PAGE

**Scott Leaman**

Print Name of Superintendent

A handwritten signature in cursive script, appearing to read 'S. Leaman', written over a horizontal line.

Signature of Superintendent

**November 20, 2007**

Date

## APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

### California's NCLB Performance Goals and Performance Indicators

**Performance Goal 1:** *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.*

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i). )
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i). )
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

**Performance Goal 2:** *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

- 2.1. **Performance indicator:** The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

- 2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

**Performance Goal 3:** *By 2005-2006, all students will be taught by highly qualified teachers.*

- 3.1 **Performance indicator:** The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of "professional development" in section 9101(34). )
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d). )

**Performance Goal 4:** *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

- 4.1 **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

**Performance Goal 5:** *All students will graduate from high school.*

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
  - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 **Performance indicator:** The percentage of students who drop out of school:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
  - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

## APPENDIX B

### *Links to Data Web sites*

Below is a listing of Web site links for accessing district-level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)  
< <http://www.cde.ca.gov/psaa/api/index.htm> >
- California Basic Educational Data System (CBEDS)  
< <http://www.cde.ca.gov/demographics/coord/> >
- California English Language Development Test (CELDT)  
< <http://www.cde.ca.gov/statetests/celdt/celdt.html> >
- California High School Exit Exam (CAHSEE)  
< <http://www.cde.ca.gov/statetests/cahsee/eval/eval.html> >
- California Standardized Test (CST)  
< <http://www.cde.ca.gov/statetests/index.html> >
- DataQuest  
< <http://data1.cde.ca.gov/dataquest/> >
- School Accountability Report Card (SARC)  
< <http://www.cde.ca.gov/ope/sarc/> >
- Standardized Testing and Reporting (STAR) Program  
< <http://www.cde.ca.gov/statetests/star/index.html> >

## APPENDIX C

### Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: < <http://www.californiahealthkids.org> > (California Healthy Kids Resource Center: Research-Validated Programs)

B: < <http://www.colorado.edu/cspv/blueprints/model/overview.html> > (University of Colorado: Blueprints)

C: < [http://modelprograms.samhsa.gov/model\\_prog.cfm](http://modelprograms.samhsa.gov/model_prog.cfm) > (Center for Substance Abuse Prevention: Model Programs)

D: < <http://www2.edc.org/msc/model.asp> > (United States Department of Education: Expert Panel)

E: < <http://www.gettingresults.org/> > (Getting Results)

### School-Based Programs

Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.
Across Ages	4 to 8	x	x	x		x
All Stars™	6 to 8	x	x	x		C,
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x		A, C, D, E
Border Binge Drinking Reduction Program	K to 12	x			x	A, B, C, D,
Child Development Project/Caring School Community	K to 6	x		x	x	C,
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x	C
Coping Power	5 to 8			x	x	C
DARE To Be You	Pre-K	x		x	x	A, C,
Early Risers Skills for Success	K to 6				x	C,
East Texas Experiential Learning Center	7	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x				C
Good Behavior Game	1 to 6				x	B, C
High/Scope Perry Preschool Project	Pre-K				x	B, C, E
I Can Problem Solve	Pre-K				x	A, B, D
Incredible Years	K to 3				x	B, C,
Keep A Clear Mind	4 to 6	x	x			A, C,
Leadership and Resiliency	9 to 12					C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x	A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					D, C, E
Minnesota Smoking Prevention Program	6 to 10		x			A, D, E

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Program	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
<b>Community and Family-based Programs</b>							
Intended program outcomes and target setting. See research for proven effectiveness							
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,
Olweus Bullying Prevention	K to 8						B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHIE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7						C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x		x			C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C

[illegible]

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## APPENDIX D

### **Research-based Activities (4115 (a)(1)(C)):**

The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

<i><b>Research-based Activities</b></i>	
<b>Activities</b>	<i><b>Research Summaries Supporting Each Activity:</b></i>
After School Programs	Positive Action (entire program)
Conflict Mediation/Resolution	Positive Action (entire program)
Early Intervention and Counseling	Positive Action (entire program)
Environmental Strategies	Positive Action (entire program)
Family and Community Collaboration	Positive Action (entire program)
Media Literacy and Advocacy	Positive Action (entire program)
Mentoring	Positive Action (entire program)
Peer-Helping and Peer Leaders	Positive Action (entire program)
Positive Alternatives	Positive Action (entire program)
School Policies	Positive Action (entire program)
Service Learning/Community Service	Positive Action (entire program)
Student Assistance Programs	Positive Action (entire program)
Tobacco-Use Cessation	Positive Action (entire program)
Youth Development/Caring Schools/Caring Classrooms	Positive Action (entire program)

## APPENDIX E

<b>Promising or Favorable Programs</b>							
<p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: &lt; <a href="http://www.californiahealthykids.org">http://www.californiahealthykids.org</a> &gt; (California Healthy Kids Resource Center)</p> <p>B: &lt; <a href="http://www.colorado.edu/cspv/blueprints/model/overview.html">http://www.colorado.edu/cspv/blueprints/model/overview.html</a> &gt; (University of Colorado: Blueprints)</p> <p>C: &lt; <a href="http://modelprograms.samhsa.gov/model_prog.cfm">http://modelprograms.samhsa.gov/model_prog.cfm</a> &gt; (Center for Substance Abuse Prevention)</p> <p>D: &lt; <a href="http://www2.edc.org/msc/model.asp">http://www2.edc.org/msc/model.asp</a> &gt; (United States Department of Education: Expert Panel)</p> <p>E: &lt; <a href="http://www.gettingresults.org/">http://www.gettingresults.org/</a> &gt; (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D

Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B

**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:**

Education Code 44256(B)  
Teaching Assignment Option

**AGENDA ITEM:**

Action

**REQUESTED BY:**

Bob Noyes  
Assist. Superintendent, Personnel Services



**ENCLOSURES:**

**MEETING DATE:**

December 4, 2007

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**BACKGROUND:**

EC 44256(B) states that the holder of a Multiple Subject or Standard Elementary Teaching Credential may, with his or her consent, be assigned by action of the local governing board to teach classes in a departmentalized setting in grades 9 and below, provided that the teacher has a minimum of twelve lower division units, or six upper division units, of course work at an accredited institution in the subject to be taught.

Ann Michel – Music – TBE

**ADMINISTRATION RECOMMENDATION:**

Administration recommends the Board of Trustees approve the teacher assignment as submitted.

6.3

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

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

**DISTRICT GLOBAL GOALS**

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

**AGENDA ITEM:**

Revision of Administrative Regulation 4040  
(Employee Use of Technology)

**SUBJECT AREA:**

Information/Discussion/Action

**REQUESTED BY:**

Scott Leaman, District Superintendent

**ENCLOSURES:**

Yes

**MEETING DATE:**

December 4, 2007

---

**BACKGROUND:**

The district is in the process of housing its own email service and complying with state and federal law. The attached memo was distributed to all staff and a revised employee use administrative regulation is being forwarded to the board at this time.

**ADMINISTRATION RECOMMENDATION:**

Approve the revision of Administrative Regulation 4040.

6.4

## EMPLOYEE USE OF TECHNOLOGY

### On-Line/Internet Services: User Obligations and Responsibilities

Employees are authorized to use district equipment to access the Internet or on-line services in accordance with Board of Trustees policy and the user obligations and responsibilities specified below.

1. The employee in whose name an on-line services account is issued is responsible for its proper use at all times. Employees shall keep account information, home addresses and telephone numbers private. They shall use the system only under their own account number.
2. Employees shall use the system responsibly and primarily for work-related purposes.

*(cf. 6162.7 - Use of Technology in Instruction)*

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

*(cf. 4030 - Nondiscrimination in Employment)*

*(cf. 4031 - Complaints Concerning Discrimination in Employment)*

*(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)*

4. Employees shall not use the system to promote unethical practices or any activity prohibited by law, Board policy or administrative regulations.
5. Copyrighted material shall not be placed on the system without the author's permission. Employees may download copyrighted material only in accordance with applicable copyright laws.

*(cf. 6162.6 - Use of Copyrighted Materials)*

6. Employees shall not intentionally upload, download or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or the data of any other user, including so-called "hacking."
7. Employees shall not read other users' electronic mail or files. They shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall they attempt to read, delete, copy, modify or forge other users' mail.
8. Users shall report any security problem or misuse of the services to the Superintendent or designee.

6.4.1

**PURPOSE**

To establish policy and guidelines for the use of the Western Placer Unified School District's electronic mail (email) systems.

**SCOPE**

This policy applies to all users of the Western Placer Unified School District's electronic mail systems.

**POLICY STATEMENT**

The WPUSD email systems are valuable resources for communication of information that is necessary to conduct District business. Employees and other authorized users are encouraged to make use of this tool to carry out their responsibilities and duties in a professional and courteous manner, which is in the best interest of the District.

**PRIVACY/USE**

In order to ensure the proper use of District resources, the District reserves the right without advance notice to users of the email systems to monitor, access, copy, or delete any messages stored on any of its email systems. **NO USER OF ANY DISTRICT EMAIL SYSTEM SHOULD HAVE AN EXPECTATION OF PRIVACY IN ITS USE.** The District recognizes that certain agencies have a duty of confidentiality imposed by the law. For those agencies in the event that email must be accessed, confidentiality shall be maintained.

Employees are expected to respect the privacy of messages sent to others using the District's email systems. Therefore, no employee, except those authorized to do so, shall access, view, retrieve, listen to, record, tamper with, copy, change, print or delete another employee's information or communications without that employee's permission.

Limited, occasional or incidental use of the email systems for personal purposes may be acceptable, if done in a professional and appropriate manner, not used on District work time, not violating prohibited activities contained in this policy and not interfering with the conduct of District business or the performance of the employee's duties. Should employees use the District email systems for personal messages such as messages they wish to keep private, as the District may access these messages and they may become "public records" in accordance with the Public Records Act. Messages may be stored and are not necessarily deleted by pressing "delete".

6.4.2

**PROHIBITED ACTIVITIES**

It shall be a violation of this policy to use email to violate any existing law, regulation, District policy, departmental or personnel rule. Other prohibited uses of the District email systems include, but are not limited to:

1. Activity that could subject the District to civil or criminal liability.
2. Representing oneself as a spokesperson and/or making commitments on behalf of the District or a department without authorization
3. Usage intended for personal or commercial financial gain (e.g., advertising), or participating in any gambling, gaming or wagering activities.
4. Any use of email for the purpose of distributing materials, promoting causes or beliefs, or soliciting membership in, support for or donation to any organization, group or entity including, but not limited to, those of a commercial, political, charitable, or ideological nature unless officially sanctioned by the District.
5. Utilization of email to distribute offensive, abusive, threatening, pornographic, and sexually explicit or hate messages or images.
6. Use of email to commit illegal, fraudulent or malicious activities.
7. Originating or intentionally propagating computer viruses and/or chain letters or petitions.
8. Disclosing confidential and/or personal information without appropriate authorization or sharing District email accounts or passwords to access those accounts with others.
9. Personal usage that results in any charges or other costs to the District.
10. Subscribing to external mailing lists, notification services, or other email services that are not reasonably related to the performance of assigned job duties.
11. Upload, download or otherwise transmit commercial software or any copyrighted materials belonging to the parties outside of the District, or the District itself.

**ATTORNEY-CLIENT PRIVILEGED COMMUNICATIONS**

Some of the messages sent, received, or stored on the District email system will constitute confidential, privileged communications between the District and either its inside or outside attorneys. Upon receipt of a message either to or from counsel, do not forward its contents to others without counsel's authorization.

**ANTI-HARASSMENT POLICIES APPLICABLE**

The District's policies prohibiting sexual and other harassment are applicable to the use of the District's email systems. As such, employees shall not prepare, solicit, or transmit messages and images that are obscene, pornographic, or sexually oriented, or that contain offensive, harassing, derogatory or disparaging comments, jokes or slurs related to race, color, ethnicity, gender, age, sex, religion, disability, or political affiliation.

6.4.3

**RESPONSIBILITIES**

**Except as otherwise specified, the Technology Department is charged with the overall responsibility of administering this policy. Directors/Assistant Superintendents are responsible for ensuring that all policy requirements are fulfilled.**

**RETENTION**

**As of January 1<sup>st</sup> 2008 the District will retain electronic mail and attachments for six months after emails have been received or sent.**

**DISCIPLINE**

**Violations of this policy may be considered as a basis for disciplinary action.**

6.4.4

**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.

**AGENDA ITEM:**

Horizon Charter School Renewal

**SUBJECT AREA:**

Information/Discussion

**REQUESTED BY:**

Scott Leaman, District Superintendent

**ENCLOSURES:**

Yes

**MEETING DATE:**

December 4, 2007

---

**BACKGROUND:**

The Horizon School charter expires next year and they desire to seek renewal with our district. LuAnn Boone, Chief Executive Officer for the school, would like to describe and discuss the renewal process with the board.

**ADMINISTRATION RECOMMENDATION:**

This item is for information and discussion only.

6.5

# HORIZON CHARTER SCHOOL

*Quality Education through Personalized Learning*

November 27, 2007

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

Dear Scott:

Thank you for meeting with me last month regarding our upcoming charter renewal. As we discussed, the plan is to bring the revised and updated charter to the WPUSD Board of Trustees soon after the first of the year.

As you requested, here is a list of the supporting documentation, in addition to the revised charter petition, that we plan to provide to you and the Board.

- Horizon Charter School Board Adopted Ends
- Student Achievement Data (API, STAR, CAHSEE, etc.)
- Horizon Charter School Graduation Requirements
- Summary and Sample Listing of Contract Programs Classes
- Documentation of WASC Accreditation
- Financial Information (Budget, Audit Report, Enrollment Data, etc.)
- Crisis Response /Safety Plan

As agreed we are not planning to collect staff signatures as supporting documentation since this is the third renewal of our charter.

If after review and discussion you desire any changes or additions to the above list, please let me know. We are proud that Horizon Charter School meets all statutory requirements for charter renewal and look forward to working with you and the WPUSD Board as we move through the process.

I look forward to hearing from you as to a specific Board meeting date to begin charter renewal.

Sincerely,



LuAnn Boone, CEO  
Horizon Charter School

6.5.1

**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.

**AGENDA ITEM:**

Zebra Housing

**SUBJECT AREA:**

Information/Discussion

**REQUESTED BY:**

Scott Leaman, District Superintendent

**ENCLOSURES:**

Yes

**MEETING DATE:**

December 4, 2007

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**BACKGROUND:**

Options for the Zebra Housing project will be presented and discussed.

**ADMINISTRATION RECOMMENDATION:**

This item is for information and discussion only.

6.6

**Leaman, Scott**

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**From:** Greg Asher [greg@teamfocalpoint.com]  
**Sent:** Wednesday, August 29, 2007 10:28 PM  
**To:** 'Steve Art'; s\_leaman@wpusd.k12.ca.us  
**Subject:** Creekside/Zebra Proforma  
**Attachments:** Zebra Housing Creekside Affordability 082907.xls

Good Evening Gentlemen:

Please find the attached pro-formas for the Zebra Housing Project at Creekside Village assuming the City granting the land to WPUSD in return for Resale Restriction & Affordability Covenants.

After calculating the maximum loan amounts allowed and the required subsidy at the 50% (Very Low Income affordability level) I did the same at the 80% (low-moderate income level). As you will see under both scenarios the District will realize a net loss if the instructor costs are included, and the City will need to make available substantial down payment subsidies to the buyers of these units.

There are many assumptions including:

- Interest rates will remain flat
- Buyers will utilize only conventional financing versus loans from the USDA
- Household size will be 4 occupants earning 90% of the maximum income allowed at each level
- The Districts cost will increase annually at a rate of 6%
- Buyers will be identified and approved upon availability of each unit.
- 

The last page of this file is a proforma based upon 2 50% units and 2 80% units for illustrative purposes.

I hope this information proves useful in your planning.

Please let me know if you have any questions or would like to see alternative scenarios considered.

Best regards,

Greg Asher  
Focal Point Resources, Inc.  
P.O. Box 22961  
Sacramento, CA 95822  
phone 916.451.4900  
fax 916.304.0888

6.6.1

11/28/2007

# 2007 Income Limits

Year:		2007							
Family Size		1	2	3	4	5	6	7	8
50% income	\$	23,500	\$ 26,900	\$ 30,250	\$ 33,600	\$ 36,300	\$ 39,000	\$ 41,650	44350
80% income	\$	37,650	\$ 43,000	\$ 48,400	\$ 53,750	\$ 58,050	\$ 62,350	\$ 66,650	70950
Median Income	\$	47,000	\$ 53,800	\$ 60,500	\$ 67,200	\$ 72,600	\$ 78,000	\$ 83,300	\$ 88,700

6.6.2

Year # of units Location	2008-2009 2 Creekside	2009-2010 2 Creekside	
Level of Affordability	50%	50%	
<b>Expenses</b>			
Instructor	\$ 172,091.00	\$ 182,416.46	
Program Delivery	\$ 15,900.00	\$ 16,854.00	
Home Construction	\$ 256,000.00	\$ 271,360.00	
City /County Fees	\$ 75,260.00	\$ 79,775.60	
Contingency	\$ 7,950.00	\$ 8,427.00	
Administration	\$ 5,000.00	\$ 2,500.00	
<b>Total Projected</b>	<b>\$ 532,201.00</b>	<b>\$ 561,333.06</b>	
<b>Indirect</b>			
Land Costs	\$ -	\$ -	
Assessments	\$ -	\$ -	
Interest	\$ 25,000.00	\$ 26,500.00	
Other- 3% sales cost	\$ 15,000.00	\$ 15,000.00	
<b>Total Expenses</b>	<b>\$ 572,201.00</b>	<b>\$ 602,833.06</b>	
<b>Revenue</b>			
City	\$ -		
RDA			
Sales Proceeds	\$ 500,000.00	\$ 500,000.00	
Other			
<b>Total Revenue</b>	<b>\$ 500,000.00</b>	<b>\$ 500,000.00</b>	
			combined
<b>Profit/Loss</b>	<b>\$ (72,201.00)</b>	<b>\$ (102,833.06)</b>	<b>\$ (175,034.06)</b>

Assumptions 6% Inflation from year 1 to year 2. Units sold at price affordable to Household of 4 making 90% of 50% AMI (2007) plus \$154,326 in City of Lincoln FTHB funds, and 1% down.

Year # of units Location	2008-2009 2 Creekside	2009-2010 2 Creekside	
Level of Affordability	80%	80%	
<b>Expenses</b>			
Instructor	\$ 172,091.00	\$ 182,416.46	
Program Delivery	\$ 15,900.00	\$ 16,854.00	
Home Construction	\$ 256,000.00	\$ 271,360.00	
City /County Fees	\$ 75,260.00	\$ 79,775.60	
Contingency	\$ 7,950.00	\$ 8,427.00	
Administration	\$ 5,000.00	\$ 2,500.00	
<b>Total Projected</b>	<b>\$ 532,201.00</b>	<b>\$ 561,333.06</b>	
<b>Indirect</b>			
Land Costs	\$ -	\$ -	
Assessments	\$ -	\$ -	
Interest	\$ 25,000.00	\$ 26,500.00	
Other- 3% sales cost	\$ 18,000.00	\$ 18,000.00	
<b>Total Expenses</b>	<b>\$ 575,201.00</b>	<b>\$ 605,833.06</b>	
<b>Revenue</b>			
City	\$ -		
RDA			
Sales Proceeds	\$ 600,000.00	\$ 600,000.00	
Other			
<b>Total Revenue</b>	<b>\$ 600,000.00</b>	<b>\$ 600,000.00</b>	
			combined
<b>Profit/Loss</b>	<b>\$ 24,799.00</b>	<b>\$ (5,833.06)</b>	<b>\$ 18,965.94</b>

Assumptions 6% Inflation from year 1 to year 2. Units sold at price affordable to Household of 4 making 90% of 80% AMI (2007) plus \$123,526 in City of Lincoln FTHB funds, and 1% down.

6.6.4

Year # of units Location	2008-2009 2 Creekside	2009-2010 2 Creekside
--------------------------------	-----------------------------	-----------------------------

Level of Affordability	50%	80%
------------------------	-----	-----

#### Expenses

Instructor	\$ 172,091.00	\$ 182,416.46
Program Delivery	\$ 15,900.00	\$ 16,854.00
Home Construction	\$ 256,000.00	\$ 271,360.00
City /County Fees	\$ 75,260.00	\$ 79,775.60
Contingency	\$ 7,950.00	\$ 8,427.00
Administration	\$ 5,000.00	\$ 2,500.00
<b>Total Projected</b>	<b>\$ 532,201.00</b>	<b>\$ 561,333.06</b>

#### Indirect

Land Costs	\$ -	\$ -
Assessments	\$ -	\$ -
Interest	\$ 25,000.00	\$ 26,500.00
Other- 3% sales cost	\$ 15,000.00	\$ 18,000.00
<b>Total Expenses</b>	<b>\$ 572,201.00</b>	<b>\$ 605,833.06</b>

#### Revenue

City RDA	\$ -	
Sales Proceeds	\$ 500,000.00	\$ 600,000.00
Other		
<b>Total Revenue</b>	<b>\$ 500,000.00</b>	<b>\$ 600,000.00</b>

<b>Profit/Loss</b>	<b>\$ (72,201.00)</b>	<b>\$ (5,833.06)</b>
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combined  
\$ (78,034.06)

City DAP Required	\$ 308,652.00	\$ 247,052.00
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\$ 555,704.00

6.6.5

**BOARD  
OF  
TRUSTEE  
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.

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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:**  
2008 CSBA Delegate  
Assembly Election

**AGENDA ITEM AREA:**  
Board of Trustees

**REQUESTED BY:**  
CSBA

**ENCLOSURES:**  
Yes

**MEETING DATE:**  
December 4, 2007

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**BACKGROUND:**

The Board of Trustees will consider nominations for CSBA Delegate Assembly.

**ADMINISTRATION RECOMMENDATION:**

Administration recommends the Board of Trustees nominate a Delegate Assembly for CSBA.

**TIME SENSITIVE – For Board ACTION –  
Nominations due Monday, January 7, 2008.**

***Please deliver to all members of the governing board. Thank you.***

October 26, 2007

**MEMORANDUM**

TO: Board Presidents and Superintendents - CSBA Member Boards of Education  
FROM: Dr. Kathy E. Kinley, President  
SUBJECT: **Call for Nominations for CSBA Delegate Assembly**

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**NEW DEADLINE DATE: Nominations and Biographical Sketch forms for CSBA's Delegate Assembly will be accepted until Monday, January 7, 2008.** Any CSBA member board is eligible to nominate board members within their geographical region or subregion. Each board may nominate as many individuals as it chooses by using the enclosed nomination form or submitting a letter of nomination. All nominees must submit the enclosed **required** biographical sketch along with their nomination form. (An optional one-page, one-sided résumé may also be submitted.) The U.S. Post Office postmark or fax deadline for this required nomination and biographical sketch and optional résumé is Monday, January 7, 2008. (A mailed copy is preferable to a fax.)

CSBA Delegate serve two-year terms. Those elected in 2008 will serve beginning April 1 through March 31, 2010. There are two Delegate Assembly meetings each year, one in May prior to CSBA's Legislative Action Conference in Sacramento and one preceding the CSBA Annual Education Conference in November/December. Each Delegate is required to attend these two meetings each year.

For further information about the Delegate Assembly, please contact Charlyn Tuter in the Administration department at (800) 266-3382. You may also visit our Web site at <http://www.csba.org/AboutCSBA.aspx> to complete the forms, print and send to CSBA.

Enclosures: All forms are available online at <http://www.csba.org/AboutCSBA.aspx>

- Nomination Form
- Biographical Sketch Form (Available in editable PDF form online)
- Important Dates
- List of all Delegates whose term expires in 2008
- Delegate Assembly Flyer

7.2.1.1



CSBA

**Delegate Nomination Form**  
**Due: Monday, January 7, 2008**

CSBA Region/subregion # \_\_\_\_ / \_\_\_\_

The Board of Education of the \_\_\_\_\_  
(Nominating School District/COE name)

wishes to nominate: \_\_\_\_\_  
(Nominee name)

The nominee is a member of the \_\_\_\_\_  
(Nominee School District/COE name)

and is a member of the California School Boards Association.



Attached is the nominee's required completed one-page  
biographical sketch and optional one-page, single-sided, résumé

\_\_\_\_\_  
Board Clerk or Board Secretary (signed)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Clerk or Board Secretary (printed)

**PLEASE NOTE:**

The nomination and biographical sketch form must be faxed or U.S.  
postmarked no later than **Monday, January 7, 2008**. **Nominations U.S.**  
**postmarked or faxed after January 7 cannot be accepted.** Any  
questions, please contact Charlyn Tuter at (800) 266-3382.

**Return nomination to:**

California School Boards Association  
3100 Beacon Blvd., P.O. Box 1660 | West Sacramento, CA 95691-1660  
(916) 371-4691 (800) 266-3382 | Fax: (916) 371-3407 or (916) 669-3305 | [www.csba.org](http://www.csba.org)

7.2.1.2

**CSBA****2008 Delegate Assembly Biographical Sketch Form****Due: Monday, January 7, 2008** (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

This **required**, one-page, single-sided, biographical sketch form must be completed in the spaces provided. An optional, single-sided, one-page résumé may also be submitted. This required form and **optional** résumé will be copied exactly as received. Please **do not** state "See résumé."

Any page(s) exceeding this one page, single-sided requirement for the bio sketch and the optional résumé will **not** be accepted.

Name	Region/Subregion	
Address	City	Zip
Res. Ph.	Bus. Ph.	E-mail
District	ADA	Years on board
Are you a continuing CSBA Delegate? _____		If yes, how long have you served as a Delegate? _____

Please describe your activities/involvement or interests in your local district.

Please describe any other education-related activities/involvement.

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate if elected.

Signature

Date

7.2.13

# IMPORTANT

## New deadline date for nomination and biographical sketch forms: **Monday, January 7, 2008**

### Important 2008 Dates to keep in mind:

- Monday, January 7: U.S. Postmark or fax deadline for *required* Nomination and Biographical Sketch Forms
- By Friday, February 1: Ballots mailed to Member Boards
- February 1 – March 17: Boards vote for Delegates
- Monday, March 17: Deadline for the ballots to be returned to CSBA (U.S. Postmark ONLY) Normal deadline is March 15, however in 2008 this falls on a Saturday, therefore the deadline will be March 17.
- By Monday, March 31: Ballots to be tallied
- By Thursday, April 1: Election results, except for run-offs, will be posted on CSBA's Web site
- Wednesday, April 30: Deadline for run-off ballots (U.S. Postmark ONLY)
- Saturday, May 17 – Sunday, May 18: Delegate Assembly meeting in Sacramento



CSBA

California School Boards Association  
3100 Beacon Blvd., P.O. Box 1660 | West Sacramento, CA 95691-1660  
(916) 371-4691 (800) 266-3382 | Fax: (916) 371-3407 or (916) 669-3305 | [www.csba.org](http://www.csba.org)

7.2.1.4

## CSBA DELEGATES WHOSE ELECTED TERM EXPIRES IN 2008

Below are the names of Delegates in each region/subregion whose term expires in 2008 and are up for re-election, if they choose to run. Delegates must be nominated by a CSBA member board that is located within the region or subregion. If a subregion is not listed, it is because the Delegate's term has not expired. *Nomination and Biographical Sketch forms are due by January 7, 2008.*

### **REGION 1 - Counties: Del Norte, Humboldt, Lake, Mendocino**

***Subregion 1-A (Del Norte, Humboldt)***  
Bob Berkowitz (Del Norte County USD)

### **REGION 2 - Counties: Lassen, Modoc, Plumas, Shasta, Siskiyou, Trinity**

***Subregion 2-C (Lassen, Plumas)***  
Vacant – This Delegate seat open for nominations

### **REGION 3 - Counties: Marin, Napa, Solano, Sonoma**

***Subregion 3-A (Sonoma)***  
Christina Kauk (Petaluma City ESD & Joint Union HSD)

***Subregion 3-C (Solano)***  
Charles B. Wood (Fairfield-Suisun USD)

***Subregion 3-D (Marin)***  
Cindi Clinton (Novato USD)

### **REGION 4 - Counties: Butte, Colusa, Glenn, Nevada, Placer, Sierra, Sutter, Tehama, Yuba**

***Subregion 4-A (Glenn, Tehama)***  
Steven Meagher (Red Bluff Union ESD)

***Subregion 4-D (Nevada, Placer, Sierra)***  
Lynn MacDonald (Placer Union HSD)

### **REGION 5 - Counties: San Francisco, San Mateo**

***Subregion 5-B (San Mateo)***  
Karen L. Clancy (Belmont-Redwood Shores ESD)  
Melodie Lew (San Mateo-Foster City SD)

### **REGION 6 - Counties: Alpine, Amador, El Dorado, Mono, Sacramento, Yolo**

***Subregion 6-A (Yolo)***  
Mary Jo Rodolfa (Winters Joint USD)

***Subregion 6-B (Sacramento)***  
Ron Dwyer-Voss (Natomas USD)  
Wess Larson (Rio Linda Union ESD)  
Teresa Stanley (Folsom-Cordova USD)

***Subregion 6-C (El Dorado, Amador, Alpine, Mono)***  
Ellen Driscoll (Rescue Union ESD)

### **REGION 7 - Counties: Alameda, Contra Costa**

***Subregion 7-A (Contra Costa)***  
Laura Canciamilla (Pittsburg USD)  
Kathi McLaughlin (Martinez USD)  
Joyce Seelinger (Antioch USD)

***Subregion 7-B (Alameda)***  
George Granger (Castro Valley USD)  
Joaquin J. Rivera (Berkeley USD)  
Janice Schaefer (Newark USD)  
Anne White (Livermore Valley Joint USD)

### **REGION 8 - Counties: Calaveras, Mariposa, Merced, San Joaquin, Stanislaus, Tuolumne**

***Subregion 8-A (San Joaquin)***  
Diana Machado (Linden USD)  
Evelyn Moore (Manteca USD)

***Subregion 8-C (Stanislaus)***  
Diane Sol (Ceres USD)

***Subregion 8-D (Merced)***  
Barbara Williamson (Atwater ESD)

### **REGION 9 - Counties: Monterey, San Benito, San Luis Obispo, Santa Cruz**

***Subregion 9-A (Santa Cruz, San Benito)***  
Bernard Bricmont (Live Oak ESD)

***Subregion 9-B (Monterey)***  
Carlos E. Noriega (Monterey Peninsula USD)

***Subregion 9-C (San Luis Obispo)***  
Chris Ungar (San Luis Coastal USD)

### **REGION 10 - Counties: Fresno, Kings, Madera**

***Subregion 10-B (Fresno)***  
Gilbert F. Coelho (Firebaugh-Las Deltas USD)  
Betsy J. Sandoval (Clovis USD)  
Norman Saude (Sierra USD)

***Subregion 10-C (Kings)***  
Beverly Rodriguez (Pioneer Union ESD)

7.2.1.5

**REGION 11 - Counties: Santa Barbara, Ventura & Las Virgenes USD**

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***Subregion 11-A (Santa Barbara)***

Karen Anderson (Montecito Union ESD)

***Subregion 11-B (Ventura County and Las Virgenes USD)***

Darlene A. Bruno (Hueneme ESD)

Dolores Didio (Conejo Valley USD)

Ian Iceland (Oak Park USD)

Socorro Lopez Hanson (Oxnard Union HSD)

**REGION 12 - Counties: Kern, Tulare**

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***Subregion 12-A (Tulare)***

Melissa Janes (Tulare City ESD)

Richard Morris (Porterville USD)

***Subregion 12-B (Kern)***

Olaf Landsgaard (Southern Kern USD)

Pam Lochhead (Sierra Sands USD)

**REGION 15 - Counties: Orange County and Lowell Jt. USD**

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Fammie Bullard (Tustin USD)

Shirley Carey (Huntington Beach City ESD)

Meg Cutuli (Los Alamitos USD)

Judy Franco (Newport-Mesa USD)

Susan Henry (Huntington Beach Union HSD)

Donna McDougall (Cypress ESD)

Esther H. Wallace (Magnolia ESD)

Sharon Wallin (Irvine USD)

**REGION 16 - Counties: Inyo, San Bernardino**

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***Subregion 16-B (San Bernardino)***

Holly Eckes (Adelanto ESD)

Cathline Fort (Etiwanda ESD)

Dennis W. Mobley (Rialto USD)

Judy M. Munoz (Victor Valley Union HSD)

Caryn Payzant (Alta Loma ESD)

Wilson So (Apple Valley USD)

Donna West (Redlands USD)

**REGION 17 - County: San Diego**

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Mary Chidester Borevitz (San Marcos USD)

James Grier, Jr. (National SD)

Pamela Grosso (Escondido Union HSD)

Barbara Groth (San Dieguito Union HSD)

Althea F. Jones (South Bay Union ESD)

Jeff Kover (Cajon Valley Union ESD)

Steve Lilly (Vista USD)

Bertha J. Lopez (Chula Vista ESD)

Anne Renshaw (Fallbrook Union ESD)

**REGION 18 - Counties: Imperial, Riverside**

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***Subregion 18-A (Riverside)***

Bruce N. Dennis (Nuvview Union SD)

Gregg Figgins (Hemet USD)

Jesus M. Holguin (Moreno Valley USD)

Marla Kirkland (Val Verde USD)

Tom Thomas (Lake Elsinore USD)

***Subregion 18-B (Imperial)***

Jeanne Vogel (Central Union HSD)

**REGION 20 - County: Santa Clara**

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Michael J. Mendizabal (Milpitas USD)

Rudy Nasol (Berryessa Union SD)

Nancy Newkirk (Sunnyvale SD)

Randy J. Scofield (Cambrian ESD)

Kathleen Sullivan (Morgan Hill USD)

**REGION 22 - County: North Los Angeles**

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Albert S. Beattie Sr. (Antelope Valley Union HSD)

Gwendolyn Farrell (Westside Union ESD)

John Altin Ginn (Eastside Union SD)

**REGION 23 - Counties: San Gabriel Valley and East Los Angeles County**

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***Subregion 23-A***

Virginia Dalbeck (La Canada USD)

Ed Honowitz (Pasadena USD)

Gregory Krikorian (Glendale USD)

***Subregion 23-B***

David A. Flores (El Monte Union HSD)

***Subregion 23-C***

Charles Coyne (Bonita USD)

Camie Poulos (West Covina USD)

Joseph Probst (Charter Oak USD)

**REGION 24 - County: Southwest Crescent - Los Angeles County**

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Leighton Anderson (Whittier Union HSD)

Stewart Bubar (Culver City USD)

Dora M. De La Rosa (Palos Verdes Peninsula USD)

Donald E. LaPlante (Downey USD)

Barbara Lucky (Palos Verdes Peninsula USD)

Ann M. Phillips (Lawndale ESD)

Alison Pigott (East Whittier City ESD)

Alissa Roston (Beverly Hills USD)

Mark Steffen (Torrance USD)

10/16/2007

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## Providing Leadership for California's School Districts and County Offices of Education

### ABOUT THE DELEGATE ASSEMBLY

CSBA's Delegate Assembly is a vital link in the Association's governance structure. The Delegate Assembly sets the general policy direction for the Association. Working with local districts, county offices, the Board of Directors and Executive Committee, Delegates ensure that the Association reflects the interests of school districts and county offices of education throughout the state.

The Delegate Assembly is made up of approximately 270+ Delegates who are elected by local board members in 21 geographic regions throughout the state. Some geographic regions have been further divided into subregions. Ex-officio members of the Delegate Assembly with all privileges of membership include members of CSBA's Board of Directors, past presidents of CSBA and the immediate past

president of the California County Boards of Education (CCBE).

Delegates serve two-year terms beginning April 1. They meet twice a year to conduct business, and may also meet with the other Delegates and the Director within their region. Furthermore, they participate in CSBA events and they maintain contact with local boards in their region.

#### CSBA GOVERNANCE

Delegates and Directors are CSBA's key governance links. They enable the Association to serve California's more than 1,000 school districts and county offices of education and its more than 5,000 locally elected school board members.



**1,000+ School Districts and County Offices of Education with 5,000+ School and County Board Members**  
(Divided into geographic regions)



**Delegate Assembly**  
(270+ Delegates elected by local boards in each CSBA region)

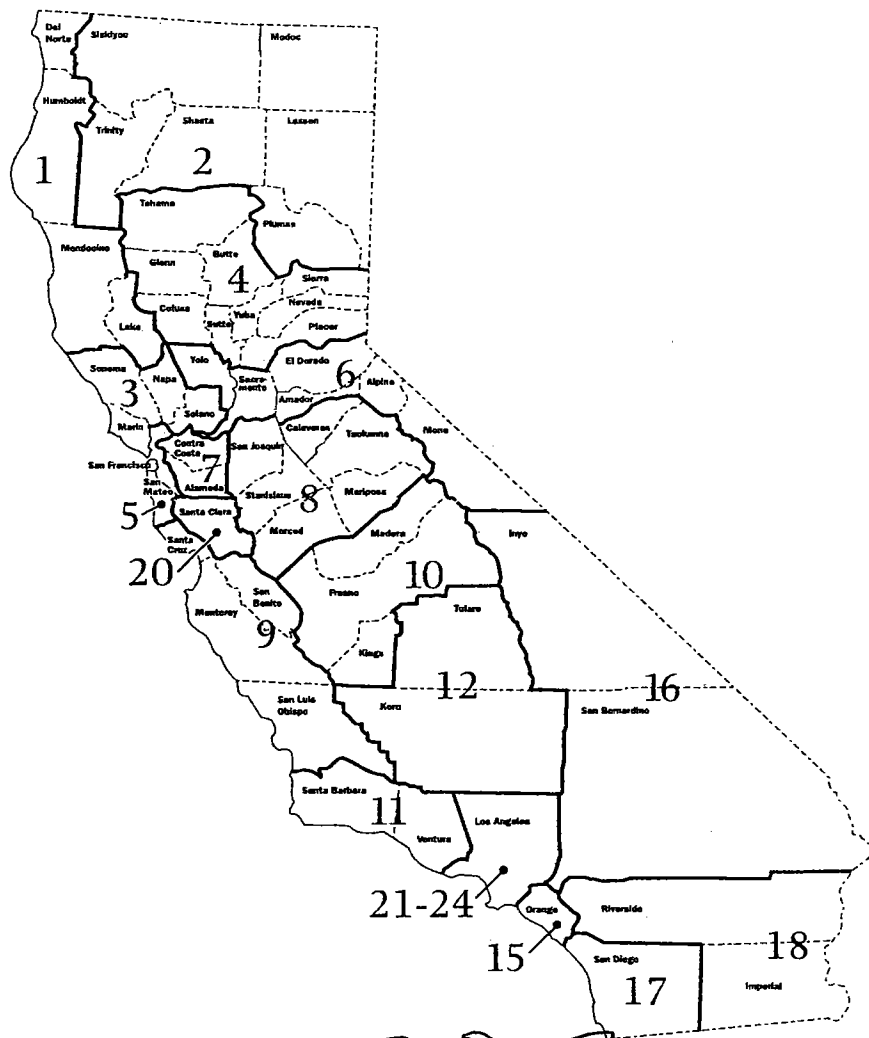


**Board of Directors**  
(26 Directors elected by the Delegate Assembly)



**Executive Committee**  
(4 officers elected by the Delegate Assembly, plus the Executive Director)

#### CSBA GEOGRAPHIC REGION MAP



(continued)

## BECOMING A DELEGATE

### QUALIFICATIONS

To be eligible to serve on CSBA's Delegate Assembly, a board member must:

- be a trustee of a district or county office of education that is a current member of CSBA; and
- be a trustee of a district or county office of education within the geographic region or subregion which the Delegate will represent.

### TERM OF OFFICE

The term of office for each Delegate is two years and begins on April 1. Within each region, approximately half of the Delegates are elected in even-numbered years and half in odd-numbered years.

### APPOINTMENTS TO THE DELEGATE ASSEMBLY

Districts with an ADA of 30,000–39,999 may appoint one Delegate. Additional appointments may be made as follows:

40,000–99,999 ADA:  
two Delegate seats

100,000–299,999 ADA:  
three Delegate seats

300,000 ADA or higher:  
seven Delegate seats

These districts also may participate in the nomination and selection of the other Delegates from that region or subregion.

## ROLES AND RESPONSIBILITIES OF DELEGATES

Delegates set the general policy direction and fulfill a critical governance role within the Association. They communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Delegates give policy and legislative direction through the adoption of the Policy Platform every two years and the adoption of other policy statements as needed. They also speak on issues and provide direct advocacy on behalf of the Association.

Delegates play an important communications and support role within their region. They also elect the Association's officers and Board of Directors. The authority and primary duties of Delegates are contained in the CSBA Bylaws.

## NOMINATIONS AND ELECTIONS

### NOMINATIONS

Nominations for Delegate Assembly seats are made each year between the last Friday in October and January 7.

A board member must be formally nominated by a board in the region or subregion and may be nominated by his or her own district or county office. The nomination is an action that is taken in a public board meeting and requires a majority vote. A board may nominate as many individuals as it wishes. Nominees must sign a confirmation that they are willing to serve. *It is critical that nominations and biographical sketch forms be delivered to the CSBA office, faxed or postmarked on or before January 7; late nominations and biographical sketch forms will not be accepted.*

### ELECTIONS

Ballots are mailed by February 1 to each district or county board within the region or subregion which has a vacancy. Ballots must be delivered to the CSBA office or postmarked by March 15 in order to be accepted. Ballots may not be faxed.

Voting for Delegates is an action of the entire board rather than individual board members; therefore, it is done at a public meeting and requires a majority vote. Each board may vote for as many persons as there

are positions to be filled within the region or subregion. The ballot will indicate how many positions are available. For example, if the terms of four Delegates are expiring, each board may vote for up to four persons. County boards vote only for the county seat within the region.

#### TIMELINE FOR DELEGATE ELECTIONS

Last Friday in October–Jan. 7	Nominations and biographical sketches are submitted by local boards.
Feb. 1–March 15	Local boards vote and return ballots to CSBA.
April 30	Closing date for any run-off election held in regions or subregions with a tie vote.
By May 11	Final results are distributed to the CSBA membership.
May Delegate Assembly	Seating of new Delegates.

### DELEGATES' ROLES AND RESPONSIBILITIES

Primary responsibilities of Delegates include:

- providing a link to other public officials at the local, state and national levels;
- providing a communications link between local board members and the regional Director;
- attending all Delegate Assembly meetings;
- adopting the Policy Platform which guides the Association's policy and political leadership activities;
- as needed, adopting policies and positions to supplement the Platform;
- providing testimony and input on critical issues;
- electing the officers, Board of Directors and Nominating Committee members;
- adopting the Association's Bylaws;
- serving on committees, task forces and focus groups; and
- supporting the Association's activities and events.



California School Boards Association

3100 Beacon Blvd., P.O. Box 1660 | West Sacramento, CA 95691-1660

(916) 371-4691 (800) 266-3382 | Fax: (916) 371-3407 | E-Mail: [csba@csba.org](mailto:csba@csba.org) | [www.csba.org](http://www.csba.org)

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