WESTERN PLACER UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
April 4, 2006 7:00 P.M.
LINCOLN HIGH SCHOOL – PERFORMING ARTS BUILDING
790 "J" STREET, LINCOLN, CA

AGENDA

2005-2006 Goals & Objectives (G & 0) for the Management Team: Component I: Quality Student Performance; Component II: Curriculum Themes; Component III: Special Student Services; Component IV: Staff & Community Relations; Component V: Facilities/Administration/Budget.

4:00 P.M. **OPEN SESSION - Administrative Conference Room – D.O.**

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

4:05 P.M. **CLOSED SESSION - Administrative Conference Room – D.O.**

1. **CONFERENCE WITH LABOR NEGOTIATOR**
Update on certificated negotiations

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

a. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Stipulated Expulsion #05/06 Q

b. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #05/06 R

c. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #05/06 S

d. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Stipulated Expulsion #05/06 T

3. **INTER-DISTRICT TRANSFER APPEALS**

a. Interdisictrict Transfer Appeal 06/07 1
b. Interdisictrict Transfer Appeal 06/07 2

4. **PERSONNEL**
Public Employee Appointment
Facilities Superintendent/District Superintendent

5. **ADJOURN TO OPEN SESSION**

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

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

2. DISCLOSURE OF ACTION TAKEN IN CLOSED SESSION, IF ANY
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

2.1 CONFERENCE WITH LABOR NEGOTIATOR
Update on certificated negotiations

2.2 STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918
a. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Stipulated Expulsion #05/06 Q

b. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #05/06 R

c. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #05/06 S

d. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Stipulated Expulsion #05/06 T

2.3 INTER-DISTRICT TRANSFER APPEALS
a. Interdisictrict Transfer Appeal 06/07 1
b. Interdisictrict Transfer Appeal 06/07 2

2.4 PERSONNEL
Public Employee Appointment
Facilities Superintendent/District Superintendent

3. SPECIAL ORDER OF BUSINESS
Presentation pre GMP for Twelve Bridges High School and status report on Lincoln Crossing Elementary School - NTD

4 CONSENT AGENDA

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

4.1 Approval of Minutes
Regular Meetings of March 7th, & March 21st, 2006
4.2 Approval of Warrants
4.3 Ratification of Personnel Items
Classified:
a Ratification of Classified Transfer/Promotion:
Tina Diaz – Campus/Café. Supervisor to Instructional Aide - TBE

Certificated:

b. Ratification of Certificated Retirement:

Marilynn Dibble – Physical Education Teacher – GEMS

4.4 Approval of Agreement for the provision of Legal Services by Girard, Vinson & Trujillo, LLP

5. 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.

6. REPORTS & COMMUNICATION

6.1 Lincoln High School, Student Advisory – Garrett Snyder
6.2 Western Placer Teacher's Association – Mike Agrippino
6.3 Western Placer Classified Employee Association – Joe Ross
6.4 Superintendent – Roger Yohe
6.5 Assistant Superintendent(s)
- 6.5.1 Jay M. Stewart
  - a. Budget Update:
  - b. Facilities Update:
- 6.5.2 Scott Leaman
  - a. Program Focus Area: *Curriculum Adoption*
- 6.5.3 Bob Noyes, Personnel Director

7. ♦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.

7.1 (I/D) NEWCASTLE BOUNDARY CHANGES COMMITTEE Yohe *(05-06 G & O Component IV-I)*

•The Newcastle Boundary Change Committee has asked to be on the agenda for discussion and questions regarding the proposal NBCC has given Western Placer Unified School District.

7.2 (D/A) OPHIR/LOOMIS PETITION TO ANNEX WITH WESTERN PLACER UNIFIED SCHOOL DISTRICT – Yohe *(05-06 G & O Component IV-V)*

•Both Ophir and Loomis have submitted petitions to the Western Placer Unified School District Board of Trustees for approval of transfer of territory from the Western Placer Unified School

District to both Ophir Elementary School District and Loomis Union Elementary School District.

7.3 (D/A) APPROVAL OF BOARD POLICY 6146.1 MODIFICATION – Leaman *(05-06 G & O Component IV-V)*

•At the end of the 2005-06 school year, a very small number of students in the district may complete the required credits for graduation but not receive a passing score on the high school exit exam. The district is requesting a modification in Board Policy 6146.1 to issue a Certificate of Completion to these students.

7.4 (D/A) SITE PLAN APPROVAL – Leaman *(05-06 G & O Component IV-V)*

•2005-06 site plans from all schools are being submitted to the Board for approval at this time. Plans have been revised with updated budgets and modified goals.

7.5 (I/D) GLEN EDWARDS MIDDLE SCHOOL FUTURE PLANS – Stewart *(05-06 G & O Component IV-V)*

•The Board of Trustees has requested that this item be brought to the board for discussion. Which include future plans for Glen Edwards Middle School, could be remodel the current facilities as a middle school, or transform it into an elementary school.

8. BOARD OF TRUSTEES

8.1 FUTURE AGENDA ITEMS

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

- Relationship with Sierra Community College
- Carlin C. Coppin Elementary School Land Plan/Gladding Parkway
- Budget Suspensions for the 2004/05 School Year

8.2 BOARD MEMBER REPORTS/COMMENTS

9. ESTABLISHMENT OF NEXT MEETING(S)

- The President will establish the following meeting(s):
  >April 18, 2006, 7:00 p.m., Sheridan School

10. 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: 3/2/06
h:\wpfiles\board\agendas\20706

DISCLOSURE

OF ACTION

TAKEN IN

CLOSED SESSION,

IF ANY

WESTERN PLACER UNIFIED SCHOOL DISTRICT
CLOSED SESSION AGENDA

PLACE: **Western Placer Unified School District - Conference Room**
DATE: **April 4, 2006**
TIME: **4:00 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

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World		
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS		*COMPLIANCE CHECK LIST*
1.	Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy ___ Complies with Site Plan (LP) ___
2.	Fosters a safe, caring environment where individual differences are valued and respected.	Complies with Governance & Management Document ___ Complies with Mission Statement ___
3.	Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart ___
4.	Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.	Personnel Sign-Off by B. Noyes ___ Program Sign Off by S. Leaman ___ SBLT Involvement ___
5.	Promote student health and nutrition in order to enhance readiness for learning.	Complies with Board Policy ___

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Conference with Labor Negotiator

AGENDA ITEM AREA:
CLOSED SESSION

REQUESTED BY:
Bob Noyes

ENCLOSURES:
No

MEETING DATE:
April 4, 2005

BACKGROUND:

Labor Negotiator will give the Board of Trustees an update on certificated negottiations and mediation.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the board of trustees be updated on negotiations and mediation.

Rk/h:\wpfiles\Board\format6

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World	
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy___ Complies with Site Plan (LIP)___ Complies with Governance & Management Document ___
2. Foster a safe, caring environment where individual differences are valued and respected.	Complies with District Goals___ Complies with District Mission Statement ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart___
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.	Personnel Sign-Off by B. Noyes___ Program Sign Off by S. Leaman___ SBLT Involvement ___ Initial

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Student Discipline/
Stipulated Expulsion
Student 05/06 Q

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
John Wyatt
District Hearing Officer

ENCLOSURES:

MEETING DATE:
April 4, 2006

BACKGROUND:
The Board of Trustees will disclose any action taken during closed session in regards to the stipulated expulsion of Student #05-06 Q

SUPERINTENDENT'S RECOMMENDATION:
The administration recommends the Board of Trustees disclose any action taken in regards to the above item.

2.2a

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World

BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy___
	Complies with Site Plan (LIP)___
	Complies with Governance & Management Document ___
2. Foster a safe, caring environment where individual differences are valued and respected.	Complies with District Goals___
	Complies with District Mission Statement ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart___
	Personnel Sign-Off by B. Noyes___
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.	Program Sign Off by S. Leaman___
	SBLT Involvement ___ Initial

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Student Discipline/
Expulsion
Student 05/06 R

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
John Wyatt
District Hearing Officer

ENCLOSURES:

MEETING DATE:
April 4, 2006

BACKGROUND:
The Board of Trustees will disclose any action taken during closed session in regards to the expulsion of Student #05-06 R

SUPERINTENDENT'S RECOMMENDATION:
The administration recommends the Board of Trustees disclose any action taken in regards to the above item.

2.2b

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World

BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy___
	Complies with Site Plan (LIP)___
	Complies with Governance & Management Document ___
2. Foster a safe, caring environment where individual differences are valued and respected.	Complies with District Goals___
	Complies with District Mission Statement ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart___
	Personnel Sign-Off by B. Noyes___
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.	Program Sign Off by S. Leaman___
	SBLT Involvement ___ Initial

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Student Discipline/
Expulsion
Student 05/06 S

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
John Wyatt
District Hearing Officer

ENCLOSURES:

MEETING DATE:
April 4, 2006

BACKGROUND:
The Board of Trustees will disclose any action taken during closed session in regards to the expulsion of Student #05-06 S

SUPERINTENDENT'S RECOMMENDATION:
The administration recommends the Board of Trustees disclose any action taken in regards to the above item.

2.2c

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World	
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	***COMPLIANCE CHECK LIST***
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	**Complies with Board Policy___**
	Complies with Site Plan (LIP)___
	Complies with Governance & Management Document ___
2. Foster a safe, caring environment where individual differences are valued and respected.	**Complies with District Goals___**
	Complies with District Mission Statement ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	**Funding Sign-Off by J. Stewart___**
	Personnel Sign-Off by B. Noyes___
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.	**Program Sign Off by S. Leaman___**
	SBLT Involvement ___
	Initial

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Student Discipline/
Stipulated Expulsion
Student 05/06 T

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
John Wyatt
District Hearing Officer

ENCLOSURES:

MEETING DATE:
April 4, 2006

BACKGROUND:
The Board of Trustees will disclose any action taken during closed session in regards to the expulsion of Student #05-06 T

SUPERINTENDENT'S RECOMMENDATION:
The administration recommends the Board of Trustees disclose any action taken in regards to the above item.

2.2d

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World.		
BOARD OF TRUSTEE/DISTRICT GOALS	*COMPLIANCE CHECK LIST*	
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.	Complies with Board Polic Complies with Site Plan (LIP) Complies with Governance & Management Document	___ ___ ___
2. Foster a safe, caring environment where individual differences are valued and respected.	Complies with District Goals Complies with District Mission Statement	___ ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart Personnel Sign-Off by B. Noyes	___ ___
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.	Program Sign Off by S. Leaman	___
5. Promote student health and nutrition in order to enhance readiness for learning.	SBLT Involvement	___

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Interdistrict Request

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
Scott Leaman

ENCLOSURES:
Yes

MEETING DATE:
April 4, 2006

BACKGROUND:

The interdistrict application process includes due process safeguards for students initially denied requests to attend another district. Included in these safeguards is a hearing before the Western Placer Unified School District Board, upon request. The Board of Trustees will approve or deny the interdistrict request for students #06/07-1. If approved, the students will secure a one-year interdistrict agreement. If denied, the students have the right to ask for a hearing before the County Board of Education for reasons other than parent employment.

ADMINISTRATION'S RECOMMENDATION:
The Board of Trustees will disclose action taken during closed session in regards to students 06/07-1.

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World.		
BOARD OF TRUSTEE/DISTRICT GOALS	*COMPLIANCE CHECK LIST*	
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.	Complies with Board Polic Complies with Site Plan (LIP) Complies with Governance & Management Document	___ ___ ___
2. Foster a safe, caring environment where individual differences are valued and respected.	Complies with District Goals Complies with District Mission Statement	___ ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart Personnel Sign-Off by B. Noyes	___ ___
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.	Program Sign Off by S. Leaman	___
5. Promote student health and nutrition in order to enhance readiness for learning.	SBLT Involvement	___

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Interdistrict Request

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
Scott Leaman

ENCLOSURES:
Yes

MEETING DATE:
April 4, 2006

BACKGROUND:

The interdistrict application process includes due process safeguards for students initially denied requests to attend another district. Included in these safeguards is a hearing before the Western Placer Unified School District Board, upon request. The Board of Trustees will approve or deny the interdistrict request for students #06/07-2. If approved, the students will secure a one-year interdistrict agreement. If denied, the students have the right to ask for a hearing before the County Board of Education for reasons other than parent employment.

ADMINISTRATION'S RECOMMENDATION:

The Board of Trustees will disclose action taken during closed session in regards to students 06/07-2.

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World

BOARD OF TRUSTEE GLOBAL DISTRICT GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential. ____

2. Fosters 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. Stewart ____

4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students. Leaman ____

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

COMPLIANCE CHECK LIST

Complies with Board Policy
Complies with Site Plan (LIP) ____
Complies with Governance & Management Document ____
Complies with Mission Statement ____
Funding Sign-Off by J.
Personnel Sign-Off by B. Noyes ____
Program Sign Off by S.
SBLT Involvement ____
Complies with Board Policy

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Public Employee Appointment
Facilities Superintendent/District Superintendent

AGENDA ITEM AREA:
CLOSED SESSION

REQUESTED BY:
Board of Trustees

ENCLOSURES:

MEETING DATE:
April 4, 2005

BACKGROUND:

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the board of trustees approve the district administration re-alignment plan.

Rk/h:\wpfiles\Board\format22

SPECIAL ORDER OF BUSINESS

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World	
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve ___ their highest potential.	Complies with Board Policy Complies with Site Plan (LIP) ___
2. Fosters a safe, caring environment where individual differences are valued and respected.	Complies with Governance & Management Document ___ Complies with Mission Statement ___
3. Provide facilities for all district programs and functions that ___ are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners ___ in the education of our students.	Personnel Sign-Off by B. Noyes ___ Program Sign Off by S. Leaman SBLT Involvement ___
5. Promote student health and nutrition in order to enhance readiness for learning. ___	Complies with Board Policy

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Twelve Bridges High School GMP & Update on Lincoln Crossing Elementary

AGENDA ITEM AREA:
Special Order of Business

REQUESTED BY:
Board of Trustees

ENCLOSURES:

MEETING DATE:
April 4, 2006

BACKGROUND:

Presentation pre GMP for Twelve Bridges High School and status report on Lincoln Crossing Elementary School - NTD

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees enjoy the presentation.

rk\h:\wpfiles\Board\format 21

CONSENT

AGENDA

ITEMS

GMISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World	
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve ____ their highest potential.	Complies with Board Policy Complies with Site Plan (UP) ____
2. Fosters a safe, caring environment where individual differences are valued and respected.	Complies with Governance & Management Document ____ Complies with Mission Statement ____
3. Provide facilities for all district programs and functions that ____ are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners ____ in the education of our students.	Personnel Sign-Off by B. Noyes ____ Program Sign Off by S. Leaman SBLT Involvement ____
5. Promote student health and nutrition in order to enhance readiness for learning. ____	Complies with Board Policy

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Approval of Minutes:
March 7, & 21, 2006
Regular Meeting

AGENDA ITEM AREA:
CONSENT AGENDA

REQUESTED BY:
Roger R. Yohe, Superintendent

ENCLOSURES:
Minutes

MEETING DATE:
April 4, 2006

BACKGROUND:

The Board of Trustees will consider adoption of the minutes of March 7, & 21, 2006 regular board meetings.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees approve the minutes as submitted.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
March 21, 2006 7:00 P.M.
FIRST STREET ELEMENTARY SCHOOL – Multi-Purpose Room
1400 FIRST STREET, LINCOLN, CA

MINUTES

2005-2006 Goals & Objectives (G & 0) for the Management Team: Component I: Quality Student Performance; Component II: Curriculum Themes; Component III: Special Student Services; Component IV: Staff & Community Relations; Component V: Facilities/Administration/Budget.

5:30 P.M. **OPEN SESSION – First Street School – Conference Room**

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

5:35 P.M. **CLOSED SESSION – First Street School – Conference Room**

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

a. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion Re-Entry #04/05 Q

b. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #05/06 O

c. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #05/06 P

2. PERSONNEL – PUBLIC EMPLOYEE APPOINTMENT

a. Facilities Position

3. ADJOURN TO OPEN SESSION

7:00 P.M. **OPEN SESSION – First Street School – Multi-Purpose Room**

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE

Members Present

Dennis Sonnenburg, President
James McLeod, Vice President
Melanie Eustice, Clerk
Earl Mentze, Member
Paul Long, Member

Others Present

Roger R. Yohe, Superintendent
Scott Leaman, Assistant Superintendent of Instructional Services

Jay M. Stewart, Assistant Superintendent of Business Services
Bob Noyes, Director of Human Services
Rosemary Knutson, Secretary to the Superintendent

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

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

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

a. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion Re-Entry #04/05 Q

A motion was made Mrs. Eustice, seconded by Mr. Mentze, and passed by unanimous vote to approve the re-entry.

b. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #05/06 O

A motion was made by Mrs. Eustice, seconded by Mr. Long, and passed by unanimous vote to approve the expulsion.

c. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #05/06 P

Mrs. Eustice reported that the board has chosen not take action at this time.

2.2 PERSONNEL – PUBLIC EMPLOYEE APPOINTMENT

a. Facilities Position – No action taken

3. SPECIAL ORDER OF BUSINESS

SCHOOL FEATURED – First Street Elementary School

- Structured English Immersion Program – Mr. Ayala/Mr. Bryant
- Services to Newcomers – Ms. Lucas
- GATE Program – Ms. Moya del Pino
- After School Program – Ms. Kelso/Ms. Hernandez
- Hermaños Mentoring Program – Ms. Kato

Mr. Ayala, Principal introduced First Street staff, and thanked everyone for their attendance. He asked board members and anyone else who would like to participate in the round table discussion to team up with their partners for topic discussions. He then asked the board members to report out on the topics that were discussed. After 10 minutes of table discussions the Board of Trustees reported out their findings for each of the following topics.

Mr. Long – Enjoyed learning about the Hermaños Program from Mrs. Kato. She is the coordinator, grant writer of the program. He talked about the Latino boys that come and team up with the younger students from First Street School, whom are mentors to these boys. He expressed how he would have liked everyone to have been able to listen to how it has changes have affected the students.
Mrs. Eustice - Meet with Mrs. Moya del Pino, the GATE teacher who explained the difference with high achievers and details about the program. She felt Mrs. Moya del Pino was very well versed, especially it being her first year teaching the GATE class.
Mr. Mentze – Express how delighted he was to hear about the after school tutoring going on at this site, it is an extension of what the students need, this is an amazing program.
Mr. McLeod – Shared about the Structured English Learners that began in the late 90's, they also discussed the CELT testing that is given to students. He reported there are 54% of the students that are English Learners, there is 1 Kindergarten class, 2 First grade classes, 2 Second grade classes, 1 Third grade class, 1 Fourth grade class, and 1 Fifth grade class. This is a very good program.
Mr. Sonnenburg - Reviewed services that are be used with the English Language Learners, these are students that have been here for less then 12 months. He was also impressed with the success stories Mrs. Lucas shared regarding some of the students, this is a great program. Mr. Long thanked Mrs. Vineyard for the goodies she provided prior to the close session meeting.

4. CONSENT AGENDA

4.1 Ratification of Personnel Items

Classified:

a. ***Ratification of Classified Short-Term Employment:***
Rebecca Burke - Instructional Aide, Special Ed. – COE

b. ***Ratification of Classified Additional Short-Term Employment:***
Debra Henri – 1 Hour Short-Term Instructional Aide - COE

c. ***Ratification of Classified Management Employment:***
Elinor Gregory – Occupational Therapist – DIST

d. ***Ratification of Classified Employment:***
Carolyn Brown – Bus Driver – Transportation
Marlene Marello – Instructional Aide 8:30-10:0/12:00-2:00 – TBE
Kristina Scholtz – Instructional Aide, Special Ed – LHS
Elizabeth Morales – Campus Café Supervisor – COE

e. ***Ratification of Classified Additional Time:***
Christi Johnson – 1 Hr. added to existing Campus Café. Sup. – FRE

f. ***Ratification of Classified Additional Position:***
Patricia Shorkey – ½ Hr. Campus/Café Supervisor - COE

g. ***Ratification of Classified Retirement:***
Eileen Dawson – Food Service Assistant – GEMS and
Cafeteria Site Cashier - CCC

4.2 Approved the Schedule of FY 2004-05 Uncollectible Accounts Receivables that will be Liquidated.

4.3 Approved Lincoln High Schools overnight trip for senior class of 2006.

4.4 Approved Temporary Athletic Team Coaches

A motion was made by Mr. Mentze, seconded by Mr. McLeod, and passed by unanimous vote to approve the consent agenda as presented.

5. **COMMUNICATION FROM THE PUBLIC**

Shirley Russell – Addressing the board members and superintendent, she talked about the Poetry Contest and reported there were over 60 winners, the teachers have been fantastic. The Poetry groups in Lincoln along with Joshua Bingham from the News Messenger were judges for the contest. Again she thanked the board for allowing the students to participate.

Vickie Croall – She asked that board of trustees not consider the Newcastle boundary change, she would like to remain in the Western Placer Unified School District, and does not want the boundaries to change.

Barbara Muskat – A Kindergarten teacher from Twelve Bridges addressed the board with several other Kindergarten teachers. She handed out packets to all board of trustees. She reviewed the information in the packets regarding class size, they would like the see their classes be less than 25 students per class; they feel valuable time is lost during minimum days when there are 65 students in a class; they expressed the need to have smaller class size; they reported surrounding districts have smaller class sizes. She expressed how much of her time is in management and not quality teaching. She reviewed Kindergarten Standards in California. She ended with wanting to see the district lower class size.

Gari Stubbs – Teacher at Twelve Bridges Elementary asked to talk about value of the teachers. She reported, she realized that her sister makes more money than she does, she has eight years in education, 30 years in the working world, has also worked as a loan officer. She reported that water is going up 78%, along with gasoline prices that have gone up. She also reported other states are looking at putting 58% of the budget to go to the classroom and the teachers. She would just like to be able to pay her bills, and feels the district needs to look at where are their priorities. She feels she makes a difference but believes you get what you pay for.

Jane Bane – Thanked the board for giving her a few minutes. She is a teacher at Lincoln High, and has been teaching English for 33 years, she is sorry to see we're at impasse. She expressed how much she likes the community and whom she teaches with. She expressed in all her 33 years she has never seen contract negotiation go into impasse where people continue to feel good about where they work. She feels the problems we have in negotiations causes people to become angry; it causes people to say hurtful things, to treat people differently; this is sad. She feels that all people in the district should be treated the same. It's more about fairness, and there are ways to treat teachers fairly, teachers are not asking for anything that isn't there. She does not think the teachers should have to carry the districts burden on their back. She asked the board to encourage the negotiators to give the teachers a fair shake and show the teachers that you value what they do.

Mike Maul – Thanked the board for listening, and will make this brief. He talked about salary comparison and administration getting raises, feels everyone should get raises. He feels it is important that we're all treated fairly and talked about his friendship with administration.

Dan Burbage-Macaluco – Talked about his heater going out, and letters he received from former students regarding the extra time he put in working with them. He has considered the option of picking up a second job. He is currently making dental payments, and his accountant has told him he may have to stop paying into his IRA. He talked about other things he does above and beyond to make sure everyone of the students are successful. He reported if it comes down to finances he talked about picking up another job which will not allow him to be as dedicated to his students. Would like COLA, and will be at every meeting until there is a pay raise.

Scott Beatty – Apologized for any accusations, and thanked the Lincoln News Messenger for printing his letter. He reviewed his credentials, which include the time he spends at his job; in addition to the hundreds of dollars he has donated to Creekside Oaks in books and other materials because the children's love for reading; he also serves as district site tech; along with teaching teachers how to fill their own ink cartridges; created curriculum for the 2nd graders called "Editing"; correcting papers for 4 hours every Sunday. He expressed, if he were a teacher of a debate class he would not give the board a passing grade. He asked the board why they don't advocate for the teachers, their just asking for a simple cost of living raise. He asked the board how long they would deny teachers raises. He asked why none of the board members had made contact with the union negations, and feels this board shows no interest while the teachers are going broke. He commented on Mrs. Eustice interest on questioning what the new district office building will be worth in equity. He also accused Mr. Sonnenburg and Mr. McLeod as being the good old boys.

6. COMMUNICATION FROM THE BOARD

MR. SONNENBURG:

Our district has an obligation to build schools, hire staff, purchase supplies and engage in comprehensive planning to meet its educational mandate. The School Board is committed to providing the best quality staff, facilities, and materials for our students and staff. However, it is limited by **budget constraints** which include regulations specifying how different categories of money can be spent as well as the total resource base. Public statements by certain teachers portray the Board as uncaring, ill-informed, and unwilling to give teachers what they deserve. Please know that the Board cares about students and teachers. While it may have the desire to provide a generous salary increase for teachers, it must be restrained in order to insure the fiscal health of the district. Listen carefully to what other Board members say that will expand on this.

For the record, our superintendent's annual salary increases, which teachers have addressed at every board meeting, are the result of an agreement made by a prior School Board on March 21, 2000 with Mr. Yohe in order to stave off recruitment

efforts by other districts for his services. These increases have been dependent on positive evaluations by the different Boards. This Board is obligated to honor this agreement. These increases, contrary to expressed teacher views, are not a symbol of a failure to value students and teachers. Securing the continuity and positive leadership of Roger Yohe demonstrates the commitment of several Boards over the years to value students and teachers. With respect to district leadership, operations of the district and budgetary issues, the Board has complete confidence in Mr. Yohe and the administrative team with respect to operations and bargaining.

The Board is pleased it was able to recently approve a negotiated agreement with the classified union (WP/CSEA). The Board is hopeful that the teachers union (WPTA) will carefully examine its position, understand the Board's view and agree to a contract that balances its position with a concern for the financial health of the district.
The Board expects professional and respectful good faith attitudes from all parties. It looks forward to approving a settlement with the teachers in the near future.

MRS. EUSTICE:
This Board values students; we make decisions based on what is best for the students. We exercise our value through policies that benefit students such as providing the best academic opportunities and placing credentialed music and science teacher's at all elementary sites.

We also value our teachers and staff. We empower our teachers because we appreciate what they do and so that they may better serve the students.

To show our value for teachers, we have allowed for teacher preparation time in excess of all districts in Placer County to afford teachers the time to plan, meet with parents and tutor students.

$500 dollars of lottery money per year is allotted to every classroom for teachers to purchase instructional materials for their classroom in addition to their annual supply provided by the district.

Each of these expenditures makes a demand on our general fund revenue. The district is in fiscally tight times due to these expenditures combined with the district's continued mandate, in result of being on a qualified budget, to set aside reserves and the state's irresponsible record of withholding education funding from our district.

Due to the record growth we, unlike other districts in the state, have not fallen into the red or back into a qualified budget.

Education in this state is in recovery. In three budget cycles, including the 05-06 budgets, the Board has been informed that our recovery will be complete.

That is why I support a responsible and well-deserved increase to our teachers of 10% over 3 years. Please keep in mind that 74% of teachers will move up on the pay scale and that the 10% would be in addition to that increase.

Working together for the cause of what is best for students, I believe that this issue can be resolved.

MR. MCLEOD:
TOTAL COMPENSATION
Contract negotiations with the teachers' union (WPTA) cannot be about salary alone. Total compensation must be considered. This includes benefits and programs, instituted by the Board, which have costs attached. Take for example teacher preparation time provided by the district which ranks us as the top district out of 17 districts in Placer County for this benefit. In addition, the Board provides credentialed science and music teachers at the elementary level. Also our teachers enjoy the third best fringe benefit package offered by any school district in Placer County. Benefits include fully paid medical, dental, vision and life insurance in addition to an 8.25% annual district contribution towards each teacher's retirement plan with STRS. These commitments demonstrate the high value placed on attracting and retaining excellent teachers for our students.

The salary increases requested by the WPTA during the current contract negotiations cannot be supported during the next two annual budget cycles. The demand for 8% retroactive to July 1, 2005 or a 13% salary increase for the next two years is not realistic based on our budget projections. Since our district is in a period of rapid growth, the Board must provide schools at a precedent setting rate. Twelve Bridges Elementary and Foskett Ranch Elementary were built, staffed and opened in the past two years. Twelve Bridges Middle School will open this summer, followed by the Lincoln Crossing Elementary and Twelve Bridges High School (with joint library project) in 2008. Opening 5 schools in 4 years has many associated costs for teacher, classified and administrative salaries as well as operational expenses. The opening of new schools decreases the district's ability to utilize COLA and ADA funds to grant large salary increases. Nevertheless, our district (WPUSD) ranks in the top third of all 17 Placer County school districts in total compensation.

Additionally, the effects of the "qualified" budget from three years ago has affected the past three annual budgets and is still being felt throughout the district today contrary to statements made by a teacher at a recent meeting. Since California's budget problems resulting from the energy crisis several years ago caused a significant reduction in monies allocated to school districts, districts were allowed to spend into reserves to balance budgets. Our district is required to build back the reserve and has designated another $527, 000 this budget year to

rebuild the Reserve Fund to 3% in accordance with California law. This is another drain on the COLA we received from the state this year. Therefore, the district's ability to utilize an increase in funding to reward the teachers for their hard work and dedication has been impacted.

When the district had a "qualified" budget several years ago it slashed 18 programs and personnel for a savings of $847,000. The Board has made a commitment to reinstate as many of these cuts as possible when the budget permits.

The opening of new schools, rebuilding the reserve fund, additional contributions to health and welfare costs for all employees, and special education expenses billed to us by the County Office have all reduced this district's ability to increase the salary component of the total compensation package for the teachers. Our projections are that the district can manage a 3 year salary increase of 1%, 2% and 7%. With increased financial stability as our schools are built and when we have a sustained student population, the Board is optimistic we can work together to maintain a comparatively high level of total compensation in Placer County. Let's work together to construct a reasonable settlement

MR. LONG:
As to valuing teachers and students I do. Please give me one of your signs to place in my front yard. I can proudly say I do value teachers and students. We are first in Placer County in Prep time. In grades 1st through 3rd placer County average is 32 minutes. In WPUSD our teachers receive 175 minutes. In grades 4th and 5th Placer county average is 68 minutes our teachers receive 215 minutes. In 6th through 12th grades our teachers get 5 periods per week. Number 1 in Placer County. Total cost in 2005-2006 is $648415.00 A 225% increase from 2002-2003 Year. This is funded by COLA.

Health care costs have gone up 18% in two years. Funded by COLA
Every teacher receives $500.00 in lottery money to use in his or her classroom. The only other district to give lottery money to teachers is Colfax. Our teachers do not need to have fundraisers for classroom supplies. We provide all necessary supplies to each classroom. All of our instructional materials are current and up to date with annual textbook adoptions. Paid with COLA.

54% of our teachers received step and column increase this fiscal year 2005-2006 and 74% of our teaching staff are scheduled to receive step and column increases from 2 to 4 per cent next year 2006-2007.This is in addition to any salary increase that we can afford.

For years the WPTA has complained that they were negotiating for the whole district. For years we settled with the teachers first and tried to give the other employees the same percent raise to be fair. We said fine. Every one cuts their own deal. Now they tell us they want to be 3rd like the Assistant Superintendents.

If you do your homework our Assistant Superintendents are 5th not 3rd and their pay raises are based on evaluations and performance. Their work year is 225 days vs. teachers 183 days. Their workday is 10 to 11 hours, no prep time, Lunch maybe vs. teachers workday of 71/2 hours less ½ hour for lunch less prep time. Administrators work by contract and they do not have tenure.

At this years job fair for teachers it was evident that WPUSD values teachers and students. We still had a long line at our booth, long after the other districts have packed up and left for home. For every single opening we have the district has over 200 applicants. The word is out in the education world that we value teachers, and students and this is a great place to work.

In all my years on the board I have never let a parent or a community member attack a teacher. Now some of those excellent teachers whom I still proudly defend attack Administration and the board with ½ truths and non-truths. Maybe its time for you to look at your own elected leadership.

MR. MENTZE:
A major portion of the responsibility of this board includes decisions that distribute the districts resources. It is typical for school districts to have more needs than available funds. Hence, the challenge for the best budgeting we can accomplish.

The law requiring Western Placer Unified School District to have a balanced budget does not reduce the needs of our district or increase the funds available to us.

Currently Western Placer Unified School District and Western Placer Teachers Association are at nearly a standstill on contract negotiations for the teachers. From a district wide fiscal perspective our offer to increase wages is 1% year, 2%year, and 7% in 07-08 is a valid proposal.

The goals and duties of a successful school district are many. They are a veritable alphabet. As a board member I am expected to balance the available monies with all the needs of all the persons involved, both the students and the employees.

We will not be successful in satisfying everyone as we vote, but that is not our charge. Our responsibility is to do our level best with our abilities managing the needs and resources in front of us. We look forward to reaching a negotiated settlement with Western Placer Teachers Association, it is very important for all parties involved. We don't know if the settlement will be in the scheduled mediation or the fact finding process that could follow.

7. REPORTS & COMMUNICATION

7.1 Lincoln High School, Student Advisory – Garrett Snyder – Not present

7.2 Western Placer Teacher's Association – Mike Agrippino, President Indicated mediation would begin next week for the 2nd time in 3 years. He also said a brief statement regarding the value of teachers and how the district needs to change the way they do business.

7.3 Western Placer Classified Employee Association – Joe Ross – no present

7.4 Superintendent – Roger Yohe reported that Lincoln High School Assistant Principal, Jan Smith received recognition from Placer County and Region 2 ACSA representing 8 Counties for "Assistant Principal of the Year".

7.5 Assistant Superintendent(s)

7.5.1 Jay M. Stewart

a. Budget Update: - No report
b. Facilities Update:

7.5.2 Scott Leaman

a. Program Focus Area: *Future Academic Performance Index Reports* – Mr. Leaman gave a brief report on the districts Accountability Progress Report and last years test scores. He indicated most of our schools rank in high range.

7.5.3 Bob Noyes, Personnel Director reported on staffing numbers for the up and coming school year. Interviews for the middle school will be taking place this week. Additional remaining site postings will be sent out next week. He reported there will be about 19 position openings, which does not include any retirement positions between now and the end of the year, the next two months will be a very intense time for the district.

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

8.1 (I/D/A) RESULTS OF SHERIDAN WORK GROUP – Leaman *(05-06 G & O Component I-IV)*

•The Sheridan Work Group has completed their task based on the following Board goal: Prepare a written recommendation to the Western Placer Unified School District Board of Trustees in the spring of 2006 recommending the future configuration of Sheridan School. The group did not reach consensus on the recommendation and according to the information shared with the Board, "If consensus cannot be reached, the majority view will be delivered to the Board, with all other options attached."

Mr. Leaman reviewed the Sheridan work report on the group committee that has been meeting since January 2006. He thanked the committee for their participation in the meetings, and reviewed the purpose of the work group. He highlighting certain pages, and discussed the survey that was sent out and returned by parents and staff. The majority of parents favored keeping the junior high students on campus, although teachers didn't favor as much and

we did not come to consensus on this. The committee came up with goals. Consensus on one option was not reached, committee also talked about having an alternative learning center. Mr. Leaman explained to the committee that the board would have the final decision on what would happen with the Sheridan Middle School.
Mr. Sonnenburg asked if anyone has any questions or comments in regards to the middle school transition.
Mr. Long commented that options 1, 2, and 4 would not involve dollar amounts, and the district can not afford to put money in Sheridan.
Mrs. Eustice asked that we review the 3 year comparison, test scores fell during 2004-05, 2003 we were looking at Glen Edwards Middle School. She asked how to determine if this is a trim or an anomaly, and look at reasons why scores are so low. She expressed the reasons for change could consist of change in teacher, or not having a fulltime teacher. The trend is typically a 3 year comparison average, and data was one part of the picture.
Mr. Sonnenburg asked if any committee members had any questions.

Kim Night, Sheridan parent thanked the board for putting together the work group committee, and allowing the parents to support Sheridan. She expressed Sheridan really is a community, and enjoyed working with Mr. Leaman, she talked about opinions and feelings that were discussed about the options. She liked the option that considered the Alternative Learning Center, she feels this is important for the students, especially students with problems, which also includes students that are sent to Sheridan from Lincoln. Her concerns are putting the kids on the road an unsafe to travel to the schools in Lincoln; she feels some kids will thrive, and some will not fit in Lincoln; feels that some kids will suffer because of their age. She also expressed she is in favor of options 3 or 6.
Mr. Mentze discussed the issue on Sheridan School, he feels the program in Sheridan is inadequate; it's a small school and feels the safe little community has been left behind. He expressed his concern is the well being of the students, and that school does not have an up to par program. His concerns were Sheridan is not able to have a middle school technology lab, and feels the middle school program is years behind, we cannot put a legitimate program out there.
Patty Francis, Sheridan parent has a Kindergartener and a sixth grader, after learning the different programs Glen Edwards has to offer, she thanked the board for proposing the situation. Feels her

daughter needs to be in the middle school with other students her age.

Christine Costigan, Sheridan parent has sent two students to Glen Edwards and has two students in the Sheridan junior high. She feels staying in Sheridan would be good for her students and feels it is important.

Lindsay Irby, Sheridan parent doesn't mind if her students leave Sheridan. She explained her children are having issues with a particular person, and does not feel they're getting what they need. Her Kids like Sheridan, but mom does not mind if they go to Glen Edwards where they will have more opportunities at.

Jenny Flanagan, Sheridan teacher spoke as a parent, her son say's sixth grade is great, but feels the half-time teacher is not working out. She is impartial, but would like him to have a variety, he is scoring in the advanced range and he could go anywhere. From a teachers prospective, she loves the environment and reported 6-8th grade students do not have recess, they get a lunch break, and they have the same curriculum as Glen Edwards. She reported the things that are not offered are Spanish or art. She shared they do have a computer lab, a garden the students work in and a clay wheel. She does not have a clue as to why the test scores have gone down, and that there are more boys than girls in the junior high class.

Justin Costigan, Sheridan student spoke and said past years most students have not done well in math, and he was doing better last year. He said having a ½ time teacher is not good. He is unable to ask the teacher for help because he has to leave and be principal, but he would like to continue at Sheridan School.

Mr. Sonnenburg directed the conversation back to the board for discussion and comments. He reported the fiscal impact to the site if we moved 6-8th grade. The district has total control of funds for Sheridan. If we opened it up, allowing student to go where ever they want and ended up with less then 24 students attending Sheridan, this would create a problem.

Mr. Long asked about administration, if Sheridan was changed to a K-5 school what would we do about an administrator.

Mr. Sonnenburg felt the transfer would benefit students from 6-8th they should be allowed to attend GEMS or TBMS.

Mr. McLeod asked about test scores and other opportunities.

Mr. Long made a comment on a parent that lived in the country and sent his kids into town for school, and she was happy with her decision.

Mr. Mentze mentioned his concern about transportation for the Sheridan students to Lincoln. The free bussing did not make a difference to committee members.

4.1.12

After much discussion and more clarification a motion was made by Mr. Mentze, seconded by Mr. Long and passed by unanimous vote to move Sheridan 6th, 7th & 8th grade programs to the two Lincoln Middle Schools by parent choice, (choice meaning choosing which middle school their child will attend), and district provide both regular and activity transportation for the next three school years starting with 2006-07 school year.

8.2 (D/A) APPROVE THE FY 2005-06 SECOND INTERIM REPORT - Stewart *(05-06 G & O Component IV-V)*

•The FY 2005-06 second Interim Report provides a fiscal status report of the District's financial records as of January 31, 2006

Mr. Stewart reported on the interim report showing that we have met our obligations and our 3 year term. This reflects a lot of the governor's budget, staffing is based on the opening of the new schools. He reported there may be changes depending on the governor, adjustments from health and welfare benefits will also get rate changes sometime in May. This will be brought back to the board, it takes 3 years to get out of a qualified budget. He is currently working on a study which shows how fast kids come out of the new homes being built. Mrs. Eustice asked for cost breakdown in having class size reduction to Kindergarten. Mr. Stewart will bring this back to the board. Mr. Long asked if we have a negotiated settlement. After some discussion Mr. Long made a motion, seconded by Mr. Eustice and passed by unanimous vote to approve the interim report.

8.3 (I/D) HEALTHY KIDS SURVEY INFORMATION – Leaman *(05-06 G & O Component IV-V)*

•The district is mandated to administer the Healthy Kids Survey to fifth, seventh, ninth, and eleventh grade students. The district chooses to administer this survey using a positive approval procedure with a letter sent home with students.

Mr. Leaman reported this in an information only item, no action was taken.

9. BOARD OF TRUSTEES

9.1 FUTURE AGENDA ITEMS

The following are a number of agenda items that the Board of Trustees has been monitoring. They are NOT action items for tonight's meeting, but are noted here for continuing purposes and to ensure that when there are

changes or new information they will be called up as Action/Discussion/Information.

- Relationship with Sierra Community College
- Carlin C. Coppin Elementary School Land Plan/Gladding Parkway – Mr. Yohe reported that an update will be given by Mr. Bliss during the board meeting presentation from Carlin C. Coppin in May 2006.
- Budget Suspensions for the 2004/05 School Year

9.2 BOARD MEMBER REPORTS/COMMENTS

Mr. McLeod – No report
Mrs. Eustice – Shared today was National Women History month.
Mr. Sonnenburg – No report
Mr. Mentze – No report
Mr. Long – No report

10. ESTABLISHMENT OF NEXT MEETING(S)

- The President will establish the following meeting(s):
  >April 4, 2006, 7:00 p.m., Lincoln High School Theater

11. ADJOURNMENT

With no further business, the meeting was adjourned at 10:30 P.M.

Dennis Sonnenburg, Board President

Melanie Eustice, Clerk

Roger R. Yohe, Superintendent

Rosemary Knutson, Secretary to Superintendent

4.1.14

Adopted:

Ayes:

Noes:

Absent:

Abstain:

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

h:\wpfiles\board\minutess\32106

WESTERN PLACER UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
March 7, 2006 7:00 P.M.
LINCOLN HIGH SCHOOL – PERFORMING ARTS BUILDING
790 "J" STREET, LINCOLN, CA

MINUTES

2005-2006 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.

5:00 P.M. **OPEN SESSION - Administrative Conference Room – D.O.**

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

5:05 P.M. **CLOSED SESSION - Administrative Conference Room – D.O.**

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

a. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #05/06 M

b. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #05/06 N

c. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion Re-entry #04/05 A

2. **CONFERENCE WITH LABOR NEGOTIATOR**
Update on certificated negotiations

3. **PERSONNEL**
Public Employee Discipline/Dismissal/Release
a. Administrator Release/Reassignment

4. **PERSONNEL – PUBLIC EMPLOYEE APPOINTMENT**
Facilities Position

5. **ADJOURN TO OPEN SESSION**

7:00 P.M. **OPEN SESSION – Performing Arts Building – Lincoln High School**

Members Present

Dennis Sonnenburg, President
James McLeod, Vice President
Melanie Eustice, Clerk
Earl Mentze, Member
Paul Long, Member

4.1.16

Others Present

Roger R. Yohe, Superintendent
Scott Leaman, Assistant Superintendent of Instructional Services
Jay M. Stewart, Assistant Superintendent of Business Services
Bob Noyes, Director of Human Services
Rosemary Knutson, Secretary to the Superintendent

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE

2. DISCLOSURE OF ACTION TAKEN IN CLOSED SESSION, IF ANY
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

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

a. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #05/06 M

A motion by Mrs. Eustice, seconded by Mr. Mentze, and passed by unanimous vote to uphold hearing panel's recommendation for expulsion.

b. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #05/06 N –

A motion by Mrs. Eustice, seconded by Mr. Long, and passed to with the exception of one no vote by Mr. McLeod, to modify the hearing panels recommendation on #05/06 N.

c. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion Re-entry #04/05A

A motion by Mrs. Eustice, seconded by Mr. Mentze, and passed by unanimous vote to approve the reentry of student # 04/05 A.

2.2 CONFERENCE WITH LABOR NEGOTIATOR
Update on certificated negotiations

An update was given, but no action was taken.

2.3 PERSONNEL
Public Employee Discipline/Dismissal/Release
a. Administrator Release/Reassignment

4.1.17

Action was taken to approve the potential release/reassignment of one Administrator.

2.4 PERSONNEL – PUBLIC EMPLOYEE APPOINTMENT
Facilities Position

No action was taken

3. SPECIAL ORDER OF BUSINESS

3.1 BOUNDARY ISSUE
Robert Reynolds from Ophir District, and Paul Johnson from Loomis District will speak on boundary issues.

Robert Reynolds from Ophir District, and Paul Johnson from Loomis, along with Gary Mattevi, Loomis board president were present. Rob and Paul did a board presentation on the proposed territory transfer and talking about the growth in Western Placer. Rob asked the board of trustees to consider the consolidation. They also discussed how the transfer of boundaries would benefit the three districts. Another item mentioned was opportunity to increase the bonding capacity for a potential site at Bickford Ranch.

3.2 FACILITIES MASTER PLAN
Presentation of the Western Placer Unified School District's proposed facility master plan will be presented to the Board of Trustees for discussion.

Jay Stewart and Ron Fiest presented a current Facilities Master Plan along with members of NTD. A facilities master plan project booklet was handed out, and binders were given to board of trustees for review. Mr. Fiest reviewed the facilities master plan and answered questions regarding the plan. He reported the plan will continue to have changes and revisions. Mr. Fiest commended the board of trustees for taking on the task, and with the continued growth Western Placer Unified School District will be one of the largest districts in Placer County. This will be a 2 billion dollar facilities project. It is also important to remember that school district decline, and the life spans of schools are 60 to 80 year cycle. There was some discussion to revert Glen Edwards Middle school back to an elementary school. Mr. Fiest talked about instead of finding a centralized kitchen, that we utilize the high school kitchens since they are now building large kitchens in the high schools, this would save the district money.

4.1.18

Mr. Long recommended relocating Phoenix High School, he doesn't feel it should be located so close to the high school. This is something that will be looked at.
Mr. Sonnenburg appreciated seeing the long range view with projected years, and felt it was great information.

Mr. McLeod reported the City has a 50 year plan and felt that the district needs to revisit our master plan with the City. Mr. Fiest agreed this is something that can be done. Mr. McLeod commented on how much he enjoyed the information that was given, these are things that need to be taken into consideration.

Mr. Mentze questioned the construction schedule, and asked if we have a system in place to make sure we get the schools built on time. He also asked about Sheridan's growth. Mr. Fiest reported he did not foresee any growth in Sheridan because there is no sewer system at the current time.

Mrs. Eustice thanked Mr. Fiest for the information given and also showing the district how to save 12 million dollars on the kitchen idea. She also felt there is a need for a new middle school in the centralized area. She asked if he could work with district staff on how to use the method of land banking.

Mr. Mentze asked what would be next as far as the board is concerned. Mr. Fiest explained this is only a draft, and there be further presentations to come. Mr. Mentze asked about when decisions needed to be made. Mr. Fiest said the sooner the better maybe the next 60 days, but suggested when the board felt comfortable.

Mr. Knighton with NTD talked about the Modernization of Glen Edwards and how to approach it, they are currently waiting for the board's decision. The discussion on Glen Edwards will be brought back in April. Mr. McLeod asked for an analysis on both renovating GEMS as a middle school or converting it into an elementary school. There were questions on magnet high schools. This information will be brought back in April and May, or possibly June.

4 CONSENT AGENDA

4.1 Approval of Minutes
Regular Meetings of February 7th, & February 21st, 2006
4.2 Approval of Warrants
4.3 Ratification of Personnel Items

Classified:

4.1.19

*a **Ratification of Classified Transfer:***
Janice Borsh – from 5 hr. Special Ed. Inst. Aide at TBE to a 5.6 hr. Special Ed. Inst. Aide at CCC

*b **Ratification of Classified Short-Term Employment:***
Roberta Giles – Instructional Aide, Special Ed. – LHS

*c. **Ratification of Classified Retirement:***
Carol Edwards – Library Technician – CCC

*d. **Ratification of Classified Resignation:***
John Escalante – Campus/Cafeteria Supervisor – COE

Certificated:

*e. **Ratification of Certificated Resignation:***
Sara Julis-Phillips – ½ Time RSP Teacher – GEMS
Kristen Johnson – Occupational Therapist – DIST
Becky Hill – Kindergarten Teacher – FRE
Charles Langston – Weight Training/Conditioning – LHS

*e. **Ratification of Certificated Retirement:***
Myron Prychun – 8th Grade Language Arts Teacher – GEMS

*f. **Ratification of Certificated Management Resignation:***
Ken Gammelgard – Director of Site Development - DO

4.4 Adoption of Resolution 05/06.24 Establishing a reduction of classified employee hours.

4.5 Adoption of Resolution 05/06.25 Establishing a reduction of classified employee hours.

4.6 Adoption of Resolution 05/06.26 Establishing a reduction of classified employee hours.

4.7 Reduction of one classified management position.

4.8 Approve the Audit Agreement between the Western Placer Unified School District and Gilbert Associates, Inc.

A motion by Mr. Long, seconded by Mr. McLeod, and passed by unanimous roll call vote to approve the Consent Agenda as listed. With the correction of Myron Prychun listed as retiring.

5. COMMUNICATION FROM THE PUBLIC

Mary Stockwell – Talked about the boundary changes for Newcastle. She reported on the ongoing proposal and the petitions that were submitted to Placer County but were withdrawn for technical reasons, and talked about a meeting that took place. A couple of boundary supporters were present and helped hold up a map indicating the changes that are being proposed. She requested the Western Placer Unified School District board of trustees do a survey before there is a proposal considered with Loomis, Ophir and Penryn.

Paula Bender – Reported on some concerns she has with Kindergarten. She is currently a teacher in Rocklin School District and has lived in Lincoln since 1998. She talked about the quality education in Western Placer and does not feel it's the same as

4.1.20

surrounding districts. She also reported with the growth in Lincoln, some Kindergarten classes having as many as 31 students in a class. She feels this makes it hard for the teacher to teach. She would like to see class size reduction for Kindergarten.

Shawna Franco – Introduced herself as a classroom volunteer at Twelve Bridges. She talked about her experience in participating in the kindergarten classroom. Because of 30 plus students in her son's classroom, he only gets 45 minutes of reading throughout the week. She expressed without parent volunteers students would not have the education they need. She does not feel the teacher is able to teach with 30 plus students in a classroom. She also expressed how important it is to reduce class size, and is willing to work with the board.

Regina Hinnenkamp – Reported she has taught in the district since 1994. She commented on her ability to serve the children of Lincoln. She also asked to keep the salaries comparable to those districts around us. She reported on the many hours put in above and beyond her daily duties, which included attending many IEP's, and talked about the special needs students in her class which require extra time. She does not believe a 1% salary increase is reasonable, and asked for help with a competitive salary.

Marty Dibble – Introduced herself as a P.E. teacher from Glen Edwards. She reported after leaving the last board meeting feeling the teachers need to speak more. She reported lottery monies received are spent on ink, pencils, paper and classroom materials, and how teachers are constantly reaching in their own pockets for other expenses. She also reported that teachers go over and above for the education of their students. Her request to the board was that teachers be valued and given an equitable raise.

Dan Burbage-Macaluso – Introduced himself as a 5th grade teacher at Foskett Ranch. Dan began with a break down of his home expenses, and talked about the cost of living and being stuck on the pay scale for the next 3 years. He reported on his time spent on working with students and going above and beyond. He is requesting a pay raise, not that of a superintendent, but would like to receive a cost of living raise.

Scott Beatty – As a teacher at Creekside Oaks, he addressed members of the school board, teachers and Mr. Yohe. He was once asked why do we need unions? Expressed teachers generosity has been stretched to the limit. He talked about being off the qualified budget, and questioned what the district intends to do with the extra money. He also talked about the many sacrifices teachers have made, and the number of students in a class. He feels the district is not following the spirit of the law they are only following the law on number of students. He also talked about pay raises becoming such an issue, and reported his wife received a 4% cost of living from Roseville District. He questioned Mr. Yohe about his attitude towards the teachers.

Ed Cummins – He introduced himself as a current teacher of the Year for WPUSD, and being with the district for 27 years. He expressed his concern of goals that should be accomplished for teachers. He believes teachers accomplish goals with test scores and the measure of our schools. He expressed how teachers are asked to buckle down, do their work and accomplish their goals, then get told to wait for pay raises, he feels the teachers have waited long enough, and to please accomplish the goal of impasse for a decent pay raise.

4.1.21

6. REPORTS & COMMUNICATION

6.1 Lincoln High School, Student Advisory – Garrett Snyder – He reported after listening to everyone who spoke, he hopes that teaching will become more of a foundation than a business, and hopes things can get worked out between the district and the teachers.

6.2 Western Placer Teacher's Association – Mike Agrippino – Read the following, "Two Board meetings ago, Paul Long commented to the teachers and parents in attendance that the School Board had heard what had been said that evening.

What has changed since that meeting? Has the superintendent stopped making misleading statements about teachers and negotiations in the press? No. Has any school board member attempted to do any fact-finding outside of what the superintendent tells them? I check almost daily with our bargaining chairman to see if any member of the board has contacted him. No call. No messages. Has the district finance director been authorized to make teachers a priority in future budgets? I don't know the answer to that question.

So, it seems that despite being "heard", nothing has changed. Despite having the ability and authority to change the direction of negotiations, the school board is giving silent approval to the course that has been set. The School Board is content to allow negotiations to proceed into the uncertainties of mediation and beyond. The teachers are very disappointed in your leadership.

6.3 Western Placer Classified Employee Association – Joe Ross – Not present

6.4 Superintendent – Roger Yohe – Announced a special board meeting on March 14th, at 6:30 p.m. in the District Office Staff Development room. The Farm Foundation and Board will have a special presentation from the Wildlands Company.

6.5 Assistant Superintendent(s)

6.5.1 Jay M. Stewart

a. Budget Update:
b. Facilities Update: - No report

6.5.2 Scott Leaman

a. Program Focus Area: *After School Program Evaluation* - Mr. Leaman reviewed the 2004-05 Afterschool Program which has served 338 students over the year. The students feel their grades have improved and it helps them with homework. This is part of an ongoing grant, and the program receives $5.00 per student. Overall the afterschool program has shown some positive academic growth.

6.5.3 Bob Noyes, Personnel Director – No report

7. ♦ACTION ♦DISCUSSION ♦INFORMATION

4.1.22

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

7.1 (I/D) **BOUNDARY CHANGE DISSEMINATION – Leaman** *(05-06 G & O Component IV-V)*

•The board recently took action for future Lincoln Crossing Elementary students to attend Creekside Oaks for one year prior to transfer to Lincoln Crossing Elementary. The following will be accomplished to inform future parents and guardians of these students:

- Inclusion of the information in the Boundary information Night described below
- Distribution of a letter to Lincoln Crossing information centers outlining the board action
- Description of the change on our website
- Explanation in each enrollment packet for new Lincoln Crossing Students

Mr. Leaman asked the board if they would like to see any changes. And reported this information will be given to the News Messenger for publication.

7.2 (I/D) **CERTIFICATE OF COMPLETION – Leaman** *(05-06 G & O Component IV-V)*

•At the end of the 2005-06 school year, a very small number of students in the district may complete the required credits for graduation but not receive a passing score on the high school exit exam. One option for these students is to receive a "Certificate of Completion" to recognize this fact.

Mr. Leaman reported he has talked with surrounding colleges in our area regarding certificate of completion, there will be some students that will not pass the Exit Exam. This will include students in Special Education and English learners. Mr. Sonnenburg expressed he would like to see an option for a student to receive a diploma, this should be spelled out and given to the student when they receive their certificate of completion.

7.3 (I/A) **APPROVAL OF SALES AGREEMENT ON THE OFFICE BUILDING LOCATED AT 6TH AND F STREET – Yohe** *(05-06 G & O Component IV-V)*

•Approval of the sales agreement on the office building located at the northwest corner of 6th Street and F Street from the Western Placer Unified School District.

4.1.23

Mr. Yohe reviewed the approval of the sales agreement. Mr. Long made a motion, seconded by Mr. McLeod, and passed by unanimous vote to approve sales agreement for the office building.

7.4 (I/A) **JOINT USE AGREEMENT BETWEEN THE CITY OF LINCOLN AND THE WESTERN PLACER UNIFIED SCHOOL DISTRICT – Yohe** *(05-06 G & O Component IV-V)*

•Joint use agreement between the City of Lincoln and the Western Placer Unified School District for the Administrative building at 6th and F Streets.

Mr. Yohe reviewed the joint use agreement between the city and the school district, everything is spelled out in the agreement. Mr. Sonnenburg had some concerns regarding the 55 year agreement, questioning what happens after the 55 years. He felt there should be some equity for the district. If we were to leave we get nothing but we can continue to be tenants there for many years to come. After much discussion a motion was made by Mr. Long, seconded by Mr. McLeod, and passed by unanimous vote to approve the agreement between City of Lincoln and Western Placer for the administrative building.

7.5 (D/A) **APPROVE RESOLUTION 05/06.27 TO ANNEX TERRITORY TO COMMUNITY FACILITIES DISTRICT NO. 1 AND TO LEVY A SPECIAL TAX TO PAY FOR CERTAIN PUBLIC FACILITIES – Stewart** *(05-06 G & O Component IV-V)*

•The attached resolution begins the process to annex additional properties into the District's Community Facilities District No. 1. Two projects are represented in this annexation: DR Horton (113 homes) located in the Foskett Ranch subdivision and Signature Properties (472 homes) which is located on the old Aitken's Ranch west of Lincoln Crossing.

A motion by Mr. Mentze, seconded by Mrs. Eustice, and passed by unanimous roll call vote to approve Resolution 05/06.27 to annex territory to community facilities and levy a special tax.

ADJOURN TO WESTERN PLACER UNIFIED SCHOOL DISTRICT FINANCING CORPORATION BOARD OF DIRECTOR'S MEETING

(I/A) **APPROVAL OF SALES AGREEMENT ON COMMUNITY CENTER AND 5.233 ACRE PARCEL FROM THE WESTERN PLACER UNIFIED SCHOOL DISTRICT FINANCING CORPORATION – Stewart** *(05-06 G & O Component IV-V)*

4.1.24

•Approval of sales agreement on the Community Center and the 5.233 acre parcel from the Western Placer Unified School District Financing Corporation to the City of Lincoln.

A motion by Mr. Long, seconded by Mr. McLeod, and passed by unanimous vote to approve the sales agreement between the City of Lincoln and the Western Placer Unified School District Financing Corporation.

ADJOURN TO REGULAR MEETING OF BOARD OF TRUSTEES

8. BOARD OF TRUSTEES

8.1 FUTURE AGENDA ITEMS

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

- Relationship with Sierra Community College
- Carlin C. Coppin Elementary School Land Plan/Gladding Parkway – *Mr. Yohe reported that Mr. Bliss will give an update on the Gladding Parkway during his May 16th board presentation at Carlin C. Coppin.*
- Budget Suspensions for the 2004/05 School Year

8.2 2006 CSBA DELEGATE ASSEMBLY ELECTION

The Board of Trustees will consider casting a vote for a Subregional 4-D CSBA Assembly Delegate.

A motion was made by Mr. Long, seconded by Mr. Mentze, and passed by unanimous vote to cast the vote for Lynn McDonald for the 2006 CSBA Delegate Assembly Election.

8.3 BOARD MEMBER REPORTS/COMMENTS

Mr. Long – Expressed the importance of being at the Special Board Meeting for the Farm Foundation.
Mrs. Eustice – Reported she had read during the "Read Across America" at Twelve Bridges School and enjoyed it.
Mr. Mentze – Reported he was very thankful to be at the meeting. He expressed his interest as a board member with no complaints and finds this position very responsible, He reported he is doing the best he can as a board member. He responded on the concern of Kindergarten classes. He

will also continue to take the lumps meeting after meeting and will not be closed minded, and will continue to do his best.
Mr. McLeod – Reported he has a prior commitment on the 14th, and will not be able to attend the Farm Meeting. He also requested board members to sit down and look at the facilities master plan.
Mr. Sonnenburg – Expressed he feels the same as Mr. Mentze, and it is very difficult to sit in a board members seat. He takes this very personal and it's hard not to comment. This does not mean board members don't care, but a lot has to do with the financial issue of our district.

9. ESTABLISHMENT OF NEXT MEETING(S)

- The President will establish the following meeting(s):
  >March 21, 2006, 7:00 p.m., First Street School

10. ADJOURNMENT

With no further business, the meeting was adjourned at 10:15 P.M.

Dennis Sonnenburg, Board President

Melanie Eustice, Clerk

Roger R. Yohe, Superintendent

Rosemary Knutson, Secretary to Supt.

Adopted:

Ayes:

Noes:

Absent:

Abstain:

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

4.1.26

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World	
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve ____ their highest potential.	Complies with Board Policy Complies with Site Plan (LIP) ____
2. Fosters a safe, caring environment where individual differences are valued and respected.	Complies with Governance & Management Document ____ Complies with Mission Statement ____
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart ____
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.	Personnel Sign-Off by B. Noyes ____ Program Sign Off by S. Leaman ____ SBLT Involvement ____
5. Promote student health and nutrition in order to enhance readiness for learning. ____	Complies with Board Policy

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Approval of Warrants

AGENDA ITEM AREA:
CONSENT AGENDA

REQUESTED BY:
Jay Stewart, Assistant
Supt. of Business Services

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

MEETING DATE:
April 4, 2006

BACKGROUND:

The Board of Trustees will consider approval of warrants paid since the March 7, 2006 board meeting.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees approve the warrants as submitted.

Eva\h:\wpfiles\Board\format9

APY220 H.02.03 PLACER COUNTY OFFICE OF EDUCATION 03/22/06 PAGE 1

WARRANT REGISTER FOR WARRANTS DATED 03/23/2006

SCHOOLS COMMERCIAL REVOLVING FUND

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT
80061997	002095	BANK OF AMERICA	22	00	2,742.21	80061998	005142	BANK OF AMERICA	22	00	58.60
80061999	006302	BMI EDUCATIONAL SERVICES	22	00	73.08	80062000	005738	BORDER'S GROUP INC	22	00	179.80
80062001	010151	CALCP	22	00	80.00	80062002	011934	CAST	22	00	20.00
80062003	011937	ANNETTE DARLING	22	00	91.88	80062004	011682	DIRECT PRESS 2	22	00	198.64
80062005	011938	ANGELIKA DYADCHENKO	22	00	100.00	80062006	011752	EMPIRE SAFETY	22	00	604.09
80062007	012610	FAR WEST RENTS & READY MI	22	00	223.25	80062008	013040	FOLLETT LIBRARY RESOURCES	22	00	341.29
80062009	005247	G&S HARDWARE PURCHASING	22	00	39.68	80062010	007840	G.W. SCHOOL SUPPLY	22	00	41.93
80062011	002157	GREYSTONE EDUCATIONAL	22	00	120.61	80062012	000472	CHERYL HARRISON	22	00	177.10
80062013	005193	INDUSTRIAL MINERALS CO	22	00	586.23	80062014	000389	LAKESHORE LEARNING MATERI	22	00	50.00
80062015	010900	MEDS-PDN	22	00	185.00	80062016	024240	NASCO MODESTO	22	00	380.93
80062017	001568	CATHY NOYES	22	00	12.45	80062018	004683	OFFICE DEPOT	22	00	1,134.64
80062019	028020	PCOE	22	00	26.00	80062020	010164	PEARSON EDUCATION	22	00	1,099.06
80062021	027360	PERMA-BOUND	22	00	1,079.84	80062022	009570	JULIE PERRY	22	00	96.62
80062023	009967	PRESTWICK HOUSE INC	22	00	166.82	80062024	029400	RAINBOW MARKET	22	00	94.86
80062025	009649	RENAISSANCE LEARNING INC	22	00	1,326.33	80062026	006095	RENO HILTON	22	00	221.76
80062027	020880	RIEBES AUTO PARTS	22	00	291.54	80062028	002618	RISO PRODUCTS OF SAC INC	22	00	1,492.41
80062029	007698	ROLLER KING SKATING & BLA	22	00	100.00	80062030	006223	SACRAMENTO ZOO	22	00	318.00
80062031	004440	SAM'S CLUB DIRECT	22	00	39.68	80062032	000541	SAX ARTS & CRAFTS	22	00	160.93
80062033	002891	SIERRA OFFICE SUPPLIES &	22	00	222.07	80062034	006028	SMILE MAKERS	22	00	161.47
80062035	008874	SUNSPLASH	22	00	380.00	80062036	008520	BILL TRUEMAN	22	00	232.03
80062037	007911	ALICIA WALLE-AYALA	22	00	51.83	80062038	006647	ALTA BOOK CENTER	22	00	1,488.21
80062039	007998	ALICANTE SCHOOL	22	00	9,526.31	80062040	011559	BLISS POWER LAWN EQUIPMEN	22	00	33.68
80062041	006916	BURGER PHYSICAL THERAPY &	22	00	270.00	80062042	011936	CA ASSOC FOR THE GIFTED	22	00	2,250.00
80062043	000339	CASBO	22	00	390.00	80062044	009663	CASP CA ASSOC OF SCHOOL	22	00	725.00
80062045	009440	CDW GOVERNMENT INC	22	00	572.29	80062046	008524	CITICORP VENDOR FINANCE I	22	00	1,144.58
80062047	007720	CITY OF LINCOLN	22	00	6,949.79	80062048	011095	COCONUTS COFFEE CAFE	22	00	321.75
80062049	000884	CUMMINS WEST INC	22	00	148.56	80062050	010068	GETTA DOLINSEK	22	00	160.65
80062051	010910	DR. ROBERT A. HOFFMAN	22	00	4,102.50	80062052	036880	G&S HARDWARE PURCHASING	22	00	999.34
80062053	011499	GLADIATOR PIZZA	22	00	103.00	80062054	038620	GRAINGER	22	00	57.53
80062055	000396	HOUGHTON MIFFLIN COMPANY	22	00	156.28	80062056	022460	HOUGHTON MIFFLIN COMPANY	22	00	1,138.00
80062057	011917	VINCENT HURTADO	22	00	277.74	80062058	011775	KRISTEN JOHNSON	22	00	30.26
80062059	011941	LINDA DAVIDSON	22	00	345.00	80062060	008189	MBNA AMERICA BUSINESS CAR	22	00	601.40
80062061	008595	MBNA AMERICA BUSINESS CAR	22	00	212.95	80062062	008599	MBNA AMERICAN BUSINESS CA	22	00	74.43
80062063	001762	MCGRAW-HILL	22	00	52.95	80062064	000131	ROBERT NOYES	22	00	15.95
80062065	026460	PACIFIC GAS & ELECTRIC CO	22	00	45,582.34	80062066	010637	PARAGON SCHOOL	22	00	11,001.23
80062067	010705	POSTMASTER	22	00	39.00	80062068	010807	POSTMASTER	22	00	117.00
80062069	029400	RAINBOW MARKET	22	00	32.69	80062070	001818	THE REPORT CARD	22	00	18.10
80062071	026400	SBC	22	00	188.35	80062072	011323	SBC - LONG DISTANCE SERVI	22	00	67.37
80062073	000122	SCHOOL SPECIALTY INC	22	00	462.46	80062074	002891	SIERRA OFFICE SUPPLIES &	22	00	2,388.15
80062075	011932	SIERRA SPEECH SERVICES	22	00	3,018.75	80062076	011219	SPARK PROGRAM	22	00	75.08
80062077	010873	SPEECH WORKS	22	00	2,070.00	80062078	010907	SUTTER HEALTH @ WORK	22	00	483.00
80062079	011624	U.S. BANK BUSINESS EQUIPM	22	00	554.34	80062080	002669	VERIZON WIRELESS	22	00	1,116.99
80062081	011933	YOLO COUNTY OFFICE OF ED.	22	00	160.00	80062082	036880	G&S HARDWARE PURCHASING	22	00	5.35
80062083	011129	BANC OF AMERICA SECURITIE	22	00	8,630.14	80062084	007914	BLACKBURN CONSULTING	22	00	502.50
80062085	000391	FEDEX	22	00	99.13	80062086	036880	G&S HARDWARE PURCHASING	22	00	30.01
80062087	008595	MBNA AMERICA BUSINESS CAR	22	00	167.92	80062088	011138	SCHOOL CONSTRUCTION COMPL	22	00	8,031.66
80062089	000122	SCHOOL SPECIALTY INC	22	00	3,013.67	80062090	002669	VERIZON WIRELESS	22	00	37.32

1.8.4

WARRANT REGISTER FOR WARRANTS DATED 03/23/2006
SCHOOLS COMMERCIAL REVOLVING FUND

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT
80062091	011062	WALLACE-KUHL & ASSOCIATES	22 00	18,752.55	80062092	011344	BOYD COFFEE COMPANY	22 00	141.84
80062093	010598	D & P CREAMERY	22 00	7.14	80062094	001778	THE DANIELSEN COMPANY	22 00	3,780.07
80062095	011727	ED JONES FOOD SERVICE	22 00	2,956.77	80062096	000113	GLEN EDWARDS MIDDLE SCHOO	22 00	243.49
80062097	000686	INTERSTATE BRANDS CORP	22 00	399.90	80062098	009147	NOR-CAL PRODUCE INC	22 00	623.06
80062099	011033	PAPPA JOHN'S PIZZA	22 00	912.00	80062100	029400	RAINBOW MARKET	22 00	1.59
80062101	009250	RIPPLE THOMAS	22 00	618.00	80062102	011585	STAFFORD MEAT COMPANY	22 00	176.00
80062103	011931	STAGELINE PIZZA	22 00	197.20	80062104	010084	SYSCO SACRAMENTO	22 00	3,424.45

TOTAL AMOUNT OF ALL WARRANTS $167,277.42***

H.2.2

APY220 H.02.03

PLACER COUNTY OFFICE OF EDUCATION
WARRANT REGISTER FOR WARRANTS DATED 03/16/2006
SCHOOLS COMMERCIAL REVOLVING FUND

03/15/06 PAGE 1

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT
80060189	004071	AIRGAS	22	00	32.53	80060190	005801	APPROVED SAFE & LOCK	22	00	323.30
80060191	011918	ATKINSON YOUTH SERVICES	22	00	2,322.37	80060192	011250	C & S TELECOMMUNICATIONS	22	00	91.16
80060193	011051	CAPITAL ONE F.S.B.	22	00	764.35	80060194	010417	MAYELA CERDA-MARTINEZ	22	00	17.67
80060195	006966	CISI	22	00	695.00	80060196	011025	CODESP	22	00	1,750.00
80060197	002027	GIRARD VINSON & TRUJILLO	22	00	3,860.25	80060198	015040	GOLD RUSH AUTO PARTS	22	00	544.80
80060199	000841	GOPHER SPORT	22	00	137.59	80060200	038620	GRAINGER	22	00	150.43
80060201	016160	HARCOURT INC	22	00	29,769.38	80060202	000396	HOUGHTON MIFFLIN COMPANY	22	00	886.08
80060203	006846	JANE SCHAFFER PUBLICATION	22	00	3,500.00	80060204	011775	KRISTEN JOHNSON	22	00	58.36
80060205	010984	LEADER SERVICES	22	00	847.62	80060206	011929	RONI LEN	22	00	73.88
80060207	010356	KANDICE LOWE	22	00	525.00	80060208	001762	MCGRAW-HILL	22	00	12.24
80060209	009002	SANDI MILLER	22	00	177.99	80060210	011189	COLLEEN MOSS	22	00	388.88
80060211	011930	MANUEL NEVAREZ	22	00	184.54	80060212	026460	PACIFIC GAS & ELECTRIC CO	22	00	8,789.84
80060213	028020	PLACER COUNTY OFFICE OF E	22	00	250.00	80060214	029400	RAINBOW MARKET	22	00	41.17
80060215	001818	THE REPORT CARD	22	00	83.12	80060216	026400	SBC	22	00	3,610.82
80060217	002891	SIERRA OFFICE SUPPLIES &	22	00	790.98	80060218	010443	SIERRA PEDIATRIC THERAPY	22	00	1,035.00
80060219	010550	SIERRA SPRING WATER CO.	22	00	23.69	80060220	010414	SPEECH & LANGUAGE THERAPY	22	00	760.00
80060221	001786	SPURR	22	00	5,191.92	80060222	007212	STAPLES CREDIT PLAN	22	00	367.88
80060223	010816	STARSTREAM COMMUNICATIONS	22	00	2,161.95	80060224	001151	STATE OF CALIFORNIA	22	00	512.00
80060225	003335	TURPIN'S CARWASH	22	00	18.00	80060226	040640	ZEP MANUFACTURING COMPANY	22	00	666.77
80060227	026400	SBC	22	00	34.38	80060228	026400	SBC	22	00	180.51
80060229	005801	APPROVED SAFE & LOCK	22	00	140.00	80060230	011561	BANK OF AMERICA	22	00	295.00
80060231	008620	CED CONSOLIDATED ELECTRI	22	00	723.94	80060232	011729	EAGLE SOFTWARE	22	00	10,200.00
80060233	002027	GIRARD VINSON & TRUJILLO	22	00	2,554.50	80060234	000396	HOUGHTON MIFFLIN COMPANY	22	00	91.01
80060235	020820	LINCOLN HIGH SCHOOL	22	00	5,112.27	80060236	010454	LOWE'S	22	00	439.41
80060237	011820	WESTERN BLUE CORP.	22	00	3,689.40	80060238	003281	HOME DEPOT	22	00	348.24
80060239	019720	KRONICK MOSKOVITZ TIEDEMA	22	00	5,895.99	80060240	003117	AMERICAN GUIDANCE SERVICE	22	00	1,918.23
80060241	011868	AMME INC	22	00	299.00	80060242	010331	ANCIENT ARTIFACTS	22	00	600.00
80060243	004046	ATLAS PEN & PENCIL CORP.	22	00	13.95	80060244	003580	DAN BAUGHMAN	22	00	48.95
80060245	010875	BOOKS ARE FUN	22	00	12.87	80060246	010271	MARY BOYLE	22	00	256.00
80060247	004023	CLASSROOM DIRECT.COM	22	00	115.08	80060248	010573	COORDINATION GROUP PUBLIC	22	00	1,895.11
80060249	000050	CURRICULUM ASSOCIATES INC	22	00	1,913.84	80060250	009919	DELL	22	00	1,026.94
80060251	011682	DIRECT PRESS 2	22	00	84.44	80060252	001769	EDUCATORS PUBLISHING SVC	22	00	1,914.74
80060253	002972	ETA / CUISENAIRE	22	00	124.58	80060254	008144	JENNY FLANAGAN	22	00	14.69
80060255	001207	FRANKLIN ELECTRONIC PUBLI	22	00	345.58	80060256	007840	G.W. SCHOOL SUPPLY	22	00	45.28
80060257	011920	GENEVA LOGIC INC.	22	00	761.48	80060258	005431	GREAT SOURCE EDUCATION GR	22	00	408.47
80060259	005407	ALICIA HERNANDEZ	22	00	45.00	80060260	001465	HIGH NOON BOOKS	22	00	525.04
80060261	000396	HOUGHTON MIFFLIN COMPANY	22	00	45.51	80060262	022460	HOUGHTON MIFFLIN COMPANY	22	00	682.80
80060263	006817	JANE SCHAFFER WORKSHOPS	22	00	295.00	80060264	002558	LINCOLN FLORIST	22	00	22.47
80060265	020820	LINCOLN HIGH SCHOOL	22	00	150.00	80060266	024240	NASCO MODESTO	22	00	78.08
80060267	001064	NATIONAL SCHOOL PRODUCTS	22	00	60.01	80060268	003275	NCTE NATIONAL COUNCIL OF	22	00	105.00
80060269	001048	NORTH STATE SPRING CONFER	22	00	175.00	80060270	007332	PCI EDUCATIONAL PUBLISHIN	22	00	176.85
80060271	028020	PCOE	22	00	255.00	80060272	010955	PERFECTION ON WHEELS	22	00	400.00
80060273	005067	PIONEER DRAMA SERVICE	22	00	353.00	80060274	005685	PITNEY BOWES INC	22	00	75.36
80060275	006682	PLANK ROAD PUBLISHING INC	22	00	119.93	80060276	006899	POSITIVE PROMOTIONS	22	00	128.95
80060277	029400	RAINBOW MARKET	22	00	5.85	80060278	008381	RAY MORGAN COMPANY INC	22	00	57.19
80060279	005757	REALLY GOOD STUFF	22	00	133.95	80060280	009649	RENAISSANCE LEARNING INC	22	00	216.40
80060281	009282	RESERVE ACCOUNT	22	00	1,322.00	80060282	002618	RISO PRODUCTS OF SAC INC	22	00	3,558.81

4.2.3

WARRANT REGISTER FOR WARRANTS DATED 03/16/2006
SCHOOLS COMMERCIAL REVOLVING FUND

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT
80060283	011306	ROSEVELT PETROLEUM	22	00	1,372.35	80060284	000128	SCHOLASTIC INC	22	00	393.35
80060285	010320	SCHOOL MATE	22	00	498.00	80060286	000122	SCHOOL SPECIALTY INC	22	00	208.49
80060287	011408	HOLLY SHIMA	22	00	18.69	80060288	006185	SIERRA HAY & FEED	22	00	30.35
80060289	002891	SIERRA OFFICE SUPPLIES &	22	00	994.56	80060290	001145	SPORTIME	22	00	129.66
80060291	011484	TALK TOOLS TM	22	00	350.71	80060292	000798	TEACHER'S DISCOVERY	22	00	490.82
80060293	007918	UNIVERSITY OF SAN DIEGO	22	00	105.00	80060294	007911	ALICIA WALLE-AYALA	22	00	39.00
80060295	005140	WENGER CORPORATION	22	00	4,927.84	80060296	011820	WESTERN BLUE CORP.	22	00	380.74
80060297	039880	WISHING WELL ENTERPRISES	22	00	45.62	80060298	011785	CONNIE CONTRERAS	22	00	32.84
80060299	009360	VOIDED	22	00		80060300	009360	CRYSTAL CREAM & BUTTER CO	22	00	7,380.06
80060301	010598	D & P CREAMERY	22	00	80.46	80060302	001778	THE DANIELSEN COMPANY	22	00	3,295.12
80060303	011727	ED JONES FOOD SERVICE	22	00	3,242.36	80060304	000686	INTERSTATE BRANDS CORP	22	00	441.89
80060305	009147	NOR-CAL PRODUCE INC	22	00	397.79	80060306	011033	PAPPA JOHN'S PIZZA	22	00	1,261.00
80060307	029400	RAINBOW MARKET	22	00	45.99	80060308	009250	RIPPLE THOMAS	22	00	348.00
80060309	007758	SACRAMENTO RENDERING CO.	22	00	27.00	80060310	010084	SYSCO SACRAMENTO	22	00	1,600.89

TOTAL AMOUNT OF ALL WARRANTS $150,046.22***

4.2.4

APY220 H.02.03 PLACER COUNTY OFFICE OF EDUCATION 03/08/06 PAGE 1
WARRANT REGISTER FOR WARRANTS DATED 03/09/2006
SCHOOLS COMMERCIAL REVOLVING FUND

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT
80058550	005865	A-Z BUS SALES INC	22	00	1,055.07	80058551	004188	ACSA PLACER COUNTY	22	00	525.00
80058552	000059	ADVANCED INTEGRATED PEST	22	00	1,258.00	80058553	011918	ATKINSON YOUTH SERVICES	22	00	112.50
80058554	005845	AUBURN PLACER DISPOSAL SE	22	00	5,670.38	80058555	005770	BEELER TRACTOR COMPANY IN	22	00	66.31
80058556	000205	CA BUS SALES	22	00	1,243.80	80058557	006060	CALTRONICS BUSINESS SYSTE	22	00	99.30
80058558	007984	CHEVRON	22	00	113.43	80058559	008524	CITICORP VENDOR FINANCE I	22	00	713.58
80058560	006476	DAVIS PUBLICATIONS INC	22	00	100.61	80058561	011465	FILTERFRESH	22	00	135.00
80058562	011924	ROBERT FOXWORTHY JR.	22	00	36.04	80058563	016160	HARCOURT INC	22	00	158.82
80058564	001762	MCGRAW-HILL	22	00	112.85	80058565	023380	VOIDED	22	00	
80058566	023380	MISSION UNIFORM SERVICE I	22	00	2,114.27	80058567	020840	MOUNTAIN CLEAR WATER COMP	22	00	158.25
80058568	011915	NACE - NATL ASSOC FOR	22	00	93.50	80058569	001048	NORTH STATE SPRING CONFER	22	00	215.00
80058570	010807	POSTMASTER	22	00	80.00	80058571	029400	RAINBOW MARKET	22	00	98.90
80058572	008381	RAY MORGAN COMPANY INC	22	00	123.34	80058573	026400	SBC	22	00	265.73
80058574	009828	SCHOOL-AGE NOTES	22	00	104.39	80058575	002891	SIERRA OFFICE SUPPLIES &	22	00	637.39
80058576	002373	WILSON WAY TIRE	22	00	1,569.03	80058577	000122	SCHOOL SPECIALTY INC	22	00	7,961.74
80058578	011866	RSPE AUDIO SOLUTIONS	22	00	1,302.94	80058579	002891	SIERRA OFFICE SUPPLIES &	22	00	114.84
80058580	011878	STANLEY TAYLOR	22	00	3,780.00	80058581	011062	WALLACE-KUHL & ASSOCIATES	22	00	19,589.85
80058582	010712	NORTHERN CALIF. CONSTRUCT	22	00	17,735.00	80058583	039440	WESTERN PLACER U.S.D.	22	00	683.18
80058584	011344	BOYD COFFEE COMPANY	22	00	509.24	80058585	008137	CAL-NEVA SLUSH COMPANY	22	00	396.00
80058586	010598	D & P CREAMERY	22	00	4.10	80058587	001778	THE DANIELSEN COMPANY	22	00	667.44
80058588	011727	ED JONES FOOD SERVICE	22	00	3,809.51	80058589	000686	INTERSTATE BRANDS CORP	22	00	156.56
80058590	006580	JERICO INC	22	00	1,604.64	80058591	023380	MISSION UNIFORM SERVICE I	22	00	333.72
80058592	009147	NOR-CAL PRODUCE INC	22	00	144.03	80058593	011033	PAPPA JOHN'S PIZZA	22	00	573.00
80058594	029400	RAINBOW MARKET	22	00	12.97	80058595	010084	SYSCO SACRAMENTO	22	00	716.38
80058596	039440	WESTERN PLACER U.S.D.	22	00	43.00	80058597	000185	BARNES & NOBLE BOOKSTORES	22	00	100.00
80058598	011776	BURKETT'S OFFICE	22	00	288.97	80058599	006631	CDW GOVERNMENT	22	00	55.89
80058600	004023	CLASSROOM DIRECT.COM	22	00	146.91	80058601	009919	DELL	22	00	187.57
80058602	011921	FRANCIE DILLON	22	00	500.00	80058603	008097	DISCOVERY MUSEUM SCIENCE	22	00	200.00
80058604	013040	FOLLETT LIBRARY RESOURCES	22	00	383.54	80058605	011443	G&S HARDWARE PURCHASING	22	00	53.51
80058606	000542	HOLT RINEHART & WINSTON	22	00	98.13	80058607	010976	J.W. PEPPER & SON INC	22	00	8.05
80058608	011922	JEA/NSPA CHICAGO CONVENTI	22	00	700.00	80058609	011798	DEBRA D KILE	22	00	965.00
80058610	000389	LAKESHORE LEARNING MATERI	22	00	262.11	80058611	001762	MCGRAW-HILL	22	00	204.03
80058612	024240	NASCO MODESTO	22	00	365.81	80058613	004683	OFFICE DEPOT	22	00	1,457.75
80058614	029400	RAINBOW MARKET	22	00	24.95	80058615	009450	READ NATURALLY	22	00	41.80
80058616	002618	RISO PRODUCTS OF SAC INC	22	00	602.70	80058617	004440	SAM'S CLUB DIRECT	22	00	81.25
80058618	004668	SAN JOAQUIN CO OFFICE OF	22	00	125.00	80058619	000128	SCHOLASTIC INC	22	00	579.90
80058620	002891	SIERRA OFFICE SUPPLIES &	22	00	62.55	80058621	010958	SUNBURST TECHNOLOGY CORP	22	00	512.90
80058622	011606	ULTIMATE OFFICE	22	00	696.28	80058623	006113	VMI	22	00	144.02
80058624	002027	VINSON & TRUJILLO GIRARD	22	00	78.00	80058625	000396	HOUGHTON MIFFLIN COMPANY	22	00	7.34
80058626	011926	JABBERGYM	22	00	1,755.00	80058627	011925	LEONARD & ASSOCIATES P.C.	22	00	4,000.00
80058628	006980	BONNIE PELLOW	22	00	77.11	80058629	020880	RIEBES AUTO PARTS	22	00	73.12
80058630	003775	USI INC	22	00	56.05	80058631	011534	DEXIA CREDIT LOCAL	22	00	22,387.11
80058632	011132	ECORP CONSULTING INC	22	00	1,492.73	80058633	006464	HOMEWOOD LUMBER	22	00	122.27
80058634	011406	WALTER MAY	22	00	4,600.00						

TOTAL AMOUNT OF ALL WARRANTS $120,495.98***

4.3.5

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World	
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy ___ Complies with Site Plan (LIP) ___
2. Fosters a safe, caring environment where individual differences are valued and respected.	Complies with Governance & Management Document ___ Complies with Mission Statement ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart ___
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students	Personnel Sign-Off by B. Noyes BN Program Sign Off by S. Leaman ___ SBLT Involvement ___
5. Promote student health and nutrition in order to enhance readiness for learning.	Complies with Board Policy ___

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Ratification of Classified Transfer/Promotion

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
April 4, 2006

BACKGROUND:

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

Tina Diaz – from 2.16 hr. Campus/Café Supervisor – TBE
.50 hr. Campus/Café Supervisor – TBE
.50 hr. Campus/Café Supervisor – TBE

to 5.6 hr. Instructional Aide – TBE

SUPERINTENDENT'S RECOMMENDATION:

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

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

NOTIFICATION OF CLASSIFIED EMPLOYMENT

ATTENTION: Personnel Department DATE: 3/27/06

You are hereby notified that: Tina Dion
(applicant's name)

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

POSITION TITLE: Instructional Aide

EFFECTIVE DATE OF ASSIGNMENT: 4/3/06
(To be determined by Personnel department)

ASSIGNMENT LOCATION: TBE

RANGE: _____ STEP: _____ AMOUNT $_____ (As per WPCSEA contract)

NUMBER OF HOURS ASSIGNED PER DAY: 5, 6 8:15 - 2:40

NEWLY APPROVED POSITION: _____, OR REPLACEMENT: ✓

IF REPLACEMENT, NAME OF PRIOR EMPLOYEE: Janice Bersch

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 #

D Murphy _____ 3/27/06
Administrator's signature Date

clasif.not.doc

revised 9/00

4.3a.1

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World	
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy ___ Complies with Site Plan (LIP) ___
2. Fosters a safe, caring environment where individual differences are valued and respected.	Complies with Governance & Management Document ___ Complies with Mission Statement ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart ___
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students	Personnel Sign-Off by B. Noyes Program Sign Off by S. Leaman ___ SBLT Involvement ___
5. Promote student health and nutrition in order to enhance readiness for learning.	Complies with Board Policy ___

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:

Ratification of Certificated Retirement

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:
Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
April 4, 2006

BACKGROUND:

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

Marilynn Dibble – Physical Education Teacher - GEMS

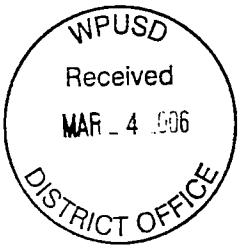
SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees ratify the retirement of the individual listed above.

Boardfactsheet.doc

4.3b

March 9th, 2006



Roger Yohe, Superintendent
Western Placer Unified School District
810 J Street, Lincoln, CA

Dear Roger Yohe,

I have decided not to return to teaching after this school year. This is my letter of intent to retire at the end of final contract day, June 9th, 2006.

Thank you,

Marty Dibble

Marty Dibble

Accepted 12:45 pm.

I would like to continue with retiree health benefits.

Thank you,
Marty Dibble

4.3b.1

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World	
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy ___ Complies with Site Plan (LIP) ___
2. Fosters a safe, caring environment where individual differences are valued and respected.	Complies with Governance & Management Document ___ Complies with Mission Statement ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart ___
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.	Personnel Sign-Off by B. Noyes ___ Program Sign Off by S. Leaman ___
5. Promote student health and nutrition in order to enhance readiness for learning.	SBLT Involvement ___ Complies with Board Policy ___

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Agreement for the Provision of Legal Services

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Roger R. Yohe,
Superintendent

ENCLOSURES:
Yes

MEETING DATE:
April 4, 2006

BACKGROUND:

Attached is an agreement for the provision of legal services by Girard, Vinson & Trujillo, LLP. This agreement shall remain in effect until June 30, 2009.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees approve the agreement with Girard, Vinson & Trujillo, LLP.

rk\wpfiles\Board\format20

AGREEMENT FOR THE PROVISION OF LEGAL SERVICES BY GIRARD, VINSON & TRUJILLO, LLP

THIS AGREEMENT is made and entered into this 1st day of April, 2006, by and between the Western Placer Unified School District, hereinafter called "CLIENT," and David W. Girard, Allen Vinson, and Phil Trujillo of Girard, Vinson & Trujillo, LLP hereinafter called "ATTORNEYS."

In consideration of the promises and the mutual agreements hereinafter contained CLIENT and ATTORNEYS agree as follows:

CLIENT hereby retains ATTORNEYS as its legal counsel to provide the following professional services:

1. Represent and advise CLIENT on all aspects of law arising out of or related to CLIENT's activities and operations which ATTORNEYS have experience and which heretofor have been provided to CLIENT since 1985;

2. Prepare legal opinions regarding statutes, court decisions, legislation, and other legal issues;

3. Represent the CLIENT before the courts, and other legal and administrative agencies;

4. Assist CLIENT in legal matters relating to administration of the CLIENT;

5. Perform such other duties to assist CLIENT in meeting its obligations under the law;

6. Act as CLIENT's General Counsel; and

7. Other duties as assigned by CLIENT and acceptable to ATTORNEYS.

ATTORNEYS shall provide those legal services reasonably required to represent CLIENT in these matters. ATTORNEYS shall also take reasonable steps to keep the CLIENT informed of significant developments and respond to the CLIENT's inquiries.

CLIENT may terminate the exclusive services of ATTORNEYS hereunder at any time upon a showing of good cause.

CLIENT shall be truthful with ATTORNEYS, cooperate with ATTORNEYS, keep ATTORNEYS informed of developments, and perform the obligations it has agreed to perform under the Agreement.

4.4.1

This Agreement shall remain in effect until June 30, 2009, and shall continue in effect thereafter at CLIENT's option, unless terminated in writing with at least 30 days advance notice.

For the school year 2006-2007, CLIENT agrees to pay ATTORNEYS their hourly rate: One Hundred Ninety Five Dollars ($195.00) for partner, One Hundred Eighty-Five Dollars ($185.00) for associate, and One Twenty-Five Dollars ($125.00) for paralegal/law clerk, for legal services performed.

For the school year 2007-2008, CLIENT agrees to pay ATTORNEYS their hourly rate: Two Hundred Five Dollars ($205.00) for partner, One Hundred Ninety-Five Dollars ($195.00) for associate, and One Thirty-Five Dollars ($135.00) for paralegal/law clerk, for legal services performed.

For the school year 2008-2009, CLIENT agrees to pay ATTORNEYS their hourly rate: Two Hundred Fifteen Dollars ($215.00) for partner, Two Hundred Five Dollars ($205.00) for associate, and One Forty-Five Dollars ($145.00) for paralegal/law clerk, for legal services performed.

Agreements for legal fees other than the current hourly basis may be made by mutual written agreement for special projects.

CLIENT further agrees to reimburse ATTORNEYS for actual and necessary expenses and costs with respect to providing legal services including but not limited to costs of mileage, lodging, and travel expenses (including travel time), serving pleadings, filing fees, and other charges accessed by courts and other public agencies, arbitrator's fees, court reporters' fees, jury fees, witness fees, investigations expenses, overnight delivery costs, costs of computer research outside of standard databases, consultants' fees, and expert witness fees. In addition, CLIENT agrees to pay twenty cents (.20¢) per page for coping and One Dollar ($1.00) per page for facsimile transmissions. Fees and costs will be billed to the CLIENT as incurred by ATTORNEYS on a monthly basis.

ATTORNEYS shall send CLIENT a statement for fees and costs incurred every calendar month. ATTORNEYS' statements shall: (1) clearly state the hourly rate; (2) the hours billed; and (3) provide a thorough description of the work performed. CLIENT shall pay ATTORNEYS' statements within thirty (30) days of each statement's date.

It is expressly understood and agreed to by both parties that ATTORNEYS, while carrying out and complying with any of the terms and conditions of this Agreement; it is an independent contractor and is not an employee of the CLIENT.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement for the provision of legal services.

WESTERN PLACER UNFIED SCHOOL DISTRICT

_____ Date: _____
Roger Yohe, Superintendent

GIRARD, VINSON & TRUJILLO, LLP

_____ Date: _____
David W. Girard, Partner

REPORTS

AND

COMMUNICATION

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World.	
BOARD OF TRUSTEE/DISTRICT GOALS	*COMPLIANCE CHECK LIST*
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.**	**Complies with Board Policy** **Complies with Site Plan (LEAP)** **Complies with Governance & Management Document**
2. **Foster a safe, caring environment where individual differences are valued and respected.**	**Complies with District Goals** **Complies with District Mission Statement**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**	**Funding Sign-Off by J. Stewart** **Personnel Sign-Off by B. Noyes**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**	**Program Sign Off by S. Leaman**
5. Promote student health and nutrition in order to enhance readiness for learning. **SBLT Involvement**	

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Program Focus Issue - Curriculum Adoption

AGENDA ITEM AREA:
Reports

REQUESTED BY:
Scott Leaman,
Assistant Superintendent

ENCLOSURES:
Yes

MEETING DATE:
April 4, 2006

BACKGROUND:

A report will be presented on curriculum adoption timelines.

SUPERINTENDENT'S RECOMMENDATION:
No action is required on this item.

6.5.2

INFORMATION

DISCUSSION

ACTION ITEMS

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World	
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy ___ Complies with Site Plan (LIP) ___
2. Fosters a safe, caring environment where individual differences are valued and respected.	Complies with Governance & Management Document ___ Complies with Mission Statement ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart ___ Personnel Sign-Off by B. Noyes ___
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.	Program Sign Off by S. Leaman ___ SBLT Involvement ___
5. Promote student health and nutrition in order to enhance readiness for learning.	Complies with Board Policy ___

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Newcastle Boundary Change Committee

AGENDA ITEM AREA:
Information/Discussion

REQUESTED BY:
Roger R. Yohe,
Superintendent

ENCLOSURES:

MEETING DATE:
April 4, 2006

BACKGROUND:

Requesting permission to discuss the proposal that was given to Western Placer Unified School District board of trustees.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees consider open discussion.

Rk\h:\wpfiles\Board\format14

7.1

NBCC
Newcastle Boundary Change Committee

To: Roger Yohe, Superintendent, Western Placer Unified School District
From: Newcastle Boundary Change Committee (NBCC)
Subject: Request for agenda item on the April 4, 2006 Board Meeting Agenda
Date: March 23, 2006

The NBCC presented a proposal during the public comments section to the WPUSD board at the regular meeting on March 7, 2006. At the end of the presentation, the board president asked that this item be placed on a future agenda. I contacted your office last week to see if we could be placed on the agenda and was asked that we submit a written request.

As per the request from our conversation last week with your secretary, this is a formal written request for the NBCC proposal to be placed on the WPUSD Board Meeting Agenda scheduled for April 4, 2006, as a discussion item.

We thank you in advance for getting this item on the agenda and look forward to discussing this further. It is our hope that we can come to a mutual agreement that meets the needs of Ophir, Loomis, and WPUSD along with the needs and interests of the Newcastle community members currently a part of the WPUSD.

Sincerely,

Kathleen Devitt

Kathleen Devitt
NBCC Chair

7.1.1

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World	
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy ___ Complies with Site Plan (LIP) ___
2. Fosters a safe, caring environment where individual differences are valued and respected.	Complies with Governance & Management Document ___ Complies with Mission Statement ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart ___
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.	Personnel Sign-Off by B. Noyes ___ Program Sign Off by S. Leaman ___
5. Promote student health and nutrition in order to enhance readiness for learning.	SBLT Involvement ___ Complies with Board Policy ___

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Ophir/Loomis Boundary Proposal

AGENDA ITEM AREA:
Information/Action

REQUESTED BY:
Roger R. Yohe,
Superintendent

ENCLOSURES:
Yes

MEETING DATE:
April 4, 2006

BACKGROUND:

Both Ophir and Loomis have submitted petitions to the Western Placer Unified School District Board of Trustees for approval of transfer of territory from the Western Placer Unified School District to both Ophir Elementary School District and Loomis Union Elementary School District.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees consider the transfer.

rk\wpfiles\Board\format15

BEFORE THE
PLACER COUNTY OFFICE OF EDUCATION

OPHIR ELEMENTARY SCHOOL DISTRICT AND WESTERN PLACER UNIFIED SCHOOL DISTRICT, Petitioners.	PETITION TO TRANSFER TERRITORY FROM THE WESTERN PLACER UNIFIED SCHOOL DISTRICT TO THE OPHIR ELEMENTARY SCHOOL DISTRICT

I.
INTRODUCTION

This petition is filed to transfer territory from the Western Placer Unified School District ("WPUSD") to the Ophir School District ("OESD"). The legal description of the parcel which makes up the Affected Territory is attached as Attachment "A" ("Affected Territory"). The Affected Territory is inhabited by fifteen families. The Governing Boards of each affected School District support this petition.

II.
DESIGNATION OF CHIEF PETITIONER

Pursuant to Education Code Section 35701, the undersigned petitioners appoint the Ophir Elementary School District as chief petitioner for the purpose of receiving any notices required by law. Such notices should be sent to:

Robert Reynolds, Superintendent
Ophir Elementary School District
1373 Lozanos Road
Newcastle, CA 95658
(530) 885-3495

III.
THE COUNTY SUPERINTENDENT SHOULD APPROVE AND TRANSMIT THIS PETITION

Education Code Section 35704 provides that the County Superintendent shall transmit a petition simultaneously to the County Committee on School District Reorganization ("County Committee") and to the State Board of Education within thirty (30) days after a petition is filed, if the Superintendent finds that the petition is sufficient and is signed as required by law.

This Petition has been initiated and/or signed by a majority of the members of the governing boards of each of the districts that would be affected by this proposed reorganization (Education

File z:\2006\Ophir ESD\OESD^Western Placer Territory Transfer^Petition^Draft^ 032706

7.2.1

Code Section 35700(d)). Therefore, this Petition is sufficient and should be transmitted to the County Committee and the State Board of Education.

IV.
THE COUNTY COMMITTEE SHOULD APPROVE THIS PETITION

This is a petition to transfer territory from one school district to another pursuant to Education Code Section 35709, which provides that the County Committee is authorized to approve and grant a petition to transfer territory if: (a) the Committee finds that the conditions enumerated in Section 35753(a) of the Education Code are substantially met; and (b) the petition is to transfer inhabited territory of less than ten percent (10%) of the assessed valuation of the district from which the territory is being transferred and all of the governing boards of the affected districts have consented to the transfer. As shown below, the County Committee is authorized to approve and grant the petition to transfer territory from the WPUSD to the OESD, as the criteria described above have been met.

A. The Required Criteria (Section 35753 (a))

1. The New Districts Will Be Adequate in Terms of Number of Pupils Enrolled

The California Code of Regulations section 18573 (a)(1)(A) states that each affected district should have a projected enrollment of at least nine hundred and one (901) students for elementary school Districts and fifteen hundred and one (1,501) for unified school districts on the proposed effective date of the reorganization in order to be adequate.

Enrollment counts for the 2005-2006 school year, prepared in October 2005, indicate enrollments at WPUSD and OESD in excess of 7800 students and 190 students respectively. (See Attachments "D" and "E"). While the OESD does not meet the requirement of 901 students for an elementary district, a transfer of property from WPUSD to OESD would have the potential to raise enrollment in the OESD. It is important to note that the Code of Regulations states only that the affected districts "should" have the requisite number of students. It is not mandatory. In addition, WPUSD's large enrollment number and the small number of families inhabiting the Affected Territory indicate that the transfer would not harm WPUSD's enrollment.

2. The Districts Are Each Organized on the Basis of Substantial Community Identity

The affected districts are organized on the basis of substantial community identity. For instance, given the proximity of the Affected Territory and the OESD, the topography and weather are nearly identical. Further, the districts are similar in regards to community, school and social ties.

3. The Proposal Will Result in an Equitable Division of Property and Facilities of the Original District or Districts

This factor is not applicable, as there is no district-owned real or personal property which will be divided as a result of the reorganization. Further, no real or personal property will change ownership as a result of this territory transfer.

4. The Reorganization of the Districts Will Not Promote Racial or Ethnic Discrimination or Segregation

The current racial and ethnic make-up of WPUSD and OESD is substantially similar. The California Department of Education's CBEDS for the 2005-2006 school year, prepared in October 2005, reports the ethnicity in each district to be as follows (see Attachments "D" and "E"):

Ethnicity	OESD	WPUSD
White	88%	71%
Hispanic	10.4%	19.6%
Asian	0.5%	2.%
African American	0.0%	1.9%
Filipino	0.0%	1.0%
American Indian/Alaska Native	0.5%	1.%
Pacific Islander	0.0%	0.5%
Multiple/No Response	0.5%	3.0%
% White	88%	71%
% Non-White 12%		29%

As indicated in the census report for the 2005-2006 school year, prepared in October 2005, the ethnic make-up in the WPUSD was 71% white and 29% non-white. The ethnic make-up of the OESD was 88% white and 12% non-white. Prior to the territory transfer, the districts are comparable in ethnic make-up and the districts do not appear to promote racial discrimination. The districts should not evince racial imbalance subsequent to the territory transfer because the transfer of the few-to-no students residing in the Affected Territory from the WPUSD to the OESD will not result in a significant change of the ethnic make-up of the districts. Even if there were a significant number of students residing in the parcel to be transferred to the OESD, the transfer would promote racial diversity in the OESD, by transferring students from a slightly more diverse student population to a less diverse population.

California's 2000 Census shows that growth in California is taking place much more rapidly in the minority community than it is in the majority sector. The racial and ethnic composition of both districts will change over time irrespective of development in the Affected Territory. The Affected Territory currently has little or no students. Therefore, the ultimate majority/minority make-up of the

Affected Territory will largely reflect the changes which take place in the remainder of the two districts. In other words, the reorganization should have no effect whatsoever on racial or ethnic factors.

5. The Proposed Reorganization Will Not Result in Any Substantial Increase in Costs to the State

This proposed reorganization will not result in any substantial increase in costs to the state. The Affected Area is essentially undeveloped with no constructed schools and little or no current student population.. The costs to the state will be the same regardless of whether the transfer occurs.

Neither OESD nor WPUSD is a basic aid district. Because there are currently little or no students generated from the Affected Territory, no funding for, or participation in, categorical and special education programs will be affected by the reorganization. Neither district currently contains a necessary small school. The reorganization would not change this.

California Code of Regulations, Section 18573, Title 5, requires that each district be adequate in terms of financial ability for the reorganization. The revenue limit per Average Daily Attendance (ADA) of the reorganized districts cannot vary from the revenue limit per ADA of the affected districts prior to the transfer by more than fifteen percent. Given that the Affected Territory is now uninhabited, the transfer will only minimally impact each district's revenue limit. However, even in the event of development, the base revenue limits will stay comparable. The mandate set forth in *Serrano v. Priest* will serve to decrease any base revenue limit differences over time.

6. The Proposed Reorganization Will Not Significantly Disrupt the Educational Programs in the Districts Affected by the Proposed Reorganization and Will Continue to Promote Sound Educational Performance in Those Districts

The quality of the current instructional program offered by both districts is exceptional according to the California Department of Education's 2003 Academic Performance Index. OESD's API score is 849, out of a possible 1000. WPUSD's API score is 749 out of a possible 1000. (See Attachments "F" and "G".)

The Affected Territory currently has little or no students. Therefore, there would be no immediate impact on the educational programs of either district. However, future growth in OESD and stabilized growth in WPUSD could result in better educational programs for both districts.

File z:\2006\Ophir ESD\OESD^Western Placer Territory Transfer^Petition^Draft^ 032706

7.2.4

7. The Proposed Reorganization Will Not Result in a Significant Increase in School Housing Costs

This proposed reorganization will not result in any substantial increase in costs to the state. The Affected Area is substantially undeveloped with no constructed schools. Both districts are experiencing an increase in student population. No matter which district the students attend, all or a significant portion of those students will be unhoused.

Because few students are currently generated from the Affected Territory, neither district's eligibility in the Leroy Greene State School Building Lease Purchase Program will be affected. Neither district currently contains a necessary small school. The reorganization would not change this.

Further, mitigation agreements and developer fee income will be used to construct any new schools. There will be no significant increase in school housing costs.

8. The Proposed Reorganization Is Not Primarily Designed to Result in a Significant Increase in Property Values Causing Financial Advantage to Property Owners

The proposed reorganization is not designed to offset property values or cause any financial advantage to property owners. While the household income in the territory making up the two Districts varies somewhat, employment rates are similar. Both WPUSD and OESD are well-regarded school districts and have similar performance records. In addition, as OESD is an elementary school district, students in the transferred territory would still attend high school in the WPUSD.

Further, if the Affected Territory is developed, any increase in home values will be driven by comparison to appraisals of similar homes in the immediate vicinity, rather than by the applicable school district.

9. The Proposed Reorganization Will Not Cause a Substantial Negative Effect on the Fiscal Management or Fiscal Status of the Districts Affected by the Proposed Reorganization

The Affected Territory is substantially undeveloped and, therefore, currently generates minimal revenues and little or no students. The territory transfer will impact the fiscal status of OESD because the district will now be responsible for generating the revenue necessary for the construction and maintenance of school facilities in the Affected Territory, if necessary. However, the territory transfer will not negatively impact the fiscal responsibility of OESD. The ADA revenue of the WPUSD for the few to no students residing in the Affected Territory will be transferred to OESD on the date of the reorganization.

10. Other Criteria

a. Impact on District Employees

The proposed transfer will have no impact on district employees. The Affected Territory has no schools, so therefore there can be no effect on WPUSD employees. Further, given that little or no students will immediately be transferred to OESD, there will be no impact on OESD employees.

b. Impact on Bond Indebtedness

The WPUSD has one outstanding general obligation bond of 12.8 million dollars, which is scheduled to be paid back in 2018. The proposed transfer would result in minimal lost tax revenues, due to the fact that only fifteen (15) families inhabit the Affected Territory. The remaining families in the WPUSD will be required to offset the revenues lost, but the effect will be minimal.

c. Reallocation of Property Tax Revenues

The Affected Territory currently generates only insignificant amounts of property tax revenues as it contains only fifteen (15) families. The reallocation of these trivial amounts will have little to no effect on either District.

B. No Election or Approval by the State Board of Education is Required

Education Code Section 35709 authorizes the County Committee to approve a transfer petition and order that the petition be granted if the petition is:

- to transfer inhabited territory; and
- the territory is less than ten percent (10%) of the assessed valuation of the district from which the territory is being transferred; and
- all of the affected governing boards have consented to the transfer.

The Affected Territory is inhabited (more than eleven (11) registered voters pursuant to Government Code Section 23231(g)). According to the Placer County Assessors Office, the total assessed value of the property in the WPUSD is Five Billion, Three Hundred Fifteen Million, Five Hundred Thirty Thousand Eight Hundred and Forty Dollars ($5,315,530,840). Figures for the assessed value of the Affected Territory are not available at this time. The total area of the Affected Territory, however, is less than point two percent (0.2%) of the area of the property of the WPUSD.[1] Therefore, the logical

[1] The total area of the property making up the WPUSD is approximately 112,000 acres. The total area of the Affected Territory is approximately 221 acres.

7.26

conclusion is that the assessed value of the Affected Territory would be far less than ten percent (10%) of the total assessed value of the WPUSD. Further, the governing boards of both affected districts have consented to the territory transfer by mutually initiating this petition.

Having met all the conditions of Education Code Section 35709, the County Committee is authorized to approve this petition and order that the petition be granted without an election or approval by the State Board of Education.

V.
CONCLUSION

For the reasons stated above, the transfer would have benefits to both school districts and would be detrimental to neither. Additionally, there would be no significant impacts on the State of California by the reorganization.

Date: March 27, 2006 Date: _____, 2006

For Ophir Elementary School District:

For Western Placer Unified School District:

File z:\2006\Ophir ESD\OESD^Western Placer Territory Transfer^Petition^Draft^ 032706

7.27

OPHIR ELEMENTARY SCHOOL DISTRICT
ANNEXATION

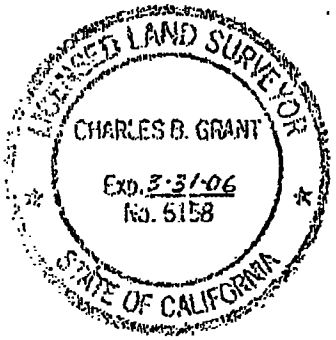
All that portion of Sections 10 and 11, Township 12 North, Range 7 East, M.D.M. Placer County, California more particularly described as follows:

Beginning at the intersection of the centerline of Chili Hill Road County Road No. E6070) with the existing boundary of the Ophir Elementary School District boundary being a point on the east line of said Section 10; thence from said Point of Beginning along the Ophir Elementary School District boundary the following three (3) courses:

1) South along the east line of said Section 10 a distance of 1,950 feet to the east-west centerline of the southwest quarter of said Section 11
2) East along the east-west centerline of the southwest quarter of said Section 11 a distance of one half (1/2) mile to the north-south centerline of said Section 11
3) South along the north-south centerline of said Section 11 a distance of one quarter (1/4) mile to the Newcastle Elementary School District boundary, a point on the south line of said section 11;

thence west along the south line of said Section 10 and 11 a distance of 2,080 feet to the centerline of Gold Hill Road (County road No. E5021); thence along said centerline in a generally northerly direction a distance of one (1) mile to the Point of Beginning.

Containing 221 acres more or less



ATTACHMENT "A"

7.2.8

03/27/2006 MON 15:17 FAX 916 932 2510 Pimell & Kingsley 003/007
MAR-23-2006 THU 01:01 PM FAX NO. P. 05

BEDS

California Basic Educational Data System
California Department of Education

County: PLACER
District: WESTERN PLACER UNIFIED
CD Code: 31-66951

District Summary - School Information Form
October 2005

Number of schools: 10

	Male								Female								Totals (q)
	American Indian or Alaska Native (a)	Asian (b)	Pacific Islander (c)	Filipino (d)	Hispanic or Latino (e)	African American not Hispanic (f)	White not Hispanic (g)	Multiple or no response (h)	American Indian or Alaska Native (i)	Asian (j)	Pacific Islander (k)	Filipino (l)	Hispanic or Latina (m)	African American not Hispanic (n)	White not Hispanic (o)	Multiple or no response (p)	
A. Number of Classified Staff - Report in whole numbers (single school districts should report classified staff only on this form.)																	
1. Paraprof. Full-time															8		8
2. Paraprof. Part-time							1						7		48	1	57
3. Office/Clerical Full-time				1	1								9		50		61
4. Office/Clerical Part-time															4		4
5. Other Classif. Full-time	1				5		15						1		5	1	28
6. Other Classif. Part-time							1			1			7		44	3	56
B. School Enrollment - In this section report enrollment on Information Day. Count each student only once.																	
7. Kindergarten	6	4	2	4	70	4	192	10	3	11	1	5	64	3	199	14	592
8. Grade 1	4	10	1	5	58	3	213	9	2	9	1	5	67	3	215	14	619
9. Grade 2	2	10	2	5	55	1	192	12	3	12	2	2	61	5	208	7	579
10. Grade 3	7	11	1	2	47	7	184	6	2	2	2	3	72	9	202	11	568
11. Grade 4	3	5	1	7	48	5	225	6		6	1	4	57	8	222	12	612
12. Grade 5	1	9	3	4	73	6	204	6	3	8	2	3	49	4	197	10	582
13. Grade 6	1	6	1	2	62	5	209	6	4	5	1	4	54	2	222	14	598
14. Grade 7	8	3	2	2	53	3	218	10		5	1	4	48	3	213	2	575
15. Grade 8	5	7	3	2	51	6	210	6	2	5	1	1	59	8	217	7	590
16. Ungraded Elementary																	0
17. Grade 9	3	7	1		62	5	219	9	6	8	2	1	58	9	191	8	589
18. Grade 10	4	6	1	5	75	13	260	9	4	3	2	1	67	7	235	13	705
19. Grade 11	2	1	2	3	67	10	251	8	7	9	1	3	62	1	254	14	695
20. Grade 12	2	7	2	2	50	6	194	6	1	4	2	1	50	11	191	9	538
21. Ungraded Secondary																	0
22. Adults in K-12*																	0
23. Totals	48	86	22	43	771	74	2,771	105	37	87	19	37	768	73	2,766	135	7,842
- H.S	-18 / 30	-17 / 49	-7 / 15	-13 / 28	-140 / 631	-28 / 74	-1090 / 1681	-90 / 195	-20 / 57	-22 / 65	-3 / 16	-8 / 45	-159 / 609	-50 / 123	-1133 / 1633	-107 / 242	-2915 / 4927

ATTACHMENT #5

7.29

03/27/2006 MON 15:17 FAX 916 932 2510 Pimnell & Kingsley 004/007
Mar 23 06 01:51p Ophir School p.1
5308239101

BEDS

California Basic Educational Data System
California Department of Education

County: PLACER
District: OPHIR ELEMENTARY
CD Code: 31-66860

District Summary - School Information Form

October 2005

Number of schools: 1

	Male								Female								
	American Indian or Alaska Native (a)	Asian (b)	Pacific Islander (c)	Filipino (d)	Hispanic or Latino (e)	African American not Hispanic (f)	White-not Hispanic (g)	Multiple or no response (h)	American Indian or Alaska Native (i)	Asian (j)	Pacific Islander (k)	Filipino (l)	Hispanic or Latino (m)	African American not Hispanic (n)	White-Not Hispanic (o)	Multiple or no response (p)	Totals (q)
A. Number of Classified Staff - Report in whole numbers (single school districts should report classified staff only on this form.)																	
1. Paraprof. Full-time																	0
2. Paraprof. Part-time															3		3
3. Office/Clerical Full-time															2		2
4. Office/Clerical Part-time																	0
5. Other Classif. Full-time							1										1
6. Other Classif. Part-time															1		1
B. School Enrollment - In this section report enrollment on Information Day. Count each student only once.																	
7. Kindergarten							4						1		10		15
8. Grade 1	1						5								9	1	16
9. Grade 2					3		12								5		20
10. Grade 3					2		6						1		8		17
11. Grade 4					3		7			1			1		8		20
12. Grade 5					2		11						1		12		26
13. Grade 6							12								17		29
14. Grade 7					1		6						2		10		19
15. Grade 8					2		12						1		14		29
16. Ungraded Elementary																	0
17. Grade 9																	0
18. Grade 10																	0
19. Grade 11																	0
20. Grade 12																	0
21. Ungraded Secondary																	0
22. Adults in K-12*																	0
23. Totals	1	0	0	0	13	0	75	0	0	1	0	0	7	0	93	1	191

ATTACHMENT #

7.2.10

2005-06 Accountability Progress Reporting (APR)

Local Educational Agency (LEA) Report - API Base

2005 Academic Performance Index (API) Base Report

California Department of Education
Policy and Evaluation Division
March 14, 2006

LEA: Ophir Elementary
LEA Type: Elementary
County: Placer
CD Code: 31-66860

LEA Demographic Characteristics
LEA Content Area Weights
LEA List of Schools
County List of Schools
(An LEA is a school district or county office of education.)

2005-06 APR Summary	2005-06 API Cycle		2006 AYP	2006 PI
	2005 Base	2006 Growth		
Report	Report	These reports will be available on August 31, 2006		
	Guide | Glossary			

State Accountability: Academic Performance Index (API)

Number of Students Included in the 2005 API: 136
2005 API Base: 849

Subgroups

Ethnic/Racial	Number of Students Included in 2005 API	Numerically Significant	2005 Subgroup API Base
African American (not of Hispanic origin)	0	No	
American Indian or Alaska Native	0	No	
Asian	2	No	
Filipino	0	No	
Hispanic or Latino	9	No	
Pacific Islander	0	No	
White (not of Hispanic origin)	125	Yes	847
Socioeconomically Disadvantaged	12	No	
English Learners	0	No	
Students with Disabilities	9	No	

Click on the column header to view notes.

Note: Data are reported only for numerically significant subgroups. Subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid Standardized Testing and Reporting (STAR) Program test scores included in the API OR (2) comprises at least 15% of the total valid STAR Program scores and contains at least 50 students with valid STAR Program scores.

Direct-funded charter schools are not included in the LEA report.

"N/A" means a number is not applicable or not available due to missing data.

ATTACHMENT "D"

7.2.11

"* * " means this API is calculated for a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

7.2.12

2005-06 Accountability Progress Reporting (APR)

Local Educational Agency (LEA) Report - API Base
2005 Academic Performance Index (API) Base Report

California Department of Education
Policy and Evaluation Division
March 14, 2006

LEA: Western Placer Unified
LEA Type: Unified
County: Placer
CD Code: 31-66951

[redacted]
(An LEA is a school district or county office of education.)

2005-06 APR Summary	2005-06 API Cycle		2006 AYP	2006 PI
	2005 Base	2006 Growth		
Report	Report		These reports will be available on August 31, 2006	
	Guide	Glossary		

State Accountability: Academic Performance Index (API)

Number of Students Included in the 2005 API	3,114
2005 API Base	749

Subgroups

Ethnic/Racial	Number of Students Included in 2005 API	Numerically Significant	2005 Subgroup API Base
African American (not of Hispanic origin)	43	No	
American Indian or Alaska Native	23	No	
Asian	53	No	
Filipino	40	No	
Hispanic or Latino	764	Yes	658
Pacific Islander	12	No	
White (not of Hispanic origin)	2,036	Yes	783
Socioeconomically Disadvantaged	934	Yes	677
English Learners	355	Yes	615
Students with Disabilities	323	Yes	555

Click on the column header to view notes.

Note: Data are reported only for numerically significant subgroups. Subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid Standardized Testing and Reporting (STAR) Program test scores included in the API OR (2) comprises at least 15% of the total valid STAR Program scores and contains at least 50 students with valid STAR Program scores.

Direct-funded charter schools are not included in the LEA report.

ATTACHMENT "E"

7.2.13

BEFORE THE
PLACER COUNTY OFFICE OF EDUCATION

LOOMIS UNION SCHOOL DISTRICT AND WESTERN PLACER UNIFIED SCHOOL DISTRICT, Petitioners.	PETITION TO TRANSFER TERRITORY FROM THE WESTERN PLACER UNIFIED SCHOOL DISTRICT TO THE LOOMIS UNION SCHOOL DISTRICT

I.
INTRODUCTION

This petition is filed to transfer territory from the Western Placer Unified School District ("WPUSD") to the Loomis Union School District ("LUSD"). Legal descriptions of the parcels which make up the Affected Territory are attached as Attachment "A" ("Affected Territory"). The Affected Territory is inhabited. The Governing Boards of each affected School District support this petition.

II.
DESIGNATION OF CHIEF PETITIONER

Pursuant to Education Code Section 35701, the undersigned petitioners appoint the Loomis Union School District as chief petitioner for the purpose of receiving any notices required by law. Such notices should be sent to:

Paul Johnson, Superintendent
Loomis Union Elementary School District
3290 Humphrey Road
Loomis, CA 95650
(916) 652-1800

III.
THE COUNTY SUPERINTENDENT SHOULD APPROVE AND TRANSMIT THIS PETITION

Education Code Section 35704 provides that the County Superintendent shall transmit a petition simultaneously to the County Committee on School District Reorganization ("County Committee") and to the State Board of Education within thirty (30) days after a petition is filed, if the Superintendent finds that the petition is sufficient and is signed as required by law.

This Petition has been initiated and/or signed by a majority of the members of the governing boards of each of the districts that would be affected by this proposed reorganization (Education Code Section 35700(d)). Therefore, this Petition is sufficient and should be transmitted to the County Committee and the State Board of Education.

7.2.14

IV.
THE COUNTY COMMITTEE SHOULD APPROVE THIS PETITION

This is a petition to transfer territory from one school district to another pursuant to Education Code Section 35709, which provides that the County Committee is authorized to approve and grant a petition to transfer territory if: (a) the Committee finds that the conditions enumerated in Section 35753(a) of the Education Code are substantially met; and (b) the petition is to transfer inhabited territory of less than ten percent (10%) of the assessed valuation of the district from which the territory is being transferred; and all of the governing boards of the affected districts have consented to the transfer. As shown below, the County Committee is authorized to approve and grant the petition to transfer territory from the WPUSD to the LUSD, as the criteria described above have been met.

A. The Required Criteria (Section 35753 (a))

1. The New Districts Will Be Adequate in Terms of Number of Pupils Enrolled

The California Code of Regulations section 18573 (a)(1)(A) states that each affected district should have a projected enrollment of at least nine hundred and one (901) for elementary school districts and one thousand five hundred one (1,501) students for a unified school district on the proposed effective date of the reorganization in order to be adequate. Enrollment counts for the 2005-2006 school year, prepared in October 2005, indicate enrollments at WPUSD and LUSD in excess of 7800 students and 2100 students respectively. (See Attachments "B-1" through "B-5" and "C"). Thus, both Districts will clearly exceed the minimum required enrollment of students for their respective school types.

The territory to be transferred from WPUSD is inhabited with little or no students. Therefore, the proposed reorganization will have little effect on the enrollment of WPUSD and will ultimately increase the enrollment of LUSD.

2. The Districts Are Each Organized on the Basis of Substantial Community Identity

The affected districts are organized on the basis of substantial community identity. For instance, given the proximity of the Affected Territory and the LUSD, the topography and weather are nearly identical. Further, the districts are similar in regards to community, school and social ties.

7.2.15

3. **The Proposal Will Result in an Equitable Division of Property and Facilities of the Original District or Districts**

This factor is not applicable, as there is no district-owned real or personal property which will be divided as a result of the reorganization. Further, no real or personal property will change ownership as a result of this territory transfer.

4. **The Reorganization of the Districts Will Not Promote Racial or Ethnic Discrimination or Segregation**

The current racial and ethnic make-up of WPUSD and LUSD is quite similar. The California Department of Education's CBEDS, prepared in October 2005, reports the ethnicity in each district to be as follows (see Attachments "B-1" through "B-5" and "C"):

Ethnicity	LUSD	WPUSD
White	87.0%	71.0%
Hispanic	4.00%	19.6%
Asian	1.00%	2.00%
African American	1.40%	1.90%
Filipino	00.7%	1.00%
American Indian/Alaska Native	1.40%	1.00%
Pacific Islander	00.2%	00.5%
Multiple/No Response	5.20%	3.00%
% White	87.0%	71.0%
% Non-White	13.4%	29.0%

As indicated in the census report prepared in October 2005, the ethnic make-up in the WPUSD was 71.0% white and 19.6% non-white. The ethnic make-up of the LUSD was 87.0% white and 13.4% non-white. Prior to the territory transfer, the districts are comparable in ethnic make-up and the districts do not appear to promote racial discrimination. The districts should not evince racial imbalance subsequent to the territory transfer because the transfer of the few-to-no students residing in the Affected Territory from the WPUSD to the LUSD will not result in a significant change of the ethnic make-up of the districts.

California's 2000 Census shows that growth in California is taking place much more rapidly in the minority community than it is in the majority sector. The racial and ethnic composition of both districts will change over time irrespective of development in the Affected Territory. The Affected Territory currently has little or no students. Therefore, the ultimate majority/minority make-up of the Affected Territory will largely reflect the changes which take place in the remainder of the two districts. In other words, the reorganization should have no effect whatsoever on racial or ethnic factors.

5. The Proposed Reorganization Will Not Result in Any Substantial Increase in Costs to the State

This proposed reorganization will not result in any substantial increase in costs to the state. The Affected Area is essentially undeveloped with no constructed schools and little or no current student population. The costs to the state will be the same regardless of whether the transfer occurs.

Neither LUSD nor WPUSD is a basic aid district. Because there are currently little or no students generated from the Affected Territory, no funding for, or participation in, categorical and special education programs will be affected by the reorganization. Neither district currently contains a necessary small school. The reorganization would not change this.

California Code of Regulations, Section 18573, Title 5, requires that each district be adequate in terms of financial ability for the reorganization. The revenue limit per Average Daily Attendance (ADA) of the reorganized districts cannot vary from the revenue limit per ADA of the affected districts prior to the transfer by more than fifteen percent. Given that the Affected Territory is now inhabited by few families, the transfer will only minimally impact each district's revenue limit. However, even in the event of development, the base revenue limits will stay comparable. The mandate set forth in *Serrano v. Priest* will serve to decrease any base revenue limit differences over time.

6. The Proposed Reorganization Will Not Significantly Disrupt the Educational Programs in the Districts Affected by the Proposed Reorganization and Will Continue to Promote Sound Educational Performance in Those Districts

The quality of the current instructional program offered by both districts is exceptional according to the California Department of Education's 2003 Academic Performance Index. In 2005, LUSD's schools sites had an average score of in excess of 849 overall[1] while WPUSD's school sites had an average score of 749. (See Attachments "D," "E," and "F".)

The Affected Territory currently has little or no students. Therefore, there would be no immediate impact on the educational programs of either district. However, future growth in LUSD and stabilized growth in WPUSD could result in better educational programs for both districts.

---

1 This calculation includes the Penryn District, which has recently been annexed to the LUSD, but is separately identified by the California Department of Education for purposes of the most recent API scores.

7. **The Proposed Reorganization Will Not Result in a Significant Increase in School Housing Costs**

This proposed reorganization will not result in any substantial increase in costs to the state. The Affected Area is substantially undeveloped with no constructed schools. No matter which district any new students moving to the area attend, all or a significant portion of those students will be unhoused.

Because few students are currently generated from the Affected Territory, neither district's eligibility in the Leroy Greene State School Building Lease Purchase Program will be affected. Neither district currently contains a necessary small school. The reorganization would not change this.

Further, mitigation agreements and developer fee income will be used to construct any new schools. There will be no significant increase in school housing costs.

8. **The Proposed Reorganization Is Not Primarily Designed to Result in a Significant Increase in Property Values Causing Financial Advantage to Property Owners**

The proposed reorganization is not designed to offset property values or cause any financial advantage to property owners. The household income rates in the two Districts vary somewhat, but employment rates are very similar. Both WPUSD and LUSD are well-regarded school districts and have similar performance records. Thus, the transfer should not cause a dramatic increase in the property values of either school District.

Further, if the Affected Territory is developed, any increase in home values will be driven by comparison to appraisals of similar homes in the immediate vicinity, rather than by the applicable school district.

9. **The Proposed Reorganization Will Not Cause a Substantial Negative Effect on the Fiscal Management or Fiscal Status of the Districts Affected by the Proposed Reorganization**

The Affected Territory is substantially undeveloped and, therefore, currently generates minimal revenues and little or no students. The territory transfer will impact the fiscal status of LUSD because the district will now be responsible for generating the revenue necessary for the construction and maintenance of school facilities in the Affected Territory. However, the territory transfer will not negatively impact the fiscal responsibility of LUSD. The ADA revenue of the WPUSD for the few to no students residing in the Affected Territory will be transferred to LUSD on the date of the reorganization. Further, LUSD levies

impact fees on new development to maintain their school facility standards as new students are generated.

10. Other Criteria

a. Impact on District Employees

The proposed transfer will have no impact on district employees. The Affected Territory has no schools, so therefore there can be no effect on WPUSD employees. Further, given that little or no students will immediately be transferred to LUSD, there will be no impact on LUSD employees.

b. Impact on Bond Indebtedness

The WPUSD has one outstanding general obligation bond in the amount of 12.8 million dollars, which is scheduled to be paid back in 2018. The proposed transfer would result in minimal lost tax revenues due to the fact that the Affected Territory is only minimally inhabited. The remaining families, in the WPUSD will be required to offset the revenues lost, but the effect will be minimal.

c. Reallocation of Property Tax Revenues

The Affected Territory currently generates only insignificant amounts of property tax revenues as it is virtually uninhabited. The reallocation of these trivial amounts will have little to no effect on either District.

B. No Election or Approval by the State Board of Education is Required

Education Code Section 35709 authorizes the County Committee to approve a transfer petition and order that the petition be granted if the petition is:

- to transfer inhabited territory; and
- the territory is less than ten percent (10%) of the assessed valuation of the district from which the territory is being transferred; and
- all of the affected governing boards have consented to the transfer.

The property is inhabited. According to the Placer County Assessor's Office, the total assessed value of the property in the WPUSD is Five Billion, Three Hundred Fifteen Million, Five Hundred Thirty Thousand, Eight Hundred and Forty Dollars ($5,315,530, 840). Figures for the assessed value of the Affected Territory are not available at this time. The total area of the Affected Territory, however, is point four-two percent

(0.42%) of the total area of the WPUSD.[2] Therefore, the logical conclusion is that the assessed value of the Affected Territory would be far less than ten percent (10%) of the total assessed value of the WPUSD. Further, the governing boards of both affected districts have consented to the territory transfer by mutually initiating this petition.

Having met all the conditions of Education Code Section 35709, the County Committee is authorized to approve this petition and order that the petition be granted without an election or approval by the State Board of Education.

V.
CONCLUSION

For the reasons stated above, the transfer would have benefits to both school districts and would be detrimental to neither. Additionally, there would be no significant impacts on the State of California by the reorganization.

Date: _____, 2006

For Loomis Union Elementary School District:

_____

_____

_____

_____

_____

Board of Trustees

Date: _____, 2006

For Western Placer Unified School District:

_____

_____

_____

_____

_____

Board of Trustees

---

2 The total area of the property making up the WPUSD is approximately 112,000 acres. The total area of the Affected Territory is approximately 221 acres.

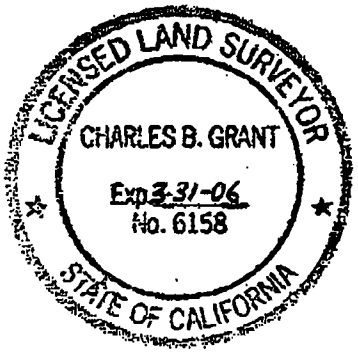
LOOMIS UNION ELEMENTARY SCHOOL DISTRICT
ANNEXATION

All that portion of Sections 15 and 22, Township 12 North, Range 7 East, M.D.M. Placer County, California more particularly described as follows:

Beginning at the southwest corner of the southeast quarter of the northeast quarter of said Section 22, being an angle point in the Loomis Union Elementary School District boundary; thence from said Point of Beginning along the following six (6) courses:

1) West along said School District boundary a distance of three quarters (3/4) of a mile to the west quarter corner of said Section 22
2) North along the west line of said Sections 15 and 22 and said School District boundary a distance of one (1) mile to the west quarter corner of said Section 15
3) East along the south line of the northwest quarter of said Section 15 a distance of one half (1/2) mile to the southeast corner thereof
4) North along the east line of the northwest quarter of said Section 15 a distance of one half (1/2) mile to the northeast corner thereof
5) East along the north line of Section 15 a distance of one quarter (1/4) mile to an angle point on the Newcastle Elementary School District boundary
6) In a generally southerly direction along the Newcastle Elementary School district boundary a distance of two (2) miles more or less to the Point of Beginning.

Containing 475 acres more or less



7.2.21

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World.	
BOARD OF TRUSTEE/DISTRICT GOALS	*COMPLIANCE CHECK LIST*
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.**	**Complies with Board Policy** **Complies with Site Plan (LIP)** **Complies with Governance & Management Document**
2. **Foster a safe, caring environment where individual differences are valued and respected.**	**Complies with District Goals** **Complies with District Mission Statement**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**	**Funding Sign-Off by J. Stewart** **Personnel Sign-Off by B. Noyes**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**	**Program Sign Off by S. Leaman**
5. **Promote student health and nutrition in order to enhance readiness for learning.**	**SBLT Involvement**

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Approval of Board Policy 6146.1 modification

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Scott Leaman,
Assistant Superintendent

ENCLOSURES:
Yes

MEETING DATE:
April 4, 2006

BACKGROUND:

At the end of the 2005-06 school year, a very small number of students in the district may complete the required credits for graduation but not receive a passing score on the high school exit exam. The district is requesting a modification in Board Policy 6146.1 to issue a Certificate of Completion to these students.

SUPERINTENDENT'S RECOMMENDATION:
Administration recommends approval of the modification.

INSTRUCTION

High School Graduation Requirements

Because graduation from high school provides students with opportunities for postsecondary education and/or employment, the Governing Board desires to prepare each student to obtain a diploma of high school graduation.

(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 5127 - Graduation Ceremonies and Activities)
(cf. 5147 - Dropout Prevention)
(cf. 5149 - At-Risk Students)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

Course Requirements

To obtain a diploma of graduation from high school, students shall complete at least the following courses in grades 9 through 12, with each course being one year unless otherwise specified: (Education Code 51225.3)

1. Four courses in English

(cf. 6142.91 - Reading/Language Arts)

2. Three courses in mathematics

Beginning in the 2003-04 school year, at least one mathematics course, or a combination of the three mathematics courses required for completion in grades 9-12, shall meet or exceed state academic content standards for Algebra I. Completion of algebra coursework in grades 7-8 shall not exempt a student from the requirements to complete two mathematics courses in grades 9-12. (Education Code 51224.5)

(cf. 6011 - Academic Standards)
(cf. 6142.92 - Mathematics Instruction)

3. Two courses in science, including biological and physical sciences or integrated sciences.

(cf. 6142.93 - Science Instruction)

4. Four courses in social studies, including United States history and geography; world history, culture and geography; a one-semester course in American government and civics; and a one-semester course in economics

5. One course in visual or performing arts, foreign language or American Sign Language

(cf. 6142.6 - Visual and Performing Arts Education)

6. Two courses in physical education, unless the student has been exempted pursuant to Education Code 51241

(cf. 6142.7 - Physical Education)

The Governing Board recognizes that the prescribed course of study may not accommodate the needs of some students. The Board, with the active involvement of parents/guardians, administrators, teachers and students, shall adopt alternative means for the completion of prescribed courses, which may include:

1. Work experience or other outside school experience.

   (cf. 6178.1 - Work Experience Education)

2. Vocational education classes offered in high schools

   (cf. 6178 - Vocational Education)

3. Courses offered by regional occupational centers or programs.

4. Interdisciplinary study.

5. Independent study.

   (cf. 6158 - Independent Study)

6. Credit earned at a postsecondary institution.

7. Credit for driver education which satisfies the requirements of Vehicle Code 12507.

8. Appropriate community college or college credit which meet graduation requirements.

(cf. 5118 - Transfers)
(cf. 5125 - Student Records)
(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)
(cf. 6146.3 - Reciprocity on Standards of Proficiency/Graduation Requirements)

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

Standards of Proficiency for Classes Prior to 2005/2006 (Leave in Until 2005/2006)

To receive a high school diploma, district students also must achieve at least minimum proficiency in reading comprehension, writing and mathematics. The Board shall adopt proficiency standards in these areas and any others it deems appropriate. All adopted proficiency standards shall correspond with the goals of the course of study required for graduation.

(cf. 6011 - Academic Standards)

Student progress toward proficiency in basic skills shall be assessed in English once during grades 7 through 9 and twice during grades 10 and 11. A separate assessment shall be made of the student's proficiency in each skill area.

Remedial instruction shall be provided to any student who does not show adequate progress toward mastery of basic skills. This instruction may be provided in summer school and shall offer the student numerous opportunities to achieve mastery.

When a student does not show adequate progress, the Superintendent or designee shall inform a student's parent/guardian in writing that the student shall not receive a high school diploma unless the prescribed standards are met.

To receive a high school diploma, district students also must achieve at least a minimum proficiency in reading comprehension, writing and mathematics. The Board shall adopt proficiency standards in these areas and any others it deems appropriate. All adopted proficiency standards shall correspond with the goals of the course of study required for graduation.

Beginning in the 2005-2006 school year and each year thereafter, each student completing grade 12 shall successfully pass the state exit examinations in language arts and mathematics as a condition of high school graduation.

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)
(cf. 6162.5 - Student Assessment)

Supplemental instruction shall be offered to any student who does not demonstrate "sufficient progress" as defined in Board policy, toward passing the exit examination. (Education Code 37252, 60851)

Exit Exam for the Classes of 2006 and Later

Beginning in the 2005-06 school year, each student completing grade 12 shall have successfully passed the state exit examination in language arts and mathematics as a condition of high school graduation. (Education Code 60851, 60859)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)
(cf. 6159 - Individualized Education Program)
(cf. 6162.52 - High School Exit Examination)

Supplemental instruction shall be offered to any student who does not demonstrate "sufficient progress," as defined in Board policy, toward passing the exit examination. (Education Code 37252, 60851)

(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer School)
(cf. 6179 - Supplemental Instruction)

Diploma/Certificates
Students who accrue the designated number of credits in the required areas of study, meet the content standards requirements for Algebra I and successfully pass the English and math sections of the High School Exit Exam, once the requirement for successful completion of the High School Exit Exam is implemented by the State of California, will receive a high school diploma of granduation.

Students who accrue the designated number of credits but fail to meet the content standards requirement for Algebra 1 and/or fail to pass both subjects of the High School Exit Exam (Ed Code 60851)

Legal Reference:
EDUCATION CODE
37252 Supplemental instructional programs
48430 Continuation education schools and classes

48980 Notification of parent/guardian
51224 Skills and knowledge required for adult life
51224.5 Algebra instruction
51225.3 Requirements for graduation
51225.5 Honorary diplomas; foreign exchange students
51228 Graduation requirements
51230 American government and civics
51241-51246 Exemptions from requirements
51410-51412 Diplomas
51420-51427 High school equivalency certificates
51450-51455 Golden State Seal Merit Diploma
60850-60859 High school exit exam
66204 Certification of high school courses as meeting university admissions criteria

CODE OF REGULATIONS, TITLE 5
1600-1651 Graduation of pupils from grade 12 and credit toward graduation

Management Resources:
WEB SITES
CDE: http://www.cde.ca.gov
CSBA: http://www.csba.org

Adopted: 1991
Revised: 11/7/00, 6/19/01, 11/19/02, 8/3/04
New - 1994/1995 School Year (Total District Policy Book Review)
Q:6000\bp6146.1

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World	
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy ___ Complies with Site Plan (LIP) ___
2. Fosters a safe, caring environment where individual differences are valued and respected.	Complies with Governance & Management Document ___ Complies with Mission Statement ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart ___
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.	Personnel Sign-Off by B. Noyes ___ Program Sign Off by S. Leaman ___ SBLT Involvement ___
5. Promote student health and nutrition in order to enhance readiness for learning.	Complies with Board Policy ___

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Site Plan Approval

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Scott Leaman,
Assistant Superintendent

ENCLOSURES:
Yes

MEETING DATE:
April 4, 2006

BACKGROUND:

2005-06 site plans from two schools are being submitted to the Board for approval at this time. Plans have been revised with updated budgets and modified goals.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees approve site plans.

eva\h:\wpfiles\Board\format5

2/25/06

SINGLE PLAN FOR STUDENT ACHIEVEMENT

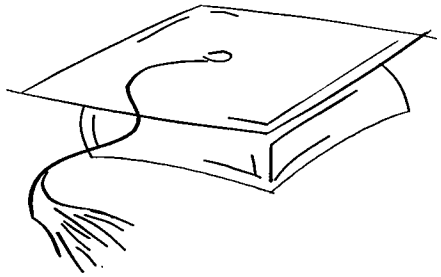
AT LINCOLN HIGH SCHOOL

3 66951 3134657
CDS Code

Date of this revision February, 2006

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person:	David Butler
Position:	Principal
Telephone Number:	(916) 645-6360
Address:	790 J Street
E-mail address:	d_butler@wpusd.k12.ca.us



Western Placer Unified School District

The District Governing Board approved this revision of the School Plan on _____

7.4.1

School Vision and Mission

The Mission of Lincoln High School is to empower students to be productive, successful citizens of a global community. It is our goal, within a safe environment, to promote student pride and self esteem through diverse curriculum and recognition of excellence. We are committed to developing independent, self-motivated students who can process and utilize information, collaborate with others, and think for themselves.

School Profile

Lincoln High School, a comprehensive 9-12 high school, is one of eight schools within the Western Placer Unified School District. California Basic Educational Data System reported an enrollment of 1193. School enrollment consisted of 349 ninth grade students, 331 tenth grade students, 268 eleventh grade students and 245 twelfth grade students.

An employment base of 30 classified personnel serves the Lincoln High School site. Fifty-six certificated staff delivers the educational tenets of the site and district. Placer County Regional Opportunity Programs (R.O.P.) augment the staff with four teachers and one liaison. A principal, assistant principal (1 ½)/ and two counselors complete the certificated staff.

Western Placer Unified School District Mission, " The pursuit of excellence in all endeavors," is supported and enhanced by the Lincoln High School statement.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:

   Lincoln High School affords all of its students a comprehensive curriculum that is intended to teach the State Standards and is aligned to the State Frameworks as reflected in Lincoln High School's expected school-wide learning results.

2. Availability of standards-based instructional materials appropriate to all student groups:

   Lincoln High School teachers have worked to reach general inter-departmental agreements regarding texts, requirements, and classroom procedures that meet the standards. Our site administrators take active roles in implementing curriculum, procedures, policies, and materials to enhance student opportunities.

3. Alignment of staff development to standards, assessed student performance and professional needs:

   Teachers have been provided the education, training, hardware, software and technical support to both use the technology and to teach the use of technology.

4. Services provided by the regular program to enable Underperforming students to meet standards:

   Lincoln High School teachers, counselors and administrators work together to offer curriculum appropriate to all of our students regardless of ability level or special needs.

5. Services provided by categorical funds to enable Underperforming students to meet standards:

   Lincoln High School provides and supports a variety of programs to offer our students academic success: "Jump Start" program, offered before the start time of the school year and provides insight for high school success. A reading and a CAHSEE class are also offered to the students.

6. Use of state and local assessments to modify instruction and improve student achievement:

7.4.2

Lincoln High School uses the results of the California Standards Test and Exit Exams to examine evaluate courses and curriculum being taught.

7. Number and percentage of teachers in academic areas experiencing low student performance:

   Test scores are improving. Math, in particular, is still a concern.

8. Family, school, district and community resources available to assist these students:

   Jane Schaffer writing program
   Link Crew
   Title I reading classes
   Outside reading requirement
   New textbooks
   School website

9. School, district and community barriers to improvements in student achievement:

   Numerous "second language" households (community)
   Percentage of non-high school graduate parents

10. Limitations of the current program to enable Underperforming students to meet standards:

    Lincoln High School needs to provide more classes specifically aimed towards helping the under-performing students.

STUDENT PERFORMANCE DATA SUMMARY

Academic Performance Index (API) School Report

The API is a system for ranking schools statewide according to results of student performance based on the Student Testing and Reporting System (STAR). The ranking includes ten deciles, decile one being the lowest.

Star 2005 Percent Tested	Number Included in the 2005 API	2005 API (Base)	2005 Statewide Rank	2005 Similar Schools Rank	2004-2005 Growth Target	2005 API Target
100%	*795*	*727*				*704*

Student Groups	Number of Pupils Included in 2005 API	Numerically Significant	2005 Subgroup API Base	2004 Growth Target	2004 API Target
African American, not Hispanic	*9*	*N*			
American Indian or Alaska Native	*9*	*N*			
Asian	*12*	*N*			
Filipino	*11*	*N*			
Hispanic or Latino	*192*	*Y*	634		615
Pacific Islander	*2*	*N*			
White not Hispanic	*521*	*Y*	764		728
Economically Disadvantaged	192	*Y*	655	4	638

Student Testing and Reporting (STAR)

Scores are stated as a percent of students scoring basic or above.	Subject: Math School Year: 2005			Subject: Language Arts School Year: 2005					
	BASIC	PRO	ADV	BASIC	PRO	ADV			
All Students	42	*13*	*3*	*75*	*44*	*15*			
Title I/SCE Participants	*32*	*12*	*2*	*60*	*27*	*6*			
English Learners	*	*	*	*	*	*			
Former English Learners	*	*	*	*	*	*			
Special Education Participants	*	*	*	*	*	*			
Migrant Students									
Gifted and Talented Students									
Other Student Groups:									

* Numerically insufficient

7.4.4

STUDENT PERFORMANCE DATA SUMMARY *(continued)*

Student Performance by Content Clusters or Standards

☐ All Students

FROM STAR TEST

Content Clusters or Standards (list)	School Year: 2003-04 % Below Average
Language Arts	25
Algebra 1	55
Geometry	35

California English Language Development Test Report

Scores or measures of growth are stated as described:

	Listening			Speaking			Reading			Overall		
Grade or Cohort	Year:	Year:	Year:	Year:	Year:	Year:	Year:	Year:	Year:	Year:	Year:	Year:
*												
*												
*												
*												
*												
*												

- Numerically insufficient

7.4.5

STUDENT PERFORMANCE DATA SUMMARY *(continued)*

School Demographic Characteristics

Data listed below are from the CAT 6 test and the STAR Apportionment Information Report

Ethnic/Racial (Stanford 9)		Parent Education Level (Stanford 9)	
African American not Hispanic	9	Not high school graduate	8
American Indian or Alaska Native	9	High school graduate	32
Asian	12	Some college	25
Filipino	11	College graduate	28
Hispanic or Latino	192	Graduate school	7
Pacific Islander	2	Average Parent Education Level (STAR)	2.93
White not Hispanic	521	Average Class Size (CBEDS)	25
Economically disadvantaged	192	Enrollment in grades 2-11 on first day of testing	848
Multi-track year-round school?	NO	Number of Students Excused from Testing	2
School Mobility (STAR)	16	Number of Students Tested	846
English learners	6		

Student Groups Performing Below Standards or Expectations

Group	Grade Level	Performance Gap
English learners	*9,10,11*	*
Title I and SCE participants	*9,10,11*	*15%*
Gifted and talented students	*9,10,11*	*N/A*
Special Education participants	*	*
Other student groups: *(list)*		

**Numerically insufficient*

Conclusions from Student Performance Data:

There are obvious areas of strength, such as, language arts and areas that need improvement, for example Math.

Conclusions from Parent, Teacher and Student Input:

The high school scores are steadily improving.

School Goals for Improving Student Achievement:

Goal #1: *To improve Language Art scores for all students by 5% each year for each class*
Goal #2: *To improve math scores for all students by 5% each year for each class*
Goal #3: *To improve scores on standardized portions of tests for all students by 5% each year for each test*

7.4.6

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

GOAL # 1 for Improving Student Achievement: *To improve reading scores for all students by 5% each year for each class*
Student groups participating in this goal: All
Performance gains expected for these students: 5%
Means of evaluating progress toward this goal: California Standards Test Language Arts
Group data needed to measure academic gains: California Standards Test Language Arts

Description of Specific Actions to Improve Educational Practice	**Implementers/ Timeline**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of instruction with content standards: *Materials that have been purchased match the standards. Teachers have attended conferences that are aligned with the standards. New teachers attend BTSA.*	*Curriculum coordinator, administrators and staff/ongoing*	*Cost of materials and conferences*	*Unknown*	*District and site*
Improvement of instructional strategies and materials: *Textbooks are aligned to the standards. Workbooks have been purchased to help students and teachers with the standards. Lesson plans and tests are aligned with the standards.*	*Administration and staff/ongoing*	*Materials aligned to standards*	*$15,000*	
Extended learning time: *Before and after school tutoring is offered for all students. Individual tutoring is available to any student. Sun City Lincoln Hills also sends residents to tutor.*	*District/ Throughout the school year*	*Cost of tutors*	*$5000*	*District Grants*

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	**Implementers/ Timeline**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Increased educational opportunity: *Addition of new electives such as; A.P. classes, foreign language and vocational, review classes and tutoring for those who fail the exit exam.*	*Staff/ongoing*	*Books and staff inservice*	*Differs for each class*	*Grants, district or site*
Staff development and professional collaboration: *Continue to have regular staff and department meetings. Time to create standard-based preparation tests. Allow participation in relevant professional development as possible.*	*All staff/ongoing*	*Expenses for conferences*	*Differs for each conference*	*Department site budget or District*
Involvement of staff, parents and community: *Constantly update parents by way of letters, phone calls, parent conferences, newsletters, newspaper and Site-based Leadership Team.*	*Staff and SBLT*	*Postage, paper, etc.*	*$3000 per school year*	*Site budget*
Auxiliary services for students and parents: *School will provide link crew to incoming freshmen and high school counselors will visit the middle school. Regular articulation meetings will be scheduled with the middle school.*	*Counselors/ ongoing*	*None*	*None*	*None*
Monitoring program implementation and results: *Feedback from API, STAR, Exit Exam, failure rate for each class and percentage of students going to college will be monitored and adjustments will be made as needed.*	*Administration and counselors*	*None*	*None*	*None*

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

GOAL # 2 for Improving Student Achievement: *To improve math and reading scores for all students by 5% each year for each class*
Student groups participating in this goal: All
Performance gains expected for these students: 5%
Means of evaluating progress toward this goal: California Standards Test, Math.
Group data needed to measure academic gains: California Standards Test, Math

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: *Materials that have been purchased match the standards. Teachers have attended conferences that are aligned with the standards. New teachers attend BTSA.*	*Curriculum coordinator, administrators and staff/ongoing*	*Cost of materials and conferences*	*Unknown*	*District and site*
Improvement of instructional strategies and materials: *Textbooks are aligned to the standards. Workbooks have been purchased to help students and teachers with the standards. Lesson plans and tests are aligned with the standards.*	*Administration and staff/ongoing*	*Materials aligned to standards*	*$15,000*	*District*
Extended learning time: *Before and after school tutoring is offered for all students. Individual tutoring is available to any student. Sun City Lincoln Hills residents participate in the tutoring.*	*District/ Throughout the school year*	*Cost of tutors*	*$5000*	*Grants*

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	**Implementers/ Timeline**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Increased educational opportunity: *Review classes for those who fail the exit exam.*	*Staff/ongoing*	*Books and staff inservice*	*Differs for each class*	*Grants, district or site*
Staff development and professional collaboration: *Continue to have regular staff and department meetings. Time to create standard-based preparation tests. Allow participation in relevant professional development as possible.*	*All staff/ongoing*	*Expenses for conferences*	*Differs for each conference*	*Department or site budget*
Involvement of staff, parents and community: *Constantly update parents by way of letters, phone calls, parent conferences, newsletters, newspaper and Site-based Leadership Team.*	*Staff and SBLT*	*Postage, paper, etc.*	*$3000 per school year*	*Site budget*
Auxiliary services for students and parents: *School will provide link crew to incoming freshmen and high school counselors will visit the middle school. Regular articulation meetings will be scheduled with the middle school.*	*Counselors/ ongoing*	*None*	*None*	*None*
Monitoring program implementation and results: *Feedback from API, STAR, Exit Exam, failure rate for each class and percentage of students going to college will be monitored and adjustments will be made as needed.*	*Administration and counselors*	*None*	*None*	*None*

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

GOAL # 3 for Improving Student Achievement: *To improve scores on standardized portions of tests for all students by 5% each year for each test*

Student groups participating in this goal: All
Performance gains expected for these students: 5%
Means of evaluating progress toward this goal: California Standards Test
Group data needed to measure academic gains: California Standards Test.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: *Materials that have been purchased match the standards. Teachers have attended conferences that are aligned with the standards. New teachers attend BTSA.*	*Curriculum coordinator, administrators and staff/ongoing*	*Cost of materials and conferences*	*Unknown*	*District and site*
Improvement of instructional strategies and materials: *Textbooks are aligned to the standards. Workbooks have been purchased to help students and teachers with the standards. Lesson plans and tests are aligned with the standards.*	*Administration and staff/ongoing*	*Materials aligned to standards*	*Dependent on 2005-06 budget*	
Extended learning time: *Before and after school tutoring is offered for all students. Individual tutoring is available to any student. Sun City Lincoln Hills residents also volunteer for tutoring.*	*District/ Throughout the school year*	*Cost of tutors*	*$5000*	*Grants*

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	**Implementers/ Timeline**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Increased educational opportunity: *Review classes for those who fail the exit exam.*	*Staff/ongoing*	*Books and staff inservice*	*Differs for each class*	*Grants, district or site*
Staff development and professional collaboration: *Continue to have regular staff and department meetings. Time to create standard-based preparation tests. Allow participation in relevant professional development as possible.*	*All staff/ongoing*	*Expenses for conferences*	*Differs for each conference*	*Department or site budget*
Involvement of staff, parents and community: *Constantly update parents by way of letters, phone calls, parent conferences, newsletters, newspaper and Site-based Leadership Team.*	*Staff and SBLT*	*Postage, paper, etc.*	*$3000 per school year*	*Site budget*
Auxiliary services for students and parents: *School will provide link crew to incoming freshmen and high school counselors will visit the middle school. Regular articulation meetings will be scheduled with the middle school.*	*Counselors/ ongoing*	*None*	*None*	*None*
Monitoring program implementation and results: *Feedback from API, STAR, Exit Exam, failure rate for each class and percentage of students going to college will be monitored and adjustments will be made as needed.*	*Administration and counselors*	*None*	*None*	*None*

CENTRALIZED SERVICES EXPENDITURES

The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

Proposed Expenditures	Estimated Cost	Funding Source
• Prepare the Consolidated Application. • Provide assistance in categorical program planning and implementation; budgeting; plan writing; revisions; and monitoring and evaluations. • Obtain and disseminate information necessary for the operation of programs. • Advise and assist school with program requirements. • Coordinate staff development.	- 0 -	School Based Coordinated Plan
• Serve as a liaison between District and Schools. • Prepare and submit various reports (CalWORKS, Title I Data, R-30 Language Census, etc.). • Advise and assist school with program requirements. • Coordinate staff development.	- 0 -	EIA-LEP
• Assist with the implementation of School Site Councils and Title I meetings. Attend meetings upon request. • Advise and assist school with program requirements.	$20,000	Title I Part A

• Assist the school with Coordinated Compliance Reviews. • Coordinate staff development. •		
• Serve as a liaison between District and Schools. • Prepare and submit various reports (CalWORKS, Title I Data, R-30 Language Census, etc.). • Advise and assist school with program requirements. • Coordinate staff development.		Title I

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

State Programs

Economic Impact Aid/ State Compensatory Education — **Amount: $-0-**
Purpose: Help educationally disadvantaged students succeed in the regular program.

Economic Impact Aid/ English Learner Program — **Amount: $29,541.**
Purpose: Develop fluency in English and academic proficiency of English learners.

Miller-Unruh Special Reading Program — **Amount: $-0-**
Purpose: Prevent and correct reading disabilities at the earliest time for all students.

Professional Development — **Amount: $-0-**
Purpose: Promote school improvement by long-term professional development of school staff.

School Improvement Program — **Amount: $-0-**
Purpose: Improve school response to educational, personal and career needs of all students.

Other State or Local funds (list and describe) — **Amount: $-0-**

Federal Programs

Elementary and Secondary Education Act:

Title I: Schoolwide Program — **Amount: $**
Purpose: Upgrade the entire educational program of the school.

Title I: Targeted Assistance Program — **Amount: $140,987.**
Purpose: Help educationally disadvantaged students achieve grade level proficiency.

Title VI: Innovative Programs — **Amount: $1,847.**
Purpose: Support educational improvement, library, media, and at-risk students.

Other Federal Funds (list and describe): — **Amount: $23,662.**

CARL D. PERKINS VOCATIONAL AND TECHNICAL GRANT

Total amount of state and federal categorical funds allocated to this school: **$196,037.**

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
David Butler	X				
Ersula Bombard				X	
Pixie Ann Fleming				X	
Joanne Dietz		X			
Cassandra Walker		X			
Barret Hess		X			
Kasey Sprague					X
Maureen England			X		
Numbers of members of each category	1	3	1	2	1

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan

- _X_ English Learner Advisory Committee
- _X_ Community Advisory Committee for Special Education Programs
- N/A Gifted and Talented Education Program Advisory Committee
- N/A Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council on 02/24/2005

Attested:

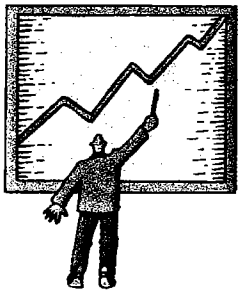
David Butler	David Butler	3/23/06
Typed name of school principal	Signature of school principal	Date
Pixie Ann Fleming	Pixie Ann Fleming	3/23/06
Typed name of SSC chairperson	Signature of SSC chairperson	Date

7.4.18

SINGLE PLAN FOR STUDENT ACHIEVEMENT

at

Glen Edwards Middle School
#31-66951-6108351
March, 2006
Revision



This is a plan of actions to be taken to raise academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Mary Boyle
Principal
(916) 645-6370

Glen Edwards Middle School
204 L Street
Lincoln, CA 95648
boylemar@wpusd.k12.ca.us

Western Placer Unified School District

The District Governing Board approved this revision of the School Plan on _____, 2006.

7.4.19

School Description and Mission Statement

Glen Edwards Middle School is the sole middle school in Western Placer Unified School District, serving 1040 sixth through eighth grade students in and near the town of Lincoln. This semi-rural community located at the base of the Sierra Nevada Mountains was recently named the fastest growing city in California. Our environment is long in history; our student body and families are rich in diversity: 24% Hispanic, 65 % Caucasian and 11% other ethnic heritage (Native American, African American and Asian).

Students come first at Glen Edwards Middle School. Our Vision Statement was written in Spring 2005, with unanimous endorsement on the part of the staff. The GEMS Vision is: To create a respectful, success-oriented, cooperative community that challenges all students to develop a curiosity for learning and to pursue academic excellence.

Glen Edwards' educational environment is built around the concept of teams. In sixth grade, teachers are generally organized into two-teacher teams: one teacher specializing in math/science and the second in language arts/social science. In seventh and eighth grades, teams are generally made up of three or four teachers, with more specialization in each of the four core subject areas. Individual students benefit from the collective planning and support of their teacher team. In addition to their core academic classes, each student takes one elective course and P.E.

The middle school years are a time of transition for children and families. Middle school serves as a bridge between a more sheltered elementary experience and the more independent high school years. Students at Glen Edwards have the support of their homeroom teachers, their grade-level team, and a counseling and administrative staff that understand the needs of students who are exploring a more challenging academic environment at the same time that they are experiencing rapid personal physical and emotional growth. It is our intention to challenge students academically while providing them with appropriate support, and to be available to families with concerns, questions or needs during this transitional phase of their children's lives.

School Facilities

Glen Edwards Middle School was originally built as Lincoln Elementary School in 1952. The buildings were modernized in 1992 at about the same time that the school was converted to a middle school campus. Western Placer Unified School District has consistently maintained the facilities over the years; both buildings and grounds are well maintained and in good repair.

Several portable classroom buildings and a cement sidewalk were added to the GEMS campus during the last few school years to accommodate our growing student body and classroom needs: a computer lab, two science lab classrooms, five classrooms, and additional staff and student restrooms. Additionally, the blacktop space was reconfigured to allow more court space for physical education classes and lunchtime play.

The student school day begins at 8:10 a.m. and ends at 2:40 p.m. In order to provide extended school day experiences for students, several opportunities are available to GEMS students. All teachers are available for student support and questions at 7:40 a.m. daily; breakfast is also available in the multipurpose room daily at 7:40 a.m. After school, students find a variety of activities available, including athletics, after-school Panther Pride tutoring (from 2:50 – 3:50 p.m.)

and Panther Pride recreation (from 3:50 – 4:50 p.m.) All activities are supervised by credentialed teachers, instructional aides and/or campus supervisors.

Glen Edwards Middle School staff and administration are committed to maintaining a safe and clean environment for students and their families. All visitors must check in and out at the office and wear identifying badges for easy recognition. A campus supervisor and 1.5 assistant principals work together to provide supervision and to maintain discipline on a daily basis. A school resource officer is present several times a week as a resource to both students and staff, as local police department schedules and funding permit. GEMS also provides a Conflict Mediation Program for students to encourage peaceful resolution of student issues.

School Leadership

GEMS Principal, Mary Boyle, is in her fifth year of leadership at Glen Edwards Middle School. Previous to serving in Lincoln, Ms. Boyle was assistant principal for four years at two middle schools in a neighboring district, and was the Curriculum Coordinator for a K – 12 district in Minnesota. She holds a clear administrative credential as well as credentials to teach K – 8 multiple subjects and K – 12 special education. Entering her 29th year in education, she brings a variety of curricular, leadership and grade-level experiences to Western Placer Unified School District.

GEMS' site council is known as the Site Based Leadership Team (SBLT). Its ten elected members include five GEMS certificated staff (including the principal) and five members from the community. All families of Glen Edwards students are invited to attend meetings, held on the third Monday of each month at 6:00 p.m. The purpose of the SBLT is to assist the school in matters pertaining to the Glen Edwards Middle School educational program by inquiring, informing, suggesting, recommending and evaluating areas for school improvement.

School Instruction

The Glen Edwards Middle School instructional program is organized around the concept of grade-level teams. Students are assigned to a team of teachers for most of their day for instruction in the core areas of language arts, math, social science and science. Students additionally take an elective class (Computer Technology, Video, Art, Choir, Band, Advanced Band, Spanish, Reading/Math Enrichment, Leadership or Teaching Assistant) and a Physical Education class. All instruction in these areas is based on the California standards and all textbooks are standards-based. Students with special needs are served through a variety of programs: GATE, EL, RSP, and SDC.

The GEMS GATE (Gifted and Talented Education) program includes three major options for parents and identified GATE students: grade-level clustering; the Performing Arts Academy; and after-school enrichment classes. At each grade level, one or more teaching teams are identified as GATE cluster teams. Parents choosing this option have the benefit of having their children clustered with other GATE-identified students for academic challenge and social/emotional support. The Performing Arts Academy was new to GEMS in 2002 - 03. This is a multi-age team which includes sixth, seventh and eighth-grade GATE and high-performing students. In the Performing Arts Academy, curriculum may be presented in a different sequence than in other classes while adhering to overall California Standards. The performing arts are emphasized, with advanced band

being an elective option for students and time being set aside weekly for study of drama and theater. After-school enrichment classes are available to all students periodically and feature such specific topics as Explorations in Science, Forensics, Video Editing, and Vocal Jazz Ensemble.

The EL (English Learner) program offers assistance to students who are at various levels of proficiency in the English language. Students are served through a pull-out program by an identified EL teacher and aide. EL students may be enrolled in the regular language arts curriculum classes for English immersion, or in intensive intervention classes in the regular program with support services through the EL program. Newcomer students who have little or no English language skills are enrolled in an intensive intervention class with the EL teacher.

The RSP (Resource Specialist Program) and SDC (Special Day Class) programs offer service to students on Individual Education Plans (IEP's). The RSP program typically offers language arts and/or math classes to identified students requiring a modified curriculum and specialized services to meet their learning needs. The SDC program offers a learning environment to students who need more than 50% of their day in a specialized program, and generally offers math, language arts, social science and science classes.

The Panther Pride After School Program offers tutoring to students in need of additional assistance. The two-hour program offers one hour of tutoring and an hour of technology.

Student progress toward academic goals is reported to parents every two to three weeks, through printed progress reports. Report cards are mailed each trimester to families. Parent conferences are offered each winter and periodically at teacher or parent request. School improvement on the API (Academic Performance Index) is reported to the community annually through newsletters and Board of Directors' presentations.

School Programs and Practices that Promote a Positive Learning Environment

Glen Edwards Middle School promotes a positive learning environment through maintaining a safe campus, offering a variety of spirit and after-school activities, and through biweekly school-home communication. Our school-wide discipline plan includes the positive aspect of allowing qualifying students to participate in athletics, field trips, dances and other activities as well as a system of warnings, after-school detentions and administrative referrals designed to help students gain and maintain control of their own behavior. Regular safety drills and a Conflict Manager Program further assist in keeping GEMS students safe. Our Leadership class plans regular spirit activities, decorates the campus for special occasions, plans for Red Ribbon Week and quarterly dances, and assists in the WEB (Welcome Every Body) orientation program for incoming sixth grade students. Monthly Student of the Month parties and quarterly Honors Barbecues also contribute to the positive atmosphere at GEMS. After-school activities include athletics (flag football, boys and girls volleyball and basketball, softball, track and wrestling), Panther Pride tutoring and recreation, and periodic ski trips. Parents are kept abreast of students' progress through progress reports every three weeks and report cards each trimester. GEMS teachers place their daily assignments on the school's website for parent/student reference.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. **Alignment of curriculum, instruction and materials to content and performance standards:**

   All curriculum and materials in language arts, mathematics, social science and science classes are aligned to state standards.

2. **Availability of standards-based instructional materials appropriate to all student groups:**

   Grade-level instructional materials are available to all students. Additionally, alternative standards-based curriculum is available to RSP (Resource Specialist Program), SDC (Special Day Class), EL (English Learner) and intensive intervention students.

3. **Alignment of staff development to standards, assessed student performance and professional needs:**

   There are limited staff development days available in the current state-mandated calendar. Two of the three days that are available are dedicated to sharing data on student performance, evaluating current practices and determining best improvements in program, curriculum and instruction to meet students' academic needs. Additional optional after-school staff development opportunities are available on a topical basis for teachers. District-wide articulation occurs periodically throughout the school year in the areas of mathematics, language arts and science to encourage instructional adjustments and planning for student need. During the 2004 – 2005 school year, three minimum days allowed for intensive staff inservice in the areas of reading/language arts, math and technology.

4. **Services provided by the regular program to enable underperforming students to meet standards:**

   At Glen Edwards Middle School, there are three groups of underperforming students, when compared to the overall school's academic performance: Hispanic/Latino students, English Learners and Socio/Economically Disadvantaged students. Students who score Below Basic (BB) or Far Below Basic (FBB) on the California Standards Language Arts test are enrolled in our Hampton Brown High Point intensive language arts program for two hours daily. They may also be enrolled in the Title I Reading/Math Enrichment classes. These classes are in addition to the students' regular language arts and math classes and are designed to support student learning, to support gaining of vocabulary and reading skills, and to remediate math deficiencies. The Panther Pride After-School Tutoring program is available four days a week and many of these students are enrolled in that program. All underperforming students have been identified for additional in-class assistance by their teachers. For our English Learners,

an EL program provides instruction to small groups of students to facilitate their learning of the English language and to support their learning in regular classes.

5. **Services provided by categorical funds to enable underperforming students to meet standards:**

   We provide RSP classes, SDC classes, EL classes and Title I Reading/Math Enrichment elective courses through categorical funds to support our underperforming students. With our addition of the Accelerated Reader program on campus, our library has been adding book titles at reading levels below grade level, supported through categorical monies. Additionally, the Panther Pride Tutoring Program is provided through Title I funds.

6. **Use of state and local assessments to modify instruction and improve student achievement:**

   Each fall, Glen Edwards' STAR Testing results are analyzed by administration and faculty to determine areas of needed growth. Additionally, Glen Edwards has begun utilizing spring math and language arts testing to determine curriculum needs of students for the following fall. Daily and weekly informal and formal teacher assessments provide further feedback to teachers to modify instruction and improve student achievement. We have also implemented STAR Reading testing as a part of the Accelerated Reader program to determine student reading levels and to align reading books to individual student levels. Assessment through the Accelerated Math program allows teachers to prescribe individual math objectives to students to supplement regular instruction. We utilize the STAR Reading and Math assessments four times annually (August, December, March, June) to track student progress in those basic skills.

7. **Number and percentage of teachers in academic areas experiencing low student performance:**

   In analyzing our student achievement data over the past few years, we have taken steps to improve students' math achievement at all grade levels. We have successfully improved the fifth-to-sixth grade transition and the algebra achievement scores. We have accomplished this through redefining our math program to ensure that advanced students have the opportunity to have a higher level of math to meet their needs; implementing Accelerated Math to support all students at their individual math levels, with particular attention to under-achieving students; and ensuring students enrolled in algebra have sufficient mathematical skills to be successful. These efforts have resulted in a marked increase in percentages of students scoring proficient or advanced on standards testing each spring, as compared with earlier years and with the same class they year before.

   We have also noted that two of our significant subgroups (Hispanic students and economically disadvantaged students) have shown marked increases in their API subgroup scores, with our Hispanic students' scores increasing at a higher rate than the overall student scores, thus closing the achievement gap between these groups.

7.4.24

8. **Family, school, district and community resources available to assist these students:**

The Panther Pride After-School Tutoring program is available to all students with CA Standards scores of Below Basic or Far Below Basic and/or with standardized achievement scores below the 35th percentile and/or not meeting grade level expectations (2.0+ GPA in math, language arts or overall.) The Title I Reading/Math Enrichment Classes are also available to underachieving students. The Lighthouse Counseling Center in Lincoln is available for individual and family counseling to support students' success. Adult Education English Learner programs are also available through the school district. Additionally, GEMS offers TIPS (Topics of Interest to Parents and Students) evenings for student and family information on a variety of topics to support student learning.

9. **School, district and community barriers to improvements in student achievement:**

We have identified several issues that impair student achievement at Glen Edwards Middle School: poor attendance patterns on the part of low-achieving students; families unable to assist their students at home due to academic or scheduling issues; need for ongoing communication between school and home; need for ongoing translation services at GEMS to assist with print materials to Spanish speaking families. Additionally, low achieving students have limited access to technology in the home; many students lack keyboarding skills and other higher tech skills.

10. **Limitations of the current program to enable underperforming students to meet standards:**

Teachers have identified a need for continuing inservice in the areas of: reaching low-achieving students and their families; research-based instructional methods that foster high achievement; the nature/psyche of the middle school child; targeting students in subgroups for specific academic improvement (Hispanic and economically disadvantaged). Additionally, staff have identified the need for ongoing Spanish translation services on site; the need for a math education class for parents of low-achieving math students.

Glen Edwards Middle School
Academic Performance Index (API) Scores
Improvements
2001 - 2005

API (Growth)	2001	2002	2003	2004	2005	Improvement In 4 Years
Schoolwide	654	685	697	718	768	114 Points
Hispanic	570	609	614	645	694	124 Points
Economically Disadvantaged	602	613	627	653	700	98 Points

7.4.26

Glen Edwards Middle School
API/STAR Testing 2001 - 2005

CA Standards Tests results are now reported as percentage of students scoring advanced proficient, basic, below basic or
far below basic. In past year, results were reported as average number of correct student responses. The changes in the
way the State reports scores makes it challenging to chart changes in some areas.

API (Growth)	2001	2002	2003	2004	2005
Schoolwide	654	685	697	719	768
Hispanic	570	609	614	645	694
Economically Disadvantaged	602	613	627	653	700

LANGUAGE ARTS - CA STANDARDS	2001	2002	2003	2004	2005
All Students - % Prof/Adv					
5th	30	35			43
6th	25	27	39	40	47
7th	34	34	34	38	55
8th	34	39	30	38	44
9th					45

Hispanic Students - % Prof/Adv					
5th					23
6th			18		39
7th			22		44
8th			7		19
9th					

Econ Disadvan Students - % Prof/Adv					
5th		19	23	22	31
6th	13	14	22	22	43
7th	20	22	24	30	41
8th	24	30	21	32	27
9th					

7.4.27

WRITING TEST - 7TH & HIST/SOC SCI - 8TH				2003	2004	2005
	All Students - % Prof/Adv					
	7th			0	30	37
	8th			40	38	50
	Hispanic Students - % Prof/Adv					
	7th			0		
	8th			20		25
	Econ Disadvan Students - % Prof/Adv					
	7th			0		
	8th			34	35	32

MATH - CA STANDARDS						
	All Students - % Prof/Adv	2001	2002	2003	2004	2005
	5th		36			38
	6th		24	41	40	48
	7th		25	31	40	48
	8th Students - General Math		24	16	17	20
	8th Students - Algebra	5	28	35	20	43
	8th Students – Geometry	0	0	0	0	48
	(% of TOTAL 8th Prof/Adv in Alg/Geom)	(1)	(6)	(9)	(10)	(30)

Hispanic Students - % Pr/Adv					
5th					17
6th			22		28
7th			26		35
8th – General Math			4		18
8th - Algebra			17		29
8th - Geometry			0	0	25

Econ Disadvan Students - % Prof/Adv					
5th		29	33	30	26
6th		16	26	26	41
7th		15	25	27	35
8th		20	17	16	18
8th Algebra		14	23	17	24
8th Geometry		0	0	0	50

7.4.28

WPUSD

GRADES 6 - 11
California Standards Tests
-Clusters-
2005

	English/Language Arts				
	READING			WRITING	
	Word Analysis and Vocabulary Development	Reading Comprehension	Literary Response and Analysis	Written Conventions	Writing Strategies
Mean Percent Correct 6th	65	58	56	72	58
Mean Percent Correct 7th	72	71	55	61	58
Mean Percent Correct 8th	61	54	61	61	63
Mean Percent Correct 9th	64	56	54	62	57
Mean Percent Correct 10th	76	62	56	65	64
Mean Percent Correct 11th	61	60	57	63	62

GRADE 6
California Standards Tests
2005

	Mathematics				
	Ratios/ Proportions/ Percentages/ Neg Fractions	Operations and Problem Solving with Fractions	Algebra and Functions	Measurement and Geometry	Statistics, Data Analysis, and Probability
Number Possible	15	10	19	10	11
Mean Percent Correct	63	69	65	54	56

GRADE 7
California Standards Test
2005

	Mathematics					
	Rational Numbers	Exponents, Powers, and Roots	Quant Relationships and Evaluating Expressions	Multi-Step Problems, Graphing and Functions	Measurement and Geometry	Statistics, Data Analysis and Probability
Number Possible	14	8	10	15	13	5
Mean Percent Correct 2005	62	48	59	65	56	61

7.4.30

GRADE 8

CST 2005

	General Mathematics (Pre-Algebra II)					
	Rational Numbers	Exponents, Powers, and Roots	Quant Relationships and Evaluating Expressions	Multi-Step Problems, Graphing and Functions	Measurement and Geometry	Statistics, Data Analysis and Probability
Number Possible	14	10	11	10	11	9
Mean Percent Correct	48	44	51	43	38	47

	Algebra I			
	Number Properties/ Operations/ Linear Equations	Graphing and Systems of Linear Equations	Quadratics and Polynomials	Functions and Rational Expressions
Number Possible	17	14	21	13
Mean Percent Correct	68	58	50	42

Geometry				
	Logic and Geometric Proofs	Volume and Area Formulas	Angle Relationships, Constructions, and Lines	Trigonometry
Number Possible	23	11	15	15
Mean Percent Correct	65	65	62	63

7.4.31

	GEMS 8th History - Social Science				
	World History and Geography: Ancient Civ	Late Antiquity and the Middle Ages	Renaissance/ Reformation	U.S. Constitution and the Early Republic	Civil War and Its Aftermath
Number Possible	16	14	10	22	13
Mean Percent Correct 2005	51	54	42	61	59
Mean Percent Correct 2004	50	53	48	58	53
Mean Percent Correct 2003	44	50	40	59	46

Glen Edwards Middle School
Monthly Attendance Counts

2002 - 2003	6th	7th	8th	IS	OS	SDC6	SDC7	SDC8	TR	TOTAL	% Attendance 6-8Reg	SDC	Opp
Avg to Date											93.84	91.15	88.56

2003 - 2004	6th	7th	8th	IS	OS	SDC6	SDC7	SDC8	TR	TOTAL	% Attendance 6-8Reg	SDC	Opp
Avg to Date											94.41	90.62	93.14

2004 - 2005	6th	7th	8th	IS		SDC6	SDC7	SDC8	TR	TOTAL	% Attendance 6-8Reg	SDC	TR
Avg to Date											94.89	91.71	39.27

7.4.33

Student Groups Performing Below Standards or Expectations

Group	Grade Level	Performance Gap
Economically Disadvantaged	6th, 7th & 8th Grades Language Arts	43%, 41% and 27% of 6th, 7th & 8th graders, respectively, proficient or advanced on state testing compared to schoolwide 47%, 55% and 44% of students, respectively.
	6/7/8th Grades Math	41%, 35% and 24% of 6th, 7th and 8th graders (Algebra), respectively, proficient or advanced on state testing compared to schoolwide 48%, 48%, and 43% of students, respectively.
	API Scores	Subgroup API of 700 compared to schoolwide API of 768. (Increase of 98 points in four years compared to schoolwide 114 points.)
Hispanic	6th, 7th & 8th Grade Language Arts	39%, 44% and 19% of 6th, 7th and 8th grade students proficient or advanced on state testing, compared to schoolwide 47%, 55%, and 44% of students, respectively.
	6th, 7th & 8th Grade Math	28%, 35% and 29% of 6th, 7th and 8th grade (Algebra) students proficient or advanced on state testing, compared to schoolwide 48%, 48% and 43% (Algebra) of students, respectively.
	API Scores	API of 694 compared to schoolwide API of 768. (Increase of 124 points over four years compared to schoolwide 114 points, closing the gap.)
Other student groups: All Students	6th/8th Grade Language Arts	STAR LA cluster scores in Reading Comprehension, Literary Response, and Writing Strategies significantly lower than Word Analysis/Conventions and Writing Strategy scores.
	6th, 7th, 8th Grade Math	STAR Math cluster scores in Measurement/Geometry and Statistics/ Data Analysis significantly lower than other areas for Grades 6 & 8. STAR Math cluster scores in Exponents/Roots and Measurement/ Geometry significantly lower than other areas for Grade 7 and Functions and Rational Expressions for Algebra.

Conclusions from Student Performance Data and from Parent, Teacher and Student Input:

- The programs that have been put into place over the last few years have reversed a previous downward trend in achievement scores.
- Algebra scores are up!
- Students are scoring well in social studies standards testing.
- Student absences negatively affect achievement; however, strategies that have been implemented to improve attendance (School Attendance Review Board) are showing results in improved attendance and should be continued.
- Parents are utilizing the student agendas and the school website to access information on student classwork, homework assignments, and progress reports.
- Economically disadvantaged students have shown a marked improvement in both language arts and math over the past two years.
- Hispanic student scores are increasing at a higher rate than the overall student scores, indicating the achievement gap is closing for those students.
- The after-school Panther Pride Tutoring Program has been very helpful to struggling students.
- Intervention programs for students scoring below basic and far below basic are having a positive impact on student achievement scores.

School Goals for Improving Student Achievement:

Goal #1: Increase family involvement in student academic and attendance success.

Goal #2: Continue to improve student performance in mathematics.

Goal #3: Continue to improve student performance in language arts and reading.

Goal #4: Continue to improve communication with Spanish-speaking families.

Goal #5: Continue to improve students' technology skills.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

GOAL # 1 for Improving Student Achievement: **Increase family involvement in student attendance, goal setting and academic success.**

Student groups participating in this goal: All 6th–8th grade students.

Performance gains expected for these students: Increase overall school attendance rate by .25% annually from May '05 rate of 94.89% to 95.14% and by .5% for SDC students from May '05 rate of 91.71% to 92.21 by June 07. Goal of 75% of students completing agendas for homework/classwork.

Means of evaluating progress toward this goal: Monthly attendance checks; Principal's "Tuesday Treat" random check of 60 students' agendas weekly for completion. Use of "Steps to Success" in Agendas for student academic goal-setting and tracking.

Group data needed to measure academic gains: Monthly attendance reports; Trimester goal reports of % of students meeting goals.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards:	N/A			
Improvement of instructional strategies and materials:	N/A			
Extended learning time: • Offer Panther Pride After-School Tutoring • Friday/Saturday School for students with attendance, tardy and/or disruption problems.	05 - 07: Fall and Spring Fall and Spring	Hourly teacher tutors Three hours/weekly Teacher	$ 12,000 $3000	21st Cent Grant SIP
Increased educational opportunity: ❑ Offer Confidence Course to all students; have students set indiv goals for Ropes; monitor student achievement of all goals	05 - 07: Fall and Spring P.E. Teachers	Substitute Teachers (4 teachers X 10 days X $80)	$3200	SIP
Staff development and professional collaboration: • Identification of students with attendance issues • Parental contact/SARB process for same	05 – 07: Teaching staff 05 - 07: Asst Prin/T's/Att Clerk			

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estamated Cost	Funding Source
Involvement of staff, parents and community: • Parent/teacher/student conferences during first trimester of school for assessment results (reading, math, attendance, technology & GPA) review & goal setting for year.	05 - 07: Teachers Sept/Oct/Nov Review regularly	Paper costs; snack items	$500	SIP
• Use of Student Agendas for goal setting, recording homework assignments & for teacher/parent communication.	Teachers/Student 05 – 07:	Half the cost of student agendas	$3000	SIP
• Counseling support/intervention for attendance issues (including chronic late arrivals to school.)	School counselor &.5 Asst Principal			
• Effective SARB Intervention	Attend clerk/ Asst Principals			
• Parenting Class/Parent Math Class Referrals for Parents of Title I Targeted Students	Counselor/Math T	Math Teacher Compensation	$1000 (@$25/ hour)	Title I
• Classroom Assignments/Progress Reports On-Line	Teachers			
• Mailings to Parents re School Improvement	Principal	Paper, ink cartridges, postage	$500	Title I
• Bimonthly newsletter/report cards/triweekly progress reports to parents	Principal/ Teachers	Paper, ink cartridges, postage	$3500	SIP
Auxiliary services for students and parents: • Parent Orientation for Incoming 6th Grade Class	05 - 07: Principal Tchrs Spring 06 & 07:	Paper costs; snack items	$200	APTS
• Title I/API Parental Involvement Meetings	Fall/Spring Mtgs	Snacks, paper & copying costs	$1000	Title I
Monitoring program implementation and results: • Weekly printouts of students with more than 10 absences for the year, with immediate intervention.	Spring 05 – 07: Attend clerk/ Asst. Principal			

L3.h.L

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

GOAL # 2 for Improving Student Achievement: **Continue to improve student performance in mathematics.**
Student groups participating in this goal: 6th – 8th grades, all students, EL, Economically Disadvantaged, Hispanic
Performance gains expected for these students: Increase % of students achieving at advanced or proficient levels on CA Standards Math testing by 2 % points annually at each grade level from '05 levels of 6th – (to 48%) 7th – (to 48%); 8th – General Math (to 20%), Algebra (to 43%) 10%, Geometry (to 50%).
Means of evaluating progress toward this goal: Spring CA Standards testing.
Group data needed to measure academic gains: Whole group and significant subgroups data (EL, Hispanic, economically disadvantaged)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: • Curriculum calibration of classroom assignments to CA standards • Curriculum mapping of year-long curriculum against standards	6,7,8th grade math teachers Fall '05 – '07	Curriculum/staff development time @ 3hrs X 25 X 12 T's	$1000	Staff Dev
Improvement of instructional strategies and materials: • In-depth math project training through workshops • Visits to schools exhibiting excellent math programs/scores • Hire single subject math specialists • Fully implement Accelerated Math support program	05 - 07: 6,7,8th grade math teachers, Prin/Hiring Comm Math Teachers	Project training costs Substitute teacher costs Title I Math Materials Paper/print/scan cards costs Accelerated Math Learning Cards	$1000 $1000 $5,000 $2500 $2000	Title I Title I Title I Title I SIP
Extended learning time: • Title I Math/Rdg Enrichment Required Elective • Panther Pride After-School Tutoring	05 - 07: Math/Rdg Enri T. Aft School Tutors	Accelerated Math Hard/software 05 - 07 (6 TchrX$25X2hrX30wk)	$2000 $20,000 $9000	Title I 21Cent Gr Title I

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity: • Consider use of math manipulatives				
Staff development and professional collaboration: • Math Inservices during STAR Time • Math teacher visitations to other math classes	 Math Teachers Math Teachers	 One substitute Eight substitutes	 $500 $800	 Title I Title I
Involvement of staff, parents and community: • Offer Parent Math Support Classes • Curriculum Lead Teacher - Math	 Math Teacher Each Trimester 05 – 07: Curriculum Lead	 Teacher time, treats, print materials Stipend	 $859 $1100	 SIP SIP
Auxiliary services for students and parents: N/A				
Monitoring program implementation and results: N/A				

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

GOAL # 3 for Improving Student Achievement: **Continue to improve student performance in language arts and reading.**
Student groups participating in this goal: All students
Performance gains expected for these students: Increase % of students achieving at proficient or advanced levels by 2 percentage points at each grade level annually, from overall 2005 levels of 6th – (to 47%%), 7th – (to 55%), & 8th – (to 44%); Increase % of students meeting their Accel Rdr goals by 10% annually, from F'03 12% rate, F'04 20% rate and F'05 20% rate to 30%.
Means of evaluating progress toward this goal: CA Standards spring testing/AR Goals Tracking.
Group data needed to measure academic gains: Whole group and significant subgroups data (EL, Hispanic, economically disadvantaged.)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: • Curriculum calibration and curriculum mapping.	Language arts T's& Sp Ed 05 - 07	Staff development time @ 3 hrs X $25 X 13 T's	$1000	Staff Develop.
Improvement of instructional strategies and materials: • Tchr requested lang arts support materials • Accelerated Reader books for low-level students • Daily monitoring of low-achieving students' AR reading • Reading Enrichment class for students < 25%ile in reading • Reading Enrichment & Tutoring Materials • Dictionaries/Thesaurus • Software/hardware support for Title I/Rdg Classes • Tutoring Club Snacks	05 - 07: Teachers Librarian Lang Arts T's & Reading Teacher 05 - 07 05 – 07/Tchrs 05 - 07 Rdg Tchr/Techs	Misc Materials AR books & tests – low level AR books & tests – all levels AR books/ tests/ rebinding .87 Title I Rdg Teacher (sal/ben) Title I Aide salary (3 ¾ hours/day) Hampton Brown/other curric Class Sets, as needed Printers/Software Snacks	$500 $1000 $1550 $2500 $65,000 $8775 $2000 $1000 $6000 $200	SIP Title I Title V SIP Title I Title I Title I SIP Title I Title I
Extended learning time: ❑ Panther Pride After School Tutoring (2:50 – 3:50 for Title I Targeted Students)	Fall/Spring 05 – 07	Hourly teacher tutors 05 – 07: 6TchrX$25X2hrX30wks	$9000	Title I

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity: • Guest speakers in various curricular areas • Science materials/supplies	05 - 07	Speaker Costs – Ex. Woodleaf Stayback Week Lab materials/supplies	$1000 $3000	SIP SIP
Staff development and professional collaboration: • Release time for teachers to visit other area programs • Essay Grading by rubric • Book study groups for staff • Staff Develop All Staff – Required 10% Expend. • One-hour/week teacher/aide collaboration	Language Arts Teachers 05 - 07 All Staff All Staff Rdg Tchr/Aide	Substitute teachers 8 T's X 3 dyas X $80 (sub) 2 T's X 6 days X $80 (sub) Books; staff buy-back hours LA/Rdg/Writing Inserv/Workshop One hour/week aide time	$1000 $2880 $1500 $19624 $300	Title I SIP Staff Devel Title I Title I
Involvement of staff, parents and community: • Parent Conference/Goal Setting • Tri-weekly student progress reports to parents • Walking field trips to community library • Curriculum Lead Teachers-LA, Soc, Sci, Sp Ed, Elec/PE	Classroom/HR T's 05 - 07 5 lead teachers	Copying costs; paper; print cartridges 5 Annual Stipends @ $1100	$3000 $5500	SIP SIP
Auxiliary services for students and parents: N/A				
Monitoring program implementation and results:				

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

GOAL # 4 for Improving Student Achievement: **Continue to improve communication with Spanish-speaking families**
Student groups participating in this goal: EL students
Performance gains expected for these students: Increase % of students achieving at proficient or advanced levels by 2 percentage points at each grade level annually, from overall 2003 level of 6.8% and 16.8% in 2005 in English Language Arts to 20%; and 7.8% in 2003 and 14.7% in 2005 in Math to 20%.
Means of evaluating progress toward this goal: Spring CA Standards testing.
Group data needed to measure academic gains: EL subgroup.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: • Provide materials and instruction in EL support program that are aligned with grade-level CA standards. • Provide inclusion in regular language arts instruction	05 - 07: EL Teacher EL Aide 05 - 067Regular lang arts teacher	.66 EL Teacher salary & benefits .34 Math/Rdg Enrichment Teacher salary & benefits EL Aide salary & benefits	$44,000 $22,000 $6796	EIA Title I Title III/ EL
Improvement of instructional strategies and materials: • Provide appropriate language arts/reading curriculum to emerging English language readers	05 - 07	Hampton Brown reading/language arts curriculum	$1000	Title I
Extended learning time: • Provide Title I Reading Enrichment elective class, as appropriate.	05 - 07			

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity: N/A				
Staff development and professional collaboration: N/A				
Involvement of staff, parents and community: • Provide Spanish language print materials as appropriate (newsletters, flyers, etc.) • Utilize AT&T Translation Services (1 – 800 - #)	Clerical Staff 05 - 06 Teachers, Admin, Office Staff	Translation of print materials (1 hour/day @ $15/hour)	$3000	SIP
Auxiliary services for students and parents: N/A				
Monitoring program implementation and results: N/A				

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

GOAL # 5 for Improving Student Achievement: **Improve Students' Technology Skills**
Student groups participating in this goal: All
Performance gains expected for these students: Improvement on pre/post student technology surveys
Means of evaluating progress toward this goal: Pre/post student surveys, schoolwide.
Group data needed to measure academic gains: Results of pre/post student technology surveys.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: • Students will use technology resources for solving problems and making informed decisions in technology infused mathematics, science, social studies, language arts and computer classes. • Students will use technology enhanced research tools to locate, evaluate, and collect information from a variety of sources. • The school will create grade-level team specialists that are responsible for supporting teachers in matching technology to curriculum needs and in developing teaching strategies that make the best use of the technology and are most likely to maximize student learning; may be a designated site teacher released to partial duty.	Teacher guided; 05 - 07 05 - 07 Administration/ Teacher(s)	Requires time to design – possible substitutes (5) Requires time to design – possible substitute Requires time to design – possible substitute	$500 Incorporate into above item. Incorporate into above item.	SIP
Improvement of instructional strategies and materials: • Replace @ 10 teacher/student computers in various classrooms • Replace @ averkeys/printers in various classrms • Science Capital Equipment	Tchrs/Admin 05 - 07	10 computers @ $850 plus additional costs 5 printers/averkeys @ $300 Microscopes, overheads, etc.	$8500 $1500 $2000	**SIP** SIP SIP
• Extended warranty – computer lab 35 computers	05 - 07	Two-year warranty	$2000	SIP

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity: • Panther Enrichment Program (PEP) after-school technology classes offered periodically. • Innovative experiential learning programs to enhance higher order thinking skills.	Quarterly Teachers As appropriate	Teacher hourly wage - @ $25/hour Materials/Workshops	$1000 $1000	GATE GATE
Staff development and professional collaboration: • Teachers will participate in outside classes and/or online professional development to acquire instructional strategies and pedagogy necessary to facilitate learner-centered, standards-based curricula that integrate the use of technology tools. • Teachers, administrators and staff will participate in professional development opportunities necessary to advance the technical skills required to foster online communication among students, teachers, administrators, parents and community members.	05 - 07 05 - 07	None None	None. None.	Staff Develop. Staff Develop.
Involvement of staff, parents and community: • Develop, implement and synthesize a Parent-Community Needs Assessment survey. Conduct parent interviews during the event to collect parental needs assessment information.	2005 - 2007	Utilize parent newsletter to communicate with parents (questionnaire).	None	SIP

Sh'L

• Sponsor a Family Technology Event to increase parents' awareness and hands-on experience with the types of technology the school uses and/or plans to buy. Conduct a technology open house demonstrating the different types of technology and software applications used by the school. Include a guest speaker speaking about cautions of home Internet use for children.	2005 - 2007	Handouts Teacher Cost – 6 hours @ $25/hour	$25 $150	SIP SIP
Auxiliary services for students and parents: • Conduct periodical evening adult classes in computer application software (MS Word, Excel, etc.) for parents and community	2005 - 2007	None	None	(Funded through ADA and course cost. No expense to school or district.)
Monitoring program implementation and results: • Teachers will demonstrate the integration of technology into standards-based curricula, through observations. • Develop evaluation strategies (interviews, questionnaires, classroom observation, analysis of student products or scores) that will most effectively provide the data needed to address the evaluation questions. • Identify or develop instruments to be used for data collection (classroom observation protocols, questionnaires, student produce assessment rubrics.) • Develop a timeline for all evaluation activities including instrument development, data collection and analysis, and reporting/communication of results. • Determine who will be responsible for the various aspects of the evaluation work and at what budget amount. The applicant will need to negotiate the work with either an external evaluator or internal staff member such as a site or team representative.	2005 - 2007 2005 - 2007 2005 - 2007 2005 - 2007 2005 - 2007	None The last four bullets for monitoring results work together. A team of teachers (one from each grade, one from Performing Arts and the technology teacher) shall develop these processes together.	None $500	None SIP

CENTRALIZED SERVICES EXPENDITURES

The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

Proposed Expenditures	Estimated Cost	Funding Source
• Prepare the Consolidated Application. • Provide assistance in categorical program planning and implementation; budgeting; plan writing; revisions; and monitoring and evaluations. • Obtain and disseminate information necessary for the operation of programs. • Advise and assist school with program requirements. • Coordinate staff development.	Total: $6710	School Based Coordinate
• Serve as a liaison between District and Schools. • Prepare and submit various reports (CalWORKS, Title I Data, R-30 Language Census, etc.). • Advise and assist school with program requirements. • Coordinate staff development.	Total: $2113	EIA-ELAP
• Assist with the implementation of School Site Councils and Title I meetings. Attend meetings upon request. • Advise and assist school with program requirements. • Assist the school with Coordinated Compliance Reviews. • Coordinate staff development.	Total: $17356	Title I Part A
• Serve as a liaison between District and Schools. • Prepare and submit various reports (CalWORKS, Title I Data, R-30 Language Census, etc.). • Advise and assist school with program requirements. • Coordinate staff development.	Total: $755	Title III (EL)

7.4.47

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

State Programs

Economic Impact Aid/ State Compensatory Education
Amount: $ 0
Purpose: Help educationally disadvantaged students succeed in the regular program.

Economic Impact Aid/ELAP
Amount: $21461
Purpose: Develop fluency in English and academic proficiency of English learners.

Miller-Unruh Special Reading Program
Amount: $ 0
Purpose: Prevent and correct reading disabilities at the earliest time for all students.

Professional Development
Amount: $ 0
Purpose: Promote school improvement by long-term professional development of school staff.

School Improvement Program
Amount: $ 62,624
Purpose: Improve school response to educational, personal and career needs of all students.

Federal Programs

Elementary and Secondary Education Act:

Title I: Schoolwide Program
Amount: $ 0
Purpose: Upgrade the entire educational program of the school.

Title I: Targeted Assistance Program
Amount: $ 181,088
Purpose: Help educationally disadvantaged students achieve grade level proficiency.

Title V: Innovative Programs
Amount: $1550
Purpose: Support educational improvement, library, media, and at-risk students.

Other Federal Funds (list and describe):
Title III: EL
Amount: $7551

Total amount of state and federal categorical funds allocated to this school:
$274,274

7.4.48

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	
Julie Trueblood, Chairperson				X	
Mary Boyle	X				
Jill Loya				X	
Christine Fagan				X	
Carmen Morel				X	
(Community Member – Open)				X	
Alice Bartley		X			
Derek Hutchinson/Bill Trueman (Alternate)		X			
Ann Long/Jennifer Chandler (Alternate)		X			
Ed Newberry/Deb Morrison (Alternate)		X			
Numbers of members of each category	1	4		5	

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

7.4.49

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan.

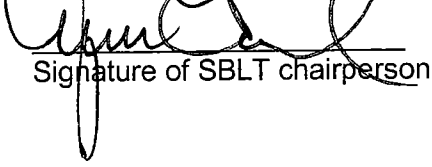
- _X_ English Learner Advisory Committee
- ___ Community Advisory Committee for Special Education Programs
- _X_ Gifted and Talented Education Program Advisory Committee
- ___ Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council on March 20, 2006.

Attested:

Mary Boyle Name of school principal	 Signature of school principal	3/20/06 Date
Julie Trueblood Name of SBLT chairperson	 Signature of SBLT chairperson	3-20-06 Date

7.4.50

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World		
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS		*COMPLIANCE CHECK LIST*
1.	Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy ___ Complies with Site Plan (UP) ___
2.	Fosters a safe, caring environment where individual differences are valued and respected.	Complies with Governance & Management Document ___ Complies with Mission Statement ___
3.	Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart ___
4.	Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.	Personnel Sign-Off by B. Noyes ___ Program Sign Off by S. Leaman ___ SBLT Involvement ___
5.	Promote student health and nutrition in order to enhance readiness for learning.	Complies with Board Policy ___

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Glen Edwards Middle School

AGENDA ITEM AREA:
Information/Discussion

REQUESTED BY:
Jay M. Stewart,
Assistant Superintendent of Business

ENCLOSURES:

MEETING DATE:
April 4, 2006

BACKGROUND:

The Board of Trustees has requested that this item be brought to the board for discussion. Which include future plans for Glen Edwards Middle School, could be remodel the current facilities as a middle school, or transform it into an elementary school.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees discuss the future of Glen Edwards Middle School.

rkpfiles\Board\format7