WESTERN PLACER UNIFIED SCHOOL DISTRICT
810 J STREET, LINCOLN, CALIFORNIA 95648

MEMBERS OF THE GOVERNING BOARD

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

ADMINISTRATIVE/MANAGEMENT PERSONNEL

Roger R. Yohe, District Superintendent
Jay M. Stewart, Assistant Superintendent, Business Services
Scott Leaman, Assistant Superintendent, Educational Services
Bob Noyes, Director, Human Services,
Kris Knutson, Principal, Sheridan School
John Bliss, Principal, Carlin C. Coppin Elementary School
Linda Pezanoski, Principal, Creekside Oaks Elementary School
Kelly Castillo, Principal, Foskett Ranch Elementary School
Ruben Ayala, Principal, First Street School
Jeremy Lyche, Twelve Bridges Elementary School
Mary Boyle, Principal, Glen Edwards Middle School
Mike Doherty, Assistant Principal, Glen Edwards Middle School
David Butler, Principal, Lincoln High School
Janice Smith, Assistant Principal, Lincoln High School
Stacy Brown, Assistant Principal, Lincoln High School/Glen Edwards Middle School
John Wyatt, Principal, Phoenix High School, Adult Education
Tracy Murphy, Director, Special Education
Frank Nichols, Director of Maintenance and Operations
Bob Nelson, Transportation Coordinator
Jeff Dardis, Food Service Director
Chuck Youtsey, Technology Coordinator

STUDENT ENROLLMENT

School	04/01/06	04/01/06
Sheridan School (K-8)	149	149
Sheridan School Independent Study (K-12)	29	29
First Street School (K-5)	457	458
Carlin C. Coppin Elementary (K-5)	449	452
Creekside Oaks Elementary (K-5)	596	605
Twelve Bridges Elementary (K-5)	632	636
Foskett Ranch Elementary (K-5)	389	389
Glen Edwards Middle (6-8)	1054	1057
Lincoln High School (9-12)	1173	1164
Phoenix High School (10-12)	78	70
PCOE Home School	8	8
TOTAL:	**5014**	**5017**

Phoenix Infant/Toddler	24
SDC Preschool	9
Adult Education	36

Prechool/Head Start	
First & J Streets	24
Sheridan	15
Carlin Coppin	24

GLOBAL DISTRICT GOALS

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

WESTERN PLACER UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
May 2, 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.

6:15 P.M. **OPEN SESSION - Administrative Conference Room – D.O.**

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

6:20 P.M. **CLOSED SESSION - Administrative Conference Room – D.O.**

1. **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
Student Discipline/Expulsion Pursuant To E.C. 48918
Student Stipulated Expulsion #05/06 W

2. **PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**

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

4. **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 **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
Student Discipline/Expulsion Pursuant To E.C. 48918
Student Stipulated Expulsion #05/06 W

2.2 **PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**

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

3. SPECIAL ORDER OF BUSINESS -

Sierra Innovative Academy

Sierra Innovative Academy (SIA) would like to present a new charter program that is a California public benefit, community based organization.
This program is designed to deliver a comprehensive instructional program through various instructional structures (i.e. independent study, site-based, block scheduling, and ROP). Though all students in grades 7 through 12 can benefit from the program SIA's primary focus is on working with high risk youth, those with attendance and behavioral issues, low

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 April 4th, & April 18th, 2006

4.2 Approval of Warrants

4.3 Ratification of Personnel Items

Classified:

a. Ratification of Classified Employment:
Chauna Franco – Campus/Café. Supervisor, 7:45 – 8:15 – TBE
Campus/Café. Supervisor, 2:40 – 8:15 – TBE

b. Ratification of Classified Additional Position:
Maritza Pisik – 2 additional hr. of Instructional Aide - COE

c. Ratification of Classified Transfers:
Cheryl Harrison – from GEMS to TBMS as 8 hr. Library Tech.
Nicole Lomonico – from TBE to TBMS as Health Clerk
Robert Foxworthy – from TBE/COE to TBMS as Custodian/Groundsman
Janene Malatesta – from GEMS to TBMS as Secretary II

d. Ratification of Classified Resignation:
Elizabeth Morales – Campus/Café. Supervisor - COE

Certificated:

e. Ratification of Certificated Temporary Employment:
Darwin Reynolds – RSP Teacher - FRE

f. Ratification for Maternity/Child Rearing Leave:
Misty Lacey-Alarcon – 3rd Grade Teacher - FSS

4.4 Student Teaching Agreement between Western Placer Unified School District and California State University Chico.

4.5 Approval of Interscholastic Federation Application for 2006/07 school year at Lincoln High School.

4.6 Amendment to the 2006-07 School Calendar.

4.7 Approval of Child Development Contract.

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: *California Assessments*
- 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 (D/A) ADOPT RESOLUTION 05/06.30 DECLARING THE RESULTS OF THE SPECIAL ELECTION HELD ON APRIL 26, 2006, AND ORDERING THE ANNEXATION OF TERRITORY TO COMMUNITY FACILITIES DISTRICT NO. 1. – Stewart *(05-06 G & O Component IV-V)*

•The resolution provides the results of the special election for the purposes of annexing property into the Community Facilities District No. 1. The results of the special elections were 32-0 in favor of the annexation.

7.2 (I/D) FIRST READING OF THE BOARD OF TRUSTEES OF THE WESTERN PLACER UNIFIED SCHOOL DISTRICT LEVYING AND APPORTIONING THE SPECIAL TAX IN TERRITORY ANNEXED TO COMMUNITY FACILITIES DISTRICT NO. 1 (ANNEXATION NO. 7) – Stewart *(05-06 G & O Component IV-V)*

•This is the first reading of the ordinance authorizing the tax levy on the newly annexed property. The Board may only read the title of the ordinance if they unanimously agree to do so.

7.3 (D/A) **APPROVE RESOLUTION 05/06.31 OF THE BOARD OF TRUSTEES OF WESTERN PLACER UNIFIED SCHOOL DISTRICT AUTHORIZING THE ISSUANCE OF 2006 TAX AND REVENUE ANTICIPATION NOTES FOR SAID DISTRICT AND REQUESTING THE BOARD SUPERVISORS OF PLACER COUNTY TO ISSUE SAID NOTES – Stewart** *(05-06 G & O Component IV-V)*

•Tax and Revenue Notes (TRANS) are a short-term borrowing strategy used to finance and eliminate cash flow deficits or potential deficits in the General Fund. It is not unusual for school districts to experience cash flow deficits in the months just prior to the receipt of property tax revenues.

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

•The 2005-06 site plan from Phoenix High School is being submitted to the Board for approval at this time. Plans have been revised with updated budgets and modified goals.

7.5 (D/A) **SOCIAL SCIENCE CURRICULUM – Leaman** *(05-06 G & O Component I-II)*

•Adoption committees from Lincoln High School and Glen Edwards Middle School have held a series of meetings to adopt new social science tests. If approved these texts will be used next school year. Based on the information attached, they request adoption of the following.

7.6 (D/A) **APPROVE RESOLUTION NO.05/06.32 REGARDING THE ¼ MILE DETERMINATION FINDINGS FOR THE LINCOLN CROSSING ELEMENTARY SCHOOL – Stewart** *(05-06 G & O Component IV-V)*

•This resolution acknowledges that fact that based on the District's findings through the Mitigated Negative Declaration process, air quality concerns during construction will be mitigated.

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):
  >May 16, 2006, 7:00 p.m., Carlin C. Coppin 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: 4/27/06
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DISCLOSURE

OF ACTION

TAKEN IN

CLOSED SESSION,

IF ANY

WESTERN PLACER UNIFIED SCHOOL DISTRICT
CLOSED SESSION AGENDA

PLACE: District Office – Conference Room
DATE: May 2, 2006
TIME: 6:15 P.M.

1. LICENSE/PERMIT DETERMINATION

2. SECURITY MATTERS

3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR

4. CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION

5. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

6. LIABILITY CLAIMS

7. THREAT TO PUBLIC SERVICES OR FACILITIES

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

9. **CONFERENCE WITH LABOR NEGOTIATOR**

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

1. **LICENSE/PERMIT DETERMINATION**
   a. Specify the number of license or permit applications.
2. **SECURITY MATTERS**
   a. Specify law enforcement agency
   b. Title of Officer,

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

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 W

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
John Wyatt
District Hearing Officer

ENCLOSURES:

MEETING DATE:
May 2, 2006

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

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

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:
Public Employee Discipline/ Dismissal/Release

AGENDA ITEM AREA:
CLOSED SESSION DISCLOSURE

REQUESTED BY:
Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
May 2, 2006

BACKGROUND:

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

SUPERINTENDENT'S RECOMMENDATION:

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

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:
Conference with Labor Negotiator

AGENDA ITEM AREA:
CLOSED SESSION

REQUESTED BY:
Bob Noyes, Scott Leaman,
Jay Stewart, Roger Yohe

ENCLOSURES:
No

MEETING DATE:
Mary 2, 2006

BACKGROUND:

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

SUPERINTENDENT'S RECOMMENDATION:

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

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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 (LP) ___
2. Fosters a safe, caring environment where individual differences are valued and respected.	Complies with Governance & Management Document ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Complies with Mission Statement ___
	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:
Sierra Innovation Academy
Community Focused Education
Alternatives

AGENDA ITEM AREA:
Special Order of Business

REQUESTED BY:
Roger R. Yohe,
District Superintendent

ENCLOSURES:
Yes

MEETING DATE:
May 2, 2006

BACKGROUND:

Sierra Innovative Academy (SIA) is a California public benefit, community based organization designed to deliver a comprehensive instructional program through various instructional structures (i.e. independent study, site-based, block scheduling, and ROP). Though all students in grades 7 through 12 can benefit from the program. SIA's primary focus is on working with high risk youth, those with attendance and behavioral issues, low academic achievers, those on formal or informal probation.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees review the information presented.

Sierra Innovative Academy

Community Focused Education Alternatives

A Public Charter School Proposal

Submitted by Sierra Innovative Academy

May 2, 2006

Presented to the governing Board of the Western Placer Unified School District and prepared in compliance with the terms, conditions, and requirements of A.B. 544 (California Education Code 47605) – The Charter Schools Act.



Community Focused Education Alternatives

"Serving Students' Individual Academic and Developmental Needs"

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Sierra Innovative Academy

A California Charter School

AFFIRMATIONS

- The Sierra Innovative Academy Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of religion, race, ethnicity, national origin, gender, residence, or disability.

- The Sierra Innovative Academy Charter School shall admit all pupils who wish to attend the School subject to capacity.

- All meetings of the Board of Directors operating the Charter School shall be held in compliance with the Brown, Act.

- The Sierra Innovative Academy Charter School shall comply with all applicable state and federal laws in serving students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the Individuals with Disabilities in Education Act.

- The Sierra Innovative Academy Charter School shall offer at a minimum, the same number of minutes of instruction set forth in paragraph (3) of subdivision (a) of Education Code Section 46201 for the appropriate grade levels.

- The Sierra Innovative Academy Charter School shall maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection.

- The Sierra Innovative Academy Charter School shall meet all state standards and conduct the pupil assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

- The Sierra Innovative Academy Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.

- The Sierra Innovative Academy Charter School shall comply with all laws related to the operation and funding of non-classroom based instruction.

- The Sierra Innovative Academy Charter School shall comply with any jurisdictional limitations to instruction as dictated by applicable law.

- The Sierra Innovative Academy Charter School shall comply with all laws related to serving pupils over the age of 19.

- Pursuant to Education Code section 47604.3, the Sierra Innovative Academy Charter School shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records from the Western Placer Unified School District, or from the

Superintendent of Public Instruction, and shall consult with the Western Placer Unified School District, or the Superintendent of Public Instruction, regarding any inquiries.

- The Western Placer Unified School District (or designee) for the Charter School may inspect or observe any part of the School at any time.

Sierra Innovative Academy

"Serving student's individual academic and developmental needs."

Sierra Innovative Academy (SIA) is a California public benefit, community based organization designed to deliver a comprehensive instructional program through various instructional structures (i.e. independent study, site-based, block scheduling, and ROP). Though all students in grades 7 through 12 can benefit from our program, SIA's primary focus is on working with high risk youth, those with attendance and behavioral issues, low academic achievers, those on formal or informal probation – youthful offenders, credit deficient, in danger of dropping out, expelled and those whose needs have not been served by the traditional classroom setting.

SIA's staff and the counseling team have over 70 years experience working with high risk students, alternative programs and agencies such as the Juvenile Justice Probation Department. SIA will provide a non-traditional academic setting for students countywide and in adjacent counties, as needed. Staff will provide students and parent/guardians with an orientation that includes an academic and career path assessment to determine short and long term goals, and developing an Individual Learning Plan for every student. SIA staff will work very closely with local education agencies having minimal community resources required to meet the needs of students as mandated by the No Child Left Behind (NCLB) Act. Opportunities for students needing to fulfill terms of probation or expulsion will be provided by offering group and individual counseling.

SIA will develop active partnerships with business and community entities in project areas to provide direct access to a broad spectrum of career exploration and opportunities. Partnerships with post-secondary and vocational schools will enable student to acquire skills necessary for gainful employment. Additionally, collaboration with two and four year colleges will provide opportunities for concurrent enrollment, higher education, and professional career paths.

SIA's premiere focus is to have each student succeed by earning a high school diploma or G.E.D., while developing skills needed to become a successful and productive citizen. This will be accomplished by arranging community involvement, on-site employer presentations, and job shadowing opportunities. Additionally, students will be required to complete a "Community Support" project to graduate. Internships will be included where appropriate and available.

SIA's Board of Directors will oversee SIA's operations and policies to ensure fiscal solvency and compliance with all California Charter School Laws.

I. Education Program Description

A description of the educational program of the School, designed, among other things, to identify those whom the School is attempting to educate, what it means to be an educated person in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. If the proposed school will serve high school pupils, a description of how the charter school will inform parents about the transferability of courses to other public high schools and the transferability of courses to meet college entrance requirements. - California Education Code Section 47605.6(b) (5) (A)

This charter school shall be known as the Sierra Innovative Academy (hereafter "SIA").

Overview

Although today's high schools are quite skilled at providing four-year college information and assistance, it is almost impossible to find quality information on vocational trades and professions. Staffing for the high school "career centers" is focused on providing guidance for students interested in college, not vocational alternatives. While this is reasonable for students with the aptitude and interest for careers requiring higher education, it is unrealistic and ineffective when applied to students who are struggling within traditional instruction. At risk youth may perceive their options as 'college or nothing', having few other viable alternatives to consider.

SIA is unique in that all the requirements of high school graduation and testing will be met within a model that is enterprise-based and mirrors the workplace.

All aspects of the educational program will provide a worksite application. Graduating seniors of SIA will be certified and prepared to enter a career, an indentured apprenticeship, continue with technical post secondary training, or articulate with a four-year college.

The SIA curriculum and program frameworks is based around a standards-based approach as developed and described by the State Center Consortium, the California Department of Education and the Carl D. Perkins Vocational and Applied Technology Education Act. The emphasis of this concept is centered around the courses and programs being delivered in public secondary schools across California and other states. It looks at and prescribes course sequences, while fulfilling the necessary academic requirements for admission to the University of California, California State University and California Community Colleges. The concept shows how industry sector skill standards and academic standards compliment and strengthen one another. In the major portion of this initiative, it aligns industry sector standards with activities that incorporate math, language arts, and other core standards and competency test requirements, focusing on core standards that are tested on the California High School Exit Exam (CAHSEE).

SIA will have three instructional components. These components are the core curriculum, work-based learning via ROP instruction, applied learning on a job site and community classroom settings. As developed in each student's Individual Learning Plan and with prior approval, a student may participate in one or more of these components through independent study, related college courses, internships, and the community classroom model. The instructional day and instructional year may vary to meet his/her

educational needs and reflect a career setting. State requirements for instructional minutes offering will be met.

The Population The School Desires To Educate

SIA has a special focus toward 7th through 12th grade high risk, out-of-school youth, disenfranchised students, wards of the court, recovered dropouts, pregnant/parenting teens and students who have not been successful in traditional high schools for any reason. However the school will be open to all students who wish to attend, who are performing at any grade level academically.

Students who are under a current expulsion order shall only be admitted as consistent with Education Code restrictions. SIA shall not be a community day school pursuant to 48915.2. SIA will specifically target students seeking a non-traditional educational setting.

SIA will provide a viable educational choice for parents and students interested in a curriculum that emphasizes contextual and work-based learning in a small, personalized setting. SIA will provide extensive adult mentoring and involvement in education.

Mission Statement

SIA will provide students with a world-class education focused on the real world of work in a small, safe, and personalized learning environment that is structured around the development of SCANS competencies,[1] workplace norms, emotional intelligence, technical/occupational skills, school-based enterprises and positive, constructive character traits. Using an integrated curriculum, students will be competent, self-motivated, lifelong learners who will be prepared to perform well on the high school exit exam, meet graduation requirements, and be successful in their chosen career path.

Vision

SIA's vision is to establish a small school personalized setting, serving a full range of students, explicitly designed to foster the transition of students to the world of work. SIA students will meet requirements for graduation with a high school diploma or G.E.D. certificate and requirements for entry-level employment, trade apprenticeship, post-secondary vocational training or transition to two or four year colleges. SIA will provide students with:

- A vibrant and flexible learning environment that provides equal access to a core curriculum for all students by adjusting instructional methodologies to address student learning styles, SCANS competencies, and career paths;
- A high degree of personalization, adult mentoring, on-the-job training, and a career path emphasis in a standards-driven core curriculum taught through authentic instruction and assessment;
- An instructional program which integrates and bridges school-based learning with work-based learning;

[1] The U.S. Departments of Labor and Education formed the Secretary's Commission on Achieving Necessary Skills (SCANS) to study the kinds of competencies and skills that workers must have to succeed in today's workplace. The results of the study were published in a document entitled *What Work Requires of Schools: A SCANS Report for America 2000.*

- A partnership between students, parents, the community, and local employers to provide students with entry-level skills appropriate to their career path;
- The opportunity to participate in community volunteer service projects;
- Provide students with the skills necessary to receive a Work Ready Certificate; and
- Graduation with a high school diploma and employment and/or preparation for the next level of training.

What It Means To Be An Educated Person In The 21st Century

An educated person in the 21st century is a life long learner with the life and content skills, attitudes, and discipline to be successful in careers. An educated person in the 21st century is prepared to be an adaptable, contributing, and responsible member of society.

Goals of the Educational Program

SIA educational program goals include but are not limited to the following:

- Students see a connection between the behavior and attitudes they are being asked to demonstrate at school and in the workplace.
- Students have opportunities to work cooperatively with other students and to be a productive and contributing member of a team.
- Students have the opportunity to apply academic skills and knowledge to complete meaningful projects and solve challenging and real problems.
- The teaching of character traits and basic life skills is evident and consistent
- Students are aware of what they are expected to learn, know what they have learned, and know what they still need to learn.
- Students are encouraged to understand and appreciate their individual uniqueness and how their talents and abilities can be used to benefit themselves and others.

Teachers and all staff will also mentor and coach students.

Parents/guardians will be welcomed and active partners in the school and in their student's academic success.

Community members may work with students individually and in small groups to provide mentoring and to teach students the skills and attitudes of successful employees and community members.

Through the charter school we will create a structure and instructional methods to provide a learning environment, which enables students to become self-motivated, competent, and lifelong learners.

How Learning Best Occurs

SIA believes that learning best occurs when:

- The instructional staff creates intellectual, social, and physical conditions that closely simulate real-life work situations and stimulate young people to act in productive, cooperative, and self-directed ways.

- Flexibility in instructional practices is the norm.

- Methodologies are aligned with the student's learning style, and assessment is authentic and predicated on the demonstration of mastery of key learning expectations for each course.

- The expectations are aligned with the California Content Standards, occupational certification standards, and the competencies defined in the SCANS report.

- The instructional program includes placement of students in business or industry-based internships that apply the academic lessons learned to their selected career path.

- Education is delivered with a career focus.

- Students take an active part in the entire process

Research Supporting Instructional Delivery

- Contextual Learning: In his book, The Neglected Majority, Dale Parnell speaks to the power of contextual learning and the dramatic increase in motivation that occurs when students can see a logical application to learning. For some students, the regular curriculum will simple not work...other students will need some form of theme program to catch and hold their interest.

- Small Schools, Personalized Learning: Increasingly, research is documenting the greater effectiveness of small schools and more personalized learning environments in meeting student learning needs (Raywid 1998; Rotherham 1999). Smaller schools have been identified as a critical factor in promoting personalization and school achievement (Coalition of Essential Schools). The success of class size reduction efforts in the School district Service Area reinforces these findings. The quality of learning is measurably improved in smaller and more personalized learning environments.

- Connection to Workplace Expectations: "American schools isolate youth from adults and from workplaces and other community settings. Weak links between school and work ... cloud young people's futures, obscuring their perception of how their current behavior is likely to affect their prospects for the future. Learning to work means learning to be an adult." (Hamilton) Apprenticeship for Adulthood: Preparing Youth for the Future) "One reason that students going right to work after school have so little motivation to study hard is that they see little or no relationship between how well they do in school and what kind of job they will get after school." (National Center on Education and the Economy, America's Choice: High Skills or Low Wages).

- Authentic Pedagogy: "The best examples of authentic pedagogy are found in teaching that requires students to think, to develop a depth of understanding, and to apply academic learning to important and realistic problems." (Newman, Wehlage 1995)

- Engaging Curriculum and Instructional Methodologies: "Our studies indicate that students were more engaged when they were expected to be active interpreters of knowledge, rather than passive listeners, and when they were involved with in-depth rather that superficial coverage of

information. Unfortunately, this kind of instruction rarely occurs." (Final Report, National Center on Effective Secondary Schools, Newman 1991)

- Adult Mentoring and Genuine Caring: "Every student must be able to rely on a small, caring group of adults who work closely with each other to provide coordinated, meaningful, and challenging educational experiences ... every student needs at least one thoughtful adult who has the time and take the trouble to talk with the student about academic matters, personal problems, and the importance of performing well" (Carnegie Council on Adolescent Development, Turning Points: Preparing American Youth for the 21st Century, 1989).

California Content Standards

SIA shall design its lessons on standards rather than topics.

In *Aiming High: High Schools for the 21st Century,* the California Department of Education stresses that "the shift from a topic-driven to a standards-driven educational system is essential to ensure that all students master the knowledge and skills necessary in the twenty-first century."

Designing lessons based on standards rather than topics involves a fundamental change in perspective. *Aiming High* describes the process:

> In traditional instruction the teacher chooses a topic, plans and delivers lessons, designs an assessment, assigns grades, and move to the next topic. By comparison standards-based instructions seems backwards-beginning with a standard and assessment design and moving through the lesson planning and delivery to the analysis of student performance. Indeed, standards-based instruction is sometimes called backwards and mapping because it does turn the process around to focus on what the student must know and be able to do. This factor, the standard, then drives the instruction.

California state content standards will drive the instructional program and will be incorporated into work based learning and applied learning course as well.

SIA staff will complete the development of course content for the Foundation Program (grade levels 9-10) before the beginning of instruction the first year and will complete development of the Practitioner Program (grade levels 11-12) by the end of the first year of instruction. All content development is based on California content standards in the core curricular areas, the California frameworks or national standards in other disciplines and the SCANS competencies. Key learning expectations will define what students are expected to know within each course. Performance standards for each key learning expectation (with rubrics and anchor papers defining the level of quality) will describe what students are expected to do to certify mastery of the key learning expectations. Thus, a student's record of credits will directly correlate to a student's level of achievement.

Instructional Contract

All students will complete an academic credit needs assessment before being assigned their Independent Study Designated Subject instructor. The contract will specify the student's regular appointment day and time, as well as outlining all school work completion requirements and attendance expectations in accordance with state Independent Study guidelines and requirements.

Work-Based Learning

All students will participate in a variety of career and vocational interest inventories and career choice activities that will help determine a career path of interest to be explored and developed as their high school education progresses. Using materials such as the Career Choices curriculum, students will evaluate (1) "Who am I" (2) "What do I want to be? (3) "What do I need to do to get there?" Job shadowing and adult mentoring will assist the student in their selection of career paths. Once a career path is identified, students achieving at a grade level lower than 10th grade will participate in the Foundation Program. In the Foundation program, students will focus on achieving mastery of core academic subjects, while participating in career exploration activities such as Job Shadowing and career focused field trips. Students will show mastery in the Foundation Program by passing a portfolio exhibition before advancing to the "Practitioner" Program. SIA staff will develop an evaluation process to determine a student's readiness to advance to the Practitioner Program before the beginning of the first school year. This transition will be formally recognized and celebrated as a right of passage.
At the Practitioner level, students will demonstrate acquisition of specified skills and knowledge, participate in thematic career-path learning, work closely with adult mentors, provide leadership in student teams, and participate in some level of Student Government.

To show mastery at the Practitioner level, a student will complete numerous team projects (a minimum of 60 total hours) and a Senior Project to present his/her work to a panel comprised of Business, Community and Parent Partners, and SIA staff as evidence of career readiness. In the process of preparing the projects, students will assemble a portfolio of academic work, letters of recommendation from mentors, internship supervisors, employers, and teachers. Students will be awarded a "Work Ready Certificate", and a diploma for successful completion of all core curricular requirements, team projects, and for passing the CAHSEE, California High School Proficiency Exam (CHSPE), or G.E.D. Students will work together in career path teams to achieve mastery of key learning expectations in courses that are aligned with the California Content Standards.

Transferability of Courses and Eligibility for College Entrance

Each school year, the Academy will provide students and parents with a Student/Parent Handbook, with a course catalog or its equivalent, notifying parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

Special Education Services

Due to the timeline that has passed which is required by SELPA policy for requests for membership into the SELPA as an LEA in the following year, during its first year of operations, the School intends to function as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code Section 47641(b). The Charter School shall be solely responsible for ensuring that services are provided to Charter School students in accordance with their individualized education program ("IEP"). For this purpose, the Charter School intends to seek out services from another public entity or a third party licensed provider. During this first year, the Charter School agrees to cover all of its special education costs from its general fund, unless the SELPA agrees to provide some state and/or federal funding for special education services provided to Charter School students, in which case the Charter School's general fund expenditures will be mitigated accordingly. Additionally, the Charter School shall indemnify, defend and hold harmless the school district, its officers and employees from and against any and all actions, allegations, claims, costs, damages, fees, judgments, or suits arising out of the Charter School's actions or inactions related to its obligation to provide special education services to Charter School students under this charter.

The School shall pursue independent local education agency (LEA) status pursuant to Education Code Section 47641(a) to take effect in the 2nd year of operation and throughout the term of the approved charter. As an LEA and a member of the SELPA, the Charter School shall continue to serve students and indemnify the school district as described above. As an LEA and member of the SELPA, the Charter School shall participate in SELPA special education funding and governance in accordance with Education Code Section 47644 and 47645. In the event that the SELPA denies the Charter School the right to LEA status and membership in the SELPA, it shall remain a public school of the school district for special education purposes as required by Education Code Section 47641(b) and the special education obligations provided in the above paragraph for the 1st year of the Charter School shall continue for the term of this charter.

English Language Learners

The Charter School shall comply with all applicable federal laws in regard to services and the education of English Learner ("EL") students. Prior to the first day of instruction, the Charter School shall develop, implement, and maintain policies and procedures for the provision of services to EL students in accordance with guidance published by the Office of Civil Rights of the U.S. Department of Education. At a minimum, these policies and procedures shall:

- Identify students who need assistance
- Develop a program that, in the view of experts in the field and the expertise of the Charter School teachers, has a reasonable chance for success
- Ensure that necessary staff, curricular materials, and facilities are in place and used properly
- Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students
- Assess the success of the program and modify it where needed

The Charter School shall include a home language survey on its admissions form. Students who check a language other than English as the language spoken in the home shall be CELDT tested within ten (10) days of enrollment and annually thereafter unless already re-designated as English proficient. The Charter School shall seek to employ teaching staff who are CLAD or BCLAD credentialed in order to implement the EL program.

Students Not Achieving at Grade Level

SIA utilizes an individualized instructional system that is concentrated on the student, not the program. Regardless on how long it takes a student to meet the requirements for graduation, SIA will provide individual instruction and remediation that will ensure success. There will be no child left behind at SIA.

All students will be assessed upon enrollment and those students identified as performing below grade level will establish an individual learning plan specific to the academic requirements necessary to prepare the student for graduation. However, SIA identifies students as "Foundation Students" and "Practitioners", not by grade levels.

Students Achieving Above Grade Level

SIA utilizes an individualized instructional system that is concentrated on the student, not the program. Working with performance-based instructional programs, SIA will provide for students to move through the program at their own rate. Students achieving above grade level will be encouraged to accelerate their instructional program and research additional opportunities for their career preparation. Students

who successfully meet all graduation requirements, as outlined previously and in the following paragraphs, including passing the CAHSEE, will be graduated with that year's class.

Graduation Requirements

Current Requirements: Education Code section 51225.3 stipulates the following course requirements for high school graduation, effective for the 1988-89 school year, in addition to the passage of the High School Exit Examination (Education Code section 60851).

The requirement for graduation for SIA students for 2007 and 2008, are listed below:

1. The total number of credits required of each student shall be two hundred and ten (210).

2. Specific requirements by subject area shall be as follows:

   - English - 3 years or 6 semesters = 30 credits
   - Math - 2 years or 4 semesters, including successful completion of Algebra I = 20 credits
   - Science - 2 years or 4 semesters = courses including biological and physical sciences = 20 credits
   - Social Studies - 3 years or 6 semesters; courses 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 = 30 credits
   - Fine Arts/Foreign Language - One year or 2 semesters in Fine Arts or Foreign Language (American Sign Language for one year is acceptable alternative to a foreign language) = 10 credits
   - Physical Education - 2 years or 4 semesters = 20 credits

The remaining credits will be chosen from the approved elective list.

A Day in the Life of a SIA Student

SIA will start instruction each morning, Monday through Friday, at a time set by the SIA Board of Directors. Each student will have an individual learning plan (ILP) that will guide their instructional program. Core subjects are integrated within the vocational programming wherever possible. Remediation is addressed through more intensive one-on-one instruction, as a pull-out or after school program. Students participating in the Non-classroom based instruction will spend one hour with their designated instructor and will receive a minimum of 20-hours of work to complete between weeks of instruction. Additionally, students will be expected to work one group project during each tri-mester. Projects will be relative to students' career focus and will be appropriate to academic instruction being taught during the trimester. Students will move through core classroom work into hands-on instruction and/or project assignments. All students will have access to additional school opportunities for specific one-on-one remediation, library access, and computer lab access. Because it is an individualized program, students can move through the program at their own rate. Students' high school graduation can be completed early or take longer to complete.

II. Measurable Student Outcomes

The measurable pupil outcomes identified for use by the charter school, "Pupil outcomes "for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.
- California Education Code Section 47605.6 (b) (5) (B)

Students will achieve the following pupil outcomes:

Life Skills

- Translate and apply the skills and concepts of the core academic subjects through a project-based curriculum and appropriate group projects, both aligned with student's career path.
- Develop the ability to think critically, reason logically, and solve unique problems related to their chosen career.
- Develop and demonstrate strong reading, writing, listening and speaking, and communications skills.
- Demonstrate the ability to use technology efficiently in a variety of workplace settings.
- Demonstrate character traits consistently found in successful people.
- Learn to make sound decisions and solve problems in response to real-life situations.
- Develop effective, independent, and collaborative work habits.
- Apply the "Habits of the Mind" and "Describing 16 Habits of Mind" as self-motivated learners, Arthur L. Costa, Ed.D & Bena Kallick, Ph.D.
- Leave high school with a diploma, a Work Ready Certificate, any related professional skill certificates, and the skills to transition directly from school to a career.

Academic Skills

Students Will Show Mastery Of Key Learning Expectations For Each Course

Individual Learning Plans will dictate academic courses for each student. Course credit will be predicated on the exhibition of mastery of key learning expectations in each course. These expectations will reflect key California content standards in the core curricular areas, the California frameworks, or national occupational standards in other disciplines, and the SCANS competencies. Key learning expectations will define what students are expected to know within each course. Performance standards that align with each key learning expectation (with rubrics and anchor papers defining the level of quality) will describe what students are expected to do to certify master of the key learning expectation and to earn course credit. Each parent and student will receive the SIA Student/Parent Handbook at the time of enrollment. Included in the Handbook are the catalog entries for each course describing the course content, key learning expectations and alignment with state and industry standards.

Students Will Pass A High School Exit Exam, The California High School Proficiency Exam (CHSPE), Or The GED And Complete Course Credits For A High School Diploma.

Outcomes

- SIA shall demonstrate its teaching of all state standards.
- The SIA will meet academic targets established and required by state law or regulation via appropriate measures.
- SIA will strive to increase student attendance and punctuality rates by at least 1% each year.
- SIA shall strive to increase job placement rates upon graduation each year.
- SIA shall strive to increase student retention and lower the drop out rate.
- SIA shall strive to assist students in getting back on a solid academic and social track so they can voluntarily reenter their school of residence, as appropriate and practical.
- The School shall meet AYP as defined by the State in accordance with the No Child Left Behind Act.

III. Measuring Pupil Progress

The method by which pupil progress in meeting those pupil outcomes is to be measured.
- California Education Code Section 47605.6 (b)(5)(C)

Student Progress

Student progress and performance on program goals will be monitored through end of course benchmarks, performance rubrics, feedback on performance from job site supervisors, letters of recommendation, and reflective responses from students. All non-classroom work will be graded and assigned credits, as well as documented, according to state and federal regulations and laws that apply to this instructional structure. Students will keep a portfolio to document evidence of what they have learned through the SIA. The portfolio will contain evidence that a student is ready to pass from the foundation to the practitioner level and evidence that a student is prepared for a Work Ready Certificate. A final senior project and portfolio corresponding to the student's career path will be required for graduation and the granting of a "Work Ready Certificate." The senior project and portfolio will be presented to a team of teachers, local employers, labor representatives and practitioners from the student's chosen career path for final review and approval. Students' performance will also be monitored based on the STAR testing program and state and federal measures, as applicable.

Performance Review

The SIA Site Council will monitor the assessments, performance indicators, requirements for portfolios and goals against the results on an annual basis. Based upon its review, the SIA Site Council will work with the staff and community advisors to further develop its educational program. Action plans will be developed annually for continuous improvement of the instructional program based on program goals and results.

The SIA must evolve with the changing needs of students and the workplace. The school will use its annual performance review process to gather information on the effectiveness of program strategies and changes in the workplace. Based on this new information, pupil and school outcomes, educational program goals and action plans will be reviewed and revised based on the recommendations of the SIA Site Council.

STAR Testing

The SIA will meet STAR assessment requirements specified in Education Code, Section 60605. The tests will be administered in accordance with state laws and regulations.

Additional Methods of Measurement

- Scores on student placement satisfactions surveys (for employers)
- Number of students showing interest in enrolling in the SIA
- Infrequency of student discipline referrals
- Students graduating with a Work Ready Certificate

Process For Notification About Student Progress

Students and their parents will annually receive the same individual STAR test report and exit exam reports as students at other schools in the School district Service Area. Students and their parents will receive information on a student's progress toward meeting key learning expectations on a scheduled basis that will be determined by the SIA staff with parental input. Parents and Students will receive quarterly feedback in the form of Student Report Cards that will enable the parent and student to monitor progress in the program. The criteria for student progress will be unique to the SIA goals (e.g., it will include the SCANS competencies and feedback from mentors/employers as well as academic learning).

IV. Location of Facilities

The location of each charter school facility that the petitioner proposes to operate.
–California Education Code Section 47605.6(b)(5)(D)

During SIA's first and second year, we will offer a non-classroom program, with the goal of expanding to include site-based classes for the third year, if appropriate and feasible. The location of the site-based program will be negotiated with the school district and local community. All school districts in Placer County and adjacent counties have been notified of the intent of SIA to operate a charter school within their district boundaries.

SIA shall comply with applicable provisions of Education Code Section 47605.6 in establishing any additional sites.

V. Governance Structure of the SIA

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.
- California Education Code Section 47605.6 (b)(5) (E)

Non-Profit Public Benefit Corporation

The SIA will be operated as a California non-profit Public Benefit Corporation incorporated pursuant to California law. The school will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the process outlined in the bylaws.

In accordance with Education Code Section 47604(c), the school district shall not be liable for the debts or obligations of SIA or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the County Board has complied with its oversight obligations under the law.

Non-Discrimination

The SIA will be non-sectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability.

Involvement of Stakeholders

The organizational structure clarifies the roles and responsibilities of those involved in the SIA. There is an SIA Site Council for the SIA with representation by all stakeholder groups, including students and parents. The purpose of the SIA Site Council is to provide on-going input and recommendation on how the SIA can best meet the needs and interests of students and their families while working with employers, job training agencies, other educational agencies and the school district. The identified stakeholders serve on the SIA Site Council and report regularly to the Board of Directors of the Sierra Innovative Academy

The Decision-Making Process And Organizational Structure

The organizational roles are as follows:

Sierra Innovative Academy Board of Directors

- Responsible for the overall operations and maintenance of the charter school, it's standards, policies, staffing and annual budget.
- Board of Directors provides charter policy, oversight and liaison with the County.
- Responsible for all charter language, management services agreements, business services agreements and any memorandums of understanding needed for the day-to-day operation of the charter. All contracts must be approved by the Board of Directors unless delegated to the SIA Director.

- Responsible for the employment of all charter staff.
- Consideration of recommendations of Site Council
- The Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.
- Meetings of the Board of Directors as relates to Charter School Business shall meet all Brown Act requirements.

SIA Executive Director

- Manages day-to-day operations of the SIA in a manner that is consistent with the vision, mission, goals and provision of the charter.
- Works with staff to develop curriculum, instruction, courses, and to make recommendations to the SIA Site Council on how to continuously improve the SIA school program.
- Reports to the SIA President or designee, and the Board of Directors on an annual basis as to the success of the charter school.
- Supervises and evaluates SIA staff.
- Carries out policies determined by the SIA Site Council and approved by the Board of Directors.
- Advises the SIA Site Council on charter legislation, educational code statutes, and legal parameters that are related to the scope of the Site Council's authority. The SIA Director may veto decisions of the SIA Site Council that are in conflict with the scope of the charter or the legal parameters of public schools.
- Coordinates and communicates with the school district's departments regarding the operation of the SIA (e.g., works with the business office on the budget, works with the personnel department on personnel issues, and works with the facilities department on facilities issues) if the school district provides these services.
- The SIA Executive Director will solicit and recommend the members of the SIA Site Council for approval by the Board of Directors.

SIA Site Council

- Assigned by SIA Executive Director with approval of the Board of Directors.
- Makes recommendations to the administration that insures the SIA school operates in a manner which is consistent with the spirit of the charter mission, vision and beliefs.
- Advises the SIA Executive Director on curriculum, instruction, allocation of resources, school discipline policy, and approval of courses.
- Makes observations to the administration on how well the SIA program is working and how it could be improved.

- Recommends changes to the SIA and the charter (as needed).
- Recommends scope and sequence of courses to the Executive Director and recommends graduation requirements to the Sierra Innovative Academy
- Provides suggestions for development of key course expectations, benchmarks and performance indicators.
- Recommends the discipline policy for the SIA.

It is the goal of the Sierra Innovative Academy that there will be equal representation of staff, students, and parent/community members on the SIA Site Council. SIA Site Council members will serve staggered three-year terms. The initial members of the SIA Site Council will serve either two or three year terms as drawn by lots. SIA Site Council members may serve more than one term.

A member of the SIA Site Council may be removed if a majority of SIA Site Council members vote to remove the individual and the SIA Executive Director recommends the removal of the member. Removal must be confirmed by Board action.

The SIA Director will formally report twice a year to the Board of Directors, Sierra Innovative Academy, on the activities of the SIA.

The meetings of the Site Council shall comply with the Brown Act.

Development Of The Instructional Program, Selections Of Course Content, Selection Of Course Textbooks And Other Instructional Materials And Inventory Auditing

Staff are assigned to work on committees with business and labor partners and career advisory groups to develop the instructional program consistent with the beliefs, mission, vision and goals of the SIA. The instructional program (including selection of course content and instructional materials) is reviewed and feedback is provided by the SIA Site Council. The instructional materials are inventoried and audited using existing procedures established by the Executive Director with approval from the Board of Directors. On the first day of instruction the Foundation program will be presented to the first-year students. The Practitioner program will be implemented beginning the second year of instruction.

Relationship between the SIA and the school district

The SIA will operate as a charter school. The Board of Directors of the Sierra Innovative Academy will maintain oversight and responsibility for school policy, management, all staffing and finance. The SIA will develop curriculum, design courses, set graduation requirements, identify types of positions needed, and set budget priorities.

The SIA may choose to use services provided by the School district unless services are not available because they are unique to the SIA or the county is not interested in providing such services.

SIA shall comply with Education Code Section 47604.3 in promptly responding to any reasonable inquiries of the County in its oversight of the School. The County may establish a schedule for periodic review of SIA records.

SIA shall provide all reports required by Education Code Section 47604.33 and 47605.6(m)

Administrative Services

Classified (clerical) staff will be supervised by the SIA Office Manager. The SIA Executive Director will indirectly supervise certificated staff and contract staff. Regional Director(s) will be directly responsible for supervising the Office Manager and certificated staff. Contract staff will be directly supervised by Regional Director(s) as appropriate and designated by the Executive Director. An Executive Secretary will provide executive and confidential support for the Executive Director and both Regional Directors. The Executive Secretary will be directly supervised by the Executive Director. Final evaluations of certificated and contract staff will include input from students, parents and business/labor partners and will be approved by the Executive Director. The SIA Executive Director will be evaluated by the SIA Board of Directors using input from students, parents, and business/labor partners.

Administrative services contracted by the SIA will be provided as deliverables to the contract and approved by the Executive Director and Board of Directors. All supervision, staffing, and employee agreements will be that of the contractor and not the SIA.

VI. Employee Qualifications

The qualifications to be met by individuals to be employed by the school.
- California Education Code Section 47605.6 (b) (5) (F)

Job Descriptions For Positions

SIA has developed job descriptions for classified and certificated staff. It is estimated that the following staff positions will be needed to open and operate the SIA: Office Manager/Registrar, Clerk, Custodian, Academic teachers, Vocational teachers, Regional Director(s), and Executive Director (driven by student enrollment and selected career paths). When funding is available, the SIA staff will include a career guidance technician. The number of positions at the SIA may change from year-to-year in response to changes in student needs, student enrollment, and career opportunities for students; contingent upon funding available.

Credentials, Requirements, And Qualifications Of Staff

Employees

All employees will be teachers and role models. Because of their dedication to students, employees will be not only innovative individuals with a passion for life-long learning, but also coaches and facilitators of learning. Staff will be committed to developing the social, civic, character, and academic potential of each student. It is the intent of SIA to hire employees who are dedicated to providing instruction for children according to the academic content standards adopted by the California State Board of Education.

Selection and appointment of employees at the school will be the exclusive prerogative of SIA. As such, those who work at SIA shall be selected, employed, and released by the Executive Director, and/or the SIA Board of Directors, which will set the terms and conditions of employment by establishing personnel policies.

SIA will not discriminate against any applicant on the basis of his/her race, creed, color, national origin, age, gender, disability, or any other basis prohibited by law. Decisions relative to the selection of the Executive Director will be conducted by the SIA Board of Directors. Decisions relative to the selection of all remaining employees rest jointly with the Executive Director, in conjunction with the SIA Board of Directors, as appropriate and necessary. The school shall comply with all applicable criminal background check laws, including Education Code, sections 45125.1 (vendors) and 44237.

Administrators

The Executive Director and Regional Director(s) should possess leadership abilities and a comprehensive educational vision consistent with SIA's mission and educational program, as well as experience related to their areas of responsibility. In addition, the Executive Director and Regional Director(s) should have strong knowledge of the content standards adopted by the California State Board of Education.

Teachers

SIA will comply with all applicable laws in regards to employee qualifications. Teachers will be required to hold a valid teaching credential or certificate issued by the California Commission on Teacher

Credentialing. These documents shall be maintained on file at the school and shall be subject to periodic inspection by the County. Under Education Code, section 47605(l), "It is the intent of the Legislature that charter school be given flexibility with regard to non-core, non-college preparatory courses." Any such non-core, non-college preparatory courses will be identified in the Student/Parent Handbook.

Teachers will provide instruction in core subjects, including English/language arts, mathematics, history/social science, and science. They will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies. The most important qualifications for our teachers are: (1) commitment to developing the academic and vocational potential of all SIA students; (2) demonstrated competency in subject matter they will be teaching; (3) proficiency in instructional practices relevant to diverse populations; (4) familiarity with or willingness to be trained in learning styles and the school's curriculum sequence; and (5) willingness to work hard, take responsibility, and exercise leadership for the school as a whole.

Specific teacher qualifications include:

- Possession of a valid teaching credential or certificate issued by the California Commission on Teacher Credentialing;
- Strong knowledge of state-adopted academic and vocational content standards;
- Willingness to devote time, energy, and effort towards developing the school's program;
- Commitment to working with parents as educational partners;
- Willingness to become learners as well as teachers/coaches in the school;
- Knowledge of or willingness to become knowledgeable about the development needs of the students;
- Sensitivity to social as well as academic and vocational needs of the students;
- Willingness and ability to plan cooperatively with other teachers;
- Willingness to be trained in the use of different curricula and learning styles in the classroom;
- Willingness to be an active participant in staff meetings;
- Willingness to work closely with the administration by providing any information regarding a student's behavior change, attitude and/or classroom performance;
- Willingness to take a leadership role in some aspect of the school's development;
- Strong knowledge of their personal strengths and weaknesses;
- Willingness to continue education through additional courses and training, workshops, seminars, and professional development; and
- Willingness to work collaboratively with SIA's university, college, business, and community partners.

All other staff members shall meet the basic criteria for employment as identified by the SIA Board of Directors and shall possess those qualities referred to in "Employee Qualifications" above. In addition, all other staff members will possess experience and expertise appropriate for their position according to the school's adopted personnel policies.

Instructional support staff shall be required to hold certification in accordance with the federal No Child Left Behind Act. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher except in non-core or non-college preparatory courses.

Salaries And Benefits For Employees

Pay schedules will be established by the Sierra Innovative Academy collaboratively with the school district and appropriate to SIA's solvent financial abilities.

Plan For Assessing Staff Performance

The Sierra Innovative Academy Board of Directors will carry out a program evaluation plan on an on-going basis, with Site Council and staff input. Stakeholders (students, parents, business placement partners, community partners, and career advisory groups) will be surveyed twice a year. The surveys will include questions on the degree to which staff are meeting the goals of the SIA. The SIA Site Council will use this evaluation information to develop advice pertaining to programs and the SIA Executive Director will communicate with staff members about the feedback on their performance. The SIA Executive Director may recommend professional development for staff based on the feedback from the surveys. In addition, the SIA Executive Director and staff will receive on-going information about the effectiveness of staff and may make modifications based on this feedback on an on-going basis. SIA Executive Director or Regional Director(s) will observe and evaluate all instructional staff annually, or as required. All evaluations will become a part of the credentialed staff personnel file.

VII. Health and Safety of Students and Staff

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 4423 7.
- California Education Code Section 4 7605.6 (b) (5) (G

Procedures For Background Checks

The SIA will comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contracts and volunteers and work-site participants prior to employment and/or any one-on-one contact with pupils of the Charter School. The Executive Director of the School shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis.

Role Of Staff As Mandated Child Abuse Reporters

All classified and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by schools within the School district Service Area.

TB Testing

All staff at the SIA will meet the School district TB testing requirements.

Immunizations

SIA will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

Medication in School

SIA will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis

SIA shall adhere to Education Code Section 49450 et. seq. as applicable to the grade levels served by the School.

Emergency Preparedness

SIA shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of each school site. This handbook shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, hostage situations, and heart attacks.

Bloodbourne Pathogens

The Executive Director, or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Executive Director, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other body fluids through injury or accident, students and staff shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Smoke Free Environment

The School shall maintain a drug and alcohol and smoke free environment.

Procedures

SIA shall adopt procedures to implement the policy statements listed above prior to operation.

VIII. Racial and Ethnic Balance

The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.
- California Education Code Section 47605.6 (b) (5) (H)

SIA shall strive to attract an applicant pool that is reflective of the general population residing within the territorial jurisdiction of the County and the district(s) in which the School's facilities are located. The SIA will implement a student recruitment strategy that includes, but is not necessarily limited to, the following strategies:

- The development of promotional and informational material that appeals to all of the various racial and ethnic groups, along with gender groups represented in the county.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, gender, and interest groups represented in the county.
- Informational materials will be translated into Spanish or any other language when 5% or more of the students in the county are native speakers of that language.
- When graphics are included in promotional materials, these graphics will include racial and ethnic groups in the county.

SIA will actively pursue gender, racial and ethnical balances throughout the charter school employing the following plan:

1. Advertising in all major newspapers, association job banks and EdJoin.
2. Specific advertising in trade papers, identified ethnic publications and selected TV stations.
3. Ongoing participation in selected job fairs, community activities and service organization events.
4. Direct recruitment with union organizations, teacher colleges and universities throughout the state.
5. SIA will continually recruit and train nontraditional students interested in pursuing careers in various areas, including the building trades.
6. Direct recruitment through a mass mailing campaign to homes in the appropriate zip code areas.

IX. Financial Audit

The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.
- California Education Code Section 4 76 05.6 (b) (5) (I)

The SIA will not be included in the School district annual, independent, financial audit. The Sierra Innovative Academy Board of Directors shall select and hire an independent auditor at its sole expense each year. The auditor must use generally accepted accounting principles, and follow any regulations established by the State Board of Education. The audit will verify the accuracy of the SIA's financial statements, attendance and enrollment accounting practices, and review the school's internal controls. To the extent required by applicable federal law, the audit scope will be expanded to include items and processes specified in any Office of Management and Budget Circulars. The Board of Directors shall be responsible for resolving all audit exceptions and deficiencies to the satisfaction of the District. Disputes over the resolution shall be referred to the dispute resolution process in the charter.

Budget And Financial Operation

The SIA's financial records will be maintained such that they are consistent with generally accepted accounting principles. The SIA may contract with the Western Placer Unified School District, or other qualified agency to provide accounting, payroll and other services at prevailing rates on a fee for services basis. If it does so, the Western Placer Unified School District, or other qualified agency will provide the SIA with regular access to financial reports. This will be detailed further in a memorandum of understanding between Western Placer Unified School District and SIA.

Insurance And Liability

The school will provide necessary coverage of property, liability and Workers' Compensation as required. All minimum coverage standards will be met.

Description Of Fund Raising Procedures

The SIA Executive Director and SIA Site Council will work in cooperation with Western Placer Unified School District to identify additional funding sources that will be needed to provide training facilities for career preparation, as well as equipment and instructional resources that are unique to the SIA.

X. Suspension and Expulsion Procedures

The procedures by which pupils can be suspended or expelled.
- California Education Code Section 4 7605.6 (b) (5) J)

SIA shall comply with the attached policy regarding the suspension and expulsion of students.

The SIA Site Council will develop the SIA's full discipline policies within the confines of due process rights afforded to students under the state and federal constitutions and applicable requirements of the Individuals with Disabilities in Education Act, and Section 504 of the Rehabilitation Act. These policies will be approved by the Board of Directors and shall be distributed as part of the school's student handbook, and will clearly describe the school's expectations regarding attendance, substance abuse, violence, safety and work habits. Each student will be required to verify that they have reviewed and understand the policies prior to enrollment.

XI. STRS and PERS Coverage

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social Security.
- California Education code Section 47605.6 (b) (5) (K)

Coverage Under The STRS And PERS

The charter school shall either allow credentialed employees to be covered under the State Teachers' Retirement System (STRS) and classified employees be covered by the Public Employees' Retirement System (PERS) and social security as applicable to their positions or instead of providing STRS and PERS, the charter school may provide that all employees will participate in social security only or social security plus a school-sponsored retirement plan according to policies adopted by the Board of Directors of the School. In the event that the school does not initially elect to participate in STRS or PERS, it reserves the right to do so in the future and to coordinate such participation with social security or other reciprocal systems in the future.

XII. Resolving Disputes on the Charter

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.
- California Education Code Section 47605.6 (b) (5) ((L)

Process For Addressing Disputes

Disputes between the charter school and the school district regarding provisions of this charter, MOUs, and contracts between the school district and charter school adopted during the term of this charter shall first be resolved by a meeting between the Executive Director of SIA and the school district Superintendent. If the issue remains unresolved, the President of the Board of Directors, the school district Superintendent, and the President of the school district's Board of Trustees shall meet to attempt to resolve the dispute. If issue still remains unresolved, both parties agree to mediation with each party bearing its own costs. The dispute resolutions proposed shall not in any way, interfere with the Sacramento County Board of Education's statutory right to revoke the charter pursuant to the procedures outlined Education Code Section 47607.

Disputes among and between teachers, staff, parents, students and administrators of the SIA shall be resolved by the administrators of the SIA with the assistance of the Board of Directors if needed. The school district and its employees shall not intervene unless requested or if the dispute(s) involve accusations which, if proved, would be sufficient to revoke the charter under Education Code Section 47607. In such event the school district shall not intervene to dictate the resolution of an internal dispute at the charter, but it may demand that the SIA cure and correct items in accordance with the provisions of Education Code Section 47607.

XIII. Exclusive Public Employer

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code) Education Code Section 47605.6(b)(5)(M)

This Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Education Employment Relations Act, Section 3540 of the Government Code. All employees of the Charter School shall be considered employees of the Charter School only and not the school district unless the Parties have entered into a written agreement otherwise.

XIV. Amendments

This Charter School Petition may be amended by the Sierra Innovative Academy Board of Directors. Material revisions shall be governed by the standards and criteria of Education Code Section 47607.

XV. Term of the Charter

SIA requests an initial term of five (5) years which may then be renewed for subsequent five-year terms by the school district. The SIA Board of Directors shall submit an application for renewal by October of the last school year of the current charter term. Charter school operations shall commence as soon as possible following numbering of this Charter by the California State Board of Education and completion of a mutually acceptable Memorandum of Understanding (MOU). The term of this charter shall begin on the date that the Board of Trustees approves the charter petition, and if it is not renewed as provided herein, shall expire on June 30 after the end of the fifth academic year of SIA's existence.

XVI. Revoking the Charter

The Board of Trustees may revoke the Charter only in accordance with Education Code Section 47607.

Charter School Number:				
Charter School Name:	*Sierra Innovative Academy*			
Charter School Authorizer:				
DRAFT	2006-07	2007-08	2008-09
Revenue & Resources			
Projected Enrollment K-3 *			
Projected Enrollment 4-6 *			
Projected Enrollment 7-8 *	50	100	150
Projected Enrollment 9-12 *	100	100	100
Total Projected Enrollment	**150**	**200**	**250**
Estimated ADA from Enrollment			
Projected General Purpose Apportionment	$ 912,900	$ 1,259,100	$ 1,643,600
Projected Charter School Categorical Block Grant	$ 60,000	$ 80,000	$ 120,000
Sub-total Apportionment & Cat Block Grant Revenue	**$ 972,900**	**$ 1,339,100**	**$ 1,763,600**
Percent of Revenue/Resources	**76.18%**	**83.89%**	**84.33%**
Average Apportionment and Categorical Block Grant per ADA			
In Lieu funding Economic Impact Aid (EIA)	$ 16,500	$ 22,000	$ 27,500
K-3 Class Size Reduction Full Day/Half Day	$ -	$ -	$ -
CA Public School Library Act	$ 515	$ 686	$ 858
Staff Development Buy Back (Cert/Classified)	$ -	$ -	$ -
Instructional Materials (IMFRP)	$ 7,163	$ 9,550	$ 11,938
California Lottery	$ 30,000	$ 40,000	$ 50,000
Charter School Facilities Reimbursement (SB 740)		$ 150,000	$ 187,500
School Wide Programs (SWP) & Targeted Assistance Status (TAS)			
Sub-total All Other State & Categorical Revenue	**$ 54,177**	**$ 222,236**	**$ 277,795**
Percent of Revenue/Resources	**4.24%**	**13.92%**	**13.28%**
Federal Revenue	$ -	$ -	$ -
Local Revenue		$ 35,000	$ 50,000
Other Revenue - State Charter School Revolving Loan	$ 250,000	-	-
Total all other Public revenue	**$ 250,000**	**$ 35,000**	**$ 50,000**
Percent of Revenue/Resources	**19.58%**	**2.19%**	**2.39%**
Start Up Capital			
Other Verifiable Revenue - Private Grant Funding			
Other Verifiable Fund Raising			
Other Verifiable Start Up Funding			
Total Revenue & Resources	**$ 1,277,077**	**$ 1,596,336**	**$ 2,091,395**
1000 Certificated Salaries			
Projected Certificated FTE			
Teachers' Salaries -	$ 168,000	$ 330,080	$ 445,580
1200 School Administrators' Salaries	$ 100,000	$ 100,000	$ 100,000
1300 Supervisors' Salaries			
1400 Librarians' Salaries			
1500 Guidance, Welfare, and Attendance Salaries	$ 100,000	$ 100,000	$ 100,000
1600 Physical and Mental Health Salaries	$ -	$ -	$ -
1700 Superintendents' Salaries			
1800 Administrators' Salaries			
1900 Other Certificated Salaries			
Total Certificated Salaries	**$ 368,000**	**$ 530,080**	**$ 645,580**
Percent of Revenue/Resources	**28.82%**	**33.21%**	**30.87%**
2000 Classified Salaries			
Projected Classified FTE			
2100 Instructional Aides' Salaries	$ -	$ -	$ -
2200 Administrators' Salaries	$ 150,000	$ 151,500	$ 153,045
2300 Clerical and Other Office Salaries - Office	$ 40,000	$ 54,200	$ 67,980
2400 Maintenance and Operations Salaries -	$ 13,000	$ 13,390	$ 13,402
2500 Food Services Salaries			
2600 Transportation Salaries			

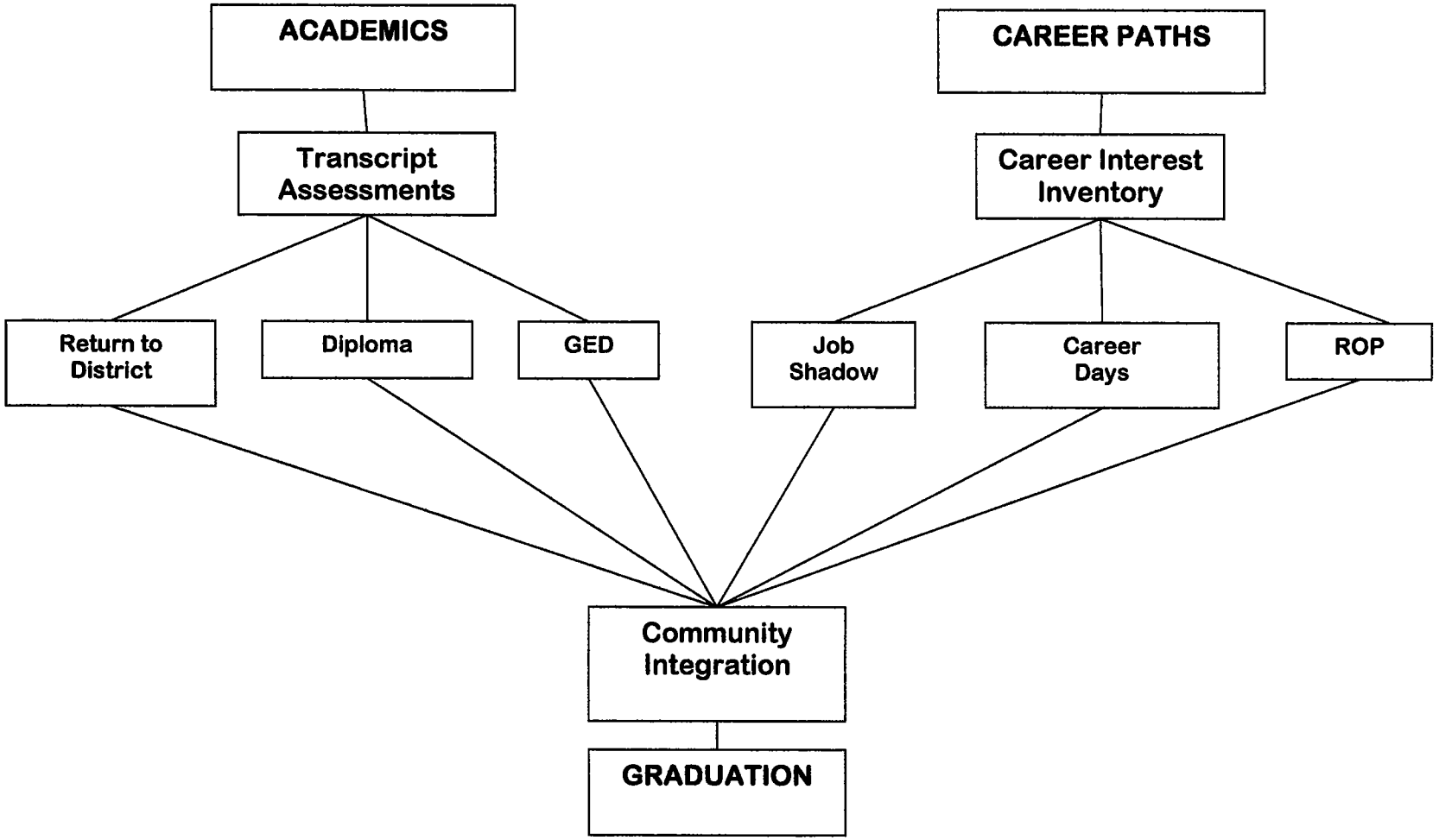
	2900 Other Classified Salaries				
Total Classified Salaries		**$ 203,000**	**$ 219,090**	**$ 234,427**	
	Percent of Revenue/Resources	**15.90%**	**13.72%**	**11.21%**	
3000 Employee Benefits					
	3100 State Teachers' Retirement System	$ 134,400	$ 264,064	$ 356,464	
	3200 Public Employees' Retirement System	$ 10,000	$ 15,000	$ 20,000	
	3300 Payroll taxes	$ 74,230	$ 97,392	$ 114,401	
	3400 Health and Welfare Benefits - (Union benefits)	$ -	$ -	$ -	
	3500 Health Insurance	$ 36,400	$ 45,500	$ 54,600	
	Workers Comp	$ 17,130	$ 22,475	$ 26,400	
Total Employee Benefits		**$ 272,160**	**$ 444,431**	**$ 571,865**	
	Percent of Revenue/Resources	**21.31%**	**27.84%**	**27.34%**	
4000 Books and Supplies					
	4100 Approved Textbooks and Core Curricular Materials	$ 11,500	$ 8,000	$ 8,000	
	4200 Instructional Books Other Than Textbooks -	$ 7,500	$ 7,500	$ 7,500	
	4300 Instructional Materials and Supplies -	$ 10,000	$ 12,000	$ 14,000	
	4400 Noncapitalized equipment and software	$ 5,000	$ 5,000	$ 5,000	
	4500 Other Supplies	$ 6,000	$ 6,000	$ 6,000	
Total Books and Supplies		**$ 40,000**	**$ 38,500**	**$ 40,500**	
	Percent of Revenue/Resources	**3.13%**	**2.41%**	**1.94%**	
5000 Services and Other Operating Expenditures					
	Special Education Encroachment	$ -	$ -	$ -	
	5100 Student Testing, SPED Encroachment	$ 15,000	$ 15,000	$ 15,000	
	5200 Travel and Conferences	$ 2,500	$ 2,500	$ 2,500	
	5300 Dues and Memberships	$ 2,500	$ 2,500	$ 2,500	
	5400 Insurance	$ 7,000	$ 7,000	$ 7,000	
	5500 Utilities and phone	$ 14,000	$ 14,000	$ 14,000	
	5600 Rentals, Leases, and Repairs	$ 180,000	$ 185,400	$ 190,962	
	5800 Advertising, Audit, Legal & Professional	$ 15,000	$ 20,000	$ 25,000	
Total Services and Other Operating Expenditures		**$ 236,000**	**$ 246,400**	**$ 256,962**	
	Percent of Revenue/Resources	**18.48%**	**15.44%**	**12.29%**	
6000 Capital Outlay					
	6100 Sites and Improvement of Sites	$ -	$ -	$ -	
	6200 Buildings and Improvement of Buildings	$ -	$ -	$ -	
	6300 Software	$ 10,000	$ 2,000	$ 2,000	
	6400 Computers	$ 10,000	$ 4,000	$ 2,000	
Total Capital Outlay		**$ 20,000**	**$ 6,000**	**$ 4,000**	
	Percent of Revenue/Resources	**1.57%**	**0.38%**	**0.19%**	
7000 Other Outgo					
	District Oversight 1% to School District	$ 12,771	$ 15,963	$ 20,914	
	Revolving Loan Payments	$ 83,333	$ 83,333	$ 83,333	
Total Other Outgo		**$ 96,104**	**$ 99,296**	**$ 104,247**	
	Percent of Revenue/Resources	**7.53%**	**6.22%**	**4.98%**	
Total Budgeted Expenditures		**$ 1,235,264**	**$ 1,583,798**	**$ 1,857,581**	
		96.73%	**99.21%**	**88.82%**	
Total Revenue & Resources		**$ 1,277,077**	**$ 1,596,336**	**$ 2,091,395**	
Total Budgeted Expenditures		**$ 1,235,264**	**$ 1,583,798**	**$ 1,857,581**	
Annual Operating Surplus (Deficit)		**41,813.23**	**12,538.44**	**233,813.93**	
	Percent of Expenses	**3.38%**	**0.79%**	**12.59%**	
Cumulative Operating Surplus (Deficit)		**41,813.23**	**12,538.44**	**233,813.93**	
	Percent of Expenses	**3.38%**	**0.79%**	**12.59%**	

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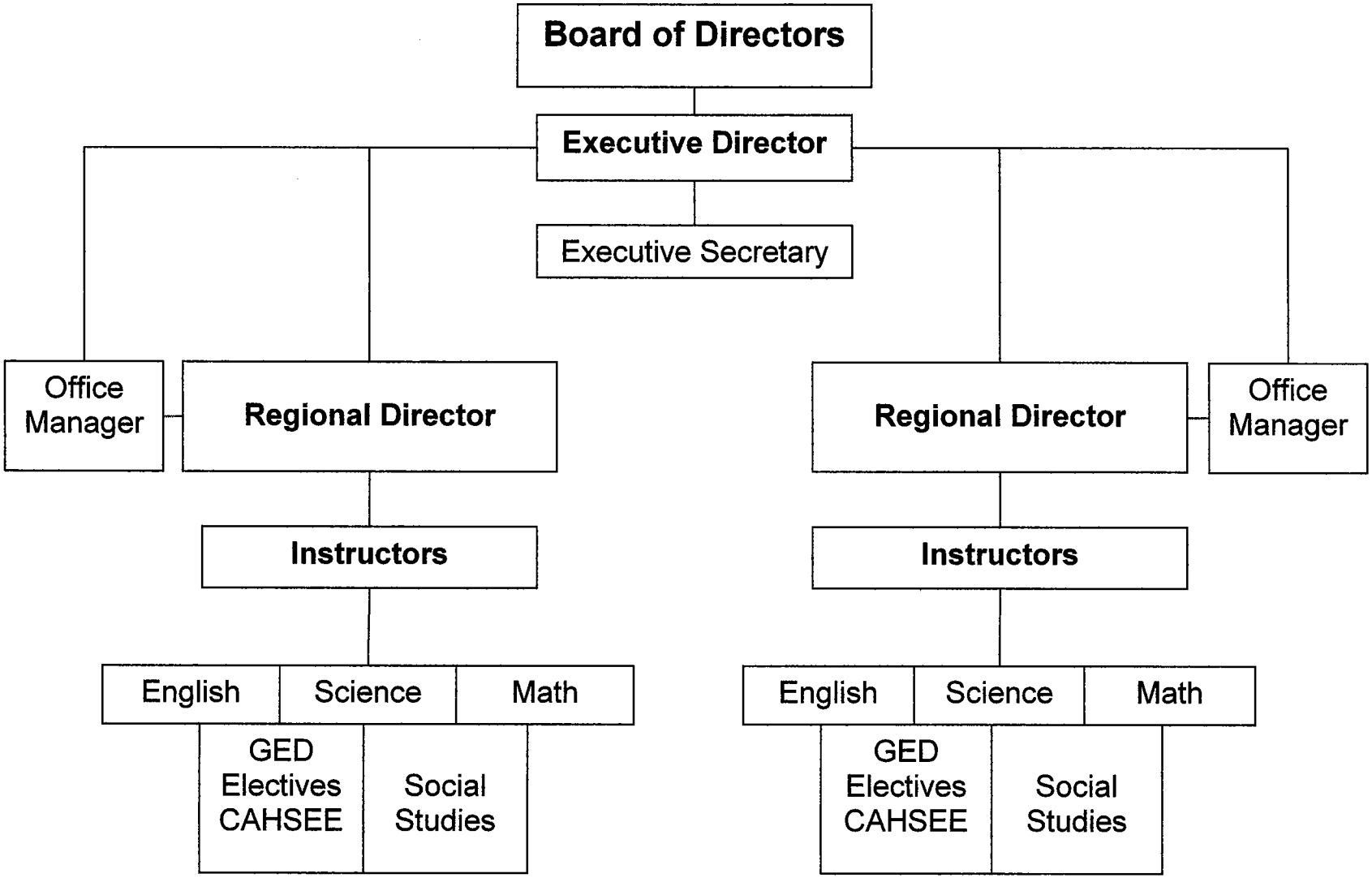
Innovative Academy

Community Focused Education Alternatives

Focused on 7 - 12 Grade At Risk Youth: SARB, expelled, probation, credit deficient, dropout risk, below graduation credit requirements, and/or needs not being met by traditional schools. All instruction designed to prepare the student for graduation, employment, and post secondary vocational training, and/or higher education at the college level.



Sierra Innovative Academy



CONSENT

AGENDA

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 ___
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:
April 4, & 18, 2006
Regular Meetings

AGENDA ITEM AREA:
CONSENT AGENDA

REQUESTED BY:
Roger R. Yohe, Superintendent

ENCLOSURES:
Minutes

MEETING DATE:
May 2, 2006

BACKGROUND:

The Board of Trustees will consider adoption of the minutes of April 4, & 18, 2006 regular board meetings.

SUPERINTENDENT'S RECOMMENDATION:

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

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4.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
April 18, 2006 7:00 P.M.
SHERIDAN SCHOOL – Multi-Purpose Room
4730 H STREET, SHERIDAN, 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.

6:00 P.M. OPEN SESSION – Sheridan School – Staff Room

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

6:05 P.M. CLOSED SESSION – Sheridan School – Staff Room

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

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

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

2. ADJOURN TO OPEN SESSION

Members Present

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

Members Absent

Dennis Sonnenburg, President

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

7:00 P.M. OPEN SESSION – Sheridan School – Multi-Purpose Room

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE

4.1.1

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 U

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

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

A motion by Mrs. Melanie, seconded by Mr. Long, and passed to approve the hearing panels recommendation for expulsion. One apposed vote from Mr. McLeod.

3. SPECIAL ORDER OF BUSINESS

SCHOOL FEATURED – Sheridan School

Mr. Knutson, Principal escorted Board of trustees on a tour of the new playground equipment, and then invited them to a B-B-Q dinner prior to the start of the board meeting. Mr. Knutson had requested each board member to submit any topics they wanted to talk about during the round table discussion prior to the board meeting. The Board of Trustees participated in round table discussion including their topics that were submitted. After 20 minutes of discussion they reported out what they had learned from their round table discussions.

Mr. Long reported out about the school being old, and the roof having leaks and also praising the things the principal has done. He also said there was some discussion regarding the transfer of the K-8 to K-5, he express Sheridan is a good pace setter.
Mrs. Eustice reported out about the technology at Sheridan and felt the district should make sure students are receiving the same as the other schools, she also expressed her appreciation for being here tonight.
Mr. Mentze felt this was a good format. He talked about technology, and the transformation for next year.
Mr. McLeod talked about the roofs; after school program and the library, which allows students 40 min every week, along with afterschool hours. He also reported out on a couple of Field trips that are schedule for the enrichment program. He felt it was a wonderful discussion.

Mrs. Patty Frances with Sheridan's PTC was available for anyone wanting to purchase tickets for a Quilt that will be raffled off by May 25th at their open house.

4. CONSENT AGENDA

4.1 Ratification of Personnel Items

Classified:

*a. **Ratification of Classified Short-Term Employment:***
Sruti Vadgama – Instructional Aide, Special Educ. – CCC

*b. **Ratification of Classified Resignation:***
Kelley Stauffer – Camp/Café. Supervisor – TBE *(only resigning supervisor position, remains as Attendance Clerk)*
Florence Scheffler – Camp/Café. Supervisor – COE *(only resigning supervisor position, remains as Food Service Assistant)*

Certificated:

*c. **Ratification of Certificated Transfer/Promotion:***
Randy Wood – from Math Teacher at GEMS to Assistant Principal at TBMS
Vickie Eutsey – from Math Teacher at LHS to Assistant Principal at GEMS

*d. **Ratification of Certificated Maternity Leave:***
Sarah Julis-Phillips – ½ Time RSP Teacher - GEMS

4.2 Adoption of Resolution 05/06.29 Establishing a reduction of Classified Employee Hours.

A motion by Mr. Long, seconded by Mrs. Eustice and passed by unanimous roll call vote to approve the consent agenda as listed.

5. COMMUNICATION FROM THE PUBLIC

Ban Burbage-Macalusso – Once again he talked about pay raises. He talked about always doing the right thing, and always giving more then his contract requires. He expressed he might give up working with students during lunch recess. He feels he gives 100% to the district, and students always come first. He talked about things piling up at home that need to be done, because of his time spent on teaching duties. He reported he is willing to bring in all expenses and list of duties.
Betty Huff – She wanted to share with the board of trustees what a great job Mr. Knutson has been doing, she feels he has brought Sheridan School to the next level, and feels the same about Karen Roberts.
Michelle Rowe – Reported on the two major accidents that recently happened, which included some of our students. She was asked by Jim Hole to relay a message from the MAC meeting, they are wondering if the district had a plan in place for our young drivers. Mr. Long commented he is working very hard on this issue. He reported on the AB2175 Bill, in regards to defensive driver training, this is currently in the process. Currently the National Transportation Board is looking for funding at this time. Mr. Long reported he hopes to bring back more information at the May board meeting.

6. REPORTS & COMMUNICATION

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

6.2 Western Placer Teacher's Association – Mike Agrippino – Read the following statement that will be in the Bargaining Beacon #9. "After the pronouncements by the School Board and their direction to their Bargaining Team to continue to meet with the WPTA Bargaining Team, many teachers expressed excitement and hope that significant progress could to be toward resolving our differences. On Tuesday, April 18th, both bargaining teams met for the entire day. The WPTA Bargaining Team was also hopeful that some agreements could be reached even though the WPUSD had indicated that there would be no salary proposal presented at this meeting.

Unfortunately, as the bargaining meeting progressed, it became evident that the WPUSD's approach to the only two articles discussed, "Leaves" and "Teaching Hours", had not changed since January 31st. Language presented was virtually the same as was presented in January. No concessions were made by either side. Expected progress was not forthcoming.

Another meeting was scheduled for April 25th. The WPUSD indicated that they would be presenting another salary proposal at that meeting. Also, another full day meeting was scheduled for May 1st. The state mediator will be returning to meet with both sides on May 10th. Based on the outcome of today's meeting, the WPTA Bargaining Team is doubtful that the WPUSD will be presenting a salary proposal or language that moves us closer to a settlement.

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

6.4 Superintendent – Roger Yohe – No report

6.5 Assistant Superintendent(s)

6.5.1 Jay M. Stewart

a. Budget Update: No report

b. Facilities Update:

6.5.2 Scott Leaman Program Focus Area: *International Baccalaureate Program* – Mr. Leaman reported on the International Baccalaureate Program, the district is looking into submitting an application in the fall for Twelve Bridges High School, this is an 18 month process, which will also require training for teachers. Currently the only program in our area is in the San Juan District. Our challenge will be funding for the program, but trying to incorporate it into a new high school is easier than an existing high school.

6.5.3 Bob Noyes, Personnel Director – Mr. Yohe reported on the negotiations that was held today in place of Mr. Noyes.

Karen Roberts – Reported out on behalf the Lincoln Advisory Committee Meeting held monthly. They will be held on the 1st Monday of every month at the District office. She reported they will be going out to

bid by the 25th of April. Construction should begin by July 1st. The committee is still working on by-laws and staffing.

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

7.1 (I/D/A) WILDLANDS – Yohe *(05-06 G & O Component I-IV)*

•Wildlands gave a presentation to the Board of Trustees and Lincoln High School Farm Foundation. They presented a proposal for vernal pool mitigation rights on the current Lincoln High School Farm.

Mr. Steve Morgan from Wildlands gave a brief update on the proposal for vernal pool mitigation rights that was presented at the April 14th meeting to the Board of Trustees. He spoke on the process of the high school farm conservation easement on the 98 acre property, a copy of the management plan was handed out to the board of trustees. There were a couple of members from the farm committee that asked to speak.

Ms. Christine Turner from Placer County Agriculture, spoke about the use of the farm from our students, this farm is unique with its natural resources. She was very much in favor of the proposal and encouraged the board to move forward.

Mr. Mark Fowler talked about 98 acres, 3 quarters of a million dollars and what a great agriculture program is on the farm, he encouraged the board to accept this proposal from Wildlands.

After much discussion and questions addressing the issue, a motion by Mr. Long, seconded by Mr. Mentze, and passed to approve the conceptual agreement pending formal ratification. It was also added that Wildlands would survey the property.

7.2 (I/D/A) REVIEW AND DISCUSS 2006-07 SCHOOL CALENDAR – Leaman *(05-06 G & O Component I-IV)*

•The Board of Trustees will review the start and ending dates of the 2006-07 school year, and school holidays. Minimum days will be added as soon as possible to finalize the calendar.

Mr. Yohe reviewed the calendar showing a start date of August 23rd, and an ending date of June 8th for the 2006-07 school year. A motion was made by Mr. Long, seconded by Mr. Mentze, and passed by unanimous vote to approve the 2006-07 school calendar as submitted.

7.3 (D/A) **APPROVE THE SCHOOL SPECIALTY, INC.'S FURNITURE AND EQUIPMENT BID OF $1,001,576.24 FOR THE TWELVE BRIDGES MIDDLE SCHOOL - Stewart** *(05-06 G & O Component IV-V)*

•The attached proposal details the furniture and equipment requirements for the Twelve Bridges Middle School. The list was formulated through meetings with middle school and District office staff.

A motion by Mr. Long, seconded by Mr. Mentze, and passed by unanimous vote to approve the furniture bid for Twelve Bridges Middle School.

7.4 (I/D) **KINDERGARTEN CLASS SIZE REDUCTION OPTIONS – Stewart** *(05-06 G & O Component IV-V)*

•A comparison of kindergarten class size reduction options will be discussed by the Board of Trustees.

Mr. Stewart gave a report on projections he put together at the request of the board of trustees. After much discussion, he expressed one of the problems we are struggling with is families moving in after school starts, and that makes it hard to plan. It's hard to say how many people will purchase homes. After much discussion on determining how many students will be attending, this is always an issue. The district will make every effort to keep Kindergarten class size as close to 25 as possible next year. Mr. Mentze expressed how bad it is when public education is so dependent on money. No action was taken this was for information and discussion only.

7.5 (D/A) **APPROVE THE RESOLUTION NO. 05/06.28 CALLING AN ELECTION TO SUBMIT THE QUESTION OF LEVYING A SPECIAL TAX WITHIN THE AREA PROPOSED TO BE ANNEXED TO COMMUNITY FACILITIES DISTRICT NO. 1 TO THE QUALIFIED ELECTORS – Stewart** *(05-06 G & O Component IV-V)*

•The attached resolution authorizes the District to hold a special landholder election to annex the Signature Homes and DR Horton developments into the Community Facilities District No. 1.

A Motion by Mr. Mentze, seconded by Mrs. Eustice, and passed by unanimous roll call vote to approve resolution 05/05.28 on an election to submit the question of levying for special tax.

4.1.6

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 REPOTS/COMMENTS

Mr. Long – Thanked Sheridan staff and the community for the presentation.
Mrs. Eustice – Thanked Sheridan staff, and expressed she hoped that things will go better on the next round of negotiations.
Mr. McLeod – Thanked Sheridan staff on the presentation, and informed he would not be at the next board meeting.
Mr. Mentze – Thanked Sheridan staff.
Mr. Sonnenburg – Absent

9. ESTABLISHMENT OF NEXT MEETING(S)

- The President will establish the following meeting(s):
  >May 2, 2006, 7:00 p.m., Lincoln High School Theater

10. ADJOURNMENT

With no further business, the meeting was adjourned at 9:10 p.m.

James McLeod, Board Vice President

Melanie Eustice, Clerk

Roger R. Yohe, Superintendent

Rosemary Knutson, Secretary to Superintendent

4.1.7

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*

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

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.

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**

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

Press - Richard Myers, Lincoln News Messenger
Student – Garrett Snyder, Lincoln High Student Advisor

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

An update was given, and the board has asked that the bargaining team meet.

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

Motion by Mrs. Eustice, seconded by Earl, and passed by unanimous vote to approve stipulated expulsion.

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

Motion by Mrs. Eustice, seconded by Mr. McLeod, and passed by unanimous vote to approve expulsion

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

4.1.10

Motion by Mrs. Eustice, seconded by Mr. Long, and passed by unanimous vote to approve expulsion, Mr. Mentze abstained

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

Motion by Mrs. Eustice, seconded by Mr. Long, and passed by unanimous vote to approve stipulated expulsion.

2.3 INTER-DISTRICT TRANSFER APPEALS

a. Interdistrict Transfer Appeal 06/07 1

Motion by Mrs. Eustice, seconded by Mr. McLeod, and passed to deny the appeal, with the exception of one no vote by Mrs. Eustice.

b. Interdistrict Transfer Appeal 06/07 2

Motion by Mrs. Eustice, seconded by Mr. Mentze, and passed to deny the appeal, with the exception of one no vote by Mrs. Eustice.

2.4 PERSONNEL

Public Employee Appointment
Facilities Superintendent/District Superintendent

Mr. Sonnenburg read the following statement:
"Tonight in closed session the Board considered some critical and significant changes in our district's organizational structure. We have been studying our situation since early February. The district is entering an unprecedented growth period as was reflected in the draft of the Facilities Master Plan presented by Ron Fiest at the March 7th Board Meeting. He commented, "Your staff will be heavily stretched to stay up with the building program." In a few short months we will be constructing close to a quarter billion dollars worth of projects. Including our joint projects with the city and community college we will be completing and opening Twelve Bridges Middle School, and four others under construction, namely, Twelve Bridges High School, the Joint City/District/College Library project, Lincoln Crossing Elementary School and the City Hall/District Office on Sixth Street. Our new high school, at over 70 million dollars, will be the largest project ever initiated by Western Placer. In addition to construction, the design plans for Lincoln Crossing Middle School and a second elementary school for Twelve Bridges are in progress.

Currently the district has no Facilities Department to oversee this rapidly expanding operation. The vision and responsibility needed to manage this growth are extremely important to the district. With so much at stake,

4.1.11

critical oversight can potentially yield significant savings and ensure that projects will be completed as planned on time.

Therefore, the Board has worked with Roger Yohe to develop a plan which would adequately manage this growth. Under the plan Mr. Yohe will be transferred to head-up this department as Facilities Superintendent. Several of his duties will include:

A. Overseeing construction projects, including attending construction meetings, managing the budgets and approving changes in conjunction with the District Superintendent and Assistant Superintendent of Business Services.
B. Making presentation and recommendation to the Board of Trustees on all phases of the school planning, design and construction process.
C. Assuming full management responsibilities for the Facilities Department, personnel and operational activities within WPUSD.

To replace the District Superintendent can be an expensive, time consuming and risky process. The Board noted that Assistant Superintendent, Scott Leaman had served the district exceedingly well, as both principal and assistant superintendent, for the past 13 years. With superintendent positions opening up in nearby districts, Scott could easily be lost by our district in the near future.

Therefore, the Board decided to interview Scott for the position of District Superintendent. This was doubly appealing because Scott and Roger have worked so well together for many years and a good working relationship between these two positions will be critically important for this district for the next few years.

Scott interviewed exceptionally well. In addition, the Board noted he is respected by the site administrators and has provided outstanding leadership throughout his career in Western Placer. He understands the heart and soul of the district, and he can keep us all moving in the right direction.

The Board worked with its attorney and Roger and Scott to develop details in contractual form for this transfer and promotion. This action will result in a net savings to the district general fund since the Facilities Superintendent position will be funded out of developer fees and the District Superintendent will enter at a reduced salary. This will take effect on July 3rd with a transition to begin immediately so both are prepared to assume their new duties."

After his statement a motion was made unanimously and approved by the board of trustees to approve the realignment of superintendents.

4.1.12

After the statement on realignment of superintendents a motion by Mr. Long, seconded Mentze, and passed by unanimous vote to approve the realignment of superintendents. Mr. McLeod made a statement to Mr. Yohe on how much he is appreciated for all his hard work with the district and the community. Mr. Leaman also gave a brief statement of gratitude to Roger and the district for his promotion to superintendent. After his statement he was given a standing ovation by the audience.

3. SPECIAL ORDER OF BUSINESS

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

Mr. Jordan Knighton gave a power point presentation on the overview of the Twelve Bridges High School project. He reviewed all aspects of the facilities. He also discussed joint facilities with both the City of Lincoln and Sierra College. The bid process will begin in April and conclude in May. Construction will start June 2006, and the occupancy will be by July of 2008. A Twelve Bridges High School planning update booklet was given to the board of trustees.

Jordan also gave a presentation on the Lincoln Crossing Elementary School, which includes an adjacent city park. He indicated the occupancy on this facility will be July 2007. Mr. Long requested a sign with the occupancy date be put on the property for the community to see. Mr. Knighton assured Mr. Long that new signs will be put up.

4 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

Mr. Long requested that item number 4.4 be removed from the consent agenda, and be brought back for discussion. A motion was made by Mrs. Eustice, seconded by Mr. Mentze, and passed by unanimous vote to approve the consent agenda as listed with the exception of item number 4.4.

4.1.13

5. COMMUNICATION FROM THE PUBLIC

Desirai Gomez – Addressed the board regarding over populated class sizes. She is new to the Lincoln area, her children attend Creekside Oaks. Her daughter was struggling, but is now back on track with the help of a team of teachers. However, she feels her son is falling through the cracks because of the amount of students in one class. She talked about teachers going above and beyond for their students. She asked the board of trustees to think back when they were in school, and were would they be without their teacher?

Michael Bodie – Addressed the board in regards to Creekside Oaks Elementary and Glen Edwards Middle School, he expressed he is still upset about the portable multi that was put in at Creekside Oaks. And now the city has put in new locks at the community center, not allowing the students to utilize the facility, and asked what kind of arrangements have been made with the city for joint use of the community center. He reported since he has been attending the board meetings, there has been no mention of new facilities for Creekside Oaks and Carlin C. Coppin, and feels unhappy to say it's like a tale between two cities with the older schools getting nothing, and the new facilities having everything. He also brought up the subject of class size. He hopes to see with the new leadership for Western Placer Unified School District that they live up to their obligation.

Dan Burbage-Macaluso – Talked about pay increases and how he could not wait another 2 years to see COLA. He talked about the time he spends working with students during his lunch. He also talked about the prep time that was negotiated for a lower salary.

Lanina Spencer – She handed out a packet to all board members that was put together by a group of teachers from Twelve Bridges Elementary asking them to review the information and invited board members to visit their classrooms to see where monies are spent, and answer any questions they might have.

Rob Kerrigan – Congratulated both Roger and Scott for the administrative alignment that took place this evening, and shared the bargaining team is looking forward to working with Scott. The negotiating team put together a presentation called the "Our Arduous Journey" and it was presented to the board of trustees.

6. REPORTS & COMMUNICATION

6.1 Lincoln High School, Student Advisory – Garrett Snyder – Reported April 18th will be mid term accreditation for Lincoln High School, which is a check up from 3 years ago. He will report back in May.

6.2 Western Placer Teacher's Association – Mike Agrippino – Shared a statement to the board in regards to negotiations.

6.3 Western Placer Classified Employee Association – Joe Ross - Not in attendance

6.4 Superintendent, Roger Yohe - Shared an invitation to the Board of Trustees received from the Friends of the Library for an Open House scheduled on May 3rd.

6.5 Assistant Superintendent(s)

6.5.1 Jay M. Stewart

a. Budget Update: No report

4.1.14

b. Facilities Update:

6.5.2 Scott Leaman

a. Program Focus Area: *Curriculum Adoption* – Mr. Leaman reported the health adoption will be delayed until next year. He also talked about Social Science adoption, this will be brought back for discussion. He reported Star testing has just arrived and will begin the first of May, along with GATE testing and Assessment testing that will continue through the end of the school year.

6.5.3 Bob Noyes, Personnel Director – Reported on the interviewing process to hire teachers for the up and coming year. To date there have been 25 teachers hired, and we will continue interviewing after Spring Break.

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

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.

Mrs. Mary Stockwell spoke on behalf of the NBCC, she handed out packets and asked the board to work with the NBCC. She reported there had been a few minor changes to the original proposal which were include the packets. She reported that a presentation has been given to both Ophir and Loomis board members, but they are not willing to work with the NBCC.

Marcy Buckner a student from Glen Edwards Middle School asked to continue her education in Lincoln Schools.

Victoria Buckner, Mother of Marcy reported that she lives within Newcastle but does not want to see these changes take place. She expressed not wanting to attend Newcastle Schools she feels very much a part of the Lincoln Community and really wants to keep her kids in the Lincoln school district.

Nicole Buckner a student at Lincoln High School expressed the difficulty of changing schools. She fits right in at school and her grades are very good. She would like to graduate at Lincoln High School.

Elaine Lowe – A former teacher who lives on Gold Hill Road, and has raised 4 children in Western Placer Unified School District. Lincoln is our Community they don't want to attend Del Oro, or Newcastle schools. They want to stay where they are and keep the boundaries where they currently are.

4.1.15

William Fawx – Has lived on Gold Hill Road for years. He gave a brief background about himself. He is World War II Veteran and has four daughters who attended Newcastle schools. He has been a part of the Newcastle district for many years. He asked about the impact, and who would determine the final decision on the transfer, and would there be any room for appeals, and asked about appeal process. He felt that both sides of the petitions should have contacted him. He also thanked the board for listening.
Steve Cole – Lives on 193 and Gold Hill Road on the boundary line. He expressed being troubled about the two school districts that have been linked on his property. He expressed that those it effected should be asked how they feel before a decision is made.
Dennis Allen – Reported this change would not affect the middle school and the high school. He reported on Ron Fiest talking about keeping the kids together from K-12th so they can stay together.
This item was for discussion only, no action was taken.

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.

Mr. Rob Reynolds from Loomis talked about boundaries, and said he was willing to answer any questions on this boundary changes.

Mr. Yohe reported the boundary changes have been discussed for the last 2 years. He talked about the unionization of Ophir and Loomis school districts, and if this transfer is approved tonight it then goes to Placer County Boundary Committee for approval.

The board of trustees expressed many questions on the transfer, as far as loss of developer fees and how this would affect students that are currently attending Western Placer but will no longer be within our boundaries. It was assured by Mr. Reynolds that interdistricts would be honored in allowing students to continue their education in Western Placer Unified School District. Mr. McLeod had a concern with putting something into the agreement allowing the students to attend where they would like, because board policy changes. The Ophir board president who was present at the board meeting guaranteed, Mr. McLeod 100% that this would not be a problem.

4.1.16

A motion by Mr. Long, seconded by Mr. Mentze, and passed to approve the boundary transfer. The vote was 3 in favor and 2 opposed by McLeod and Eustice.

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 years, 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.

A motion by Mrs. Eustice, seconded by Mr. Long, and passed by unanimous vote to approve board policy 6146.1 modifications.

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.

A motion by Mr. Long, seconded by Mr. Mentze, and passed by unanimous vote to approve the site plan that were submitted for approval.

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.

Mr. Stewart reported Glen Edwards was designed to be an elementary school, and anything done at this point has been patchwork for a middle school. He reported on assessment from Ron Fiest, himself and the Architect would be instead of modernize Glen Edwards Middle School is make it an elementary school. He reported it would cost 3.5 to 5 million dollars of remodeling it back into an elementary school. The district will have two other middle schools by 2009. Mr. Stewart reported Glen Edwards Middle School will never be a state of art middle school. Mr. McLeod commented he feels we should look at keeping a middle school within the city and walking distance for the students. Mr. Stewart reported it would be a 20 million dollar renovation to keep Glen Edwards Middle School as a middle

4.1.17

school. Some of the concerns from board members were when to build and how fast. Mr. Stewart reported a modernization to Glen Edwards Middle School would come from district funding, he explained there are two pots one being modernization and the other being growth monies. There was discussion from the board on feeling the need to push the plans through for commitment on the Lincoln Crossing Middle School price for the property which needs to be finalized by 2007. Mr. Stewart reported a piece of modernization in the process is also looking at putting permanent classrooms and the multi purpose room over at Creekside Oaks Elementary School. Mr. Stewart reported he would need direction from the board on these proposals for Glen Edwards Middle School. This was information and discussion item only, no action was taken.

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 COMMENTS

Mr. McLeod – Reported on an ACSA dinner he attended last week where Jan Smith, received an award for Vice Principal of the Year at Lincoln High.

Mr. Long – Talked about when there was only one board meeting per month, and how he feels the importance to hear from the teachers. He expressed he would like to hear more from the teachers on a personal base, regarding their classrooms. He also talked about a magazine called the "Placer Magazine", it has great information.

Mrs. Eustice – Requested to have class size and Kindergarten class size as an agenda item on the April 18th board meeting.

Mr. Mentze – No report

Mr. Sonnenburg – Reported he would be leaving to go to India, and would be missing two board meetings.

9. ESTABLISHMENT OF NEXT MEETING(S)

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

4.1.18

10. ADJOURNMENT
With no further business, the meeting was adjourned at 10:20 p.m.

Dennis Sonnenburg, Board President

Melanie Eustice, Clerk

Roger R. Yohe, Superintendent

Rosemary Knutson, Secretary to Superintendent

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

Posted: 3/2/06
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4.1.19

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:
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:
May 2, 2006

BACKGROUND:

The Board of Trustees will consider approval of warrants paid since the April 4, 2006 board meeting.

SUPERINTENDENT'S RECOMMENDATION:

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

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4.2

APY220 H.02.03

PLACER COUNTY OFFICE OF EDUCATION
WARRANT REGISTER FOR WARRANTS DATED 04/20/2006
SCHOOLS COMMERCIAL REVOLVING FUND

04/19/06 PAGE 1

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT
80070252	007209	BUDGET BLINDS	22	00	1,827.54
80070254	011051	CAPITAL ONE F.S.B.	22	00	93.11
80070256	009919	DELL	22	00	3,554.83
80070258	036880	G&S HARDWARE PURCHASING	22	00	781.08
80070260	038620	GRAINGER	22	00	86.72
80070262	010344	JOHN'S COPIER SERVICE	22	00	427.92
80070264	008595	MBNA AMERICA BUSINESS CAR	22	00	16.04
80070266	007787	PITNEY BOWES CREDIT CORP	22	00	984.00
80070268	002891	SIERRA OFFICE SUPPLIES &	22	00	1,987.64
80070270	007212	STAPLES CREDIT PLAN	22	00	686.11
80070272	040640	ZEP MANUFACTURING COMPANY	22	00	1,119.63
80070274	011129	BANC OF AMERICA SECURITIE	22	00	6,657.53
80070276	011051	CAPITAL ONE F.S.B.	22	00	27.09
80070278	004100	PJ'S MAIL & PARCEL SERVIC	22	00	15.35
80070280	011018	NTD / EDGE DESIGN BUILDER	22	00	1,967,879.21
80070282	005057	BIO SAFETY SYSTEMS	22	00	1,250.58
80070284	007930	BULB DIRECT	22	00	120.75
80070286	009482	MARILOU EDWARDS	22	00	324.73
80070288	010976	J.W. PEPPER & SON INC	22	00	31.11
80070290	010900	MEDS-PDN	22	00	210.00
80070292	006899	POSITIVE PROMOTIONS	22	00	50.70
80070294	011966	APRIL RENNIE	22	00	35.00
80070296	004440	SAM'S CLUB DIRECT	22	00	26.49
80070298	011408	HOLLY SHIMA	22	00	32.01
80070300	011322	JOANN SKINNER KITA	22	00	285.28
80070302	007212	STAPLES CREDIT PLAN	22	00	96.91
80070304	001061	KAREN WOLD	22	00	220.29
80070306	003208	XEROX CORPORATION	22	00	280.24
80070253	007173	CAL-AIR INC	22	00	3,279.65
80070255	008620	CED CONSOLIDATED ELECTRI	22	00	779.96
80070257	002863	DELTA WIRELESS	22	00	779.87
80070259	001689	GOSSETT ALARM INC	22	00	1,488.00
80070261	016160	HARCOURT INC	22	00	403.75
80070263	008189	MBNA AMERICA BUSINESS CAR	22	00	168.14
80070265	026460	PACIFIC GAS & ELECTRIC CO	22	00	7,566.10
80070267	011969	ROSEVILLE ACE HARDWARE	22	00	75.05
80070269	011122	THE SPEECH PATHOLOGY GROU	22	00	3,120.00
80070271	001151	STATE OF CALIFORNIA	22	00	224.00
80070273	036880	G&S HARDWARE PURCHASING	22	00	55.55
80070275	011561	BANK OF AMERICA	22	00	295.00
80070277	011132	ECORP CONSULTING INC	22	00	1,456.66
80070279	011970	CALIFORNIA BANK & TRUST	22	00	287,942.01
80070281	008844	AMERICAN SCHOOL COUNSELOR	22	00	45.25
80070283	005738	BORDER'S GROUP INC	22	00	210.00
80070285	004023	CLASSROOM DIRECT.COM	22	00	80.32
80070287	011962	SHEILA HILBURN	22	00	23.28
80070289	011953	CARRIE KANDRIS	22	00	67.93
80070291	009795	MOUNTAIN MATH/LANGUAGE LL	22	00	95.95
80070293	009649	RENAISSANCE LEARNING INC.	22	00	96.15
80070295	020880	RIEBES AUTO PARTS	22	00	52.23
80070297	000128	SCHOLASTIC INC	22	00	115.11
80070299	002891	SIERRA OFFICE SUPPLIES &	22	00	536.95
80070301	003808	PAM SOHA	22	00	9.68
80070303	000798	TEACHER'S DISCOVERY	22	00	146.89
80070305	006976	JOHN WYATT	22	00	28.30

TOTAL AMOUNT OF ALL WARRANTS $2,298,249.67***

1.2.47

WARRANT REGISTER FOR WARRANTS DATED 04/13/2006

SCHOOLS COMMERCIAL REVOLVING FUND

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT
80068851	005865	A-Z BUS SALES INC	22	00	258.48
80068853	004071	AIRGAS	22	00	32.53
80068855	011961	ASIAN PACIFIC COMMUNITY	22	00	111.96
80068857	000205	CA BUS SALES	22	00	347.30
80068859	007984	CHEVRON	22	00	17.61
80068861	002863	DELTA WIRELESS	22	00	134.72
80068863	038620	GRAINGER	22	00	824.28
80068865	008281	HILLYARD	22	00	44.14
80068867	000967	ROSEMARY KNUTSON	22	00	40.96
80068869	001762	MCGRAW-HILL	22	00	46.33
80068871	023380	MISSION UNIFORM SERVICE I	22	00	2,782.77
80068873	005632	NEW HORIZONS COMPUTER LEA	22	00	1,760.00
80068875	026460	PACIFIC GAS & ELECTRIC CO	22	00	7,321.66
80068877	010687	POSTMASTER	22	00	39.00
80068879	002618	RISO PRODUCTS OF SAC INC	22	00	125.90
80068881	002891	SIERRA OFFICE SUPPLIES &	22	00	948.87
80068883	010550	SIERRA SPRING WATER CO.	22	00	62.20
80068885	001786	SPURR	22	00	7,902.91
80068887	011958	VISION COMMUNICATIONS CO.	22	00	176.60
80068889	040640	ZEP MANUFACTURING COMPANY	22	00	224.64
80068891	003128	DIVISION OF STATE ARCHITE	22	00	10,514.01
80068893	006049	L & H AIRCO	22	00	700.00
80068895	011062	WALLACE-KUHL & ASSOCIATES	22	00	8,202.65
80068897	006157	WM.A. MORTON & ANJA NOLTI	22	00	6,961.84
80068899	003117	AMERICAN GUIDANCE SERVICE	22	00	2,165.55
80068901	000728	BSN SPORTS	22	00	225.04
80068903	011776	BURKETT'S OFFICE	22	00	258.08
80068905	000050	CURRICULUM ASSOCIATES INC	22	00	1,198.82
80068907	007262	DEMCO MEDIA	22	00	62.93
80068909	011938	ANGELIKA DYADCHENKO	22	00	172.63
80068911	007840	G.W. SCHOOL SUPPLY	22	00	50.00
80068913	011497	GREAT PACIFIC MEDIA	22	00	185.90
80068915	003281	HOME DEPOT	22	00	70.09
80068917	004736	INSECT LORE	22	00	168.19
80068919	010361	FRED KENDELL	22	00	374.57
80068921	000389	LAKESHORE LEARNING MATERI	22	00	203.60
80068923	024240	NASCO MODESTO	22	00	90.16
80068925	010325	KAREN NEWMAN	22	00	44.03
80068927	000068	ORIENTAL TRADING COMPANY	22	00	478.17
80068929	007332	PCI EDUCATIONAL PUBLISHIN	22	00	58.84
80068931	007787	PITNEY BOWES CREDIT CORP	22	00	135.00
80068933	011788	RAYMAR INFORMATION SOLUTI	22	00	168.64
80068935	002618	RISO PRODUCTS OF SAC INC	22	00	1,180.65
80068937	010320	SCHOOL MATE	22	00	531.20
80068939	010452	JULIE SHACKELFORD	22	00	209.97
80068941	039880	WISHING WELL ENTERPRISES	22	00	94.62
80068852	000059	ADVANCED INTEGRATED PEST	22	00	1,200.00
80068854	007998	ALICANTE SCHOOL	22	00	5,037.88
80068856	011763	AUBURN PLACER DISPOSAL SE	22	00	115.00
80068858	006060	CALTRONICS BUSINESS SYSTE	22	00	99.30
80068860	005437	DAWSON OIL COMPANY	22	00	7,122.57
80068862	011963	FUSE 3	22	00	540.00
80068864	016160	HARCOURT INC	22	00	39.48
80068866	011926	JABBERGYM	22	00	5,715.00
80068868	010984	LEADER SERVICES	22	00	385.10
80068870	023380	VOIDED	22	00	
80068872	010035	DEBRA MORRISON	22	00	62.30
80068874	000068	ORIENTAL TRADING COMPANY	22	00	27.70
80068876	004100	PJ'S MAIL & PARCEL SERVIC	22	00	127.93
80068878	011965	R & A ROSELLE & ASSOCIATE	22	00	155.00
80068880	026400	SBC	22	00	221.41
80068882	010443	SIERRA PEDIATRIC THERAPY	22	00	1,035.00
80068884	010414	SPEECH & LANGUAGE THERAPY	22	00	285.00
80068886	006354	UPS - UNITED PARCEL SERV.	22	00	11.23
80068888	010810	WSP ROOFING & WATERPROOFI	22	00	2,971.00
80068890	011129	BANC OF AMERICA SECURITIE	22	00	3,698.63
80068892	011935	GARDENER'S SUPPLY COMPANY	22	00	225.22
80068894	011138	SCHOOL CONSTRUCTION COMPL	22	00	3,946.25
80068896	000281	AUBURN HARDWOODS	22	00	1,187.52
80068898	010456	AKJ EDUCATIONAL SERVICES	22	00	116.24
80068900	011939	BOYS TOWN PRESS	22	00	721.18
80068902	004920	BULBMAN - SACRAMENTO	22	00	41.18
80068904	004023	CLASSROOM DIRECT.COM	22	00	186.43
80068906	009919	DELL	22	00	1,040.86
80068908	008097	DISCOVERY MUSEUM SCIENCE	22	00	20.00
80068910	013040	FOLLETT LIBRARY RESOURCES	22	00	86.50
80068912	000841	GOPHER SPORT	22	00	54.51
80068914	010102	MIKE HANKINS	22	00	145.58
80068916	011944	HYALITE LLC	22	00	150.00
80068918	011953	CARRIE KANDRIS	22	00	154.31
80068920	010071	KEYBOARD TEACHER	22	00	45.88
80068922	011964	MOTHER LODE RIVER CENTER	22	00	2,000.00
80068924	001064	NATIONAL SCHOOL PRODUCTS	22	00	16.03
80068926	004683	OFFICE DEPOT	22	00	2,368.86
80068928	009348	OTTER CREEK INSTITUTE	22	00	199.00
80068930	007959	PHIL TULGA EDUCATIONAL	22	00	1,100.00
80068932	029400	RAINBOW MARKET	22	00	177.77
80068934	009282	RESERVE ACCOUNT	22	00	15.00
80068936	006223	SACRAMENTO ZOO	22	00	69.00
80068938	000122	SCHOOL SPECIALTY INC	22	00	521.07
80068940	002891	SIERRA OFFICE SUPPLIES &	22	00	2,030.07

2.2.4

WARRANT REGISTER FOR WARRANTS DATED 04/13/2006
SCHOOLS COMMERCIAL REVOLVING FUND

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT

TOTAL AMOUNT OF ALL WARRANTS $103,176.03***

4.8.17

WARRANT REGISTER FOR WARRANTS DATED 04/06/2006

SCHOOLS COMMERCIAL REVOLVING FUND

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT
80067273	005845	AUBURN PLACER DISPOSAL SE	22	00	5,746.15	80067274	011465	FILTERFRESH	22	00	135.00
80067275	011924	ROBERT FOXWORTHY JR.	22	00	50.06	80067276	015040	GOLD RUSH AUTO PARTS	22	00	1,114.76
80067277	011550	HARCOURT ASSESSMENT INC.	22	00	5,270.11	80067278	011744	LaSHAWN HORTON	22	00	226.95
80067279	000396	HOUGHTON MIFFLIN COMPANY	22	00	91.01	80067280	011926	JABBERGYM	22	00	2,857.50
80067281	010344	JOHN'S COPIER SERVICE	22	00	138.35	80067282	011928	LINDAMOOD-BELL	22	00	897.00
80067283	008702	LAUREL MAYNARD	22	00	25.00	80067284	001762	MCGRAW-HILL	22	00	108.97
80067285	011827	JENNA MELTON	22	00	82.77	80067286	020840	MOUNTAIN CLEAR WATER COMP	22	00	138.30
80067287	000131	ROBERT NOYES	22	00	21.61	80067288	011916	CHARLENE PALLAS	22	00	25.00
80067289	008069	RAY MORGAN COMPANY INC	22	00	7,610.47	80067290	011517	AMY RIGA	22	00	80.55
80067291	000568	SACRAMENTO SPRING WORKS I	22	00	371.80	80067292	000543	SAXON PUBLISHERS INC.	22	00	526.06
80067293	000122	SCHOOL SPECIALTY INC	22	00	93.52	80067294	002891	SIERRA OFFICE SUPPLIES &	22	00	67.68
80067295	003409	SIMPLE PLEASURES	22	00	60.81	80067296	010816	STARSTREAM COMMUNICATIONS	22	00	55.95
80067297	006447	TAG / AMS INC	22	00	50.00	80067298	011959	TALK TOOLBOX INC.	22	00	350.71
80067299	002732	PEGGY VAN LENGEN	22	00	13.35	80067300	003569	VERIZON WIRELESS MESSAGIN	22	00	127.99
80067301	011952	WEST COACH CORPORATION	22	00	846.20	80067302	002373	WILSON WAY TIRE	22	00	593.66
80067303	006591	CHUCK YOUTSEY	22	00	160.65	80067304	009414	RHEA ZINZUN	22	00	23.28
80067305	007914	BLACKBURN CONSULTING	22	00	12,688.50	80067306	011448	FEIST EDUCATION CONSULTIN	22	00	2,094.40
80067307	011406	WALTER MAY	22	00	11,020.00	80067308	011708	EDWARD McCULLOUGH	22	00	7,975.00
80067309	005792	NTD/STICHLER	22	00	491,373.11	80067310	011579	QUALITY SOUND SYSTEMS	22	00	2,717.28
80067311	011878	STANLEY TAYLOR	22	00	1,680.00	80067312	011447	YUBA SUTTER BUILDING	22	00	12,600.00
80067313	010712	NORTHERN CALIF. CONSTRUCT	22	00	17,735.00	80067314	010598	D & P CREAMERY	22	00	14.28
80067315	001778	THE DANIELSEN COMPANY	22	00	3,307.84	80067316	011727	ED JONES FOOD SERVICE	22	00	4,164.04
80067317	000686	INTERSTATE BRANDS CORP	22	00	236.40	80067318	006580	JERICO INC	22	00	125.00
80067319	009147	NOR-CAL PRODUCE INC	22	00	163.00	80067320	011033	PAPPA JOHN'S PIZZA	22	00	948.00
80067321	029400	RAINBOW MARKET	22	00	23.37	80067322	009250	RIPPLE THOMAS	22	00	312.00
80067323	011585	STAFFORD MEAT COMPANY	22	00	264.00						

TOTAL AMOUNT OF ALL WARRANTS $597,402.44***

APY220 H.02.03

PLACER COUNTY OFFICE OF EDUCATION
WARRANT REGISTER FOR WARRANTS DATED 03/30/2006
SCHOOLS COMMERCIAL REVOLVING FUND

03/29/06 PAGE 1

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT
80065778	005801	APPROVED SAFE & LOCK	22	00	244.94	80065779	010271	MARY BOYLE	22	00	642.36
80065780	009440	CDW GOVERNMENT INC	22	00	743.34	80065781	009504	JENNIFER CHANDLER	22	00	64.09
80065782	002037	CINGULAR WIRELESS	22	00	29.95	80065783	008524	CITICORP VENDOR FINANCE I	22	00	713.58
80065784	011769	BRANDI CLOVIS	22	00	193.13	80065785	007174	COOL CABINETS	22	00	1,825.00
80065786	009998	DANG ELECTRIC	22	00	1,364.00	80065787	009919	DELL	22	00	91.18
80065788	011874	DALE EBERT	22	00	110.36	80065789	038620	GRAINGER	22	00	244.40
80065790	016160	HARCOURT INC	22	00	3,347.49	80065791	004997	VIRGINIA HENDERSON	22	00	575.00
80065792	000175	J & J SCREEN & GLASS	22	00	103.26	80065793	011953	CARRIE KANDRIS	22	00	67.93
80065794	005510	TIM KERRIGAN	22	00	1,308.05	80065795	006049	L & H AIRCO	22	00	575.13
80065796	003183	SCOTT LEAMAN	22	00	427.74	80065797	011772	LYNN LIDSTONE	22	00	110.36
80065798	011773	JAMES MEYER	22	00	110.36	80065799	011875	DeBora MILLER	22	00	110.36
80065800	011946	KRYSTAL McGOWEN	22	00	49.51	80065801	011770	BRANDY NOVAK	22	00	110.36
80065802	026460	PACIFIC GAS & ELECTRIC CO	22	00	1,176.03	80065803	011951	PCI LIGHTING CONTROL SYST	22	00	435.00
80065804	028610	POSTMASTER	22	00	206.00	80065805	011873	EUGENIA RAKESTRAW	22	00	110.36
80065806	011771	EVELYN SANDOVAL	22	00	110.36	80065807	000122	SCHOOL SPECIALTY INC	22	00	245.50
80065808	002891	SIERRA OFFICE SUPPLIES &	22	00	246.22	80065809	010157	JENNIFER TARABOCHIA	22	00	38.35
80065810	011628	TIME TIMER	22	00	104.00	80065811	002732	PEGGY VAN LENGEN	22	00	37.92
80065812	040640	ZEP MANUFACTURING COMPANY	22	00	74.88	80065813	007209	BUDGET BLINDS	22	00	868.72
80065814	009998	DANG ELECTRIC	22	00	1,720.00	80065815	000128	SCHOLASTIC INC	22	00	109.50
80065816	002891	SIERRA OFFICE SUPPLIES &	22	00	65.95	80065817	011018	NTD / EDGE DESIGN BUILDER	22	00	2,339,015.70
80065818	003281	HOME DEPOT	22	00	150.75	80065819	011344	BOYD COFFEE COMPANY	22	00	378.24
80065820	008137	CAL-NEVA SLUSH COMPANY	22	00	99.00	80065821	001778	THE DANIELSEN COMPANY	22	00	3,087.52
80065822	011727	ED JONES FOOD SERVICE	22	00	4,008.35	80065823	000686	INTERSTATE BRANDS CORP	22	00	465.05
80065824	006580	JERICO INC	22	00	145.25	80065825	009147	NOR-CAL PRODUCE INC	22	00	467.28
80065826	011033	PAPPA JOHN'S PIZZA	22	00	785.00	80065827	010084	SYSCO SACRAMENTO	22	00	1,700.11
80065828	011092	ACP	22	00	122.50	80065829	000185	BARNES & NOBLE BOOKSTORES	22	00	455.79
80065830	010875	BOOKS ARE FUN	22	00	60.00	80065831	001230	BOUND TO STAY BOUND BOOKS	22	00	123.77
80065832	011776	BURKETT'S OFFICE	22	00	289.48	80065833	006226	CEEA CA ELEMENTARY EDUCA	22	00	358.00
80065834	000991	EVAN-MOOR EDUCATIONAL	22	00	55.48	80065835	008144	JENNY FLANAGAN	22	00	12.00
80065836	011919	FRESNO PACIFIC SCHOOL OF	22	00	340.00	80065837	003119	GLEN EDWARDS MIDDLE SCHOO	22	00	53.17
80065838	009894	HAWKHILL ASSOCIATES INC.	22	00	285.69	80065839	003281	HOME DEPOT	22	00	105.57
80065840	022460	HOUGHTON MIFFLIN COMPANY	22	00	469.96	80065841	000718	IMCO INDUSTRIAL MINERALS	22	00	501.65
80065842	005736	INK LYNX INC	22	00	812.03	80065843	006325	IT'S ELEMENTARY	22	00	543.50
80065844	011945	KIWANIS FAMILY HOUSE	22	00	100.00	80065845	020820	LINCOLN HIGH SCHOOL	22	00	138.88
80065846	002271	LINGUI SYSTEMS INC	22	00	81.90	80065847	024240	NASCO MODESTO	22	00	70.81
80065848	004683	OFFICE DEPOT	22	00	526.46	80065849	000068	ORIENTAL TRADING COMPANY	22	00	31.65
80065850	003892	PCOE/ART DOCENT	22	00	500.00	80065851	007787	PITNEY BOWES CREDIT CORP	22	00	105.60
80065852	028020	PLACER COUNTY OFFICE OF E	22	00	35.00	80065853	028610	POSTMASTER	22	00	156.00
80065854	029400	RAINBOW MARKET	22	00	233.43	80065855	011942	RENO HILTON HOTEL	22	00	212.36
80065856	010717	SAFEWAY INC	22	00	32.00	80065857	000128	SCHOLASTIC INC	22	00	149.64
80065858	002891	SIERRA OFFICE SUPPLIES &	22	00	635.57	80065859	011912	SKYLIGHTER	22	00	262.79
80065860	011943	ST. AMBROSE ACTING GROUP	22	00	200.00	80065861	010410	STENHOUSE PUBLISHERS	22	00	219.49
80065862	000834	TARGET BANK	22	00	270.00	80065863	011950	DANIELA THOMPSON	22	00	46.09
80065864	039880	WISHING WELL ENTERPRISES	22	00	50.00	80065865	007336	XEROX	22	00	92.24
80065866	003208	XEROX CORPORATION	22	00	618.38	80065867	002891	SIERRA OFFICE SUPPLIES &	22	00	55.95

WARRANT REGISTER FOR WARRANTS DATED 03/30/2006
SCHOOLS COMMERCIAL REVOLVING FUND

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT

TOTAL AMOUNT OF ALL WARRANTS $2,378,425.75***

4.2.b

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 Employment

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
May 2, 2006

BACKGROUND:

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

Chauna Franco – Campus/Café Supervisor, 2:40 – 3:10 (.07 FTE) – TBE
Campus/Café Supervisor, 7:45 – 8:15 (.07 FTE) – TBE

SUPERINTENDENT'S RECOMMENDATION:

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

Boardfactsheet.doc

4.3.9

First exam OK

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

NOTIFICATION OF CLASSIFIED EMPLOYMENT

ATTENTION: Personnel Department DATE: 4/21/06

You are hereby notified that: Chauna Franco
(applicant's name)

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

POSITION TITLE: Kindergarten Aide

EFFECTIVE DATE OF ASSIGNMENT: 4/24/06
(To be determined by Personnel department)

ASSIGNMENT LOCATION: Twelve Bridges Elementary School

RANGE: 13 STEP: A AMOUNT $ 10.72 (As per WPCSEA contract)

NUMBER OF HOURS ASSIGNED PER DAY: 0.5 (2:40-3:10)

NEWLY APPROVED POSITION: _____ OR REPLACEMENT XXXXXXX

IF REPLACEMENT, NAME OF PRIOR EMPLOYEE: Tina Diaz

FUNDING SOURCE: GENERAL FUND: XXXXXXX

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.*

Chauna Franco 04.21.06
Applicant's signature Date

1380 Cedar Dr Lincoln 95648 916 543-6377
Address (City/Zip) Telephone #

[signature] 4/21/06
Administrator's signature Date

clasif.not.doc

revised 9/00

4.3.a.1

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

NOTIFICATION OF CLASSIFIED EMPLOYMENT

ATTENTION: Personnel Department DATE: 4/21/06

You are hereby notified that: Chauna Franco
(applicant's name)

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

POSITION TITLE: Kindergarten Aide

EFFECTIVE DATE OF ASSIGNMENT: 4/24/06
(To be determined by Personnel department)

ASSIGNMENT LOCATION: Twelve Bridges Elementary School

RANGE: 13 STEP: A AMOUNT $ 10.72 (As per WPCSEA contract)

NUMBER OF HOURS ASSIGNED PER DAY: 0.5 (7:45-8:15)

NEWLY APPROVED POSITION: _____ OR REPLACEMENT XXXXXXX

IF REPLACEMENT, NAME OF PRIOR EMPLOYEE: Tina Diaz

FUNDING SOURCE: GENERAL FUND: XXXXXXX

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.*

Chauna Franco 04.21.06
Applicant's signature Date

1380 Cedar Dr Lincoln 95648 916 543-6377
Address (City/Zip) Telephone #

[signature] 4/21/06
Administrator's signature Date

clasif.not.doc

revised 9/00

4.3a.2

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 Additional Position

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
May 2, 2006

BACKGROUND:

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

Maritza Pisik – adding the 2 hr. Instructional Aide position at COE to her existing Instructional Aide position at CCC

SUPERINTENDENT'S RECOMMENDATION:

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

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Personnel Department

To: Maritza Pisik, CCC

From: Peggy Van Lengen, Personnel Acct. Tech.

Date: April 25, 2006

Subject: Additional Position

After the selection process was discussed and the seniority list taken into consideration, it was determined that you will be adding the 2 hr. Instructional Aide position at COE to your existing 2 hr. Instructional Aide position at CCC effective July 1, 2006.

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

Congratulations!

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 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 Transfers

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
May 2, 2006

BACKGROUND:

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

Cheryl Harrison – from GEMS to TBMS as 8 hr. Library Tech.
Nicole Lomonico – from TBE to TBMS as Health Clerk
Robert Foxworthy – from TBE/COE to TBMS as Custodian/Groundsman
Janene Malatesta – from GEMS to TBMS as Secretary II

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends ratification of classified transfers for the individuals listed above.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Personnel Department

To: Cheryl Harrison , GEMS

From: Peggy Van Lengen, Personnel Acct. Tech.

Date: April 11, 2006

Subject: Transfer

After the selection process was discussed and the seniority list taken into consideration, it was determined that you will be transferring from your current Library Tech. position at GEMS into the Library Tech. position at TBMS effective July 1, 2006.

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

Congratulations!

4.3c.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Personnel Department

To: Nicole Lomonico, TBE

From: Peggy Van Lengen, Personnel Acct. Tech.

Date: April 11, 2006

Subject: Transfer

After the selection process was discussed and the seniority list taken into consideration, it was determined that you will be transferring from your current Health Clerk position at TBE into the Health Clerk at TBMS effective July 1, 2006.

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

Congratulations!

4.3c.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Personnel Department

To: Robert Foxworthy, TBE

From: Peggy Van Lengen, Personnel Acct. Tech.

Date: April 11, 2006

Subject: Transfer

After the selection process was discussed and the seniority list taken into consideration, it was determined that you will be transferring from your current night Custodian/Groundsman position at TBE/COE into the day Custodian/Groundsman position at TBMS effective July 1, 2006.

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

Congratulations!

4.3c.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Personnel Department

To: Janene Malatesta, GEMS

From: Peggy Van Lengen, Personnel Acct. Tech.

Date: April 11, 2006

Subject: Transfer

After the selection process was discussed and the seniority list taken into consideration, it was determined that you will be transferring from your current School Secretary II position at GEMS into the School Secretary II position at TBMS effective July 1, 2006.

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

Congratulations!

4.3c.4

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 ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Complies with Mission Statement ___ 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 Resignation

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
May 2, 2006

BACKGROUND:

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

Elizabeth Morales – Campus/Café Supervisor – COE

SUPERINTENDENT'S RECOMMENDATION:

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

April 18, 2006

I am resigning my current campus/cafeteria positions at COE effective March 24, 2006.

Elizabeth Morales

Elizabeth Morales

4.3d.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 X 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 X 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, parents, local government, business, service organizations, etc. as partners in the education of the students.	Personnel Sign-Off by B. Noyes BN Program Sign Off by S. Leaman ___ SBLT Involvement ___ Initial

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING

FACT SHEET

SUBJECT:

Ratification of Certificated Temporary Employment

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:
Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
May 2, 2006

BACKGROUND:

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

Darwin Reynolds – RSP Teacher (.50 FTE) – FRE

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees ratify the temporary employment of the individual listed above.

4.3e

FORM #1

CERTIFICATED EMPLOYMENT ONLY

MEMORANDUM - TO PERSONNEL DEPT.

to Bd. 5/2/06

Consideration is being given to **

NAME: Darwin Reynolds PHONE NO: 645-2464

ADDRESS: 931 Tartan Lane
Lincoln, CA 95648

100 3 of

for employment for the ** 06/07 school year. Tentative

assignment will be ** 1/2 RSP Teacher School FRE.

Newly Approved Position X OR Replacement _____

If Replacement, Name of Prior Employee _____

Please complete the following:

**● Hire date 4/24/06 (First contract work day)
- Full Day _____ (Length of service _____)
- Part Day _____ (Length of service _____)
- Substitute _____
- Temporary X
- Probationary _____

Salary classification F-26 $ 69,982/183 = 382.42/2 = $191.21/day /yr, based on
MA ~~A.B.~~ + 30 units and 32 years of teaching experience.
(Salary schedule placement will be determined **only** by personnel department)

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

** _____
** _____

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

** Darwin S Reynolds 4/24/06 _____
(Applicant signature) (Date) (Administrator's signature) (Date)

NOTE: **Contract pending Board of Trustee ratification.**

4.3e.1

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

PRSNLMMO

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:

Request for Maternity/
Child Rearing Leave

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:
Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
May 2, 2006

BACKGROUND:

The Board of Trustees will take action on a request for Maternity/Child Rearing Leave as per WPTA Contract, Article VIII, Section D-1 and D-2 from:

Misty Lacey-Alarcon – 3rd Grade Teacher - FSS

SUPERINTENDENT'S RECOMMENDATION:

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

April 21, 2006

To Whom It May Concern:

I am writing this letter to request a leave under Article VIII, Sections D-1 and D-2 of the WPUSD and WPTA contract. This would include "maternity" and "child rearing leave" simultaneously from August 23, 2006 through February 26, 2007. I am making arrangements for a long-term substitute. If you have any questions or need to discuss this matter with me in person, you can contact me at First Street School.

Sincerely,

Misty Lacey Alarcon

Misty Lacey Alarcon
Third Grade Teacher
First Street School

4.3 f.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 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:
Student Teaching Agreement
Between Western Placer USD
And California State University
Chico

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Bob Noyes
Director of Human Services

ENCLOSURES:
Yes (2)

MEETING DATE:
May 2, 2006

BACKGROUND:

Each year the Western Placer Unified School District enters into student teaching agreements with several universities operating within the Sacramento region. California State University, Chico has submitted a proposal that identifies the responsibilities of both parties, when graduate students are placed in classrooms to augment their credential requirements. The agreement will be effective from July, 2006 – June, 2010.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees approve the agreement as presented.

STA # 65

STUDENT TEACHING AGREEMENT

THIS AGREEMENT entered into by and between the State of California through the Trustees of The California State University on behalf of the University noted below, all of which are hereinafter called "State" or "University", and the School District noted below, hereinafter called the "District":

WITNESSETH

WHEREAS, the District is authorized to enter into agreements with the State to provide teaching experience through practice teaching to students enrolled in teacher education curricula of the University; and

WHEREAS, the University desires to place students in District for practice teaching experience under a supervisory teacher;

NOW, THEREFORE, it is mutually agreed between the State and the District as follows:

SPECIAL PROVISIONS

The University, District, and agreement term are as follows:

University: California State University, Chico

School District: Western Placer Unified Placer County

Term: From **July 1, 2006** to **June 30, 2010**

GENERAL TERMS

1. The District shall provide to University students teaching experience through practice teaching in schools and classes of the District. Such practice teaching shall be provided in such schools or classes of the District, and under the direct supervision and instruction of such employees of the District, as the District and the State through their duly authorized representatives may agree upon.

The District may, for good cause, refuse to accept for practice teaching any student of the University assigned to practice teaching in the District, and upon request of the District, made for good cause, the State shall terminate the assignment of any student of the University to practice teaching in the District.

> "Practice teaching" as used herein and elsewhere in this agreement means active participation in the duties and functions of the classroom teaching under the direct supervision and instruction of employees of the District holding valid teaching credentials issued by the California Commission on Teacher Credentialing, other than emergency or provisional credentials, authorizing them to serve as classroom teachers in the schools or classes in which the practice teaching is provided.

2. A semester unit of practice teaching for elementary and secondary schools constitutes of approximately 60 clock hours practice teaching.

STA # 65

STUDENT TEACHING AGREEMENT

THIS AGREEMENT entered into by and between the State of California through the Trustees of The California State University on behalf of the University noted below, all of which are hereinafter called "State" or "University", and the School District noted below, hereinafter called the "District":

WITNESSETH

WHEREAS, the District is authorized to enter into agreements with the State to provide teaching experience through practice teaching to students enrolled in teacher education curricula of the University; and

WHEREAS, the University desires to place students in District for practice teaching experience under a supervisory teacher;

NOW, THEREFORE, it is mutually agreed between the State and the District as follows:

SPECIAL PROVISIONS

The University, District, and agreement term are as follows:

University: California State University, Chico

School District: Western Placer Unified Placer County

Term: From **July 1, 2006** to **June 30, 2010**

GENERAL TERMS

1. The District shall provide to University students teaching experience through practice teaching in schools and classes of the District. Such practice teaching shall be provided in such schools or classes of the District, and under the direct supervision and instruction of such employees of the District, as the District and the State through their duly authorized representatives may agree upon.

The District may, for good cause, refuse to accept for practice teaching any student of the University assigned to practice teaching in the District, and upon request of the District, made for good cause, the State shall terminate the assignment of any student of the University to practice teaching in the District.

> "Practice teaching" as used herein and elsewhere in this agreement means active participation in the duties and functions of the classroom teaching under the direct supervision and instruction of employees of the District holding valid teaching credentials issued by the California Commission on Teacher Credentialing, other than emergency or provisional credentials, authorizing them to serve as classroom teachers in the schools or classes in which the practice teaching is provided.

2. A semester unit of practice teaching for elementary and secondary schools constitutes of approximately 60 clock hours practice teaching.

www.cifstate.org

California Interscholastic Federation

Marie Ishida, Executive Director
STATE OFFICE
1320 Harbor Bay Parkway, Suite 140, Alameda, CA 94502-6578
Tel: (510) 521-4447 - FAX: (510) 521-4449

2006-2007 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and RETURN TO THE CIF SECTION OFFICE (ADDRESS ON REVERSE SIDE) no later than July 3, 2006.

Western Placer Unified School District/Governing Board at its May 2, 2006 meeting,
(name of school district/governing board) (date)

appointed the following individual(s) to serve for the 2006-2007 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Lincoln High School
NAME OF REPRESENTATIVE Jan Smith POSITION Assistant Principal
ADDRESS 790 J Street CITY Lincoln ZIP 95648
PHONE (916) 645-6360 FAX (916) 645-6349 E-MAIL j_smith@wpusd.k12.ca.us

---

NAME OF SCHOOL Lincoln High School
NAME OF REPRESENTATIVE Donna Tofft POSITION Athletic Director
ADDRESS 790 J Street CITY Lincoln ZIP 95648
PHONE (916) 645-6384 FAX (916) 645-6349 E-MAIL donnatofft@hotmail.com

---

NAME OF SCHOOL
NAME OF REPRESENTATIVE POSITION
ADDRESS CITY ZIP
PHONE FAX E-MAIL

NAME OF SCHOOL
NAME OF REPRESENTATIVE POSITION
ADDRESS CITY ZIP
PHONE FAX E-MAIL

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's Name (print) Roger Yohe Superintendent's Signature
Address 810 J Street City Lincoln Zip 95648
Phone (916) 645-6350 Fax (916) 645-6356

PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION, SEE REVERSE SIDE FOR CIF SECTION OFFICES⇒⇒⇒

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:
California Interscholastic Federation Application for 2006-07 at Lincoln High School

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Roger Yohe

ENCLOSURES:
Yes

MEETING DATE:
May 2, 2006

BACKGROUND:

The Board of Trustees will approve Mrs. Donna Tofft, and Ms. Jan Smith as the California Interscholastic Federation representatives for Lincoln High School during the 2006-07 school year.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees approve Mrs. Donna Tofft, and Ms. Jan Smith as the California Interscholastic Federation representatives, for Lincoln High School during the 2006-07 school year.

rk\h:\wpfiles\Board\format10

California Interscholastic Federation

Marie Ishida, Executive Director
STATE OFFICE
1320 Harbor Bay Parkway, Suite 140, Alameda, CA 94502-6578
Tel: (510) 521-4447 - FAX: (510) 521-4449

www.cifstate.org

TO: **SUPERINTENDENT OF PUBLIC SCHOOLS**
PRINCIPAL OF PRIVATE SCHOOLS

FROM: **MARIE ISHIDA**

RE: **ENCLOSED FORM TO RECORD DISTRICT AND/OR SCHOOL REPRESENTATIVES TO LEAGUES**

DATE: **APRIL 11, 2006**

Enclosed is a form upon which to record your district and/or school representatives to leagues for next year 2006-2007. It is a form sent every year to you in order to obtain the names of league representatives to every league in the state and to make sure that the league representatives are designated by school district (or school) governing boards. It is a legal requirement that league representatives be so designated.

The education code gives the authority for high school athletics to high school governing boards. The code also requires that the boards, after joining CIF, designate their representatives to CIF leagues. This is a necessity! (Ed. Code 33353 (a) (1))

We are asking that, after action by the governing board, you **send the names of league representatives to your CIF Section office.** Obviously, the presumption behind this code section is that the representatives of boards are the only people who will be voting on issues, at the league and section level, that impact athletics.

If a governing board does not take appropriate action to designate representatives or this information is not given to Section offices within the required time frame, CIF is required to suspend voting privileges (CIF Constitution, Article 2, Section 25, p.17) for the affected schools.

At the State Federated Council level we will be asking that Sections verify that their representatives are designated in compliance with this Ed. Code section.

I hope this gives you a bit of background. Thank you for all you do to help support high school athletics. It is a valuable program in all high schools and we appreciate the support you give to the program and to CIF.

Please return the enclosed form by the date indicated on the form. Please contact us if we can give you further information.

:am

4.5.1

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:
Amendment to the 2006-07 School Calendar

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Roger R. Yohe,
Superintendent

ENCLOSURES:
Yes

MEETING DATE:
May 2, 2006

BACKGROUND:

Attached is a copy of the 2006-07 School Calendar along with an analysis of school districts calendars throughout Placer County. The amendment is to the district calendar is to schedule Spring Break before Easter to keep aligned with the other school districts in Placer County.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees approve the amendment to the 2006-07 School Calendar.

rk\wpfiles\Board\format20

To: WPTA/ WP-CSEA

Date: April25, 2006

From: Roger Yohe

Topic: 2006 – 2007 Calendar

Please find attached an analysis of school district calendars throughout Placer County. Please note that WPUSD is the only district showing the Spring Break after Easter. If we adhere to this schedule all of our students in Placer County programs would miss two weeks of instruction or the District could incur additional expense to provide the instruction.

Therefore, I am notifying you that Spring Break will be scheduled the week of April 2 through April 6 to align with all other school districts in the county. See attached calendar.

Minimum days will be added to this calendar following conversation with site administrators and WPTA.

Attachments (2)

4.6.1

District Calendars
At-A-Glance
2006-2007

	Teacher Work Days	Student Day	1st Student Day	Labor Day	Thanksgiving	Winter Break	Martin Luther King Jr.	Presidents'	1st Semester	Spring Break	Memorial Day	Last Student Day	Days Not School
Ackerman	8/15/06 6/5/07	8/14/06 11/3/06 2/9/07	8/16/06	9/4/06	11/10/06	11/20-24/06	12/22/06-1/5/07	1/15/07	2/12/07	2/19/07	4/2-6/07 ✓	5/28/07	6/4/07	
Bruce Hall	8/17/06 8/18/06	8/16/2006 1/8/07 4/9/07	8/21/06	9/4/06	11/10/06	11/22-24/06	12/22/06-1/5/07	1/15/07	2/12/07	2/19/07	4/2-6/07 ✓	5/28/07	6/7/07	
Calhoun County	8/15/06 10/30/06	8/14/06 1/8/07 4/9/07	8/16/06	9/4/06	11/10/06	11/20-24/06	12/22/06-1/5/07	1/15/07	2/12/07	2/19/07	4/2-6/07 ✓	5/28/07	6/5/07	
Clarke Co.														
Dist. 1 Crosby	8/4/2006 6/15/07	9/22/06 1/26/07 3/16/07	8/7/06	9/4/06	Intersession 11/6-17/06	11/20-11/24/06	12/18/06-1/1/07	1/15/07	2/12/07	2/19/07	Intersession: 3/26-3/30/07 Spring Break: 4/2-4/6/07	5/28/07	6/14/07	
Franklin County	8/16/06	9/1/2006 11/3/06 4/9/07	8/17/06	9/4/06	11/10/06	11/20-24/06	12/18/06-1/1/07	1/15/07	2/12/07	2/19/07	4/2-6/07 ✓	5/28/07	6/8/07	11/16-17/06
Forrest Hill	7/28/06 8/15/06 6/4/07	TBD	8/16/06	9/4/06	11/10/06	11/22-24/06	12/21/06-1/5/07	1/15/07	2/12/07	2/19/07	4/2-6/07 ✓	5/28/07	6/1/07	
Fulton	8/14/06 8/15/06 8/16/06	9/5/06 10/9/06 1/8/07	8/17/06	9/4/06	11/10/06	11/20-24/06	12/22/06-1/5/07	1/15/07	2/12/07	2/19/07	4/2-6/07 ✓	5/28/07	6/6/07	
Gwinnett	8/21/06	8/17/06 8/18/06 1/8/07	8/22/06	9/4/06	11/10/06	11/20-24/06	12/22/06-1/5/07	1/15/07	2/12/07	2/19/07	4/2-6/07 ✓	5/28/07	6/6/07	
Opelika	8/14/06	11/1/06 TBD	8/15/06	9/4/06	11/10/06	11/17-24/06	12/25/06-1/5/07	1/15/07	2/19-2/23/07		4/2-9/07 ✓	5/28/07	6/7/07	
Piedmont		TBD	8/22/06	9/4/06	11/10/06	11/22-24/06	12/22/06-1/5/07	1/15/07	2/19-2/13/07		4/2-6/07 ✓	5/28/07	6/7/07	
Sheffield	8/15/06 1/8/07 6/1/07	8/14/06 3/16/07	8/16/06	9/4/06	11/10/06	11/22-24/06	12/22/06-1/5/07	1/15/07	2/12/07	2/19/07	4/2-6/07 ✓	5/28/07	5/31/07	
Rock Hill		8/17/06 10/23/06 4/9/07	8/22/06	9/4/06	11/10/06	11/20-24/06	12/25/06-1/5/07	1/15/07	2/16/07 ✓	2/19/07	4/2-6/07 ✓	5/28/07	6/7/07	
Roscoe Hill	8/18/06 8/21/06 8/22/06 11/1/06 6/8/07		8/23/06	9/4/06	11/10/06	11/20-24/2006	12/21-1/2/2007	1/15/07	2/12/07	2/19/07	4/2-4/9/07 ✓	5/28/07	6/7/07	
Shelby		8/15/06 8/16/06 10/10/06	8/17/06	9/4/06	11/10/06	11/20-24/06	12/18/06-1/2/07	1/15-16/07	2/12/07	2/19/07	4/2-9/07 ✓	5/28/07	6/7/07	
Stone Hill														
Sylacauga	8/21/06 8/22/06	1/2/07	8/23/06	9/4/06	11/10/06	11/20-24/06	12/18/06-1/2/07	1/15/07	2/12/07	2/19/07	4/9-13/07	5/28/07	6/8/07	
Talladega City	8/14/06	8/9/06 8/10/06 8/11/06	8/15/06	9/4/06	11/10/06	11/20-11/24/06	12/21/06-1/5/07	1/15/07	2/12/07	2/19/07	~~4/2-6/07~~ ✓	5/28/07	6/8/07	9/25/06 10/9/06 11/27/06 3/5/07 3/16/07 5/25/07
Tuscaloosa City	8/11/06 6/4/06	8/14/06 8/15/06 3/16/07	8/16/06	9/4/06	11/10/06	11/20-24/06	12/22/06-1/5/07	1/15/07	2/12/07	2/19/07	4/2-6/07 ✓	5/28/07	6/1/07	

4.9.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT

2006-2007 Student/Teacher Calendar

JULY 2006

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

AUGUST 2006

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

SEPTEMBER 2006

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

OCTOBER 2006

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

NOVEMBER 2006

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

DECEMBER 2006

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

DATES TO REMEMBER:

◯ First Day of School for Students	August 23rd
☐ Last Day of School for Students	June 8th
Site Day (School not in session)	August 21st
Teacher Day (School not in session)	August 22nd
District In-service Day	January 2nd

SCHOOL NOT IN SESSION:

Independence Day	July 4
Labor Day	September 4
Veterans' Day	November 10
Thanksgiving Break	November 20-24
Winter Break	December 18-January 2nd
Martin Luther King, Jr. Day	January 15
Lincoln Birthday	February 12
Washington's Birthday	February 19
Spring Break	April 2-6
Memorial Day	May 28

PUPIL DAYS

August = 7	February = 18
September = 20	March = 22
October = 22	April = 16
November = 16	May = 22
December = 11	June = 6
January = 20	***TOTAL PUPIL DAYS = 180***

TOTAL TEACHER DAYS = 183

- First Trimester ends on
- Second Trimester ends on
- Third Trimester ends on

__ = Legal Holiday

☐ = Student Recess

( ) = District Day

Minimum Days:

Adopted: 4/18/06

4.6.3

JANUARY 2007

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

FEBRUARY 2007

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

MARCH 2007

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

APRIL 2007

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

MAY 2007

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

JUNE 2007

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

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)**
2. **Foster a safe, caring environment where individual differences are valued and respected.**	**Complies with Governance & Management Document** **Complies with District Goals**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**	**Complies with District Mission Statement** **Funding Sign-Off by J. Stewart**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the 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**

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Approval of Child Development Contract

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Scott Leaman,
Assistant Superintendent

ENCLOSURES:
Yes

MEETING DATE:
May 2, 2006

BACKGROUND:

Approval of the contract for supplemental materials is being requested at this time.

SUPERINTENDENT'S RECOMMENDATION:

The administration recommends board approval of the contract.

RESOLUTION

05/06.33

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services **and to authorize the designated personnel to sign contract documents for Fiscal Year 2005/06.**

RESOLUTION

BE IT RESOLVED that the Governing Board of Western Placer Unified School District

authorizes entering into local agreement number/s CPKR-5436 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

NAME	TITLE	SIGNATURE
Scott Leaman	Asst. Sup of Ed. Services	
Jay Stewart	Astt. Sup of Bus. Services	

PASSED AND ADOPTED THIS 2 day of May 2005/06, by the Governing Board of Western Placer Unified School District of Placer County, California.

I, Melanie Eustice, Clerk of the Governing Board of WPUSD, of Placer, County, California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a May 2, 2006 meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's signature) (Date)

4.7.1

CALIFORNIA DEPARTMENT OF EDUCATION
1430 N Street
Sacramento, CA 95814-5901

F.Y. 05 - 06

DATE: January 01, 2006

CONTRACT NUMBER: CPKR-5436
PROGRAM TYPE: PRE-KINDERGARTEN RESOURCE CONTRACTS
PROJECT NUMBER: 31-6695-00-5

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

CONTRACTOR'S NAME: WESTERN PLACER UNIFIED SCHOOL DISTRICT

By signing this contract and returning it to the State, you are agreeing to use the funds identified below to improve prekindergarten program quality in accordance with Exhibit B, PROGRAM REQUIREMENTS FOR PREKINDERGARTEN CHILD CARE RESOURCE PROGRAM (available online at http://www.cde.ca.gov/fg/aa/cd/), which by this reference are incorporated into this contract. The contractor's signature also certifies compliance with "Standard Provisions for State Contracts", (Exhibit A) which by this reference is incorporated herein.

These funds shall not be used for any purpose considered nonreimbursable pursuant to the 2005/06 Program Requirements for Prekindergarten Child Care Resource Program, the current Child Care and Development Fund Funding Terms and Conditions (FT&Cs) and Title 5, California Code of Regulations.

Funding of this contract is contingent upon appropriation and availability of funds. This contract may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this contract. This contract is effective from January 01, 2006 through June 30, 2006. The total amount payable pursuant to this agreement shall not exceed $3,162.00.

Expenditures of these funds shall be reported to the Child Development Fiscal Services Division (CDFS) on Form CDFS 9529 no later than July 20, 2006. For non-local educational agencies, expenditures for the period June 1, 2006 through June 30, 2006 shall be included in their 2005/06 audit due November 15, 2006 or earlier if specified by the CDE. The audits for School Districts and County Offices shall be submitted in accordance with Education Code Section 41020.

Any provision of this contract found to be violation of Federal or State statute or regulation shall be invalid but such a finding shall not affect the remaining provisions of this contract.

Exhibit A, Standard Provisions for State Contracts attached.

STATE OF CALIFORNIA	CONTRACTOR
BY (AUTHORIZED SIGNATURE)	BY (AUTHORIZED SIGNATURE)
PRINTED NAME OF PERSON SIGNING: Sharon Taylor	PRINTED NAME AND TITLE OF PERSON SIGNING: Scott Lerma Asst. Supt.
TITLE: Manager-Contracts CD+NS Fiscal Svcs	ADDRESS: 810 J Street Lincoln CA 95648

AMOUNT ENCUMBERED BY THIS DOCUMENT: $ 3,162	PROGRAM/CATEGORY (CODE AND TITLE): Child Development Programs		FUND TITLE: Federal	Department of General Services use only
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT: $ 0	(OPTIONAL USE) 0656 14773-6695	FC# 93.575	PC# 000174	
TOTAL AMOUNT ENCUMBERED TO DATE: $ 3,162	ITEM 30.10.020.901 6100-196-0001	CHAPTER 038	STATUTE 2005	FISCAL YEAR 2005-2006
	OBJECT OF EXPENDITURE (CODE AND TITLE): 702 SACS: Res-5035 Rev-8290			
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.			T.B.A. NO.	B.R. NO.
SIGNATURE OF ACCOUNTING OFFICER			DATE	

4.7.2

STANDARD PROVISIONS FOR STATE CONTRACTS

1. The Contractor agrees to indemnify, defend and save harmless the State, its officers, agents and employees from any and all claims and losses accruing or resulting to any and all contractors, subcontractors, suppliers, laborers, and any other person, firm or corporation furnishing or supplying work services, materials, or supplies in connection with the performance of this Agreement, and from any and all claims and losses accruing or resulting to any person, firm or corporation who may be injured or damaged by Contractor in the performance of this Agreement.
2. Contractor, and the agents and employees of Contractor, in the performance of this Agreement, shall act in an independent capacity and not as officers or employees or agents of the State.
3. The State may terminate this Agreement and be relieved of any payments should the Contractor fail to perform the requirements of this Agreement at the time and in the manner herein provided. In the event of such termination the State may proceed with the work in any manner deemed proper by the State. All costs to the State shall be deducted from any sum due the Contractor under this Agreement and the balance, if any, shall be paid to the Contractor upon demand.
4. This Agreement is not assignable by the Contractor, either in whole or in part, without the consent of the State in the form of a formal written amendment.
5. Time is of the essence in this Agreement.
6. No amendment or variation of the terms of this Agreement shall be valid unless made in writing, signed by the parties and approved as required. No oral understanding or Agreement not incorporated in the Agreement is binding on any of the parties.
7. The consideration to be paid Contractor, as provided herein, shall be in compensation for all of Contractor's expenses incurred in the performance hereof, including travel, per diem, and taxes, unless otherwise expressly so provided.
8. Contractors entering into a contract funded wholly or in part with funds from the United States Government agree to amendments in funding to reflect any reductions in funds if the Congress does not appropriate sufficient funds. In addition, the contract is subject to any restrictions, limitations or enactments of congress which affect the provisions, terms or funding of this agreement in any manner. The State shall have the option to terminate the contract without cost to the State in the event that Congress does not appropriate funds or a United States agency withholds or fails to allocate funds.

Contractor Certification Clauses

The authorized signer of this Contract CERTIFIES UNDER PENALTY OF PERJURY that he/she are duly authorized to legally bind the Contractor to the clauses(s) listed below. This certification is made under the laws of the State of California.

1. NON-DISCRIMINATION CLAUSE: During the performance of this Agreement, Contractor and its subcontractors shall not unlawfully discriminate, harass, or allow harassment against any employee or applicant for employment because of sex, race, color, ancestry, religious creed, national origin, physical disability (including HIV and AIDS), mental disability, medical condition (cancer), age (over 40), marital status, and denial of family care leave. Contractor and subcontractors shall insure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment. Contractor and subcontractors shall comply with the provisions of the Fair Employment and Housing Act (Government Code Section 12990 (a-f) et seq.) and the applicable regulations promulgated thereunder (California Code of Regulations, Title 2, Section 7285 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code Section 12990 (a-f), set forth in Chapter 5 of Division 4 of Title 2 of the California Code of Regulations, are incorporated into this Agreement by reference and made a part hereof as if set forth in full. Contractor and its subcontractors shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other Agreement.

Contractor shall include the nondiscrimination and compliance provisions of this clause in all subcontracts to perform work under the Agreement. (Not applicable to public entities.)

2. DRUG-FREE WORKPLACE CERTIFICATION: By signing this contract, the contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

b. Establish a Drug-Free Awareness Program to inform employees about:

1) the dangers of drug abuse in the workplace;

2) the person's or organization's policy of maintaining a drug-free workplace;

3) any available counseling, rehabilitation and employee assistance programs; and,

4) penalties that may be imposed upon employees for drug abuse violations.

c. Every employee who works on the proposed contract will:

1) receive a copy of the company's drug-free workplace policy statement; and,

2) agree to abide by the terms of the company's statement as a condition of employment on the contract.

Failure to comply with these requirements may result in suspension of payments under this agreement or termination of this agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: (1) the Contractor has made false certification, or (2) violated the certification by failing to carry out the requirements as noted above. (GC 8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (PCC 10296) (Not applicable to public entities.)

4. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public contract code Section 10286 and 10286.1, and is eligible to contract with the State of California.

5. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

6. DOMESTIC PARTNERS: Commencing on July 1, 2004 Contractor certifies that it is in compliance with Public Contract Code section 10295.3 with regard to benefits for domestic partners. For any contracts executed or amended, bid packages advertised or made available, or sealed bids received on or after July 1 2004 and prior to January 1, 2007, a contractor may require an employee to pay the costs of providing additional benefits that are offered to comply with PCC 10295.3.

EXHIBIT B

PROGRAM REQUIREMENTS FOR PREKINDERGARTEN CHILD CARE RESOURCE PROGRAM

January 1, 2006 through June 30, 2006

4.7.5

March 2006

PROGRAM REQUIREMENTS
PREKINDERGARTEN CHILD CARE RESOURCE PROGRAM

The intent of this resource contract award is to improve prekindergarten program quality and to allow for contractor flexibility in the expenditure of the funds. This resource award is for one-time only expenditures that will benefit and enhance prekindergarten quality child care.

The following program requirements are provided to assist the designated legal entity in meeting the legislative intent. Each contractor is required, as a condition of its contract with the California Department of Education (CDE), Child Development Division (CDD), to adhere to these requirements and Title 5 regulations pertaining to Child Development Programs, in addition to all other applicable laws and regulations. Any variance from these requirements, the applicable Title 5 regulations, laws and regulations could be considered a noncompliance issue and subject the contractor to possible termination of the contract.

This contract is funded through a grant from the federal Department of Health and Human Services and subject to Code of Federal Regulations (CFR) 45, Parts 98 and 99, the Child Care and Development Block Grant Act of 1990, as amended, and Public Law 104-193, the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) of 1996, 42 United States Code (UCS), Section 9858. If the Catalogue of Federal Domestic Assistance (CFDA) number is 93596 (shown at FC# in the funding block), the fund title is Child Care Mandatory and Matching Fund of the Child Care and Development Fund. If the CFDA number is 93575, the fund title is Child Care and Development Block Grant subject to the Child Care and Development Block Grant Act of 1990, the Omnibus Budget Reconciliation Act of 1990, Section 5082, Public Law 101-508, as amended, Section 658J and 658S, and Public Law 102-586

This contract is made possible from funds identified in the State Budget Act of 2005-06.

I. GENERAL PROVISIONS

A. Notification of Address Change

Contractors shall notify CDD in writing of any change in their mailing address for communication regarding the contract (administrative address) within ten (10) calendar days of the address change. For non-public agencies, the notification must be accompanied with board minutes verifying the change in address, and a copy of the address change notification to the Internal Revenue Service.

4.7.6

Contractors shall notify CDD in writing of any proposed change in operating facility address(es) at least thirty (30) calendar days in advance of the change unless such change is required due to a natural disaster or emergency such as a fire, flood or earthquake.

B. Issuance and Use of Checks

Except for external payroll services, private contractors shall not use any pre-signed, pre-authorized, or pre-stamped checks without the prior written approval of CDD.

Private contractors shall require two (2) authorized signatures on all checks unless: (1) the contractor has a policy approved by its governing board requiring dual signatures only on checks above a specified dollar amount; and (2) the annual audit verifies that appropriate internal controls are maintained.

C. Prohibition Against Loans and Advances

Contractors shall not loan contract funds to individuals, corporations, organizations, public agencies or private agencies. Contractors shall not advance unearned salary to employees. Contractors shall not make advance payments to subcontractors and shall compensate subcontractors after services are rendered or goods are received.

D. Materials Developed with Contract Funds

If the contractor receives income from materials developed with contract funds, the use of the income shall be restricted to the child development program. If the materials were developed in part with contract funds, the income from the sale of the materials that shall be used in the child development program shall be computed in direct proportion to the share of contract funds used in development of the materials.

Materials developed with contract funds shall contain an acknowledgement of the use of State funds in the development of materials and a disclaimer that the contents do not necessarily reflect the position or policy of the CDE.

E. Contractor's Termination for Convenience

1. General Termination for Convenience

A contractor may terminate the contract for any reason during the contract term. The contractor shall notify CDD of its intent to terminate the contract at least ninety (90) calendar days prior to the date the contractor intends to terminate the contract.

4.7.7

Within fifteen (15) days from the date the contractor notifies CDD of its intent to terminate, the contractor shall submit a current inventory of equipment purchased in whole or in part with contract funds.

Upon receipt of a notice of intent to terminate, CDD will transfer the program to another agency as soon as practicable.

The State shall only be obligated to compensate the contractor for net reimbursable program costs in accordance with this contract through the date of termination. There shall be no other compensation to the contractor. The State shall offset any monies the contractor owes the State against any monies the State owes under this contract.

2. Changes in Laws or Regulations

CDD shall notify contractors in writing of changes in laws or regulations prior to the effective date or as soon as possible after enactment. If any laws or regulations are changed substantially during the contract period, the contractor shall have the option to discontinue performance and be relieved of all obligations for further performance.

The contractor has thirty (30) calendar days from receipt of notification of pending changes to notify CDD in writing of the contractor's intent to terminate if the required changes are unacceptable to the contractor. The contract shall be deemed terminated sixty (60) calendar days after receipt of the notification of the intent to terminate.

F. Applicability of Corporations Code

Except for partnerships and sole proprietorships, private contractors shall be subject to all applicable sections of the Corporations Code including standards of conduct and management of the organization.

G. Conflicts of Interest

For any transaction to which the contractor is a party and the other party is: (1) an officer or employee of the contractor or of an organization having financial interest in the contractor; or (2) a partner or controlling stockholder or an organization having a financial interest in the contractor; or (3) a family member of a person having a financial interest in the contractor, the transaction(s) shall be fair and reasonable and conducted at arm's length.

Based on corporate law (Corporations Code, Sections 310, 5233-5234, 7233 and 9243 as applicable) the general rules that would be followed to ensure that transactions are conducted "at arm's length" include: (1) prior to consummating the transaction, the governing body should authorize or approve the transaction

4.7.8

in good faith and the board should require the interested party, or parties, to make full disclosure to the board both in writing and during the board meeting where the transaction is being discussed; and (2) all parties having a financial interest in the transaction should refrain from voting on the transaction and it should be so noted in the board minutes.

If the transaction involves the renting of property, either land or buildings, owned by affiliated organizations, officers or other key personnel of the contractor or their families, the board of directors shall request the interested party to obtain a "fair market rental estimate" from an independent appraiser. If the contractor has no board or is a sole proprietor, the requirement for a "fair market rental estimate" shall also apply. The contractor has the burden of supporting the reasonableness of rental costs. If the property is owned by the contractor, rental costs are not reimbursable and costs may be claimed only as depreciation or use allowance. Any transaction described in this paragraph shall be disclosed by the auditor in the notes to the financial statement in the annual audit.

Rental costs for equipment owned by affiliated organizations, officers or other key personnel of the contractor or their families are allowable only as use or depreciation allowance.

H. Americans with Disabilities Act

By signing this contract, the contractor assures CDE that it shall comply with the Americans with Disabilities Act (ADA) of 1990 (42 USC, Section 12101 et seq.) as well as all applicable federal and state laws and regulations, guidelines and interpretations issued thereto.

I. Air or Water Pollution Violations (Government Code, Section 4477)

By signing this agreement, the contractor swears under penalty of perjury that the contractor is not: (1) in violation of any order or resolution not subject to review promulgated by the California Air Resources Board or an air pollution control district; (2) subject to a cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

J. Recycled Paper Certification (Public Contract Code, Sections 10308.5 and 10354)

The contractor agrees to certify in writing to CDE, under penalty of perjury, the minimum, if not exact, percentage of recycled content, both post-consumer material and secondary material as defined in Public Contract Code, Sections 12161 and 12200, in materials, goods or supplies offered or products used in

the performance of the contract, regardless of whether the product meets the required recycled product percentage as defined in Sections 12161 and 12200. The contractor may certify that the product contains zero recycled content.

K. Child Support Compliance (Public Contract Code, Section 7110)

For any agreements in excess of $100,000, the contractor acknowledges that (1) it recognizes the importance of child and family support obligations and shall fully comply with all applicable state and federal laws relating to child and family support enforcement including, but not limited to, disclosure of information and compliance with earnings assignment orders as provided in Chapter 8 (commencing with Section 5200) of Part 5 of Division 9 of the Family Code; and (2) to the best of its knowledge it is fully complying with the earnings assignment orders of all employees and is providing the names of all new employees to the New Hire Registry maintained by the California Employment Development Department.

L. Unlawful Denial of Services (Government Code, Section 11135)

1. No person in the State of California shall, on the basis of ethnic group identification, religion, age, sex, color, or disability, be unlawfully denied the benefits of, or be unlawfully subjected to discrimination under, any program or activity that is funded directly by the state or receives any financial assistance from the State.

2. With respect to discrimination on the basis of disability, programs and activities subject to subdivision (a) shall meet the protections and prohibitions contained in Section 202 of the Americans with Disabilities Act (ADA) of 1990 (42 USC, Section 12132), and the federal rules and regulations adopted in implementation thereof, except that if the laws of this state prescribe stronger protections and prohibitions, the programs and activities subject to subdivision (a) shall be subject to the stronger protections and prohibitions.

As used in this section, "disability" means any mental or physical disability as defined in Government Code Section 12926.

M. Computer Software Copyright Compliance

By signing this agreement, the contractor certifies that it has appropriate systems and controls in place to ensure that state (General) funds or federal funds will not be used in the performance of this contract for the acquisition, operation or maintenance of computer software in violation of copyright laws.

4.7.10

N. Priority Hiring Considerations

If the contract includes services in excess of $200,000, the contractor shall give priority consideration in filling vacancies in positions funded by the contract to qualify recipients of aid under the Welfare and Institutions Code Section 11200 in accordance with Public Contract Code 10353.

O. Labor Code/Workers' Compensation

Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions, the Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

P. Corporate Qualifications to do Business in California

1. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled

2. "Doing business" is defined in Revenue and Taxation Code (R&TC) Section 23101 as actively engaging in any transaction for the purposes of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

3. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

Q. Equipment Bidding and Approval Requirements

All equipment purchases in excess of seven thousand five hundred dollars ($7,500) per item (including tax) shall be approved in writing in advance by the CDD. In determining if an equipment purchase exceeds the threshold, all expenses associated with a purchase that are necessary for it to perform the intended purpose should be included in calculating the purchase cost. Example: A computer system could include but is not limited to individual items such as a central processing unit (CPU), computer monitor, computer stand, modems, disk drives, software, printer, etc. or hardware and software to install a local area network (LAN) system; and

4.7.11

For private agencies, all equipment purchases exceeding five thousand dollars ($5,000) per item (including tax) will not be approved unless at least three (3) bids or estimates have been obtained. The contractor shall purchase goods or services from the lowest responsible bidder. If three (3) bids or estimates cannot be obtained, the contractor shall provide adequate documentation of the reason(s) why three (3) bids or estimates could not be obtained (e.g., emergency situations).

Public agencies shall comply with applicable sections of the Public Contract Code. Bids, if applicable, shall be attached to the Request for Approval of Equipment (CD-2703) when submitted to the CDD for approval. One copy of the Request shall be retained by the CDD and one copy returned to the contractor approved or disapproved within thirty (30) calendar days of receipt. If the request for approval of an equipment purchase is disapproved, the contractor may appeal the decision in accordance with instructions specified in the Resource and Referral Funding Terms and Conditions, Section X., Resolution of Contract Administration Disputes.

R. Equipment Inventory

Property records must be maintained that include a description of the equipment, serial number or other identification number, the source of the equipment, the acquisition date, the cost of the equipment, the location, use and condition of the equipment and any ultimate disposition date including date of disposal and sale price if applicable. A physical inventory of equipment must be taken at least every two years and reconciled with property records. A control system must be developed to ensure adequate safeguards to prevent loss, damage or theft (any loss, damage or theft must be investigated) and adequate maintenance procedures must be developed to keep the equipment in good condition.

S. Title, Use, Disposition and Retention of Equipment

1. Title. When equipment is purchased with State funds, title shall vest in the contractor only for such period of time as the contractor has a contract with the CDE.

2. Retention of Equipment. The CDD may provide written authorization for the contractor to retain the equipment for the contractor's own use if a fair compensation is paid to the State for the State's share of the cost of the equipment. Fair compensation shall be determined by the State using the State's share of original acquisition cost, less depreciation, computed on a straight-line method over the estimated useful life expectancy of the equipment.

4.7.12

3. Use. When equipment is purchased in whole or in part with State funds, the contractor shall use the equipment exclusively in the program(s) from which funds were used to purchase the equipment. If the contractor wishes to share the use of the equipment between/among two (2) or more programs, the cost of such equipment shall be prorated between/among the programs.

4. Disposition. The contractor may dispose of obsolete equipment and remove the asset at its recorded value. If the sale of equipments originally purchased with State funds occurs, the proceeds from the sale of the equipment must be returned to the program. If the contractor no longer has a contract with the CDE, the contractor shall dispose of the equipment in accordance with written directions from the CDE/CDD.

II. AGENCY RESPONSIBILITIES

A. Use of Funds

These prekindergarten resource contract funds must be used for the benefit of prekindergarten children ages three to five years, and to enhance program quality for prekindergarten child care and development programs. Agencies operating or sponsoring multiple prekindergarten child care service locations must expend the resource contract funds to provide benefit to all service locations proportionate with the numbers of subsidized prekindergarten children served at each location.

1. The contract funds may be used to:

   a. Purchase special, age-appropriate instructional materials, books and equipment to improve prekindergarten program quality.
   b. Staff development and training activities to enhance the quality of preschool curriculum and instruction.
   c. Minor renovations and repair to the prekindergarten service area and/or to comply with ADA and/or health and safety standards.

2. The contract funds may not be used to pay for:

   a. The direct provision of child care services.
   b. Construction of a facility to meet basic licensing requirements.
   c. Purchase or improvement of land.
   d. Lease or rent payments.
   e. Salaries or benefits.

4.7.13

B. Reporting Requirements

The resource grant funds are one-time only funds that must be expended after January 1, 2006, and prior to June 30, 2006. A report of expenditures is due to California Department of Education, Child Development Fiscal Services, upon full expenditure of the funds or no later than July 20, 2006. The expenditure report must be made in the format provided for this contract which is Form CDFS 9529 available on-line at:

www.cde.ca.gov/fg/aa/cd/documents/cdfs952905.doc.

Please complete and submit this form directly to your assigned fiscal analyst at the following address:

California Department of Education
Child Development Fiscal Services
1430 N Street, Suite 2213
Sacramento, CA 95814

C. Reimbursement Costs

Reimbursable costs must be incurred during the contract period. Contractors shall not use current year contract funds to pay prior or future year obligations.

Nonreimbursable costs will be determined in accordance with the current Resource and Referral Funding Terms and Conditions, Section V.F., "Nonreimbursable Costs."

Program Requirement questions regarding the Prekindergarten Child Care Resource award may be addressed to Sy Dang Nguyen, Quality Improvement and Capacity Building Unit, at (916) 323-1309.

4.7.14

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 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:
Program Focus Issue

AGENDA ITEM AREA:
Reports

REQUESTED BY:
Scott Leaman

ENCLOSURES:
Yes

MEETING DATE:
May 2, 2006

BACKGROUND:

An update of California assessments will be presented to the board.

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

6.5.2

CALIFORNIA ASSESSMENT SYSTEM
2005–06

STAR Program										
CSTs	***CAPA***	***CAT/6 Survey***	***Aprenda 3***	***CELDT***	***CAHSEE***	**EAP**	***PFT***	***CHSPE***	***GED***	***NAEP***
Standards-based	Standards-based	Norm-referenced	Norm-referenced	Standards-based	Standards-based	Standards-based	Criterion-referenced	Criterion-referenced	Criterion-referenced	Criterion-referenced
Grades 2–11	**Grades 2–11**	**Grades 3 and 7**	**Grades 2–11**	**Grades K–12**	**Grades 10–12 Adult Students**	**Grade 11***	**Grades 5, 7, 9**	**Ages 16 and up or complete grade 10***	**Ages 18 and up***	**Grades 4, 8,12**
English-Language Arts Mathematics **Grades 4, 7** Written Composition **Grades 8, 10, 11** History-Social Science **Grades 5, 8–11** Science	English-Language Arts Mathematics (for students with significant cognitive disabilities)	Reading/Language Spelling Mathematics	Reading Spelling Language Mathematics (for Spanish-speaking English learners who either receive instruction in their primary language or have been enrolled in a school in the United States less than 12 months)	**K–1** Listening Speaking **Grades 2–12** Listening Speaking Reading Writing	English-Language Arts Mathematics **Grade 10** All students **Grades 11 and 12 Adult Students** Students who have not previously passed	**Augmentations to *CSTs* in:** English-Language Arts Algebra II Summative High School Mathematics	Aerobic Capacity Body Composition Abdominal Strength and Endurance Trunk Extensor Strength and Flexibility Upper Body Strength and Endurance Flexibility	Reading Writing Mathematics	Reading Writing Mathematics Science Social Science	Reading Math Writing Civics Economics U.S. History
Results Individual School District County State	**Results** Individual School District County State	**Results** Individual School District County State	**Results** Individual School District County State	**Results** Individual School District County State	**Results** Individual School District County State	**Results** Individual	**Results** Individual School District County State	**Results** Individual School District	**Results** Individual	**Results** National State

*Voluntary for students

Prepared by the California Department of Education
September 2005

Legend:

STAR = *Standardized Testing and Reporting Program*
CSTs = *California Standards Tests*
CAPA = *California Alternate Performance Assessment*
CAT/6 Survey = *California Achievement Tests, Sixth Edition Survey*
Aprenda 3 = *Aprenda, La prueba de logros en español, Tercera edición (Aprenda 3)*
CELDT = *California English Language Development Test*
CAHSEE = *California High School Exit Examination*
EAP = *Early Assessment Program*
PFT = *Physical Fitness Test*
CHSPE = *California High School Proficiency Exam*
GED = *General Educational Development*
NAEP = *National Assessment of Educational Progress*

1.2.5.6

INFORMATION

DISCUSSION

ACTION

ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

AGENDA ITEM:

Adopt Resolution 05/06.30 Declaring the Results of the Special Election Held on April 26, 2006, and Ordering the Annexation of Territory to Community Facilities District No. 1.

SUBJECT AREA:

Discussion/Action

REQUESTED BY:

Jay M. Stewart
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

BOARD MEETING DATE:

May 02, 2006

BACKGROUND:

The resolution provides the results of the special election for the purposes of annexing property into the Community Facilities District No. 1. The results of the special election were 32-0 in favor of the annexation.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees adopt Resolution 05/06.30 declaring the results of the special election held on April 26, 2006, and ordering the annexation of territory to Community Facilities District No. 1.

RESOLUTION NO. 05/06.30

A RESOLUTION OF THE BOARD OF TRUSTEES OF THE WESTERN PLACER UNIFIED SCHOOL DISTRICT DECLARING THE RESULTS OF THE SPECIAL ELECTION HELD ON APRIL 26, 2006, AND ORDERING THE ANNEXATION OF TERRITORY TO COMMUNITY FACILITIES DISTRICT NO. 1

WHEREAS, in proceedings heretofore conducted by the Board of Trustees (the "Board") of the Western Placer Unified School District (the "School District"), pursuant to the Mello-Roos Community Facilities Act of 1982, as amended (the "Act"), this Board on April 18, 2006 adopted Resolution No. 05/06.28 which resolution called a special election within the territory proposed to be annexed to the School District's Community Facilities District No. 1 (the "District");

WHEREAS, pursuant to the terms of the resolution, the special election was held on April 26, 2006, and the Superintendent has duly canvassed the returns of the election and has filed with this Board a statement of all votes cast at the election showing the whole number of votes cast within such territory and the whole number of votes cast for and against the measure in such territory and also filed, attached to the statement, his certificate as to the correctness of the statement (the "Statement of Election Results"), a copy of which is attached hereto as Exhibit A;

NOW, THEREFORE, THE BOARD HEREBY FINDS, DETERMINES, and ORDERS as follows:

Section 1. Approval of Canvass. The canvass by the Superintendent, as shown by the Statement of Election Results is hereby ratified, confirmed, approved, and entered upon the minutes of this meeting.

Section 2. Statement of the Measure. At the election, the following measure was submitted to the qualified electors of the District and the number of votes cast for and against the measure was as follows:

BALLOT MEASURE	Total Votes YES:	NO:
Shall the Western Placer Unified School District Community Facilities District No. 1 be authorized to levy a special tax for the purpose and at the rate and apportioned as described in Exhibits A and B to Resolution No. 05/06.27 adopted by the Board of Trustees of the Western Placer Unified School District on March 7, 2006, which resolution is incorporated herein by reference, within the territory identified on the map entitled "Annexation Map # 2006-2 of Community Facilities District No. 1."	32	0

7.1.1

Section 3. Votes Cast. The total number of votes cast in the District at the election was 70.

Section 4. Measure Passed. More than two-thirds of all the votes cast at the election on the measure were in favor of the measure and the measure passed.

Section 5. Validity of Procedures. The Board hereby finds and determines that all prior proceedings and actions taken by this Board pursuant to the Act were and are valid and in conformity with the Act.

Section 6. Order of the Annexation. The Board hereby determines and orders that the territory proposed to be annexed to the District is added to and part of the District with full legal effect.

Section 7. Amendment to Notice of Special Tax Lien. The Superintendent, or his or her designee, is hereby directed to record an Amendment to Notice of Special Tax Lien with the Placer County Recorder, in accordance with the provisions of Sections 3114.5 and 3117.5 of the California Streets and Highways Code within fifteen (15) days of the adoption of this resolution.

Section 8. CEQA Finding. The Board hereby determines that the annexation of territory to the District is not a project as defined under the provisions of the California Environmental Quality Act ("C.E.Q.A.") pursuant to Section 15378 of the C.E.Q.A. guidelines and directs the District staff to file a notice of exemption with Placer County.

PASSED AND ADOPTED by the Board of Trustees of the Western Placer Unified School District on May 2, 2006, by the following vote:

AYES: _____
NOES: _____
ABSENT: _____

_____
Board President

_____
Clerk, Board of Trustees

7.1.2

EXHIBIT A

STATEMENT OF RESULTS OF ELECTION

I, Roger R. Yohe, Superintendent of the Western Placer Unified School District (the "School District"), hereby certify that:

1. On April 25, 2006, at 11:00 a.m., at the School District's offices, 810 J Street, Lincoln, California, I canvassed the returns of the election called for on April 26, 2006, in the territory proposed to be annexed to the Western Placer Unified School District's Community Facilities District No.1 on the measure set forth below.

2. The total number of votes cast at the election and the total number of votes cast for and against the measure are set forth below.

3. The totals as shown for and against the measure are full, true, and correct.

4. More than two-thirds of all the votes cast at the election on the measure were in favor of the measure and the measure passed.

BALLOT MEASURE:
Shall the Western Placer Unified School District Community Facilities District No. 1 be authorized to levy a special tax for the purpose and at the rate and apportioned as described in Exhibits A and B to Resolution No. 05/06.27 adopted by the Board of Trustees of the Western Placer Unified School District on May 7, 2006, which resolution is incorporated herein by reference, within the territory identified on the map entitled "Annexation Map # 2006-2 of Community Facilities District No. 1."

	Qualified Landowner Votes	Votes Cast	YES	NO
Western Placer Unified School District Community Facilities District No.1 Special Tax Election April 26, 2006	32	32	32	0

Date: _____, 2006.

_____
Roger R. Yohe, Superintendent
Western Placer Unified School District

7.1.3

CERTIFICATION

I, Roger R, Yohe, Superintendent and Secretary of the Board of Trustees of the Western Placer Unified School District, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly approved and adopted by the Board at a regular meeting thereof held on May 2, 2006, of which meeting all the members of the Board had due notice and at which a majority thereof were present. At the meeting the resolution was adopted by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

ABSTAIN: _____

The agenda for the meeting was posted at least seventy-two (72) hours before the meeting at the offices of School District at 810 J Street, Lincoln, California, a location freely accessible to members of the public, and a brief description of the resolution appeared on the agenda.

_____

Roger R. Yohe, Superintendent,
Western Placer Unified School District

7.1.4

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

AGENDA ITEM:

First Reading of the Board of Trustees of the Western Placer Unified School District Levying and Apportioning the Special Tax in Territory Annexed to Community Facilities District No. 1 (Annexation No. 7).

SUBJECT AREA:

Information/ Discussion

REQUESTED BY:

Jay M. Stewart
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

BOARD MEETING DATE:

May 02, 2006

BACKGROUND:

This is the first reading of the ordinance authorizing the tax levy on the newly annexed property. The Board may only read the title of the ordinance if they unanimously agree to do so.

SUPERINTENDENT'S RECOMMENDATION:

No action required.

7.2

AN ORDINANCE OF THE BOARD OF TRUSTEES OF THE WESTERN PLACER UNIFIED SCHOOL DISTRICT LEVYING AND APPORTIONING THE SPECIAL TAX IN TERRITORY ANNEXED TO COMMUNITY FACILITIES DISTRICT NO. 1 (ANNEXATION NO. 7)

WHEREAS, the Board of Trustees has established Community Facilities District No. 1 ("CFD No. 1") pursuant to Resolution No. 91/91.23 (the "Resolution of Formation"), duly adopted on December 9, 1991, for the purpose of providing for the financing of certain public school facilities in and for the District;

WHEREAS, the Board of Trustees duly adopted Resolution No. 05/06.28 (the "Resolution") on March 7, 2006, wherein the Board of Trustees submitted the question of levying a special tax in territory proposed to be annexed to CFD No. 1 at the rate and according to the method of apportionment described therein;

WHEREAS, at an election held in the territory proposed to be annexed to CFD No. 1 on April 26, 2006, the qualified electors of such territory authorized the levy of the special tax described in the Resolution;

WHEREAS, the Board of Trustees duly adopted Resolution No. 05/06.30 on May 2, 2006, wherein the Board of Trustees determined that the territory proposed to be annexed was added to CFD No. 1 (such territory being referred to herein as "Annexation No. 7");

NOW, THEREFORE, the Board of Trustees of the Western Placer Unified School District does ordain as follows:

1. **Recitals.** The foregoing recitals are true and correct.

2. **Levy of Special Tax.** Pursuant to Section 53340 of the California Government Code, the special tax is hereby levied at the maximum rates and apportioned in the manner specified in the Resolution on all parcels in Annexation No. 7.

3. **Collection of Special Tax.** Pursuant to Section 53340 of the California Government Code and the Resolution, the special tax shall be collected in the same manner as ordinary *ad valorem* property taxes are collected and shall be subject to the same procedure, sale, and lien priority in case of delinquency as is provided for *ad valorem* taxes; provided, however, that the District may directly bill the special tax, may collect special taxes at a different time or in a different manner if necessary to meet the financial obligations of CFD No. 1 or as otherwise determined appropriate by the District.

4. **Claims for Refund.** Claims for refund of the tax shall comply with the following and any additional procedures as established by the Board of Trustees:

(a) All claims shall be filed, in writing, with the Superintendent during the Fiscal Year in which the error is believed to have occurred. The claimant shall file the

7.2.1

claim within this time period and the claim shall be finally acted upon by the Board of Trustees as a prerequisite to bringing suit thereon.

(b) Pursuant to Government Code section 935(b), the claim shall be subject to the provisions of Government Code sections 945.6 and 946.

(c) The Board of Trustees shall act on a timely claim within the time period required by Government Code section 912.4.

(d) The procedure described in this Ordinance, and any additional procedures established by the Board of Trustees, shall be the exclusive claims procedure for claimants seeking a refund of the tax. The decision of the Board of Trustees shall be adoption.

5. **Effective Date.** This Ordinance shall take effect thirty (30) days after its adoption.

6. **Publication of Ordinance.** The Secretary of the Board is hereby directed to cause this Ordinance to be published within fifteen (15) days after its adoption in the *Roseville Press Tribune* and The *Lincoln News Messenger,* newspapers of general circulation in the District.

PASSED AND ADOPTED by the Board of Trustees of the Western Placer Unified School District on May 16, 2006, by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

_____
President of the Board of Trustees
Western Placer Unified School District

_____
Secretary of the Board, Superintendent
Western Placer Unified School District

7.2.2

CERTIFICATION

I, Roger Yohe, Secretary of the Board of Trustees of the Western Placer Unified School District, do hereby certify that the foregoing is a full, true and correct copy of an ordinance duly approved and adopted by the Board at a meeting thereof held on May ____, 2006, of which meeting all the members of the Board had due notice and at which a majority thereof was present. At the meeting the ordinance was adopted by the following vote:
agenda.

AYES: _____

NOES: _____

ABSENT: _____

ABSTAIN: _____

The agenda for the meeting was posted at least seventy-two (72) hours before the meeting at the_____, California, a location freely accessible to members of the public, and a brief description of the ordinance appeared on the agenda.

I have carefully compared the foregoing copy of the ordinance with the original minutes of the meeting on file and of record in my office and the foregoing is a full, true and correct copy of the original ordinance adopted at the meeting and entered in the minutes.

Dated: May ____, 2006

_____
Roger Yohe, Secretary of the Board,
Superintendent, Western Placer Unified
School District

7.2.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

AGENDA ITEM:

Approve Resolution 05/06.31 of the Board of Trustees of Western Placer Unified School District Authorizing the Issuance of 2006 Tax and Revenue Anticipation Notes for Said District and Requesting the Board of Supervisors of Placer County to Issue Said Notes.

SUBJECT AREA:

Discussion/Action

REQUESTED BY:

Jay M. Stewart
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

BOARD MEETING DATE:

May 02, 2006

BACKGROUND:

Tax and Revenue Notes (TRANS) are a short-term borrowing strategy used to finance and eliminate cash flow deficits or potential deficits in the General Fund. It is not unusual for school districts to experience cash flow deficits in the months just prior to the receipt of property tax revenues.

Since 1990, the District has borrowed between $1.2 and $5.0 million a year to cover its operating costs.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees approve Resolution 05/06.31 of the Board of Trustees of Western Placer Unified School District authorizing the issuance of 2006 Tax and Revenue Anticipation Notes for said District and requesting the Board of Supervisors of Placer County to issue said notes.

RESOLUTION NO. 05/06.31

RESOLUTION OF THE BOARD OF TRUSTEES OF WESTERN PLACER UNIFIED SCHOOL DISTRICT AUTHORIZING THE ISSUANCE OF 2006 TAX AND REVENUE ANTICIPATION NOTES FOR SAID DISTRICT AND REQUESTING THE BOARD OF SUPERVISORS OF PLACER COUNTY TO ISSUE SAID NOTES

WHEREAS, pursuant to Sections 53850 *et seq.* of the Government Code of the State of California (the "Act") contained in Article 7.6 thereof, entitled "Temporary Borrowing," on or after the first day of any fiscal year (being July 1), the Western Placer Unified School District (the "District") may borrow money by issuing notes for any purpose for which the District is authorized to use and expend moneys, including but not limited to current expenses, capital expenditures, investment and reinvestment and the discharge of any obligation or indebtedness of the District; and

WHEREAS, Section 53853 of the Act provides that such notes must be issued in the name of a school district by the board of supervisors of the county, the county superintendent of which has jurisdiction over said district, as soon as possible following the receipt of a resolution of the governing board of the district requesting the borrowing; and

WHEREAS, the County Superintendent of Schools of the County of Placer (the "County") has jurisdiction over the District, and this Board of Trustees (the "District Board"), being the governing board of the District, hereby requests the borrowing of not to exceed $7,500,000 at an interest rate not to exceed seven percent (7%), through the issuance by the Board of Supervisors of the County (the "County Board") of 2006 Tax and Revenue Anticipation Notes (the "Notes") in the name of the District; and

WHEREAS, pursuant to federal tax restrictions, such Notes shall be payable no more than thirteen (13) months after their date of delivery which is during the fiscal year succeeding the fiscal year 2006-2007 in which such Notes were issued and pursuant to Section 53854 of the Act, such Notes shall be payable only from revenue received or accrued during the fiscal year 2006-2007 in which issued; and

WHEREAS, pursuant to Section 53856 of the Act, the District may pledge any taxes, income, revenue, cash receipts or other moneys, including moneys deposited in inactive or term deposits (but excepting certain moneys encumbered for a special purpose); and this Resolution specifies that certain unrestricted revenues which will be received by the District for the general fund of the District during or allocable to fiscal year 2006-2007 are pledged for the payment of the Notes; and

WHEREAS, the Notes shall be a general obligation of the District, and to the extent not paid from the taxes, income, revenue, cash receipts or other moneys of the District pledged for

the payment thereof shall be paid with interest thereon from any other moneys of the District lawfully available therefor, as required by Section 53857 of the Act; and

WHEREAS, the Notes shall be in denominations of $5,000, or integral multiples thereof, as permitted by Section 53854 of the Act; shall be issued on the date designated by the County Board therefor, as permitted by Section 53853 of the Act; and shall be in the form and executed in the manner prescribed in this Resolution, as required by Section 53853 of the Act; and

WHEREAS, the District Board has found and determined that said $7,500,000 maximum principal amount of Notes to be issued by the County Board in fiscal year 2006-2007, when added to the interest payable thereon, does not exceed eighty-five percent (85%) of the estimated amount of the uncollected taxes, income, revenue (including but not limited to revenue from state and federal governments), cash receipts and other moneys of the District which will be available for the payment of the Notes and interest thereon, as required by Section 53858 of the Act; and

WHEREAS, the Notes will not be outstanding after a period ending thirteen months after the date on which such Notes are issued and will not be issued in an amount greater than the maximum anticipated cumulative cash flow deficit to be financed by the anticipated tax or other revenue sources for the period for which such taxes or other revenues are anticipated and during which such notes are outstanding, all as provided in the Income Tax Regulations of the United States Treasury promulgated under Section 148 of the Internal Revenue Code of 1986, as amended (the "Code");

NOW, THEREFORE, the Board of Trustees of the Western Placer Unified School District hereby resolves as follows:

Section 1. Authorization of Issuance of Notes; Terms Thereof; Paying Agent. The District Board hereby requests the County Board to issue in the name of the District, an amount not to exceed $7,500,000 principal amount of Notes under Sections 53850 *et seq.* of the Act, designated "Western Placer Unified School District, County of Placer, State of California, 2006 Tax and Revenue Anticipation Notes" (the "Notes"); to be numbered from 1 consecutively upward in order of issuance (if more than one Note is registered); to be in the denominations of $5,000, or integral multiples thereof, as determined by the purchaser thereof; to be dated the date of delivery thereof; to mature (without option of prior redemption) within thirteen (13) months of the dated date; and to bear interest, payable at maturity and computed on a 30-day month/360-day year basis, at the rate or rates determined at the time of sale thereof, but not in excess of seven percent (7%) *per annum*; provided that if the Notes will mature more than twelve (12) months after the date of issuance thereof, an additional interest payment date on or before the one year anniversary of the issuance of the Notes shall be selected, such selection to be conclusively evidenced by the execution of the Notes. Both the principal of and interest on the Notes shall be payable, only upon surrender thereof, in lawful money of the United States of America at the office of Treasurer–Tax Collector of the County or such other paying agent as the District or County may appoint (the "Paying Agent") which is hereby designated to be the paying agent on the Notes or such other Paying Agent as the County and District may designate. This District Board hereby approves the payment of the reasonable fees and expenses of the Paying Agent as they shall become due and payable.

Section 2. Form of Notes. The Notes shall be issued in registered form and shall be substantially in the form and substance set forth in the resolution of the County approving the Notes, the blanks in said form to be filled in with appropriate words and figures as authorized herein and in the resolution of the County. The Notes shall be initially registered in the name of "Cede & Co." as nominee of The Depository Trust Company, and shall be evidenced by one note in the full principal amount of the Notes. There shall accompany the Notes, the legal opinion of Sidley Austin LLP respecting the validity of said Notes.

Section 3. Deposit of Note Proceeds. The moneys so borrowed shall be deposited in the general fund of the District or in a fund held by the Paying Agent on behalf of the District. Moneys in such funds held by the Paying Agent may be invested as authorized by Section 9 herein.

Section 4. Payment of Notes.

(A) Source of Payment. The principal amount of the Notes, together with the interest thereon, shall be payable from taxes, income, revenue, cash receipts and other moneys which are received by the District during fiscal year 2006-2007 and which are available therefor. The Notes shall be a general obligation of the District, and to the extent the Notes are not paid from the Pledged Revenues defined below, the Notes shall be paid with interest thereon from any other moneys of the District lawfully available therefor, as provided herein and by law.

(B) Pledged Revenues. As security for the payment of the principal of and interest on the Notes, the District hereby pledges an amount equal to fifty percent (50%) of the principal amount of the Notes from the unrestricted revenues received by the District in the month ending January 31, 2007; an amount equal to fifty percent (50%) of the principal amount of the Notes from the unrestricted revenues received by the District in the month ending April 30, 2007; plus an amount sufficient to pay interest on the Notes and any deficiency in the amount required to be deposited during any prior month, from unrestricted revenues received by the District in the month ending May 31, 2007 (such pledged amounts being herein called the "Pledged Revenues"). The term "unrestricted revenues" shall mean taxes, income, revenue, cash receipts, and other moneys of the District as provided in Section 53856 of the Act, which are intended as receipts for the general fund of the District and which are generally available for the payment of current expenses and other obligations of the District.

The principal of the Notes and the interest thereon shall be a first lien and charge against and shall be payable from the first moneys received by the District from such Pledged Revenues, as provided by law.

In the event that there are insufficient unrestricted revenues received by the District to permit the deposit into the Repayment Fund, as hereinafter defined, of the full amount of Pledged Revenues to be deposited from unrestricted revenues in a month, then the amount of any deficiency shall be satisfied and made up from any other moneys of the District lawfully available for the repayment of the Notes and the interest thereon.

(C) Covenant Regarding Additional Short-term Borrowing. The District hereby covenants and warrants that it will not request the County of Placer Treasurer–Tax

Collector (the "Treasurer") to make temporary transfers of funds in the custody of the Treasurer to meet any obligations of the District during the 2006-2007 fiscal year pursuant to the authority of Article XVI, Section 6 of the Constitution of the State of California or any other legal authority.

(D) Deposit of Pledged Revenues in Repayment Fund. The Pledged Revenues shall be deposited with and held by the Paying Agent in a special fund designated as the "Western Placer Unified School District, County of Placer, State of California, 2006 Tax and Revenue Anticipation Notes Repayment Fund" (herein called the "Repayment Fund") and applied as directed in this Resolution. Any moneys placed in the Repayment Fund shall be for the benefit of the holders of the Notes, and until the Notes and all interest thereon are paid or until provision has been made for the payment of the Notes at maturity with interest to maturity, the moneys in the Repayment Fund shall be applied only for the purposes for which the Repayment Fund is created.

(E) Disbursement and Investment of Moneys in Repayment Fund. From the date this Resolution takes effect, all Pledged Revenues shall, when received, be deposited in the Repayment Fund. After such date as the amount of Pledged Revenues deposited in the Repayment Fund shall be sufficient to pay in full the principal of and interest on the Notes, when due, any moneys in excess of such amount remaining in or accruing to the Repayment Fund shall be transferred to the general fund of the District upon the request of the District. On the maturity date of the Notes, the moneys in the Repayment Fund shall be used, to the extent necessary, to pay the principal of and interest on the Notes.

Moneys in the Repayment Fund shall be invested pursuant to Section 9 of this Resolution.

Section 5. Execution of Notes. The District hereby requests the County Chairperson (the "Chairperson") and the Treasurer, or a designee thereof, sign the Notes manually or by facsimile signature and the Clerk of the County Board (the "Clerk") countersign the Notes by use of his or her manual or facsimile signature, and said Clerk is hereby requested to affix the seal of the County thereto by facsimile impression thereof, and said officers are hereby requested to cause the blank spaces thereof to be filled in as may be appropriate. The Notes shall not be valid, unless and until the authenticating agent selected by the District and the Treasurer shall have manually authenticated such Notes.

Section 6. Sale of the Notes. The Notes shall be sold to the purchaser at a negotiated sale through a competitive process conducted by the Financial Advisor appointed herein. The form of Contract of Purchase for the Notes (the "Contract of Purchase"), substantially in the form presented to this meeting, is hereby approved. The Chairperson or the Treasurer, or a designee thereof, is hereby requested to execute and deliver the Contract of Purchase, and the Superintendent (the "Superintendent") or the Assistant Superintendent, Business Services (the "Assistant Superintendent") is hereby authorized and requested to acknowledge such Contract of Purchase, if necessary, but with such changes therein, deletions therefrom and modifications thereto as the Chairperson or Treasurer, or a designee thereof, may approve, such approval to be conclusively evidenced by his or her execution and delivery thereof; provided, however, that the maximum interest rate on the Notes shall not exceed seven percent (7%) per annum and that the

discount not exceed 1% of the par amount of the Notes. The Chairperson and the Treasurer, or a designee thereof, are further authorized to determine the maximum principal amount of Notes to be specified in the Contract of Purchase for sale by the County Board, not to exceed $7,500,000 and to enter into and execute the Contract of Purchase with the purchaser, if the conditions set forth in this Resolution are satisfied.

Section 7. Appointment of Bond Counsel and Financial Advisor; Authorization of Preliminary Official Statement and Official Statement. Sidley Austin LLP is hereby appointed as bond counsel to the District in connection with the issuance of the Notes. Capitol Public Finance Group, LLC is hereby appointed as the financial advisor to the District in connection with the issuance of the Notes (the "Financial Advisor").

When completed, the form of preliminary official statement (the "Preliminary Official Statement") relating to the Notes on file with the Clerk of the District Board, is hereby deemed approved. Such Preliminary Official Statement, together with any supplements thereto, shall be in form "deemed final" by the Superintendent or the Assistant Superintendent for purposes of Rule 15c2-12, promulgated by the Securities and Exchange Commission, but is subject to revision, amendment and completion in a final Official Statement (the "Official Statement"). The Superintendent or the Assistant Superintendent of the District or any such officer's designee are hereby authorized and directed, for and in the name and on behalf of the District, to deliver to the Financial Advisor said Preliminary Official Statement. The Financial Advisor is hereby authorized to prepare and distribute copies of the Preliminary Official Statement to persons who may be interested in the purchase of the Notes and is directed to deliver copies of the Preliminary Official Statement to such persons. The Official Statement in substantially said form, with such changes as the Superintendent or the Assistant Superintendent or any such officer's designee may approve (including all information previously permitted to have been omitted by Rule 15c2-12), which approval shall be conclusively evidenced by execution by the Superintendent or the Assistant Superintendent or any such officer's designee of the Official Statement and delivery thereof to the purchaser of the Notes within 7 business days of the sale of the Notes, is hereby approved.

Section 8. Delivery of Notes. The proper officers of the County Board are hereby requested to deliver the Notes to the purchaser thereof. All actions heretofore taken by the officers and agents of the District Board with respect to the Notes are hereby approved, confirmed and ratified, and the officers of the District Board are hereby authorized and directed to do any and all things and take any and all actions which they, or any of them, may deem necessary or advisable in order to consummate the lawful issuance and delivery of the Notes in accordance with this Resolution and resolutions hereafter adopted by the County Board.

Section 9. Authorization to Invest in Investment Agreement and LAIF. Subject to federal tax restrictions, moneys in the funds created hereunder shall be invested at the Treasurer's discretion pursuant to law and the investment policy of the County, unless otherwise directed in writing by the District. Pursuant to Section 53601(1) of the Government Code of the State of California, the following are also hereby designated as additional authorized investments for the proceeds of the Notes and for the moneys in the Repayment Fund: (i) a guaranteed investment agreement meeting the requirements of each rating agency then rating the Notes necessary to maintain the current rating on the Notes and (ii) the Local Agency Investment Fund

administered by the State of California. Investments of moneys in the Repayment Fund shall not have a maturity date later than the maturity date of the Notes.

Section 10. Continuing Disclosure. The District hereby covenants and agrees that it will comply with and carry out all of the provisions of that certain Continuing Disclosure Certificate executed by the District and dated the date of issuance and delivery of the Notes, as originally executed and as it may be amended from time to time in accordance with the terms thereof. Noncompliance with this Section shall not result in acceleration of the Notes.

Section 11. Tax Covenants. The District covenants that it will make no use of the proceeds of the Notes or any other amounts that would cause the Notes to be "arbitrage bonds" under Section 148 of the Code; and, to that end, so long as any of the Notes are outstanding, the District and all of its officers having custody or control of such proceeds agree to comply with all requirements of said Section 148 and the Treasury Regulations promulgated thereunder, including restrictions on the use and investment of proceeds of the Notes and certain other amounts and the rebate of a portion of the investment earnings on certain amounts, including proceeds of the Notes, if required, to the federal government. The District further covenants to do and perform all acts and things within its power and authority necessary to comply with each applicable requirement of Section 103 and Sections 141 through 150 of the Internal Revenue Code of 1986, as amended. In furtherance of the covenants contained in this Section 11, the District agrees to comply with the Tax Certificate to be provided to the District by bond counsel for execution by the District on the date of issuance and delivery of the Notes (the "Tax Certificate"). The District covenants that it will take no action that would cause the interest on the Notes to be included in gross income for federal income tax purposes, nor will it refrain from taking action required to maintain the exclusion of interest on the Notes from gross income for federal income tax purposes.

Section 12. Covenants and Warranties. It is hereby covenanted and warranted by the District that all representations and recitals contained in this Resolution are true and correct, and that the District, its appropriate officials and the District Board, have duly taken, or will take, all proceedings necessary to be taken by them for the levy, collection and enforcement of the Pledged Revenues in accordance with law for carrying out the provisions of this Resolution and the Notes.

Section 13. Transmittal of Resolution. The Clerk of this Board is hereby directed to send an original certified copy of this Resolution to the County Board, the Treasurer and the County Superintendent of Schools.

Section 14. Recitals. All the recitals in this Resolution above are true and correct and this District Board so finds, determines and represents.

Section 15. Other Actions. All actions heretofore taken by the officers and agents of the District with respect to the sale and issuance of the Notes are hereby approved, confirmed and ratified, and the officers of the District are hereby authorized and directed, for and in the name and on behalf of this District, to do any and all things and take any and all actions and execute and deliver any and all certificates, agreements and other documents, which they, or any

7.3.6

of them, may deem necessary or advisable in order to consummate the lawful issuance and delivery of the Notes in accordance with, and to carry out the intent of, this Resolution.

7.3.7

PASSED AND ADOPTED by the Board of Trustees of the Western Placer Unified School District this 2nd day of May, 2006, by the following vote:

AYES:

NOES:

ABSTENTIONS:

ABSENT:

WESTERN PLACER UNIFIED SCHOOL DISTRICT

_____

President, Board of Trustees

ATTEST:

_____

Clerk, Board of Trustees

7.3.8

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**
2. **Foster a safe, caring environment where individual differences are valued and respected.**	**Complies with Site Plan (LIP)**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**	**Complies with Governance & Management Document**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**	**Complies with District Goals**
5. **Promote student health and nutrition in order to enhance readiness for learning.**	**Complies with District Mission Statement**
	Funding Sign-Off by J. Stewart
	Personnel Sign-Off by B. Noyes
	Program Sign Off by S. Leaman
	SBLT Involvement

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:
May 2, 2006

BACKGROUND:

The Phoenix High School site plan is being submitted to the Board for approval.

ADMINISTRATION'S RECOMMENDATION:

Administration recommends approval of the site plans.

7.4

SINGLE PLAN FOR STUDENT ACHIEVEMENT

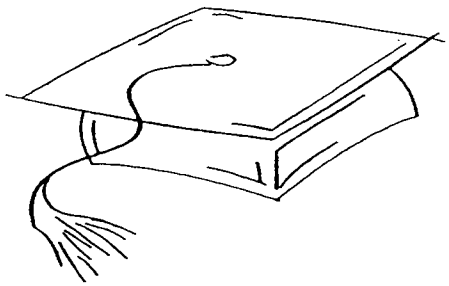
AT PHOENIX HIGH SCHOOL

31-66951-3130036
CDS Code

Date of this revision: April 1, 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:	John Wyatt
Position:	Principal
Telephone Number:	(916) 645-6395
Address:	870 J Street, Lincoln, CA 95648
E-mail address:	wyatt_j@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

Phoenix High School's vision is one in which staff, community, and students work together to encourage responsibility and enthusiasm for learning. Our mission statement is: *"Where caring leads to success in learning."*

All students are expected to be successful, to meet our Expected School-wide Learning Results, and standards set by our school and district. Graduates of Phoenix High School are expected to be:

- Technologically Literate
- Effective Communicators
- Achievers
- Collaborative Learners
- Honest Citizens

School Profile

Phoenix High School serves as the off-site continuation school for the Western Placer Unified School District. Student enrollment varies in number throughout the year with an average enrollment of 80 students. The campus is made up of relocatable buildings consisting of 6 classrooms, an office, restroom facilities, a weight training room and an Infant/Toddler Day Care facility. The school provides 65, 800 minutes of instruction per year, with 8 minimum days scheduled.

School Accountability Report Card

Pupil Achievement:

- Phoenix High School uses individualized instruction with a core curriculum broken into units allowing student progress at their own rate. Credit is earned on the basis of completing work, representing 12 hours per unit credit, after mastery has been demonstrated.

Number of credentialed teachers:

- 4 fully credentialed teachers

Safety, cleanliness of facility:

- All facilities are modern and well maintained. The campus is fenced, landscaped, alarmed, and has paved, off-street parking.

Degree to which pupils are prepared to enter workforce:

- Students have access to 1) Career-to-School program, 2) Workability program, and 3) ROP classes.

7.4.2

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:**
   Due to the mobility of our students and the various educational levels that the students display, standards are developed for each individual student based upon their needs. All curricular areas are evaluated in light of model curriculum standards adopted by the district, and are aligned with State frameworks. Using WASC accreditation process, other changes were identified and implemented.

2. **Availability of standards-based instructional materials appropriate to all student groups:**
   All instructional materials are standards-based and available to all students. Administration and staff are committed to providing up-to-date materials and utilizing their budget allocations wisely to secure proper and appropriate classroom materials.

3. **Alignment of staff development to standards, assessed student performance and professional needs:**
   Staff selectively attends staff development workshops, conferences, etc. that address the specific needs of our programs, and can be of benefit to our students. The staff, as a group, attends the yearly CCEA conference, which address the unique and ongoing needs of continuation schools.
   Through their constant monitoring of student progress levels, the staff is flexible in their delivery methods and is always looking for better ways of providing our students with a quality educational program.

4. **Services provided by the regular program to enable Underperforming students to meet standards:**
   All students and their parents, as part of the enrollment process, meet with the staff to develop an individualized Student Learning Plan (SLP), to assist the students' academic success and the teachers understanding of the students individual needs. Initial test results from the Woodcock-Johnson Achievement Test are presented in the meeting and areas of academic weakness are addressed and modifications are discussed and implemented into the student's learning plan.
   Due to the broad academic ranges unique to students at Phoenix High School, the staff meets and constantly evaluates each student's program, and makes any adjustments needed to ensure academic success.

5. **Services provided by categorical funds to enable Underperforming students to meet standards:**
   Phoenix High School, utilizing a portion of its Title I funding, purchased the PLATO Learning Program to assist identified Title I students improve their academic skills in mathematics and language arts. The remainder of the Title I funds are used to supplement the various academic subjects, and address the varied academic deficiencies of our Title I students.
   Special education students are supported with a 2/3-time RSP teacher who works with identified students 3 periods per day. The RSP teacher works closely with all staff to help them modify curricular needs of their mainstreamed RSP students.

6. **Use of state and local assessments to modify instruction and improve student achievement:**
   All students are given the Woodcock-Johnson Achievement Test upon entrance to Phoenix High School for program evaluation and the results are used to assist in selecting appropriate curriculum. Students are then re-tested upon graduation to assess growth.
   Star Test, Cat6 and High School Exit Exam (HSEE) are also used to assess student growth, modify curriculum and teaching techniques, and to improve student achievement.

7. **Number and percentage of teachers in academic areas experiencing low student performance:**
   100% of our teaching staff experiences the academic needs of low performing students. All academic areas are experiencing low, or below average performance levels.

7.4.3

8. **Family, school, district, and community resources available to assist these students:**
Phoenix High School has the following resources available to assist its students and their families with support programs.
   - Lighthouse Counseling Center
   - Special education services
   - School nurse
   - Afternoon, on-site, individualized instruction program.

9. **School, district and community barriers to improvements in student achievement:**
The student population at Phoenix High School reflects the lower end of the economic scale with approximately 60% of our students qualifying for free or reduced meals. Many of our students live with one parent, a family member, friend, or are on their own. There are limited opportunities in the community for our students to gain employment after graduation other than fast food businesses.
Even with continued effort, parent involvement in the School's Sit Based Leadership Team is nonexistent with 1 or 2 parents attending meetings on a sporadic basis.

10. **Limitations of the current program to enable under performing students to meet standards.**
Students at Phoenix High School are limited only in their own ambition and drive to meet state standards set for them to graduate. Staff provides modifications, one-on-one assistance, schedule changes, afternoon programs, etc. to assist students to be successful.

7.4.4

STUDENT PERFORMANCE DATA SUMMARY

Student performance data summaries for schools and districts are available online at the California Department of Education web site at http://www.cde.ca.gov/. *(Following are samples of available data).*

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). *(API reports available online at* http://data1.cde.ca.gov/dataquest/.)

API			Met 2005 AYP Criteria for:				
2004	2005	Growth	All Comp.	English-L/A	Math	API	Graduation. Rate
370	517	147	Yes	Yes	Yes	Yes	Yes

STUDENT PERFORMANCE DATA SUMMARY (continued)

Student Testing And Reporting (STAR)

(Several school and district reports showing results of the Stanford Achievement Test may be obtained at http://star.cde.ca.gov/. *Shown below is a sample of data available.)*

	Subject: Language Arts							
	School Year: 2003		School Year: 2004		School Year: 2005		School Year: 2006	
Percentage Tested	82%		100%		100%		0%	
Grade Level	10th	11th	10th	11th	10th	11th	10th	11TH
Advanced	0%	0%	0%	0%	6%	0%		
Proficient	9%	0%	0%	0%	12%	17%		
Basic	0%	43%	20%	16%	29%	26%		
Below Basic	45%	14%	40%	26%	35%	9%		
Far Below Basic	45%	43%	40%	58%	18%	48%		

	Subject: Mathematics							
	School Year: 2003		School Year: 2004		School Year: 2005		School Year: 2006	
Percentage Tested	82%		100%		100%		0%	
Grade Level	10th	11th	10th	11th	10th	11th	10th	11TH
Advanced	0%	0%	0%	0%	NA	NA		
Proficient	9%	0%	0&	0%	NA	NA		
Basic	0%	43%	20%	16%	NA	NA		
Below Basic	45%	14%	40%	26%	NA	NA		
Far Below Basic	45%	43%	40%	58%	NA	NA		

7.4.5

STUDENT PERFORMANCE DATA SUMMARY (continued)

California English Language Development Test Report

Scores or measures of growth are stated as described: ***Level***

Grade or Cohort	Listening/Speaking			Writing			Reading			Overall		
	Year 03-04	Year 04-05	Year 05-06	Year 03-04	Year 04-05	Year 04-05	Year 03-04	Year 04-05	Year 05-06	Year 03-04	Year 04-05	Year 05-06
10		3.0			3.0			2.0			3.0	
11			3.3						3.6			
12		3.0			2.5			2.5			2.5	

Local Measures of Student Performance

	Subject: Math Computation Type of assessment: Woodcock-Johnson			Subject: Math Applied Problems Type of assessment: Woodcock-Johnson			Subject: Reading Comp. Type of assessment: Woodcock-Johnson		
	Year 02-03	Year 03-04	Year 04-05	Year 02-03	Year 03-04	Year 04-05	Year 02-03	Year 03-04	Year 04-05
All Students									
Student Group (list)									
9th grade	6.7			6.0			7.1		
10th grade	7.5		7.1	7.0		7.4	8.6		8.5
11th grade	9.0		6.5	9.2		6.1	9.7		7.5
12th grade			8.2			7.6			9.2

7.4.6

STUDENT PERFORMANCE DATA SUMMARY (continued)

School Demographic Characteristics

Data listed below are from October CBEDS data collection, CAT 6 test and STAR. Apportionment Information Report (*Available online at* http://data1.cde.ca.gov//dataquest).

Ethnic/Racial (Stanford 9) • African American not Hispanic – **0** • American Indian or Alaska Native – **0** • Asian – **0** • Filipino – **0** • Hispanic or Latino – **17** • Pacific Islander – **2** • White not Hispanic – **72** Participants in Free or Reduced Lunch – English Language Learners – Multi-track year-round school (CBEDS) – **no** School Mobility (Stanford 9) –	Parent Educational Level (Stanford 9) • Not High School – • High School graduate – • Some College – • College graduate – • Graduate school – Average Parental Education Level (Stanford 9) Average class size (CBEDS) – **16** Enrollment in grades 2-11 on first day of Testing – **43** Number of students excused from testing – **0** Number of students tested - **43**

Conclusions from Student Performance Data:

Based upon the assessment data provided, the majority of students at Phoenix High School score below the 50th percentile on state standardized tests. Using our local measurement, the Woodcock-Johnson test, our students' average score in math show a grade equivalency of 8th grade, and in reading comprehension a 9th grade equivalency average. Students at Phoenix High School are presently not successful on standardized tests.

Conclusions from Parent, Teacher and Student Input:

Phoenix High School is doing a remarkable job meeting the needs of its students. Larger class sizes and increased enrollment have precluded the individual attention required to educate many of those students in attendance. Emphasis needs to be placed on raising students' academic levels in math and Language Arts, instilling the importance of taking standardized tests, and preparing our students to be successful in passing the High School Exit Exam.

School Goals for Improving Student Achievement:

- Goal #1: To prepare our students to successfully pass the High School Exit Exam and improve academic performance on sate standardized tests.
- Goal #2: To increase our students' academic performance levels in Mathematics.
- Goal #3: To increase our students' academic performance levels in Language Arts.

7.4.7

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 STAR Test and data from the High School Exit Exam, and include local measures of pupil achievement (Woodcock-Johnson). The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon analysis, the council established the following performance improvement goals, actions and expenditures.

GOAL #1 For improving Student Achievement: *To prepare our students to successfully pass the High School Exit Exam and improve performance on state standardized tests.*
Student groups participating in this goal: *Entire student body.*
Performance gains expected for these students: *To improve performance on state tests and pass CHSEE.*
Means of evaluating progress toward this goal: *Student scores obtained on standardized tests and CHSEE.*
Group data needed to measure academic gains: *Number of students successfully completing the exam.*

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: *PLATO Learning System will be used to supplement instruction in Math and Language Arts. This program is aligned with state content standards, as are the regular instructional materials used.*	Ongoing	Annual License Fee	$3,500.00	Title I
Improvement of instructional strategies and materials: *Addition of the California High School Exit Exam courses on the PLATO Learning System, which are incorporated into instructional strategies.*	Ongoing	Materials	$1,500.00	Title I
Extended learning time: *All students have access to PLATO Learning System in their home through Internet access. Students time and work progress is monitored through this system.*	Ongoing			

7.4.8

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: • *Staff available all day and after school to assist students to be successful.* • *Establishment of a 1-day/week; 2-hour CHSEE class for remediation and preparation of Language Arts and Math skills.*	Jan. – Feb. April-May 2005 Staff	Instructional Materials	$5,000.00	General Fund
Staff development and professional collaboration: • *Staff attends CCEA yearly conference as well as numerous subject level workshops as deemed necessary and beneficial to student.*	Ongoing	Meals, Housing, Transportation	$2,000.00	Title I & General Funds
Involvement of staff, parents, and community: (including interpretation of student assessment results to parents): • *Results of state tests and CHSEE exam are mailed to each parent.* • *School Newsletter* • *SBLT Meetings* • *Parent Conferences*	Ongoing	Newsletters, Mailings. Postage, etc.	$250.00	Title I
Auxiliary services for students and parents (including transition from preschool, elementary and middle school): • Lighthouse Counseling Center, District psychologist, and school nurse on campus a day each week. •	Ongoing			
Monitoring program implementation and results: • *At the end of each grading quarter, staff assesses student progress.* • *CHSEE is given twice per year and results are used to monitor student progress and revise instructional practices.* • *PLATO Learning System also has a monitoring component to asses student progress.*	Ongoing			

7.4.9

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 STAR Test and data from the High School Exit Exam, and include local measures of pupil achievement (Woodcock-Johnson). The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon analysis, the council established the following performance improvement goals, actions and expenditures.

GOAL #2 For improving Student Achievement: *To increase students' academic performance levels in Mathematics*
Student groups participating in this goal: *Entire student body.*
Performance gains expected for these students: *To improve student understanding and performance, and to improve scores on standardized tests.*
Means of evaluating progress toward this goal: *Student scores obtained on standardized tests, CHSEE, and growth assessment scores on site Woodcock-Johnson exit test.*
Group data needed to measure academic gains: *Number of students successfully increasing test scores and site assessment tools.*

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: *PLATO Learning System will be used to supplement instruction in Math and Language Arts. This program is aligned with state content standards, as are the regular instructional materials used.*	Ongoing	See Goal #1	See Goal #1	Title I
Improvement of instructional strategies and materials: • *Contemporary's Math Series* • *Preparing for the CHSEE* • *Purchase of Starline Press standardized math materials*	Ongoing	Materials	$3,500.00	Title I
Extended learning time: *All students have access to PLATO Learning System in their home through Internet access. Students time and work progress is monitored through this system.*	Ongoing			

7.4.10

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: • *Staff available all day and after school to assist students to be successful.* • *Establishment of a 1-day/week; 2-hour CHSEE class for remediation and preparation of Language Arts and Math skills.*	Jan. – Feb. April-May 2005 Staff	Instructional Materials	$7,000.00	General Funds
Staff development and professional collaboration: • *Staff attends CCEA yearly conference as well as numerous subject level workshops as deemed necessary and beneficial to student.*	Ongoing	Meals, Housing, Transportation	See Goal #1	Title I & General Funds
Involvement of staff, parents, and community: (including interpretation of student assessment results to parents): • *Results of state tests and CHSEE exam are mailed to each parent.* • *School Newsletter* • *SBLT Meetings* • *Parent Conferences*	Ongoing	Newsletters, Mailings. Postage, etc.	See Goal #1	Title I
Auxiliary services for students and parents (including transition from preschool, elementary and middle school): • Lighthouse Counseling Center, District psychologist, and school nurse on campus a day each week. •	Ongoing			
Monitoring program implementation and results: • *At the end of each grading quarter, staff assesses student progress.* • *S.T.E.P. progress and quarterly report cards.* • *PLATO Learning System also has a monitoring component to asses student progress.*	Ongoing			

7.4.11

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 STAR Test and data from the High School Exit Exam, and include local measures of pupil achievement (Woodcock-Johnson). The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon analysis, the council established the following performance improvement goals, actions and expenditures.

GOAL #3 For improving Student Achievement: *To increase students' academic performance levels in Language Arts.*
Student groups participating in this goal: *Entire student body.*
Performance gains expected for these students: *To improve student understanding and performance, and to improve scores on standardized tests.*
Means of evaluating progress toward this goal: *Student scores obtained on standardized tests, CHSEE, and growth assessment scores on site Woodcock-Johnson exit test.*
Group data needed to measure academic gains: *Number of students successfully increasing test scores and site assessment tools.*

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: *PLATO Learning System will be used to supplement instruction in Math and Language Arts. This program is aligned with state content standards, as are the regular instructional materials used.*	Ongoing	See Goal #1	See Goal #1	Title I
Improvement of instructional strategies and materials: *Commercially purchased remedial and grade level materials, written matter distributed by the Sate designed for review of the CHSEE and standardized tests. Ongoing purchase of age-related/high interest books written at all reading levels. Use of PLATO system which is aligned with state standards Purchase of Starline Press L/A mtls.*	Ongoing	Materials	$3,500.00	Title I
Extended learning time: *All students have access to PLATO Learning System in their home through Internet access. Students time and work progress is monitored through this system.*	Ongoing			

7.4.12

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: • *Staff available all day and after school to assist students to be successful.* • *Establishment of a 1-day/week; 2-hour CHSEE class for remediation and preparation of Language Arts and Math skills.*	Jan. – Feb. April-May 2005 Staff	Instructional Materials	$1,500.00	Gen Fund
Staff development and professional collaboration: • *Staff attends CCEA yearly conference as well as numerous subject level workshops as deemed necessary and beneficial to student.*	Ongoing	Meals, Housing, Transportation	See Goal #1	Title I & General Funds
Involvement of staff, parents, and community: (including interpretation of student assessment results to parents): • *Results of state tests and CHSEE exam are mailed to each parent.* • *School Newsletter* • *SBLT Meetings* • *Parent Conferences*	Ongoing	Newsletters, Mailings. Postage, etc.	See Goal #1	Title I
Auxiliary services for students and parents (including transition from preschool, elementary and middle school): • Lighthouse Counseling Center, District psychologist, and school nurse on campus a day each week. •	Ongoing			
Monitoring program implementation and results: • *At the end of each grading quarter, staff assesses student progress.* • *S.T.E.P. progress and quarterly report cards.* • *PLATO Learning System also has a monitoring component to asses student progress.*	Ongoing			

7.4.13

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% of expenditures from Consolidated Application programs must be spent for direct services to students at school sites. *(List here proposed expenditures for administration, assessment, training, instruction, or support activities to be managed by district staff from funds allocated to the school through the Consolidated Application).*

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.		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.		EIA-LEP
• Assist with implementation of School Site Councils and Title I meetings. Attend meetings upon request. • Advise and assist school with program requirements. • Assist school with coordinated Compliance Reviews. • Coordinate staff development.		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.		Title III

7.4.14

CATEGORIAL 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/English Learner Program: **Amount: $ 4,220.00**
Purpose: Develop fluency in English and academic proficiency of English Learners.

Federal Programs

Elementary and Secondary Education Act:

Title I: Targeted Assistance Program **Amount: $ 18,003.00**
Purpose: Help educationally disadvantaged students achieve grade level proficiency.

Title V: Innovative Programs: **Amount: $ 100.00**
Purpose: Support educational improvement, library, media, and at-risk students.

Other Federal Funds (list and describe):

Title III: English Learners: **Amount: $**

Total amount of state and federal categorical funds allocated to this school: $ 22,223.00

7.4.15

SCHOOL SITE COUNSIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated 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
John Wyatt	X				
Cassandra Creger		X			
Robert Woodward		X			
Tracy Gruber		X			
Clint Nelson		X			
Cathy Noyes		X			
Jeanine Troxell			X		
Numbers of members of each category	1	5	1		

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).

For schools participating in the Immediate Intervention/Underperforming School Program, the local governing board must appoint a "broad-based schoolsite and community team" (Education Code 52054(a)). The Board may meet this requirement in either of the following ways:

- *Add one or more "nonschoolsite personnel" to an existing school site council to form the "school-ste and community team"; or*
- *Appoint a "school-site and community team" unrelated to the membership of the school site council.*

It is important to accurately determine the board's policy before proceeding with the school planning process.

7.4.16

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assurances 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 *(Check those that apply).*

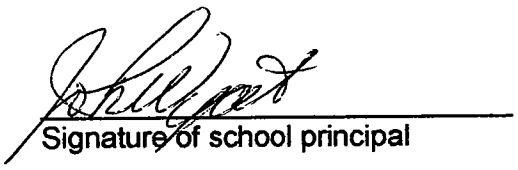
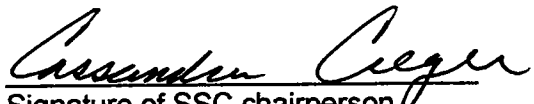
   - ____ English Learner Advisory Committee
   - ____ Community Advisory Committee for Special Education Programs
   - ____ Gifted and Talented Education Program Advisory Committee
   - ____ Other *(list)*

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 council on: April 1, 2006.

Attested:

John Wyatt Typed name of school principal	 Signature of school principal	4/1/06 Date
Cassandra Creger Typed name of SSC chairperson	 Signature of SSC chairperson	4/1/06 Date

7.4.17

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)**
2. **Foster a safe, caring environment where individual differences are valued and respected.**	**Complies with Governance & Management Document** **Complies with District Goals**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**	**Complies with District Mission Statement** **Funding Sign-Off by J. Stewart**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the 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**

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Social Science Curriculum

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Scott Leaman,
Assistant Superintendent

ENCLOSURES:
Yes

MEETING DATE:
May 2, 2006

BACKGROUND:

Adoption committees from Lincoln High School and Glen Edwards Middle School have held a series of meetings to adopt new social science texts. If approved, these texts will be used next school year. Based on the information attached, they request adoption of the following:

Grades 6-8	Social Science	Holt California Social Studies
Grade 10	World History	Glencoe
Grade 11	U.S. History	McDougal LIttell
Grade 12	Economics	Glencoe
Grade 12	American Government	Glencoe

ADMINISTRATION'S RECOMMENDATION:
Administration recommends adoption of the texts.

7.5

Middle School Adoption

7.5.1

MEMORANDUM.....

TO: Scott Leaman

FROM: Mary Boyle

RE: Social Studies Textbook Adoption Recommendation
Grades 6 - 8

DATE: February 9, 2006

Thank you for allowing us to proceed with the evaluation of state-adopted textbook series for grades 6 - 8 social studies this year. We have enjoyed a rich investigation and discussion process, resulting in the unanimous recommendation of the Holt, Rinehart and Winston series for our middle schools' adoption:

Grade 6	Holt California Social Studies: World History, Ancient Civiliations
Grade 7	Holt California Social Studies: United States Hitory, Medieval to Early Modern Times
Grade 8	Holt California Social Studies: United States History, Independence to 1914

We're delighted that this will give us continuity in our middle school social studies program and that there will be connections to our current Holt Language Arts series. We will be leaving behind our current three textbooks from three different publishers, resulting in a more unified social studies curriculum.

Please find attached the process and rationale that led to this recommendation.

7.5.2

Social Studies Textbook Adoption Process

1. January, 2006 – California History-Social Science Recommended Materials for Grades 6 – 8 information shared and reviewed at Social Studies Curriculum meeting. Five publishers received endorsements from the California Curriculum Commission for grades 6 – 8: Glencoe/McGraw-Hill; Holt, Rinehart and Winston; McDougal Littell; Pearson Prentice Hall; and Teachers' Curriculum Institute. (See attachment.)

2. January 23, 2006 - Grade level representatives attended Placer County Office of Education Publishers' Presentations. All five publishers' curriculum were presented and reviewed.

3. January 30, 2006 - Social Studies teachers and administration met and reviewed information from January 23 presentations. Three publishers' materials were eliminated, reducing the choice to two: Holt and McDougal Littell. (See attachment) "Criteria for Evaluating Instructional Materials in History-Social Science K – 8", from California Department of Education was thoroughly studied, in order to prepare for in-depth review of selected materials. (See attachment)

4. January 31 – January 7, 2006 – Social Studies teachers reviewed Holt and McDougal Littell materials in-depth, during their prep time.

5. January 8, 2006 – Social Studies teachers and administration met, shared impressions, then rated both publishers' materials utilizing 10-point rating sheets for each of the required areas of Content/Alignment with Standards; Organization; Assessment; Universal Access; and Instructional Planning/Support.

6. January 9, 2006 – Results of rating sheets were tabulated and consensus was reached – Holt being the recommended materials.

7.5.3

Teachers/Administrators Participating in the Adoption Process:

Mary Boyle (Admin)
Jeff Duer (8th)
Rob Kerrigan (8th)
Tim Kerrigan (7th)
Karen Lantz (6th)
Ann Long (8th)
Monica Mars (6th)
Jessica McClanahan (6th, 7th, 8th)
Krystal McGowan (6th)
Dawn McKinney (6th)
Cathy Sandy (7th)

California 2005 History-Social Science
Primary Instructional Materials Adoption, Kindergarten Through Grade Eight

Curriculum Commission Recommendations*

Publisher	Program Title	Grade Levels	Curriculum Commission Recommendation
Ballard & Tighe	*Explore America*	5	Not Recommended
	Explore the Ancient World	6	Not Recommended
	Explore World History	7	Not Recommended
Decision Development Corporation	*DDC Social Science Series*	4-6	Not Recommended
Glencoe/McGraw-Hill	*Glencoe Discovering Our Past*	6-8	Recommended
Harcourt School Publishers	*Reflections: California Series*	K-6	Recommended
Holt, Rinehart and Winston	*Holt California Social Studies: World History, Ancient Civilizations*	6	Recommended
	Holt California Social Studies: United States History, Medieval to Early Modern Times	7	Recommended
	Holt California Social Studies: United States History, Independence to 1914	8	Recommended
Houghton Mifflin	*Houghton Mifflin History-Social Science*	K-6	Recommended
Macmillan/McGraw-Hill	*California Vistas*	K-6	Recommended
McDougal Littell	*McDougal Littell California Middle School Social Studies Series*	6-8	Recommended
Oxford University Press	*Oxford History-Social Science Program for California*	5, 7, 8	Recommended
	Oxford History-Social Science Program for California	6	Not Recommended
Pearson Prentice Hall	*Prentice Hall Social Studies*	6-8	Recommended
Pearson Scott Foresman	*Scott Foresman History-Social Science for California*	K-5	Recommended
Teachers' Curriculum Institute	*History Alive! California Middle Schools Program*	6-8	Recommended

*NOTE: These programs have **not** been adopted by the State Board of Education.

7.5.5

Reasons for Initial Elimination of Three Publishers

Glencoe/McGraw Hill:

- Poor location of standards references - must hunt on C.D. or separate chart
- Text is very busy - difficult to read
- Portions of content area receive insufficient attention/information - for example, in 6th grade text, Mesopotamia section is weak; there is little or no information on the Persian War or on Representative vs. Direct Democracy

Pearson Prentice Hall:

- Busy text - too much "stuff" on the pages that is distracting to the student reader
- Use of technology that is actually cumbersome or distracting - example - student tech "clickers" - for surveys/graphing - only 40 allotted per grade level
- Appears to be a language arts text, with social studies added
- Too much additional teacher resource - not included as an integral part of program and difficult to use
- Not very teacher-friendly

Teachers' Curriculum Institute:

- Limited in scope
- Limited assessments - weak in this area
- Limited differentiation/universal access offered for EL/RSP
- Limited resources for teachers
- Overheads poor quality
- Requires lots of teacher preparation of materials for each lesson
- No review questions at ends of chapters; lack of highlighted vocabulary
- Workbook is relatively juvenile without critical thinking required
- Incomplete textual information - everything is project-based, and all projects must be completed to cover the standards.

Social Studies Adoption Scoring
February 8, 2006

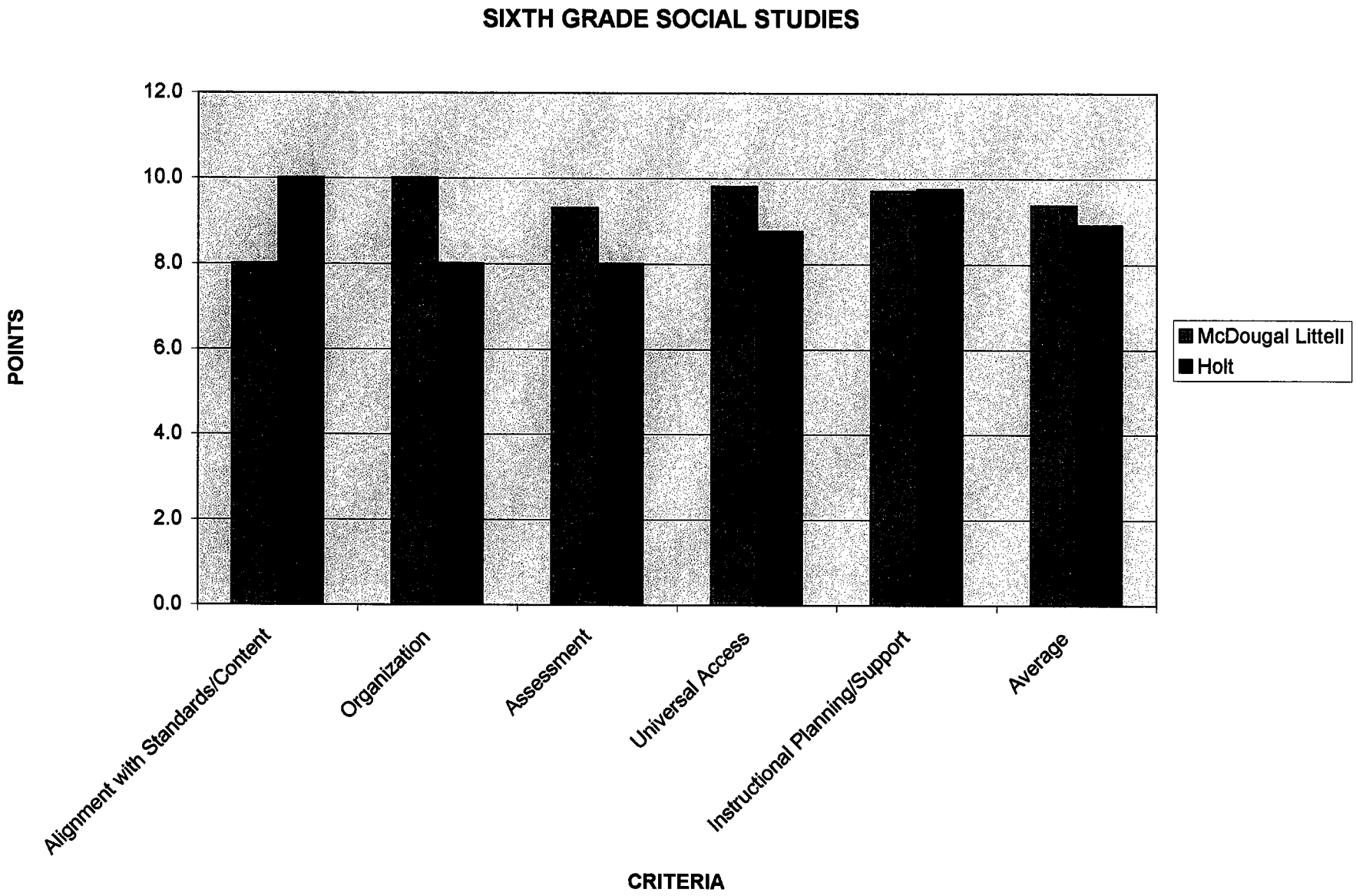
Sixth Grade	**McDougal Littell**	**Holt**
Alignment with Standards/Content	8.0	10.0
Organization	10.0	8.0
Assessment	9.3	8.0
Universal Access	9.8	8.8
Instructional Planning/Support	9.7	9.8
Average	9.4	8.9

Seventh Grade	**McDougal Littell**	**Holt**
Alignment with Standards/Content	8.0	10.0
Organization	8.0	9.0
Assessment	8.0	9.5
Universal Access	9.0	7.5
Instructional Planning/Support	8.5	9.5
Average	8.3	9.1

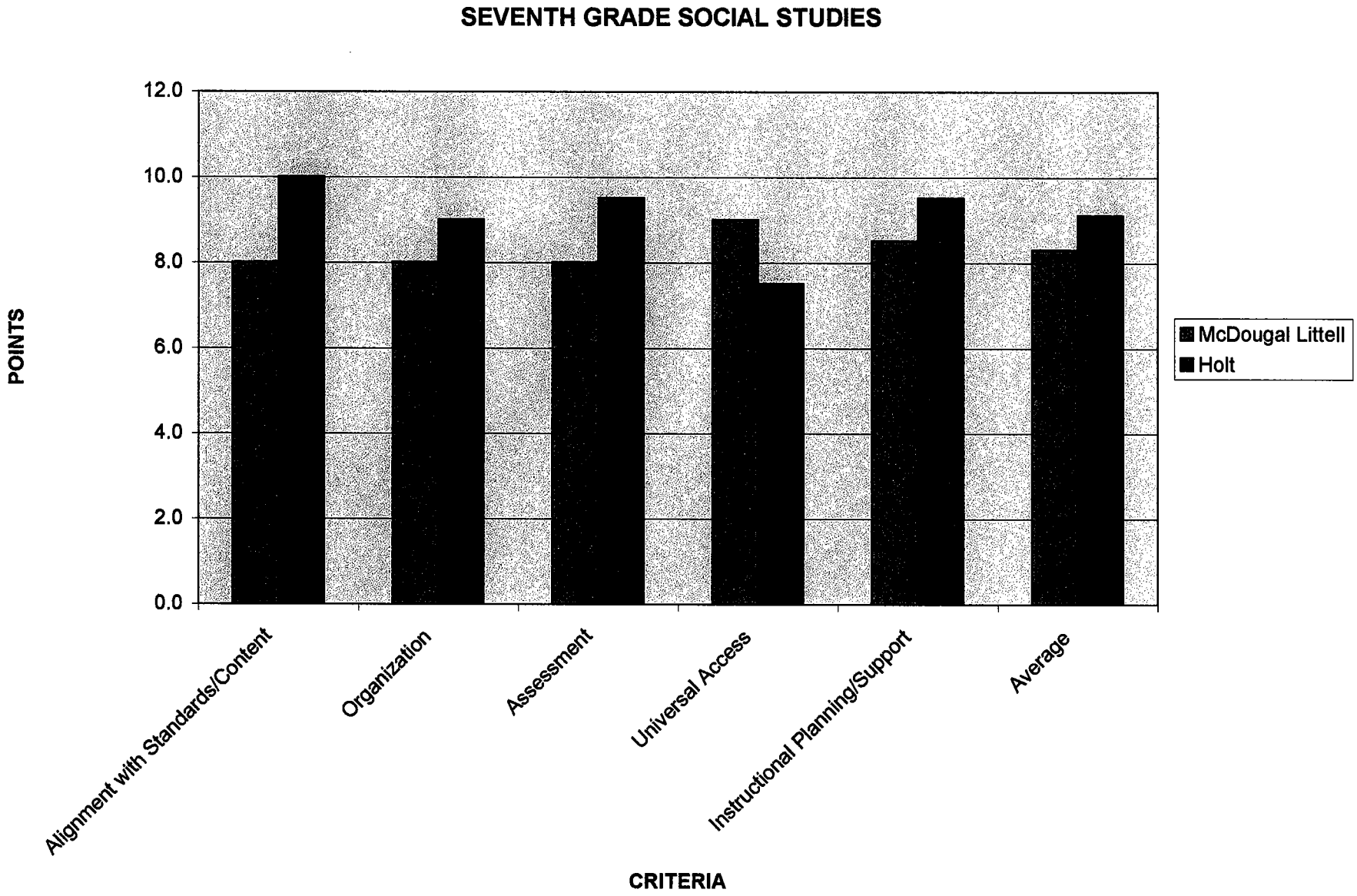
Eighth Grade	**McDougal Littell**	**Holt**
Alignment with Standards/Content	8.0	10.0
Organization	6.6	9.0
Assessment	7.3	10.0
Universal Access	7.0	10.0
Instructional Planning/Support	8.6	10.0
Average	7.5	9.8

All Grades 6 - 8	**McDougal Littell**	**Holt**
Alignment with Standards/Content	8.0	10.0
Organization	8.2	8.7
Assessment	8.2	9.2
Universal Access	8.6	8.8
Instructional Planning/Support	8.9	9.8
Average	8.4	9.3

7.5.7


SIXTH GRADE SOCIAL STUDIES
POINTS
12.0
10.0
8.0
6.0
4.0
2.0
0.0
Alignment with Standards/Content
Organization
Assessment
Universal Access
Instructional Planning/Support
Average
CRITERIA
McDougal Littell
Holt

8.5.7

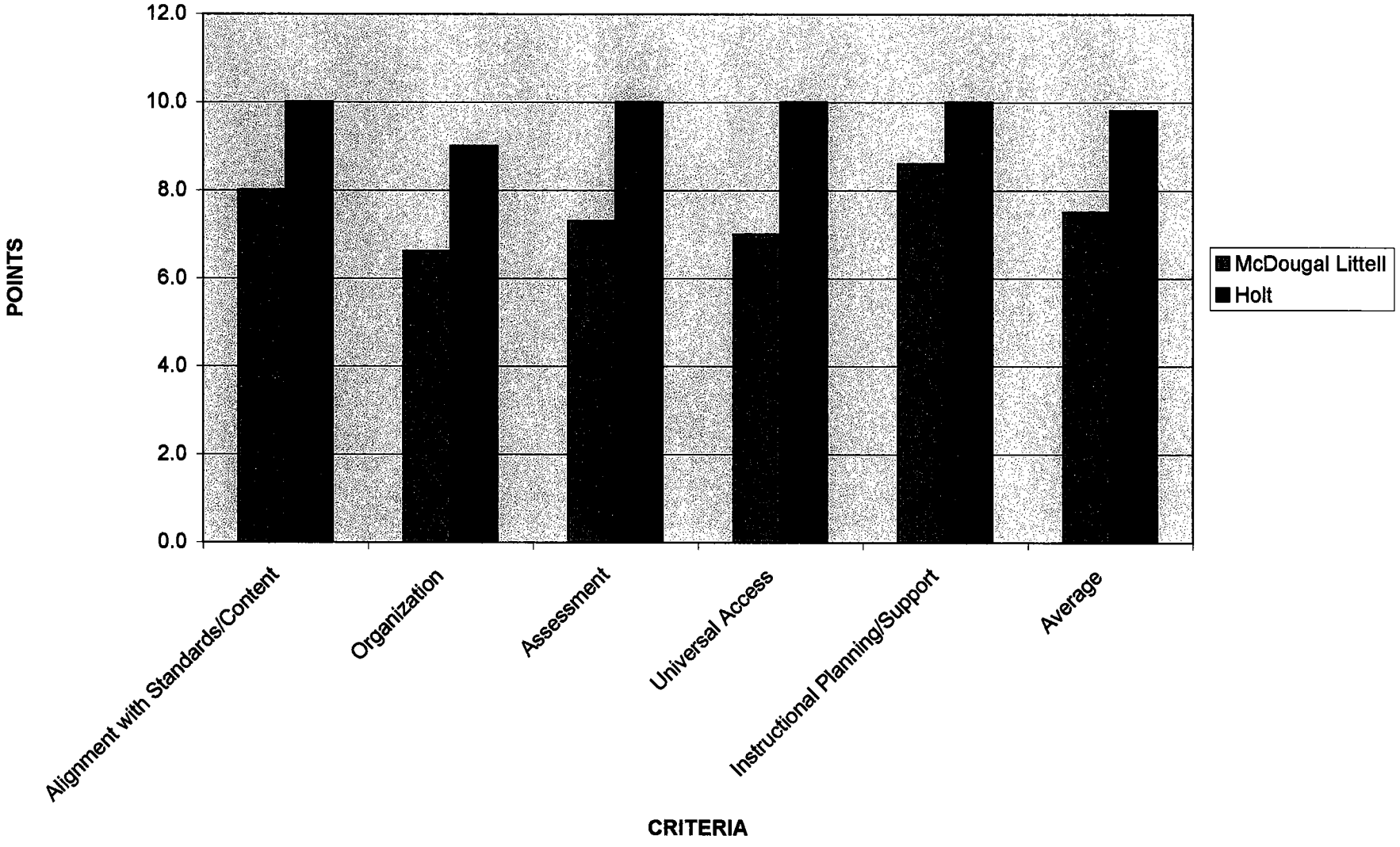

SEVENTH GRADE SOCIAL STUDIES
POINTS
12.0
10.0
8.0
6.0
4.0
2.0
0.0
McDougal Littell
Holt
Alignment with Standards/Content
Organization
Assessment
Universal Access
Instructional Planning/Support
Average
CRITERIA

6.S.7

EIGHTH GRADE SOCIAL STUDIES
McDougal Littell
Holt
12.0
10.0
8.0
6.0
4.0
2.0
0.0
POINTS
Alignment with Standards/Content
Organization
Assessment
Universal Access
Instructional Planning/Support
Average
CRITERIA

7.5.10

SIXTH - EIGHTH GRADES SOCIAL STUDIES



11.5.11

Social Studies Rating Sheet

Teacher: _____ **Grade:** _____

Publisher : _____

Check One:

_____ **1. Alignment with Standards / Content**

_____ **2. Organization**

_____ **3. Assessment**

_____ **4. Universal Access**

_____ **5. Instructional Planning / Support**

Rate 1 – 10 (10 being highest)

/____ /_____/_____/_____/_____/_____/_____/_____/_____/____
1 2 3 4 5 6 7 8 9 10

7.5.12



Criteria for Evaluating Instructional Materials in History–Social Science

Kindergarten Through Grade Eight

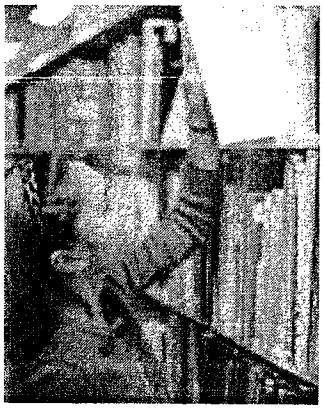
Criteria:

1. Alignment w/ Standards/Content
2. Organization
3. Assessment
4. Universal Access
5. Instructional Planning/Support

California Department of Education
Sacramento, 2003

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Criteria for Evaluating Instructional Materials in History–Social Science, Kindergarten Through Grade Eight



This document provides criteria for evaluating the alignment of instructional materials with the *History-Social Science Content Standards for California Public Schools* (2000) and the *History-Social Science Framework for California Public Schools (2001 Updated Edition).* The content standards were adopted by the California State Board of Education in October 1998. They describe what students should know and be able to do at each grade level. The updated framework was adopted by the State Board of Education in October 2000. It incorporates the standards and includes instructional guidelines. The framework, together with the standards, defines the essential skills and knowledge in history–social science that will enable all California students to enjoy a world-class education.

The instructional materials must provide guidance for the teacher to present the content standards and curriculum at each grade level and to teach students all the analysis skills required for the grade spans. Students should be able to demonstrate reasoning, reflection, and research skills. These skills are to be learned through, and applied to, the content standards and are to be assessed only in conjunction with the content standards. Special attention should also be paid to the appendixes in the framework, which address important overarching issues.

In 2005 the State Board of Education will adopt a new list of history-social science instructional materials for use in kindergarten through grade eight. This adoption and any follow-up adoption prior to 2011 will be guided by the criteria described below. To be adopted, materials must first meet *in full* Category 1, History-Social Science Content/Alignment with Standards. Materials will be evaluated holistically in the other categories of Program Organization, Assessment, Universal Access, and Instructional Planning and Support. (These criteria may also be used by publishers and local educational agencies as a guide for developing and selecting instructional materials for grades nine through twelve.) To assist the State Board in the evaluation of

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instructional materials, publishers will use a standards map template supplied by the California Department of Education to demonstrate a program's alignment with the standards.

The criteria are organized into five categories:

1. **History–Social Science Content/Alignment with Standards:** The content as specified in the *Education Code,* the *History–Social Science Content Standards,* and the *History–Social Science Framework (2001 Updated Edition)*
2. **Program Organization:** The sequence and organization of the history–social science program
3. **Assessment:** The strategies presented in the instructional materials for measuring what students know and are able to do
4. **Universal Access:** Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level
5. **Instructional Planning and Support:** The instructional planning and support information and materials, typically including a separate edition specially designed for use by teachers in implementing the *History–Social Science Content Standards* and *History–Social Science Framework*

History–social science instructional materials must support teaching aligned with the standards and framework. Materials that are contrary to or inconsistent with the standards, framework, and criteria are not allowed. Extraneous materials should be minimal and clearly purposeful.

Category 1: History–Social Science Content/Alignment with Standards

1. Instructional materials, as defined in *Education Code* Section 60010(h), provide instruction designed to ensure that students master all the *History–Social Science Content Standards* for the intended grade level. Analysis skills of the pertinent grade span must be covered at each grade level.
2. Instructional materials reflect and incorporate the content of the *History–Social Science Framework.*
3. Instructional materials shall use proper grammar and spelling (*Education Code* Section 60045).
4. Instructional materials present accurate, detailed content and a variety of perspectives.
5. History is presented as a story well told, with continuity and narrative coherence (a beginning, a middle, and an end), and based on the best recent scholarship. Without sacrificing historical accuracy, the narrative is rich with the forceful personalities, controversies, and issues of the

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time. Primary sources, such as letters, diaries, documents, and photographs, are incorporated into the narrative to present an accurate and vivid picture of the times.

6. Materials include sufficient use of primary sources appropriate to the age level of students so that students understand from the words of the authors the way people saw themselves, their work, their ideas and values, their assumptions, their fears and dreams, and their interpretation of their own times. These sources are to be integral to the program and are carefully selected to exemplify the topic. They serve as a voice from the past, conveying an accurate and thorough sense of the period. When only an excerpt of a source is included in the materials, the students and teachers are referred to the entire primary source. The materials present different perspectives of participants, both ordinary and extraordinary people, in world and U.S. history.
7. Materials include the study of issues and historical and social science debates. Students are presented with different perspectives and come to understand the importance of reasoned debate and reliable evidence, recognizing that people in a democratic society have the right to disagree.
8. Throughout the instructional resources the importance of the variables of time and place, when and where, and history and geography is stressed repeatedly. In examining the past and present, the instructional resources consistently help students recognize that events and changes occur in a specific time and place. Instructional resources also consistently help students judge the significance of the relative location of place.
9. The history–social science curriculum is enriched with various genres of fiction and nonfiction literature of and about the historical period. Forms of literature such as diaries, essays, biographies, autobiographies, myths, legends, historical tales, oral literature, poetry, and religious literature richly describe the issues or the events studied as well as the life of the people, including both work and leisure activities.
10. Materials on religious subject matter remain neutral; do not advocate one religion over another; do not include simulation or role playing of religious ceremonies or beliefs; do not include derogatory language about a religion or use examples from sacred texts or other religious literature that are derogatory, accusatory, or instill prejudice against other religions or those who believe in other religions.
11. Numerous examples are presented of women and men from different demographic groups who used their learning and intelligence to make important contributions to democratic practices and society and to science and technology. Materials emphasize the importance of education in a democratic society.

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12. For grades six through eight, the breadth and depth of world history to be covered are described in the updated *History–Social Science Framework* in Appendix D, "The World History Sequence at Grades Six, Seven, and Ten: Content, Breadth/Depth, and Coverage Issues with Some Local Options." In addition to the content called for at grade six, instructional materials shall include the grade seven content standards on the Roman Empire (standard 7.1 and its sequence) and Mayan civilization (standard 7.7 and the applicable Mayan aspects of the sequence). In addition to the content called for at grade eight, materials shall include the grade seven content standards on the Age of Exploration, the Enlightenment, and the Age of Reason (standard 7.11 and its sequence).
13. For kindergarten through grade three, instructional materials are distinguished by the inclusion of literature that brings alive people and events for children and teaches ethics, values, and civic responsibility. The literary selections are broadly representative of varied cultures, ethnic groups, men, women, and children and, where appropriate, provide meaningful connections to the other content standards: English–language arts, mathematics, science, and visual and performing arts.
14. Student writing assignments are aligned with the grade-level expectations in the *English–Language Arts Content Standards* (adopted by the State Board of Education in 1997) under the strands "Writing" and "Written and Oral English Language Conventions."
15. Instructional materials use biography to portray the experiences of men, women, children, and youths. Where the standards call for examples (or use "e.g."), materials shall go beyond the listed examples and include the roles and contributions of people from different demographic groups: American Indians, African Americans, Mexican Americans, Asian Americans, European Americans, and members of other ethnic and cultural groups (*Education Code* Section 60040).
16. Instructional materials, where appropriate, present the contributions of the entrepreneur and labor in the total development of California and the United States (*Education Code* sections 51009 and 60040).
17. Instructional materials, where appropriate and called for in the standards, include examples of religious and secular thinkers in history. All materials must be in accordance with the guidance provided in the updated *History–Social Science Framework*, Appendix C, "Religion and the Teaching of History–Social Science," and *Education Code* sections 51500, 51501, 51511, and 51513. The rites and practices of religions must be respected and must not be reenacted or simulated in any manner. When U.S. history is examined, religious matters, both belief and nonbelief, must be treated respectfully and be explained as protected by the U.S. Constitution.

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18. Instructional materials, where appropriate, examine humanity's place in ecological systems and the necessity for the protection of the environment (*Education Code* Section 60041).
19. Instructional materials for grades five and eight shall include a discussion of the Great Irish Famine of 1845–1850 and the effect of the famine on American history (*Education Code* Section 51226.3[c]).
20. Emphasis is placed on civic values, democratic principles, and democratic institutions, including frequent opportunities for discussion of the fundamental principles embodied in the U.S. Constitution and the Bill of Rights. When appropriate to the comprehension of pupils, instructional materials shall include a copy of the U.S. Constitution and the Declaration of Independence (*Education Code* Section 60043).
21. Materials emphasize America's multiethnic heritage and its contribution to this country's development while explaining how American civic values provide students with a foundation for understanding their rights and responsibilities in this pluralistic society (*Education Code* sections 51226.5 and 60200.6).
22. Materials on American life and history give significant attention to the principles of morality, truth, justice, and patriotism and to a comprehension of the rights, duties, and dignity of American citizenship, inspiring an understanding of and a commitment to American ideals. Examples of memorable addresses by historical figures are presented in their historical context, including the effect of those addresses on people then and now (*Education Code* sections 52720 and 60200.5).
23. Materials for studying the life and contributions of Cesar E. Chavez and the history of the farm labor movement and of Martin Luther King, Jr., and the civil rights movement shall be included at each grade level, with suggestions for supporting the respective holidays in honor of those men and the accompanying activities (*Education Code* sections 51008 and 60200.6, respectively).
24. Any gross inaccuracies or deliberate falsifications revealed during the review process will result in disqualification, and any found during the adoption cycle will be subject to removal of the program from the list of state-adopted textbooks. Gross inaccuracies and deliberate falsifications are defined as those requiring changes in content.
25. All authors listed in the instructional program are held responsible for the content. If requested, the authors must be willing to supply proof of authorship. Beyond the title and publishing company's name, the only name to appear on a cover and title page shall be the actual author or authors.

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Category 2: Program Organization

1. Sequential organization of the material provides structure concerning what students should learn each year and allows teachers to convey the history–social science content efficiently and effectively.
2. The content is well organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the standards and framework. The academic language (i.e., vocabulary) specific to the content is presented in a manner that provides explicit instructional opportunities for teachers and appropriate practice for all students.
3. A detailed, expository narrative approach providing for in-depth study is the predominant writing mode and focuses on people and their ideas, thoughts, actions, conflicts, struggles, and achievements.
4. Explanations are provided so that students clearly understand the likely causes of the events, the reasons the people and events are important, why things turned out as they did, and the connections of those results to events that followed.
5. The narrative unifies and interrelates the many facts, explanations, visual aids, maps, and literary selections included in the topic or unit. Those components clearly contribute directly to students' deeper understanding and retention of the events.
6. The relevant grade-level standards shall be explicitly stated in both the teacher and student editions. Topical headings reflect the framework and standards and clearly indicate the content that follows.
7. Each topic builds clearly on the preceding one(s) in a systematic manner.
8. Topics selected for in-depth study are enriched with a variety of materials and content-appropriate activities and reflect the framework's course descriptions.
9. Each unit presents strategies for universal access, including ways in which to improve the vocabulary and reading and language skills of English learners in the context of history–social science.
10. Materials explain how history–social science instruction may be improved by the effective use of library media centers and information literacy skills.
11. The tables of contents, indexes, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students.

Category 3: Assessment

1. Assessment tools measure what students know and are able to do, including their analysis skills, as defined by the standards.

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2. Assessment tools that publishers include as a part of their instructional materials should provide evidence of students' progress toward mastering the content called for in the standards and framework and should yield information teachers can use in planning and modifying instruction to help all students meet or exceed the standards.
3. Materials provide frequent assessments at strategic points of instruction by such means as pretests, unit tests, chapter tests, and summative tests.
4. Materials assess students' progress toward meeting the instructional goals of history–social science, most notably by expository writing. Student writing assessments are aligned with the grade-level requirements in the *English–Language Arts Content Standards* under the strands "Writing" and "Written and Oral English Language Conventions."
5. Materials include analytical rubrics that are content-specific and provide an explanation of the use of the rubrics by teachers and students to evaluate and improve skills in writing, analysis, and the use of evidence.
6. Assessment tools include multiple-choice, short answer, essay, and oral presentation.
7. Assessment tools measure how students are able to use library media centers and information literacy skills when studying history–social science topics.

Category 4: Universal Access

1. Instructional materials shall provide access to the curriculum for all students. Therefore, the following design principles for perceptual alternatives shall be used:
   - To be consistent with federal copyright law, all text for students must be in digital format so that it can easily be transcribed, reproduced, modified, and distributed in braille, large print (only if the publisher does not offer such an edition), recordings, American Sign Language videos for the deaf, or other specialized accessible media exclusively for use by pupils with visual disabilities or other disabilities that prevent the use of standard materials.
   - Written captions and written descriptions must be in digital format for audio portions of visual instructional materials, such as videotapes (for those students who are deaf or hearing impaired).
   - Educationally relevant descriptions must be provided for those images, graphic devices, or pictorial information essential to the teaching of key concepts. (When key information is presented solely in graphic or pictorial form, it limits access for students who are blind or who have low vision. Digital images with an oral description provide not only access for those students but also flexibility for instructional emphasis, clarity, and direction.)

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2. Instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students. Instructional materials should provide access to the standards and framework-based curriculum for all students, including those with special needs: English learners, advanced learners, students below grade level in reading and writing skills, and special education students.
3. Materials for kindergarten through grade three focus on the content called for in the *History–Social Science Content Standards* and the *History–Social Science Framework* while complementing the goals of the *English–Language Arts Content Standards* and the *Reading/Language Arts Framework for California Public Schools* (adopted in 1999).
4. Materials for grades four through eight provide suggestions to further instruction in history–social science while assisting students whose reading and writing skills are below grade level.
5. Instructional materials are designed to help meet the needs of students whose reading, writing, listening, and speaking skills fall below the level prescribed in the English–language arts content standards and to assist in accelerating students' skills to grade level. Those students whose skills are *significantly* below grade level in reading (two years or more) should be directed to intensive reading instruction.
6. Materials must address the needs of students who are at or above grade level. Although materials are adaptable to each student's point of entry, such differentiated instruction is focused on the history–social science content standards.
7. All suggestions and procedures for meeting the instructional needs of all students are ready to use with minimum modifications.
8. Materials provide suggestions for enriching the program or assignments for advanced learners by:
   - Studying a topic, person, place, or event in more depth
   - Conducting a more complex analysis of a topic, person, place, or event
   - Reading and researching related topics independently
   - Emphasizing the rigor and depth of the analysis skills to provide a challenge for all students
9. Materials provide suggestions to help teach English learners the *History–Social Science Content Standards* while reinforcing instruction based on the *English–Language Arts Content Standards*—notably to read, write, comprehend, and speak at academically proficient levels.
10. Materials use the following design principles for "considerate" text:
    - Adequate titles for each selection
    - Introductory subheadings for chapter sections
    - Introductory paragraphs
    - Concluding or summary paragraphs

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- Complete paragraphs, including a clear topic sentence, relevant support, and transitional words and expressions (e.g., *furthermore, similarly*)
- Effective use of typographical aids, such as boldface print, italics
- Relevant, standards-aligned visual aids connected to the print: illustrations, photographs, charts, graphs, maps
- Manageable instead of overwhelming visual and print stimuli
- Identification and highlighting of important terms
- List of objectives or focus questions at the beginning of each selection
- List of follow-up comprehension and application questions

Category 5: Instructional Planning and Support

1. Teacher support materials, including the required teacher edition, are built into the instructional materials and contain suggestions and illustrative examples of how teachers can implement the instructional program.
2. The teacher and student editions present ways for all students to learn the content and analysis skills called for in the standards.
3. Directions are explicit regarding how the analysis skills are to be taught and assessed in the context of the content standards.
4. Instructional materials provide a clear road map for teachers to follow when they are planning instruction.
5. Teacher and student editions have correlating page numbers.
6. Instructional materials include a teacher-planning guide describing the relationships between the components of the program and how to use all the components to meet all the standards.
7. Publishers provide teachers with easily accessible and workable instructional examples and with practice opportunities for students as they develop their understanding of the content and analysis skills.
8. Blackline masters are accessible in print and in digitized formats and are easily reproduced. Black areas shall be minimal to require less toner when printing or photocopying.
9. The teacher's edition describes what to teach, how to teach, and when to teach.
10. Terms from the standards are used appropriately and accurately in the instructions.
11. All assessment tools, instructional tools, and informational technology resources include technical support and suggestions for appropriate use of technology.
12. Electronic learning resources, when included, support instruction and connect explicitly to the standards.

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13. The teacher resource materials provide background information about important events, people, places, and ideas appearing in the standards and framework.
14. Instructional practices recommended in the materials are based on the content in the standards and on current and confirmed research.
15. Materials discuss and address common misconceptions held by students.
16. Homework extends and reinforces classroom instruction and provides additional practice of skills that have been taught.
17. Materials include suggestions on how to explain students' progress toward attaining the standards.
18. Materials include suggestions for parents on how to support student achievement.
19. The format clearly distinguishes instructions for teachers from those for students.
20. Answer keys are provided for all workbooks and other related student activities.
21. Publishers provide charts of the time requirements and cost of staff development services available for preparing teachers to implement fully the program.
22. Materials provide teachers with instructions on how outside resources (e.g., guest speakers, museum visits, and electronic field trips) are to be incorporated into a standards-based lesson.
23. Materials provide guidance on the effective use of library media centers to improve instruction and on the materials in library media centers that would best complement the history–social science content standards.

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Selected References

History-Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve. Sacramento: California Department of Education, 2000.

History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, 2001 Updated Edition. Sacramento: California Department of Education, 2001.

English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve. Sacramento: California Department of Education, 1998.

Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve. Sacramento: California Department of Education, 1999.

Mathematics Content Standards for California Public Schools, Kindergarten Through Grade Twelve. Sacramento: California Department of Education, 1999.

Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve, 2000 Revised Edition. Sacramento: California Department of Education, 2000.

Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve. Sacramento: California Department of Education, 2000.

Science Framework for California Public Schools, Kindergarten Through Grade Twelve. Sacramento: California Department of Education, 2003.

Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve. Sacramento: California Department of Education, 2001.

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High School Adoption

7.5.25

Social Studies Textbook Adoption Process

1. February 7, 2006- Social Studies teachers and administration met to discuss the Social Science textbook adoption process. Administration agreed to order all available publishing material.

2. February 22 to March 3, 2006- all arriving teaching samples were forwarded to their respective curricular teachers for review.

3. March 31, 2006- Using the "California History-Social Science Project Textbook Adoption Criteria Template", the Social Science Department met to evaluate all new material. The department reduced the number of textbooks down to two in each curricular area. (World History, U.S. History, American Government, Economics).

4. April 6, 2006- The Social Science Dept. met by curricular areas, further ideas, discussions and opinions were shared in evaluating the final two choices in each topic area. The publisher's material were evaluated using a ten point grading scale in each required area, Content/Alignment with Standards; Organization; Assessment; Universal Access; and Instructional Planning/Support.

5. April 18, 2006- The Social Science Dept. met to review the final selection in each curricular area. The selections were, World History (Glencoe), U.S. History (McDougal Littell), American Government (Glencoe), and Economics (Glencoe).

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Teachers/Administration Participation in the Adoption Process:

Stacey Brown (Admin.)
Jeff Cash (World Hist. Econ.)
Mark Freestone (U.S. Hist.)
Brett Lewis (U.S. Hist.)
Mary MacQueen (U.S. Hist.)
Mike O'Connell (World Hist.)
Bob Pierce (Econ. American Gov't.)

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Reasons for Initial Elimination of Publishers

World History
Pearson Prentice Hall

- Teacher material is cumbersome, difficult to put into curriculum (busy work).
- Technology requires power point or projector
- No review questions at the end of the section within the chapters.

United States History
Glencoe McGraw Hill

- Over emphasis on early American history.
- Insufficient attention of late 19th. century
- Instructional planning and support was complicated.
- Textbook is to busy, trying to appeal to everything.
- Not teacher friendly/practical.

American Government
Holt Rinehart Winston

- Limited in scope.
- Busy layout
- Insufficient attention on Constitutional formation.
- Over emphasis on state/local governments.
- Trying to appeal to everything, graphs, maps, technology in an unorganized manor.

Economics
Holt Rinehart Winston

- Curriculum was to general and simple.
- Over emphasized global economy.
- Brief study of taxes and government spending.
- To many student accessories that were impractical.
- Assessment seemed to be "dubbed down".

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Social Studies Adoption Scoring

World History	**Glencoe**	**McDougal Littell**
Alignment with Standards/Content	10	10
Organization	10	9
Assessment	9	9
Universal Access	9	9
Instructional Planning/Support	10	8
Average	**9.6**	**9.0**

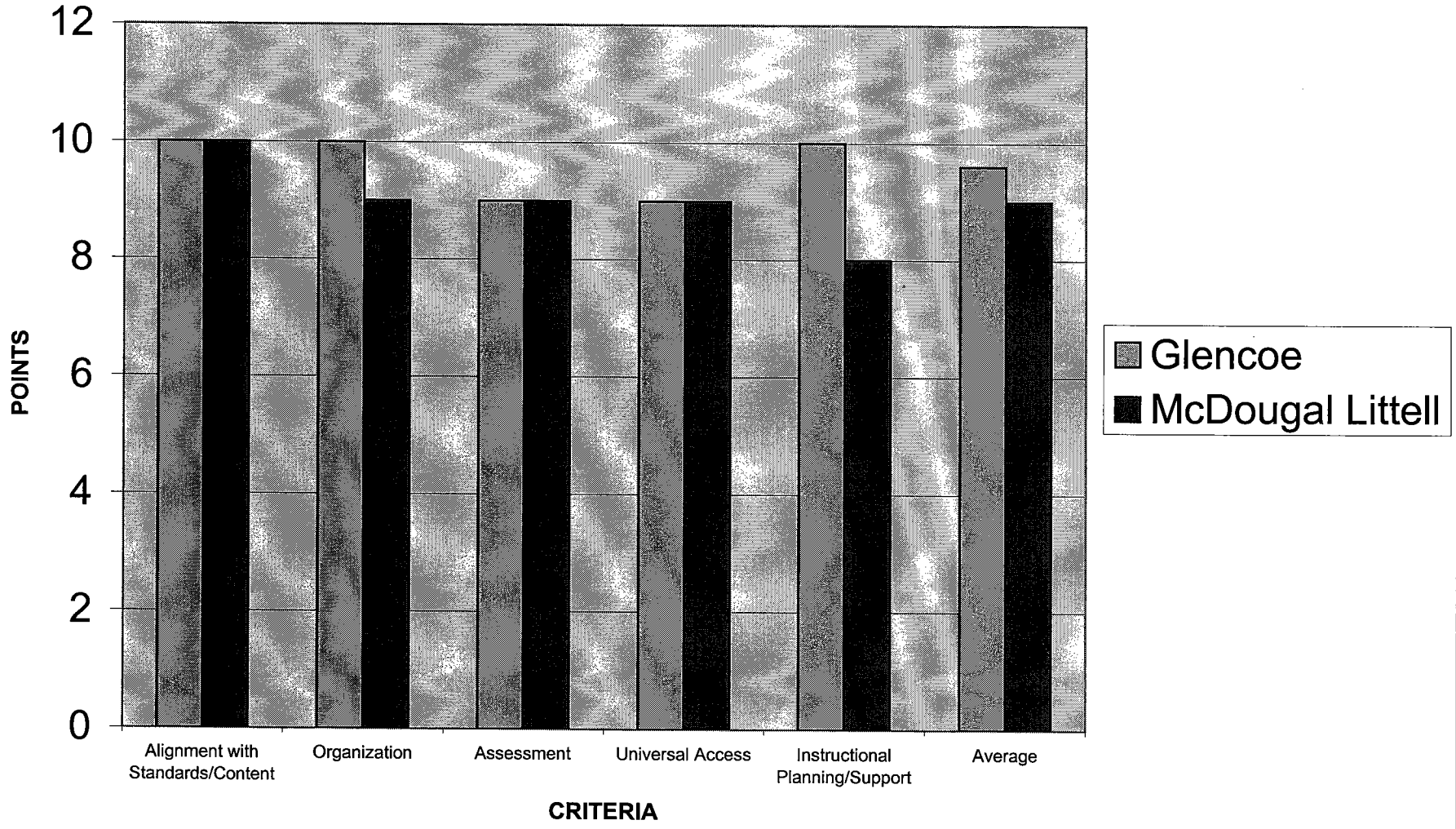
United States History	**McDougal**	**Holt**
Alignment with Standards/Content	10	10
Organization	10	8
Assessment	10	10
Universal Access	9	9
Instructional Planning/Support	10	9
Average	**9.8**	**9.2**

American Government	**Glencoe**	**Pearson**
Alignment with Standards/Content	10	10
Organization	10	9
Assessment	10	9
Universal Access	9	9
Instructional Planning/Support	10	10
Average	**9.8**	**9.4**

Economics	**Glencoe**	**Pearson**
Alignment with Standards/Content	10	10
Organization	10	8
Assessment	8	9
Universal Access	9	8
Instructional Planning/Support	9	8
Average	**9.2**	**8.6**

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World History



7.S.30

United States History
McDougal
Holt
POINTS
12
10
8
6
4
2
0
Alignment with standards/Content
Organization
Assessment
Universal Access
Instructional Planning/Support
Average
CRITERIA

7.5.31

American Goverment
Glencoe
Pearson
POINTS
0
2
4
6
8
10
12
CRITERIA
Alignment with standards/Content
Organization
Assessment
Universal Access
Instructional Planning/Support
Average

7.5.32

Economics
Glencoe
Pearson
POINTS
0
2
4
6
8
10
12
CRITERIA
Alignment with standards/Content
Organization
Assessment
Universal Access
Instructional Planning/Support
Average

7.5.33

World Hist.

Social Studies Rating Sheet

Teacher: Cash, O'Connell **Grade:** 10

Publisher : Glencoe

Check One:

10 **1. Alignment with Standards / Content**

10 **2. Organization**

9 **3. Assessment**

9 **4. Universal Access**

10 **5. Instructional Planning / Support**

48

Rate 1 – 10 (10 being highest)

/1 /2 /3 /4 /5 /6 /7 /8 /9 /10

Avg. 9.6

7.534

World Hist.

Social Studies Rating Sheet

Teacher: Cash, O'Connell **Grade:** 10

Publisher : McDougal Littell

Check One:

10 **1. Alignment with Standards / Content**

9 **2. Organization**

9 **3. Assessment**

9 **4. Universal Access**

8 **5. Instructional Planning / Support**

45

Rate 1 – 10 (10 being highest)

/1 /2 /3 /4 /5 /6 /7 /8 /9 /10

Aug. 9.0

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WORLD HIST.

Social Studies Rating Sheet

Teacher: Cash, O'Connell **Grade:** 10

Publisher : Pearson

Check One:

10 **1. Alignment with Standards / Content**

8 **2. Organization**

9 **3. Assessment**

8 **4. Universal Access**

8 **5. Instructional Planning / Support**

43

Rate 1 – 10 (10 being highest)

/1 /2 /3 /4 /5 /6 /7 /8 /9 /10

Aug. 8.6

7.5.36

U.S. History

Social Studies Rating Sheet

Teacher: Freestone, Lewis, MacQueen **Grade:** 11

Publisher : McDougal Littell

Check One:

10 **1. Alignment with Standards / Content**

10 **2. Organization**

10 **3. Assessment**

9 **4. Universal Access**

10 **5. Instructional Planning / Support**

49

Rate 1 – 10 (10 being highest)

/1 /2 /3 /4 /5 /6 /7 /8 /9 /10

Aug. 9.8

7.5.37

U.S. History

Social Studies Rating Sheet

Teacher: Freestone, Lewis, MacQueen **Grade:** 11

Publisher : Holt

Check One:

10 **1. Alignment with Standards / Content**

8 **2. Organization**

10 **3. Assessment**

9 **4. Universal Access**

9 **5. Instructional Planning / Support**

46

Rate 1 – 10 (10 being highest)

/1 /2 /3 /4 /5 /6 /7 /8 /9 /10

Aug-9.2

7.5.38

U.S. History

Social Studies Rating Sheet

Teacher: Freestone, Lewis, MacQueen **Grade:** 11

Publisher : Glencoe

Check One:

10 **1. Alignment with Standards / Content**

8 **2. Organization**

9 **3. Assessment**

9 **4. Universal Access**

8 **5. Instructional Planning / Support**

44

Rate 1 – 10 (10 being highest)

/____/____/____/____/____/____/____/____/____/____/____

1 2 3 4 5 6 7 8 9 10

Avg. 8.8

7.5.39

Gov't.

Social Studies Rating Sheet

Teacher: Cash, Pierce **Grade:** 12

Publisher : Glencoe

Check One:

10 **1. Alignment with Standards / Content**

10 **2. Organization**

10 **3. Assessment**

9 **4. Universal Access**

10 **5. Instructional Planning / Support**

Rate 1 – 10 (10 being highest)

49

/1 /2 /3 /4 /5 /6 /7 /8 /9 /10

Aug. 9-8

7.5.40

Govt.

Social Studies Rating Sheet

Teacher: Cash, Pierce **Grade:** 12

Publisher : Pearson

Check One:

10 **1. Alignment with Standards / Content**

9 **2. Organization**

9 **3. Assessment**

9 **4. Universal Access**

10 **5. Instructional Planning / Support**

47 **Rate 1 – 10 (10 being highest)**

/1 /2 /3 /4 /5 /6 /7 /8 /9 /10

Avg. 9.4

7.5.41

Gov't.

Social Studies Rating Sheet

Teacher: Cash, Pierce **Grade:** 12

Publisher : Holt

Check One:

9 **1. Alignment with Standards / Content**

9 **2. Organization**

9 **3. Assessment**

8 **4. Universal Access**

9 **5. Instructional Planning / Support**

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Rate 1 – 10 (10 being highest)

/____ /____ /____ /____ /____ /____ /____ /____ /____ /____

1 2 3 4 5 6 7 8 9 10

Avg. 8.8

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Economics

Social Studies Rating Sheet

Teacher: Cash, Pierce **Grade:** 12

Publisher : Glencoe

Check One:

10 **1. Alignment with Standards / Content**

10 **2. Organization**

8 **3. Assessment**

9 **4. Universal Access**

9 **5. Instructional Planning / Support**

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Rate 1 – 10 (10 being highest)

/1 /2 /3 /4 /5 /6 /7 /8 /9 /10

Avg. 9.2

7.5.43

Economics

Social Studies Rating Sheet

Teacher: Cash, Pierse **Grade:** 12

Publisher : Pearson

Check One:

10 **1. Alignment with Standards / Content**

8 **2. Organization**

9 **3. Assessment**

8 **4. Universal Access**

8 **5. Instructional Planning / Support**

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Rate 1 – 10 (10 being highest)

/1 /2 /3 /4 /5 /6 /7 /8 /9 /10

Avg. 8.6

7.5.44

Economics

Social Studies Rating Sheet

Teacher: Cash, Pierce **Grade:** 12

Publisher : Holt

Check One:

10 **1. Alignment with Standards / Content**

8 **2. Organization**

7 **3. Assessment**

8 **4. Universal Access**

8 **5. Instructional Planning / Support**

41 **Rate 1 – 10 (10 being highest)**

/1 /2 /3 /4 /5 /6 /7 /8 /9 /10

Aug. 8.2

7.5.45

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

AGENDA ITEM:

Approve Resolution No. 05/06.32 Regarding the ¼ Mile Determination Findings for the Lincoln Crossing Elementary School.

SUBJECT AREA:

Discussion/Action

REQUESTED BY:

Jay M. Stewart
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

BOARD MEETING DATE:

May 02, 2006

BACKGROUND:

This resolution acknowledges that fact that based on the District's findings through the Mitigated Negative Declaration process, air quality concerns during construction will be mitigated.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees approve Resolution No. 05/06.32 regarding the ¼ mile determination findings for the Lincoln Crossing Elementary School.

7.6

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Resolution Number 05/06.32
School District Governing Board Determinations and One Quarter Mile/500 Foot Findings for School Site Acquisition
(Education Code Section 17213 and Public Resource Code Section 21151.8)

The following **RESOLUTION** was duly passed and adopted by the Board of Trustees of the above entitled school district at a regular meeting held on the 2nd of May, 2006, by roll call vote.

AYES:
NOES:
ABSENT:

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1. Per Education Code Section 17213(a) and/or Public Resources Code Section 21151.8(a) (1), and based upon information included in the Negative Declaration/Initial Study, for the Lincoln Crossing North school site, the Board hereby determines that the school site:
   a. Is not the site of a current or former hazardous waste disposal or solid waste disposal site, and
   b. Is not a hazardous substance release site identified by the Department of Toxic Substance Control in a current list adopted pursuant to Section 25356 for removal or remedial action pursuant to Chapter 6.8 of Division 20 of the Health and Safety Code, and
   c. Is not a site that contains one or more pipelines, situated underground or aboveground, that carries hazardous substances, acutely hazardous materials, or hazardous wastes, unless the pipeline is a natural gas line which is used only to supply natural gas to that school or neighborhood or other nearby schools, and

2. Per Education Code Section 17213(b) and (c) and Public Resources Code Section 21151.8(a) (2) and (3), the Placer County Air Pollution Control District was notified in writing and consulted by ENSR acting as lead agency with regard to identifying any facilities within one quarter mile of the Lincoln Crossing Elementary school site which might be reasonably anticipated to emit hazardous emissions or handle hazardous or acutely hazardous materials, substances, or waste.

The Board hereby finds that the above-mentioned consultation identified such specified facilities do exist within on quarter mile of the proposed school site, but that based upon analysis contained in or referenced in the Negative Declaration/Initial Study, the Board further finds that the following condition applies:

i) The health risks from the facilities do not and will not constitute an actual or potential endangerment of public health to persons who would attend or be employed at the proposed school.

_____
President of the Governing Board
Western Placer Unified School District

ATTEST:

_____
Clerk, Governing Board
Western Placer Unified School District