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	05/22/06
Sheridan School (K-8)	149	149
Sheridan School Independent Study (K-12)	29	29
First Street School (K-5)	458	464
Carlin C. Coppin Elementary (K-5)	452	450
Creekside Oaks Elementary (K-5)	605	603
Twelve Bridges Elementary (K-5)	636	637
Foskett Ranch Elementary (K-5)	389	392
Glen Edwards Middle (6-8)	1057	1056
Lincoln High School (9-12)	1164	1162
Phoenix High School (10-12)	70	70
PCOE Home School	8	8
TOTAL:	**5017**	**5020**

Phoenix Infant/Toddler	24	Prechool/Head Start	
SDC Preschool	9	First & J Streets	24
Adult Education	36	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
June 6, 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.

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

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

6:05 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 Y

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

2. **PERSONNEL**

Public Employee Discipline/Dismissal/Release

2.1 Assistant Superintendent Release
2.2 Unpaid Leave of Absence Request

3. **CONFERENCE WITH LABOR NEGOTIATOR**

3.1 Administrative Salary Proposal
3.2 Assistant Superintendent Salary Proposal

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

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

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

2.2 PERSONNEL

Public Employee Discipline/Dismissal/Release
a. Assistant Superintendent Release
b. Unpaid Leave of Absence Request

2.3 CONFERENCE WITH LABOR NEGOTIATOR

a. Administrative Salary Proposal
b. Assistant Superintendent Salary Proposal

3. 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.

3.1 Approval of Minutes
Regular Meetings of May 2nd, May 16th, 2006
Special Meeting of May 22, 2006

3.2 Approval of Warrants

3.3 Ratification of Personnel Items

Classified:

a. Ratification of Classified Employment:
Carol Lewis Carrier – Campus/Café. Supervisor - TBE

b. Ratification of Classified Transfers:
Rhonda Brauning – from 3.5 hr. Cafeteria Site Cashier at FRE to 3.5 hr. Cafeteria Site Cashier position at TBM
Shannon Ceccato – from 4 hr. Cafeteria Site Cashier at TBM to 3.5 hr. Cafeteria Site Cashier position at TBM
Marlene Marello – from 4 hr. am/pm Kindergarten Instructional Aide at TBE to 2 hr. pm Instructional Aide position at TBE
Charlene Pallas – from 4.5 hr. Special Ed. Instructional Aide at COE to 5.6 hr. Special Ed. Instructional Aide at COE
Theresa Palos – from 5.6 hr. Special Ed. Instructional Aide at GEMS to 5.6 hr. Special Ed. Instructional Aide position at TBE
Jennifer Powell – from 2 hr. Food Service Assistant at LHS to the 4 hr. Food Service Assistant position at TBM
Julie Repec – from 2 hr. Food Service Assistant at LHS to 3.5 hr. Food Service Assistant position at TBM

*c. **Ratification of Classified Transfer/Promotion for 06/07:***
Jennifer Bowden – from 2 hr. Library Aide at CCC to the 8 hr. Library Tech. position at CCC
Jennifer Freymond – from 2 hr. Campus/Café. Supervisor and 6 hr. Campus Monitor position at GEMS to the 8 hr. Secretary II position at GEMS
Patricia Shorkey – from 4 hr. Instructional Aide at COE to the 8 hr. School Office Clerk II position at COE

*d. **Ratification of Classified Resignations:***
Kim Reyne – Computer Lab Tech & Library Aide – TBE
Florence Scheffler – Food Service Assistant - COE

*e. **Ratification of Classified Retirement:***
MaryAnn Allen – Special Ed. Instructional Aide – COE
Betty Hauff – Food Service Lead – Sheridan School

*f. **Ratification of Classified Management Retirement:***
Bob Nelson – Transportation Coordinator – Transportation Dept.

*g. **Request for Maternity Leave:***
Maritza Pisik – 2 hr. Instructional Aide – CCC
3.5 hr. Instructional Aide – CCC
1. hr. Cafeteria Site Cashier - FSS

Certificated:

*h. **Ratification of Certificated Employment:***
Shavaun Clements – 1st Grade Teacher - TBE

*i. **Ratification for Maternity/Child Rearing Leave:***
Wendi Foote – 1st Grade Teacher – TBE
Heather Griffin – 1st Grade Teacher – CCC
Deanna Wiseman – Music Teacher – LHS

*j. **Ratification of Certificated Resignations:***
Jennifer Sturdy – 3rd Grade Teaacher – FRE
Cheryl Garbett – Spanish Teacher – GEMS
John Agostinelli – Autoshop Teacher – LHS

*k. **Ratification of Certificated Retirement:***
Beverly Brockhoff – 7th Grade Math Teacher - GEMS

3.4 Adoption of Resolution 05/06.35 Approval of Child Development Contract

3.5 Approval of the community-Based English Tutoring (CBET) Program.

3.6 Approve the Resolution 05/06.36 Authorizing End-of-Year Transfers.

3.7 Adoption of Resolution 05/06.30 Establishing a Reduction of Classified Employee Hours.

3.8 Adoption of Resolution 05/06.31 Establishing a Reduction of Classified Employee Hours.

3.9 Adoption of Resolution 05/06.32 Establishing a Reduction of Classified Employee Hours.

4. COMMUNICATION FROM THE PUBLIC

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

5. REPORTS & COMMUNICATION

5.1 Lincoln High School, Student Advisory – Garrett Snyder
5.2 Western Placer Teacher's Association – Mike Agrippino
5.3 Western Placer Classified Employee Association – Joe Ross
5.4 Superintendent – Roger Yohe – *End of Year Report*
5.5 Assistant Superintendent(s)
  5.5.1 Jay M. Stewart
    a. Budget Update:
    b. Facilities Update:
  5.5.2 Scott Leaman
    a. Program Focus Area: *Summer School*
  5.5.3 Bob Noyes, Personnel Director

6. ♦ACTION ♦DISCUSSION ♦INFORMATION

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

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

6.1 (I/D) FIRST READING OF NEW CSBA POLICIES AND REGULATIONS AS REVIEWED BY THE DISTRICT POLICY COMMITTEE – Yohe *(05-06 G & O Component I-V)*

•The Board of Trustees will review the new CSBA policies and regulations as reviewed by the District Policy Committee.

- BP 0520.3 Title I Program Improvement Districts
- AR 0520.3 Title I Program Improvement Districts
- E 1312.4 Williams Uniform Complaint Procedures
- AR 1312.4 Williams Uniform Complaint Procedures
- AR 3100 Budget
- BP 3312 Contracts
- AR 3460 Interim Reports
- AR 3515.5 Sex Offender Information
- BP 3550 Food Service/Child Nutrition Program
- AR 1312.4 Williams Uniform Complaint Procedures
- BP 3554 Other Food Sales
- AR 3554 Other Food Sales
- BP 4112.2 Certification
- AR 4112.2 Certification
- BP 4127 Temporary Athletic Team Coaches
- AR 4131 Staff Development

- AR 4222 Qualifications and Duties of Paraprofessionals
- AR 4331 Staff Development
- BP 5030 Student Wellness
- AR 5117 Interdistrict Attendance Agreements
- BP 5141 Health Care and Emergencies
- AR 5141 Health Care and Emergencies
- AR 5144.1 Suspension and Expulsion/Due Process *(pages d, f, s, & u ONLY)*
- BP 6142.8 Comprehensive Health Education
- AR 6142.8 5141 Health Care and Emergencies
- BP 6161.1 Selection and Evaluation of Instruction Materials
- AR 6161.1 Selection and Evaluation of Instruction Materials
- AR 6162.51 Standardized Testing and Reporting Program
- BP 6162.54 Test Integrity/Test Preparation
- BP 6163.4 Student Use of Technology
- AR 6163.4 Student Use of Technology
- AR 6172 Gifted and Talented Student Program
- AR 6173.1 Education For Foster Youth
- BP 6179 Supplemental Instruction
- AR 6179 Supplemental Instruction

6.2 (D/A) **AUTHORIZING THE USE OF SCHOOLS PUBLIC BUILDINGS FOR THE USE OF POLLING PLACES – Yohe** *(05-06 G & O Component IV-V)*

•The elections department must make a request for the use of a list of schools for which the use of a building for polling places is needed. Requests must be made within sufficient time in advance of the school year for the governing body to determine, on a school-by-school or district wide bases.

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

•The Board must annually approve site plans to enable sites to expend categorical funds. The site plans from Sheridan, First Street, Carlin C. Coppin, Creekside Oaks, and Twelve Bridges are being submitted at this time.

6.4 (D/A) **AGREEMENT FOR THE PROVISION OF LEGAL SERVICES - Yohe** *(05-06 G & O Component IV-V)*

•Attached is an agreement for the provision of legal services by Girard, Vinson & Trujillo, LLP. This agreement shall remain in effect until June 30, 2007.

6.5 (D/A) **APPROVE THE FOSKETT RANCH ELEMENTARY JOINT-USE AGREEMENT BETWEEN THE WESTERN PLACER UNIFIED SCHOOL DISTRICT AND THE CITY OF LINCOLN – Stewart** *(05-06 G & O Component IV-V)*

•This attached joint-use agreement between the Western Placer Unified School District and the City of Lincoln addresses the

Foskett Ranch Elementary school site and the adjoining 45 acre regional park.

6.6 (D/A) APPROVAL OF THE PUBLIC DISCLOSURE OF THE PROPOSED WESTERN PLACER TEACHERS' ASSOCIATION COLLECTIVE BARGAINING AGREEMENT IN ACCORDANCE WITH AB 1200 - Stewart *(05-06 G & O Component IV-V)*

•The public disclosure regarding the financial implications of the proposed Western Placer Teachers' Association collective bargaining agreement will be presented to the Board of Trustees for their consideration.

6.7 (I/D) DISCUSSION OF BP/AR 6161.11 (SUPPLEMENTAL MATERIALS AND FILM POLICY) – Leaman *(05-06 G & O Component I-II)*

•Based on Board request, a discussion will be facilitated concerning the parameters of film use in the classroom as it relates to our current board policies.

7. BOARD OF TRUSTEES

7.1 FUTURE AGENDA ITEMS

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

- Relationship with Sierra Community College
- Carlin C. Coppin Elementary School Land Plan/Gladding Parkway

7.2 BOARD MEMBER REPORTS/COMMENTS

8. ESTABLISHMENT OF NEXT MEETING(S)

- The President will establish the following meeting(s):
  >June 20, 2006, 7:00 p.m., Carlin C. Coppin School

9. ADJOURNMENT

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

Posted: 6/01/06
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Phoenix High School

Memo

To: WPUSD School Board

From: John Wyatt

Date: 05/18/2006

Re: Expulsion Student #05-06 Y

The parent (Student 05-06 Y) has requested to address the board in closed session on Tuesday, June 6, 2006.

2.1a

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

BOARD OF TRUSTEE GLOBAL DISTRICT GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.
2. 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, local government, business, service organizations, etc. as partners in the education of our students.

COMPLIANCE CHECK LIST

Complies with Board Policy___
Complies with Site Plan (LIP)___
Complies with Governance & Management Document ___
Complies with District Goals___
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 ___
Initial

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Student Discipline/
Expulsion
Student 05/06 Y

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
John Wyatt
District Hearing Officer

ENCLOSURES:

MEETING DATE:
June 6, 2006

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

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

2.1a.1

Phoenix High School

Memo

To: School Board

From: John Wyatt

Date: 05/26/2006

Re: Expulsion

The parent of (Student # 05-06 Z) would like to address the board in closed session on June 6, 2006

2.1b

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

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

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Student Discipline/
Expulsion
Student 05/06 Z

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
John Wyatt
District Hearing Officer

ENCLOSURES:

MEETING DATE:
June 6, 2006

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

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

2.16.1

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

BOARD OF TRUSTEE GLOBAL DISTRICT GOALS

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

COMPLIANCE CHECK LIST

Complies with Board Policy ____
Complies with Site Plan (UP) ____
Complies with Governance & Management Document ____
Complies with Mission Statement ____
Funding Sign-Off by J. Stewart ____

Personnel Sign-Off by B. Noyes ____
Program Sign Off by S. Leaman ____
SBLT Involvement ____

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:
Scott Leaman,
Assistant Superintendent,
Educational Services

ENCLOSURES:

MEETING DATE:
June 6, 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

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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 ____ Program Sign Off by S. Leaman ____ SBLT Involvement ____ Initial

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Request for 1 Year
Unpaid Leave of Absence

AGENDA ITEM AREA:
CLOSED SESSION DISCLOSURE

REQUESTED BY:
Bob Noyes
Director, Human Services

ENCLOSURES:
(1)

MEETING DATE:
June 6, 2006

BACKGROUND:

The Board of Trustees will take action on a request for Unpaid Leave of Absence.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees disclose action regarding the above leave of absence request.

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:
Administrative Salary Proposal

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
Scott Leaman

ENCLOSURES:

MEETING DATE:
June 6, 2006

BACKGROUND:

The Board will discuss an Administrative Salary Proposal.

ADMINISTRATION'S RECOMMENDATION:
The Board of Trustees will disclose action taken during closed session in regards to the above item.

2.3a.

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:
Asst. Supt. Salary Proposal

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
Scott Leaman

ENCLOSURES:

MEETING DATE:
June 6, 2006

BACKGROUND:

The Board will discuss an Assistant Superintendent Salary Proposal based on the suspension of contractual pay in the Fall of 2005.

ADMINISTRATION'S RECOMMENDATION:
The Board of Trustees will disclose action taken during closed session in regards to the above item.

2.36.

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

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Approval of Minutes:
May 2, & 16, 2006
Regular Meeting, & Special
Meeting May 22, 2006

AGENDA ITEM AREA:
CONSENT AGENDA

REQUESTED BY:
Roger R. Yohe, Superintendent

ENCLOSURES:
Minutes

MEETING DATE:
June 6, 2006

BACKGROUND:

The Board of Trustees will consider adoption of the minutes of May 2 & 16, 2006 regular Board Meeting and May 22, 2006 Special Meeting.

SUPERINTENDENT'S RECOMMENDATION:

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

WESTERN PLACER UNIFIED SCHOOL DISTRICT
SPECIAL MEETING OF THE
BOARD OF TRUSTEES
May 22, 2006
4:00 P.M.
District Office, Staff Development Room
810 J Street, Lincoln, CA 95648

1. WELCOME/CALL TO ORDER/PLEDGE OF ALLEGIANCE

Members Present

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

Members Absent

Melanie Eustice, Clerk

Others Present

Roger R. Yohe, Superintendent
Scott Leaman, Assistant Superintendent of Instructional Services
Rosemary Knutson, Secretary to the Superintendent

FARM FOUNDATION, WILDLANDS PROPOSAL – Yohe *(05-06 G & O Component I-IV)*

•Wildlands gave a presentation at the April 18 Board of Trustees meeting. They were requested to come back to the Board of Trustees with a proposal on the vernal pool mitigation rights on the current Lincoln High School Farm.

Mr. Yohe expressed some concerns of a couple of board members which was regarding the purchase agreement. Mr. Forest Halford from Wildlands handed out document of the purchase agreement. He reviewed some of the concerns regarding the purchase agreement. There was also some discussion on the endowment, there is one revision in the draft of the endowment on Appendix "B" everything is in draft form. He also talked about the draft of the management plan, which includes a schedule for long term management and maintenance. Mr. Sonnenburg questioned the funding, and asked who the bank operator would be. Mr. Halford's explained that Wildlands is the bank operator and the district would be the site/bank manager. Mr. Sonnenburg also brought up recreational activities for hunting. He feels any hunting should be excluded from the property at anytime. Mr. McLeod talked about livestock loading, and preparing a grazing plan in the management plan. There was some discussion regarding animal units for 6 months or all year long. Mr.

Halford explained this in not set in stone this is based on the conditions of the grounds and the grass. The acreage could be leased out if needed. He also reported a licensed surveyor will not be sent out until the district finalizes the agreement. The tax money comes out of the endowment. Mr. McLeod had a concern on the fire break in the management plan. Mr. Halford explained that it is part of the management plan. The Farm Foundation is in support of this proposal and the monies need to be put into a special account for the farm only, and not be put into the general fund account of the district. The Farm Foundation would like to preserve everything at the farm.

After much discussion on the Wildlands proposal a motion by Mr. Long, seconded by Mr. McLeod, and passed by unanimous vote to approve the purchase rights and purchase agreement as amended.

Motion by Mr. Long, seconded by Mr. McLeod, and passed by unanimous vote to approve the draft Management Plan as amended.

Motion by Mr. McLeod, seconded by Mr. Mentze, and passed by unanimous vote to approve the draft Conservation Agreement.

Motion by Mr. McLeod, seconded by Mr. Long, and passed by unanimous vote to approve the MOU and Endowment Agreement.

It was suggested the Mr. Sonnenburg being President and Mr. Long being active as part of the Farm Foundation be the signers on the two copies of the Agreement.

ADJOURNMENT
There being no further business, the meeting was adjourned at 4:50 p.m.

Dennis Sonnenburg, President

Melanie Eustice, Clerk

Roger R. Yohe, Superintendent

Rosemary Knutson, Secretary to Superintendent

Adopted:

Ayes:

Noes:

Absent:

Abstain:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
May 16, 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.

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**

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

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

3. **ADJOURN TO OPEN SESSION**

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

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE

Members Present

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

Others Present

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

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

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 X

Motion by Eustice, seconded by Long, and passed by unanimous vote to approve the expulsion

2.2 CONFERENCE WITH LABOR NEGOTIATOR

Update on certificated negotiations

No action was taken, just updated on negotiations.

3. SPECIAL ORDER OF BUSINESS

Transportation Department – Student Bus Services

Transportation Department, Bob Nelson, Director and his Assistant Mark DeRossett reported to the Board of Trustees on the problems we are having with the transfer of younger students at the high school. They referred to an incident that happened earlier this year. The plan for next year is to separate bus transportation for both elementary and secondary student passengers. We anticipate there being 14 routes and no p.m. routes for next year. Every year the district will continue to need more routes as we grow. This is still in the planning process.

Mr. Long indicated the bus drivers are doing great and that we have had 3 drivers receive State Safety Awards, Sara Foxworthy, Sandy Voyles, and Bob Nelson.

4. CONSENT AGENDA

4.1 Ratification of Personnel Items

Classified:

a ***Ratification of Classified Additional Position for 2006-07***
Nicole Lomonico – Adding 2 hr. Campus/Café. Supervisor position at TBMS to her existing 3 ½ hour Health Clerk position at TBMS

b ***Ratification of Classified Reassignment for 06-07:***
Sarah Bagwell – 4 hour Instructional Aide at CCC to a 4 hour Instructional Aide position at TBE

c. ***Ratification of Classified Transfer:***
Diana Smith – from 4.6 hr. Library Tech. & 2.4 hr. Computer Lab Tech SHER to Library Tech. at GEMS
Laura Staus – from 5.6 hr. Special Ed. Instructional Aide at CCC to 5.6 hr. Special Ed. Instructional Aide position at LHS.

d. ***Ratification of Classified Transfer/Promotion for 06/07:***

Barbara Green – from 4 hr. Cafeteria Site Cashier at TBE to the 8 hr. School Attendance Clerk at TBMS
Michelle Rowe – from 2 hr. Health Clerk at Sheridan to the 8 hr. School Office Clerk III at TBMS

*e. **Ratification of Classified Resignation:***
Ersula Bombard – Instructional Aide – LHS (hired as an English Teacher for LHS for 2006/07)
Randy Halmot – Maintenance/Custodian – LHS
Christi Johnson – 2 – ½ hr. Campus/Café Supervisor positions – FRE (she will continue to do her 2 hr. lunch campus/café supervisor position)

Certificated:

*f. **Ratification for Maternity/Child Rearing Leave for 2006-07:***
Stephanie Maul – Kindergarten Teacher - COE

*g. **Ratification of Certificated Resignation:***
Lorette Shea – Speech-Language Pathologist (.50 FTE) – FSS

*h. **Ratification of Request for Reduced Workload:***
Molly Sjordal – Home Economics Teacher – LHS

4.2 Peer Assistance and Review End-of-Year Report

A motion by Mr. McLeod, seconded by Mr. Mentze, and passed by a unanimous vote to approve consent agenda as listed.

5. COMMUNICATION FROM THE PUBLIC

There was no communication from the public.

6. REPORTS & COMMUNICATION

6.1 Lincoln High School, Student Advisory – Garrett Snyder – May 17th is Senior Awards Night at Lincoln High School. There is election currently going on. He spoke with a lot of students and staff, and asked what is the biggest issue they have been dealing with? Their response is Twelve Bridges High School, they feel threatened. They feel there should be equal programs at both schools. Many feel it is important to make LHS as good as the new high schools. Another concern is that all of the good teachers will transfer to the new high school.

6.2 Western Placer Teacher's Association – Mike Agrippino – Mike reported tomorrow the association will be having a meeting, next week planning ratification vote.

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

6.4 Superintendent – Roger Yohe – Handed out information from Wildlands, there will be a Special Meeting May 22nd to discuss approval of proposal. Hearing dates, May 30 at 6:00 p.m., Request Paul Long, and Dennis Sonnenburg, May 31st at Ophir, and June 5th at Loomis. Paul can only make May 30th Legal Council felt that only 2 board members should be at the meeting on May 30th. Roger handed out the agenda for the collaborative meeting with the City, along with a list of

graduation/promotion dates. He also reported that the All America City Committee meeting was held, the theme this year is "American Idol". The committee will be leaving on June 9th and returning on June 12th, we will be taking some of our own high school students to participate.

6.5 Assistant Superintendent(s)

6.5.1 Jay M. Stewart

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

6.5.2 Scott Leaman

a. Program Focus Area: Mr. Leaman reported on the new format for report cards that will be used, they are a user friendly format. We will have a link to all of our forms, along with the SARC reports, you will be informed once the links are up and running.

6.5.3 Bob Noyes, Personnel Director – No report

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

7.1 (I/D) A RESOLUTION NO. 05/06.34 DECLARING AN ELECTION BE HELD IN ITS JURISDICTION REQUESTING THE BOARD OF SUPERVISORS TO CONSOLIDATE THIS ELECTION WITH ANY OTHER ELECTION CONDUCTED ON SAID DATE – Yohe *(05-06 G & O Component IV-V)*

•The Board of Trustees will take action to approve Resolution 05/06.34 declaring an election be held in its jurisdiction requesting the Board of Supervisors to consolidate this election with any other election conducted on said date, and requesting election services by the County Clerk.

Motion by Long, seconded by Mentze,
Roll call vote: Long, Eustice, Mentze, McLeod, Sonnenburg

7.2 (I/D) GLEN EDWARDS MIDDLE SCHOOL PHYSICAL EDUCATION PROGRAM – Leaman *(05-06 G & O Component I-II)*

•It has been discussed at prior Board meetings that Glen Edwards Middle School would be modified to provide equity with the program at Twelve Bridges Middle School when possible. In the area of physical education, a prior plan included the installation of portables and lockers to allow students at GEMS to "dress out" for P.E. Another plan is being forwarded to augment the P.E. program at GEMS and not included in this option. Both options will be discussed with the Board to gather input.

3.1.7

Mr. Stewart reported on the needs of GEMS Physical Education Program, there was a prior plan of installing portables and lockers to allow students to dress down for P.E. Other changes planned are replacing aging equipment in the P.E. department along with repairs to the restrooms; drinking fountains; and the purchase of library tables along with other major improvements that need to be made. The board felt we should offer facilities for the students to dress down for P.E. Their concerns were hygiene and health. No action was taken at this time. The Board of Trustees had some concerns:

Mrs. Eustice brought up the subject of having the students dress down for P.E. and felt we should offer the facilities needed.

Mr. McLeod reported he is getting input from constitutes about keeping GEMS as a middle school and allowing the kids to walk to the middle school.

Mr. Sonnenburg is concerned with hygiene and health at the middle school students after P.E. He feels it is important for GEMS to offer the same as the new middle school.

After some discussion from the Board of Trustees, it was the consensus of the board to offer the portable facilities for the GEMS students.

7.3 (I/D) **DISCUSSION OF BP 6144.2.1 Leaman** *(05-06 G & O Component I-II)*

•The Board will be asked to engage in a discussion to capture Board interests concerning BP 6144.2.1. An explanation of process will also be outlined to the Board.

Mr. Leaman informed the board on the process that will be taking place on the movie policy, he expressed there was no rush, we have plenty of time to work on this. He reported the last time this policy was looked at was in 1990. The process will be based on what can be shown in the classroom, and what will be allowed to be shown. He asked the board what their desires are for this policy. The responses were as follows:

Mr. Sonnenburg – Would like to see a support package, maybe the district could find a model policy. He feels we need to have some kind of discussion on what is being shown in the classroom.

Mrs. Eustice – Feels there is a need for clarification on our policy, would like to see the policy spelled out so the community knows what we're talking about.

Mr. McLeod – Would also like to see some comprehensive packets, he feels this policy needs to be updated, and permission slips should be an exhibit in the policy. He also asked if there are a

list of movies that are shown. Mr. Leaman indicated there is a list of movies that gets sent home with a permission slip.
Mr. Mentze – Asked if there was some kind of common ground on what we show versus the computer. Mr. Leaman indicated there are differences.
Mr. Long – Asked, who previews the movies shown in the classroom? He indicated he is extremely sensitive to some of the movies that are being shown and feels this could be a safety issue.

Mr. Leaman will get polices from surrounding districts and bring something back for the next board meeting for discussion. This will also include a permission slip. Maybe the district will need to develop an Administrative Regulation. Mr. Leaman will check to see what local districts are doing.

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 – It was the consensus of the Board of Trustees to remove Budget Suspension from the agenda.

8.2 BOARD MEMBER REPORTS/COMMENTS

Mr. McLeod – Reported he will not be able to attend the Awards Ceremonies at Lincoln High, but will be participating in the Lincoln High School graduation.
Mr. Mentze – Welcomed Mr. Sonnenburg back from India.
Mrs. Eustice – Reported she participated in the Farm Open House and enjoyed it very much, she took a hay ride and indicated there are many wonderful things going on out there.
Mr. Long – Reported he attended the Spring Concert at GEMS, light and sound were not working and it was quite a disappointment. He would like to know what went wrong. He also reported the AB127 has passed the Legislature which is for facility bonds, there will be 3.3 Billion in modernization for sites that need it.
Mr. Sonnenburg – Will be participating in the GEMS promotion. He also reported that the Foundation continues to meet on the Outdoor Learning Center at Twelve Bridges.

9. ESTABLISHMENT OF NEXT MEETING(S)

- The President will establish the following meeting(s):
  >May 22, 2006, 4:00 p.m., District Office – Staff Development Room
  >June 6, 2006, 7:00 p.m., Lincoln High School Theater

10. ADJOURNMENT

With no further business, the meeting was adjourned at 8:15 p.m.

Dennis Sonnenburg, 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

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3.1.10

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

MINUTES

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

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

Members Present
Melanie Eustice, Clerk
Earl Mentze, Member
Paul Long, Member

Members Absent
Dennis Sonnenburg, President
James McLeod, Vice President

Others Present
Roger R. Yohe, Superintendent
Scott Leaman, Assistant Superintendent of Instructional Services
Jay M. Stewart, Assistant Superintendent of Business Services

3.1.11

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

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

A motion by Mr. Mentze, seconded by Mr. Long, and passed by unanimous vote to approve student expulsion.

2.2 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

A motion by Mr. Mentze, seconded by Mr. Long, and approved by unanimous vote to approve the dismissal of the employee in discussion.

2.3 CONFERENCE WITH LABOR NEGOTIATOR

The Board of Trustees is encouraged that the negotiation meetings went so well and tentative agreements have been reached on numerous issues. We look forward to approving the final package soon and we would like to thank the continued effort of all those who are at the table.

3. SPECIAL ORDER OF BUSINESS

Sierra Innovative Academy

Mary Lyn Kagan along with Mike O'Leary, and Rob Gerig of Sierra Innovative Academy gave a presentation introducing a new charter program. They informed the board that this is a community based organization and explained how this program is designed to deliver a comprehensive instructional program through various instructional structures. Students from grades 7 through 12 can benefit from this program. The primary focus of SIA is working with high risk youth with attendance and behavioral issues. This was an information item only, no action was taken.

4. 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 – 3:10 – 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 - Resolution 05/06.33

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

5. COMMUNICATION FROM THE PUBLIC

Shirley Russell – Reported on the Poetry night, support from administration and parents was great. There were 68 winners, each school received a poetry book and each child received a certificate along with poetry book and a gift card. June 4th will be Lincoln Day 9:00a.m.-9:00p.m., the Friends of the Library will get a percentage off book purchase. There will be an Art display, and open mic for reading.

Deseria Gomez – Reported she has returned once again to voice her opinion on teachers and students. She feels overcrowded classrooms are still a problem.

6. REPORTS & COMMUNICATION

6.1 Lincoln High School, Student Advisory – Garrett Snyder – Reported AP testing is has been going on this week at the high school; The Career Fair went very well; Star testing is finishing up this week; and Open House at the school farm was held this week.

6.2 Western Placer Teacher's Association – Mike Agrippino – Read the following statement. "Good evening, As I believe you were informed in closed session tonight, I am happy to report that pending some final

contract language agreements, a tentative agreement has been reached between the Western Placer Teachers Association and the Western Placer Unified School District regarding salary.

On behalf of the WPTA membership and the WPTA bargaining team, I would like to thank the parents of our community for being here tonight and for their support throughout this arduous journey. Many thanks go to both the WPTA and WPUSD bargaining teams for their hard work over the past year and a half. We are hopeful that the School Board and the WPTA would like to thank the School Board for allowing the right conditions to fall into place that allowed both sides to return to the bargaining table to good faith and avoid state mediation.

I am confident that because of the struggles we have been through, and overcoming them, our District will be stronger and more united in achieving our common goals of providing the best possible education for our children."

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

6.4 Superintendent – Roger Yohe – Reported on the Open House at the Farm and the equipment that was on display. He also informed the board of trustees of the special meeting scheduled for May 22nd at 5:00 p.m., this meeting will be held to take action on Wildlands and to move forward with the process.

6.5 Assistant Superintendent(s)

6.5.1 Jay M. Stewart – No report
- a. Budget Update:
- b. Facilities Update:

6.5.2 Scott Leaman
- a. Program Focus Area: *California Assessments*
  Mr. Leaman reported on Assessment testing for the 2005-06 school year. He reviewed the California Assessment System for 2005-06 with board of trustees.

6.5.3 Bob Noyes, Personnel Director – Thanked the teachers group, bargaining team, and the District Administrative team for the process of negotiations. He reported the district still has 21 positions to fill, and we're still in the routing process.

7. ♦ACTION ♦DISCUSSION ♦INFORMATION

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

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)*

3.1.14

•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.

A motion was made by Mr. Long, seconded by Mr. Mentze, and passed by unanimous roll call vote to approve 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.

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.

This was an information and discussion only no action was taken at this time.

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.

A motion by Mr. Mentze, seconded by Mr. Long, and passed by unanimous roll call vote to approve Resolution 05/06.31 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.

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.

A motion by Mr. Long, seconded by Mr. Mentze, and passed by unanimous vote to approve the Phoenix site plan.

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.

A motion by Mr. Long, seconded by Mr. Mentze, and passed by unanimous vote to approve the new Social Science Curriculum for 2006-07 school year.

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.

A Motion by Long, seconded by Mr. Mentze, and passed by unanimous roll call vote to approve Resolution No. 05/06.32 regarding the ¼ mile determination findings for the Lincoln Crossing Elementary School.

8. BOARD OF TRUSTEES

8.1 FUTURE AGENDA ITEMS

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

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

8.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Long – Asked about the update on signage from NTD. He reported he was out looking at model homes and sales offices are still giving out wrong information on the timeline construction of the new schools. He feels it is important they have construction signs with dates of when the new schools will be complete.

Mr. Mentze – Asked how many days of school left? He commented it has been a good year, and thanked everyone.

Mrs. Eustice – Asked about bringing back information on transportation on separating elementary students with upper grade students.

9. ESTABLISHMENT OF NEXT MEETING(S)

- The President will establish the following meeting(s):
  >June 16, 2006, 7:00 p.m., Carlin C. Coppin School
  >May 22, 2006, 5:00 p.m., District Office, Staff Development Rm.

10. ADJOURNMENT

With no further business, the meeting was adjourned at 8:20 p.m.

Melanie Eustice, Clerk

Earl Mentze, Member

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.

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3.1.17

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

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

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

2.2 PERSONNEL

Public Employee Discipline/Dismissal/Release
a. Assistant Superintendent Release
b. Unpaid Leave of Absence Request

2.3 CONFERENCE WITH LABOR NEGOTIATOR

a. Administrative Salary Proposal
b. Assistant Superintendent Salary Proposal

3. 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.

3.1 Approval of Minutes
Regular Meetings of May 2nd, May 16th, 2006
Special Meeting of May 22, 2006

3.2 Approval of Warrants

3.3 Ratification of Personnel Items

Classified:

a. Ratification of Classified Employment:

Carol Lewis Carrier – Campus/Café. Supervisor - TBE

b. Ratification of Classified Transfers:

Rhonda Brauning – from 3.5 hr. Cafeteria Site Cashier at FRE to 3.5 hr. Cafeteria Site Cashier position at TBM

Shannon Ceccato – from 4 hr. Cafeteria Site Cashier at TBM to 3.5 hr. Cafeteria Site Cashier position at TBM

Marlene Marello – from 4 hr. am/pm Kindergarten Instructional Aide at TBE to 2 hr. pm Instructional Aide position at TBE

Charlene Pallas – from 4.5 hr. Special Ed. Instructional Aide at COE to 5.6 hr. Special Ed. Instructional Aide at COE

Theresa Palos – from 5.6 hr. Special Ed. Instructional Aide at GEMS to 5.6 hr. Special Ed. Instructional Aide position at TBE

Jennifer Powell – from 2 hr. Food Service Assistant at LHS to the 4 hr. Food Service Assistant position at TBM

Julie Repec – from 2 hr. Food Service Assistant at LHS to 3.5 hr. Food Service Assistant position at TBM

*c. **Ratification of Classified Transfer/Promotion for 06/07:***
Jennifer Bowden – from 2 hr. Library Aide at CCC to the 8 hr. Library Tech. position at CCC
Jennifer Freymond – from 2 hr. Campus/Café. Supervisor and 6 hr. Campus Monitor position at GEMS to the 8 hr. Secretary II position at GEMS
Patricia Shorkey – from 4 hr. Instructional Aide at COE to the 8 hr. School Office Clerk II position at COE

*d. **Ratification of Classified Resignations:***
Kim Reyne – Computer Lab Tech & Library Aide – TBE
Florence Scheffler – Food Service Assistant - COE

*e. **Ratification of Classified Retirement:***
MaryAnn Allen – Special Ed. Instructional Aide – COE
Betty Hauff – Food Service Lead – Sheridan School

*f. **Ratification of Classified Management Retirement:***
Bob Nelson – Transportation Coordinator – Transportation Dept.

*g. **Request for Maternity Leave:***
Maritza Pisik – 2 hr. Instructional Aide – CCC
3.5 hr. Instructional Aide – CCC
1. hr. Cafeteria Site Cashier - FSS

Certificated:

*h. **Ratification of Certificated Employment:***
Shavaun Clements – 1st Grade Teacher - TBE

*i. **Ratification for Maternity/Child Rearing Leave:***
Wendi Foote – 1st Grade Teacher – TBE
Heather Griffin – 1st Grade Teacher – CCC
Deanna Wiseman – Music Teacher – LHS

*j. **Ratification of Certificated Resignations:***
Jennifer Sturdy – 3rd Grade Teaacher – FRE
Cheryl Garbett – Spanish Teacher – GEMS
John Agostinelli – Autoshop Teacher – LHS

*k. **Ratification of Certificated Retirement:***
Beverly Brockhoff – 7th Grade Math Teacher - GEMS

3.4 Adoption of Resolution 05/06.35 Approval of Child Development Contract

3.5 Approval of the community-Based English Tutoring (CBET) Program.

3.6 Approve the Resolution 05/06.36 Authorizing End-of-Year Transfers.

3.7 Adoption of Resolution 05/06.30 Establishing a Reduction of Classified Employee Hours.

3.8 Adoption of Resolution 05/06.31 Establishing a Reduction of Classified Employee Hours.

3.9 Adoption of Resolution 05/06.32 Establishing a Reduction of Classified Employee Hours.

4. COMMUNICATION FROM THE PUBLIC

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

5. REPORTS & COMMUNICATION

5.1 Lincoln High School, Student Advisory – Garrett Snyder
5.2 Western Placer Teacher's Association – Mike Agrippino
5.3 Western Placer Classified Employee Association – Joe Ross
5.4 Superintendent – Roger Yohe – *End of Year Report*
5.5 Assistant Superintendent(s)
  5.5.1 Jay M. Stewart
    a. Budget Update:
    b. Facilities Update:
  5.5.2 Scott Leaman
    a. Program Focus Area: *Summer School*
  5.5.3 Bob Noyes, Personnel Director

6. ♦ACTION ♦DISCUSSION ♦INFORMATION

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

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

6.1 (I/D) FIRST READING OF NEW CSBA POLICIES AND REGULATIONS AS REVIEWED BY THE DISTRICT POLICY COMMITTEE – Yohe *(05-06 G & O Component I-V)*

•The Board of Trustees will review the new CSBA policies and regulations as reviewed by the District Policy Committee.

- BP 0520.3 Title I Program Improvement Districts
- AR 0520.3 Title I Program Improvement Districts
- E 1312.4 Williams Uniform Complaint Procedures
- AR 1312.4 Williams Uniform Complaint Procedures
- AR 3100 Budget
- BP 3312 Contracts
- AR 3460 Interim Reports
- AR 3515.5 Sex Offender Information
- BP 3550 Food Service/Child Nutrition Program
- AR 1312.4 Williams Uniform Complaint Procedures
- BP 3554 Other Food Sales
- AR 3554 Other Food Sales
- BP 4112.2 Certification
- AR 4112.2 Certification
- BP 4127 Temporary Athletic Team Coaches
- AR 4131 Staff Development

- AR 4222 Qualifications and Duties of Paraprofessionals
- AR 4331 Staff Development
- BP 5030 Student Wellness
- AR 5117 Interdistrict Attendance Agreements
- BP 5141 Health Care and Emergencies
- AR 5141 Health Care and Emergencies
- AR 5144.1 Suspension and Expulsion/Due Process *(pages d, f, s, & u ONLY)*
- BP 6142.8 Comprehensive Health Education
- AR 6142.8 5141 Health Care and Emergencies
- BP 6161.1 Selection and Evaluation of Instruction Materials
- AR 6161.1 Selection and Evaluation of Instruction Materials
- AR 6162.51 Standardized Testing and Reporting Program
- BP 6162.54 Test Integrity/Test Preparation
- BP 6163.4 Student Use of Technology
- AR 6163.4 Student Use of Technology
- AR 6172 Gifted and Talented Student Program
- AR 6173.1 Education For Foster Youth
- BP 6179 Supplemental Instruction
- AR 6179 Supplemental Instruction

6.2 (D/A) **AUTHORIZING THE USE OF SCHOOLS PUBLIC BUILDINGS FOR THE USE OF POLLING PLACES – Yohe** *(05-06 G & O Component IV-V)*

•The elections department must make a request for the use of a list of schools for which the use of a building for polling places is needed. Requests must be made within sufficient time in advance of the school year for the governing body to determine, on a school-by-school or district wide bases.

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

•The Board must annually approve site plans to enable sites to expend categorical funds. The site plans from Sheridan, First Street, Carlin C. Coppin, Creekside Oaks, and Twelve Bridges are being submitted at this time.

6.4 (D/A) **AGREEMENT FOR THE PROVISION OF LEGAL SERVICES - Yohe** *(05-06 G & O Component IV-V)*

•Attached is an agreement for the provision of legal services by Girard, Vinson & Trujillo, LLP. This agreement shall remain in effect until June 30, 2007.

6.5 (D/A) **APPROVE THE FOSKETT RANCH ELEMENTARY JOINT-USE AGREEMENT BETWEEN THE WESTERN PLACER UNIFIED SCHOOL DISTRICT AND THE CITY OF LINCOLN – Stewart** *(05-06 G & O Component IV-V)*

•This attached joint-use agreement between the Western Placer Unified School District and the City of Lincoln addresses the

Foskett Ranch Elementary school site and the adjoining 45 acre regional park.

6.6 (D/A) APPROVAL OF THE PUBLIC DISCLOSURE OF THE PROPOSED WESTERN PLACER TEACHERS' ASSOCIATION COLLECTIVE BARGAINING AGREEMENT IN ACCORDANCE WITH AB 1200 - Stewart
(05-06 G & O Component IV-V)

•The public disclosure regarding the financial implications of the proposed Western Placer Teachers' Association collective bargaining agreement will be presented to the Board of Trustees for their consideration.

6.7 (I/D) DISCUSSION OF BP/AR 6161.11 (SUPPLEMENTAL MATERIALS AND FILM POLICY) – Leaman *(05-06 G & O Component I-II)*

•Based on Board request, a discussion will be facilitated concerning the parameters of film use in the classroom as it relates to our current board policies.

7. BOARD OF TRUSTEES

7.1 FUTURE AGENDA ITEMS

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

- Relationship with Sierra Community College
- Carlin C. Coppin Elementary School Land Plan/Gladding Parkway

7.2 BOARD MEMBER REPORTS/COMMENTS

8. ESTABLISHMENT OF NEXT MEETING(S)

- The President will establish the following meeting(s):
  >June 20, 2006, 7:00 p.m., Carlin C. Coppin School

9. ADJOURNMENT

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

Posted: 6/01/06
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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: **June 6, 2006**
TIME: **6:00 P.M.**

1. LICENSE/PERMIT DETERMINATION

2. SECURITY MATTERS

3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR

4. CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION

5. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

6. LIABILITY CLAIMS

7. THREAT TO PUBLIC SERVICES OR FACILITIES

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

9. **CONFERENCE WITH LABOR NEGOTIATOR**

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

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

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

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

BOARD OF TRUSTEE GLOBAL DISTRICT GOALS

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

COMPLIANCE CHECK LIST

Complies with Board Policy ___
Complies with Site Plan (UP) ___
Complies with Governance & Management Document ___
Complies with Mission Statement ___
Funding Sign-Off by J. Stewart ___

Personnel Sign-Off by B. Noyes ___
Program Sign Off by S. Leaman ___
SBLT Involvement ___

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:
June 6, 2006

BACKGROUND:

The Board of Trustees will consider approval of warrants paid since the May 2, 2006 board meeting.

SUPERINTENDENT'S RECOMMENDATION:

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

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APY220 H.02.03

PLACER COUNTY OFFICE OF EDUCATION
WARRANT REGISTER FOR WARRANTS DATED 05/25/2006
SCHOOLS COMMERCIAL REVOLVING FUND

05/24/06 PAGE 1

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT
80080539	011419	ROSA ANDERSON	22	00	9.98	80080540	005738	BORDER'S GROUP INC	22	00	1,170.00
80080541	011051	CAPITAL ONE F.S.B.	22	00	1,740.87	80080542	010417	MAYELA CERDA-MARTINEZ	22	00	409.30
80080543	008524	CITICORP VENDOR FINANCE I	22	00	572.66	80080544	007720	CITY OF LINCOLN	22	00	7,469.81
80080545	004530	EMPLOYMENT DEVELOPMENT DE	22	00	458.40	80080546	000391	FEDEX	22	00	107.86
80080547	001689	GOSSETT ALARM INC	22	00	1,386.00	80080548	012004	ELINOR GREGORY	22	00	33.37
80080549	016160	HARCOURT INC	22	00	45.80	80080550	009164	HOLT OF CA	22	00	121.53
80080551	007866	NATIONAL BUSINESS INSTITU	22	00	179.00	80080552	004272	NORMAC	22	00	123.05
80080553	001048	NORTH STATE SPRING CONFER	22	00	175.00	80080554	026460	PACIFIC GAS & ELECTRIC CO	22	00	5,681.85
80080555	028020	PLACER COUNTY OFFICE OF E	22	00	220.00	80080556	009270	PLACER NEVADA SELPA	22	00	940.00
80080557	011643	POSITIVE ACTION INC.	22	00	42,306.00	80080558	011741	LAUREN QUINN	22	00	26.70
80080559	011517	AMY RIGA	22	00	40.47	80080560	026400	SBC	22	00	81.29
80080561	011323	SBC - LONG DISTANCE SERVI	22	00	75.53	80080562	002891	SIERRA OFFICE SUPPLIES &	22	00	669.45
80080563	011624	U.S. BANK BUSINESS EQUIPM	22	00	554.34	80080564	003286	VALLEY TRUCK & TRACTOR	22	00	545.88
80080565	002669	VERIZON WIRELESS	22	00	1,094.55	80080566	000785	ROBERT WOOD	22	00	179.00
80080567	007914	BLACKBURN CONSULTING	22	00	2,142.95	80080568	011970	CALIFORNIA BANK & TRUST	22	00	12,989.29
80080569	012001	CRUSADER FENCE CO. INC.	22	00	899.00	80080570	012003	DECO TECH SYSTEMS	22	00	9,326.39
80080571	010538	EDULINK SYSTEMS	22	00	3,387.65	80080572	000391	FEDEX	22	00	45.97
80080573	004178	GLS GREG LARSON SPORTS I	22	00	142.27	80080574	000841	GOPHER SPORT	22	00	287.32
80080575	005792	NTD/STICHLER	22	00	291,209.32	80080576	011138	SCHOOL CONSTRUCTION COMPL	22	00	10,998.27
80080577	002669	VERIZON WIRELESS	22	00	68.42	80080578	003580	DAN BAUGHMAN	22	00	52.51
80080579	008244	BISHOP'S PUMPKIN FARM	22	00	390.00	80080580	005738	BORDER'S GROUP INC	22	00	99.35
80080581	011541	CAL-NA BINDERY	22	00	377.12	80080582	000972	CALLOWAY HOUSE INC	22	00	88.75
80080583	004023	CLASSROOM DIRECT.COM	22	00	60.56	80080584	002972	ETA / CUISENAIRE	22	00	168.76
80080585	007840	G.W. SCHOOL SUPPLY	22	00	65.03	80080586	003281	HOME DEPOT	22	00	500.00
80080587	009059	INSTANT IMPACT	22	00	662.27	80080588	000389	LAKESHORE LEARNING MATERI	22	00	345.00
80080589	004683	OFFICE DEPOT	22	00	678.01	80080590	028020	PLACER COUNTY OFFICE OF E	22	00	175.00
80080591	029400	RAINBOW MARKET	22	00	57.96	80080592	005757	REALLY GOOD STUFF	22	00	140.42
80080593	010710	RED BRICK LEARNING	22	00	107.29	80080594	000255	REMEDIA PUBLICATIONS INC	22	00	112.69
80080595	000541	SAX ARTS & CRAFTS	22	00	246.59	80080596	000128	SCHOLASTIC INC	22	00	814.65
80080597	000122	SCHOOL SPECIALTY INC	22	00	572.55	80080598	006185	SIERRA HAY & FEED	22	00	118.41
80080599	002891	SIERRA OFFICE SUPPLIES &	22	00	1,682.39	80080600	007212	STAPLES CREDIT PLAN	22	00	197.04
80080601	011980	STORE.COLLEGEBOARD.COM	22	00	32.18	80080602	002875	SUMMIT LEARNING	22	00	109.18
80080603	000834	TARGET BANK	22	00	150.00	80080604	003739	JEANINE TROXEL	22	00	137.75
80080605	009802	U.S. TOY	22	00	322.70	80080606	002066	VICKIE VINEYARD	22	00	255.53
80080607	011820	WESTERN BLUE CORP.	22	00	124.79	80080608	039880	WISHING WELL ENTERPRISES	22	00	177.16
80080609	006976	JOHN WYATT	22	00	39.00	80080610	005757	REALLY GOOD STUFF	22	00	71.80
80080611	010598	D & P CREAMERY	22	00	14.28	80080612	001778	THE DANIELSEN COMPANY	22	00	4,151.31
80080613	011727	ED JONES FOOD SERVICE	22	00	2,322.44	80080614	000686	INTERSTATE BRANDS CORP	22	00	524.18
80080615	009147	NOR-CAL PRODUCE INC	22	00	666.26	80080616	011033	PAPPA JOHN'S PIZZA	22	00	1,809.00
80080617	029400	RAINBOW MARKET	22	00	5.69	80080618	010084	SYSCO SACRAMENTO	22	00	2,176.51

TOTAL AMOUNT OF ALL WARRANTS $418,716.65***

WARRANT REGISTER FOR WARRANTS DATED 05/18/2006
SCHOOLS COMMERCIAL REVOLVING FUND

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT
80077929	007998	ALICANTE SCHOOL	22	00	3,891.39	80077930	007117	AMERICAN SCHOOL BOARD JOU	22	00	57.00
80077931	006916	BURGER PHYSICAL THERAPY &	22	00	90.00	80077932	009998	DANG ELECTRIC	22	00	450.00
80077933	006476	DAVIS PUBLICATIONS INC	22	00	33.54	80077934	009919	DELL	22	00	1,888.45
80077935	002863	DELTA WIRELESS	22	00	1,750.78	80077936	003609	DISCOUNT SCHOOL SUPPLY	22	00	81.26
80077937	011405	FISHMAN SUPPLY COMPANY	22	00	3,419.13	80077938	036880	G&S HARDWARE PURCHASING	22	00	630.73
80077939	002027	GIRARD VINSON & TRUJILLO	22	00	1,030.75	80077940	011550	HARCOURT ASSESSMENT INC.	22	00	520.35
80077941	000396	HOUGHTON MIFFLIN COMPANY	22	00	46.19	80077942	000175	J & J SCREEN & GLASS	22	00	400.26
80077943	008595	MBNA AMERICA BUSINESS CAR	22	00	51.09	80077944	011189	COLLEEN MOSS	22	00	382.50
80077945	026460	PACIFIC GAS & ELECTRIC CO	22	00	37,836.08	80077946	026400	SBC	22	00	2,902.94
80077947	002891	SIERRA OFFICE SUPPLIES &	22	00	290.85	80077948	010443	SIERRA PEDIATRIC THERAPY	22	00	1,265.00
80077949	010550	SIERRA SPRING WATER CO.	22	00	28.83	80077950	007212	STAPLES CREDIT PLAN	22	00	296.01
80077951	010816	STARSTREAM COMMUNICATIONS	22	00	2,664.00	80077952	001151	STATE OF CALIFORNIA	22	00	800.00
80077953	011976	SUTTER MEDICAL FOUNDATION	22	00	334.00	80077954	002732	PEGGY VAN LENGEN	22	00	13.35
80077955	026400	SBC	22	00	24.38	80077956	026400	SBC	22	00	73.79
80077957	002027	GIRARD VINSON & TRUJILLO	22	00	1,062.75	80077958	038620	GRAINGER	22	00	165.36
80077959	011062	WALLACE-KUHL & ASSOCIATES	22	00	3,285.10	80077960	011970	CALIFORNIA BANK & TRUST	22	00	260,608.62
80077961	011018	NTD / EDGE DESIGN BUILDER	22	00	2,364,263.90	80077962	002321	A.R. ASSOCIATES	22	00	1,770.63
80077963	019720	KRONICK MOSKOVITZ TIEDEMA	22	00	2,541.90	80077964	011972	ALL OCCASSION PARTY RENTA	22	00	101.25
80077965	003117	AMERICAN GUIDANCE SERVICE	22	00	1,021.17	80077966	005770	BEELER TRACTOR COMPANY IN	22	00	132.46
80077967	005738	BORDER'S GROUP INC	22	00	197.04	80077968	001230	BOUND TO STAY BOUND BOOKS	22	00	1,610.67
80077969	010149	BRIGHT APPLE INC.	22	00	59.78	80077970	000728	BSN SPORTS	22	00	1,295.01
80077971	000972	CALLOWAY HOUSE INC	22	00	169.66	80077972	001921	CARSON-DELLOSA PUBLISHING	22	00	16.19
80077973	006243	CENTER HIGH SCHOOL FBLA	22	00	599.11	80077974	004023	CLASSROOM DIRECT.COM	22	00	326.47
80077975	011551	CATHY CUMMINGS	22	00	537.54	80077976	009919	DELL	22	00	182.32
80077977	007262	DEMCO MEDIA	22	00	76.09	80077978	003609	DISCOUNT SCHOOL SUPPLY	22	00	140.66
80077979	009141	EDUCATIONAL INNOVATIONS I	22	00	283.94	80077980	001769	EDUCATORS PUBLISHING SVC	22	00	59.26
80077981	001155	FILMS FOR THE HUMANITIES	22	00	207.33	80077982	007968	FORESTRY SUPPLIERS INC	22	00	328.46
80077983	004443	FRY'S ELECTRONICS	22	00	390.98	80077984	005247	G&S HARDWARE PURCHASING	22	00	27.87
80077985	011443	G&S HARDWARE PURCHASING	22	00	1.69	80077986	006003	TARYN GORDON	22	00	103.44
80077987	010566	GRADUATE LTD	22	00	624.84	80077988	011981	HANDS-ON EQUATIONS	22	00	226.45
80077989	003281	HOME DEPOT	22	00	132.86	80077990	011986	JENNIFER HORTON	22	00	523.52
80077991	006890	HUMAN KINETICS	22	00	91.40	80077992	009658	BRUCE ISHAM	22	00	500.00
80077993	010976	J.W. PEPPER & SON INC	22	00	525.41	80077994	000698	KAPLAN SCHOOL SUPPLY CORP	22	00	120.68
80077995	008989	KELVIN	22	00	99.30	80077996	011996	TIM KENNEDY	22	00	325.00
80077997	003941	KIDS IN BETWEEN INC	22	00	237.60	80077998	000389	LAKESHORE LEARNING MATERI	22	00	344.04
80077999	000156	LIBRARY VIDEO COMPANY	22	00	188.22	80078000	010035	DEBRA MORRISON	22	00	154.62
80078001	009795	MOUNTAIN MATH/LANGUAGE LL	22	00	70.95	80078002	009589	N2 POTTERY	22	00	65.74
80078003	004823	NAESP	22	00	42.00	80078004	024240	NASCO MODESTO	22	00	669.18
80078005	010916	NEW MANAGEMENT	22	00	45.00	80078006	011444	NEXT GENERATION COFFEE SY	22	00	19.00
80078007	004683	OFFICE DEPOT	22	00	2,637.77	80078008	009856	PEARSON EDUCATION	22	00	1,994.95
80078009	011977	PLACER COLLABORATIVE NETW	22	00	25.00	80078010	028610	POSTMASTER	22	00	429.00
80078011	007894	PRIMARY CONCEPTS	22	00	36.64	80078012	029400	RAINBOW MARKET	22	00	424.64
80078013	010293	READING HELPER	22	00	6.60	80078014	009649	RENAISSANCE LEARNING INC.	22	00	135.08
80078015	011966	APRIL RENNIE	22	00	248.41	80078016	001818	THE REPORT CARD	22	00	77.10
80078017	005101	RESOURCES FOR READING	22	00	45.78	80078018	011218	RIGBY	22	00	699.83
80078019	000695	SADDLEBACK EDUCATIONAL IN	22	00	55.09	80078020	010717	SAFEWAY INC	22	00	62.00
80078021	000541	SAX ARTS & CRAFTS	22	00	458.54	80078022	000128	SCHOLASTIC INC	22	00	1,673.10

WARRANT REGISTER FOR WARRANTS DATED 05/18/2006
SCHOOLS COMMERCIAL REVOLVING FUND

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT
80078023	011914	SCHOOL PERCEPTIONS	22	00	725.00	80078024	000122	SCHOOL SPECIALTY INC	22	00	475.61
80078025	002891	SIERRA OFFICE SUPPLIES &	22	00	653.35	80078026	006878	SKATETOWN	22	00	800.00
80078027	010077	LANINA SPENCER	22	00	395.26	80078028	007212	STAPLES CREDIT PLAN	22	00	131.89
80078029	010410	STENHOUSE PUBLISHERS	22	00	219.49	80078030	000834	TARGET BANK	22	00	656.38
80078031	011817	TEACHER DIRECT	22	00	105.16	80078032	011288	TEACHER DISCOUNT	22	00	54.61
80078033	000798	TEACHER'S DISCOVERY	22	00	222.67	80078034	011629	TEACHERS MEDIA	22	00	107.21
80078035	003739	JEANINE TROXEL	22	00	205.29	80078036	009802	U.S. TOY	22	00	174.49
80078037	039880	WISHING WELL ENTERPRISES	22	00	150.00	80078038	006105	WOODWORKER'S SUPPLY INC	22	00	448.53
80078039	011513	LIZ TOFFT	22	00	129.54	80078040	010598	D & P CREAMERY	22	00	1,186.34
80078041	001778	THE DANIELSEN COMPANY	22	00	4,594.10	80078042	011727	ED JONES FOOD SERVICE	22	00	3,218.83
80078043	000686	INTERSTATE BRANDS CORP	22	00	426.00	80078044	006580	JERICO INC	22	00	145.25
80078045	009147	NOR-CAL PRODUCE INC	22	00	670.55	80078046	011033	PAPPA JOHN'S PIZZA	22	00	159.00
80078047	007758	SACRAMENTO RENDERING CO.	22	00	27.00	80078048	010084	SYSCO SACRAMENTO	22	00	3,703.55
80078049	011998	MEGAN ZYGALINSKI	22	00	200.00						

TOTAL AMOUNT OF ALL WARRANTS $2,736,819.74***

WARRANT REGISTER FOR WARRANTS DATED 05/11/2006

SCHOOLS COMMERCIAL REVOLVING FUND

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT
80076196	000059	ADVANCED INTEGRATED PEST	22	00	1,223.00	80076197	004071	AIRGAS	22	00	32.53
80076198	011419	ROSA ANDERSON	22	00	6.42	80076199	011763	AUBURN PLACER DISPOSAL SE	22	00	360.00
80076200	000072	BEAR RIVER SUPPLY INC	22	00	1,421.06	80076201	000205	CA BUS SALES	22	00	580.69
80076202	011990	CNA - CALIFORNIA NURSES A	22	00	841.50	80076203	006760	COLLEGE OAK TOWING	22	00	297.00
80076204	010068	GETTA DOLINSEK	22	00	12.85	80076205	011924	ROBERT FOXWORTHY JR.	22	00	38.04
80076206	004150	GILBERT ASSOCIATES INC.	22	00	2,270.00	80076207	015040	GOLD RUSH AUTO PARTS	22	00	830.14
80076208	011550	HARCOURT ASSESSMENT INC.	22	00	251.79	80076209	011926	JABBERGYM	22	00	2,722.50
80076210	010984	LEADER SERVICES	22	00	284.73	80076211	009002	SANDI MILLER	22	00	60.00
80076212	023380	VOIDED	22	00		80076213	023380	MISSION UNIFORM SERVICE I	22	00	2,137.87
80076214	004272	NORMAC	22	00	187.69	80076215	026460	PACIFIC GAS & ELECTRIC CO	22	00	7,074.43
80076216	010637	PARAGON SCHOOL	22	00	4,731.10	80076217	009134	PLACER COUNTY ENVIRONMENT	22	00	620.00
80076218	028020	PLACER COUNTY OFFICE OF E	22	00	125.00	80076219	000543	SAXON PUBLISHERS INC.	22	00	263.03
80076220	026400	SBC	22	00	177.20	80076221	000122	SCHOOL SPECIALTY INC	22	00	111.20
80076222	011909	SCHOOL WISE PRESS	22	00	3,466.65	80076223	002891	SIERRA OFFICE SUPPLIES &	22	00	168.69
80076224	011932	SIERRA SPEECH SERVICES	22	00	4,025.00	80076225	010414	SPEECH & LANGUAGE THERAPY	22	00	380.00
80076226	010873	SPEECH WORKS	22	00	4,522.50	80076227	001786	SPURR	22	00	6,936.38
80076228	004966	WESTAMERICA BANK	22	00	30,232.98	80076229	009919	DELL	22	00	10,641.54
80076230	011992	NICOLE LOMONICO	22	00	350.00	80076231	003233	PORTABLE FACILITIES LEASI	22	00	11,000.00
80076232	011138	SCHOOL CONSTRUCTION COMPL	22	00	18,329.71	80076233	003211	SHELDON LAND SURVEYING	22	00	945.00
80076234	011878	STANLEY TAYLOR	22	00	3,920.00	80076235	010712	NORTHERN CALIF. CONSTRUCT	22	00	17,735.00
80076236	006673	SKATES BELTING	22	00	301.50	80076237	011092	ACP	22	00	239.70
80076238	004071	AIRGAS	22	00	851.30	80076239	003297	BADGE-A-MINIT	22	00	195.50
80076240	001230	BOUND TO STAY BOUND BOOKS	22	00	163.56	80076241	004920	BULBMAN - SACRAMENTO	22	00	33.78
80076242	002878	BUREAU OF EDUCATION & RES	22	00	179.00	80076243	011776	BURKETT'S OFFICE	22	00	66.43
80076244	005388	CLASSROOM CONNECT	22	00	105.00	80076245	004023	CLASSROOM DIRECT.COM	22	00	493.40
80076246	011269	CLASSROOM SUPPLY MART	22	00	65.47	80076247	005443	COSTCO	22	00	91.23
80076248	006315	CREEKSIDE OAKS PTC	22	00	12,415.91	80076249	008144	JENNY FLANAGAN	22	00	37.32
80076250	011997	FORUM MUSIC FESTIVALS	22	00	3,500.00	80076251	011971	FRONT ROW EDUCATIONAL SVC	22	00	267.50
80076252	011947	FUTURE HORIZONS	22	00	258.60	80076253	000113	GLEN EDWARDS MIDDLE SCHOO	22	00	152.28
80076254	038620	GRAINGER	22	00	319.70	80076255	000225	HIGHSMITH INC	22	00	164.06
80076256	003281	HOME DEPOT	22	00	453.20	80076257	010467	IN FOCUS	22	00	69.00
80076258	007092	THE J.M. STEWART CORPORAT	22	00	67.92	80076259	011967	JACKSON CANDY FUNDRAISING	22	00	1,060.00
80076260	011954	JESSICA KINGSLEY PUBLISHE	22	00	136.57	80076261	004650	JONES SCHOOL SUPPLY CO IN	22	00	11.70
80076262	000389	LAKESHORE LEARNING MATERI	22	00	50.00	80076263	006933	LEARNING RESOURCES INC	22	00	44.66
80076264	000156	LIBRARY VIDEO COMPANY	22	00	103.37	80076265	002271	LINGUI SYSTEMS INC	22	00	252.70
80076266	011087	JESSICA MCCLANAHAN	22	00	80.30	80076267	003354	MENC MUSIC EDUCATORS NAT	22	00	116.00
80076268	011444	NEXT GENERATION COFFEE SY	22	00	57.00	80076269	004683	VOIDED	22	00	
80076270	004683	OFFICE DEPOT	22	00	1,881.84	80076271	004812	ON COURSE INC	22	00	172.20
80076272	000068	ORIENTAL TRADING COMPANY	22	00	880.48	80076273	007332	PCI EDUCATIONAL PUBLISHIN	22	00	378.12
80076274	007787	PITNEY BOWES CREDIT CORP	22	00	99.60	80076275	010375	PLATO INC.	22	00	2,655.51
80076276	011153	POPPLERS MUSIC INC.	22	00	88.10	80076277	006899	POSITIVE PROMOTIONS	22	00	156.70
80076278	007894	PRIMARY CONCEPTS	22	00	133.67	80076279	011955	PROGRAM DEVELOPMENT ASST.	22	00	186.40
80076280	029400	RAINBOW MARKET	22	00	152.86	80076281	005757	REALLY GOOD STUFF	22	00	496.68
80076282	009649	RENAISSANCE LEARNING INC.	22	00	400.81	80076283	011993	DON RIEDEL	22	00	196.00
80076284	011762	ROSEVELT FUEL	22	00	1,027.12	80076285	011995	SACRAMENTO STATE COLLEGE	22	00	625.00
80076286	010717	SAFEWAY INC	22	00	21.42	80076287	004440	SAM'S CLUB DIRECT	22	00	114.18
80076288	000128	SCHOLASTIC INC	22	00	64.25	80076289	000122	SCHOOL SPECIALTY INC	22	00	669.82

WARRANT REGISTER FOR WARRANTS DATED 05/11/2006

SCHOOLS COMMERCIAL REVOLVING FUND

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT
80076290	008118	SHERIDAN PARENT CLUB	22	00	1,210.00	80076291	011408	HOLLY SHIMA	22	00	40.05
80076292	002891	SIERRA OFFICE SUPPLIES &	22	00	3,174.09	80076293	007212	STAPLES CREDIT PLAN	22	00	225.41
80076294	011435	SUNBURST VISUAL MEDIA	22	00	105.42	80076295	000834	TARGET BANK	22	00	436.74
80076296	011817	TEACHER DIRECT	22	00	175.88	80076297	000798	TEACHER'S DISCOVERY	22	00	222.52
80076298	004772	TEACHER'S VIDEO COMPANY	22	00	106.85	80076299	011820	WESTERN BLUE CORP.	22	00	165.17
80076300	011956	WOODBINE HOUSE	22	00	77.20	80076301	010743	YOUTH LIGHT INC.	22	00	147.11
80076302	000564	ZIEGELMANN'S REFRIGERATIO	22	00	1,272.16	80076303	011786	STAN BURMICH	22	00	877.98
80076304	011989	STANLEY BURNICH	22	00	495.65	80076305	011785	CONNIE CONTRERAS	22	00	69.38
80076306	006806	JEFF DARDIS	22	00	64.33	80076307	008137	CAL-NEVA SLUSH COMPANY	22	00	198.00
80076308	009360	CRYSTAL CREAM & BUTTER CO	22	00	5,249.46	80076309	010598	D & P CREAMERY	22	00	7.14
80076310	001778	THE DANIELSEN COMPANY	22	00	810.18	80076311	011727	ED JONES FOOD SERVICE	22	00	3,435.46
80076312	011984	HAYES MECHANICAL	22	00	936.54	80076313	000686	INTERSTATE BRANDS CORP	22	00	238.96
80076314	023380	MISSION UNIFORM SERVICE I	22	00	278.64	80076315	009147	NOR-CAL PRODUCE INC	22	00	700.37
80076316	011033	PAPPA JOHN'S PIZZA	22	00	830.00	80076317	011585	STAFFORD MEAT COMPANY	22	00	88.00
80076318	010084	SYSCO SACRAMENTO	22	00	1,302.16						

TOTAL AMOUNT OF ALL WARRANTS $195,058.49***

B.2.5

WARRANT REGISTER FOR WARRANTS DATED 05/04/2006
SCHOOLS COMMERCIAL REVOLVING FUND

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT
80074370	005845	AUBURN PLACER DISPOSAL SE	22	00	5,188.79	80074371	006060	CALTRONICS BUSINESS SYSTE	22	00	99.30
80074372	011051	CAPITAL ONE F.S.B.	22	00	375.54	80074373	011987	CEI - CELL ENERGY INC.	22	00	325.06
80074374	007984	CHEVRON	22	00	190.68	80074375	006408	CATHERINE CHRISTO PhD	22	00	8,000.00
80074376	008524	CITICORP VENDOR FINANCE I	22	00	1,286.24	80074377	011769	BRANDI CLOVIS	22	00	110.36
80074378	009919	DELL	22	00	328.68	80074379	011874	DALE EBERT	22	00	137.95
80074380	011465	FILTERFRESH	22	00	135.00	80074381	038620	GRAINGER	22	00	350.92
80074382	008281	HILLYARD	22	00	1,048.85	80074383	000175	J & J SCREEN & GLASS	22	00	234.08
80074384	003183	SCOTT LEAMAN	22	00	958.66	80074385	011772	LYNN LIDSTONE	22	00	82.77
80074386	001762	MCGRAW-HILL	22	00	186.21	80074387	011827	JENNA MELTON	22	00	55.18
80074388	011773	JAMES MEYER	22	00	110.36	80074389	011875	DeBora MILLER	22	00	110.36
80074390	011770	BRANDY NOVAK	22	00	137.95	80074391	009134	PLACER COUNTY ENVIRONMENT	22	00	643.00
80074392	028840	THE PSYCHOLOGICAL CORP	22	00	199.64	80074393	011873	EUGENIA RAKESTRAW	22	00	110.36
80074394	008069	RAY MORGAN COMPANY INC	22	00	7,696.54	80074395	011771	EVELYN SANDOVAL	22	00	82.77
80074396	002891	SIERRA OFFICE SUPPLIES &	22	00	115.08	80074397	010816	STARSTREAM COMMUNICATIONS	22	00	55.95
80074398	003016	SWRCB/STATE WATER RESOURC	22	00	1,523.00	80074399	003569	VERIZON WIRELESS MESSAGIN	22	00	127.99
80074400	002373	WILSON WAY TIRE	22	00	1,623.09	80074401	006591	CHUCK YOUTSEY	22	00	136.40
80074402	000391	FEDEX	22	00	54.16	80074403	000396	HOUGHTON MIFFLIN COMPANY	22	00	2,373.45
80074404	011406	WALTER MAY	22	00	9,800.00	80074405	011708	EDWARD McCULLOUGH	22	00	8,910.00
80074406	011447	YUBA SUTTER BUILDING	22	00	10,920.00	80074407	039440	WESTERN PLACER U.S.D.	22	00	1,493.78
80074408	007360	20TH CENTURY FOOD PRODUCT	22	00	472.50	80074409	010598	D & P CREAMERY	22	00	171.94
80074410	001778	THE DANIELSEN COMPANY	22	00	4,074.54	80074411	011727	ED JONES FOOD SERVICE	22	00	6,726.76
80074412	000113	GLEN EDWARDS MIDDLE SCHOO	22	00	301.32	80074413	000686	INTERSTATE BRANDS CORP	22	00	746.84
80074414	006580	JERICO INC	22	00	125.00	80074415	009147	NOR-CAL PRODUCE INC	22	00	515.10
80074416	003398	OFFICE MAX CREDIT PLAN	22	00	249.54	80074417	011033	PAPPA JOHN'S PIZZA	22	00	789.00
80074418	009250	RIPPLE THOMAS	22	00	147.90	80074419	007758	SACRAMENTO RENDERING CO.	22	00	27.00
80074420	010084	SYSCO SACRAMENTO	22	00	3,336.01	80074421	039440	WESTERN PLACER U.S.D.	22	00	273.39
80074422	011985	JOE SWEET	22	00	5,904.00	80074423	008021	SUPERIOR SCHOOL SUPPLIES	22	00	10,107.55
80074424	039440	WESTERN PLACER U.S.D.	22	00	63.00	80074425	003117	AMERICAN GUIDANCE SERVICE	22	00	599.55
80074426	005478	AMERICAN LIBRARY PREVIEW	22	00	167.85	80074427	003580	DAN BAUGHMAN	22	00	101.98
80074428	011960	BEYOND PLAY	22	00	68.98	80074429	004023	CLASSROOM DIRECT.COM	22	00	64.90
80074430	005443	COSTCO	22	00	492.60	80074431	011937	ANNETTE DARLING	22	00	119.00
80074432	007262	DEMCO MEDIA	22	00	633.54	80074433	011560	EBSCO SUBSCRIPTION SERVIC	22	00	167.69
80074434	006653	EDUCATIONAL RECORD CENTER	22	00	169.98	80074435	002972	ETA / CUISENAIRE	22	00	217.73
80074436	000991	EVAN-MOOR EDUCATIONAL	22	00	30.82	80074437	006946	FRANKLIN COVEY CO	22	00	547.68
80074438	007840	G.W. SCHOOL SUPPLY	22	00	24.17	80074439	011962	SHEILA HILBURN	22	00	25.44
80074440	004736	INSECT LORE	22	00	49.79	80074441	008806	INTERACT	22	00	122.15
80074442	009658	BRUCE ISHAM	22	00	300.00	80074443	010976	J.W. PEPPER & SON INC	22	00	33.11
80074444	005619	KRIS KNUTSON	22	00	300.00	80074445	009368	JOAN LACKTIS	22	00	20.00
80074446	000389	LAKESHORE LEARNING MATERI	22	00	72.71	80074447	000156	LIBRARY VIDEO COMPANY	22	00	152.75
80074448	002271	LINGUI SYSTEMS INC	22	00	113.85	80074449	011037	JEREMY LYCHE	22	00	120.00
80074450	011792	CHERYL METHENY	22	00	69.01	80074451	024240	NASCO MODESTO	22	00	4.55
80074452	011979	THE NATURAL SELECTION	22	00	20.00	80074453	004683	OFFICE DEPOT	22	00	1,532.44
80074454	000068	ORIENTAL TRADING COMPANY	22	00	123.15	80074455	011977	PLACER COLLABORATIVE NETW	22	00	25.00
80074456	007894	PRIMARY CONCEPTS	22	00	586.25	80074457	029400	RAINBOW MARKET	22	00	173.72
80074458	005757	REALLY GOOD STUFF	22	00	377.38	80074459	009649	RENAISSANCE LEARNING INC.	22	00	759.50
80074460	001818	THE REPORT CARD	22	00	50.00	80074461	002207	KAREN ROBERTS	22	00	39.49
80074462	010717	SAFEWAY INC	22	00	16.28	80074463	010342	SAX FAMILY & CONSUMERS SC	22	00	179.52

3.2.6

WARRANT REGISTER FOR WARRANTS DATED 05/04/2006
SCHOOLS COMMERCIAL REVOLVING FUND

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT
80074464	011096	SCANTRON	22	00	583.93	80074465	000128	SCHOLASTIC INC	22	00	543.08
80074466	000122	SCHOOL SPECIALTY INC	22	00	834.27	80074467	002891	SIERRA OFFICE SUPPLIES &	22	00	1,140.71
80074468	003808	PAM SOHA	22	00	57.82	80074469	011940	SURESOURCE	22	00	99.99
80074470	007897	THINKING PUBLICATIONS	22	00	94.00	80074471	006976	JOHN WYATT	22	00	48.94

TOTAL AMOUNT OF ALL WARRANTS $111,424.84***

WARRANT REGISTER FOR WARRANTS DATED 04/27/2006

SCHOOLS COMMERCIAL REVOLVING FUND

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT
80072417	011290	ABILITATIONS	22	00	245.88	80072418	011975	AIR FILTER SUPPY	22	00	5,088.96
80072419	007998	ALICANTE SCHOOL	22	00	4,936.47	80072420	008657	ARCH WIRELESS	22	00	49.41
80072421	011918	ATKINSON YOUTH SERVICES	22	00	2,726.56	80072422	006916	BURGER PHYSICAL THERAPY &	22	00	360.00
80072423	002037	CINGULAR WIRELESS	22	00	53.38	80072424	007720	CITY OF LINCOLN	22	00	7,086.40
80072425	005994	CSHA CALIF SPEECH AND HE	22	00	900.00	80072426	005437	DAWSON OIL COMPANY	22	00	18,409.79
80072427	011405	FISHMAN SUPPLY COMPANY	22	00	892.86	80072428	002027	GIRARD VINSON & TRUJILLO	22	00	10,586.75
80072429	038620	GRAINGER	22	00	1,249.96	80072430	011780	EMILY GROMIS	22	00	358.67
80072431	016160	HARCOURT INC	22	00	32.11	80072432	008281	HILLYARD	22	00	58.04
80072433	003631	INTERNAL REVENUE SERVICE	22	00	247.03	80072434	000175	J & J SCREEN & GLASS	22	00	499.77
80072435	009715	JAMES STANFIELD CO INC	22	00	698.81	80072436	011775	KRISTEN JOHNSON	22	00	28.93
80072437	008599	MBNA AMERICAN BUSINESS CA	22	00	42.58	80072438	010035	DEBRA MORRISON	22	00	62.30
80072439	000131	ROBERT NOYES	22	00	142.28	80072440	004683	OFFICE DEPOT	22	00	190.67
80072441	026460	PACIFIC GAS & ELECTRIC CO	22	00	30,736.72	80072442	010637	PARAGON SCHOOL	22	00	5,244.11
80072443	029400	RAINBOW MARKET	22	00	96.44	80072444	026400	SBC	22	00	2,666.13
80072445	011323	SBC - LONG DISTANCE SERVI	22	00	149.20	80072446	004577	SCHOOL INNOVATIONS & ADVO	22	00	1,875.00
80072447	000122	SCHOOL SPECIALTY INC	22	00	128.38	80072448	002891	SIERRA OFFICE SUPPLIES &	22	00	33.05
80072449	010443	SIERRA PEDIATRIC THERAPY	22	00	1,725.00	80072450	011932	SIERRA SPEECH SERVICES	22	00	5,750.00
80072451	011122	THE SPEECH PATHOLOGY GROU	22	00	5,720.00	80072452	010816	STARSTREAM COMMUNICATIONS	22	00	2,664.00
80072453	010907	SUTTER HEALTH @ WORK	22	00	357.00	80072454	011069	T.W. SMITH	22	00	130.63
80072455	006447	TAG / AMS INC	22	00	300.00	80072456	011624	U.S. BANK BUSINESS EQUIPM	22	00	554.34
80072457	006354	UPS - UNITED PARCEL SERV.	22	00	248.39	80072458	002732	PEGGY VAN LENGEN	22	00	30.53
80072459	002669	VERIZON WIRELESS	22	00	1,102.77	80072460	011820	WESTERN BLUE CORP.	22	00	2,171.81
80072461	006157	WM.A. MORTON & ANJA NOLTI	22	00	4,368.25	80072462	026400	SBC	22	00	14.11
80072463	028280	PLACER COMMUNITY ACTION	22	00	49,652.75	80072464	007914	BLACKBURN CONSULTING	22	00	376.52
80072465	002027	GIRARD VINSON & TRUJILLO	22	00	3,987.75	80072466	038620	GRAINGER	22	00	418.15
80072467	005792	NTD/STICHLER	22	00	736,488.19	80072468	009134	PLACER COUNTY ENVIRONMENT	22	00	1,291.00
80072469	002669	VERIZON WIRELESS	22	00	37.35	80072470	019720	KRONICK MOSKOVITZ TIEDEMA	22	00	2,103.35
80072471	000967	ROSEMARY KNUTSON	22	00	55.34	80072472	011344	BOYD COFFEE COMPANY	22	00	595.16
80072473	008137	CAL-NEVA SLUSH COMPANY	22	00	396.00	80072474	009360	VOIDED	22	00	
80072475	009360	CRYSTAL CREAM & BUTTER CO	22	00	8,303.91	80072476	011974	CSNA	22	00	125.00
80072477	001778	THE DANIELSEN COMPANY	22	00	2,923.15	80072478	011727	ED JONES FOOD SERVICE	22	00	3,438.83
80072479	000686	INTERSTATE BRANDS CORP	22	00	668.67	80072480	023380	MISSION UNIFORM SERVICE I	22	00	396.89
80072481	009147	NOR-CAL PRODUCE INC	22	00	749.63	80072482	011033	PAPPA JOHN'S PIZZA	22	00	1,379.00
80072483	029400	RAINBOW MARKET	22	00	14.54	80072484	009250	RIPPLE THOMAS	22	00	266.90
80072485	010084	SYSCO SACRAMENTO	22	00	4,996.62	80072486	011804	INC. TYSON BRANDED SOLUTI	22	00	160.00
80072487	011183	A & E HOME VIDEO	22	00	57.33	80072488	011290	ABILITATIONS	22	00	106.44
80072489	007151	ACADEMIC COMMUNICATION AS	22	00	37.82	80072490	004071	AIRGAS	22	00	544.92
80072491	010456	AKJ EDUCATIONAL SERVICES	22	00	351.17	80072492	011972	ALL OCCASSION PARTY RENTA	22	00	50.00
80072493	010947	ALPHA FIRED ARTS	22	00	358.81	80072494	003117	AMERICAN GUIDANCE SERVICE	22	00	98.07
80072495	011949	AUTISM ASPERGER PUBLISHIN	22	00	53.90	80072496	001443	BALLARD & TIGHE PUBLISHER	22	00	448.10
80072497	005738	BORDER'S GROUP INC	22	00	129.70	80072498	011776	BURKETT'S OFFICE	22	00	1,109.55
80072499	005443	COSTCO	22	00	163.40	80072500	005298	CYBERGUYS!	22	00	40.46
80072501	009919	DELL	22	00	96.51	80072502	000991	EVAN-MOOR EDUCATIONAL	22	00	55.48
80072503	001927	EVERBIND/MARCO BOOK BINDE	22	00	91.26	80072504	008951	FOOTHILL SKATE-INN	22	00	140.00
80072505	011947	FUTURE HORIZONS	22	00	19.95	80072506	005247	G&S HARDWARE PURCHASING	22	00	27.87
80072507	007840	G.W. SCHOOL SUPPLY	22	00	149.95	80072508	004178	GLS GREG LARSON SPORTS I	22	00	971.51
80072509	011550	HARCOURT ASSESSMENT INC.	22	00	225.60	80072510	007517	HARRY K. WONG PUBLICATION	22	00	915.54

WARRANT REGISTER FOR WARRANTS DATED 04/27/2006

SCHOOLS COMMERCIAL REVOLVING FUND

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO	DD	AMOUNT
80072511	001465	HIGH NOON BOOKS	22	00	105.02	80072512	000542	HOLT RINEHART & WINSTON	22	00	90.60
80072513	011968	HOTBUTTONZ.COM	22	00	231.23	80072514	009059	INSTANT IMPACT	22	00	1,395.75
80072515	011967	JACKSON CANDY FUNDRAISING	22	00	4,134.00	80072516	004650	JONES SCHOOL SUPPLY CO IN	22	00	840.37
80072517	000389	LAKESHORE LEARNING MATERI	22	00	200.00	80072518	010454	LOWE'S	22	00	53.97
80072519	010734	MAIDU INTERPRETIVE CENTER	22	00	616.00	80072520	011948	MINERAL INFORMATION INSTI	22	00	12.00
80072521	004826	NASCO	22	00	83.34	80072522	024240	NASCO MODESTO	22	00	144.68
80072523	011444	NEXT GENERATION COFFEE SY	22	00	19.00	80072524	004683	OFFICE DEPOT	22	00	2,497.98
80072525	008185	OPTIONS INC.	22	00	1,650.71	80072526	009348	OTTER CREEK INSTITUTE	22	00	199.00
80072527	004227	PAPER DIRECT INC	22	00	203.83	80072528	001557	PBS VIDEO	22	00	295.63
80072529	005067	PIONEER DRAMA SERVICE	22	00	27.25	80072530	006899	POSITIVE PROMOTIONS	22	00	185.25
80072531	029400	RAINBOW MARKET	22	00	24.92	80072532	008381	RAY MORGAN COMPANY INC	22	00	105.90
80072533	010710	RED BRICK LEARNING	22	00	230.17	80072534	000255	REMEDIA PUBLICATIONS INC	22	00	76.97
80072535	006029	RENAISSANCE LEARNING INC.	22	00	220.20	80072536	009649	RENAISSANCE LEARNING INC.	22	00	594.36
80072537	001818	THE REPORT CARD	22	00	48.82	80072538	002618	RISO PRODUCTS OF SAC INC	22	00	314.76
80072539	000695	SADDLEBACK EDUCATIONAL IN	22	00	492.34	80072540	004440	SAM'S CLUB DIRECT	22	00	153.39
80072541	000128	SCHOLASTIC INC	22	00	31.30	80072542	000122	SCHOOL SPECIALTY INC	22	00	106.16
80072543	006185	SIERRA HAY & FEED	22	00	98.51	80072544	002891	SIERRA OFFICE SUPPLIES &	22	00	297.24
80072545	007212	STAPLES CREDIT PLAN	22	00	141.97	80072546	002875	SUMMIT LEARNING	22	00	297.51
80072547	000834	TARGET BANK	22	00	288.87	80072548	011817	TEACHER DIRECT	22	00	166.08
80072549	010736	THE PRIVATE EYE	22	00	85.95	80072550	011820	WESTERN BLUE CORP.	22	00	380.74
80072551	039880	WISHING WELL ENTERPRISES	22	00	69.78	80072552	011923	WOODCRAFT PLAINS	22	00	13.00
80072553	003208	XEROX CORPORATION	22	00	2,819.68	80072554	007745	GIBSON RANCH PARK	22	00	102.00
80072555	002789	HARPER COLLINS PUBLISHERS	22	00	66.19	80072556	005736	INK LYNX INC	22	00	167.86
80072557	009658	BRUCE ISHAM	22	00	500.00	80072558	006223	SACRAMENTO ZOO	22	00	59.50
80072559	008118	SHERIDAN PARENT CLUB	22	00	80.00	80072560	002891	SIERRA OFFICE SUPPLIES &	22	00	1,220.26

TOTAL AMOUNT OF ALL WARRANTS $968,321.55***

3
2
0

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 ___
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 ___
	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:
June 6, 2006

BACKGROUND:

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

Carol Lewis Carrier – Campus/Cafeteria Supervisor (.34 FTE) – TBE
Campus/Cafeteria Supervisor (.167 FTE) - TBE

SUPERINTENDENT'S RECOMMENDATION:

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

3.3a

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

NOTIFICATION OF CLASSIFIED EMPLOYMENT

ATTENTION: Personnel Department DATE: 5/2/06

You are hereby notified that: Carol ~~Garner~~ Lewis Carrier
(applicant's name)

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

POSITION TITLE: Cafeteria/Campus Supervisor

EFFECTIVE DATE OF ASSIGNMENT: 5/3/06
(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: 0.34 (2:40-3:00)

NEWLY APPROVED POSITION: _____ OR REPLACEMENT XXXXXXX

IF REPLACEMENT, NAME OF PRIOR EMPLOYEE: Kelley Stauffer

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.*

Applicant's signature _____ Date 5/2/06

601 Bellanne Ct., Lincoln 543-6795
Address (City/Zip) Telephone #

Administrator's signature _____ Date 5/2/06

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revised 9/00

3.3a.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: 5/2/06

You are hereby notified that: Carol ~~Garrier~~ Lewis Carrier
(applicant's name)

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

POSITION TITLE: Cafeteria/Campus Supervisor

EFFECTIVE DATE OF ASSIGNMENT: 5/3/06
(To be determined by Personnel department)

ASSIGNMENT LOCATION: Twelve Bridges Elementary School

RANGE: 13 STEP: A AMOUNT $ 12.72 (As per WPCSEA contract)

NUMBER OF HOURS ASSIGNED PER DAY: 1.34 (11:20-12:40)

NEWLY APPROVED POSITION: _____ OR REPLACEMENT XXXXXXX

IF REPLACEMENT, NAME OF PRIOR EMPLOYEE: Linda Peterson

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.*

Applicant's signature — Date: 5/2/06

6001 Bellarive Ct., Lincoln — 543-6795
Address (City/Zip) Telephone #

Administrator's signature — Date: 5/2/06

clasif.not.doc

revised 9/00

3.3a.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 ___
	Personnel Sign-Off by B. Noyes
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students	Program Sign Off by S. Leaman ___
	SBLT Involvement ___
5. Promote student health and nutrition in order to enhance readiness for learning.	Complies with Board Policy ___

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Ratification of Classified Transfers for 06/07

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
June 6, 2006

BACKGROUND:

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

Rhonda Brauning - from 3.5 hr. Cafeteria Site Cashier at FRE to the 3.5 hr. Cafeteria Site Cashier position at TBM

Shannon Ceccato – from 4 hr. Cafeteria Site Cashier at COE to the 3.5 hr. Cafeteria Site Cashier position at TBM

Marlene Marello – from 4 hr. a.m. and p.m. Kindergarten Instructional Aide positions at TBE to the 2 hr. p.m. Instructional Aide position at TBE

Charlene Pallas – from 4.5 hr. Special Ed. Instructional Aide at COE to the 5.6 hr. Special Ed. Instructional Aide position at COE

Theresa Palos – from 5.6 hr. Special Ed. Instructional Aide at GEMS to the 5.6 hr. Special Ed. Instructional Aide position at TBMS

Jennifer Powell – from 2 hr. Food Service Assistant at LHS to the 4 hr. Food Service Assistant position at TBM

Julie Repec – from 2 hr. Food Service Assistant at LHS to the 3.5 hr. Food Service Assistant position at TBM

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees ratify the transfer of the individuals listed above.

3.3b

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Personnel Department

To: Rhonda Brauning, FRE

From: Peggy Van Lengen, Personnel Acct. Tech.

Date: May 31, 2006

Subject: Transfer for 2006/2007

After the selection process was discussed and the seniority list taken into consideration, it was determined that you will be transferring from your current 3.5 hr. Cafeteria Site Cashier position at FRE to the 3.5 hr. Cafeteria Site Cashier position at TBM effective July 1, 2006.

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

Congratulations!

3.3 b.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Personnel Department

To: Shannon Ceccato, COE

From: Peggy Van Lengen, Personnel Acct. Tech.

Date: May 31, 2006

Subject: Transfer for 2006/2007

After the selection process was discussed and the seniority list taken into consideration, it was determined that you will be transferring from your current 4 hr. Cafeteria Site Cashier position at COE to the 3.5 hr. Cafeteria Site Cashier position at TBM effective July 1, 2006.

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

Congratulations!

3.3.b.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Personnel Department

To: Marlene Marello, TBE

From: Peggy Van Lengen, Personnel Acct. Tech.

Date: May 24, 2006

Subject: Transfer for 2006/2007

After the selection process was discussed and the seniority list taken into consideration, it was determined that you will be transferring from your current 4 hr. a.m. and p.m. kindergarten Instructional Aide positions at TBE to the 2 hr. p.m. Instructional Aide position at TBE effective July 1, 2006. This is due to the fact that you were "bumped" from your current 4 hr. Instructional Aide position by Sarah Bagwell who was laid off from her current 4 hr. Instructional Aide position at CCC.

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

Congratulations!

3.3.b.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Personnel Department

To: Charlene Pallas, COE

From: Peggy Van Lengen, Personnel Acct. Tech.

Date: May 17, 2006

Subject: Transfer for 2006/2007

After the selection process was discussed and the seniority list taken into consideration, it was determined that you will be transferring from your current 4.5 hr. Special Ed. Instructional Aide position at COE to the 5.6 hr. Special Ed. Instructional Aide position at COE effective July 1, 2006.

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

Congratulations!

3.3.b.4

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Personnel Department

To: Theresa Palos, GEMS

From: Peggy Van Lengen, Personnel Acct. Tech.

Date: May 23, 2006

Subject: Transfer for 2006/2007

After the selection process was discussed and the seniority list taken into consideration, it was determined that you will be transferring from your current 5.6 hr. Special Ed. Instructional Aide position at GEMS to the 5.6 hr. Special Ed. Instructional Aide position at TBMS effective July 1, 2006.

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

Congratulations!

9.3.b.5

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Personnel Department

To: Jennifer Powell, LHS

From: Peggy Van Lengen, Personnel Acct. Tech.

Date: May 31, 2006

Subject: Transfer for 2006/2007

After the selection process was discussed and the seniority list taken into consideration, it was determined that you will be transferring from your current 2 hr. Food Service Assistant position at LHS to the 4 hr. Food Service Assistant position at TBM effective July 1, 2006.

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

Congratulations!

8.3.b.6

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Personnel Department

To: Julie Repec, LHS

From: Peggy Van Lengen, Personnel Acct. Tech.

Date: May 31, 2006

Subject: Transfer for 2006/2007

After the selection process was discussed and the seniority list taken into consideration, it was determined that you will be transferring from your current 2 hr. Food Service Assistant position at LHS to the 3.5 hr. Food Service Assistant position at TBM effective July 1, 2006.

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

Congratulations!

9.3.b.7

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 ___
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 ___ SBLT Involvement ___
5. Promote student health and nutrition in order to enhance readiness for learning.	Complies with Board Policy ___

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING

FACT SHEET

SUBJECT:
Ratification of Classified Transfer/Promotion for 06/07

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
June 6, 2006

BACKGROUND:

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

Jennifer Bowden - from 2 hr. Library Aide at CCC to the 8 hr. Library Tech. position at CCC
Jennifer Freymond - from 2 hr. Campus/Café Supervisor and 6 hr. Campus Monitor position at GEMS to the 8 hr. Secretary II position at GEMS
Patricia Shorkey - from 4 hr. Instructional Aide at COE to the 8 hr. School Office Clerk II position at COE

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees ratify the transfer/promotion of the individuals listed above.

3.3 C

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Personnel Department

To: Jennifer Bowden, CCC

From: Peggy Van Lengen, Personnel Acct. Tech.

Date: May 15, 2006

Subject: Transfer/Promotion for 2006/2007

After the selection process was discussed and the seniority list taken into consideration, it was determined that you will be transferring from your current 2 hr. Library Aide position at CCC to the 8 hr. Library Tech. position at CCC effective July 1, 2006.

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

Congratulations!

3.3 c.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Personnel Department

To: Jennifer Freymond, GEM

From: Peggy Van Lengen, Personnel Acct. Tech.

Date: May 17, 2006

Subject: Transfer/Promotion for 2006/2007

After the selection process was discussed and the seniority list taken into consideration, it was determined that you will be transferring from your current 2 hr. Campus/Café Supervisor position and 6 hr. Campus Monitor position at GEMS to the 8 hr. Secretary II position at GEMS effective July 1, 2006.

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

Congratulations!

3.3c.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Personnel Department

To: Patricia Shorkey, COE

From: Peggy Van Lengen, Personnel Acct. Tech.

Date: May 24, 2006

Subject: Transfer/Promotion for 2006/2007

After the selection process was discussed and the seniority list taken into consideration, it was determined that you will be transferring from your current 4 hr. Instructional Aide position and ½ hr. Camp./Café Supervisor position at COE to the 8 hr. School Office Clerk II position at COE effective July 1, 2006.

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

Congratulations!

3.3 c.3

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. Leeman ___ 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 Resignations

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
June 6, 2006

BACKGROUND:

The Board of Trustees will consider ratification of resignation for:

Kim Reyne – Computer Lab Tech. (.125 FTE) – TBE
Kim Reyne – Library Aide (.25 FTE) - TBE
Florence Scheffler – Food Service Assistant (.437 FTE) – COE

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends ratification of resignation for the individuals listed above.



May 11, 2006

TO: Western Placer Unified School District

RESIGNATION AS COMPUTER LAB TECHNICIAN (1.0 hrs). TBE

As my family and I will be moving this summer, I hereby give notice that I will be resigning as a Computer Lab Technician for Twelve Bridges Elementary School effective June 30, 2006.

I have thoroughly enjoyed the past 6 years working for this district and the opportunities it has given me to grow personally and professionally and to work with some of the most wonderful people I have ever known.

Sincerely,

Kim Reyne

cc: Mr. Lyche, Principal, Twelve Bridges Elementary
Peggy Turner, Library Technician, Twelve Bridges Elementary

Accepted
5-16-06

3.3d.1

May 11, 2006



TO: Western Placer Unified School District

RESIGNATION AS LIBRARY AIDE (2.0 hrs.) TBE

As my family and I will be moving this summer, I hereby give notice that I will be resigning as a Library Aide for Twelve Bridges Elementary School effective June 30, 2006.

I have thoroughly enjoyed the past 6 years working for this district and the opportunities it has given me to grow personally and professionally and to work with some of the most wonderful people I have ever known.

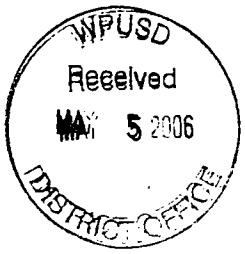
Sincerely,

Kim Reyne

Cc: Mr. Lyche, Principal, Twelve Bridges Elementary
Peggy Turner, Library Technician, Twelve Bridges Elementary

Accepted
5-16-06

3.3 d.2



May 8, 2006

To Whom It May Concern:

This letter is to inform you of my resignation as Kitchen Assist/Food Transportation at Creekside Oaks Elementary. My last day with this position will be Friday, May 19, 2006.

Thank you for giving me this employment opportunity for several years.

Sincerely,

Florence Scheffler

Florence Scheffler

5/8/06

3.3d.3

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

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:

Ratification of Classified Retirement

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:
Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
June 6, 2006

BACKGROUND:

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

Maryann Allen – Special Ed. Instructional Aide - COE
Campus/Cafeteria Supervisor – COE
Betty Hauff – Food Service Lead – Sheridan School

SUPERINTENDENT'S RECOMMENDATION:

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

3.3e

May 1,2006

To Whom It May Concern,

I plan to retire in June 2006. At of the end of the 2005-2006 school year.

Maryann Allen
S.D.C. Instructional Aide
Creekside Oaks Elementary School

Accepted
5/8/06

3.3e.1

May 23, 2006

To Whom It May Concern:

I have worked for the District in Food Service for the past 14 years at Sheridan School. Please accept this letter as my intent to retire effective June 30, 2006.

I have thoroughly enjoyed working for the school district, especially at Sheridan School. I am blessed to have worked with such wonderful people. Jeff Dardis, Food Service Director, has always been very helpful and had the children's best interest in mind.

I will miss everyone I have worked with and wish the best in the future for them.

Sincerely

Betty Hauff

Betty Hauff, Food Service Lead
Sheridan School

3.3 e.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 Management Retirement

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:
Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
June 6, 2006

BACKGROUND:

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

Bob Nelson – Transportation Coordinator – Transportation Dept.

SUPERINTENDENT'S RECOMMENDATION:

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

WPUSD
Received
MAY 18 2006
DISTRICT OFFICE

Roger Yohe

5-18-06

Mr. Yohe, please consider this writing my official announcement of retirement. My last day with Western Placer U.S.D. will be Aug.,31st,2006.

I have enjoyed my time here ! I could go on at some length about the respect I have for the many administrators , board members, teachers, students, drivers, and many others, that I have worked with. But, the constraints of time and space do not permit. Suffice it to say, that It has been my honor and privilege to serve W.P.U.S.D. and the good citizens of Lincoln. However, I have reached a decision to move on to the next phase of my life.

Bob Nelson,
Transportation Coord.

Accepted
5-18-06

3.3 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 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 Leave

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:
Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
June 6, 2006

BACKGROUND:

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

Maritza Pisik – 2 hr. Instructional Aide - CCC
3.5 hr. Instructional Aide – CCC
1 hr. Cafeteria Site Cashier - FSS

SUPERINTENDENT'S RECOMMENDATION:

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

May 24, 2006

Board Members of Western Placer,

My name is Maritza Pisik from Carlin C. Coppin and this is to inform you about a Maternity Leave request. I am expected to deliver at the end of August but I do expect to return to work August 23.

If there is anything else I need to present to you please notify me at Carlin C. Coppin.

Sincerely,

Maritza Pisik

Maritza Pisik

3.3g.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 Certificated Employment

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:
Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
June 6, 2006

BACKGROUND:

The Board of Trustees will consider ratification of employment of:

Shavaun Clements – 1st Grade Teacher (1.00 FTE) – TBE

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends ratification of employment of the individual listed above.

FORM #1

CERTIFICATED EMPLOYMENT ONLY

MEMORANDUM - TO PERSONNEL DEPT.

Consideration is being given to **

NAME: Shavaun Clements PHONE NO: (916) 524-5865
ADDRESS: 3520 Loveridge Ct
Antelope, CA 95843

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

assignment will be ** 1st School TBA.

Newly Approved Position X OR Replacement _____

If Replacement, Name of Prior Employee _____

Please complete the following:

**● Hire date ~~8/24/06~~ 8/15/05 (First contract work day)
- ● Full Day X (Length of service _____)
- ● Part Day _____ (Length of service _____)
- ● Substitute _____
- ● ~~Temporary~~ ~~X~~
- ● Probationary X

Salary classification C-02 $ 37,626 /yr, based on
A.B. + 32 units and 1 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):

** STI2.0 II Trans all year 05/06
**

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.

**Shavaun Clements 3/29/06 _____ 5-23-06
(Applicant signature) (Date) (Administrator's signature) (Date)

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

3.3 h.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 ___
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:

Request for Maternity/ Child Rearing Leave for 2006/2007

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:
Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
June 6, 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:

Wendi Foote – 1st Grade Teacher – TBE
Heather Griffin – 1st Grade Teacher – CCC
Deanna Wiseman – Music Teacher - LHS

SUPERINTENDENT'S RECOMMENDATION:

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

May 22, 2006

Letter of Intent for Wendi Foote

To Whom It May Concern:

I am pregnant and my due date is September 2, 2006. I am planning to take maternity leave and I will also take child-rearing leave. I will plan to begin my leave on August 23, 2006 and return on November 27, 2006. The total amount of time I plan to be out of school is approximately 3 months from the time I leave unless the doctor instructs otherwise. Please contact me at 916-783-3284 with any questions.

Thank you,

Wendi Foote

Wendi Foote
6729 Magnolia Court
Rocklin, CA 95765
783-3284

3.31.1

COPPIN school
CARLIN C. COPPIN ELEMENTARY SCHOOL
150 EAST 12TH STREET LINCOLN, CA 95648 (916) 645-6390

May 5, 2006

Dear Western Placer Unified School District,

My name is Heather Griffin. I am a first grade teacher at Carlin C Coppin Elementary. I am writing to request a maternity and child rearing leave of absence for the 2006-2007 school year. My baby is due on August 12, 2006. I would like to stay home to care for my child for the full 6 months after giving birth. Please honor this request to care for my child.

Sincerely,

Heather Griffin

Heather Griffin

3.31.2

May 25, 2006

Western Placer Unified School District
Attn: Scott Leaman, Superintendent

RE: Deanna Wiseman's pregnancy and therefore maternity leave

Dear Mr. Leaman:

I'm writing this letter to inform you of my current status and therefore, my impending child rearing leave.

On May 8th it was confirmed by my OB/GYN that I was indeed seven weeks pregnant. I was given a tentative due date as December 11th. Due to the fact that my due date falls 3 weeks into the 3rd trimester, I would tentatively like to request the entire 2nd trimester off (Approx. Nov 27th – Mar 11). I may need to adjust these dates, depending on what my OB/GYN tells me during future appointments.

I expressed these interests to Dave Butler briefly, who said he did not see a problem with my absence during the dates mentioned above. I also reminded Dave that my observations would have to be done in the first trimester of the school year.

I will keep you informed on my status, and if my leave of absence dates need to be changed.

Thank you for taking my request into consideration.

Deanna L. P. Wiseman
Music Teacher
Lincoln High School

331.3

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 ___
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 Certificated Resignations for 06/07

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:
Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
June 6, 2006

BACKGROUND:

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

Jennifer Sturdy – 3rd Grade Teacher (1.00 FTE) – FRE
Cheryl Garbett – Spanish Teacher (1.00 FTE) – GEMS
John Agostinelli – Autoshop Teacher (1.00 FTE) - LHS

SUPERINTENDENT'S RECOMMENDATION:

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

WPUSD
Received
MAY 19 2006
DISTRICT OFFICE

May 19, 2006

Dear Bob Noyes,

I am writing this letter to let you know that I will not be returning for the 2006-2007 school year. Currently I am a third grade teacher at Foskett Ranch Elementary. The opportunity to move out of State to be closer to family arose and I have decided to move this July.

I would like to take this opportunity to say what a pleasure it has been to work in the Western Placer Unified School District. I am a former student (I went to CCC, GEMS, and LHS) and I have enjoyed working with former teachers, classmates, and administrators. Lincoln has impressed me with its tremendous growth, dedication to education, and love of learning. It has been a hard decision to leave such a wonderful district. Thank you for giving me the chance to be a part of the WPUSD family!

Sincerely,

Jennifer Sturdy

Third Grade Teacher
Foskett Ranch Elementary

Accepted
5-24-06

3.3 J.1

Cheryl Garbett
6009 Parkoaks Drive
Citrus Heights, CA 95621



May 15, 2006

Bob Noyes
Western Placer unified School District

Dear Bob,

Effective at the end of the 2005-2006 school year, I resign my position as the Spanish Elective teacher at Glen Edwards Middle School.

Sincerely,

Cheryl Garbett

Cheryl Garbett, Spanish Elective Teacher

Accepted
5-16-06

3.3j.2

WPUSD
Received
MAY 31 2006
DISTRICT OFFICE

May 31, 2006

Dear Mr. Butler,

I would like to take this opportunity to resign my position as Autoshop/Robotics teacher at Lincoln High School. I have enjoyed working with you and your staff.

Sincerely,

John Agostinelli

Accepted
5/31/06

3.3j.3

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 Certificated Retirement

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:
Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
June 6, 2006

BACKGROUND:

The Board of Trustees will consider ratification of retirement for:

Beverly Brockhoff – 7th Grade Math Teacher (1.00 FTE) – GEMS

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends ratification of retirement for the individual listed above.

Boardfactsheet.doc

3.3K

WPUSD
Received
MAY 22 2006
DISTRICT OFFICE

May 17, 2006

Western Placer Unified School District
Board of Directors

I plan to retire from teaching effective at the end of the 2005-2006 school year. I have enjoyed my tenure with WPUSD. I hope the district continues to successfully meet the needs of all students.

Sincerely,

Beverly Brockhoff
Teacher
Glen Edwards Middle School

Accepted
5/24/06

3.3K.1

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World.	
BOARD OF TRUSTEE/DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students.**	**Complies with Board 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:
Approval of Child Development Contract

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Scott Leaman,
Assistant Superintendent

ENCLOSURES:
Yes

MEETING DATE:
May 6, 2006

BACKGROUND:

Approval of the contract for child development is being submitted at this time.

SUPERINTENDENT'S RECOMMENDATION: 3.4

The administration recommends board approval of the contract as a resolution.

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

F.Y. 05 - 06

DATE: July 01, 2005

CONTRACT NUMBER: CPRE-5246
PROGRAM TYPE: STATE PRESCHOOL
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 provide services in accordance with the FUNDING TERMS and CONDITIONS (FT&C - available online at http://www.cde.ca.gov/fg/aa/cd/) and the CURRENT APPLICATION which by this reference are incorporated into this contract. The FT&C and Requirements specify the contractual responsibilities of the State and the contractor. The Contractor's signature also certifies compliance with "Standard Provisions for State Contracts" (Exhibit A) which are attached hereto and by this reference incorporated herein.

Funding of this contract is contingent upon appropriation and availability of sufficient 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 July 01, 2005 through June 30, 2006. For satisfactory performance of the required services, the contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount Section of the FT&C, at a rate not to exceed $17.57 per child per day of full-time enrollment and a Maximum Reimbursable Amount (MRA) of $225,583.00.

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

SERVICE REQUIREMENTS

Minimum Child Days of Enrollment (CDE) Requirement	12,839.0
Minimum Days of Operation (MDO) Requirement	175

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 Leaman Asst. Supt.
TITLE: Manager-Contracts CD+NS Fiscal Svcs	ADDRESS: 810 J Street, Lincoln, CA

AMOUNT ENCUMBERED BY THIS DOCUMENT: $ 225,583	PROGRAM/CATEGORY (CODE AND TITLE): Child Development Programs		FUND TITLE: General	Department of General Services use only
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT: $ 0	(OPTIONAL USE) 0656 23038-6695			
TOTAL AMOUNT ENCUMBERED TO DATE: $ 225,583	ITEM 30.10.010. 6100-196-0001	CHAPTER B/A	STATUTE 2005	FISCAL YEAR 2005-2006
	OBJECT OF EXPENDITURE (CODE AND TITLE): 702 SACS: Res-6055 Rev-8590			
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	

3.4.1

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 hereto 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 to 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 an Agreement 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 Agreement 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 Agreement 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

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.)

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;

3.4.2

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.)

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.)

UNION ORGANIZING: Contractor hereby certifies that no request for reimbursement, or payment under this agreement, will seek reimbursement for costs incurred to assist, promote or deter union organizing.

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).

DOMESTIC PARTNERS: Commencing on July 1, 2004, for any agreement in excess of $100,000, 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.

CALIFORNIA
DEPARTMENT OF
EDUCATION

1430 N STREET
SACRAMENTO, CA
95814-5901

JACK O'CONNELL
State Superintendent of
Public Instruction
PHONE: (916) 319-0800

June 1, 2005

Dear Executive Directors, Child Development Programs:

2005-06 CHILD DEVELOPMENT CONTRACTS

Please find attached (Attachment A) a list of contract types and prefixes for the 2005-06 Child Care and Development (CCD) contracts and the California Department of Education's (CDE) Contract Office Child Care and Development Contract Analyst Directory (Attachment B).

By July 1, the Funding Terms and Conditions (FT&C) will be available on the Internet at *http://www.cde.ca.gov/fg/aa/cd/;* these can be downloaded and printed for your files. The prior year, 2004-05, FT&Cs will also remain on the Web site for your convenience. In addition, the program requirements for the quality (one-time only) programs will also be posted to the Web site. If you do not have Internet capabilities, you may request a hard copy by contacting the appropriate contract analyst listed below.

The CDE made numerous changes to the FT&Cs this year. The majority of the changes are grammatical or are related to formatting issues, and provide language consistency and clarity across the program types. In an effort to simplify the CCD service delivery system for contractors and the general public, the CDE has reduced the number of contracts by combining general and federally funded contracts (see Attachment A). Other changes include incorporation of statutory changes affecting At-Risk and Child Protective Services pursuant to Chapter 229/04 (SB 1104); changes in health and safety law, pursuant to Chapter 358/04 (AB 72); technical changes, pursuant to Chapter 552/03 (AB 300) and Chapter 157/03 (AB 1765); and prior regulatory changes to *California Code of Regulations*, Title 5, that were inadvertently missed in previous updates to the FT&Cs. The Definition, General Provisions, Facilities and Equipment, Subcontractors, Contract Classifications, Termination, Suspension and Major Reductions in Contract Payments, Contract Status Change Procedures, and Resolution of Contract Administration Disputes and Due Process Requirements sections have been standardized to remain constant across all program types. Please note, however, that you should be familiar with all contract requirements, in addition to the changes made for 2005-06.

The Standard Provisions (previously on the back side of the contract face sheet) are now two pages and have been revised to incorporate all the certification clauses required by the *State Contracting Manual* (SCM). Please read the Standard Provisions

before signing any contract as your signature is certification of compliance. **Please sign and return your contract(s) and the Standard Provision page to the CDE Contracts Office**, as soon as possible, to ensure timely receipt of your first apportionment. Public agencies needing a resolution may forward their contracts, prior to formal board action (local policies permitting), if a letter is included indicating when the board will meet and that the required resolution will be forwarded to the Contracts Office at that time.

If you have any questions regarding the changes, please contact Doris Morris, Manager, Child Development Contracts and Purchasing, at (916) 323-5591 or by e-mail at *dmorris@cde.ca.gov*; or Sharon Taylor, Manager, Contracts/Child Development/Nutrition Fiscal Services, at (916) 323-7506 or by e-mail at *shtaylor@cde.ca.gov*. If you have questions regarding the status of your contract, please call:

Sandy Shongood	(916) 323-5890	(See Contract Analyst Directory List)
Dawn Odekirk	(916) 445-6826	(See Contract Analyst Directory List)
Bettina Gray	(916) 445-3844	(See Contract Analyst Directory List)

Sincerely,

Gerald C. Shelton, Director
Fiscal and Administrative Services Division

GS:dm
Attachments

Child Care and Development Contract Types

Alternative Payment

2004/2005	2005/2006
GAPP: General Alternative Payment	CAPP: Alternative Payment
FAPP: Federal Alternative Payment Program	Moved into CAPP
FMAP: Federal Migrant Alternative Payment	CMAP: Migrant Alternative Payment
G2AP: General CalWORKs Stage 2	C2AP: CalWORKs Stage 2
F2AP: Federal CalWORKs Stage2	Moved into C2AP
G3TO: General CalWORKs Stage3	C3AP: CalWORKs Stage3
F3TO: Federal CalWORKs Stage 3	Moved into C3AP

Direct Service (center-base)

2004/2005	2005/2006
GCTR: General	CCTR
FCTR: Federal	Moved into CCTR
GHUD: Federal Housing	Moved into CCTR
FHUD: Federal Housing	Moved into CCTR
GCAM: Campus w/match	CCAM: Campus w/match
GPRE: General Preschool	CPRE: Preschool
GWAP: General Full Day Preschool	CFDP: Full Day Preschool
GLTK: General Extended Day Care (Latchkey)	CLTK: Extended Day Care (Latchkey)
GMIG: General Migrant	CMIG: Migrant
GHAN: General Handicapped	CHAN: Programs for Special Needs Children
GR&R: General Resource and Referral Program	CRRP: Resource and Referral Program
GFCC: General Family Child Care Homes	CFCC: Family Child Care Homes
FFCC: Federal Child Care Homes	Moved into CFCC

2005/2006 Child Care and Development Contract Analyst Directory

All Program Type

County No.	County (Agency) Name	Analyst Name	Phone No.
01	Alameda	Sandy Shongood	323-5890
02	Alpine	Sandy Shongood	323-5890
03	Amador	Sandy Shongood	323-5890
04	Butte	Sandy Shongood	323-5890
05	Calaveras	Sandy Shongood	323-5890
06	Colusa	Sandy Shongood	323-5890
07	Contra Costa	Sandy Shongood	323-5890
08	Del Norte	Sandy Shongood	323-5890
09	El Dorado	Sandy Shongood	323-5890
10	Fresno	Sandy Shongood	323-5890
11	Glenn	Sandy Shongood	323-5890
12	Humboldt	Sandy Shongood	323-5890
13	Imperial	Bettina Gray	445-3844
14	Inyo	Bettina Gray	445-3844
15	Kern	Bettina Gray	445-3844
16	Kings	Bettina Gray	445-3844
17	Lake	Sandy Shongood	323-5890
18	Lassen	Sandy Shongood	323-5890
19	Los Angeles (A-Z)	Dawn Odekirk	445-6826
20	Madera	Sandy Shongood	323-5890
21	Marin	Sandy Shongood	323-5890
22	Mariposa	Sandy Shongood	323-5890
23	Mendocino	Sandy Shongood	323-5890
24	Merced	Sandy Shongood	323-5890
25	Modoc	Sandy Shongood	323-5890
26	Mono	Bettina Gray	445-3844
27	Monterey	Bettina Gray	445-3844
28	Napa	Sandy Shongood	323-5890
29	Nevada	Sandy Shongood	323-5890
30	Orange	Bettina Gray	445-3844

3.4.7

RESOLUTION

05/06.35

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

Authorizes entering into local agreement number/s CPRE-5246 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	Asst. Sup of Bus. Services	

PASSED AND ADPOTED THIS 6th day of June 2005/06, by the Governing Board of Western Placer Unified of Placer County, California.

I, Melanie Eustice, Clerk of the Governing Board of Western Placer Unified, 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 board meeting thereof held at a regular pubic place of meeting and the resolution is on file in the office of said Board.

(Clerk's signature) (Date)

3.4.8

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 Polic**
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:
Approval of the Community-Based English Tutoring (CBET) Program

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Scott Leaman,
Assistant Superintendent

ENCLOSURES:
Yes

MEETING DATE:
June 6, 2006

BACKGROUND:

The district has the opportunity to receive additiong funding for English Language Learners for the 2006-07 school year through the CBET program. The district already performs most of the required items and the program will generate little or no extra duties.

ADMINISTRATION'S RECOMMENDATION:

Administration recommends approval of the CBET application.

CALIFORNIA
DEPARTMENT OF
EDUCATION

1430 N STREET
SACRAMENTO, CA
95814-5901

JACK O'CONNELL
State Superintendent of
Public Instruction
PHONE: (916) 319-0800

May 2, 2006

Dear County and District Superintendents and Independent Charter School Directors:

FUNDING ANNOUNCEMENT
COMMUNITY-BASED ENGLISH TUTORING PROGRAM

Local educational agencies (LEAs) are invited to reapply or initiate a new application for the Community-Based English Tutoring (CBET) program, authorized by *Education Code* sections 315 and 316, which were enacted by Proposition 227 in June 1998. All LEAs must apply for CBET program funds on an annual basis.

Pursuant to *California Code of Regulations* (*CCR*), Title 5, Education, Section 11305, the State Superintendent of Public Instruction is to allocate $50 million annually, contingent upon approval in the Governor's budget, to LEAs that request participation in the CBET Program. Funds are to be used for the purpose of providing free or subsidized programs of English language instruction to parents or other members of the community who pledge to provide personal English language tutoring to California school children with limited English proficiency. If the LEA reports one or more English learners (ELs) on the 2006 Annual Language Census Report (R-30), the LEA is eligible to participate. Enclosed with this letter is a copy of the application form for fiscal year (FY) 2006-07.

Funding will be allocated on a formula basis utilizing the results of the most recent R-30. The $50 million will be prorated according to the number of ELs enrolled in the participating LEAs. The average annual per pupil allocation has been approximately $30 per EL, and a similar level of funding is expected for FY 2006-07.

As regulated in *CCR*, Title 5, Section 11305 (c), LEAs may use CBET program funds for direct program services, community notification processes, transportation services, and background checks related to the tutoring program. The adult English language instruction can be provided by schools, colleges, universities, community-based or nonprofit organizations. All LEAs need to maintain thorough and auditable documentation as well as pledge records of the adult participants.

All LEAs that wish to participate in the CBET program for FY 2006-07, including those LEAs that are currently funded, are required to complete and return the application form. This form requires the signatures of the superintendent or designee and the

3.5.1

presiding officer of the local governing board. All LEAs are required to affix those two signatures to the application form and submit it postmarked on or before June 2, 2006. Application forms postmarked after the deadline may not be considered for funding. Mail the form to:

David Almquist, Education Programs Assistant
Language Policy and Leadership Office
CBET Program
California Department of Education
1430 N Street, Suite 4309
Sacramento, CA 95814-5901

You can download a copy of the CBET program Frequently Asked Questions and other supporting documents from the California Department of Education Web site at http://www.cde.ca.gov/sp/el/cb/library.asp.

If you have any questions or concerns regarding this certification or any other matter related to the CBET program, please contact David Almquist, Education Programs Assistant, Language Policy and Leadership Office, at (916) 323-5124 or by e-mail at dalmquis@cde.ca.gov.

Sincerely,

Jack O'Connell

JACK O'CONNELL

JO:da
Enclosure

cc: Director, Community-Based English Tutoring Program

3.5.2

Community-Based English Tutoring (CBET) Program Application Form, Fiscal Year (FY) 2006-07

Submission Postmark Deadline: June ~~2~~ 30, 2006

Please complete the following information to request Community-Based English Tutoring Program funds:

Local Educational Agency (LEA) Information

Name of LEA Western Placer Unified

County/District Code 31/66951

Charter School No. _____

Mailing Address 810 J Street

City Lincoln State CA Zip Code 95648-_____

Program Contact Person Name Scott Leaman

Title/Office Asst. Sup. of Educational Services

Telephone Number (916)645-6350x_____ FAX Number (916)645-6356

E-mail Address s_leaman@wpusd.k12.ca.us

The LEA listed above hereby **requests** allocation of funds from the California Department of Education (CDE) to participate in the CBET Program for FY 2006-07.

Assurances

The signature of the superintendent or designee of this form acknowledges that the following general assurances will be observed.

1. The conditions established pursuant to California *Education Code* sections 300-340, and *California Code of Regulations,* Title 5, Education, sections 11300-11305 will be met by the LEA in the administration of this program.
2. The LEA will use fiscal control and accounting procedures that will ensure proper disbursements and accounting of state funds paid to that agency under the program. The LEA will make all records available for audit when requested.
3. Funds may be used for direct program services, community notification processes, transportation services, and background checks related to the tutoring program.
4. The LEA will be responsible for expending these funds to provide free or subsidized adult English-language instruction for parents or community members who have pledged to provide personal English-language tutoring to kindergarten through grade twelve English learners.

3.5.3

(continued on reverse side)

5. Pledge records will consist of the following information: name of school district, name of school, and the name and signature of parent or community member committed to tutor English learners. These records will be maintained for audit.

Certification and Signature

I certify that: (1) the planned allocation and expenditures of funds for the Community-Based English Tutoring (CBET) program are for educational services for eligible participants; (2) the expenditures of funds and the programmatic activities will be conducted in accordance with federal and state statutes and regulations, including the assurances contained in this application; and (3) full records of program activities and expenditures will be maintained and made available for review and/or audit by the CDE and/or the representatives or designees of the Department.

I hereby certify that I have read the conditions contained in this document and agree to comply with all requirements as a condition of funding and that to the best of my knowledge the information contained in this CBET application form is complete and correct.

Scott Leaman

Print Name of Superintendent or Designee

Signature of Superintendent or Designee

5/17/06

Date

Board Approval

Print Name of Presiding Officer of Governing Board

Board Approval Date

Signature of Presiding Officer of Governing Board

Date

This CBET Application Form, FY 2006-07 is to be submitted to the CDE and postmarked on or before June 2, 2006. Return this form to:

David Almquist, Education Programs Assistant
Language Policy and Leadership Office
CBET Program
California Department of Education
1430 N Street, Suite 4309
Sacramento, CA 95814-5901

3.5.4

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World.
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 the Resolution 05/06.36 Authorizing End-of-Year Transfers.

SUBJECT AREA:

Consent Agenda

REQUESTED BY:

Jay M. Stewart
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

BOARD MEETING DATE:

June 06, 2006

BACKGROUND:

The attached resolution authorizes the District to make transfers to cover deficits that may occur during the year-end close-out process. The Board of Trustees will be informed of all such transfers following the final closing of the FY 2005-06 financial records.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees approve the Resolution 05/06.36 authorizing end-of-year transfers.

3.6

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Resolution No. 05/06.36

A RESOLUTION BEFORE THE GOVERNING)
BOARD OF THE WESTERN PLACER UNIFIED)
SCHOOL DISTRICT AUTHORIZING END-)
OF-YEAR TRANSFERS.)

The following **RESOLUTION** was duly passed and adopted by the Board of Trustees of the above entitled district at a regular meeting held the 6th day of June, 2006, by roll call vote.

AYES:
NOES:
ABSENT:

BE IT RESOLVED that the Assistant Superintendent of Business Services, pursuant to Education Code Section 42601, be authorized to make transfers as necessary between expenditure classifications to cover budget deficits that might develop from end-of-year expenditures, provided the Board of Trustees of the Western Placer Unified School District and the Placer County Superintendent of Schools is informed of such transfers immediately after closing the accounts for the year 2005-06.

BE IT FURTHER RESOLVED that this written resolution be delivered to the County Superintendent of Schools.

Passed and adopted on this 6th day of June, 2006, Western Placer Unified School District at Placer County, California.

_____
President of the Board

ATTEST:

_____, Clerk

3.6.1

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 ___
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:
Adoption of Resolution Establishing A Reduction of Classified Employee Hours

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Bob Noyes, Director
Human Services

ENCLOSURES:

MEETING DATE:
June 6, 2006

BACKGROUND:

Due to the lack of work, the following reductions are necessary:

One 3.75 hr. Cafeteria Site Cashier position at CCC will be reduced to 3.5 hrs.
One 4 hr. Cafeteria Site Cashier position at TBE will be reduced to 3.5 hrs.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees adopt Resolution Establishing a Reduction of Classified Employee Hours.

RESOLUTION
05/06.30

WHEREAS, due to lack of work and/or lack of funds, this Board hereby finds it is in the best interest of this school district, that as of July 1, 2006 certain services now being provided by the District be reduced or discontinued by the following extent:

One 3.75 hour Cafeteria Site Cashier position will be reduced by .25 hrs.
One 4 hr. Cafeteria Site Cashier position will be reduced by .5 hrs.

NOW, THEREFORE, BE IT RESOLVED that as of July 1, 2006, these classified positions of the District are to be reduced or discontinued to the extent set forth above.

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

BE IT FURTHER RESOLVED that the District Superintendent be and hereby is authorized and directed to give notice of layoff/reduction of employment to two classified employees of the District (positions will be vacant as of July 1, 2006) pursuant to the District's rules and regulations and applicable provisions of the Education Code not later than 45 days prior to the effective date of layoff as set forth above.

The foregoing Resolution was passed and adopted at a regular meeting of the Governing Board on June 6, 2006, by the following vote:

AYES:

NOES:

ABSENT:

Date:_____

Governing Board of the Western Placer Unified School District

By_____
Secretary of the Governing Board

WESTERN PLACER UNIFIED SCHOOL DISTRICT

810 J Street
Lincoln, CA 95648

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

Superintendent
Roger R. Yohe

Board of Trustees
Melanie Eustice
Paul Long
James McLeod
Earl Mentze
Dennis Sonnenburg

Asst. Superintendent, Business Services
Jay M. Stewart

Asst. Superintendent, Educational Services
Scott Leaman

Director, Human Services
Robert Noyes

May 12, 2006

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

Dear Joe:

As per the classified employee contract between the Western Placer Unified School District and the Western Placer Classified Employees' Association, I am hereby serving notice to you that the vacated 3.75 hr. Cafeteria Site Cashier position at Carlin C. Coppin Elementary will be reduced to 3.5 hrs. effective July 1, 2006. I am also serving notice to you that the vacated 4 hr. Cafeteria Site Cashier position at Twelve Bridges Elementary will be reduced to 3.5 hrs. effective July 1, 2006. This action is necessary due to the combination of the computerized cashiering system (Meal Tracker) and the newly added Student Management System (SMS) eliminating some of the cashier responsibilities.

The Western Placer Unified School District will be presented a resolution for action regarding the elimination of position on June 6, 2006.

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

Respectfully,

Bob Noyes, Director of Human Services
Western Placer Unified School District

Enc.

3.7.2

JEFF DARDIS
FOOD SERVICE DIRECTOR
WESTERN PLACER UNIFIED SCHOOL DISTRICT
204 L STREET LINCOLN, CA 95648
PHONE (916) 645-6373 ~ FAX (916) 645-5294



May 11, 2006

From: Jeff Dardis, FSD

To: Bob Noyes, Director of Human Services

CC: Jay Stewart, Asst. Supt. of Business Services

RE: Hours reduction

The following two positions will require reduction in hours for the 2006/2007 school year, justification for this follows.

1. CCC Site Cashier (3.5 hours)
   Currently held by Eileen Dawson who is retiring effective at the end of this school year. **This is a reduction of .25 hours.** currently 3.75

2. TBE Site Cashier (3.5 hours)
   Currently held by Barbara Green who has accepted the position of Attendance Clerk at TBMS. **This is a reduction of .5 hours.** currently 4 hrs

Justification:

In consideration of our computerized cashiering system (Meal Tracker) and the newly added Student Management System (SMS) combined; we have eliminated the following cashier responsibilities:

- Cashiers no longer have to add new students to their cashiering system
- Cashiers no longer have to drop students out of their system
- Cashiers no longer have to input free/reduced information as changes occur throughout the year.
- Cashiers no longer have to maintain a file of their sites free and reduce applications

Also, we have recently enrolled in EZSchoolpay.com program which allows parents to do online credits to their children's accounts and check their balances without calling or talking to the Site Cashiers. When parents have issues they have been emailing the Child Nutrition Clerk (Liz Tofft) through this online service as well as calling her to resolve account issues. This has reduced the amount of time cashiers spend on these kinds of issues. This system is new and as parents are more aware of this system it well significantly reduce parent – cashier contact.

3.73

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:
Adoption of Resolution Establishing A Reduction of Classified Employee Hours

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Bob Noyes, Director
Human Services

ENCLOSURES:

MEETING DATE:
June 6, 2006

BACKGROUND:

Due to the lack of work, the following reduction is necessary:

One vacated 2.4 hr. Computer Lab Tech. position at Sheridan School will be eliminated

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees adopt Resolution Establishing a Reduction of Classified Employee Hours.

RESOLUTION
05/06.31

WHEREAS, due to lack of work and/or lack of funds, this Board hereby finds it is in the best interest of this school district, that as of July 1, 2006 certain services now being provided by the District be reduced or discontinued by the following extent:

One 2.4 hour Computer Lab Tech. position will be eliminated

NOW, THEREFORE, BE IT RESOLVED that as of July 1, 2006, this classified position of the District is to be reduced or discontinued to the extent set forth above.

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

BE IT FURTHER RESOLVED that the District Superintendent be and hereby is authorized and directed to give notice of layoff/reduction of employment to one classified employee of the District (position will be vacant as of July 1, 2006) pursuant to the District's rules and regulations and applicable provisions of the Education Code not later than 45 days prior to the effective date of layoff as set forth above.

The foregoing Resolution was passed and adopted at a regular meeting of the Governing Board on June 6, 2006, by the following vote:

AYES:

NOES:

ABSENT:

Date:_____

Governing Board of the Western Placer Unified School District

By_____
Secretary of the Governing Board

3.8.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT

810 J Street
Lincoln, CA 95648

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

Superintendent
Roger R. Yohe

Board of Trustees
Melanie Eustice
Paul Long
James McLeod
Earl Mentze
Dennis Sonnenburg

Asst. Superintendent, Business Services
Jay M. Stewart

Asst. Superintendent, Educational Services
Scott Leaman

Director, Human Services
Robert Noyes

May 11, 2006

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

Dear Joe:

As per the classified employee contract between the Western Placer Unified School District and the Western Placer Classified Employees' Association, I am hereby serving notice to you that the vacated 2.4 hr. Computer Lab Tech. position at Sheridan School will be eliminated effective July 1, 2006. This action is necessary due to the lack of funds to support this position.

The Western Placer Unified School District will be presented a resolution for action regarding the elimination of position on June 6, 2006.

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

Respectfully,

Bob Noyes, Director of Human Services
Western Placer Unified School District

Enc.

382

Sheridan School

4730 "H" Street - Sheridan, CA 95681
(530) 633-2591 -Fax-(530) 633-9565
Kris Knutson, Principal

"Pursuit of Excellence"

Date: May 10,2006
To: Payroll Dept.
From: Kris Knutson
Regarding: Elimination of Computer Tech. Position (2.4 hours)

With the present site budget, there are not enough funds available to fund this position.

Thank you,

Kris Knutson
Principal

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 ___
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:
Adoption of Resolution Establishing A Reduction of Classified Employee Hours

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Bob Noyes, Director
Human Services

ENCLOSURES:

MEETING DATE:
June 6, 2006

BACKGROUND:

Due to the lack of work, the following reduction is necessary:

One vacated 4 hr. Cafeteria Site Cashier position at TBE will be reduced to 3.5 hrs.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees adopt Resolution Establishing a Reduction of Classified Employee Hours.

RESOLUTION
05/06.32

WHEREAS, due to lack of work and/or lack of funds, this Board hereby finds it is in the best interest of this school district, that as of July 1, 2006 certain services now being provided by the District be reduced or discontinued by the following extent:

One 4 hour Cafeteria Site Cashier position will be reduced by .50 hrs.

NOW, THEREFORE, BE IT RESOLVED that as of July 1, 2006, this classified position of the District is to be reduced or discontinued to the extent set forth above.

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

BE IT FURTHER RESOLVED that the District Superintendent be and hereby is authorized and directed to give notice of layoff/reduction of employment to one classified employee of the District (position will be vacant as of July 1, 2006) pursuant to the District's rules and regulations and applicable provisions of the Education Code not later than 45 days prior to the effective date of layoff as set forth above.

The foregoing Resolution was passed and adopted at a regular meeting of the Governing Board on June 6, 2006, by the following vote:

AYES:

NOES:

ABSENT:

Date:_____

Governing Board of the Western Placer Unified School District

By_____
Secretary of the Governing Board

WESTERN PLACER UNIFIED SCHOOL DISTRICT

810 J Street
Lincoln, CA 95648

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

Superintendent
Roger R. Yohe

Board of Trustees
Melanie Eustice
Paul Long
James McLeod
Earl Mentze
Dennis Sonnenburg

Asst. Superintendent, Business Services
Jay M. Stewart

Asst. Superintendent, Educational Services
Scott Leaman

Director, Human Services
Robert Noyes

May 31, 2006

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

Dear Joe:

As per the classified employee contract between the Western Placer Unified School District and the Western Placer Classified Employees' Association, I am hereby serving notice to you that the vacated 4 hr. Cafeteria Site Cashier position at Creekside Oaks Elementary will be reduced to 3.5 hrs. effective July 1, 2006. This action is necessary due to the combination of the computerized cashiering system (Meal Tracker) and the newly added Student Management System (SMS) eliminating some of the cashier responsibilities.

The Western Placer Unified School District will be presented a resolution for action regarding the reduction of position on June 6, 2006.

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

Respectfully,

Bob Noyes, Director of Human Services
Western Placer Unified School District

Enc.

JEFF DARDIS
FOOD SERVICE DIRECTOR
WESTERN PLACER UNIFIED SCHOOL DISTRICT
204 L STREET LINCOLN, CA 95648
PHONE (916) 645-6373 ~ FAX (916) 645-5294



May 30, 2006

From: Jeff Dardis, FSD

To: Bob Noyes, Director of Human Services

CC: Jay Stewart, Asst. Supt. of Business Services

RE: Hours reduction

The following two positions will require reduction in hours for the 2006/2007 school year, justification for this follows.

1. COES Site Cashier (3.5 hours)
   Currently held by Shannon Ceccato who transferring to TBMS. **This is a reduction of .5 hours.**

Justification:

In consideration of our computerized cashiering system (Meal Tracker) and the newly added Student Management System (SMS) combined; we have eliminated the following cashier responsibilities:

- Cashiers no longer have to add new students to their cashiering system
- Cashiers no longer have to drop students out of their system
- Cashiers no longer have to input free/reduced information as changes occur throughout the year.
- Cashiers no longer have to maintain a file of their sites free and reduce applications

Also, we have recently enrolled in EZSchoolpay.com program which allows parents to do online credits to their children's accounts and check their balances without calling or talking to the Site Cashiers. When parents have issues they have been emailing the Child Nutrition Clerk (Liz Tofft) through this online service as well as calling her to resolve account issues. This has reduced the amount of time cashiers spend on these kinds of issues. This system is new and as parents are more aware of this system it well significantly reduce parent – cashier contact.

REPORTS

AND

COMMUNICATION

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World.	
BOARD OF TRUSTEE/DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students.**	**Complies with Board Policy** **Complies with Site Plan (LEAP)**
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:
Program Focus Issue: Summer School

AGENDA ITEM AREA:
Reports

REQUESTED BY:
Scott Leaman,
Assistant Superintendent

ENCLOSURES:
Yes

MEETING DATE:
January 6, 2006

BACKGROUND:

An update on summer school will be presented.

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

5.5.2

INFORMATION

DISCUSSION

ACTION

ITEMS

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World	
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy ___ Complies with Site Plan (LIP) ___
2. Fosters a safe, caring environment where individual differences are valued and respected.	Complies with Governance & Management Document ___ Complies with Mission Statement ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart ___
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:
First Reading of New Policies As See by the District Policy Committee

AGENDA ITEM AREA:
Information/Discussion

REQUESTED BY:
Roger R. Yohe,
District Superintendent

ENCLOSURES:
Policies & Regulations

MEETING DATE:
June 6, 2006

BACKGROUND:

The District Policy Committee and the Management Team have reviewed the following new policies/regulations/exhibits as per CSBA. This group of new policies are being reviewed on a first reading basis.

- BP 0520.3 Title I Program Improvement Districts
- AR 0520.3 Title I Program Improvement Districts
- E 1312.4 Williams Uniform Complaint Procedures
- AR 1312.4 Williams Uniform Complaint Procedures
- AR 3100 Budget
- BP 3312 Contracts
- AR 3460 Interim Reports
- AR 3515.5 Sex Offender Information
- BP 3550 Food Service/Child Nutrition Program
- AR 1312.4 Williams Uniform Complaint Procedures
- BP 3554 Other Food Sales
- AR 3554 Other Food Sales
- BP 4112.2 Certification
- AR 4112.2 Certification
- BP 4127 Temporary Athletic Team Coaches

- AR 4131 Staff Development
- AR 4222 Qualifications and Duties of Paraprofessionals
- AR 4331 Staff Development
- BP 5030 Student Wellness
- AR 5117 Interdistrict Attendance Agreements
- BP 5141 Health Care and Emergencies
- AR 5141 Health Care and Emergencies
- AR 5144.1 Suspension and Expulsion/Due Process *(pages d, f, s, & u ONLY)*
- BP 6142.8 Comprehensive Health Education
- AR 6142.8 5141 Health Care and Emergencies
- BP 6161.1 Selection and Evaluation of Instruction Materials
- AR 6161.1 Selection and Evaluation of Instruction Materials
- AR 6162.51 Standardized Testing and Reporting Program
- BP 6162.54 Test Integrity/Test Preparation
- BP 6163.4 Student Use of Technology
- AR 6163.4 Student Use of Technology
- AR 6172 Gifted and Talented Student Program
- AR 6173.1 Education For Foster Youth
- BP 6179 Supplemental Instruction
- AR 6179 Supplemental Instruction

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees review these new policies/regulations and exhibits as submitted by the Policy Committee.

rk\h:\wpfiles\Board\format2

Philosophy-Goals-Objectives and Comprehensive Plans

TITLE I PROGRAM IMPROVEMENT DISTRICTS

The Governing Board shall review and analyze districtwide performance in making adequate yearly progress toward student academic achievement standards, in accordance with criteria established by the State Board of Education. The Board's review shall include an evaluation of whether district improvement efforts are aligned and adequately focused on increasing achievement levels for all students. As necessary, the Board and the Superintendent shall take steps to improve district operations and programs to enable students to achieve proficiency.

(cf. 0500 - Accountability)
(cf. 6011 - Academic Standards)
(cf. 6162.51 - Standardized Testing and Reporting Program)

Early Warning Program

Whenever the district is provided early warning by the California Department of Education (CDE) that it is in danger of being identified for program improvement under the federal No Child Left Behind Act within two years, the Board shall determine whether to participate in the voluntary Early Warning Program. If the Board elects to participate in the program, the Superintendent or designee shall conduct a voluntary self-assessment using research-based criteria provided by the CDE and revise the district's Title I plan based on the results of that assessment. (Education Code 52055.57)

(cf. 6171 - Title I Programs)

Program Improvement

In the event that the district is identified for program improvement by the CDE, the Superintendent or designee shall administer a district self-assessment process, revise the district's Title I plan, notify parents/guardians, and set aside funds in accordance with law and administrative regulation. (20 USC 6316; Education Code 52055.57)

The district's Title I plan shall be approved by the Board and submitted to the CDE.

The Superintendent shall utilize local and state resources available to provide technical assistance and support. He/she also shall work closely with individual school sites identified for program improvement to raise student achievement in accordance with school plans.

Philosophy-Goals-Objectives and Comprehensive Plans

TITLE I PROGRAM IMPROVEMENT DISTRICTS

(cf. 0520 - Intervention for Underperforming Schools)
(cf. 0520.1 - High Priority Schools Grant Program)
(cf. 0520.2 - Title I Program Improvement Schools)

The Superintendent shall regularly report to the Board regarding the implementation of the LEA plan.

Legal Reference:
EDUCATION CODE
52055.57 Districts identified or at risk of identification for program improvement
52059 Statewide system of school support
UNITED STATES CODE, TITLE 20
6301 Title I program purpose
6311 Adequate yearly progress
6312 Local educational agency plan
6316 School and district improvement
6321 Fiscal responsibilities
CODE OF FEDERAL REGULATIONS, TITLE 34
200.13-200.20 Adequate yearly progress
200.30-200.35 Identification of program improvement schools
200.36-200.38 Notification requirements
200.52-200.53 District improvement

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
2005 Accountability Progress Report Information Guide, August 2005
U.S. DEPARTMENT OF EDUCATION GUIDANCE
LEA and School Improvement Non-Regulatory Guidance, January 7, 2004
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Program Improvement:
http://www.cde.ca.gov/ta/ac/ti/programimprov.asp
U.S. Department of Education, No Child Left Behind: http://www.nclb.gov

Adopted: 10/4/05
Revised:
1000b\bp 0520.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Philosophy-Goals-Objectives and Comprehensive Plans

TITLE I PROGRAM IMPROVEMENT DISTRICTS

Program Improvement

Whenever the district is notified that it is identified for program improvement under the federal No Child Left Behind Act, the district shall complete all of the following actions:

1. Promptly notify parents/guardians of each district student regarding the district's program improvement status, the reasons for the identification, and how parents/guardians can participate in upgrading the quality of the district's programs. The notification shall be in a format and, to the extent practicable, in a language the parents/guardians can understand. (20 USC 6316)

2. Conduct a self-assessment using materials and criteria based on current research and provided by the California Department of Education (CDE)

3. No later than 90 days after the district is identified for program improvement, contract with a county office of education, or another external entity, after working with the County Superintendent of Schools, for the following purposes:

    a. Verifying the fundamental teaching and learning needs in district schools as determined by the self-assessment and identifying the specific academic problems of low-achieving students, including a determination as to why the prior district Title I plan failed to result in increased student academic achievement

    b. Ensuring that the district receives intensive support and expertise to implement district reform initiatives in the Title I plan

4. Within three months after the district's identification for program improvement, the Superintendent or designee shall develop or revise the district's Title I plan in consultation with parents/guardians, school staff, and others. This plan shall reflect the findings of the self-assessment and shall: (20 USC 6316; 34 CFR 200.52; Education Code 52055.57)

    a. Incorporate scientifically based research strategies that will strengthen the core academic program in district schools

Philosophy-Goals-Objectives and Comprehensive Plans

TITLE I PROGRAM IMPROVEMENT DISTRICTS

b. Identify actions that have the greatest likelihood of improving student achievement in meeting the state's academic achievement standards

c. Address the professional development needs of the instructional staff by committing to spending at least 10 percent of the district's allocation of Title I, Part A, funds for professional development

d. Include specific measurable achievement goals and targets for each of the student subgroups identified pursuant to 20 USC 6311, especially those that did not make adequate yearly progress

e. Address the fundamental teaching and learning needs in the district's schools and the specific academic problems of low-achieving students, including a determination of why the district's prior plan failed to bring about increased student academic achievement

f. Incorporate, as appropriate, student learning activities before school, after school, during the summer, and during any extension of the school year

(cf. 6177 - Summer School)
(cf. 6179 - Supplemental Instruction)

g. Specify the responsibilities of the district and the state under the plan, including the district's fiscal responsibilities under 20 USC 6321 and the technical assistance to be provided by the state

h. Include strategies to promote effective parent/guardian involvement in district schools

5. After working with the County Superintendent of Schools or an external verifier contract with an external provider to provide support and implement recommendations to resolve shortcomings identified in the verified self-assessment. (Education Code 52055.57)

6. The district shall implement the Title I plan expeditiously, but not later than the beginning of the next school year after the school year in which the district administered the assessments that resulted in its identification for program improvement. (20 USC 6316; 34 CFR 200.52 E.C. 52055.57)

Philosophy-Goals-Objectives and Comprehensive Plans

TITLE I PROGRAM IMPROVEMENT DISTRICTS

The district shall exit program improvement status when it makes adequate yearly progress for two consecutive years. If the district fails to make adequate yearly progress by the end of the second year in program improvement, it shall be subject to corrective actions determined by the State Board of Education. (20 USC 6316; 34 CFR 200.53; Education Code 52055.57)

Adopted: 10/4/05
Revised:
5000b\ar0520.3

6.1.6

WESTERN PLACER UNIFIED SCHOOL DISTRICT

E 1312.4 (a)

Community Relations
WILLIAMS UNIFORM COMPLAINT PROCEDURES

NOTICE TO PARENTS/GUARDIANS, STUDENTS, AND TEACHERS: COMPLAINT RIGHTS

Parents/Guardians, Students, and Teachers:

Education Code 35186 requires that the following notice be posted in each classroom:

1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each student, including English learners, must have a textbook or instructional material, or both, to use in class and to take home..

2. School facilities must be clean, safe, and maintained in good repair. Good repair means that the facility is maintained in a manner that assures that it is clean, safe and functional as determined by the Office of Public School Construction.

3. There should be no teacher vacancies or misassignments as defined in Education Code 35186(h)(1) and (2).

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

4. To file a complaint regarding the above matters, complaint forms can be obtained at the principal's office, district office, or can be downloaded from the school district's or California Department of Education's website.

Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.
Response requested? _____ Yes _____ No

Community Relations
WILLIAMS UNIFORM COMPLAINT PROCEDURES

Contact Information:

Name:_____
Address:_____
Phone Number: Day:_____ Evening: _____

Location of the problem that is the subject of this complaint:
School:_____
Course or grade and teacher name:_____
Room number or name of room:_____
Date problem was observed:_____

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate district complaint procedure.

Specific issue(s) of the complaint: Please check all that apply:

1. Textbooks and instructional materials:
   - ____ A student does not have standards-aligned textbooks or instructional materials or state-or district-adopted textbooks or other required instructional materials to use in class.
   - ____ A student does not have access to instructional materials to use at home or after school to complete homework assignments.
   - ____ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
   - ____ A student was provided photocopied sheet from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Teacher vacancy or misassignment:
   - ____ A semester begins and a teacher vacancy exists, as defined in Education Code 35186 and AR 1312.4.
   - ____ A teacher lacks credentials or training to teach English learners or is assigned to teach a class with more than 20% English learners in the class.
   - ____ A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Community Relations
WILLIAMS UNIFORM COMPLAINT PROCEDURES

3. Facility conditions:
   ____ A condition exists that poses an emergency or urgent threat to the health or safety of students or staff as defined in AR 1312.4.

Please describe the issue of your complaint in detail, . You may attach additional pages if necessary to fully describe the situation: _____

_____

_____

_____

Please file this complaint with the person specified below at the following location:

Robert Noyes, Director of Human Services; Western Placer Unified School District; 810 J Street Lincoln, CA 95648

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

_____ _____
(signature) (date)

Adopted: 10/4/05
Revised: 1/17/06
1000b\E1312.4

Community Relations
WILLIAMS UNIFORM COMPLAINT PROCEDURES

Types of Complaints

The district shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred: (Education Code 35186)

1. Instructional materials

    a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.

    b. A student does not have access to instructional materials to use at home or after school in order to complete required homework assignments.

    c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

2. Teacher vacancy or misassignment

    a. A semester begins and a certificated teacher is not assigned to teach the class.

Vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. (Education Code 33126)

    b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner students in the class.

(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)

c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186)

(cf. 4112.2 - Certification)
(cf. 4113 - Assignment)

3. Facilities

A condition poses an emergency or urgent threat to the health or safety of students or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including but not limited to gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; or structural damage creating a hazardous or uninhabitable condition. (Education Code 17592.72)

Filing of Complaint

A complaint alleging any condition(s) specified in Education Code 35186 shall be filed with the principal or designee. The principal or designee shall forward a complaint about problems beyond his/her authority to the Superintendent or designee within 5 working days. (Education Code 35186)

The principal or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 35186)

Community Relations
WILLIAMS UNIFORM COMPLAINT PROCEDURES

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to his/her complaint, the principal or designee shall report the resolution of the complaint to him/her within 45 working days of the initial filing of the complaint. At the same time, the principal or designee shall report the same information to the Superintendent or designee. (Education Code 35186)

If a complainant is not satisfied with the resolution of the complaint, he/she may describe the complaint to the Governing Board at a regularly scheduled hearing. (Education Code 36186)

For complaints concerning a facility condition that poses an emergency or urgent threat to the health or safety of students or staff as described in item #3 above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction. (Education Code 35186)

Complaints and written responses shall be public records. (Education Code 35186)

(cf. 1340 - Access to District Records)

Reports

The Superintendent or designee shall report summarized data on the nature and resolution of all complaints to the Board and the County Superintendent of Schools on a quarterly basis. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting. (Education Code 35186)

Forms and Notices

The Superintendent or designee shall ensure that the district's complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes. (Education Code 35186)

The Superintendent or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186. (Education Code 35186)

6.1.12

Community Relations
WILLIAMS UNIFORM COMPLAINT PROCEDURES

Legal Reference:
EDUCATION CODE
1240 County superintendent of schools, duties
17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account
33126 School Accountability Report Card
35186 Alternative uniform complaint procedure
60119 Hearing on sufficiency of instructional materials
CODE OF REGULATIONS, TITLE 5
4600-4671 Uniform complaint procedures

Management Resources:
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Williams case: http://www.cde.ca.gov/eo/ce/wc/index.asp

Adopted: 10/4/05
Revised:
1000b\ar1312.4

6.1.13

WESTERN PLACER UNIFIED SCHOOL DISTRICT

AR 3100 (a)

BUSINESS

Business and Non-Instructional Operations

BUDGET

Budget Adoption and Submission Process

Before adopting the budget for the subsequent fiscal year the Governing Board shall hold a public hearing. An agenda for this hearing shall be posted at least 72 hours before the hearing and shall indicate the location where the budget may be inspected. The proposed budget shall be available for public inspection at least three working days before this hearing. *(Education Code 42103, 42127)*

An agenda for this hearing shall be posted at least 72 hours before the hearing and shall indicate the location where the budget may be inspected. *(Education Code 42127)*

The Superintendent or designee shall notify the County Superintendent of Schools of the location, dates, and times at which the proposed budget may be inspected, as well as the location, date, and time of the public hearing, in sufficient time for the County Superintendent to publish such information in a newspaper of general circulation at least 10 days, but not more than 45 days before the hearing.

Any district resident may appear at the public hearing and speak to the proposed budget or any item on the budget. The hearing may conclude when all residents who so desire have had the opportunity to be heard. *(Education Code 42103)* Sufficient time shall be allowed so that the budget can still be adopted by July 1.

(cf. 9320 - Meetings and Notices)
(cf. 9323 - Meeting Conduct)

The district's budget shall be presented in the format prescribed by the Superintendent of Public Instruction. (Education Code 42126)

The Superintendent or designee shall file the adopted budget with the County Superintendent no later than five days after adoption or by July 1, whichever occurs first. The budget and supporting data shall be maintained and made available for public review. *(Education Code 42127)*

No later than 45 days after the Governor signs the annual Budget Act, the Superintendent or designee shall make available for public review any revisions in budgeted revenues and expenditures which are consequently necessary. *(Education Code 42127)*

6.1.14

BUSINESS

Business and Non-Instructional Operations

BUDGET

If the County Superintendent disapproves the district's budget, the Board shall review and respond to his/her recommendations at a public meeting on or before September 8. The response shall include any revisions to the adopted budget and any other proposed actions to be taken as a result of those recommendations. (*(Education Code 42127)*

Adopted: 4/3/95
Revised: 1/6/04, 9/20/05
New - 1994/1995 School Year (Total District Policy Book Review)
Q:3000\ar3100

6.1.15

BUSINESS

Business and Non-Instructional Operations

Contracts

Whenever state law invests the Governing Board with the power to enter into contracts on behalf of the district, the Board may, by a majority vote, delegate this power to the Superintendent or designee. To be valid or to constitute an enforceable obligation against the district, all contracts must be approved and/or ratified by the Board. (Education Code 17604)

(cf. 3300 - Expenditures/Expending Authority)
(cf. 3314 - Payment for Goods and Services)
(cf. 3400 - Management of District Assets/Accounts)

All contracts between the district and outside agencies shall conform to standards required by law and shall be prepared under the direction of the Superintendent or designee.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 2121 - Superintendent's Contract)
(cf. 4312.1 - Contracts)
(cf. 9124 - Attorney)

When required by law, contracts and subcontracts made by the district for public works or for goods or services shall contain a nondiscrimination clause prohibiting discrimination by contractors or subcontractors. The nondiscrimination clause shall contain a provision requiring contractors and subcontractors to give written notice of their obligations to labor organizations with which they have a collective bargaining or other agreement. (Government Code 12990)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

The district shall not enter into a contract that prohibits a school employee from disparaging the goods or services of the contracting party. (Education Code 35182.5)

BUSINESS

Business and Non-Instructional Operations

Contracts

Contracts for Non-Nutritious Foods or Beverages

Effective July 1, 2007, the district or a district school shall not enter into or renew a contract for the sale of foods that do not meet the nutritional standards specified in Education Code 49431 or 49431.2 unless the contract specifies that such sales will occur later than one-half hour after the end of the school day and/or off school premises. (Education Code 49431, 49431.2)

(cf. 3554 - Other Food Sales)

In accordance with the dates specified in law, the district or a district school shall not enter into or renew a contract for the sale of beverages that do not meet the nutritional standards in Education Code 49431.5 unless the contract specifies that such sales will occur later than one-half hour after the end of the school day and/or off school premises.

Before the district or a district school enters into or renews a contract that grants exclusive or nonexclusive advertising or sale of carbonated beverages, non-nutritious beverages or non-nutritious food as defined in law, the Board shall ensure that the district has sufficient internal controls in place to protect the integrity of public funds and to ensure that funds raised as a result of this contract benefit public education. (Education Code 35182.5)

The Superintendent or designee shall develop the district's internal control procedures to protect the integrity of public funds. Such internal controls may include but not be limited to the following:

1. Control procedures that produce accurate and reliable financial statements and, at the same time, safeguard the assets, financial resources and integrity of every employee responsible for handling money or property. Control systems shall be systematically evaluated and revised to keep pace with the changing responsibilities of management.

(cf. 3100 - Budget)
(cf. 3400 - Management of District Assets/Accounts)
(cf. 3460 - Financial Reports and Accountability)

6.1.17

BUSINESS

Business and Non-Instructional Operations

Contracts

2. Procedures to ensure that district personnel do not handle cash or product at the school site. The contract shall specify that the vendor stock the machines and shall provide cash accounting, along with a check, for district proceeds directly to the control office.

In addition, the contract may specify whether contractor logos are permitted on district facilities, including but not limited to scoreboards and other equipment. If such logos are permitted, the contractor shall present the equipment to the Board as a gift. The gift may be accepted by the Board in accordance with Board policy and administrative regulation.

(cf. 3290 - Gifts, Grants and Bequest)

To ensure that funds raised by the contract benefit district schools and students:

1. The Superintendent or designee may involve parents/guardians, students, staff and interested community members to make recommendations regarding the contract, including recommendations as to how the funds will be spent in a manner that benefits public education.

(cf. 1220 - Citizen Advisory Committees)

2. Prior to ratifying the contract, the Board shall designate the specific programs and activities that will be funded by the proceeds of the contract and consider how the contract reflects the district's vision and goals.

(cf. 0000 - Vision)
(cf. 0100 - Philosophy)
(cf. 0200 - Goals for the School District)

3. The contract shall specify that the contractor report, on a quarterly basis, to the Superintendent or designee the number of food items or beverages sold within the district and the amount of money raised by the sales. The Superintendent or designee shall report these amounts to the Board on a regular basis.

6.1.18

BUSINESS

Business and Non-Instructional Operations

Contracts

4. The Superintendent or designee shall ensure that the contract does not limit the ability of student and parent organizations to plan and operate fund-raising activities.

(cf. 1230 - School-Connected Organizations)
(cf. 1321 - Solicitation of Funds from and by Students)
(cf. 3554 - Other Food Sales)

The contract shall be entered into on a competitive bid basis pursuant to Public Contract Code 20111 or through the issuance of a Request for Proposal. (Education Code 35182.5)

(cf. 3311 - Bids)

The Board shall not enter into or renew a contract that grants exclusive or nonexclusive advertising or sale of carbonated beverages, non-nutritious beverages or non-nutritious food until parents/guardians, students and members of the public have had an opportunity to comment on the contract at a public hearing held during a regularly scheduled board meeting, or as otherwise authorized by Education Code 35182.5. The Board shall clearly, and in a manner recognizable to the general public, identify in the agenda the contract to be discussed at the meeting. (Education Code 35182.5)

(cf. 9322 - Agendas/Meeting Materials)
(cf. 9323 - Meeting Conduct)

The public hearing shall include but not be limited to a discussion of the nutritional value of food and beverages sold within the district; the availability of fresh fruit, vegetables and grains in school meals and snacks, including locally grown and organic produce; the amount of fat, sugar and additives in the food and beverages discussed; and barriers to student participation in school breakfast and lunch programs. (Education 35182.5)

The contract shall be accessible to the public and may not include a confidentiality clause that would prevent the district or a district school from making any part of the contract public. (Education Code 35182.5)

6.1.19

BUSINESS

Business and Non-Instructional Operations

Contracts

(cf. 1340 - Access to District Records)

Contracts for Electronic Products or Services

The Board shall not enter into a contract for electronic products or services that requires the dissemination of advertising to students, unless the Board: (Education Code 35182.5)

1. Enters into the contract at a noticed, public hearing of the Board.

(cf. 9320 - Meetings and Notices)

2. Makes a finding that the electronic product or service is or would be an integral component of the education of students.

(cf. 0440 - District Technology Plan)
(cf. 6162.7 - Use of Technology in Instruction)

3. Makes a finding that the district cannot afford to provide the electronic product or service unless it contracts to permit dissemination of advertising to students.

(cf. 1325 - Advertising and Promotion)

4. As part of the district's normal, ongoing communication to parents/guardians, provides written notice that the advertising will be used in the classroom or other learning center.

5. Offers parents/guardians the opportunity to request in writing that their child not be exposed to the program that contains the advertising. Any request shall be honored for the school year in which it is submitted, or longer if specified, but may be withdrawn by the parents/guardians at any time.

BUSINESS

Business and Non-Instructional Operations

Contracts

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination on the basis of sex
14505 Provisions required in contracts for audits
17595-17606 Contracts
35182.5 Contract prohibitions
45103.5 Contracts for management consulting service related to food service
49431-49431.5 Nutritional standards
CODE OF CIVIL PROCEDURE
685.010 Rate of interest
GOVERNMENT CODE
12990 Nondiscrimination and compliance employment programs
53260 Contract provision re maximum cash settlement
53262 Ratification of contracts with administrative officers
LABOR CODE
1775 Penalties for violations
1810-1813 Working hours
PUBLIC CONTRACT CODE
4100-4114 Subletting and subcontracting fair practices
7104 Contracts for excavations; discovery of hazardous waste
7106 Noncollusion affidavit
20111 Contracts over $50,000; contracts for construction; award to lowest responsible bidder
20104.50 Construction Progress Payments
22300 Performance retentions
UNITED STATES CODE, TITLE 20
1681-1688 Title IX, discrimination

Management Resources:
CSBA PUBLICATIONS
Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2005
WEB SITES
CSBA: http://www.csba.org
California Association of School Business Officials: http://www.casbo.org

Adopted: 4/25/83
Revised: 4/3/95, 5/2/00
1994/1995 School Year (Total District Policy Book Review)
q:3000\bp3312

6.1.21

WESTERN PLACER UNIFIED SCHOOL DISTRICT

AR 3460(a)

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Financial Accountability and Reports

Interim Reports

The Superintendent or designee shall annually submit two interim fiscal reports to the Governing Board, the first report covering the district's financial and budgetary status for the period ending October 31 and the second report covering the period ending January 31. The reports and supporting data shall also be made available by the district for public review. *(Education Code , 42130)*

(cf. 1340 - Access to District Records)

Within 45 days after the close of the period reported, the Board shall assess the interim report on the basis of criteria adopted by the State Board of Education pursuant to Education Code 33127 and on current information regarding the adopted state budget, district property tax revenues if any, and ending balances for the preceding year. The Board shall approve the fiscal reports and send the County Superintendent of Schools in a format or on forms prescribed by the Superintendent of Public Instruction. In addition, the Board shall submit
its certification of the district's financial status based on current projections, in accordance with the following: *(Education Code* 42130, 42131; 5 CCR 15453-15463)

1. A "positive certification" will indicate that the district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

2. A "qualified certification" will indicate that the district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

3. A "negative certification" will indicate that the district, will be unable to meet its financial obligations for the remainder of the fiscal year or the subsequent fiscal year.

If the Board files a qualified or negative certification for the second report of the fiscal year, or if its second report is classified as qualified or negative by the County Superintendent of Schools, the Superintendent or designee shall provide to the County

6.1.22

Superintendent of Schools, the Controller, and the Superintendent of Public Instruction, no later than June 1, a financial statement that reports data for the period ending April 30 and projects the district's fund and cash balances as of June 30. *(Education Code 42131)*

Whenever the district has a qualified or negative certification, it shall allow the county office of education at least 10 working days to review and comment on any proposed agreement with exclusive representatives of employees. The district shall provide the County Superintendent with all information relevant to provide an understanding of the financial impact of any final collective bargaining agreement. (Government Code 3540.2)

(cf. 4141/4241 - Collective Bargaining Agreement)
(cf. 4143.1/4243.1 - Public Notice - Personnel Negotiations)

Annual Statement of Receipts and Expenditures

On a form prescribed by the Superintendent of Public Instruction, the Superintendent or designee shall prepare a statement of all receipts and expenditures of the district for the preceding fiscal year. On or before September 15, the Board shall approve this statement and file it with the County Superintendent of Schools. *(Education Code 42100)*

Note: SB 512 (Ch. 677, Statutes of 2005) amended Education Code 42132 to change the date that the appropriations limit resolution is required from September 30 to September 15.

The Board shall adopt a resolution by September 15 of each year to identify the estimated appropriations limit for the district for the current fiscal year and the actual appropriations limit of the district during the preceding year. Documentation used to identify these limits shall be made available to the public on the day of the meeting. *(Education Code 42132)*

(cf. 1340 - Access to District Records)

Non-Voter-Approved Debt Report

Whenever the Board approves the issuance of certificates of participation bonds, revenue bonds or any agreement for financing school construction,, the Superintendent or designee shall notify the County Superintendent of Schools and the County auditor. The Superintendent or designee shall provide the Board, the county auditor, the County Superintendent of Schools and the public with related repayment schedules and evidence

of the district's ability to repay the obligation. Within 15 days, the County Superintendent and county auditor may comment publicly to the Board regarding the district's capability to repay the debt. *(Education Code 17150)*

Audit Report

By April 1 of each year, the Board shall either provide for an audit of the district's books and accounts, or make arrangements with the County Superintendent of Schools to provide for that auditing. (Education Code 41020)

The audit shall include an audit of income and expenditures by source of funds for all funds of the district, including the student body and cafeteria funds and accounts and any other funds under the control or jurisdiction of the district, as well as an audit of student attendance procedures. (Education Code 41020)

(cf. 3430 – Investing)
(cf. 3451 - Petty Cash Funds)
(cf. 3452 - Student Activity Funds)
(cf. 3551 - Food Service Operations/Cafeteria Fund)

The Superintendent or designee shall establish a timetable for the completion and review of the audit within the deadlines established by law.

To conduct the audit, the Board shall select a certified public accountant, or public accountant licensed by the State Board of Accountancy, from among those deemed qualified by the State Controller. (Education Code 41020, 41020.5)

The Board shall not select any public accounting firm to provide audit services if the lead audit partner or coordinating audit partner having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for the district in each of the six previous fiscal years. (Education Code 41020)

While a firm is performing the audit of the district, it shall not provide any nonauditing, management or other consulting services except as provided in Government Accounting Standards, Amendment #3, published by the U.S. Government Accounting Office. (Education Code 41020)

The district's audited financial reports shall include:

1. Management's discussion and analysis, which shall introduce the basic financial statements and provide an analytical overview of the district's financial activities, including:

a. An objective and easily readable analysis of the district's financial activities based on currently known facts, decisions, and conditions

b. Comparisons of the current year to the prior year

c. An analysis of the district's overall financial position, enabling a determination as to whether that position has improved or deteriorated as a result of the year's activities

d. An analysis of significant changes that occur in funds and significant budget variances

e. A description of capital asset and long-term debt activity during the year

f. A description of currently known facts, decisions, and conditions that are expected to have a significant effect on the district's financial position

2. Basic financial statements, including:

a. Districtwide financial statements, consisting of a statement of net assets and a statement of activities which report all of the assets, liabilities, revenues, expenses, and gains and losses of the district

b. Fund financial statements, consisting of a series of statements that focus on information about the district's major governmental and enterprise funds, including its blended component units

c. Notes to the financial statements that are essential to a user's understanding of the basic financial statements

3. Supplementary information required by the Governmental Standards Accounting Board, including but not limited to budgetary comparison schedules

No later than December 15, the Superintendent or designee shall file the report of the audit for the preceding fiscal year with the County Superintendent of Schools, the California Department of Education, and the State Controller. (Education Code 41020)

By January 31 of each year, the Board shall review, at an open meeting, the annual district audit for the prior year, any audit exceptions identified in that audit, the recommendations or findings of any management letter issued by the auditor, and any

description of correction or plans to correct any exceptions or any issue raised in a management letter. (Education Code 41020.3)

(cf. 9322 - Agenda/Meeting Materials)

Accrued Benefits and Claims Report

The Superintendent or designee shall plan for the implementation of the Governmental Accounting Standards Board Statement 45, including the procurement of a qualified actuary to determine the district's annual expense and liability for post-employment health and welfare benefits . In addition, the Superintendent or designee shall recommend actions to the Board that mitigates the financial impact to the district of any unfounded liabilities.

(cf. 4154/4254/4354 - Health and Welfare Benefits)

The Superintendent or designee shall annually provide the Board, at a public meeting information and related actuarial reports showing the estimated accrued but unfunded cost of workers' compensation claims. The Board shall disclose, as a separate agenda item, whether or not it will reserve in the budget sufficient amounts to fund the present value of these claims or if it is otherwise decreasing the amount in its workers' compensation reserve fund. The Board shall annually certify to the County Superintendent of Schools the amount, if any, that it has decided to reserve in the budget for these costs. The Board shall submit to the County Superintendent any budget revisions that may be necessary to account for this budget reserve. *(Education Code 42140)*

Adopted: 4/3/95
Revised: 8/96, 1/6/98, 10/20/98, 5/18/99, 4/20/04, 9/20/05, 1/17/06
New - 1994/1995 School Year (Total District Policy Book Review)
Q:3000(a)\AR3460

WESTERN PLACER UNIFIED SCHOOL DISTRICT

AR 3515.5 (a)

SEX OFFENDER INFORMATION

The Superintendent or designee shall develop a plan for receiving and communicating information about registered sex offenders residing within district boundaries. He/she shall ensure, at a minimum, that the following components are part of the plan:

1. The Superintendent or designee shall appoint a staff member to serve as liaison with law enforcement regarding these matters.
2. The Superintendent or district liaison shall, at the beginning of each school year, contact local law enforcement to coordinate the receipt of information. Law enforcement shall be informed that all notifications and correspondence should be directed to the district liaison as well as the individual school sites. A letter shall be sent annually to law enforcement, identifying the name, phone number and address of the district liaison.
3. The Superintendent or district liaison shall collaborate with law enforcement in order to alert children to the dangers of sex offenders, develop a system for distributing information about sex offenders, and train school staff and parents/guardians about the roles and responsibilities of both the district and law enforcement.
4. The Superintendent or liaison shall, at the beginning of each school year, notify parents/guardians of the district's willingness and intention to work with law enforcement on this matter and explain the appropriate roles and responsibilities of the two agencies.

This communication also shall explain:

The reporting requirements pursuant to Penal Code 290 and 290.45, including the fact that law enforcement is the agency best able to assess the relative danger of a sex offender

   a. The ability of the parent/guardians to contact law enforcement for additional information and to view the information on the Megan's Law Internet website.
   b. The reporting requirements pursuant to Penal Code 290 and 290.45, including the fact that law enforcement is the agency best able to assess the relative danger of a sex offender

5. If and when law enforcement notifies the district of the residency or employment of a sex offender within district boundaries, the Superintendent or district liaison shall consult with law enforcement about the appropriate scope of the disclosure. When authorized by law enforcement, the Superintendent or liaison may disclose information about a sex offender to the following staff:

6.1.27

:

a. The principal of the school, which is in the attendance area of the sex offender's residency or place of employment.
b. Teachers and classified personnel at the school including staff responsible for visitor registration.
c. Principals and staff at adjacent schools, as appropriate
d. Security staff.
e. Bus drivers.
f. Yard supervisors.

6. If an identified sex offender is seen on or nearby school grounds or around any student, staff shall immediately contact the district liaison. At his/her discretion, a staff member may also immediately inform local law enforcement about the presence of the sex offender.
7. A staff member who receives any information directly from law enforcement regarding registered sex offenders shall immediately contact the Superintendent or liaison.

Notification to Parent/Guardians

When law enforcement has determined that parents/guardians should be notified regarding the presence of a sex offender in the community, the Superintendent or district liaison shall collaborate with local law enforcement in order to determine an appropriate response. This response may include:

1. An article in a school or parent newsletter notifying parents/guardians that law enforcement information about registered sex offenders is available at the local law enforcement agency headquarters and/or at the school office. This article shall encourage parents/guardians to contact local law enforcement and access the Department of Justice' Megan's Law Internet website for additional information.

2. A mailing of a letter, at district expense, prepared by law enforcement and printed on law enforcement letterhead and envelopes, notifying parents/guardians of the presence of registered sex offenders. This notification shall encourage parents/guardians to contact local law enforcement and access the Department of Justice's Megan's Law Internet website for additional information.

Adopted: 5/5/98
Revised:

3000a\AR3515.5

6.1.28

BUSINESS

Business and Non-Instructional Operations

Food Service/Child Nutrition Program

The Governing Board recognizes that students need adequate, nourishing food in order to grow, learn, and maintain good health. Foods and beverages available through the district's food service program shall:

1. Be carefully selected so as to contribute to students' nutritional well being and the prevention of some diseases
2. Meet or exceed nutritional standards specified in law and administrative regulation
3. Be prepared in healthy and appealing ways that retain nutritive quality and foster lifelong healthful eating habits
4. Be served in age-appropriate quantities and at reasonable prices

(cf. 3312 – Contracts)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3553 - Free and Reduced - Price Meals)
(cf. 3554 - Other Food Sales)
(cf. 5030 – Student Wellness)
(cf. 5141.32 - Child Health and Disability Prevention Program)
(cf. 6142.8 - Comprehensive Health Education)

The Superintendent or designee shall develop strategies designed to encourage the participation of students and parents/guardians in the selection of foods of good nutritional quality for school menus. Parents/guardians are encouraged to support the district's nutrition education efforts by considering nutritional quality when selecting any snacks that they may donate for occasional class parties.

The Board desires to provide students with adequate time and space to eat meals. To the extent possible, school and transportation schedules shall be designed to encourage participation in school meal programs.

The Superintendent or designee shall periodically review the adequacy of school facilities for cafeteria eating and food preparation. School cafeterias shall comply with the sanitation and safety requirements of the California Uniform Retail Food Facilities Law as set forth in Health and Safety Code 113700-114455.

Food Service/Child Nutrition Program

(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3517- Facilities Inspection)
(cf. 7110 - Facilities Master Plan)

Professional development for food service personnel shall include nutrition education and safe food handling.

(cf. 4231 - Staff Development)

The Superintendent or designee shall annually report to the Board regarding the district's compliance with state and federal nutrition standards for foods and beverages.

Legal Reference:
EDUCATION CODE
38080-38103 Cafeteria, establishment and use
45103.5 Contracts for management consulting services; restrictions
49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001
49490-49493 School breakfast and lunch programs
49500-49505 School meals
49510-49520 Nutrition
49530-49536 Child Nutrition Act
49540-49546 Child care food program
49547-49548.3 Comprehensive nutrition services
49550-49560 Meals for needy students
49565-49565.8 California Fresh Start pilot programs
49570 National School Lunch Act
HEALTH AND SAFETY CODE
113700-114455 California Uniform Retail Food Facilities Law
CODE OF REGULATIONS, TITLE 5
15510 Mandatory meals for needy students
15530-15535 Nutrition education
15550-15565 School lunch and breakfast programs
UNITED STATES CODE, TITLE 42
1751-1769h School lunch programs, including:
1751 Note Local wellness policy
1771-1791 Child nutrition, especially:
1773 School breakfast program
U.S. CODE OF FEDERAL REGULATIONS, TITLE 7
210.1-210.31 National School Lunch Program
220.1-220.21 National School Breakfast Program

Management Resources:
CSBA POLICY BRIEFS
The New Nutrition Standards: Implications for Student Wellness Policies, November 2005
CSBA PUBLICATIONS
Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2005

Food Service/Child Nutrition Program

CENTERS FOR DISEASE CONTROL PUBLICATIONS
School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide for Elementary and Middle/High Schools, 2004
NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION PUBLICATIONS
Fit, Healthy and Ready to Learn, 2000
U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS
Dietary Guidelines for Americans, 2005
Team Nutrition, Food and Nutrition Services, Changing the Scene, Improving the School Nutrition Environment: A Guide to Local Action, 2000
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Nutrition Services Division: http://www.cde.ca.gov/ls/nu
California Healthy Kids Resource Center: http://www.californiahealthykids.org
California Project LEAN (Leaders Encouraging Activity and Nutrition): http://www.californiaprojectlean.org
Centers for Disease Control and Prevention: http://www.cdc.gov
Dairy Council of California: http://www.dairycouncilofca.org
National Association of State Boards of Education: http://www.nasbe.org
National School Boards Association: http://www.nsba.org
School Nutrition Association: http://www.schoolnutrition.org
U.S. Dept. of Agriculture, Food and Nutrition Information Center (FNIC): http://www.nal.usda.gov/fnic

Adopted: 4/25/83
Revised: 4/3/95, 5/20/97, 12/4/01, 4/20/04 LEAF Grant revision
1994/1995 School/Year (Total District Policy Book Review)
Q:3000\bp3550

BUSINESS

Business and Non-Instructional Operations

Food Service/Child Nutrition Program

Nutritional Standards for Foods

Schools participating in the National School Lunch Program or School Breakfast Program pursuant to 42 USC 1751-1769h and 1771-1791 shall meet the nutritional standards, as well as the nutrient and calorie levels for students of each age or grade group, required by 7 CFR 210.10 and 220.8. (42 USC 1758, 1773)

(cf. 3533 - Free and Reduced Price Meals)

Until July 1, 2007, for foods not reimbursed through the federally reimbursable meal programs, a minimum of 50 percent of the food sold by the district on school grounds during regular school hours shall be from the nutritious foods listed in Education Code 38085. (Education Code 38085)

(cf. 3554 - Other Food Sales)
(cf. 5030 - Student Wellness)

Beginning July 1, 2007, the only foods that may be sold to a student at an elementary school during the school day are full meals and individually sold portions of nuts, nut butters, seeds, eggs, cheese packaged for individual sale, fruit, vegetables that have not been deep fried, and legumes. An individually sold dairy or whole grain food item may be sold if it meets all of the following criteria: (Education Code 49431)

1. Not more than 35 percent of its total calories are from fat.

2. Not more than 10 percent of its total calories are from saturated fat.

3. Not more than 35 percent of its total weight is composed of sugar, including naturally occurring and added sugar.

4. Its total calories do not exceed 175 calories.

BUSINESS

Business and Non-Instructional Operations

Food Service/Child Nutrition Program

Beginning July 1, 2007, foods sold to students in middle schools, junior high schools, and high schools, except foods served as part of a federally reimbursable meal program, shall meet the following standards: (Education Code 49430, 49431.2)

1. Each entree item shall:

a. Not exceed 400 calories

b. Contain no more than four grams of fat per 100 calories

c. Be categorized as an entree item in the National School Lunch or School Breakfast program

2. For each snack item that supplements a meal:

a. Not more than 35 percent of its total calories shall be from fat, excluding nuts, nut butters, seeds, eggs, cheese packaged for individual sale, fruits, vegetables that have not been deep fried, or legumes.

b. Not more than 10 percent of its total calories shall be from saturated fat, excluding eggs or cheese packaged for individual sale.

c. Not more than 35 percent of its total weight shall be composed of sugar, including naturally occurring and added sugar, excluding fruits or vegetables that have not been deep-fried.

d. Its total calories shall not exceed 250 calories.

BUSINESS

Business and Non-Instructional Operations

Food Service/Child Nutrition Program

The district's food service program shall give priority to serving unprocessed foods and ingredients and fresh fruits and vegetables that have not been deep-fried.

Nutritional Standards for Beverages

The only beverages that may be sold to elementary students, regardless of the time of day, are: (Education Code 49431.5)

1. Fruit-based drinks that are composed of no less than 50 percent fruit juice and have no added sweetener

2. Vegetable-based drinks that are composed of no less than 50 percent vegetable juice and have no added sweetener

3. Drinking water with no added sweetener

4. Milk that is 1-percent fat, 2-percent fat, or nonfat; soy milk, rice milk, or other similar nondairy milk

The only beverages that may be sold to middle school or junior high school students from one-half hour before the start of the school day until one-half hour after the end of the school day are: (Education Code 49431.5)

1. Fruit-based drinks that are composed of no less than 50 percent fruit juice and have no added sweetener

2. Vegetable-based drinks that are composed of no less than 50 percent vegetable juice and have no added sweetener

3. Drinking water with no added sweetener

4. Milk that is 1-percent fat, 2-percent fat, or nonfat; soy milk, rice milk, or other similar nondairy milk

5. Electrolyte replacement beverages that contain no more than 42 grams of added sweetener per 20-ounce serving

BUSINESS

Business and Non-Instructional Operations

Food Service/Child Nutrition Program

Beginning July 1, 2007, at least 50 percent of the beverages sold to high school students from one-half hour before the start of the school day until one-half hour after the end of the school day shall be those specified in items #1-5 above. Beginning July 1, 2009, all of the beverages sold to high school students from one-half hour before the start of the school day until one-half hour after the end of the school day shall meet the standards specified in items #1-5 above. (Education Code 49431.5)

Adopted: 4/25/83
Revised: 4/20/04 LEAF Grant Revision
Fall 1994 (Total District Policy Book Review)
Q:3000\ar3550

Business

Other Food Sales

The Governing Board believes that foods and beverages sold to students on school campuses during the school day should promote student health and reduce childhood obesity. Any food sales conducted outside the district's food service program shall meet nutritional standards specified in law, Board policy, and administrative regulations and shall not reduce student participation in the district's food service program.

(cf. 5030 - Student Wellness)

The Board authorizes the Superintendent or designee to approve the sale of foods and beverages outside the district's food service program, including sales by student or adult organizations, sales through vending machines, and/or sales at secondary school student stores for fundraising purposes.

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3553 - Free and Reduced Price Meals)

Food sales are prohibited during school hours, and within one hour before and after school hours, unless the organization is legally organized as a nonpartisan, charitable organization, the purpose of the solicitation is nonpartisan and charitable, and the solicitation has been approved in accordance with Board policy. (Education Code 51520)

(cf. 1230 - School-Connected Organizations)
(cf. 1321 - Solicitations of Funds from and by Students)

When vending machines are sponsored by the district or a student or adult organization, the Superintendent or designee shall determine how and where vending machines may be placed at school sites, district offices, or other school facilities.

(cf. 3312 - Contracts)

Legal Reference:
EDUCATION CODE
38085 Sale of specified food items
48931 Authorization and sale of food
49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001
51520 School premises; prohibited solicitations

Business

Other Food Sales

CODE OF REGULATIONS, TITLE 5
15500 Food sales in elementary schools
15501 Sales in high schools and junior high schools
HEALTH AND SAFETY CODE
113700-114455 California Uniform Retail Food Facilities Law, including:
114200-114245 Vending machines
UNITED STATES CODE, TITLE 42
1751-1769h National School Lunch Act, including:
1751 Note Local wellness policy
1771-1791 Child nutrition
CODE OF FEDERAL REGULATIONS, TITLE 7
210.1-210.31 National School Lunch Program
220.1-220.21 National School Breakfast Program

Management Resources:
CSBA POLICY BRIEFS
The New Nutrition Standards: Implications for Student Wellness Policies, November 2005
CSBA PUBLICATIONS
Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2005
CENTERS FOR DISEASE CONTROL PUBLICATIONS
School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide for Elementary and Middle/High Schools, 2000
FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS
Associated Student Body Accounting Manual and Desk Reference, 2002
NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION PUBLICATIONS
Fit, Healthy and Ready to Learn, 2000
U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS
Team Nutrition, Food and Nutrition Services, Changing the Scene, Improving the School Nutrition Environment: A Guide to Local Action, 2000

Business

Other Food Sales

WEB SITES
CSBA: http://www.csba.org
California Association of School Business Officials: http://www.casbo.org
California Department of Education, Nutrition Services Division:
http://www.cde.ca.gov/ls/nu
California Healthy Kids Resource Center: http://www.californiahealthykids.org
California Project LEAN (Leaders Encouraging Activity and Nutrition):
http://www.californiaprojectlean.org
Dairy Council of California: http://www.dairycouncilofca.org
Fiscal Crisis and Management Assistance Team: http://www.fcmat.org
National Association of State Boards of Education (NASBE): http://www.nasbe.org
National School Boards Association: http://www.nsba.org
U.S. Dept. of Agriculture, Food and Nutrition Information Center (FNIC):
http://www.nal.usda.gov/fnic

Adopted: 12/18/01
Revised: 4/20/04 LEAF Grant revision
Q:3000(a)\bp3554

Business

Other Food Sales

Nutritional Standards for Foods and Beverages

Food sales outside the district's food service program shall comply with the nutritional standards specified in Education Code 38085. Beginning July 1, 2007, food sales outside the district's food service program shall comply with the standards described in Education Code 49431 for elementary schools and Education Code 49431.2 for middle schools, junior high schools, and high schools. (Education Code 38085, 49431, 49431.2)

Beverage sales shall be subject to the nutritional standards specified in Education Code 49431.5. (Education Code 49431.5)

(cf. 1230 - School-Connected Organizations)
(cf. 1321 - Solicitations of Funds from and by Students)
(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 5030 - Student Wellness)

When the food and beverage standards in Education Code 49431 and 49431.5 are effective, the sale of foods or beverages that do not comply with those standards may be permitted at an elementary school, as part of a fundraising event, only when the items are sold by students of the school and the sale meets one of the following conditions: (Education Code 49431, 49431.5)

1. It takes place off and away from school premises.

2. It takes place at least one-half hour after the end of the school day.

The sale of food items that do not comply with the nutritional standards in Education Code 49431.2, when effective, may be permitted at a middle school, junior high school, or high school in any of the following circumstances: (Education Code 49431.2)

1. The sale takes place off and away from school premises.

2. The sale takes place on school premises at least one-half hour after the end of the school day.

3. The sale occurs during a school-sponsored student activity after the end of the school day.

Business

Other Food Sales

Beverage sales that do not comply with the nutritional standards in law may be permitted at a middle school or junior high school as part of a school event under the following circumstances: (Education Code 49431.5)

1. The sale occurs during a school-sponsored event and takes place at the location of the event at least one-half hour after the end of the school day.

2. Vending machines, student stores, and cafeterias are used later than one-half hour after the end of the school day.

Additional Requirements for Schools Participating in the National School Lunch or Breakfast Program

The sale of foods during meal periods in food service areas shall be allowed only if all income from the sale, including the sale of approved foods or drinks from vending machines, accrues to the benefit of the school, the school food service program, or the student organization(s) sponsoring the sale. (7 CFR 210.11, 220.12)

No foods of minimal nutritional value, as listed in 7 CFR 210, Appendix B, and 7 CFR 220, Appendix B, shall be sold in food service areas during breakfast and lunch periods. (7 CFR 210.11, 220.12)

The Superintendent or designee shall not permit the sale of foods by student organizations in a school with any of grades K-8 that is participating in the National School Breakfast or Lunch Program, except when all of the following conditions are met: (5 CCR 15500)

1. The student organization may sell one food item per sale.

2. The specific nutritious food item is approved by the Superintendent or designee.

3. The sale does not begin until after the close of the regularly scheduled midday food service period.

4. The sale during the regular school day is not of food items prepared on the premises.

5. There are no more than four such sales per year per school.

Business

Other Food Sales

6. The food sold is a dessert-type food, such as pastry, ice cream, or fruit.

7. The food sold is not one sold in the district's food service program at that school during that school day.

(cf. 3553 - Free and Reduced Price Meals)

In high schools and junior high schools, a student organization may be approved to sell food items during or after the school day if all of the following conditions are met: (5 CCR 15501)

1. Only one student organization conducts a food sale on a given school day and the organization sells no more than three types of food or beverage items, except that up to four days during the school year may be designated on which any number of organizations may conduct the sale of any food items.

2. The specific nutritious food items are approved by the Superintendent or designee.

3. Food items sold during the regular school day are not prepared on the premises.

The food items sold are not those sold in the district's food service program at that school during that school day.

Adopted: 12/18/01
Revised: 4/20/04 LEAF Grant Revision

Q:3000(a)\AR3554

Certificated Personnel

CERTIFICATION

The Superintendent or designee shall ensure that persons employed in positions requiring certification qualifications have the appropriate credential or permit from the Commission on Teacher Credentialing (CTC) authorizing their employment in such positions.

(cf. 4111 - Recruitment and Section)
(cf. 4112.21 - District Interns)
(cf. 4113 - Assignment)
(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)
(cf. 4116 - Probationary/Permanent Status)
(cf. 4121 - Temporary/Substitute Personnel)
(cf. 5148 - Child Care and Development)

When a fully credentialed teacher is not available, the district may employ a person with a short-term staff permit or provisional internship permit under the conditions and limitations provided in state and federal law.

As necessary, all teachers of core academic subjects shall meet the requirements of the No Child Left Behind Act. (20 USC 6319, 7801; 5 CCR 6100-6125)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

National Board for Professional Teaching Standards Certification

The Governing Board encourages district teachers to voluntarily seek additional certification from the National Board for Professional Teaching Standards, which demonstrates, advanced knowledge and teaching skills.

The Superintendent or designee shall inform all teachers about the program and how to acquire the necessary application and information materials The Superintendent or designee may provide release time, fee support, a stipend upon completion, or other support to teachers participating in the program contingent upon funding.

Certification

Legal Reference:
EDUCATION CODE
8360-8370 Qualifications of child care personnel
32340-32341 Unlawful issuance of a credential
35186 Complaints regarding teacher vacancy or misassignment
42647 Drawing of warrants
44066 Limitations on certification requirements
44200-44405 Teacher credentialing, especially:
44225.6 CTC annual report on availability of teachers
44251 Period of credentials
44252 Standards and procedures for issuance; proficiency testing of basic skills
44252.5 State basic skills assessment required for certificated personnel
44258.9 Monitoring of teacher assignments by county superintendent
44259 Minimum requirements for teaching credential
44259.5 Standards for teachers of all students, including English language learners
44270.3-44270.4 Out-of-state credentials, administrative services
44274-44274.5 Out-of-state credentials
44275.3 Employment of teachers with out-of-state credentials
44277 Requirements for maintaining valid credentials
44278 Credential appeal
44325-44329 District interns
44330-44355 Certificates and credentials
44395-44399 National Board for Professional Teaching Standards
44464 Period of validity of internship credential
44468 Early completion of internship program
44500-44508 Peer Assistance and Review Program for Teachers
44662 Performance evaluation; Stull Act review
44735 Teaching as a priority block grant
44830-44929 Employment of certificated persons; requirement of proficiency in basic skills
56060-56063 Substitute teachers in special education
90530 Recruitment Centers
CODE OF REGULATIONS, TITLE 5
6100-6125 Teacher qualifications, No Child Left Behind Act
80001-80674.6 Commission on Teacher Credentialing
UNITED STATES CODE, TITLE 20
6311 Parental notifications
6312 District Title I plan
6319 Highly qualified teachers
7801 Definitions, highly qualified teacher
CODE OF FEDERAL REGULATIONS, TITLE 34
200.55-200.57 Highly qualified teachers
200.61 Parent notification regarding teacher qualifications
COURT DECISIONS
Association of Mexican-American Educators et. al. v. State of California and the Commission on Teacher Credentialing, (1993) 836 F.Supp. 1534

Certification

Management Resources:
CSBA POLICY ADVISORIES
Teacher Credentialing Commission Eliminates Emergency Permits, August 2003
COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE
03-0021 Alignment of Emergency Permits and Credential Waivers with No Child Left Behind
COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS
Standards of Quality and Effectiveness for Professional Teacher Induction Programs, March 2002
Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, September 2001
California Standards for the Teaching Profession, July 1997
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Improving Teacher Quality State Grants, December 19, 2002
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
Commission on Teacher Credentialing: http://www.ctc.ca.gov
U.S. Department of Education: http://www.ed.gov

Adopted: 11/3/98
Revised: 10/5/99, 11/7/00, 9/17/02, 1/6/04, 11/2/04
q: 4000(a)\BP4112.2

PERSONNEL

Certificated Personnel

Certification

Registration

Each person employed by the district for a position requiring certification qualifications shall, within 60 days after beginning employment, register with the county office of education a valid credential authorizing the person to work in the position. Certificated employees also shall register renewed credentials within 60 days after the renewal. *(Education Code 44330, 44857)*

All certificated employees are personally responsible for renewing and registering their credentials and keeping them valid.

No warrant shall be drawn in favor of any person requiring certification unless he/she is properly credentialed and registered with the county. *(Education Code 45034)*

(cf. 4111 - Recruitment and Selection)
(cf. 4113 - Assignment)
(cf. 4116 - Probationary/Permanent Status)
(cf. 4131.5 - Professional Growth)

Basic Skills Proficiency Test

Prior to being hired by the Governing Board, all certificated persons whether hired on a permanent, temporary or substitute basis, shall demonstrate basic skills proficiency in reading, writing and mathematics unless exempted from this requirement by the provisions of law. *(Education Code 44830)*

Certificated persons who have not held a position requiring certification within 39 months of employment and who have not taken the state basic skills proficiency test may be hired as temporary employees, provided they pass a basic skills proficiency test developed and administered by the district. Such employees shall subsequently take the state test within one year of employment. *(Education Code 44830)*

(cf. 4121 - Temporary/Substitute Personnel)

Persons holding a designated subjects special subjects credential or vocational designated subject credential shall not be required to take the state basic skills proficiency test unless their specific credential requires the possession of a baccalaureate degree. Instead, these persons shall be assessed with district proficiency criteria established by the Board for these credentials, which shall be at least equivalent to the district test required for graduation from high school. *(Education Code 44252, 44830)*

Persons holding designated subjects/special subjects credential or a vocational designated subject credential shall be charged a fee to take the district proficiency test.

Out-of-State/Country Credentials

The district may employ a teacher who holds a credential from another state if all of the following conditions are met Education Code 44274.2, 44275.3 or 44275.4 and obtained a preliminary or professional clear credential from the Commission on Teacher Credentialing.

(cf. 4112.5/4312.5 - Criminal Record Check)

A teacher prepared out of the state or country who has been issued a five-year California preliminary credential shall pass the state basic skills proficiency test described above within one year of the issuance date of the credential in order to be eligible to continue teaching , unless the CTC has determined that the teacher licensing body of the state in which the teacher completed his/her preparation requires an applicant to demonstrate a level of basic skills proficiency that is at least comparable and equivalent to passage of the state basic skills proficiency test. (Education Code 44274, 44275.3)

A teacher prepared in a country other than the United States who has been issued a five-year California preliminary credential shall pass the state basic skills proficiency test described above within one year of the issuance date of the credential in order to be eligible to continue teaching. (Education Code 44275.4)

To be eligible for a professional clear credential, teachers prepared out of state or out of the country must also meet legal requirements for basic skill proficiency subject matter competence, course completion, and either a fifth-year postsecondary program or an induction program for beginning teachers (Ec.C. 44274.2, 44275.3, 44275.4)

The district may employ persons with an emergency 30-day substitute permit for 30 school days or less for any one teacher during the school year. Persons with an emergency substitute permit may be employed for 20 school days or less in special education positions requiring certification, unless an extension has been approved by the Superintendent of Public Instruction. *(Education Code 56061; 5 CCR 80025 80025.4)*

Emergency Substitute Teaching Permits

Before employing such persons, the Superintendent or designee shall prepare and keep on file a signed statement of need. The statement of need shall describe the situation or circumstances that necessitate the use of a 30-day substitute permit holder and state either that a credentialed person is not available or that the available credentialed person(s) do not meet the district's specified employment criteria. *(Code of Regulations, Title 5, Section 80025)*

Emergency Teaching or Specialist Permits

The district may employ, at any grade level, a person with an emergency substitute permit issued by the CTC with the following restrictions: .

1. A person with a 30-day emergency substitute permit shall not serve as a substitute for more than 30 days for any one teacher during the school year. (5 CCR 80025)

2. A person with an emergency career substitute-teaching permit shall not serve as a substitute for more than 60 days for any one teacher during the school year. (5 CCR 80025.1)

3. A person with an emergency substitute permit for prospective teachers shall not serve as a substitute for more than 30 days for any one teacher during the school year and not more than 90 days total during the school year. (5 CCR 80025.2)

4. A person authorized for day-to-day substitute teaching shall not serve as a special education substitute for more than 20 days for any one teacher during the school year. (5 CCR 80025.4)

5. A person with an emergency substitute permit for vocational education shall not serve as a substitute for more than 30 days for any one teacher during the school year. (5 CCR 80025.5)

Before employing any person pursuant to 5 CCR 80025 or 80025.5, the Superintendent or designee shall prepare and keep on file a signed statement of need. The statement of need shall describe the situation or circumstances that necessitate the use of a 30-day substitute permit holder and state either that a credentialed person is not available or that the available credentialed person does not meet the district's specified employment criteria. (5 CCR 80025, 80025.5)

Short-Term and Provisional Internship Permits

Whenever there is a need to fill a classroom immediately based on an unforeseen need, the district may request that the CTC issue a short-term staff permit to an applicant who meets the qualifications specified in 5 CCR 80021. In such cases, the district shall: (5 CCR 80021)

1. Verify that it has conducted a local recruitment for the short-term staff permit being requested

(cf. 4111 - Recruitment and Selection)

2. Verify that it has provided the permit holder with orientation to the curriculum and to instruction and classroom management techniques, and has assigned a mentor teacher for the term of the permit

(cf. 4131 - Staff Development)

3. Submit written justification for the permit signed by the Superintendent or designee

The district may request that the CTC issue a provisional internship permit to an applicant who meets the qualifications specified in 5 CCR 80021.1 whenever a suitable credentialed teacher cannot be found after a diligent search. The district shall verify each of the following: (5 CCR 80021.1)

1. That a diligent search has been conducted for a suitable credentialed teacher or suitable qualified intern as evidenced by documentation of the search

(cf. 4112.21 - Interns)

The search shall include, but not be limited to, distributing job announcements, contacting college and university placement centers, and advertising in print or electronic media.

2. That orientation, guidance, and assistance will be provided to the permit holder as specified in 5 CCR 80026.5

The orientation shall include, but not be limited to, an overview of the curriculum the teacher is expected to teach and effective instruction and classroom management techniques at the permit holder's assigned level. The Superintendent or designee shall assign an experienced educator to guide and assist each permit holder. (5 CCR 80026.5)

3. That the district will assist the permit holder in developing a personalized plan through a district-defined assessment that would lead to subject-matter competence related to the permit

4. That the district will assist the permit holder to seek and enroll in subject-matter training, such as workshops or seminars and site-based courses, along with training in test-taking strategies, and will assist the permit holder in meeting the credential subject-matter competence requirement related to the permit

5. That a notice of intent to employ the applicant in the identified position has been made public

The district shall submit a copy of the agenda item presented at a public Board meeting which shall state the name of the applicant, the assignment in which the applicant will be employed including the name of the school, subject(s), and grade(s) that he/she will be teaching, and that the applicant will be employed on the basis of a provisional internship permit. The district also shall submit a signed statement from the Superintendent or designee that the agenda item was acted upon favorably.

6. That the candidate has been apprised of steps to earn a credential and enroll in an internship program

Adopted: 6/13/83
Revised: 6/13/83; 5/2/95,10/20/98, 10/5/99, 11/7/00, 9/17/02, 1/6/04, 11/2/04, 9/20/05
q:4000a\AR4112.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BP 4127 (a)
4227
4327

PERSONNEL

All Personnel

Temporary Athletic Team Coaches

The Governing Board recognizes the importance of hiring qualified temporary athletic team coaches for the district's sports program and to the success of students in sports and interscholastic athletic activities.

The Superintendent or designee shall establish qualification criteria for all athletic coaches in accordance with law and with district standards and priorities. These criteria shall ensure that all temporary coaches possess an appropriate level of competence, knowledge and skill.

Any certificated teacher employed by the district who applies for a position as a temporary athletic team coach and who satisfies the qualification criteria established for the position shall first be offered the position. (Education Code 44919)

By December 31, 2008, all district coaches, including volunteer coaches, shall have completed a coaching education program that meets the standards developed by the California Interscholastic Federation (CIF). Coaches shall bear the expense of the program. (Education Code 49032)

In addition, all coaches shall be subject to Board policy, administrative regulation and the codes of ethical conduct published by the state and the California Interscholastic Federation.

(cf. 5131.1 - Bus Conduct)
(cf. 6145.2 - Interscholastic Competition)
(cf. 6145.21 - Sportsmanship)

Volunteer Coaches

Volunteer athletic team coaches shall meet all the qualifications and competencies required of temporary athletic team coaches employed by the district.

Legal Reference:
EDUCATION CODE
35179-35179.7 Interscholastic athletics
44010 Sex offense
44011 Controlled substance offense
44424 Conviction of a crime
44808 Liability when students are not on school property
44919 Classification of temporary employees
49030-39033 Performance-enhancing substances
CODE OF REGULATIONS, TITLE 5
5531 Supervision of extracurricular activities of pupils
5590-5596 Duties of temporary athletic team coaches
COURT DECISIONS
CTA v. Rialto Unified School District, (1997)14 Cal. 4th 627
San Jose Teachers Association, CTA, NEA v. Barozzi, (1991) 230 Cal. App. 3d 1376

Management Resources:
CSBA POLICY BRIEFS
Steroids and Students: What Boards Need to Know, July 2005
WEB SITES
CSBA: http://ww.csba.org
California Department of Education: http://www.cde.ca.gov
California Interscholastic Federation: http://www.cifstate.org

Adopted: 11/5/91
Revised: 5/2/95, 4/21/98
Fall 1994 (Total District Policy Book Review)
4000\\bp4127

PERSONNEL

Certificated Personnel

Staff Development

The Superintendent or designee shall ensure that certificated staff members have opportunities to learn both from outside sources and from each other. These opportunities may include release time, leaves of absence or use of noninstructional time for:

1. Visits to other classrooms and other schools.

2. Attendance at professional education conferences or committee meetings.

3. Participation in professional development networks that promote inquiry and allow staff to analyze and evaluate each other's work.

4. Peer conferences and/or joint preparation time among staff members with expertise in various disciplines, for the purpose of better coordinating and integrating the academic and vocational curriculum.

5. Discussion and/or internships with representatives of business and community agencies, for the purpose of identifying the skills, knowledge and aptitudes necessary for specific career paths and developing meaningful career-related work-based learning experiences.

(cf. 1700 - Relations Between Private Industry and the Schools)

6. Travel, study, and current research in subject matter content and effective educational practices.

7. Training classes and workshops offered by the district, county office of education or state projects, private organizations, or other appropriate agencies.

8. Training in institutions of higher education, including credit courses conducted in or near the district whenever possible.

9. Follow-up activities that help staff to implement newly acquired skills.

The Superintendent or designee shall provide an up-to-date professional library for use by staff.

Adopted: 2/98
New - 1994/1995 School Year (Total District Policy Book Review)
Revised: 10/20/98, 5/18/99
4000\AR4131

Personnel
TEACHER AIDES/PARAPROFESSIONALS

Qualifications and Duties of Paraprofessionals

(Districts maintaining high schools)

No person shall be initially assigned to assist in instruction as a paraprofessional unless he/she has demonstrated proficiency in reading, writing and mathematics skills up to or exceeding that required for the district's high school seniors pursuant to Education Code 51220(a) and (f). (Education Code 45330, 45344.5, 45361.5)

A paraprofessional who has passed a comparable proficiency test in another district shall be considered to have met the district's proficiency standards unless the district determines that the other district's test is not comparable. (Education Code 45344.5, 45361.5)

Instructional aides shall perform only such duties as, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher. These duties shall not include assignment of grades to students. (Education Code 45344)

Instructional aides need not perform their duties in the physical presence of the teacher, but the teacher shall retain responsibility for the instruction and supervision of the students in his/her charge. (Education Code 45344)

Additional Qualifications and Duties of Paraprofessionals in Title I Programs

All paraprofessionals working in a program supported by federal Title I funds shall have received a high school diploma or its equivalent. (20 USC 6319; 34 CFR 200.58; Education Code 45330)

(cf. 6171 - Title I Programs)

In addition, at least one of the following criteria shall be met immediately by paraprofessionals hired on or after January 8, 2002, and by the end of the 2005-06 school year by paraprofessionals hired before January 8, 2002: (20 USC 6319; 34 CFR 200.58; Education Code 45330)

Personnel
TEACHER AIDES/PARAPROFESSIONALS

1. Completed at least two years of study (48 semester units or equivalent quarter units) at an institution of higher education

2. Obtained an associate's degree or higher

3. Knowledge of and ability to assist in instructing reading, writing, and mathematics, as demonstrated through a local or state assessment

A paraprofessional hired on or before January 1, 2003, shall be deemed to have met the proficiency exam requirements of item #3 above if he/she has previously demonstrated, through a local assessment, knowledge of, and an ability to assist in, instructing reading, writing and mathematics. (Education Code 45330)

When a paraprofessional has previously worked in another district, the Superintendent or designee may determine whether any assessments conducted by the previous district satisfy the proficiency criteria of item #3 above.

Items #1-3 above shall not apply to any paraprofessional who is proficient in English and a language other than English and who provides services primarily to enhance the participation of children in Title I programs by acting as a translator, or whose duties consist solely of conducting parental involvement activities consistent with (20 USC 6318, 6319; 34 CFR 200.58; Education Code 45330)

Paraprofessionals working in a program supported by Title I funds may be assigned to (20 USC 6319; 34 CFR 200.59)

1. Provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher

2. Assist with classroom management, such as organizing instructional and other materials

3. Provide assistance in a computer laboratory

4. Conduct parental involvement activities

5. Provide support in a library or media center

Personnel
TEACHER AIDES/PARAPROFESSIONALS

6. Act as a translator

7. Provide instructional services to students, provided that the paraprofessional is working under the direct supervision of a teacher

Title I paraprofessionals may assume limited duties that are assigned to similar personnel in non-Title I programs, including duties beyond classroom instruction or that do not benefit Title I students, in the same proportion of total work time as non-Title I paraprofessionals.

The Principal of each school operating a Title I program shall annually attest in writing as to whether the school is in compliance with federal legal requirements regarding the qualifications and duties of paraprofessionals listed above. Copies of attestations shall be maintained at the school and district office and shall be available to the public upon request. (20 USC 6311)

Parental Notification

At the beginning of each school year, parents/guardians shall be notified that they may request information regarding whether their children are provided services by paraprofessionals and, if so, their qualifications

(cf. 5145.6 - Parental Notifications)

Adopted: 8/19/03
Revised: 8/3/04
Q:4000b\ar4222

Personnel

STAFF DEVELOPMENT

Staff development activities may include but are not limited to:

1. Professional education conferences or committee meetings
2. Courses offered by institutions of higher education
3. Workshops offered by the district, county office of education or state
4. Small-group activities
5. Self-directed learning
6. Observation of other schools
7. Follow-up activities that help staff implement newly acquired skills

(cf. 3350 - Travel Expenses)
(cf. 4361 - Leaves)

Administrator Training Program

The Superintendent or designee shall approve a staff development program for principals and vice principals, which meet the following conditions:

1. The training shall have a duration of at least 80 hours of intensive individualized support and professional development. To the extent practicable, the institute training portion of Modules 1, 2, and 3 shall be held outside of the regular school day. An additional 80 hours of intensive individualized support and professional development may be completed over a period of up to two years once the initial 80 hours of training commences. (Education Code 44513)

Training shall be in the following areas: (Education Code 44511)

a. School financial and personnel management , including hiring, recruitment, and retention practices, and misassignments of certificated personnel

Personnel

STAFF DEVELOPMENT

(cf. 4111 - Recruitment and Selection)
(cf. 4112.24 – Teacher Qualifications Under the No Child Left Behind Act)
(cf. 4113 - Assignment)

b. Core academic standards

(cf. 6011 - Academic Standards)

c. Curriculum frameworks and instructional materials aligned to the state academic standards including ensuring the provisions of textbooks and instructional materials as defined in Education Code 60119

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

d. The use of student assessment instruments, specific ways of mastering the use of assessment data from the Standardized Testing and Reporting program, including analyzing achievement of specific subgroups including English language learners and individuals with disabilities; and school management technology to improve student performance

(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

e. The provision of instructional leadership and management strategies regarding the use of instructional technology to improve student performance

(cf. 6162.7 - Use of Technology in Instruction)

Personnel

STAFF DEVELOPMENT

f. Extension of the knowledge, skills and abilities acquired in the preliminary administrative preparation program that is designed to strengthen the ability of administrators to effectively and efficiently lead an organization and build the capacity of staff to enhance the academic performance of all students, including special emphasis on providing additional support for students identified as English language learners and individuals with disabilities

(cf. 6159 - Individualized Education Program)
(cf. 6174 - Education for English Language Learners)

g. Leadership training to improve the academic achievement of all students including, but not limited to, capacity building in all of the following areas:

(1) Pedagogies of learning

(2) Motivation of student learning

(3) Instructional strategies to teach essential content in ways that address the varied learning needs of students, with special emphasis on English language learners and individuals with disabilities

(4) Collaboration

(5) Conflict resolution, including reduction of racial tensions

(6) Respect for diversity

(7) Parental involvement

(8) Employee relations

(9) Creation of an effective, safe, and inclusive learning and workplace environment

(10) Single plan for student achievement

Personnel

STAFF DEVELOPMENT

(cf. 0420 - School Plans/Site Councils)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 5138 - Conflict Resolution/Peer Mediation)

2. For purposes of this program, the Superintendent or designee shall select a staff development provider approved by the State Board of Education. (Education Code 44513)

The Superintendent or designee shall give highest priority to training administrators assigned to, and practicing in, high-priority or hard-to-staff schools.

A high-priority school is one in the bottom half of all schools statewide based on Academic Performance Index rankings. A hard-to-staff school is one in which teachers holding emergency permits or credential waivers make up 20 percent or more of the teaching staff. (Education Code 44510)

(cf. 0520 - Intervention for Underperforming Schools)
(cf. 0520.1 - High Priority Schools Grant Program)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)
(cf. 4112.2 - Certification)

Adopted: 10/1/02
Revised: 9/20/05

Q:4000\ar4331

6.1.60

STUDENTS

Student Wellness

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity in district students. The Superintendent or designee shall build a coordinated school health system that supports and reinforces health literacy through health education, physical education, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, and parent/guardian and community involvement.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 3513.3 - Tobacco-Free Schools)
(cf. 3514 - Environmental Safety)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.61 - Drug Testing)
(cf. 5131.62 - Tobacco)
(cf. 5131.63 - Steroids)
(cf. 5141 - Health Care and Emergencies)
(cf. 5141.23 - Infectious Disease Prevention)
(cf. 5141.3 - Health Examinations)
(cf. 5141.31 - Immunizations)
(cf. 5141.32 - Health Screening for School Entry)
(cf. 5141.6 - Student Health and Social Services)
(cf. 5142 - Safety)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Education)
(cf. 6164.2 - Guidance/Counseling Services)

School Health Council/Committee

The Board's policy related to student wellness shall be developed with the involvement of parents/guardians, students, school food service professionals, school administrators, Board representatives, and members of the public. (42 USC 1751 Note)

The Superintendent or designee may appoint a school health council or other committee consisting of representatives of the above groups. The council or committee may also include district administrators, health professionals, school nurses, health educators, physical education teachers, counselors, and/or others interested in school health issues.

STUDENTS

Student Wellness

(cf. 1220 - Citizen Advisory Committees)
(cf. 9140 - Board Representatives)

The school health council or committee shall assist with policy development and advise the district on health-related issues, activities, policies, and programs. At the discretion of the Superintendent or designee, the council's charges may include planning and implementing activities to promote health within the school or community.

Nutrition Education and Physical Activity Goals

The Board shall adopt goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the district determines appropriate. (42 USC 1751 Note)

The district's nutrition education and physical education programs shall be based on research, consistent with the expectations established in the state's curriculum frameworks, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

(cf. 6010 - Goals and Objectives)
(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)

Nutrition education shall be provided as part of the health education program in grades K-12 and, as appropriate, shall be integrated into core academic subjects and offered through before- and after-school programs.

(cf. 6142.8 - Comprehensive Health Education)

All students in grades K-12 shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education, recess, school athletic programs, extracurricular programs, before- and after-school programs, and other structured and unstructured activities.

(cf. 6142.7 - Physical Education)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

STUDENTS

Student Wellness

The Superintendent or designee shall encourage staff to serve as positive role models. He/she shall promote and may provide opportunities for regular physical activity among employees.

Professional development shall include instructional strategies that assess health knowledge and skills and promote healthy behaviors.

(cf. 4131- Staff Development)
(cf. 4331- Staff Development)

To encourage consistent health messages between the home and school environment, the Superintendent or designee may disseminate health information to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, the district or school web site, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

(cf. 1113 - District and School Web Sites)
(cf. 6020 - Parent Involvement)

The Board prohibits the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, or other means.

(cf. 1325 - Advertising and Promotion)

Nutrition Guidelines for Foods Available at School

The Board shall adopt nutrition guidelines selected by the district for all foods available on each campus during the school day, with the objectives of promoting student health and reducing childhood obesity. (42 USC 1751 Note)

The Board believes that foods and beverages available to students at district schools should support the health curriculum and promote optimal health. Nutrition standards adopted by the district for all foods and beverages sold to students, including foods and beverages provided through the district's food service program, student stores, vending machines, fundraisers, or other venues, shall meet or exceed state and federal nutrition standards.

STUDENTS

Student Wellness

(cf. 3312 - Contracts)
(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3554 - Other Food Sales)
(cf. 5148 - Child Care and Development)
(cf. 6300 - Preschool/Early Childhood Education)

The Superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes. He/she also shall encourage school staff to avoid the use of non-nutritious foods as a reward for student's academic performance, accomplishments, or classroom behavior.

(cf. 1230 - School-Connected Organizations)

School staff shall encourage parents/guardians or other volunteers to support the district's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties and by limiting foods or beverages that do not meet nutritional standards to no more than one food or beverage per party. Class parties or celebrations shall be held after the lunch period when possible.

Guidelines for Reimbursable Meals

Foods and beverages provided through federally reimbursable school meal programs shall meet or exceed federal regulations and guidance issued pursuant to 42 USC 1758(f)(1), 1766(a), and 1779(a) and (b), as they apply to schools. (42 USC 1751 Note)

In order to maximize the district's ability to provide nutritious meals and snacks, all district schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs, to the extent possible.

(cf. 3553 - Free and Reduced Price Meals)

Program Implementation and Evaluation

The Board shall establish a plan for measuring implementation of the policy. The Superintendent shall designate at least one person within the district and at each school who is charged with operational responsibility for ensuring that the school sites implement the district's wellness policy. (42 USC 1751 Note)

STUDENTS

Student Wellness

(cf. 0500 - Accountability)

The Superintendent or designee shall recommend for Board approval specific quality indicators that will be used to measure the implementation of the policy districtwide and at each district school. These measures shall include, but not be limited to, an analysis of the nutritional content of meals served; student participation rates in school meal programs; any sales of non-nutritious foods and beverages in fundraisers or other venues outside the district's meal programs; and feedback from food service personnel, school administrators, the school health council, parents/guardians, students, and other appropriate persons.

The Superintendent or designee shall report to the Board at least every two years on the implementation of this policy and any other Board policies related to nutrition and physical activity.

Posting Requirements

Each school shall post the district's policies and regulations on nutrition and physical activity in public view within all school cafeterias or in other central eating areas. (Education Code 49432)

Each school shall also post a summary of nutrition and physical activity laws and regulations prepared by the California Department of Education.

Legal Reference:
EDUCATION CODE
49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001
49490-49493 School breakfast and lunch programs
49500-49505 School meals
49510-49520 Nutrition
49530-49536 Child Nutrition Act
49540-49546 Child care food program
49547-49548.3 Comprehensive nutrition services
49550-49560 Meals for needy students
49565-49565.8 California Fresh Start pilot program
49570 National School Lunch Act
51222 Physical education
51223 Physical education, elementary schools

STUDENTS

Student Wellness

CODE OF REGULATIONS, TITLE 5
15500-15501 Food sales by student organizations
15510 Mandatory meals for needy students
15530-15535 Nutrition education
15550-15565 School lunch and breakfast programs
UNITED STATES CODE, TITLE 42
1751-1769 National School Lunch Program, especially:
1751 Note Local wellness policy
1771-1791 Child Nutrition Act, including:
1773 School Breakfast Program
1779 Rules and regulations, Child Nutrition Act
CODE OF FEDERAL REGULATIONS, TITLE 7
210.1-210.31 National School Lunch Program
220.1-220.21 National School Breakfast Program

Management Resources:
CSBA POLICY BRIEFS
The New Nutrition Standards: Implications for Student Wellness Policies, November 2005
CSBA PUBLICATIONS
Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2005
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Healthy Children Ready to Learn, January 2005
Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003
Physical Education Framework for California Public Schools, Kindergarten Through Grade 12, 1994
CENTERS FOR DISEASE CONTROL PUBLICATIONS
School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide for Elementary and Middle/High Schools, 2004

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION (NASBE) PUBLICATIONS
Fit, Healthy and Ready to Learn, 2000
U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS
Dietary Guidelines for Americans, 2005
Team Nutrition, Food and Nutrition Services, Changing the Scene, Improving the School Nutrition Environment: A Guide to Local Action, 2000

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STUDENTS

Student Wellness

WEB SITES
CSBA: http://www.csba.org
California Department of Education, Nutrition Services Division: http://www.cde.ca.gov/ls/nu
California Department of Health Services: http://www.dhs.ca.gov
California Healthy Kids Resource Center: http://www.californiahealthykids.org
California Project LEAN (Leaders Encouraging Activity and Nutrition): http://www.californiaprojectlean.org
Centers for Disease Control and Prevention (CDC): http://www.cdc.gov
Dairy Council of California: http://www.dairycouncilofca.org
National Alliance for Nutrition and Activity: http://www.cspinet.org/nutritionpolicy/nana.html
National Association of State Boards of Education: http://www.nasbe.org
National School Boards Association: http://www.nsba.org
School Nutrition Association: http://www.schoolnutrition.org
Society for Nutrition Education: http://www.sne.org
U.S. Department of Agriculture: http://www.fns.usda.gov/tn/Healthy/wellnesspolicy_steps.html

Adopted: 2/21/06
Revised:

5000(a)\bp5030

6.1.67

STUDENTS

Interdistrict Attendance Agreements

The Superintendent or designee may approve interdistrict attendance agreements for the following reasons:

1. To meet the child care needs of the student when options within the district of residency is not available. If an option within the district is available, only cases of hardship may be granted. (Education Code 46601.5)

   Once a permit has been issued based on childcare needs, a student in grades K-7 may not be required to reapply for an interdistrict transfer as long as the student continues to receive a childcare in the district. (Education Code 46601.5)

2. To meet a child's special mental or physical health needs, as certified by a physician, and school psychologist or other appropriate school personnel with approval from the sending district.

(cf. 6159 – Individualized Education Program)

3. When the student has a sibling(s) attending school in a receiving district, to avoid splitting the family's attendance unless the student in the receiving district is attending based on an interdistrict agreement.

4. To allow a student to complete a school year when his/her parents/guardians have moved out of the district during that year.

5. To let eighth grade students attend the same school they attended as seventh grade students, even if their families moved out of the district during their seventh grade year.

6. To let seniors attend the same school they attended as juniors, even if their families moved out of the district during the junior year.

7. When the parent/guardian provides written evidence, that the family will be moving to the receiving district in the immediate future and would like the student to start the year in that district.

8. When recommended by the School Attendance Review Board or by county child welfare, probation or social service agency staff in documented cases of serious home or community problems, which make it inadvisable for the student to attend the school of residence.

9. To let seventh through eleventh grade students attend their prior school for the 2005-06 and 2006-07 school years. After the 2006-07 school year, students will be expected to attend Western Placer Unified School District.

Interdistrict attendance agreements or applications shall not be required for students enrolling in a regional occupational center or program. (Education Code 52317)

The Superintendent or designee may deny initial requests for interdistrict attendance agreements if the school's facilities are overcrowded at the relevant grade level and based on other considerations that are not arbitrary. However, once a student is admitted based on child care needs, his/her continued attendance may not be denied because of overcrowding.

The Superintendent or designee shall notify parents/guardians of a student who is denied interdistrict attendance regarding the process for appeal to the County Board Of Education as specified in Education Code 46601.

cf. 5145.6 – Parental Notifications)

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or decisions while expulsion proceedings are pending, or during the term of the expulsion. (Education Code 46601)

cf. 5119 – Students Expelled from Other Districts)
cf. 5114.1 – Suspension and Expulsion/Due Process)

Transportation

The Superintendent or designee may authorize transportation for students living outside the attendance area to and from designated bus stops within the attendance area if space is available based on the student fee schedule.

Adopted: 5/19/95
Revised: 11/19/02, 2/1/05, 4/5/05
Q:5000\ar5117

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BP 5141(a)

STUDENTS

Health Care and Emergencies

The Governing Board recognizes the importance of taking appropriate action whenever an emergency threatens the safety, health or welfare of a student at school or during school-sponsored activities.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)
(cf. 5141.23 - Infectious Disease Prevention)
(cf. 5142 - Safety)

The Superintendent or designee shall develop procedures to ensure that first aid and/or medical attention is provided as quickly as possible when student accidents and injuries occur and that parents/guardians are notified of accidents as appropriate.

(cf. 3530 - Risk Management/Insurance)
(cf. 5143 - Insurance)
(cf. 6145.2 - Athletic Competition)

The Superintendent or designee shall ask parents/guardians to provide emergency contact information in order to facilitate communication in the event of an accident or illness.

District staff shall appropriately report and document student accidents.

Resuscitation Orders

The Board believes that staff members should not be placed in the position of determining whether or not to follow any parental or medical "do not resuscitate" orders. Staff shall not accept or follow any such orders unless they have been informed by the Superintendent or designee that the request to accept such an order has been submitted to the Superintendent or designee, signed by the parent/guardian, and supported by a written statement from the student's physician and an order from an appropriate court.

The Superintendent or designee shall ensure that all parents/guardians are informed of this policy.

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Resuscitation Orders

Automated External Defibrillators

The Board authorizes the placement of automated external defibrillators (AEDs) at designated school sites for use by designated personnel who have volunteered to receive training in the use of AEDs.

The Superintendent or designee shall develop guidelines for employees regarding the use of these devices and shall ensure that employees receive training on their proper use and handling. The guidelines shall also specify the placement, security, and maintenance as well as recommended use of the AED.

The authorization of AEDs in district schools shall not be deemed to create a guarantee or obligation to use the AED in the case of an emergency nor any expectation that an AED or trained employee will be present and/or able to use an AED in an emergency or any expectation that the AED will operate properly.

BP 5141 (c)Legal Reference:
EDUCATION CODE
32040-32044 First aid equipment
49300-49307 School safety patrols
49407 Liability for treatment
49408 Emergency information
49409 Athletic events; physicians and surgeons; emergency medical care; immunity
49470 Medical and hospital services for athletic program
49471 Medical and hospital services not provided or available
49472 Medical and hospital services for pupils
49474 Ambulance services
51202 Instruction in personal and public health and safety
CIVIL CODE
1714.21 Defibrillators; CPR; immunity from civil liability
FAMILY CODE
6550-6552 Caregivers
HEALTH AND SAFETY CODE
1797.196 Automatic external defibrillators, immunity from civil liability
CODE OF REGULATIONS, TITLE 8
5193 California Bloodborne Pathogens Standard

Management Resources:
WEB SITES
American Heart Association: http://www.americanheart.org
American Red Cross: http://www.redcross.org
California Department of Health Services: http://www.dhs.ca.gov

Adopted: 2/8/88
Revised: 5/19/95, 5/20/97, 1/17/06
1994/1995 School Year (Total District Policy Book Review)
5000\BP5141

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Western Placer Unified School District

AR 5141 (a)

STUDENTS
Health Care and Emergencies

Emergency Contact Information

In order to facilitate contact in case of an emergency or accident, parents/guardians shall furnish the principal or designee with the information specified below:

1. Home address and telephone number

2. Parent/guardian's business address and telephone number

3. Parent/guardian's cell phone number and e-mail address, if applicable

4. Name, address and telephone number of a relative or friend to whom the student may be released and who is authorized by the parent/guardian to care for the student in cases of emergency or when the parent/guardian cannot be reached

5. Local physician to call in case of emergency

(cf. 5021 - Noncustodial Parents)
(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)
(cf. 5142 - Safety)

Consent by Caregiver

Any person 18 years of age and older who files with the district a completed caregiver's authorization affidavit for a minor district student shall have the right to consent to or refuse school-related medical care on behalf of the student. The caregiver's authorization shall be invalid if the district receives notices that the minor student is no longer living with the caregiver. (Family Code 6550)

(cf. 5111.1 - District Residency)

The caregiver's consent to medical care shall be superseded by any contravening decision of the parent or other person having legal custody of the student, provided that this contravening decision does not jeopardize the student's life, health or safety. (Family Code 6550)

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STUDENTS
Health Care and Emergencies

Automated External Defibrillators

When an automated external defibrillator (AED) is placed in the school, the principal or designee shall ensure that: (Health and Safety Code 1797.196)

1. School employees annually receive a brochure, with contents and style approved by the American Heart Association or American Red Cross, that describes the proper use of an AED

2. The American Heart Association or American Red Cross brochure or similar information is posted next to every AED

3. School employees are annually notified of the location of all AED units on school grounds

The principal shall designate the trained employees who shall be available to respond to an emergency that may involve the use of an AED during the hours of classroom instruction or when a school-sponsored activity is occurring on school grounds. (Health and Safety Code 1797.196)

Adopted: 2/21/06
Revised:
5000(a)\ar5141

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

17. Engaged in, or attempted to engage in, hazing as defined in Education Code 32050. (Education Code 48900(q))

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

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

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

(cf. 5145.7 - Sexual Harassment)

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

cf. 5145.9 – Hate-motivated Behavior

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

(cf. 5145.3 - Nondiscrimination/Harassment)

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

1. While on school grounds.

2. While going to or coming from school

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

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

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This notice shall also:

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

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

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

Suspension by Superintendent, Principal, or Principal's Designee

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

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

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

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

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

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

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

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

A student may be suspended from school for not more than 20 school days in any school year, unless for purposes of adjustment a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case

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

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

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

Right to Appeal

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

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

Notifications to Law Enforcement Authorities

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

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

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

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has chosen. The student shall enroll in the program unless the parent/guardian chooses to enroll the student in another school district. *(Education Code 48916)*

Maintenance of Records

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

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

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

Outcome Data

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

1. The number of students recommended for expulsion

2. The grounds for each recommended expulsion

3. Whether the student was subsequently expelled

INSTRUCTION

Comprehensive Health Education

The Governing Board believes that health education should foster the knowledge, skills, and behaviors that students need in order to lead healthy, productive lives. The district's health education program shall teach personal responsibility for one's own lifelong health, respect for and promotion of the health of others, the process of growth and development, and informed use of health-related information, products, and services.

Goals for the district's health education program shall be designed to promote student wellness and shall be developed in accordance with Board policy. Such goals shall include, but not be limited to, goals for nutrition education and physical activity.

(cf. 5030 - Student Wellness)
(cf. 6011 - Academic Standards)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Education)
(cf. 6142.7 - Physical Education)

The district shall provide a planned, sequential, research-based, and age-appropriate health education curriculum for students in grades K-12. The content of health instruction shall be offered in accordance with law, Board policy, administrative regulation, and shall be aligned with state curriculum frameworks.

(cf. 6143 - Courses of Study)

The Board intends for health education to be part of a coordinated school health system that links district, school, and community programs and services to promote the health and well-being of students.

(cf. 1020 - Youth Services)
(cf. 3513.3 - Tobacco-Free Schools)
(cf. 3514 - Environmental Safety)
(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3554 - Other Food Sales)
(cf. 4020 - Drug and Alcohol-Free Workplace)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.63 - Steroids)
(cf. 5141.23 - Infectious Disease Prevention)
(cf. 5141.3 - Health Examinations)

INSTRUCTION

Comprehensive Health Education

(cf. 5141.32 - Health Screening for School Entry)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5141.6 - Student Health and Social Services)
(cf. 5142 - Safety)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall provide periodic reports to the Board regarding the implementation and effectiveness of the district's health education program.

(cf. 0500 - Accountability)

Legal Reference:
EDUCATION CODE
8850.5 Family relationships and parenting education
35183.5 Sun protection
49413 First aid training
49430-49436 Pupil Nutrition, Health and Achievement Act of 2001
49490-49493 School breakfast and lunch programs
49500-49505 School meals
51202 Instruction in personal and public health and safety
51203 Instruction on alcohol, narcotics and dangerous drugs
51210 Areas of study
51220.5 Parenting skills; areas of instruction
51260-51269 Drug education
51265 Gang violence and drug and alcohol abuse prevention inservice
51513 Personal beliefs
51890-51891 Comprehensive health education programs
51913 District health education plan
51920 Inservice training, health education
51930-51939 Comprehensive sexual health and HIV/AIDS prevention education
CODE OF REGULATIONS, TITLE 5
11800-11801 District health education plan

INSTRUCTION

Comprehensive Health Education

Management Resources:
CSBA PUBLICATIONS
Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2005
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Health Framework for California Public Schools: Kindergarten Through Grade Twelve, 2003
CALIFORNIA DEPARTMENT OF HEALTH PUBLICATIONS
Jump Start Teens, 1997
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Health Education: http://www.cde.ca.gov/ci/he
California Department of Health, School Health Connections:
http://www.mch.dhs.ca.gov/programs/shc/shc.htm
California Healthy Kids Resource Center: http://www.californiahealthykids.org
California Project LEAN (Leaders Encouraging Activity and Nutrition):
http://www.californiaprojectlean.org
Centers for Disease Control and Prevention: http://www.cdc.gov
National Hearing Conservation Association: http://www.hearingconservation.org

Adopted: 1/20/04
Revised: 8/3/04
Q:6000(b)bp6142.8

INSTRUCTION

Comprehensive Health Education

Content of Instruction

The district's health education program shall include instruction to aid students in making decisions in matters of personal, family and community health, including the following topics: (Education Code 51890)

1. The use of health care services and products

(cf. 1020 - Youth Services)
(cf. 5141.6 - Student Health and Social Services)

2. Mental and emotional health and development

3. Use and misuse of drugs, including tobacco and alcohol

(cf. 3513.3 - Tobacco-Free Schools)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.63 - Steroids)

4. Family health and child development, including the legal and financial aspects and responsibilities of marriage and parenthood

(cf. 5146 - Married/Pregnant/Parenting Students)

5. Oral health, vision and hearing

6. Nutrition, which may include related topics such as obesity and diabetes prevention

(cf. 5030 - Student Wellness)

7. Exercise, rest and posture

(cf. 6142.7 - Physical Education)

INSTRUCTION

Comprehensive Health Education

8. Diseases and disorders, including sickle cell anemia and related genetic diseases and disorders

(cf. 5141.23 - Infectious Disease Prevention)

9. Environmental health and safety

10. Community health

Instruction also shall include injury prevention and safety, which may include but not be limited to prevention of brain and spinal cord injuries, hearing conservation, and avoidance of overexposure to sun.

(cf. 5142 - Safety)

Exemption from Health Instruction

Upon written request from a parent/guardian, a student shall be excused from any part of the school's health instruction that conflicts with his/her religious training and beliefs, including personal moral convictions. (Education Code 51240)

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Education)

Students so excused shall be given an alternative educational activity.

Involvement of Health Professionals

The district's health education program shall be designed to actively involve the community, including professional health and safety personnel, in course evaluation (Education Code 51913)

Health care professionals also shall be involved in the development and implementation of the district's health education plan and in course evaluation. Such professionals shall represent, at the district's option, the varied fields of health care, including voluntary collaborations with managed

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INSTRUCTION

Comprehensive Health Education

health care and health care providers; local public and private health, safety and community service agencies; and other appropriate community resources. (Education Code 51913)

Health care professionals, health care service plans, health care providers and other entities participating in a voluntary initiative with the district are prohibited from communicating about a product or service in a way that is intended to encourage persons to purchase or use the product or service. However, the following activities may be allowed: (Education Code 51890)

1. Health care or health education information provided in a brochure or pamphlet that contains the logo or name of a health care service plan or health care organization, if provided in coordination with the voluntary initiative

2. Outreach, application assistance and enrollment activities relating to federal, state or county-sponsored health care insurance programs

Adopted: 8/17/04
Revised:
Q:6000(b)\ar6142.8

INSTRUCTION

Selection and Evaluation of Instructional Materials

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect the ethnic and cultural diversity of our society, and enhance the use of multiple teaching strategies and technologies. The Board's adoption of instructional materials shall be based on a determination that such materials are aligned with the state content standards meet other criteria specified in law and are an effective learning resource to help students achieve grade-level competency.

(cf. 6000 – Concepts and Roles
(cf. 9000 - Role of the Board)

To ensure that instructional materials effectively support the district's adopted courses of study., the selection of textbooks, technology-based materials, other educational materials and tests shall be aligned with the development and evaluation of the district's curriculum.

(cf. 0440 - District Technology Plan)
(cf. 6010 - Goals and Objectives)
(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6161 - Equipment, Books and Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6162.5 - Student Assessment)
(cf. 6162.7 - Use of Technology in Instruction)
(cf. 6163.1 - Library Media Centers)

The Superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the Board. This process shall involve teachers in a substantial manner and shall also encourage the participation of parents/guardians and community members.

The Superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the Board. This process shall involve teachers in a substantial manner and shall also encourage the participation of parents/guardians and community members.

All recommended instructional materials shall be available for public inspection at the district office.

(cf. 5020 - Parent Rights and Responsibilities)

Individuals who participate in selecting and evaluating instructional materials shall not have a conflict of interest in the materials being reviewed, as defined in administrative regulation.

Complaints concerning instructional materials shall be handled in accordance with law, Board policy, and administrative regulation.

(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3315 - Relations with Vendors)
(cf. 9270 - Conflict of Interest)

The district may pilot instructional materials using a representative sample of classrooms for a specified period of time during a school year in order to determine how well the materials support the district's curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.

Recommendations for the adoption and/or withdrawal of instructional materials shall be presented to the Board by the Superintendent or designee and shall include documentation supporting the recommendation. All recommended materials shall be displayed and available for public inspection at the district office.

Instructional Materials Funding Realignment Program

In accordance with the Instructional Materials Funding Realignment Program, the Board's priority in the selection of instructional materials is to ensure that all students in grades K-12 are provided with instructional materials that are aligned to state content

standards in the core curriculum areas of reading/language arts, mathematics, science and history/social science.

When the Board determines that standards-aligned textbooks and instructional materials have been provided to all students in accordance with Education Code 60422, it shall so certify. A copy of the certification shall be kept on file in the district.

The Superintendent or designee shall ensure that the district satisfies the criteria necessary to access funds under the state's Pupil Textbook and Instructional Materials Incentive Account pursuant to Education Code 60252.

Public Hearing on Sufficiency of Instructional Materials

The Board shall annually conduct one or more public hearings on the sufficiency of the district's instructional materials. (Education Code 60119, 60422)

These hearings shall be held not later than June 30 of each year.

At these hearings, the Board shall determine, through a resolution, whether each student in each school has sufficient textbooks and instructional materials that are aligned to the state content standards adopted pursuant to Education Code 60605 in each of the following subjects: (Education Code 60119)

1. Mathematics

2. Science

3. History-social science

4. English/language arts, including the English language development component of an adopted program

The Board shall also make a written determination as to whether each student enrolled in a foreign language or health course has sufficient textbooks or instructional materials that are consistent with the content and cycles of the state curriculum frameworks. The Board shall determine the availability of science laboratory equipment for grades 9-12. (Education Code 60119)

The hearing shall take place on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. The Superintendent or designee shall post, 10 days prior to the hearing and in three public places within the district, a notice containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)
(cf. 9322 - Agenda/Meeting Materials)

If the Board determines that there are insufficient textbooks and/or instructional materials, the Board shall provide information to classroom teachers and to the public, setting forth for each school, in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area, and the reasons that each student does not have sufficient textbooks and/or instructional materials. The Board shall take any action, except an action that would require reimbursement by the Commission of State Mandates, to ensure that that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

The Board shall encourage participation by parents/guardians, teachers, interested community members and bargaining unit leaders at these hearing(s). The Superintendent or designee shall post notice of this hearing in accordance with law. (Education Code 60119)

Legal Reference:
EDUCATION CODE
1240 County superintendent, general duties
33126 School accountability report card
35272 Education and athletic materials
44805 Enforcement of course of studies; use of textbooks, rules and regulations
49415 Maximum textbook weight
51501 Subject matter reflecting on race, color, etc.
60000-60005 Instructional materials, legislative intent
60010 Definitions
60040-60048 Instructional requirements and materials
60060-60062 Requirements for publishers and manufacturers
60070-60076 Prohibited acts (re instructional materials)
60110-60115 Instructional materials on alcohol and drug education

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60119 Public hearing on sufficiency of materials
60200-60206 Elementary school materials
60226 Requirements for publishers and manufacturers
60240-60252 State Instructional Materials Fund
60350-60352 Core reading program instructional materials
60400-60411 High school textbooks
60420-60424 Instructional Materials Funding Realignment Program
60510-60511 Donation of sale of obsolete instructional materials
60605 State content standards
CODE OF REGULATIONS, TITLE 5
9505-9535 Instructional materials, especially:
9531-9532 Instructional Materials Funding Realignment Program

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES
1002.90 Selection of Instructional Materials, CIL: 90/91-02
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Standards for Evaluation of Instructional Materials with Respect to Social Content, 1986 edition, revised 2001
STATE BOARD OF EDUCATION POLICY
01-05 Guidelines for Piloting Textbooks and Instructional Materials, September 2001
CSBA PUBLICATIONS
Maximizing School Board Leadership: Student Learning and Achievement, 1996
WEB SITES
CSBA: http://www.csba.org
Association of American Publishers: http://www.publishers.org
California Department of Education: http://www.cde.ca.gov
California State Board of Education: http//www.cde.ca.gov/be

Adopted: 2/6/84
Revised: 4/20/04, 9/20/05
1994/1995 School Year (Total District Policy Book Review)
q:6000\bp6161.1

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INSTRUCTION

Selection and Evaluation of Instructional Materials

Instructional Materials Funding Realignment Program

The district shall use state funds received under the Instructional Materials Funding Realignment Program to ensure that each student is provided with standards-aligned textbooks or instructional materials in the core curriculum areas of reading/language arts, mathematics, science and history/social science.

Instructional materials for grades K-8 shall be selected from the list of standards-aligned materials adopted by the State Board of Education (SBE). Instructional materials for grades 9-12 shall be adopted by the Governing Board. Standards-aligned materials in each core curriculum area shall be provided to each student at the beginning of the first school term that commences no later than 24 months after those materials are adopted by the SBE or the Board, as applicable. (Education Code 60422)

(cf. 6011 - Academic Standards)

For grades 9-12, the Superintendent or designee shall review instructional materials in history/social science, mathematics, reading/language arts, and science using a standards map in order to determine the extent to which the materials are aligned to the content standards adopted by the SBE

When the Governing Board has certified that all students have been provided with standards-aligned instructional materials in the core curriculum areas, the district may use any remaining program funds for the purposes specified in Education Code 60242. (Education Code 60119, 60422)

Criteria for Selection and Adoption of Instructional Materials

Instructional materials adopted by the Board shall:

1. For basic instructional materials in grades K-8, be selected from among the list of materials approved by the State Board of Education in accordance with law (Education Code 60200)

(cf. 1431 - Waivers)

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INSTRUCTION

Selection and Evaluation of Instructional Materials

2. For instructional materials in high schools, be provided by publishers who comply with the requirements of Education Code 60040-60048, 60060-60062 and 60226 (Education Code 60400)

3. Not reflect adversely upon persons because of their race, color, creed, national origin, ancestry, sex, disability, or occupation, or contain any sectarian or denominational doctrine or propaganda contrary to law (Education Code 60044)

4. To the satisfaction of the Board, be accurate, objective, current, and suited to the needs and comprehension of students at their respective grade levels (Education Code 60045)

5. With the exception of literature and trade books, use proper grammar and spelling (Education Code 60045)

6. Not provide any exposure to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate based on one of the following: (Education Code 60200, 60048)

   a. The commercial brand name, product, or corporate or company logo is used in text for an educational purpose as defined in guidelines or frameworks adopted by the State Board of Education.

   b. The appearance of a commercial brand name, product, or corporate or company logo in an illustration is incidental to the general nature of the illustration.

7. Meet the requirements of Education Code 60040-60043 for specific subject content

8. Support the district's adopted courses of study and curricular goals

(cf. 6010 - Goals and Objectives)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6143 - Courses of Study)

9. Contribute to a comprehensive, balanced curriculum

10. Demonstrate reliable quality of scholarship as evidenced by:

INSTRUCTION

Selection and Evaluation of Instructional Materials

a. Accurate, up-to-date and well-documented information

b. Objective presentation of diverse viewpoints

c. Clear, concise writing and appropriate vocabulary

d. Thorough treatment of subject

11. Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities and developmental levels

12. Include materials that stimulate discussion of contemporary issues and improve students' thinking and decision-making skills

13. Contribute to the proper articulation of instruction through grade levels

14. Have corresponding versions available in languages other than English as appropriate

15. Include high-quality teacher's guides

16. Meet high publishing standards in terms of the quality, durability and appearance of paper, binding, text and graphics

17. When available from the publishers, consider options for lighter weight materials in order to help minimize the damage to students by the combined weight of instructional materials

Instructional Materials Evaluation Committee

The Superintendent or designee may establish an instructional materials evaluation committee to evaluate and recommend instructional materials for Board approval. This committee shall consist of a majority of teachers and may also include administrators, other staff who have subject-matter expertise, parents/guardians, community members and students as appropriate.

(cf. 1220 - Citizen Advisory Committees)

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INSTRUCTION

Selection and Evaluation of Instructional Materials

The committee shall review instructional materials using criteria provided above and in law, and shall provide the Board with documentation supporting its recommendations.

Conflict of Interest

To ensure integrity and impartiality in the evaluation and selection of instructional materials, a person participating in the evaluation, recommendation or approval of instructional materials shall not:

1. Accept any emolument, money or other valuable thing or inducement, to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material (Education Code 60072)

   Sample copies of instructional materials are excepted from this prohibition. (Education Code 60075)

(cf. 3315 - Relations with Vendors)
(cf. 9270 - Conflict of Interest)

2. Be employed by or receive compensation from any person, firm, organization or any of its subsidiaries or controlling entities submitting instructional materials to the district

3. Have or negotiate a contractual relationship with any person, firm or organization or any of its subsidiaries or controlling entities submitting instructional materials to the district

4. Have an interest as a contributor, author, editor or consultant in any textbook or other instructional material submitted to the district

An individual formerly employed as a consultant on textbooks or other materials shall not be deemed to be financially interested in the selection or evaluation of instructional materials provided he/she:

Adopted: 2/6/84
Revised: 4/20/04
1994/1995 School Year (Total District Policy Book Review)
q:6000\ar6161.1

6.1.93

INSTRUCTION

Standardized Testing and Reporting Program

The district shall administer the following assessments in the Standardized Testing and Reporting (STAR) program: (Education Code 60640)

1. A nationally norm-referenced achievement test designated by the State Board of Education (SBE) in basic academic skills pursuant to Education Code 60640 to each student in grades 3 and 7.

2. Achievement tests aligned with the state standards, as designated by the SBE pursuant to Education Code 60640 to each student in grades 2-11.

3. A primary language test for any limited English proficient student who either receives instruction in his/her primary language or has been enrolled in a California public school for less than 12 months, if such a test is available. This test shall be administered in addition to any applicable norm-referenced achievement test and standards-based achievement test. (Education Code 60640)

(cf. 6174 - Education for English Language Learners)

Following the first year of enrollment in a California public school, English language learners may continue to take, in addition to the tests in English, an achievement test in their primary language to the extent that such a test is available and the Superintendent or designee determines that such test results would provide useful information about students' performance.

4. The California Alternative Performance Assessment for any special education student whose individualized education program (IEP) specifically states that he/she will be assessed with the California Alternate Performance Assessment due to the student's inability to participate in any applicable norm-referenced test and standards-based achievement test, even with appropriate accommodation. (Education Code 60640; 5 CCR 850, 851)

Any special education student who is an English learner may be tested with the designated primary language test in accordance with item #3 above, unless the IEP specifically exempts him/her from such testing. (5 CCR 881)

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INSTRUCTION

Standardized Testing and Reporting Program
(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education under Section 504)

Testing Period

The STAR assessment shall be administered to students during a testing window of 21 instructional days that includes 10 instructional days before and after completion of 85% of the school's, track's or program's instructional days. Testing for all students, including make-up testing, shall be completed within this 21 instructional day window unless all or part of the 21 instructional day period falls after any statutorily specified deadline. (Education Code 60640; 5 CCR 855)

The Superintendent or designee shall arrange for at least two make-up days for the testing of students who were absent during the period that any school administered the STAR assessments.. All make-up testing shall occur within five instructional days of the last date that the district administered the tests but not later than the 21 instructional day window established above. (Education Code 60640; 5 CCR 855)

Exemptions

A parent/guardian may submit to the school a written request to excuse his/her child from any or all parts of any test. The district and its employees may discuss the STAR program with parents/guardians and may inform them of the availability of exemptions under Education Code 60615. However, the district and its employees shall not solicit or encourage any written exemption request on behalf of any student or group of students (5 CCR 852)

Testing Variations

The STAR assessments shall be administered in accordance with the manuals or other instructions provided by the test contractor, unless a testing variation, accommodation, or modification is specifically allowed in 5 CCR 853 or 853.5. (Education Code 60640; 5 CCR 853, 853.5)

INSTRUCTION
Standardized Testing and Reporting Program

All students may be provided with the following variations: (5 CCR 853.5)

1. Simplified or clarified test directions

2. For grades 5-11 on the standards-based achievement test, write-in test booklets

3. On the standards-based achievement test, as much time as needed within a single sitting to complete a test or test part

In addition, all students shall be provided with the following testing variations if such variations are regularly used in the classroom: (5 CCR 853.5)

1. Special adaptive furniture

2. Special lighting, special acoustics, or visual magnifying or audio amplification equipment

3. An individual carrel or study enclosure

4. Individual testing in a separate testing room provided that a district employee who has signed the STAR Test Security Affidavit directly supervises the student

5. Colored overlay, masks, or other means to maintain visual attention to the test or test questions

6. For grade 2 or 3 standards-based achievement tests, underlining or marking information or working math problems in the test booklet

7. Manually Coded English or American Sign Language to communicate directions for test administration

Identified English learners shall be provided with the following testing variations if such variations are regularly used in the classroom or for assessment: (5 CCR 853.5)

1. Flexible setting: testing in a separate room with other English learners provided that a district employee who has signed the Test Security Affidavit directly supervises the student

2. Flexible schedule: additional supervised breaks following each section within a test part provided that the test section is completed within a testing day. A test section is identified by a "STOP" at the end of it.

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INSTRUCTION

Standardized Testing and Reporting Program

3. Translated directions: hearing the test directions printed in the test administration manual translated into their primary language. English learners shall have the opportunity to ask clarifying questions about any test directions presented orally in their primary language.

4. Glossaries: access to translation glossaries/word lists for the standards-based achievement tests in mathematics, science, and history/social science (English to primary language). The translation glossaries/word lists are to include only the English word or phrase with the corresponding primary language word or phrase. The glossaries/word lists shall not include definitions or formulas.

Students with disabilities shall be permitted to take the assessments with any of the testing variations listed in 5 CCR 853.5, provided the variations are specified in their IEP or Section 504 plan. These variations may include, but are not limited to accommodations in the presentation or setting of the test administration or in how a student is allowed to respond, and/or modifications in accordance with 5 CCR 853.5. A special education student shall be allowed to test below his/her grade level only in accordance with 5 CCR 853. (5 CCR 850, 853, 853.5)

District and Test Site Coordinators

Each year, the Superintendent or designee shall designate a district coordinator who shall serve as the district representative and liaison with the California Department of Education for all matters relating to the STAR program. The Superintendent or designee also shall designate a coordinator at each test site. (5 CCR 857-858, 886-887)

In addition to the duties prescribed in 5 CCR 857-858 and 886, the district coordinator shall establish guidelines to help ensure that the test contractor is provided complete student information, as specified in 5 CCR 861 and 870, for purposes of the Academic Performance Index.

(cf. 3553 -Free and Reduced Price Meals)

After receiving summary reports and files from the test contractor, the district STAR coordinator shall review the files and reports for completeness and accuracy, and shall notify the test contractor and the California Department of Education of any errors, discrepancies, or incomplete information. (5 CCR 857)

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INSTRUCTION

Standardized Testing and Reporting Program

Reports of Test Results

The Superintendent or designee shall forward the student report provided by the test contractor to the student's parents/guardians within 20 working days of receiving the report from the contractor. If these reports are received from the contractor after the last day of instruction in the school year, each student's results shall be mailed to his/her parents/guardians. (5 CCR 863)

The report shall include a clear explanation of the purpose of the test, the student's score, and its intended use by the district. (Education Code 60641)

(cf. 5145.6 - Parental Notifications)

An individual student's scores shall also be reported to his/her school and teachers and shall be included in his/her student record.

(cf. 5125 - Student Records)

Districtwide, school-level and grade-level results shall be reported to the Governing Board at a regularly scheduled meeting. The Board shall not receive individual student's scores or the relative position of any individual student. (Education Code 60641)

(cf. 9321.1 - Closed Session Actions and Reports)

Individual test results shall not be released without the written consent of the adult student or the minor student's parents/guardians to any person other than a parent/guardian; a teacher, counselor or administrator directly involved with the student; or a postsecondary educational institution for the purposes of credit, placement, or admission. (Education Code 60607, 60641)

Adopted: 9/18/01
Revised: 9/17/02, 9/20/05

Q:6000(b)ar6162.51

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INSTRUCTION

Test Integrity/Test Preparation

The Governing Board desires to protect the integrity of student assessment processes in order to obtain an accurate assessment of student achievement in the district and maintain accountability to the community and state. Students and staff are expected to maintain a high level of integrity in the completion and handling of student assessments.

(cf. 0500 - Accountability)
(cf. 0520 - Intervention for Underperforming Schools)

(cf. 0520.1 - High Priority Schools Grant Program)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 4119.21/4219.21/4319.21 - Code of Ethics)
(cf. 5131 - Conduct)
(cf. 5131.9 - Academic Honesty)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

Test Integrity

In the administration of standardized tests, staff shall not:

1. Provide inappropriate test preparation
2. Modify test administration procedures except as allowed by law
3. Provide inappropriate assistance to students during test administration
4. Change or fill in answers on student answer sheets
5. Provide inaccurate data on student header sheets
6. Discourage or exclude certain students from taking the test
7. Engage in any other practice to artificially raise student scores without actually improving underlying student achievement

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INSTRUCTION

Test Integrity/Test Preparation

Preparation for State Tests

Staff may prepare students for assessments by providing instruction in the content specified in state and district academic standards and teaching general test-taking skills strategies that are designed to improve their performance on tests included in the Standardized Testing and Reporting program, the California High School Exit Examination, or the California English Language Development Test. Such strategies may include, but not be limited to, using time efficiently, understanding directions, placing answers correctly on answer sheets, checking answers, problem-solving tactics, and exposing students to various test formats.

(cf. 6011 - Academic Standards)

The Superintendent or designee, principals and teachers shall not implement any program of specific preparation for the statewide student assessment program or a particular test used within that program. (Education Code 60611)

Practice tests provided by the publisher of the state achievement test may be used for the limited purpose of familiarizing students with the use of scannable test booklets or answer sheets and the format of test items. No alternate or parallel form of the test shall be administered or used. (5 CCR 854)

Staff shall not use released test questions to develop practice tests that mimic or parallel state tests, or for teaching or drilling students only on the released items.

Investigation and Consequences of Testing Irregularities

Reports of student cheating on assessments shall be submitted to the principal or designee for investigation. Students found to have cheated on assessments shall be subject to disciplinary procedures in accordance with Board policy and administrative regulations.

(cf. 5144 - Discipline)

A staff member found to have committed testing irregularities shall be subject to discipline in accordance with law, where applicable, collective bargaining agreements, Board policy and administrative regulations.

(cf. 4117.4 - Dismissal)
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

INSTRUCTION

Test Integrity/Test Preparation

The Superintendent or designee shall immediately investigate with due diligence any reports of inappropriate test preparation or other testing irregularities.

If the Superintendent or designee is made aware of a testing irregularity on state assessments, he/she shall report the irregularity to the California Department of Education.

Legal Reference:
EDUCATION CODE
60600-60649 California Assessment of Academic Achievement, especially:
60611 Inappropriate test preparation
60850-60859 California High School Exit Examination
GOVERNMENT CODE
54957 Complaints against employees, closed session
CODE OF REGULATIONS, TITLE 5
850-870 Standardized Testing and Reporting program, especially:
854 Advance preparation for STAR test
880-901 Designated primary language test
1200-1225 California High School Exit Examination, especially:
1215 Cheating on the high school exit examination

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Guidelines on Academic Preparation for State Assessments, April 2004
WEB SITES:
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov

Adopted: 9/18/01
Revised:
Q:6000(b)bp\6162.54

6.1.101

Student Use Of Technology

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

(cf. 0440 - District Technology Plan)
(cf. 1113 - District and School Web Sites)
(cf. 4040 - Employee Use of Technology)
(cf. 6010 - Goals and Objectives)
(cf. 6163.1 - Library Media Centers)

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

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process: Students with Disabilities)
(cf. 5145.12 - Search and Seizure)

On-Line Services/Internet Access

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

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

Staff shall supervise students while they are using on-line services and may ask teacher aides and student aides to assist in this supervision. Before using the district's on-line resources, each student and his/her parent/guardian shall sign and return an Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree to

not hold the district responsible and shall agree to indemnify and hold harmless the district and all district personnel for the failure of any technology protection measures, violations of copyright restrictions, users' mistakes or negligence, or any costs incurred by users.

(cf. 6162.6 - Use of Copyrighted Materials)

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

Legal Reference:
EDUCATION CODE
51006 Computer education and resources
51007 Programs to strengthen technological skills
51870-51874 Education technology
60044 Prohibited instructional materials
PENAL CODE
313 Harmful matter
502 Computer crimes, remedies
632 Eavesdropping on or recording confidential communications
UNITED STATES CODE, TITLE 20
6751-6777 Enhancing Education Through Technology Act, No Child Left Behind Act, Title II, Part D, especially:
6777 Internet safety
UNITED STATES CODE, TITLE 47
254 Universal service discounts (E-rate)
CODE OF FEDERAL REGULATIONS, TITLE 16
312.1-312.12 Children's online privacy protection
CODE OF FEDERAL REGULATIONS, TITLE 47
54.520 Internet safety policy and technology protection measures, E-rate discounts
Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
K-12 Network Technology Planning Guide: Building the Future, 1995
CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES
1223.94 Acceptable Use of Electronic Information Resources
WEB SITES
CSBA: http://www.csba.org
American Library Association: http://www.ala.org
California Department of Education: http://www.cde.ca.gov
Federal Communications Commission: http://www.fcc.gov
U.S. Department of Education: http://www.ed.gov

ATTACHMENT: Computer Network/Internet Acceptable Use Policy - Student
Adopted: 11/3/98
Revised: 6/18/02
Q:6000(b)\BP6163.4

INSTRUCTION

Student Use Of Technology

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

(cf. 0440 - District Technology Plan)
(cf. 4040 - Employee Use of Technology)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

On-Line/Internet Services: User Obligations and Responsibilities

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

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

2. Students shall use the district's system responsibly and primarily for educational purposes. The district's system shall be used for purposes related to education. Commercial, political and/or personal use unrelated to an educational purpose is strictly prohibited.

3. Students are prohibited from accessing, posting, submitting, publishing or displaying harmful or inappropriate matter or material that is threatening, obscene, disruptive or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, gender, sexual orientation, age, disability, religion or political beliefs.

(cf. 5145.3 - Nondiscrimination/Harassment)

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

(cf. 5145.12 - Search and Seizure)

4. The use of the district's system is a privilege, not a right, and inappropriate use shall result in a cancellation of those privileges. Students shall not disclose, use or disseminate personal identification information about themselves or others when using electronic mail, chat rooms, or other forms of direct electronic communication. Students are also cautioned not to disclose such information by other means to individuals located through the Internet without the permission of their parents/guardians.

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

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

(cf. 3513.3 - Tobacco-Free Schools)

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

(cf. 6162.6 - Use of Copyright Materials)

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

(cf. 5131.5 - Vandalism, Theft and Graffiti)

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

9. Users shall report any security problem or misuse of the services to the teacher or principal. The district reserves the right to monitor any on-line communications for improper use. Electronic communications and downloaded material, including files deleted from a user's account, may be monitored or read by district officials to ensure proper use of the system..

The principal or designee shall make all decisions regarding whether or not a user has violated Board policy or the district's Acceptable Use Agreement. The decision of the principal or designee shall be final.

Inappropriate use shall result in a cancellation of the student's user privileges, disciplinary action and/or legal action in accordance with law and Board policy.

(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Adopted: 11/3/98
Revised: 5/7/02
Q:6000(a)\AR6163.4

INSTRUCTION

Gifted and Talented Student Program

Definitions

A gifted and talented student is a student enrolled in a public school who is identified as possessing demonstrated or potential abilities that give evidence of high performance capability in categories selected by the Governing Board. (Education Code 52201)

A highly gifted student is one who has achieved a measured intelligence quotient of 150 or more points on an assessment of intelligence administered by qualified personnel or has demonstrated extraordinary aptitude and achievement in language arts, mathematics, science, or other academic subjects, as evaluated and confirmed by both the student's teacher and principal. Highly gifted students shall generally constitute not more than one percent of the student population. (Education Code 52201)

A special day class for gifted and talented students consists of one or more classes totaling a minimum school day where each class: (5 CCR 3840)

1. Is composed of students identified as gifted and talented students

2. Is designed to meet the specific academic needs of gifted and talented students for enriched or advanced instruction and is appropriately differentiated from other classes in the same subjects at the school

3. Is taught by a teacher who has specific preparation, experience, personal attributes and competencies in the teaching of gifted children

A part-time grouping is one in which students attend classes or seminars that are organized to provided advanced or enriched subject matter for a part of the school day and those classes are composed of identified gifted and talented students. (5 CCR 3840)

A cluster grouping is one in which students are grouped within a regular classroom setting and receive appropriately differentiated activities from the regular classroom teacher. (5 CCR 3840)

Independent study provides additional instructional opportunities supervised by a certificated district employee through special tutors or mentors or through enrollment in correspondence courses specified in Education Code 51740 and 5 CCR 1633. (5 CCR 3840)

Gifted and Talented Student Program

(cf. 6158 - Independent Study)

Acceleration means that students are placed in grades or classes more advanced than those of their chronological age group and are provided special counseling and/or instruction outside the regular classroom in order to facilitate their advanced work. (5 CCR 3840)

(cf. 5123 - Promotion/Acceleration/Retention)

Postsecondary education opportunities offer students the opportunity to attend classes conducted by college or community college or to participate in Advanced Placement programs. (5 CCR 3840)

(cf. 6141.5 - Advanced Placement)

Enrichment activities are supplemental educational activities that augment students' regular educational programs in their regular classrooms. Students use advanced materials and/or receive special opportunities from persons other than the regular classroom teacher. (5 CCR 3840)

Program Plan

The Superintendent or designee shall develop a written plan for the district's program which includes the components specified in 5 CCR 3831 and be designed in accordance with state program standards.

Identification of Gifted and Talented Students

Students shall be selected for the program based on their demonstrated or potential ability for high performance in accordance with the categories specified in Education Code 2202 and 5 CCR 3822.

Evidence of a student's capability shall include any of the data specified in 5 CCR 3823 and shall consider the economic, linguistic, and cultural characteristics of students' background. (5 CCR 3823)

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6162.5 - Student Assessment)

Gifted and Talented Student Program

The Superintendent or designee shall design methods to seek out and identify gifted and talented students from varying linguistic, economic and cultural backgrounds and whose extraordinary capacities require special services and programs.
. (5 CCR 3820)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 6174 - Education for English Language Learners)

Prior to making a final determination of a student's eligibility, the pertinent evidence shall be evaluated by the student's principal or designee, a classroom teacher familiar with the student's work, and, when appropriate, a credentialed school psychologist. A person recognized as an expert in the gifted and talented category under consideration, and/or a person who has in-depth understanding of the student's linguistic or cultural group, shall participate in the evaluation of the evidence unless there is no doubt as to the student's eligibility. These persons shall meet as necessary to resolve any differences in assessment and recommendations. (5 CCR 3824)

The Superintendent or designee shall make the final determination of a student's eligibility.

The Superintendent or designee may also identify as gifted and talented any student who has transferred from a district in which he/she was identified as a gifted and talented student. (Education Code 52202)

(cf. 5118 - Transfers)

The Superintendent or designee may establish an identification and placement committee to review evidence of students' capacities and make recommendations regarding the eligibility of individual students.

Written parental consent shall be secured before students participate in the program. (5 CCR 3831)

Community College Enrollment

With parental consent, a principal may recommend students of any age or grade level for part-time enrollment in community college courses. For any particular grade level, a principal may not recommend for community college summer session attendance more than five percent of the total number of students who completed that grade immediately

Gifted and Talented Student Program

prior to the time of recommendation unless all of the criteria specified in Education Code 48800 are satisfied. . (Education Code 48800)

The principal may only recommend a student for community college summer session if that student satisfies all of the following conditions: (Education Code 48800)

1. Demonstrates adequate preparation in the discipline to be studied

2. Exhausts all opportunities to enroll in an equivalent course, if any, at his/her school of attendance

If a community college course is to be held at a district high school campus, the Board shall define, at a regularly scheduled meeting, the times that the campus will be closed to the general public. (Education Code 76002)

Special part-time students may enroll in up to 11 units per semester, or the equivalent, in a community college. Such students shall receive credit for community college courses that they complete at a level jointly determined appropriate by the Board and community college district board. (Education Code 48800, 76001)

Any student's parent/guardian may petition the Board to authorize the student to attend a community college as a special full-time student if he/she believes the student would benefit from advanced scholastic or vocational work that would thereby be available. (Education Code 48800.5)

If the Board denies a request for special part-time or full-time enrollment at a community college for a student who is identified as highly gifted and talented as defined above, the Board shall issue its written recommendation and the reasons for the denial within 60 days. The written recommendation and denial shall be issued at the next regularly scheduled Board meeting that falls at least 30 days after the request has been submitted. (Education Code 48800, 48800.5)

Adopted: 1990
Revised: 12/4/01, 8/3/04
New - 1994/1995 School Year (Total District Policy Book Review)
Q:6000\ar6172

Instruction
EDUCATION FOR FOSTER YOUTH

Definitions

Foster youth means a child who has been subject to one of the following: (Education Code 48853.5)

1. Has been removed from his/her home pursuant to Welfare and Institutions Code 309 (investigation and release of child)

2. Is the subject of a petition filed under Welfare and Institutions Code 300 (jurisdiction of juvenile court) or 602 (minors ward of court, violating law)

3. Has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602

Person holding the right to make educational decisions means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 727.

School of origin means the school that the foster youth attended when permanently housed or the school in which the student was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the preceding 15 months and with which the youth is connected, the district liaison shall, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, determine, in the best interest of the foster youth, the school of origin. (Education Code 48853.5)

Best interest means a placement that ensures that the youth is placed in the least restrictive educational programs and has access to academic resources, services, and extracurricular and enrichment activities that are available to district students. (Education Code 48853)

District Liaison

The Superintendent or designee designates the following position as the district liaison for foster youth: (Education Code 48853.5)

Assistant Superintendent of Instructional Services
810 J Street, Lincoln, CA 95648
916 645-6350

Instruction
EDUCATION FOR FOSTER YOUTH

(cf. 6173 - Education for Homeless Children)

The district's liaison for foster youth shall: (Education Code 48853.5)

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care

(cf. 1400 - Relations between Other Governmental Agencies and the Schools)
(cf. 5141.6 - Student Health and Social Services)

2. Assist foster youth when transferring from one school to another or from one district to another in ensuring proper transfer of credits, records and grades, including ensuring that records reflect full or partial credit for courses taken

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5125 - Student Records)

Enrollment

A foster youth placed in a licensed children's institution or foster family home shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency or in another local educational agency.

(cf. 6159 - Individualized Education Program)
(cf. 6159.2 - Nonpublic Nonsectarian School and Agency Services for Special Education)

2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program.

Instruction
EDUCATION FOR FOSTER YOUTH

3. The student is entitled to remain in his/her school of origin as defined above.

At the initial detention or placement, or any subsequent change in placement of a foster youth, the district shall allow the student to continue his/her education in the school of origin for the duration of the academic school year. However, the district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interest. (Education Code 48853.5)

Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how this recommendation serves the youth's best interests. (Education Code 48853.5)

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agree that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth. The youth shall be immediately enrolled even if he/she has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to produce records, such as academic, medical, or proof of residency, or clothing normally required for enrollment. (Education Code 48853.5)

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)
(cf. 5132 - Dress and Grooming)
(cf. 5141.31 - Immunizations)

Instruction
EDUCATION FOR FOSTER YOUTH

The liaison shall within two business days of enrollment contact the school last attended by the student to obtain all academic and other records. Upon receiving a request from a new school, the liaison for the school last attended shall provide all records within two business days of receiving the request. (Education Code 48853.5)

If a parent/guardian or foster youth disagrees with the liaison's enrollment decision, he/she may appeal the decision to the Superintendent. The Superintendent shall make a determination within 30 days of receipt of the appeal. Within 30 days of receipt of the Superintendent's decision, the parent/guardian or foster youth may appeal that decision to the Governing Board. The Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

(cf. 1312.3 - Uniform Complaint Procedures)

Adopted: 11/16/04
Revised:

Q:6000\ar6173.1

INSTRUCTION
Supplemental Instruction

The Governing Board recognizes that high-quality supplemental instructional programs can motivate and support students to overcome academic deficiencies, attain grade-level academic standards, and/or acquire critical skills.

(cf. 5113.1 - Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 5149 - At-Risk Students)
(cf. 6011 - Academic Standards)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)
(cf. 6164.5 - Student Study Teams)

Supplemental instructional programs shall be offered outside the regular school day. Such programs may be offered during the summer, before school, after school, on Saturday and/or during intersessions. (Education Code 37252, 37252.2, 37252.8, 37253)

(cf. 6111 - School Calendar)
(cf. 6112 - School Day)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer School)

The Board shall delegate direct, systematic and intensive supplemental instruction for students in grades 2 through 9 who have been retained or recommended for retention pursuant to Education Code 48070.5. (Education Code 37252.5)

(cf. 5123 - Promotion/Acceleration/Retention)

The Board shall delegate direct, systematic and intensive supplemental instruction for students in grades 7 through 12 who do not demonstrate "sufficient progress" toward passing the state exit examination required for high school graduation. (Education Code 37252, 60851)

(cf. 6162.5 - Student Assessment)

"Sufficient progress" shall be determined based on a student's results on the state Standardized Testing and Reporting assessments and the minimum levels of proficiency recommended by the State Board of Education.

INSTRUCTION
Supplemental Instruction

(cf. 6162.51 - Standardized Testing and Reporting Program)

When funded by the state, the district shall offer intensive instruction and services to students who are required to pass the high school exit examination and who have failed one or both parts of the examination. (Education Code 37254)

Whenever the district or a district school receiving federal Title I funds has been identified by the California Department of Education for program improvement for two or more years, supplemental educational services shall be provided in accordance with law to eligible students from low-income families. (20 USC 6316)

(cf. 0520.2 - Title I Program Improvement Schools)

Optional Supplemental Programs

As funding, facilities and staffing permit, supplemental instruction may be offered to:

1. Students in grades 2 through 6 who have been identified as being at risk of retention pursuant to Education Code 48070.5 (Education Code 37252.5)

2. Students in grades 2 through 6 who have been identified as having a deficiency in mathematics, reading or written expression based on the results of the Standardized Testing and Reporting Program (Education Code 37252.8)

3. Students in grades K-12 who seeks enrichment in mathematics, science or other core academic areas designated by the Superintendent of Public Instruction (Education Code 37253;

(cf. 6143 - Courses of Study)

4. Students in grades K-4 who need or desire intensive reading opportunities that meet the standards for a research-based comprehensive reading program, including appropriate support to address the needs of English language learners (Education Code 41505-41508

INSTRUCTION
Supplemental Instruction

(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6174 - Education for English Language Learners)

5. Students in grades 7-8 who need or desire intensive opportunities to practice skills in algebra and/or pre-algebra (Education Code 41505-41508

(cf. 6142.92 - Mathematics Instruction)

In order to receive state funding for the purposes listed in items #4-5 above, the school site council shall develop and submit for the Board's approval a single plan for student achievement in accordance with law, Board policy, and administrative regulation. (Education Code 41507)

(cf. 0420 - School Plans/Site Councils)

Legal Reference:
EDUCATION CODE
37200-37202 School calendar
37223 Weekend classes
37252-37254 Supplemental instruction
41505-41508 Pupil Retention Block Grant
42239 Supplemental instruction, apportionments
44259 Comprehensive reading program
46100 Length of school day
48070-48070.5 Promotion and retention
51210 Courses of study, elementary schools
51220 Courses of study, secondary schools
60603 Definitions, core curriculum areas
60640-60648 Standardized Testing and Reporting Program
60850-60859 High school exit examination
REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS
52012 Establishment of school site council
52014-52015 School plans
53025-53031 Intensive reading instruction
53091-53094 Intensive algebra instruction
CODE OF REGULATIONS, TITLE 5
11470-11472 Summer school
UNITED STATES CODE, TITLE 20
6316 Program improvement schools and districts

INSTRUCTION
Supplemental Instruction

Management Resources:
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Supplemental Educational Services, June 13, 2005
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education: http://www.ed.gov

Adopted: 8/7/01
Revised: 3/15/05
Q:6000(b)\bp6179

INSTRUCTION
Supplemental Instruction

Supplemental instructional programs shall be offered outside the regular school day. Such programs may be offered during the summer, before school, after school, on Saturday, and/or during intersessions. (Education Code 37252, 37252.2, 37252.8, 37253)

(cf. 6111 - School Calendar)
(cf. 6112 - School Day)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer School)

Priority for enrollment in supplemental instruction offered at a time other than Saturday shall be given to any student whose parent/guardian has informed the Superintendent or designee that the student is unable to attend a Saturday school program for religious reasons. (Education Code 37252, 37252.2, 37252.8, 37253)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer School)

Supplemental Instruction Based on Retention or Academic Deficiencies

Students in grades 2 through 9 who have been retained or recommended for retention shall be eligible for supplementary instruction under the following circumstances: (Education Code 37252.5)

1. With parental consent, the Superintendent or designee may require a student who has been retained to participate in the supplemental instructional program.

2. For the purposes of identifying students as eligible for supplemental instruction, a student shall be considered to be enrolled in a grade immediately upon completion of the preceding grade.

3. Students who were enrolled in grades 6 or 9 during the prior school year who have been retained or recommended for retention, shall be eligible for summer school instruction.

(cf. 5123 - Promotion/Acceleration/Retention)

To the extent that the district provides supplemental instruction to students in grades 2 through 6 who are at risk of retention or have deficiencies in mathematics, reading or written expression, those students also shall be subject to the provisions set forth in items #2 and #3 above.

INSTRUCTION
Supplemental Instruction

The Superintendent or designee shall seek the active involvement of parents/guardians and classroom teachers in the development and implementation of supplemental instructional programs. (Education Code 37252.5, 37252.6)

An intensive remedial program in reading or written expression shall, as needed, include instruction in phoneme awareness, systematic explicit phonics and decoding, work attack skills, spelling and vocabulary, explicit instruction of reading comprehension, writing, and study skills. (Education Code 37252.2, 37252.8)

(cf. 6142.91 - Reading/Language Arts Instruction)

Supplemental Instruction Based on Progress Toward Exit Examination

Students in grades 7 through 12 who do not demonstrate sufficient progress, as defined in Board policy, toward the state exit examination required for high school graduation shall be eligible for supplemental instruction under the following circumstances: (Education Code 37252)

1. For the purposes of this program a student shall be considered to be enrolled in a grade immediately upon completion of the preceding grade.

2. Students who were enrolled in grade 12 during the prior school year shall be eligible for supplemental instructional programs.

3. Students who do not possess sufficient English language skills to be assessed shall be considered students who do not demonstrate sufficient progress towards passing the exit examination and shall receive supplementary instruction designed to help them succeed on the exit examination.

(cf. 6146.1- High School Graduation Requirements)
(cf. 6162.5 - Student Assessment)

The curriculum of the supplemental instruction program shall reflect state academic content standards to the extent that the district curriculum is aligned with those state standards, and shall be designed to assist students to succeed on the exit examination. (Education Code 60851)

(cf. 6011 - Academic Standards)

Any intensive instruction and services designed to help students pass the exit examination after they have failed to pass one or both parts of the examination shall be provided as follows: (Education Code 37254)

INSTRUCTION
Supplemental Instruction

1. Each eligible student shall receive an appropriate diagnostic assessment to identify his/her areas of need and shall receive intensive instruction and services based on the results of that assessment.

2. The intensive instruction and services may include but not be limited to:

   a. Individual or small group instruction

   b. The hiring of additional teachers

   c. Purchasing, scoring, and reviewing diagnostic assessments

   d. Counseling

(cf. 6164.2 - Guidance/Counseling Services)

   e. Designing instruction to meet specific needs of eligible students

   f. Appropriate teacher training to meet the needs of eligible students

(cf. 4131 - Staff Development)

3. The intensive instruction and services may be provided during the regular school day provided that they do not supplant the student's instruction in the core curriculum areas defined in Education Code 60603 or physical education.

Adopted: 8/7/01
Revised:
Q:6000(b)ar6179

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

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Authorization for the use of Schools and other Public Buildings

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Roger R. Yohe,
Superintendent

ENCLOSURES:
Yes

MEETING DATE:
June 6, 2006

BACKGROUND:

The elections department must make a request for the use of a list of schools for which the use of a building for polling places is needed. Requests must be made within sufficient time in advance of the school year for the governing body to determine, on a school-by-school or district wide bases.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees consider open discussion.

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6.2

polling place as near the place first designated as possible, post notice on or near the place first designated, and conduct the election at the new location.

(Amended by Stats, 1996, c. 725, §13.)

12282. Property exempt from taxation available free of charge.

Property exempted from taxation pursuant to Section 214 of the Revenue and Taxation Code shall be made available free of charge to the elections official for use as a polling place pursuant to Section 213.5 of the Revenue and Taxation Code.

(Amended by Stats, 1996, c. 725, §14.)

12283. Authorization for the use of schools and other public buildings.

(a) The governing body having jurisdiction over school buildings or other public buildings may authorize the use of its buildings for polling places on any election day, and may also authorize the use of its buildings, without cost, for the storage of voting machines and other vote-tabulating devices. However, if a city or county elections official specifically requests the use of a school building for polling places on an election day, the governing body having jurisdiction over the particular school building shall allow its use for the purpose requested. When allowing use of a school building for polling places, the governing body may, but is not required to, do any of the following:

(1) Continue school in session, provided that the governing body shall identify to the elections official making the request the specific areas of the school buildings not occupied by school activities that will be allowed for use as polling places.

(2) Designate the day for staff training and development.

(3) Close the school to students and nonclassified employees. Classified employees are those so defined by Section 41401 of the Education Code.

(b) An elections official making a request for use of a school building pursuant to subdivision (a) shall include in his or her request a list of the schools from which the use of a building for polling places is needed. Requests must be made within sufficient time in advance of the school year for the governing body to determine, on a school-by-school or districtwide basis, whether

to keep the affected schools in session, designate the schoolday for staff training and development, or close the school to students and nonclassified employees before school calendars are printed and distributed to parents.

(c) Once a governing body has approved the use of a school building as a polling place, the governing body shall instruct the school administrator to provide the elections official a site with an adequate amount of space that will allow the precinct board to perform its duties in a manner that will not impede, interfere, or interrupt the normal process of voting and to make a telephone line for Internet access available for use by local elections officials, if requested by those officials.

(d) The school administrator shall also make a reasonable effort to ensure that the site is accessible to the handicapped.

(Amended by Stats. 2003, c. 219, §1.)

12284. State owned facilities free of charge.

Upon request of the elections official, state-owned buildings, parking lots, and other facilities shall be made available free of charge for use as polling places, except that the Department of General Services may exclude from use as polling places state facilities at which access to confidential materials cannot be reasonably safeguarded, which are inaccessible to the public, the use of which would disrupt state business, or which are otherwise impractical for use as polling places.

(Amended by Stats, 1996, c. 725, §15.)

12285. Mobilehomes as polling places.

A mobilehome may be used as a polling place if the elections official determines that no other facilities are available for the convenient exercise of voting rights by mobilehome park residents and the mobilehome is designated as a polling place by the elections official pursuant to Section 12286. No rental agreement shall prohibit the use of a mobilehome for those purposes.

(Amended by Stats. 2000, c. 1081, §20.)

12286. Procedures for establishing polling places and precinct boards.

(a) At least 29 days prior to the election, the elections official shall do all of the following:

October 2006 - Boards MEETING

6.2.1

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

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:
June 6, 2006

BACKGROUND:

The Board must annually approve site plans to enable sites to expend categorical funds. The site plans from Sheridan, First Street, Carlin C. Coppin, Creekside Oaks, and Twelve Bridges are being submitted at this time.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends approval of the site plans.

6.3

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Sheridan School

31669516031363
CDS Code

Final: 5/01/06

This is a plan of action 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:

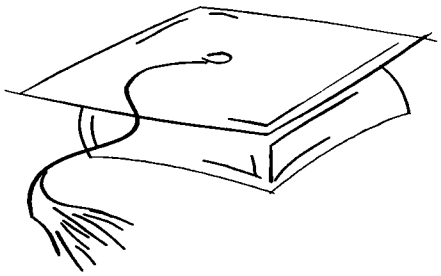
Contact Person : Kris Knutson

Position: Principal

Telephone Number: (530) 633-2591

Address: 4730 H Street, Sheridan, CA 95681

E-mail address: knutsonk@wpusd.k12.ca.us



Western Placer Unified School District

The District Governing Board approved this revision of the School Plan on 6.3.1

School Vision and Mission

Parents and staff work together to provide quality in education for the students. Five important values indicate the level of commitment to growth and excellence – Sense of Responsibility; Moral and Ethical Behavior; Literacy; Healthy Life Style; and Critical Thinking.

Sheridan Elementary School is committed to providing a safe, healthy learning environment. Specific programs which emphasize this include: D.A.R.E., Here's Looking at you, evacuation drills; monthly fire drills and emergency shut-down drills.. All non-students coming on to campus must check in through the office to sign-in and obtain a badge.

Students are supervised before and after school by staff. Many students attend the after-school program that provides students with opportunities to work on homework, art, crafts, and recreation.

School Profile

Sheridan Elementary School serves kindergarten through eighth grade students and is located in the Western Placer Unified School District between Lincoln and Wheatland in the western region of Placer County. The students are housed on the campus in multi-graded classrooms with a population of 178. The ethnic makeup is as follows: Caucasian 65%, Hispanic 25%, Asian 6%, Indian 3%, and Pacific Islander 1%. A Head-Start preschool has a facility on the school site and efforts are made to ensure that the transition from pre-school to kindergarten is a smooth and enjoyable experience. The Principal is Kris Knutson. Roger R. Yohe is Western Placer Unified School District's Superintendent.

Through class size reduction, class sizes of twenty or less have been implemented in first, second, and third grades for the entire day. Kindergarten has a student to kindergarten staff ratio of less than twenty for half *of* the instructional day.

As per the California Education Code, there are a required number of minutes per year for each grade level. The table below compares the number of instructional minutes offered at Sheridan Elementary School to the State Requirement.

Grade Level	Instructional Minutes Offered	State Requirement
K	36,000	36,000
1	54,470	50,400
2	54,470	50,400
3	54,470	50,400
4	54,470	54,000
5	54,470	54,000
6	54,580	54,000
7	54,580	54,000
8	54,580	54,000

Sheridan Elementary School has 10 minimum days. 1st-5th grades have 2,266 minutes and 6th-8th have 2,376 minutes.

Incorporated into the regular program are: peer tutoring, cross-age buddies, a life lab, reading intervention, Title I, RSP, parent volunteers, counseling services, visual and performing arts programs, full inclusion, and a technology program.

6.32

The Sheridan principal oversees the Sheridan Independent Study program. It serves kindergarten through twelfth grades. One full-time teacher works with students to deliver core instruction.

Sheridan Elementary School opened its doors in 1864, as a small country school. It serves as the focal point of the community for students and their parents.

School Accountability Report Card

School Leadership

The school principal is Kris Knutson who has 2 years of administrative experience. He holds a current California Administrative Credential. The Site Based Leadership Team consists of four community members and four school staff members. The role of the SBLT is to develop site-level planning, budgeting, and monitoring of programs that meet the learning needs of all students. The Parent Teacher Club handles fundraising activities. The Coffee Klatch is a committee comprised of students, teachers, parents and administration. Its purpose is to strengthen the bond between the community and the school and to encourage the involvement of the community. Its membership plan and organize and staff events which enable the interaction between school staff and the community. It is funded by a state grant.

School Instruction

Sheridan Elementary School maintains high expectations for student achievement. Students are annually administered the CBM Test – California Achievement Test (CAT 6) and the California Standards Test (CST). Both the school and the district hold individual performance and test scores to be a high priority. The scores are reported to administrators and teachers and mailed to parents each year.

At-risk students are offered programs such as Title I for reading, pull-out reading intervention, after school tutoring, after school homework program, Success Controlled Optimal Reading Experience (SCORE) reading. First through fifth grade students participate in the Accelerated Reader Program and fourth through eighth grade students participate in Reading Chains.

As per school district guidelines, students who qualify for the GATE program have the choice to stay at Sheridan Elementary School or to attend the GATE class at First Street School (also located in the Western Placer Unified School District).

Western Placer Unified School District has a Director of Special Education, a full-time psychologist, a full-time nurse, and eight school psychologist interns from California State University-Sacramento, devoted to identifying and serving the special needs of our students. In addition, we receive support from a Western Placer Unified School District special education program specialist.

The Student Study Team process is in place at all WPUSD school sites. This is a process in which students with academic or behavioral difficulties are referred. The site administrator, regular and special education teachers, parents, and sometimes students, meet to discuss the nature of the concern and brainstorm strategies to address the concern. After modifications are made to the existing education program, a student may then be referred for special education services.

English language learners are given the California English Language Development Test, CELDT, each October, so a determination can be made for continued services or reclassification. "New-

Comers" are served at First Street School and teachers throughout the district who hold CLAD certificates serve the English Language Learners.

Parents, students and teachers meet for a conference at least twice a year, to develop and review student learning plans and student progress. Student progress is monitored by multiple measures. Teachers at each grade level use assessment tools such as the STAR tests, California Reading Literature Project (CRLP), Accelerated Reader, Success Controlled Optimal Reading Experience (SCORE), Curriculum Based Measurement (CBM) and others.

Positive Learning Environment

The Western Placer Unified School District Board of Trustees has adopted a district-wide discipline plan. In the plan, specific criteria are addressed in terms of zero tolerance for violence, drugs, and weapons. Sheridan Elementary School has a detailed discipline plan that is aligned with the district plan. Criteria include the following; school rules, parent notification, expected student behavior guidelines, violation of rules/behavior, student response, referring person and comments, action taken, and parent signatures.

Many students are in the after school program for homework completion, tutoring, art/crafts, and recreation.

The Lighthouse Community Resource Center has an office on the Sheridan Elementary School campus. Children in Western Placer Unified School District receive individual and family counseling on a walk-in and school referral basis free of charge. Sacramento State University interns counsel students one day a week.

"News From The Eagle's Nest" includes a brief message from the principal, as well as, a calendar of events for the month.

Sheridan students are encouraged to wear school uniforms to school. It creates a positive atmosphere. Children go about the business of learning dressed for the part.

Many positive programs at Sheridan Elementary School motivate students to attend school. Daily attendance is reinforced through contacting the families of absent students. Independent study contracts are available for students that are away from school during the year. Awards are given to students achieving perfect attendance.
Strategies to support consistent attendance include: contacting the families of absent students; Independent study contracts are available for students that are away from school during the year; "attendance watches" by the secretary and principal for at-risk students; which consist of home calls by the secretary, counselor, nurse, and principal.

Training and Curriculum Improvement

The Western Placer Board of Trustees has allocated funds to be utilized for the professional development of teachers, administrators, and classified employees. Teachers are encouraged to participate in the Placer County Office of Education series of workshops that are presented each year.

School sites are encouraged to offer professional development. Teachers can request topics for workshops and these classes can be arranged through the district office curriculum and instruction

6.3.4

department. Opportunities for professional development can be accessed through the Western Placer Unified School District web-site.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize the educational practice at this school:

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

   The district purchases standards based materials. All teachers at this site use these materials. The teachers are provided with training for the new materials and state and local multiple measures are used for assessment.

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

   Adoptions – teachers are invited to serve on the textbook adoption committees. Teacher input is viewed as a priority for determination of a final selection.

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

   Western Placer Unified School District offers staff development classes throughout the school year and the summer. In the past, surveys have been taken for teacher input of desired topics. The district has provided an abundance of classes that align with the standards, assessed student performance and professional needs. A sample of classes are; CELDT training, Easy Alignment of Saxon tests to California State Standards, CTAP, Celebrating the Arts and Promotion/Retention workshop. Numerous opportunities are available on the WPUSD website.

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

After school Program	*Remedial Reading Program
*After school tutoring	*Parent Volunteers
*Cross-age tutoring	*Remedial Math Program
*SCORE program	*Accelerated Reader Program

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

   Title I – reading

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

   Annually, the assistant superintendent of curriculum and instruction attends site staff meetings to report the results from STAR (state) testing. The teachers then analyze scores and identify standards where students can improve. The teachers then complete an instructional planning sheet, which identifies the standard, standard benchmark, objective, materials needed and an evaluation.

   Curriculum Based Measurement is given three times a year. Student scores are stored on the data system AIMS web. Teachers have been trained on AIMS web and access reports such as comparative performance, normative performance, yearly improvement of students performing below the fiftieth percentile; etc. These reports assist the teacher in aligning instruction with individual student needs. These reports also assist teachers in reporting to parents at the annual parent/teacher conferences.

6.3.5

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

Each year, grade levels exhibit some degree of low student performance. The teacher is then responsible for identifying the students and then ensuring that the students receive the appropriate services.

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

*Lighthouse – provides individual, family and group counseling
*Grant funded after school Program
*Academic supports such as Title I program

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

*Student Absences
*Student mobility
*Home environments
*Single parent families
*Education not a priority in the home
*Parenting classes offered but limited attendance
*Minimal parental involvement at school
*Lack of homework supervision (by parents)

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

*Economic issues
*Student Absences
*Student mobility
*Home environments
*Parental Involvement

6.3.6

STUDENT PERFORMANCE DATA SUMMARY

Student performance data summaries for schools and districts are available online at the California Department of Education web site.

Academic Performance Index (API) School Report

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

Star 2004-2005 Percent Tested	Number Included in the 2004-2005 API	2004-2005 API (Base)	2004-2005 Statewide Rank	2004-2005 Similar Schools Rank	2005-2006 Growth Target	2005-2006 API Target
100%	136	756	6	7	2	758

Student Groups	Number of Pupils Included in 2004-2005 API	Numerically Significant	2004-2005 Subgroup API Base	2005-2006 Growth Target	2005-2006 API Target
American Indian or Alaska Native	3	No			
Asian Indian	1	No			
Asian	5	No			
Other Asian	3	No			
Chinese	1	No			
Hispanic or Latino	28	No			
Pacific Islander	2	No			
Other Pacific Islander	1	No			
White not Hispanic	89	Yes	751	2	753
Native Hawaiian	1	No			
Economically Disadvantaged	66	Yes	757	2	759
English Learners	19	NO			
Students with disabilities	11	NO			
Class Size Reduction	36	No			

6.3.7

Student Testing and Reporting (STAR)

Grades

	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	15	28	14	18	15	27	14				
CST English-Language Arts											
Students Tested	15	28	14	18	15	27	14				
% of Enrollment	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %				
Mean Scaled Score	356.3	334.3	358.7	357.2	327.3	339.3	314.4				
% Advanced	13 %	7 %	14 %	17 %	13 %	4 %	14 %				
% Proficient	47 %	25 %	57 %	39 %	7 %	37 %	0 %				
% Basic	27 %	50 %	21 %	39 %	53 %	37 %	43 %				
% Below Basic	13 %	14 %	7 %	6 %	27 %	22 %	29 %				
% Far Below Basic	0 %	4 %	0 %	0 %	0 %	0 %	14 %				
CST Mathematics											
Students Tested	15	28	14	18	15	27					
% of Enrollment	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %					
Mean Scaled Score	356.9	368.0	362.4	361.8	319.3	340.1					
% Advanced	7 %	18 %	14 %	11 %	0 %	0 %					
% Proficient	60 %	25 %	57 %	50 %	7 %	44 %					
% Basic	20 %	57 %	21 %	22 %	67 %	30 %					
% Below Basic	13 %	0 %	7 %	17 %	20 %	26 %					
% Far Below Basic	0 %	0 %	0 %	0 %	7 %	0 %					
CST General Mathematics (Grades 6 & 7 Standards)											
Students Tested							12				12
% of Enrollment							85.7 %				
Mean Scaled Score							329.2				329.2
% Advanced							0 %				0 %
% Proficient							17 %				17 %
% Basic							75 %				75 %
% Below Basic							8 %				8 %
% Far Below Basic							0 %				0 %
CST Algebra I											
% Proficient			60 %	25 %	57 %	50 %	7 %		44 %		
% Basic			20 %	57 %	21 %	22 %	67 %		30 %		
% Below Basic			13 %	0 %	7 %	17 %	20 %		26 %		
% Far Below Basic			0 %	0 %	0 %	0 %	7 %		0 %		
CST General Mathematics (Grades 6 & 7 Standards)											

6.3.8

California English Language Development Test Report

Scores or measures of growth are stated as described:

Annual Assessment - All Students

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Total Tested
Overall Proficiency	**Number and Percent of Students at Each Overall Proficiency Level**													
Advanced	0	0	*******	*******	*******	*******	0	0	0	0	0	0	0	1
	0.0%	0.0%	***	***	***	***	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	17.0%
Early Advanced	0	0	*******	*******	*******	*******	0	0	0	0	0	0	0	4
	0.0%	0.0%	***	***	***	***	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	67.0%
Intermediate	0	0	*******	*******	*******	*******	0	0	0	0	0	0	0	1
	0.0%	0.0%	***	***	***	***	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	17.0%
Early Intermediate	0	0	*******	*******	*******	*******	0	0	0	0	0	0	0	0
	0.0%	0.0%	***	***	***	***	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Beginning	0	0	*******	*******	*******	*******	0	0	0	0	0	0	0	0
	0.0%	0.0%	***	***	***	***	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Number Tested	**0**	**0**	**1**	**2**	**1**	**2**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**6**
	0.0%	**0.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**100.0%**

STUDENT PERFORMANCE DATA SUMMARY *(continued)*

School Demographic Characteristics

Data listed below are from the October CBEDS data collection, Stanford 9 test and the STAR Apportionment Information Report

Ethnic/Racial (Stanford 9)	
African American not Hispanic	0 %
American Indian or Alaska Native	2.2 %
Native Hawaiian	.7%
Pacific Islander	1.5%
Other Pacific Islander	.7%
Asian	3.8 %
Asian Indian	.7%
Other Asian	2.2 %
Hispanic or Latino	21 %
Chinese	.7%
White not Hispanic	67.2%
Participants in Free or Reduced Price Lunch	45.8%
English Language Learners (Stanford 9)	14.5%
Multi-track year-round school? (CBEDS)	0%
School Mobility (Stanford 9)	18%

Parent Education Level (Stanford 9)	
Not high school graduate	9.8 %
High school graduate	32.8%
Some college	22.9%
College graduate	19 %
Graduate school	2%
Average Parent Education Level (Stanford 9)	H.S.
Average Class Size (CBEDS) K-3 (17)	4-6 (22)
Enrollment in grades 2-11 on first day of testing	136
Number of Students Excused from Testing	0
Number of Students Tested	136

Student Groups Performing Below Standards or Expectations

Group	Grade Level	Performance Gap
English learners	Lang. Arts * Math *	
Title I and SCE participants	Lang. Arts * Math *	
Gifted and talented students		6.3.9

Special Education participants	Lang. Arts * Math *	
Economically Disadvantaged *Inadequate number of students tested	Lang. Arts * Math 4th, 5th, 7th	-1%

Conclusions from Student Performance Data:

The largest sub groups are white 67.2% and economically disadvantaged at 46%. The performance gap is –1%. The other subgroups, American Indian/Alaska Native, Hispanic/Latino or Pacific Islander have an inadequate number of students tested. In regards to the Economically Disadvantaged, it is our conclusion that we must continue to seek ways in which we can educate these families as to the importance of education.

School Goals for Improving Student Achievement:

Goal #1: To provide equitable intervention services for all grade levels so that there is improvement in student achievement.

Goal #2: To improve parent communication and involvement

Goal #3: To improve overall student achievement to meet the new API target.

6.3.10

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL **# 1** for Improving Student Achievement: **To provide equitable interventions services for all grades so there is improvement in student achievement**

Student groups participating in this goal: students that score below the 50% on CAT-6 and CST testing (state)
Performance gains expected for these students: student gains one category in performance on STAR (state testing)
Means of evaluating progress toward this goal: CBM, CRLP (2nd and 3rd grades), STAR (state testing); accelerated reader assessment; Read Naturally; SCORE
Group data needed to measure academic gains: CBM, STAR (state testing); Accelerated Reader assessment

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: Student materials are aligned with content standards. Teachers will continue to focus on this objective.	2005-2006			District Site
Improvement of instructional strategies and materials: To support the Accelerated Reading Program, additional books and tests will be purchased.	2005-2006			SIP
Reading Chains are conducted daily for 4th-8th grade students. Books are needed to improve the quality and quantity of good literature selections.	"			SIP
A Reading Specialist serves K-8th grade students in reading interventions. Another teacher serves students after school in math and language arts. Another intervention such as Accelerated Math is needed to better serve the at risk students.	"			Title I
At-risk students will be provided interventions in reading and math that will support their academic achievement. These interventions will be delivered during non-school hours.	"		$14,400	"Caring School Communities Grant"

6-3-11

Extended learning time: Sheridan's Caring Schools Community Grant is entering its third year. This grant provides funding for staff to provide individual student tutoring before and after school for all grade levels.	September 2005	materials	$7,200	"Caring School Communities Grant"

6.3.12

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: The additional funds provided by the grant will increase educational opportunities for students to receive small group instruction during non school hours. Read Naturally, SCORE and Accelerated Reader will be provided to At Risk Students	August 2005		$14,400	"Caring School Communities" Grant Title 1
Staff development and professional collaboration: The Sheridan teachers will be attending workshops provided by the "Caring School Communities" grant. The workshops will equip them with knowledge and instructional materials that will address cross-grade buddies, parent involvement activities, whole school community building activities and classroom community building activities.	August 2005		$220	"Caring School Communities" Grant
Involvement of staff, parents and community: Committees such as the Coffee Klatch (Caring Schools Community Group); the Site Based Leadership Team; and the Parent Teacher Club. Parenting classes will also be made available.	August 2005			"Caring School Communities" Grant
Auxiliary services for students and parents: The Lighthouse Resource Center will be available on site once a week for individual and group counseling and available for scheduled appointments for more intensive counseling, as well as, family counseling	August 2005			District

6.3.13

Monitoring program implementation and results: The principal will monitor all programs and the collection of data.	2005-2006			Title I "Caring School Communities" Grant

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL **# 2** for Improving Student Achievement: **To improve parent communication and involvement**
Performance gains expected for these students: to see an increase in parent attendance at all school functions; conferences, volunteers etc.
Means of evaluating progress toward this goal: sign-in sheets, Site Based Leadership Team attendance, attendance at school functions, assistance with student homework, attendance at Title I parent meetings.
Group data needed to measure academic gains: N/A

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: All curriculum used at this site is adopted by the WPUSD and is aligned with the content standards	ongoing			District
Improvement of instructional strategies and materials: The "Caring School Communities" Grant provides numerous parent involvement activities that teachers can implement. Parent Newsletters and a Monthly Newsletter from the Principal will also be used to disseminate the information.	August 2005		$220	"Caring School Communities" Grant
Extended Learning Time: KidzLit and KidzMath programs will be provided for the after school tutoring program	2005-2006		$220	"Caring School Communities" Grant

6.3.4

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: An increase in parent involvement provides students with an increase in parent support for academic achievement. Efforts will be made to identify barriers to parent involvement.	2005-2006			"Caring School Communities" Grant
Staff development and professional collaboration: The Sheridan teachers will attend the first "Caring School Communities" workshop in August. This workshop will empower the teachers to involve the community in the learning process of the students. Teachers will meet with parents of Title I students, at the beginning of the school year. Together they will complete a Title I Student/Parent/Teacher Compact. The parents will receive a handbook outlining the Title I program at Sheridan School.	August 2005		Provided by the federally funded grant	"Caring School Communities" Grant Title I
Involvement of staff, parents and community: Surveys will be implemented for staff, parents and community. Surveys will be analyzed and the results used for improvement of school programs. Parents of students in the Title I program are invited to a parent meeting each year and childcare is provided. One percent of Title I money will be used to provide childcare, publishing of the Title I Parent Handbook and support other parent needs.	2005-2006			"Caring School Communities" Grant Title I

6.315

A parent of a Title I student serves as a representative of the Title I program on the Site Based Leadership Team.	2005-2006			Title I
Auxiliary services for students and parents:				District
Monitoring program implementation and results: The principal will monitor all programs and the collection of data.	2005-2006			"Caring School Communities" Grant

6.316

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL **# 3** for Improving Student Achievement: **to improve overall student achievement and to meet the new API target**
Student groups participating in this goal: all students
Performance gains expected for these students: move up one category on STAR which will assist in meeting the API target
Means of evaluating progress toward this goal: improved test scores, improved school attendance, exhibiting connections, trust, commitment to learning; analyzing CBM results and Accelerated Reader results during the school year and STAR results at the end of the year.
Group data needed to measure academic gains: STAR, CAT-6, CBM

Description of Specific Actions to Improve Educational Practice	**Implementers/ Timeline**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of instruction with content standards: Teaching staff will use District adopted curriculum aligned to the state standards.	2005-2006			District
Improvement of instructional strategies and materials: The instructional strategies and materials will enhance a sense of belonging to school, parent involvement, commitment to learning, academic achievement, and social and emotional competencies. The computer lab provides students with opportunities in conducting research, word processing, etc. Software is needed to improve the quality and quantity of technological activities.	2005-2006		$220	"Caring School Communities" Grant SIP
Extended learning time: After school assistance with school work provided by after school program and classroom teachers	2005-2006		$ 11,020	"Caring School Communities" Grant

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: The "Caring School Communities" grant provides for after school assistance with school work, enrichment activities and recreation.	2005-2006		$11,020	"Caring School Communities" Grant
Staff development and professional collaboration: The Sheridan teachers will attend the first "Caring School Communities" workshop in August. This workshop will empower the teachers to involve the community in the learning process of the students.	August 2005		Provided by the federally funded grant	"Caring School Communities" Grant
Involvement of staff, parents and community: The Site Based Leadership Team is comprised of six People. The parents on the team will be actively involved in evaluating programs and proposing improvements. One community member will be the parent of a Title I student.	2005-2006		N/A	N/A
Monitoring program implementation and results: The principal will monitor implementation and results by analyzing data and surveys.	2005-2006			"Caring School Communities" Grant

6.3.18

CENTRALIZED SERVICES EXPENDITURES

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

Proposed Expenditures	Estimated Cost	Funding Source
• Prepare the Consolidated Application. • Provide assistance in categorical program planning and implementation; budgeting; plan writing; revisions; and monitoring and evaluations. • Obtain and disseminate information necessary for the operation of programs. • Advise and assist school with program requirements. • Coordinate staff development.	$1,934	School Based Coordinated Plan
• Serve as a liaison between District and Schools. • Prepare and submit various reports (Cal WORKS, Title I Data, R-30 Language Census, etc.). • Advise and assist school with program requirements. • Coordinate staff development.	$ 436	EIA-LEP
• Assist with the implementation of School Site Councils and Title I meetings. Attend meetings upon request. • Advise and assist school with program requirements. • Assist the school with Coordinated Compliance Reviews.	$2,992	Title I Part A

• Coordinate staff development.		
• Serve as a liaison between District and Schools. • Prepare and submit various reports (Cal WORKS, Title I Data, R-30 Language Census, etc.). • Advise and assist school with program requirements. • Coordinate staff development.	$	Title III

6.3.20

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

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

State Programs

Economic Impact Aid/ English Learner Program — **Amount: $4,840.00**
Purpose: Develop fluency in English and academic proficiency of English learners.

School Improvement Program — **Amount: $16,113.00**
Purpose: Improve school response to educational, personal and career needs of all students.

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

Federal Programs

Elementary and Secondary Education Act:

Title I: Targeted Assistance Program — **Amount: $ 28,230.00**
Purpose: Help educationally disadvantaged students achieve grade level proficiency.

Title V: Innovative Programs — **Amount: $ 261.00**
Purpose: Support educational improvement, library, media, and at-risk students.

Other Federal Funds (list and describe):

"Caring School Communities" – (Drug and Alcohol) — **Amount: $ 27,830.00**

Total amount of state and federal categorical funds allocated to this school: **$ 77,274.00**

6.3.21

SCHOOL SITE COUNCIL MEMBERSHIP

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Kris Knutson	X				
Laurel Etchepare		X			
Barbara Allen		X			
Diane Smith			x		
Carrie Osborne				X	
Felicia Janowiak				X	
Patti Francis				X	
Numbers of members of each category	1	2	2	5	

6.23.22

RECOMMENDATIONS AND ASSURANCES

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

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

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

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

- ___ 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 site council on Monday, May 1, 2006

Attested:

Kris Knutson Typed name of school principal	Signature of school principal	5/1/06 Date
Patti Francis Typed name of SSC chairperson	Signature of SSC chairperson	5/1/06 Date

6.3.22

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT

FIRST STREET SCHOOL

31 66951 6117493
(CDS Code)



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:

Ruben Ayala
Principal
(916) 645-6330

First Street School
1400 First Street
Lincoln, CA 95648
r_ayala@wpusd.k12.ca.us

Western Placer Unified School District

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

6.3.24

School Vision and Mission

MISSION STATEMENT

The mission of First Street School is to create a quality educational environment where the unique gifts, abilities and culture of our students are acknowledged, affirmed, and developed. Students, faculty, parents and community work as a unifying force to create a safe, supportive and tolerant atmosphere where academic, emotional, social, artistic and physical development can reach their fullest potential. For our students to become productive members of society and life-long learners, our school promotes making responsible choices, embracing cultural diversity, and respecting one's self and others.

School Accountability Report Card

SCHOOL DESCRIPTION AND PROFILE

First Street School is located at 1400 First Street in Lincoln, California. The school is one of six elementary schools in the Western Placer Unified School District. The school serves kindergarten through fifth grades; the enrollment is 457, with three to four classes at each grade level. The ethnic composition of the student body is 71% Hispanic, 26% Caucasian, and 3% other designations. English, Spanish and Portuguese are the most common languages spoken in the community. The school operates a Structured English Immersion (SEI) program for the school's English learners; it also houses the district's Gifted and Talented Education program (GATE) for elementary students. Support services include a Special Education Resource Program, Speech and Language, and a Title I reading intervention program for our primary and intermediate students. In addition, an innovative collaboration between the district and California State University, Sacramento provides individual and small group counseling services to at-risk students.

Parents play important roles at First Street School through their active participation and involvement in Site Based Leadership Team (SBLT), Parent Teachers Club (PTC), annual events and regular volunteering in the classrooms. Parent volunteers fully implement a monthly art docent program. First Street School is becoming a focal point and community center for students and their parents.

DISCIPLINE & LEARNING CLIMATE

A student handbook was developed and dispersed to students and family members. Within the handbook is the discipline plan. The entire staff and SBLT worked to develop a discipline plan which is in concert with District Discipline Plan. The plan includes the following: school rules, parent notification, expected student behavior guidelines, violation of rules/behavior, student response, comments, action taken and parent signature/response section. The entire staff of First Street School takes classroom and playground discipline seriously.

ENROLLMENT AND ATTENDANCE

Good attendance is of primary importance in attaining scholastic success. At First Street School, daily attendance is reinforced through contacting families of absent students to verify absences. Independent study contracts are available for students that are away from school during the year. Awards are given to students achieving perfect attendance. Many positive programs at First Street School motivate students to come to school. In addition, truancy and habitual attendance problems are addressed through the School Attendance and Review Board (SARB) process.

6.3.25

MINIMUM DAYS

Minimum days were scheduled by the staff and SBLT of First Street School. In November, five days were utilized for parent/teacher conferences. In addition, one day was used prior to the Winter Break and two days were used for staff development purposes.

INSTRUCTIONAL MINUTES

Kindergarten classes meet 36,000 minutes per year. All other classes exceed the state mandated daily and yearly minutes requirements. The state requires 36,000 instructional minutes for kindergarten, 50,400 for grades 1-3, and 54,000 for grades 4-8.

SCHOOL FACILITIES AND SAFETY

In August of 2000, First Street School opened at its new site on 1400 First Street. The school houses a library, an administration building and twenty-six relocatable classrooms. There was extensive landscaping and renovation done to the site which had previously served as the District Office.

The campus is clean and secure. A campus-wide communication system with individual telephones in all areas and school-wide "all call" capabilities enables clear, effective announcements at any time. State-of-the-art security and fire prevention systems, including video surveillance, enhance the overall security of the campus. Consistent guest registration procedures provide further safety.

District maintenance staff regularly mows the lawns and maintains the overall exterior environment. All staff and students assist to pick up and dispose of litter from the grounds regularly. Students, teachers and all staff take great pride in the campus grounds and classrooms.

Trained crossing guards are employed to assist students in crossing the busy intersections of First and O Street and First Street and Hollingsworth Drive.

SAFE SCHOOL PLAN

Western Placer Unified School District has a full and comprehensive Safe School Plan for all district sites and facilities. A well planned and trained Crisis Response Support Team has been identified to respond to a full array of potential emergencies. Periodic drills are planned and carried out annually. A new district-wide communication system for emergency use only has been recently installed. A copy of the complete plan is on file at each site.

A safety plan is currently being developed for First Street School. A committee composed of administration, certificated and classified personnel, parents, and law enforcement has attended training sessions on school safety and is in the process of developing a safety plan that addresses the unique needs of our campus.

TOPIC OF LOCAL INTEREST

First Street School houses a number of programs unique to this site. The Structured English Immersion program (SEI) serves the English learners with the main focus of the program being the implementation of a successful immersion model that meets the specific needs of our English learner student population. First Street School also offers a Spanish as a Foreign Language program to students in grades 1-5. Students in these grades receive Spanish Language instruction twice a week.

First Street School is also committed to integrating technology into everyday instruction. Each classroom at First Street School has a mini computer lab with four to five student-use computers that are Internet compatible. The teaching staff has received extensive training on the implementation of technology in the classroom and is encouraged to integrate computer use by the students as a daily activity.

6.3.26

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. **Alignment of curriculum, instruction and materials to content and performance standards:**
   All core subject area curriculum is aligned to California Content Standards as well as district adopted standards. Houghton-Mifflin, our language arts series, was selected by a district committee as our adoption based on its close alignment to state standards and because its different components meet the needs of our diverse student population. We have also experienced a high degree of success with Saxon Math. We have seen steady growth on standardized test scores and in student performance in the classroom. This math curriculum is very teacher-friendly and student-centered.

   The district and school have also worked very diligently in aligning the curriculum in science, social studies, and the arts to state and district standards.

2. **Availability of standards-based instructional materials appropriate to all student groups:**
   Houghton-Mifflin, our language arts adoption, includes curriculum extensions for English Learners, for advanced student groups and for the learning disabled student. To further accommodate the needs of English Learners our school uses Harcourt's Moving Into English ELD curriculum. Saxon Math also offers extensions for special student populations. These materials are closely aligned to California Content Standards and are used as basis to meet the needs of all student groups. Teachers also supplement their instruction with other proven standards-based material such as: The Wright Skills, Wildcats and High Point reading intervention curricula, SIPPS literacy support material and Great Source writing handbooks.

3. **Alignment of staff development to standards, assessed student performance and professional needs:**
   In reviewing our STAR assessment results and student performance in the classroom, we determined that there was a need to address student writing. This year the staff has had the opportunity to attend a series of on-site workshops on writing. Several staff members have also attended workshops on the 6+1 Writing Traits method. Our District Office and the Placer County Office of Education have also offered a variety of workshops and training that have been well attended by the First Street School certificated staff. This year, our staff completed over 530 hours of staff development.

   In an effort to address the California Content Standards more effectively in the classroom, each of the grade levels at First Street School have met regularly and have developed action plans to address increased student achievement through standards-based instruction. To assist the teachers in the development of the action plans, release time was provided throughout the year.

4. **Services provided by the regular program to enable Underperforming students to meet standards:**
   A common practice at First Street School is to identify student performance levels and group for instruction according to the different levels. This strategy allows underperforming students to receive standards-based instruction at their level. Through analysis of assessment results from STAR, CBM and CRLP, we also identify those students most in need of intervention and provide them with services such as Title I Reading Intervention, after school tutoring, Homework Club, Cross-age tutoring and Newcomer ELD.

5. **Services provided by categorical funds to enable Underperforming students to meet standards:**
   Some of the services available at First Street School that are funded with categorical monies include: Title I intervention for underperforming students in grades 1, 2, 3, 4, and 5; after school tutoring in mathematics and reading; and an RSP program for those students who qualify for special education services.

6. **Use of state and local assessments to modify instruction and improve student achievement:**
   The staff and administration analyze STAR and CELDT results on a yearly basis to determine areas of

6.3.27

needed growth. In addition, most of the staff administers the assessments included in the CRLP Results program three times a year. Our English learners receive the ADEPT twice yearly to measure growth in English and to identify areas of deficiency. The District also administers a reading fluency and math test three times a year. All of these assessments help us to identify areas of need and to modify instruction in order to meet those needs and improve student achievement.

7. **Number and percentage of teachers in academic areas experiencing low student performance:**
By analyzing our student achievement data we have been able to identify the areas in which we have done well and the areas where we need to grow. Over the past two years, we have grown significantly in all areas, especially in mathematics as measured by standardized testing. We hope to see a similar growth pattern in Language Arts now that our curriculum is closely aligned to state standards and also due to the tireless efforts of our staff in providing our students with additional help and services.

   Our teachers have also met regularly this year to develop action plans that address areas of need in respect to the state standards. Besides the mandated monthly grade level meetings, the staff has received release time to be able to accomplish our goal of improving student achievement.

8. **Family, school, district and community resources available to assist these students:**
We are very fortunate to have a great number of resources available to students in the Western Placer Unified School District and on our school site. The Lighthouse Resource Center is a district-based agency that offers a variety of services including: counseling for students and their families, parenting classes, low cost health coverage for children through Healthy Families/Medi-Cal Insurance, immunization and flu clinics, and other services. On our site, we have the C.A.R.E. After School Program which provides academic reinforcement, enrichment activities and physical education for our students. We also have the First Street School Homework Club three days per week. Students who attend the Homework Club have an opportunity to complete their homework in a quiet environment, free from distractions and staffed with certificated personnel to assist those students in need of help. Our school also sponsors a Community Based English Tutoring (CBET) program for parents of our district's English Learners. The goal of the CBET program is to empower adult learners of English to become tutors.

9. **School, district and community barriers to improvements in student achievement:**
There are several key issues that impair student achievement at First Street School. There is a strong correlation between student achievement and school attendance patterns. Many of our underperforming students have a high rate of absenteeism. Also noted as a barrier was the inability of many of our Spanish speaking parents to help their children with schoolwork in English. Many of our English learners and economically disadvantaged students lack access to books and appropriate print material at home.

10. **Limitations of the current program to enable Underperforming students to meet standards:**
The First Street School staff feels there is a need for SDAIE/CLAD training due to the number of English learners we serve at our school. There is also a need for a structured program specially designed to meet the needs of our underperforming students; in particular those enrolled in the Structured English Immersion program. The staff also expressed the need to continue to focus on aligning curriculum and instruction to the California standards. Enhanced communication between the school, district and community was also viewed as an area of need.

6.3.28

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California Standardized Testing and Reporting (STAR)

Firt Street School

English Learner

Total Enrollment on First Day of Testing:	**391**
Total Number Tested:	**390**
Total Number Tested in Selected Subgroup:	**159**

County Name:	Placer County
District Name:	Western Placer Unified District
School Name:	Firt Street School
CDS Code:	31-66951-6117493

California Standards Test Scores - 2005

	Grades									
	2	3	4	5	6	7	8	9	10	1
Reported Enrollment	88	101	101	101						
CST English-Language Arts										
Students Tested	36	47	35	40						
% of Enrollment	40.9 %	46.5 %	34.7 %	39.6 %						
Mean Scale Score	295.6	288.2	303.6	304.1						
% Proficient and Above	8 %	9 %	9 %	10 %						
CST Mathematics										
Students Tested	36	47	36	40						
% of Enrollment	40.9 %	46.5 %	35.6 %	39.6 %						
Mean Scale Score	340.0	318.5	297.6	275.9						
% Proficient and Above	53 %	19 %	11 %	3 %						
CST Science										
Students Tested				40						
% of Enrollment				39.6 %						
Mean Scale Score				304.2						
% Proficient and Above				8 %						

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California Standardized Testing and Reporting (STAR)

Firt Street School

Economically Disadvantaged

Total Enrollment on First Day of Testing:	**391**	County Name:	Placer County
Total Number Tested:	**390**	District Name:	Western Placer Unified District
Total Number Tested in Selected Subgroup:	**186**	School Name:	Firt Street School
		CDS Code:	31-66951-6117493

California Standards Test Scores - 2005

	Grades									
	2	3	4	5	6	7	8	9	10	1
Reported Enrollment	88	101	101	101						
CST English-Language Arts										
Students Tested	45	47	43	50						
% of Enrollment	51.1 %	46.5 %	42.6 %	49.5 %						
Mean Scale Score	298.0	289.5	321.4	317.5						
% Proficient and Above	11 %	9 %	26 %	20 %						
CST Mathematics										
Students Tested	45	47	44	50						
% of Enrollment	51.1 %	46.5 %	43.6 %	49.5 %						
Mean Scale Score	342.0	320.3	314.7	286.8						
% Proficient and Above	49 %	26 %	32 %	8 %						
CST Science										
Students Tested				50						
% of Enrollment				49.5 %						
Mean Scale Score				312.7						
% Proficient and Above				12 %						

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California Standardized Testing and Reporting (STAR)

Firt Street School

All Students

Total Enrollment on First Day of Testing:	**391**
Total Number Tested:	**390**
Total Number Tested in Selected Subgroup:	**390**

County Name:	Placer County
District Name:	Western Placer Unified District
School Name:	Firt Street School
CDS Code:	31-66951-6117493

California Standards Test Scores - 2005

	Grades									
	2	3	4	5	6	7	8	9	10	1
Reported Enrollment	88	101	101	101						
CST English-Language Arts										
Students Tested	88	101	99	101						
% of Enrollment	100.0 %	100.0 %	98.0 %	100.0 %						
Mean Scale Score	316.9	318.8	346.4	335.2						
% Advanced	6 %	5 %	23 %	11 %						
% Proficient	19 %	19 %	21 %	28 %						
% Basic	32 %	36 %	34 %	35 %						
% Below Basic	31 %	26 %	18 %	14 %						
% Far Below Basic	13 %	14 %	3 %	12 %						
CST Mathematics										
Students Tested	88	101	100	100						
% of Enrollment	100.0 %	100.0 %	99.0 %	99.0 %						
Mean Scale Score	352.8	342.5	335.0	306.8						
% Advanced	17 %	9 %	11 %	7 %						
% Proficient	38 %	35 %	30 %	12 %						
% Basic	31 %	32 %	32 %	26 %						
% Below Basic	14 %	23 %	21 %	37 %						
% Far Below Basic	1 %	2 %	6 %	18 %						
CST Science										
Students Tested				101						
% of Enrollment				100.0 %						
Mean Scale Score				326.1						
% Advanced				3 %						
% Proficient				24 %						
% Basic				48 %						
% Below Basic				18 %						
% Far Below Basic				8 %						

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6.3.31

White (not of Hispanic origin)	169	168	99	Yes	169	167	99	Yes
Socioeconomically Disadvantaged	186	186	100	Yes	186	186	100	Yes
English Learners	158	158	100	Yes	158	158	100	Yes
Students with Disabilities	39	38	98	--	39	38	98	--

Percent Proficient - Annual Measurable Objectives (AMOs)

	English-Language Arts Target 24.4 Met all percent proficient rate criteria? No					Mathematics Target 26.5 Met all percent proficient rate criteria? No				
GROUPS	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2005 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2005 AYP Criteria	Alternative Method
Schoolwide	364	121	33.2	Yes		363	142	39.1	Yes	
African American or Black (not of Hispanic origin)	4	--	--	--		4	--	--	--	
American Indian or Alaska Native	0	--	--	--		0	--	--	--	
Asian	5	--	--	--		5	--	--	--	
Filipino	7	--	--	--		7	--	--	--	
Hispanic or Latino	175	25	14.3	No		175	41	23.4	Yes	SH
Pacific Islander	1	--	--	--		1	--	--	--	
White (not of Hispanic origin)	161	79	49.1	Yes		160	83	51.9	Yes	
Socioeconomically Disadvantaged	167	28	16.8	No		167	47	28.1	Yes	
English Learners	155	20	12.9	No		155	36	23.2	No	
Students with Disabilities	37	5	13.5	--		37	12	32.4	--	

Academic Performance Index - Additional Indicator for AYP

2004 API Base	2005 API Growth	2004-05 Growth	Met 2005 API Criteria	Alternative Method
701	712	11	Yes	

2005 API Criteria for meeting federal AYP: A minimum "2005 API Growth" score of 590 OR "2004-05 API Growth" of at least one point.

Graduation Rate

Rate for 2004, Class of 2002-03	Rate for 2005, Class of 2003-04	Change	Average 2-Year Change	Met 2005 Graduation Rate Criteria	Alternative Method

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California Department of Education
Policy and Evaluation Division
Revised: January 31, 2006

School Adequate Yearly Progress Report
2005 Accountability Progress Report

School: **First Street**
School Type: Elementary
LEA: Western Placer Unified
County: Placer
CDS Code: 31-66951-6117493
Direct-Funded Charter School: No

Reports of other schools in this local educational agency (LEA):

6117493 First Street

LEA report
(An LEA is a school district or county office of education.)

Summary Report | **API** Chart Report Guide Glossary | **AYP** Overview Chart **Report** Guide Glossary | **PI** Report Glossary

Federal Accountability: Adequate Yearly Progress (AYP)

Adequate Yearly Progress

Made AYP: No
Met 17 of its 21 AYP Criteria

Participation Rate

GROUPS	English-Language Arts (Target 95%; Met all participation rate criteria? Yes)					Mathematics (Target 95%; Met all participation rate criteria? Yes)				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2005 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2005 AYP Criteria	Alternative Method
Schoolwide	391	390	100	Yes		391	389	99	Yes	
African American or Black (not of Hispanic origin)	4	4	100	--		4	4	100	--	
American Indian or Alaska Native	0	0	--	--		0	0	--	--	
Asian	5	5	100	--		5	5	100	--	
Filipino	9	9	100	--		9	9	100	--	
Hispanic or Latino	191	191	100	Yes		191	191	100	Yes	
Pacific Islander	1	1	100	--		1	1	100	--	

6.3.33

California English Language Development Test

Year: 2005-06

State: California

County: Placer **County Code:** 31

District: Western Placer Unified **District Code:** 66951

School: Firt Street **School Code:** 6117493

Assessment: Annual Assessment

SubGroup: All Students

Note: Subgroups vary by year.

CELDT Home Research Files

Reports: Test Results

Annual Assessment - All Students

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Total Tested
Overall Proficiency	**Number and Percent of Students at Each Overall Proficiency Level**													
Advanced	0 0.0%	1 2.0%	0 0.0%	1 3.0%	4 10.0%	4 16.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	10 5.0%
Early Advanced	0 0.0%	10 24.0%	8 17.0%	7 19.0%	15 36.0%	7 28.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	47 24.0%
Intermediate	3 50.0%	21 51.0%	26 55.0%	12 33.0%	17 40.0%	10 40.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	89 45.0%
Early Intermediate	3 50.0%	9 22.0%	10 21.0%	14 39.0%	5 12.0%	3 12.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	44 22.0%
Beginning	0 0.0%	0 0.0%	3 6.0%	2 6.0%	1 2.0%	1 4.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	7 4.0%
Number Tested	**6** **100.0%**	**41** **100.0%**	**47** **100.0%**	**36** **100.0%**	**42** **100.0%**	**25** **100.0%**	**0** **0.0%**	**0** **0.0%**	**0** **0.0%**	**0** **0.0%**	**0** **0.0%**	**0** **0.0%**	**0** **0.0%**	**197** **100.0%**
	Skill Area Mean Scale Scores													
Listening/Speaking	464.3	495.9	534.4	511.4	533.2	539.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Reading			434.4	465.2	499.9	509.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Writing			483.8	503.4	523.0	511.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	

*** Summary data are not provided for groups of three or less.

Printing tips

6.3.34

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CHARTING THE PATH TO LITERACY

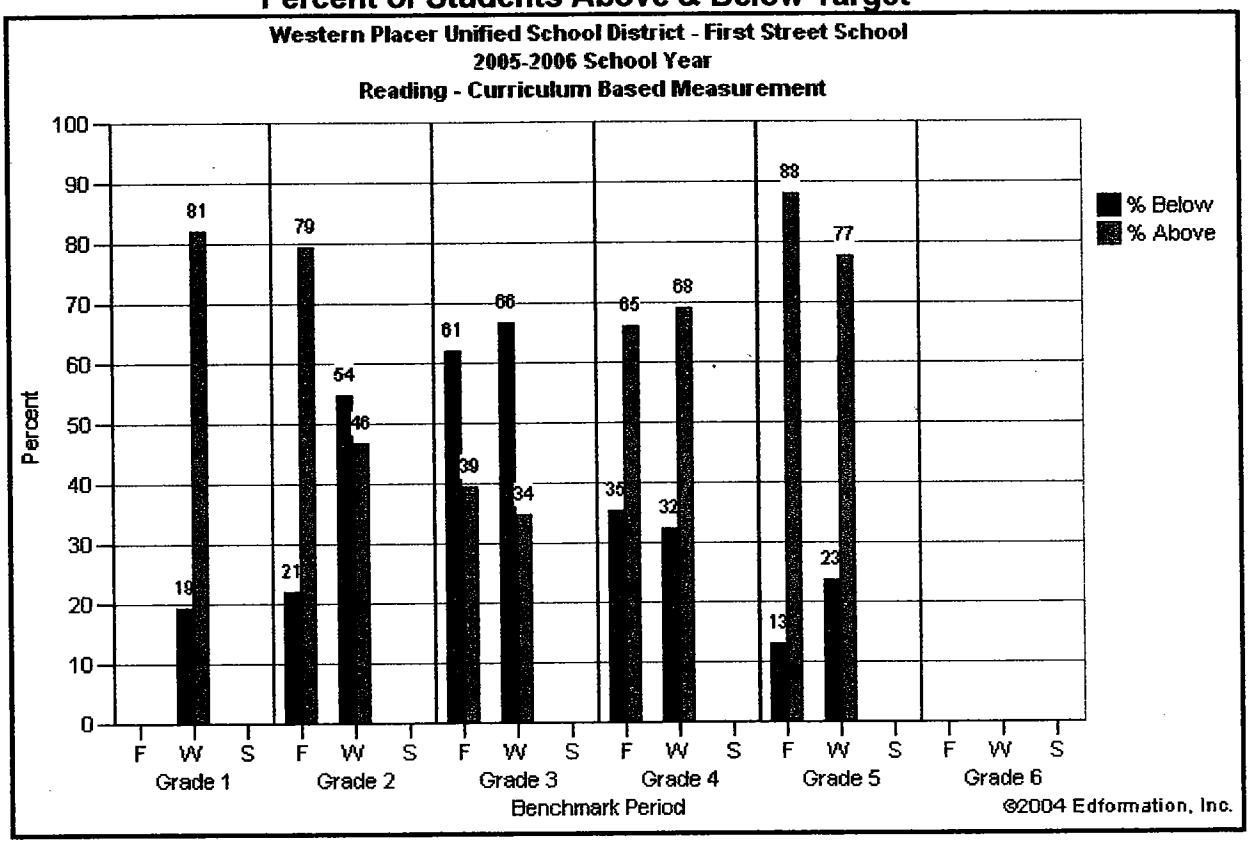
First Street School

HELP | LOGOUT

Year: 2005-2006

← Back | E-Mail | PDF

Percent of Students Above & Below Target



○ Below ○ Above ◉ Above & Below ☑ Percents

Include Previous 2 School Years

		2005-2006 Student Lists		
		Fall	Winter	Spring
☑	Grade 1	Above & Below	Above & Below	Above & Below
☑	Grade 2	Above & Below	Above & Below	Above & Below
☑	Grade 3	Above & Below	Above & Below	Above & Below
☑	Grade 4	Above & Below	Above & Below	Above & Below
☑	Grade 5	Above & Below	Above & Below	Above & Below
☑	Grade 6	Above & Below	Above & Below	Above & Below

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First Street School

HELP | LOGOUT

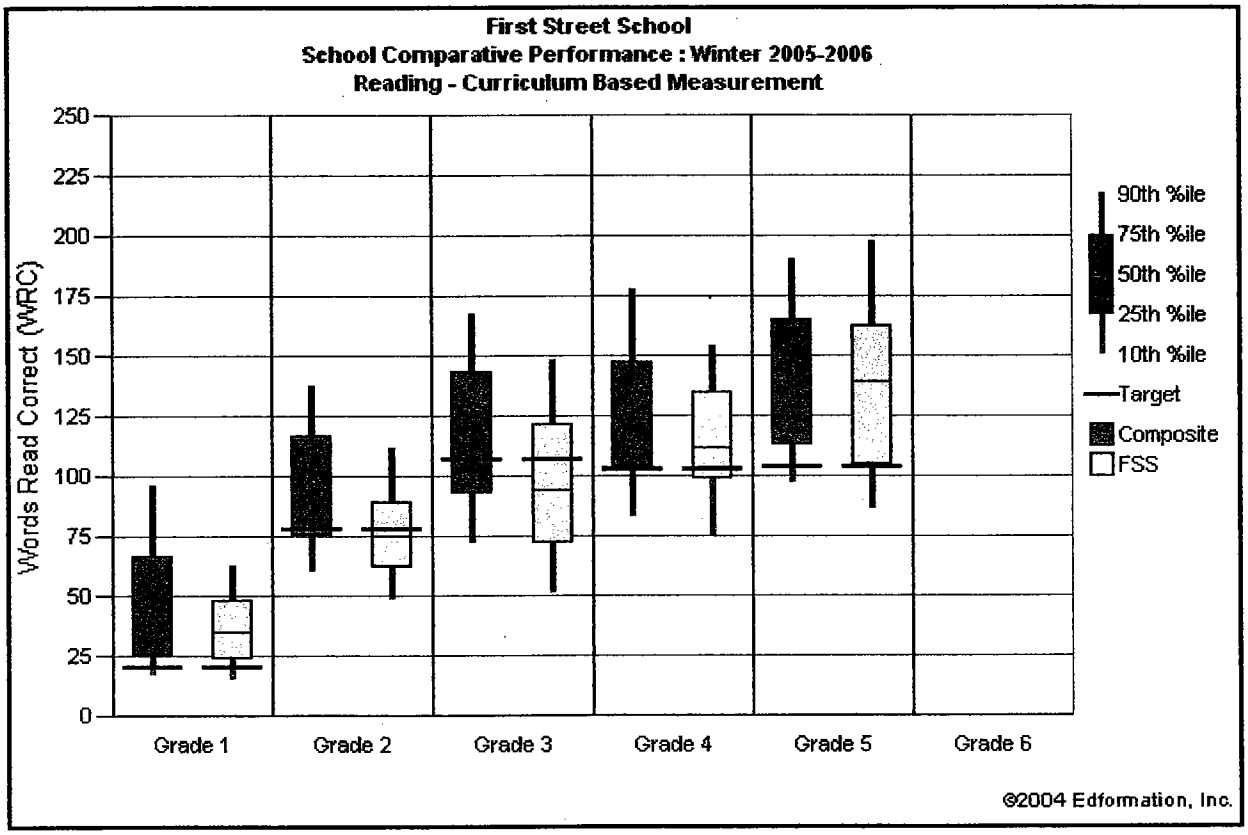
Year: 2005-2006

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Composite: Western Placer Unified School District

Targets: First Street School Targets

School Comparative Performance



Fall | Winter | Spring

☑ Grade 1 ☑ Grade 2 ☑ Grade 3 ☑ Grade 4 ☑ Grade 5 ☑ Grade 6

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6.3.36

STUDENT PERFORMANCE DATA SUMMARY *(continued)*

School Demographic Characteristics

Data listed below are from the October CBEDS data collection, Stanford 9 test and the STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent
African American not Hispanic	1
American Indian or Alaska Native	0
Asian	1
Filipino	2
Hispanic or Latino	49
Pacific Islander	0
White not Hispanic	43
Participants in Free or Reduced Price Lunch	47
English Language Learners (STAR)	41
Multi-track year-round school? (CBEDS)	No
School Mobility (STAR)	14

Parent Education Level (STAR)	Percent
Percent with a response	74
Of those with a response:	
Not a high school graduate	17
High school graduate	27
Some college	21
College graduate	23
Graduate school	12
Enrollment in grades 2-11 on first day of test	391
Students exempted from STAR testing	1

Student Groups Performing Below Standards or Expectations

Group	Grade Level	Performance Gap
English learners	2nd – 5th	In English/Language Arts, 33% of our students scored proficient or above on the CST compared to 9% of English learners. In mathematics the numbers were 39.75% for the school and 21.5% for English learners.
Title I and SCE participants	2nd – 5th	The most needy below the 25%ile receive services through the Title I reading intervention program and after school tutoring groups.
Economically Disadvantaged	2nd – 5th	In English/Language Arts, 16.5% of our economically disadvantaged students scored proficient or above on the CST compared with 33% of overall student population. In mathematics, the numbers were 28.75% for economically disadvantaged and 39.75% all students.
Special Education participants	2nd – 5th	100% of our special education students are below/far below basic on the CST compared to the numbers already shared for the general student population.
Other student groups: All Students	2nd – 5th	32.75% of all students scored below/far below basic in English/Language Arts and 30.5% scored at the same level in math.

6.3.3

Conclusions from Student Performance Data:

- More students are struggling in language arts than in mathematics. Our CST scores are higher in math at every grade level tested.
- Our promoted fifth graders (currently in sixth grade) scored significantly lower than the other grade levels in the CST English/Language Arts and mathematics assessments.
- Our English learners and economically disadvantaged subgroups did not meet their AYP targets for the 2004/2005 STAR testing cycle (first time it has happened since we started STAR testing).
- Our current fifth graders had the highest percentage of students scoring at proficient or advanced on the English/Language Arts portion of the California Standards Test while our current third graders had the highest percentage in mathematics.

Conclusions from Parent, Teacher and Student Input:

- Student absences negatively affect achievement.
- Parents of English learners have expressed an inability to help their children with work in English.
- Our after school tutoring groups have had a positive impact on student achievement.
- There is a need for continued staff development in the areas of writing, early literacy, and ELD/SDAIE.
- Our early intervention programs (Title I) have been very effective in helping underperforming students achieve at a higher level.

School Goals for Improving Student Achievement:

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

Goal #2: Improve student performance in mathematics, particularly at grades 2, 3, 4 and 5.

Goal #3: Improve student performance in reading and writing.

Goal #4: Provide teachers with time to plan and implement a standards-based instructional program.

6.3.38

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

GOAL # 1 for Improving Student Achievement: **Increase family involvement in student attendance and academic success.**
Student groups participating in this goal: K – 5 students with more than 5 absences/year and low academic marks.
Performance gains expected for these students: Reduce absences and increase academic performance.
Means of evaluating progress toward this goal: Monthly attendance reports and trimester grade reports.
Group data needed to measure academic gains: CBM, CRLP, SRI and STAR assessments.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards:	N/A			
Improvement of instructional strategies and materials:	N/A			
Extended learning time: • Offer reading and math tutoring after school for those students in need of academic support • Offer Homework Club	 Fall and Spring Fall and Spring	 Hourly teacher tutors Certificated Supervisor	 $12,000 $5,000	 Title I & SBCP SBCP

6.3.09

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity:	N/A			
Staff development and professional collaboration: • Identify, through SST's, grade level meetings and multi-grade articulation meetings, those students in need of academic support services • Identification of truant students and strategies for monitoring and intervention	Teaching staff Principal, Attendance clerk	Possible release time for teachers would require substitutes and compensation for an SST coordinator N/A	$3,000 N/A	SBCP
Involvement of staff, parents and community: • Parent/teacher conferences and on-going communication to discuss academics and if necessary truancy • Use of student folders in the primary grades and student agendas in the intermediate grades (both items include school rules, procedures, etc.) • Intervention for attendance issues (including chronic late arrivals to school) • Effective SARB (School Attendance Review Board) intervention • Regular and timely communication with parents via newsletters, reports, notices, etc.	Teachers conference with parents regularly Students will use on a regular basis Attendance clerk, Principal Placer County Official Teaching staff	 The cost of student folders and agendas The cost associated with the printing of documents & reports	 $600 $2,000	 SBCP SBCP
Auxiliary services for students and parents: • We offer kindergarten Open House and a parent orientation prior to the opening of the school year • English Learner Advisory Committee (ELAC) meetings are held on a monthly basis • We plan to offer two workshops to parents of Title I students. Parents would learn strategies on how to help their students and they would receive	Kindergarten teachers Principal, District Office personnel, EL mentor Title I teachers	 The cost of coffee and snacks provided at meetings The cost of coffee and snacks for the workshops, stipends for the teachers and the cost of	 $600 $1,608	 Title III Title I

materials to take home to implement the strategies • FSS would like to provide students with the opportunity to participate in school sponsored trips and activities regardless of financial hardship	FSS teaching staff	materials. The cost of field trips and/or other activities for those students with financial need	$500	SBCP

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

GOAL # 2 for Improving Student Achievement: **Improve student performance in math with special focus on grades 2 - 5.**
Student groups participating in this goal: All students(special emphasis on grades 2 – 5)including EL, Economically Disadvantaged and Sp. Ed.
Performance gains expected for these students: Reduce the percentage of students at Below/Far Below Basic from18% for all students to <15%; from 29% for English learners to <25%; and from 23% to <20% for economically disadvantaged.
Means of evaluating progress toward this goal: Spring CST results.
Group data needed to measure academic gains: CST results disaggregated by subgroups.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: • Curriculum mapping and calibration at each grade level that aligns instruction to California Standards	Teachers	Teachers are able to meet in grade level teams during assemblies. Expenditures would be the cost for assemblies	$4,000	SBCP
Extended learning time: • After school math tutoring in grades 4 & 5 • After school Homework Club	Certificated staff Certificated staff	Teachers are paid at the hourly rate	$3,500 $5,000	Title I SBCP

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: • Supplement the Saxon Math program with additional manipulatives as needed • Continue to support the Accelerated Math program	Teachers Principal	Cost of additional manipulatives not included in the Saxon Math program Cost of materials (paper, ink cartridges) associated with running the program	$1,500 $2,000	SBCP SBCP
Staff development and professional collaboration: • Provide planning time for teachers during planned assemblies and regularly scheduled grade level meetings • As budget permits, allow staff the opportunity to attend related workshops or training	Teachers on an on-going basis Principal	Cost of assemblies Cost of workshops or training	$4,000 $2,000	SBCP SBCP, Staff Dev.
Auxiliary services for students and parents: N/A				

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

GOAL # 3 for Improving Student Achievement: **Improve student performance in reading and writing.**
Student groups participating in this goal: All students
Performance gains expected for these students: Reduce percentage of students scoring Below/Far Below Basic from 19% to <15%
Means of evaluating progress toward this goal: Annual CST testing cycle
Group data needed to measure academic gains: Whole group and significant subgroup data (EL, special ed, economically disadvantaged)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: • Curriculum mapping and calibration at each grade level that aligns instruction to California Standards	Teachers	Teachers are able to meet in grade level teams during assemblies. Expenditures would be the cost for assemblies	$4,000	SBCP
Improvement of instructional strategies and materials: • Use of Renaissance's Accelerated Reader (AR) program in grades 1-5 • Continue to add to the Accelerated Reader Library and quiz collection • Add AR leveled books to our library • Introduce magazines as reading material in the classroom • Support the classroom teachers by providing materials to enhance our standards-based curriculum	Teachers, principal Librarian Teachers Teachers	The cost of purchasing additional licensing from Renaissance and the purchase of books The cost of magazine subscriptions The cost of materials	$7,500 $2,900 $6,000	SBCP SBCP SBCP

6.3.13

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: • Title I reading intervention for at-risk students in grades K-5 • Additional support provided by instructional aides in first and second grade • We will provide students in grades 2-5 with materials to develop test taking skills	Title I teachers Instructional Aides Teachers	Cost of Title I teachers and cost of materials Instructional Aide hourly rate (4 hours per day) Cost of materials	$95,645 $9,652 $12,123 in employee benefits $1,300	 Title I SBCP
Staff development and professional collaboration: • Continue to offer district-sponsored training in the areas of reading and writing • Continue our association with CRLP Results	District Office Teachers	Cost of presenters and snacks N/A	 N/A	Staff Dev. N/A
Involvement of staff, parents and community: • Dissemination of assessment results to parents • Timely academic reports and referral for intervention if necessary	Teachers	N/A	N/A	N/A
Auxiliary services for students and parents: • Student Study Team (SST) meetings for students who are experiencing difficulty with academic work	SST participants	Stipend for the SST Chairperson	$2000	SBCP

6.3.44

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

GOAL # 4 for Improving Student Achievement: **Provide teachers with the necessary time to plan and implement a standards-based instructional program.**

Student groups participating in this goal: All students
Performance gains expected for these students: Increase the number of students who score at proficient or advanced on the CST.
Means of evaluating progress toward this goal: Spring CST administration
Group data needed to measure academic gains: Whole group and significant subgroups data (EL, special ed, economically disadvantaged)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: • Allow the teachers to use prep time, grade level meetings and assemblies release time to develop a standards-based instructional program that meets the needs of all students	Teachers	Cost of assemblies and possibly substitutes to provide release time	$5,000	SBCP
Improvement of instructional strategies and materials: • Mapping and calibration of our curriculum will allow our teachers to deliver instruction that is closely aligned to California Content Standards	Teachers working with the principal	N/A	N/A	N/A

6.3.45

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity: N/A				
Staff development and professional collaboration: • Use available time (prep, grade level meetings and release time) to develop an effective, standards-based instructional program for the students of First Street School • Avail teachers of opportunities to attend appropriate workshops and conferences	Teachers and principal Principal	Cost of assemblies and possibly substitutes to provide release time Cost of workshops and conferences	$5,000 $2,000	SBCP SBCP
Involvement of staff, parents and community: N/A				
Auxiliary services for students and parents: N/A				
Monitoring program implementation and results: • A standards-based instructional program will better prepare our students to face the academic challenges of a rigorous curriculum • Results of assessment such as CST, CBM, CRLP should show marked improvement as a result of a sound instructional program	Teachers and principal	Cost of nutritional snack for students during STAR testing	$350	SBCP

6.346

CENTRALIZED SERVICES EXPENDITURES

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

Proposed Expenditures	Estimated Cost	Funding Source
• Prepare the Consolidated Application. • Provide assistance in categorical program planning and implementation; budgeting; plan writing; revisions; and monitoring and evaluations. • Obtain and disseminate information necessary for the operation of programs. • Advise and assist school with program requirements. • Coordinate staff development.	Total: $7,585	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.	Total: $10,497	EIA-LEP
• Assist with the implementation of School Site Councils and Title I meetings. Attend meetings upon request. • Advise and assist school with program requirements. • Assist the school with Coordinated Compliance Reviews. • Coordinate staff development.	Total: $15,019	Title I Part A
• Serve as a liaison between District and Schools. • Prepare and submit various reports (CalWORKS, Title I Data, R-30 Language Census, etc.). • Advise and assist school with program requirements. • Coordinate staff development.	Total: $0	Title III (EIA/ELAP)

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

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

State Programs

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

Economic Impact Aid/ English Learner Program — **Amount: $127,132**
Purpose: Develop fluency in English and academic proficiency of English learners.

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

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

School Improvement Program — **Amount: $70,795**
Purpose: Improve school response to educational, personal and career needs of all students.

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

Federal Programs

Elementary and Secondary Education Act:

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

Title I: Targeted Assistance Program — **Amount: $156,711**
Purpose: Help educationally disadvantaged students achieve grade level proficiency.

Title V: Innovative Programs — **Amount: $675**
Purpose: Support educational improvement, library, media, and at-risk students.

Other Federal Funds (list and describe):

Title III — **Amount: $0**

Total amount of state and federal categorical funds allocated to this school: **$355,313**

6.3.48

SCHOOL SITE COUNCIL MEMBERSHIP

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Ruben Ayala	X				
Glenn Vineyard, Chairperson				X	
Sarah Berger				X	
Flora Isidoro				X	
Maribel Vergara				X	
Irma Balonek			X	X	
Maaria Franzen		X			
Patrick Stelma		X			
Carolyn Nelson		X			
Numbers of members of each category	1	3	1	5	

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

6.3.49

RECOMMENDATIONS AND ASSURANCES

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

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

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

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

- ___ School Advisory Committee for State Compensatory Education Programs
- __✓ 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 site council on: May 19, 2003

Attested:

Ruben Ayala Typed name of school principal	_____ Signature of school principal	2/28/05 Date
Glenn Vineyard Typed name of SSC chairperson	_____ Signature of SSC chairperson	2/28/05 Date

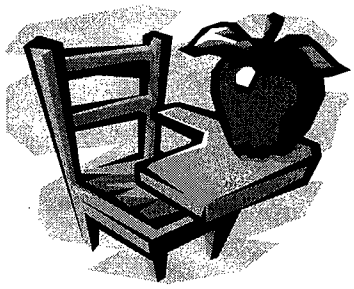
6.3.50

SINGLE PLAN FOR STUDENT ACHIEVEMENT

at

Carlin C. Coppin Elementary School
#31-66951-6085252

April 2005 – June 2007



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:

John M. Bliss
Principal
(916) 645-6390

Carlin C. Coppin Elementary School
150 East 12th Street
Lincoln, CA 95648
blissjoh@wpusd.k12.ca.us

Western Placer Unified School District

The District Governing Board approved this revision of the School Plan on 6.3.51

District/School Vision and Mission

MISSION STATEMENT: Empower student with the skills, knowledge, and attitudes for success in an ever-changing world.

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

School Profile

Carlin C. Coppin Elementary School is located in Western Placer Unified School District in the city of Lincoln. The school serves kindergarten through fifth grades; the enrollment is 565, with three to five classes at each grade level. The ethnic makeup is as follows: 86% Caucasian, 11% Hispanic and 3% other. The Principal is John M. Bliss. Roger R. Yohe is Western Placer Unified School District's Superintendent.

Parents play important roles at Carlin C. Coppin through their active participation and involvement in Site Based Leadership Team (SBLT), Parent Teachers Club (PTC), annual events and regular volunteering in classrooms. Parents support PTC activities such as family nights, school assemblies, purchase of new equipment, carnivals, student council and rewards for positive discipline. Parents fully implement a monthly art docent program. Carlin C. Coppin is a focal point and community center for students and their parents.

School Accountability Report Card

TEACHER ASSIGNMENT
Western Placer Teacher Committee meets on a regular basis to ensure all teachers within our district are appropriately credentialed and teaching within the designation of their credential(s). In extreme cases where changes must be made due to teachers being reassigned to other school sites or due to medical leave/retirement, Western Placer Unified School District Board of Trustees are promptly notified and corrective measures listed. Personal background checks are completed by the Department of Justice before any instructor is allowed in the classroom.

STUDENT ACHIEVEMENT
Carlin C. Coppin School maintains high expectations for student achievement. Students are administered yearly the California Achievement Test version 6 (CAT-6), a standardized test measuring individual academic progress. A high priority has been set by both the school and district to raise individual performance and test scores. Students may also be tested upon parent request to determine special needs, either with learning handicaps or advanced ability. Such testing is completed by a qualified and trained district staff person who discusses the results with parents.

CLASS SIZE AND TEACHING LOADS
Western Placer Unified School District is committed to ensuring all students receive an exemplary education in preparation for the demands of the twenty-first century. Through class size reduction, class sizes of twenty or less have been implemented in first, second, and third grades for the entire day. Kindergarten has a student to teacher ratio of less than twenty for half the instructional day.

6.3.52

DISCIPLINE AND CLIMATE FOR LEARNING

The Carlin C. Coppin discipline plan is disseminated to parents and students at the beginning of the school year in a Parent/Student Handbook. Parents and students are asked to sign an agreement form to verify they have received and read the handbook information. School rules are posted in each classroom. There is a detailed site discipline procedure that is aligned with the district plan. Criteria include the following: school rules, parent notification, expected student behavior guidelines, violation of rules/behavior, student response, referring person and comments, action taken, and parent signature line. Interventions for inappropriate behavior are explored as a first step such as "Caring About Kids."

Procedures are established for reporting all criminal behavior on the school campus to the appropriate law enforcement agency. In several schools, students have been trained in conflict management which enables them to develop strategies to address interpersonal relationship issues. In one school an alternative learning center provides a quiet place in which students can reflect on their behavior, take tests, and complete missing assignments. We know that students learn best when they are in safe and secure schools and we are providing this for our students.

SUBSTITUTE TEACHERS

Prior to substituting in our district, teachers must attend an orientation meeting in which rules and procedures are discussed; expectations for student interactions reviewed; and support strategies outlined. In several cases we have hired substitute teachers who have clearly demonstrated their commitment to the students in Western Placer Unified School District.

INSTRUCTIONAL MINUTES AND MINIMUM DAYS

Carlin C. Coppin Elementary School scheduled eight minimum days. The state requires 36,000 instructional minutes for kindergarten and the school's schedule fulfills that requirement. The state minimum is 50,400 minutes for grades one through three and 54,000 for grades four and five. The school schedule provides for 55,755 for those grades.

ENROLLMENT AND ATTENDANCE

Daily attendance is reinforced through contacting families of absent students. Independent study contracts are available for students that are away from school during the year. Awards are given to students achieving perfect attendance. Many positive programs at Carlin C. Coppin Elementary motivate students to come to school.

COUNSELING AND SUPPORT SERVICES

Western Placer Unified School District has a Director of Education, a full-time psychologist, a full-time nurse, and eight school psychologist interns from California State University-Sacramento, devoted to identifying and serving the special needs of our students. The Student Study Team process is in place at all school sites in which students with academic or behavior difficulties are referred.

Administrators, regular and special education teachers, parents, and often students meet to discuss the nature of the concern and brainstorm strategies to address these concerns. After modifications are made to the existing educational program, a student may be referred for special education services. Currently, there are twelve special education teachers in our district and the equivalent of three full-time speech and language therapists. In addition, we receive support from a Placer County Office of Education's program specialist.

The Lighthouse Community Resource Center has opened in the former district office site at 630 6th Street. Children in Western Placer receive individual and family counseling on a walk-in and school referral basis free of charge. The Lighthouse Center also houses many community based support services that serve the Lincoln area. Last year, over 10% of all students in our district received support from our college intern program and the Lighthouse Center.

6.3.53

TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Western Placer Unified is dedicated to providing the best education for our students. Last year, over $100,000 was spent on new textbooks and instructional materials. All subject areas are aligning their purchase of new materials to California State Standards. Additionally, each teacher is provided $500 in lottery funds to purchase materials unique to his/her grade level.

SCHOOL FACILITIES AND SAFETY

Carlin C. Coppin was built in 1972. The site houses a library, computer lab, administration building, multipurpose room, 26 classrooms, 4-H Program and the Headstart/Preschool program. A campus-wide communication system with individual telephones in all areas and school-wide "all-call" capabilities enables clear and effective announcements at any time. State-of-the-art security and fire prevention systems enhance the overall security of the campus. Guest and parent volunteer procedures provide further
safety. A background check is a standard procedure for all volunteers who work directly with children in and outside the classroom. The Lincoln Police Department makes available a liaison officer, on an on-call basis, to respond effectively to school security and safety crisis.

SAFE SCHOOL PLAN

Western Placer Unified School District has a full and comprehensive Safe School Plan for all district sites and facilities. A well-planned and trained Crisis Response Support Team has been identified to respond to a full array of potential emergencies. Periodic drills are planned and carried out annually. A new district-wide communication system for emergency use only has recently been installed. A copy of the complete plan is on file at each site. A site emergency safety plan is in place. Evacuation drills are performed each year. A district crisis response team and plan are in place with identified procedures.

QUALITY OF SCHOOL INSTRUCTION AND LEADERSHIP

Western Placer Unified School District expects the best from our teachers and receives it. Prior to being offered employment, candidates must complete a detailed interview and present a demonstration lesson. Each probationary teacher is evaluated three times each year to ensure he/she is receiving all the support necessary to ensure their success. New teacher meetings provide opportunities for new staff members to network, share information, and alert the district as to their collective and individual needs. Administrators attend administrative council meetings, and curriculum and instruction seminars each month.

TRAINING AND CURRICULUM IMPROVEMENT

The Western Placer Board of Trustees has allocated funds to be utilized for professional development for teachers, administrators, and classified employees. Most administrators have, or are currently, enrolled in the California School Leadership Academy. A district Early Literacy Project is focusing on reading instruction in elementary schools. Teachers in our district have had the opportunity to participate in sessions from such outstanding educators as: Jim Cox, assessment specialist; Ian Jukes, technology futurist; Dolores Cook, internationally renown specialist in classroom management and staff development opportunities offered through Placer County Office of Education and Sacramento Office of Education. Our high schools participate in SB 1882 inservices. Teachers in our district are our greatest source of professional development. Numerous teachers have presented classes in our Teacher Inservices, presented at numerous conferences, and presented workshops for Placer County Office of Education.

TEACHER EVALUATION

All teachers within the Western Placer Unified School District are evaluated annually. Teachers receive training in instructional improvement. Administrators within the district have been trained in supervision practices. Based on state directives and local concerns, teachers and administrators have opportunities to attend professional meetings and conferences.

6.3.54

TOPICS OF LOCAL INTEREST

Site standards are established using the current California State Standards and the District Student Expectations. Student progress is assessed through the use of student portfolios, Curriculum Based Measurement, Math and Writing samples and anecdotal records. The district report card is a standards based system that, also reports student progress to the parents.

The maximum salary requires 32 years of experience, 26 of which must be earned within the district. The degree requirements for the maximum salary are either a BA + 75 units or an MA + 30 units.

6.3.55

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

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

    - They are becoming aligned. Each adoption we're becoming more aligned with the standards in all areas of curriculum. Teachers are also supplementing areas of weakness.

    - Saxon math is not aligned to standards. We are adapting it to help it work, but it will be better with the next adoption.

    - We need a school-wide writing program. Houghton Mifflin is <u>not</u> adequate.

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

    - Saxon Math is available to our K-5 student population.

    - Some curriculum for students needing extra support must be copied or is not available to <u>all</u> students needing them. Analysis of Current Educational Practice (continued)

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

    - It would be of benefit to have more core-curriculum in-services ongoing <u>during</u> the year. Also district wide articulation opportunities would be helpful.

    - We would greatly benefit from professional development on writing instruction.

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

    - Site Based

    - School Based Coordinated Program and Title I provide terrific services. If expanded they would boost our at risk students.

    - Title I – but we need more communication with classroom teacher.

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

    - Instructional Aides
    - We are somewhat lacking in this area. We are unable to meet the needs of a diverse population without more assistance. (e.g. if we had aides or services providing help we could challenge the average/high students more as well.)
    - CRLP assessment; Lexile; STAR reading/math; and CBM
    - We would love more instructional aides.

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

    - We use running records. CRLP, Lexile, Star reading/math and CBM. I feel this is an area of strength.
    - Test practice materials provided but earlier would have been great!

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

    - We all experience low student performance to varying degrees.

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

    - Lighthouse and Starbright while providing wonderful services are simply being asked to handle too many students.
    - Starbright leaving was an enormous loss.
    - Tutoring program is helpful for homework help, but has too many kids for real tutoring. We need more teachers!
    - I am not aware of any resources, outside of the school day, available to assist low-performing students. Starbright DOES NOT assist these students effectively.

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

6.3.57

- Low socio-economic/lack of cultural experience.
- Attendance
- Poor nutrition
- Parents don't highly value education.
- Kids are exposed to inappropriate things at home – ex. R-rated movies, music, parental activities.

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

    - Not enough funding for intervention programs. Lack of funding has and does impact the services we offer to underachieving students.
    - Lack of funding.
    - Social skills training/conflict resolution.

6.3.58

School Report
2004-05 Academic Performance Index (API) School Growth Report

California Department of Education
Policy and Evaluation Division
October 20, 2005

School: Coppin (Carlin C.) Elementary
LEA: Western Placer Unified
County: Placer
CDS Code: 31-66951-6085252

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

School Type: Elementary

• State Accountability: Academic Performance Index (API)

STAR 2005 Percent Tested	Number of Students Included in the 2005 API	API 2005 Growth	API 2004 Base	API 2004-05 Growth Target	API 2004-05 Growth	Met Growth Target: Schoolwide	Met Growth Target: Comparable Improvement (CI)	Met Growth Target: Both Schoolwide and CI
100	295	797	748	3	49	Yes	Yes	Yes

In order to meet federal requirements of No Child Left Behind, a 2005 API Growth is posted even if a school or LEA had no 2004 API Base or if a school had significant population changes from 2004 to 2005. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.
"*" means this API is calculated for a small school, defined as having between 11 and 99 valid STAR test scores. The API is asterisked if the school was small either in 2004 or 2005. APIs base on small numbers of students are less reliable and therefore should be interpreted with caution.
"A" means the school scored at or above the statewide performance target of 800 in 2004.
"B" means the school did not have a valid 2004 API Base and will not have any Growth or target information.
"C" means the school had significant demographic changes and will not have any Growth or target information..
"D" indicates this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Target information is not applicable to LEAs or to ASAM schools.
"E" indicates this school was an Alternative Schools Accountability Model (ASAM) school in the API Base report and has no target information even though the school is no longer an ASAM school.

Targets Met - In the "Met Growth Target" columns, the growth target requirement is part of the state accountability system and does not match the Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2005 API Growth score of 590, or a one-point increase from 2004 API Base to 2005 API Growth.

6.3.59

Similar Schools

Median API	
2005 Growth	2004 Base
799	779

Click on the median value heading to link to the list of 2004 API Base similar schools. This list contains schools which were selected specifically for the reported school for the 2004 API Base report.

Subgroups

	Number of Pupils Included in 2005 API	Numerically Significant in Both Years	Subgroup API 2005 Growth	2004 Base	2004-05 Growth Target	2004-05 Growth	Met Subgroup Growth Target
Ethnic/Racial							
African American (not of Hispanic origin)	0	No					
American Indian or Alaska Native	1	No					
Asian	5	No					
Filipino	0	No					
Hispanic or Latino	44	No					
Pacific Islander	0	No					
White (not of Hispanic origin)	234	Yes	818	770	2	48	Yes
Socioeconomically Disadvantaged	74	Yes	715	676	2	39	Yes

"A" means the subgroup scored at or above the statewide performance target of 800 in 2004.

6.3.60

School Adequate Yearly Progress Report
2005 Accountability Progress Report

California Department of Education
Policy and Evaluation Division
Revised: December 1, 2005

School: **Coppin (Carlin C.) Elementary**
School Type: Elementary
LEA: Western Placer Unified
County: Placer
CDS Code: 31-66951-6085252

Reports of other schools in this local educational agency (LEA):

6085252 Coppin (Carlin C.) Elementar

Direct-Funded Charter School: No

LEA report
(An LEA is a school district or county office of education.)

- Federal Accountability: Adequate Yearly Progress (AYP)

Adequate Yearly Progress

Made AYP: Yes
Met 13 of its 13 AYP Criteria

Participation Rate

	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
GROUPS	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2005 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2005 AYP Criteria	Alternative Method
Schoolwide	334	333	100	Yes		334	334	100	Yes	
African American or Black (not of Hispanic origin)	3	3	100	--		3	3	100	--	
American Indian or Alaska Native	1	1	100	--		1	1	100	--	
Asian	7	7	100	--		7	7	100	--	
Filipino	1	1	100	--		1	1	100	--	
Hispanic or Latino	46	45	98	--		46	46	100	--	
Pacific Islander	0	0	--	--		0	0	--	--	
White (not of Hispanic origin)	262	262	100	Yes		262	262	100	Yes	
Socioeconomically Disadvantaged	86	85	99	Yes	ER	86	86	100	Yes	ER
English Learners	23	22	96	--		23	23	100	--	
Students with Disabilities	32	32	100	--		32	32	100	--	

6.3.61

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 24.4 Met all percent proficient rate criteria? Yes					Mathematics Target 26.5 Met all percent proficient rate criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2005 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2005 AYP Criteria	Alternative Meth
Schoolwide	294	157	53.4	Yes		295	184	62.4	Yes	
African American or Black (not of Hispanic origin)	0	--	--	--		0	--	--	--	
American Indian or Alaska Native	1	--	--	--		1	--	--	--	
Asian	5	--	--	--		5	--	--	--	
Filipino	0	--	--	--		0	--	--	--	
Hispanic or Latino	43	13	30.2	--		44	16	36.4	--	
Pacific Islander	0	--	--	--		0	--	--	--	
White (not of Hispanic origin)	234	134	57.3	Yes		234	156	66.7	Yes	
Socioeconomically Disadvantaged	73	25	34.2	Yes		74	33	44.6	Yes	
English Learners	19	5	26.3	--		20	7	35.0	--	
Students with Disabilities	31	10	32.3	--		31	13	41.9	--	

Academic Performance Index - Additional Indicator for AYP

2004 API Base	2005 API Growth	2004-05 Growth	Met 2005 API Criteria	Alternative Method
748	797	49	Yes	

2005 API Criteria for meeting federal AYP: A minimum "2005 API Growth" score of 590 OR "2004-05 API Growth" of at least one point.

Graduation Rate

Rate for 2004, Class of 2002-03	Rate for 2005, Class of 2003-04	Change	Average 2-Year Change	Met 2005 Graduation Rate Criteria	Alternative Method
				N/A	

2005 Graduation Rate Criteria: A "Rate for 2005" of at least 82.9 OR "Change" (improvement in the rate from the previous year) of at least 0.1 OR "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2.

6.3.62

California Standardized Testing and Reporting (STAR)

Coppin (Carlin C.) Elementary School

All Students

Total Enrollment on First Day of Testing: 334

Total Number Tested: 334

Total Number Tested in Selected Subgroup: 334

County Name: Placer County

District Name: Western Placer Unified District

School Name: Coppin (Carlin C.) Elementary School

CDS Code: 31-66951-6085252

California Standards Test Scores - 2005

	Grades										
	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	78	80	87	89							
CST English-Language Arts											
Students Tested	78	80	87	88							
% of Enrollment	100.0 %	100.0 %	100.0 %	98.9 %							
Mean Scale Score	362.0	340.5	354.9	338.8							
% Advanced	14 %	10 %	21 %	9 %							
% Proficient	53 %	33 %	33 %	40 %							
% Basic	24 %	40 %	34 %	26 %							
% Below Basic	6 %	14 %	6 %	13 %							
% Far Below Basic	3 %	4 %	6 %	13 %							
CST Mathematics											
Students Tested	78	80	87	89							
% of Enrollment	100.0 %	100.0 %	100.0 %	100.0 %							
Mean Scale Score	382.7	372.1	362.1	343.8							
% Advanced	24 %	30 %	21 %	15 %							
% Proficient	50 %	34 %	40 %	31 %							
% Basic	22 %	20 %	26 %	27 %							
% Below Basic	4 %	16 %	11 %	17 %							
% Far Below Basic	0 %	0 %	1 %	10 %							
CST Science											
Students Tested				89							
% of Enrollment				100.0 %							
Mean Scale Score				324.9							
% Advanced				2 %							
% Proficient				30 %							
% Basic				35 %							
% Below Basic				24 %							
% Far Below Basic				9 %							

6.3.63

California Standardized Testing and Reporting (STAR)

Coppin (Carlin C.) Elementary School

White (not Hispanic)

Total Enrollment on First Day of Testing: 334

Total Number Tested: 334

Total Number Tested in Selected Subgroup: 262

County Name: Placer County

District Name: Western Placer Unified District

School Name: Coppin (Carlin C.) Elementary School

CDS Code: 31-66951-6085252

California Standards Test Scores - 2005

	Grades										
	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	78	80	87	89							
CST English-Language Arts											
Students Tested	64	65	66	67							
% of Enrollment	82.1 %	81.3 %	75.9 %	75.3 %							
Mean Scale Score	363.7	350.5	353.7	345.7							
% Proficient and Above	69 %	49 %	53 %	57 %							
CST Mathematics											
Students Tested	64	65	66	67							
% of Enrollment	82.1 %	81.3 %	75.9 %	75.3 %							
Mean Scale Score	385.8	383.0	360.7	353.4							
% Proficient and Above	77 %	69 %	59 %	54 %							
CST Science											
Students Tested				67							
% of Enrollment				75.3 %							
Mean Scale Score				329.9							
% Proficient and Above				36 %							

6. 3.64

California Standardized Testing and Reporting (STAR)

Coppin (Carlin C.) Elementary School

Economically Disadvantaged

Total Enrollment on First Day of Testing: 334

Total Number Tested: 334

Total Number Tested in Selected Subgroup: 86

County Name: Placer County

District Name: Western Placer Unified District

School Name: Coppin (Carlin C.) Elementary School

CDS Code: 31-66951-6085252

California Standards Test Scores - 2005

	Grades										
	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	78	80	87	89							
CST English-Language Arts											
Students Tested	20	20	20	25							
% of Enrollment	25.6 %	25.0 %	23.0 %	28.1 %							
Mean Scale Score	326.0	319.0	333.4	324.6							
% Proficient and Above	30 %	30 %	40 %	32 %							
CST Mathematics											
Students Tested	20	20	20	26							
% of Enrollment	25.6 %	25.0 %	23.0 %	29.2 %							
Mean Scale Score	356.9	355.8	339.6	328.9							
% Proficient and Above	65 %	45 %	40 %	31 %							
CST Science											
Students Tested				26							
% of Enrollment				29.2 %							
Mean Scale Score				307.4							
% Proficient and Above				19 %							

6.3.65

CONCLUSIONS FROM STUDENT PERFORMANCE DATA AND FROM PARENT, TEACHER AND STUDENT INPUT

Economically disadvantaged students are showing significant performance gaps in both math and language arts. This includes our Title I student population. There is a need for additional funding/resources in order to provide appropriate intervention for underachieving and economically disadvantaged students.

SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

Goal #1: Improve parental involvement and communication.

Goal #2: Improve students' skills in technology.

Goal #3: Improve student performance in language arts/reading and math.

Goal #4: Intervention and enrichment programs and personnel will be provided to improve student performance in core academic areas.

Goal #5: Staff will be provided opportunities to attend professional development to assist students in reaching grade level standards.

6.3.66

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

GOAL # _1_ for Improving Student Achievement: *Academic and enrichment programs and personnel will be made available to all students.*
Student groups participating in this goal: *All*
Performance gains expected for these students: *Move students at least one category on standardized achievement tests.*
Means of evaluating progress toward this goal: *Teacher/administrator will track CAT-6, CBM, CST, etc., scores (i.e. below basic & basic or 3rd Quartile to 4th Quartile.*
Group data needed to measure academic gains: *CAT-6, STAR Math & Reading, CBM, CRLP*

Description of Specific Actions to Improve Educational Practice	**Implementers/ Timeline**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of instruction with content standards: Lesson plans and benchmarks for achievement will be developed by teachers to align with California Content Standards.	Certificated Staff Aug-June 2005/2006	• Materials for intervention/enrichment • Additional personnel to implement programs.	$100,000	Title I SIP
	Certificated Staff Aug-June 2006/2007	• Personnel to implement programs	$70,000	Title I Sip
Improvement of instructional strategies and materials: Staff will attend various workshops and staff development activities. Supplemental materials will be purchased to remediate and enrich core curriculum.	All Staff Aug-June 2005/2006	Conferences, workshops, and other staff development activities.	$10,000	SIP
Extended learning time: Staff will provide tutoring and/or homework assistance before/after school.	Certificated Staff Aug. - June 2005/2006	Before/after school academic intervention program.	$10,000	~~SIP~~ ~~Starbright~~ State Funding
	Certificated Staff Aug.-June 2006/2007	Before/After school academic intervention programs.	$10,000	State Funding

6.3.07

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity: Educational opportunities will be increased through use of additional personnel and purchase of appropriate materials.	All Staff Aug – June 2005/2006	Additional personnel and materials.	$100,000	SIP Title I
	All Staff Aug.- June 2006/2007	Additional personnel and materials.	$90,000	SIP Title I
Staff development and professional collaboration: More staff development and professional collaboration will be provided through more efficient scheduling of calendars, etc. (possible minimum days).	All Staff Aug – June 2005/2006	Conferences, workshops, professional development activities.	$10,000	SIP Title I
	All Staff Aug. – June 2006/2007	Conferences, workshops, professional development activities.	$11,000	SIP
Involvement of staff, parents and community: Staff, parents, and community are involved in the Site Based Leadership Team and Parent Teacher Club. Student assessment results are interpreted to parents by teachers, administrators and district staff by way of parent teacher conferences, School Accountability Report Card, and various memos and newsletters.	Staff, Parents Community Aug. - June 2005/2007	N/A		
Monitoring program implementation and results: Teachers, administration and Site Based Leadership Team (SBLT) may monitor program implementation and results through observation, review of test and assessment scores, surveys, etc.	Staff/SBLT Aug – June 2006/2007	N/A		

6.3.08

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

GOAL # _2_ for Improving Student Achievement: Improve student performance in language arts/reading and math.

Student groups participating in this goal: All
Performance gains expected for these students: *Move students at least one category on standardized achievement tests.*
Means of evaluating progress toward this goal: *Teacher/administrator will track CAT-6, CBM, CST, etc., scores (i.e. below basic & basic or 3rd Quartile to 4th Quartile.*
Group data needed to measure academic gains: *CAT-6, STAR Math & Reading, CBM, CRLP*

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: All supplies and materials purchased will be related to approved content standards and curriculum.	Teachers & Staff Aug. - June 2005/2006	Copy machine and related materials.	~~$6,000~~ $6,725	SIP ~~Title I~~
	Teacher & Staff Aug. – June 2006/2007	Copy machine and related materials.	$8,000	SIP
Improvement of instructional strategies and materials: - Purchase of Accelerated Reader books and quizzes - California Standards practice materials	Teachers Aug. – June 2005/2006	- Test Practice Materials - AR Books & Quizzes	$5,500	SIP
	All Staff Aug. – June 2006/2007	Renaissance Upgrade & programs Accl/STAR – Reading Accl/STAR – Math	$3,000	SIP

6.3.69

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Extended learning time: Before/after school tutoring and homework assistance will be provided.	Teachers & Staff Aug. – June 2005/2006	Personnel to implement programs.	$10,000	SIP Starbright
	Certificated Staff Aug. – June 2006/2007	Personnel to implement programs.	$10,000	State Funding
Increased educational opportunity: N/A				
Staff development and professional collaboration: N/A				
Involvement of staff, parents and community: Funding will be allocated to provide parents with resources and/or training to assist their children to improve Language Arts and/or Math skills.	Aug. – June 2005/2006	- Study Guide/Resource Materials - Newsletters - School Accountability Report Card	$1,000 (or 1% of Title I Funds)	Title I
	Aug. – June 2006/2007	School Accountability Report Card	1% of Title I Funds	Title I
Auxiliary services for students and parents: N/A				
Monitoring program implementation and results. This will be accomplished through use of surveys, questionnaires, and discussion.	Staff SBLT	N/A	N/A	N/A
	Staff/SBLT 2005/2007	N/A	N/A	N/A

6.3.70

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

GOAL # _3_ for Improving Student Achievement: Staff will be provided opportunities to attend professional development to assistl students in reaching grade level standards.

Student groups participating in this goal: All

Performance gains expected for these students: *Move students at least one category on standardized achievement tests.*

Means of evaluating progress toward this goal: *Teacher/administrator will track CAT-6, CBM, CST, etc., scores (i.e. below basic & basic or 3rd Quartile to 4th Quartile.*

Group data needed to measure academic gains: *CAT-6, STAR Math & Reading, CBM, CRLP*

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: N/A				
Improvement of instructional strategies and materials: Through professional development activities, instructional strategies and materials will be improved.	Staff/ Administration July-June 2005/2006	Curriculum and staff development, conference costs, related materials, substitute teacher costs.	$10,000	SIP Title I
	Staff/ Administration July-June 2005/2006	Curriculum and staff development, conference costs, related materials, substitute teacher costs.		
Extended learning time: N/A				

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity: N/A				
Staff development and professional collaboration: Teachers will meet to share pertinent information to improve student learning.	Staff Aug-June 2005/2006	N/A		
	Staff Aug.-June 2006/2007			
Involvement of staff, parents and community: N/A				
Auxiliary services for students and parents: N/A				
Monitoring program implementation and results: SBLT, administration and staff will discuss activities on a monthly basis.	Staff, SBLT, Administration Aug-June 2005/2006	N/A		
	Staff, SBLT, Administration Aug-June 2006/2007			

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

GOAL # _4_ for Improving Student Achievement: Improve parent involvement and communication.

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Student groups participating in this goal: All
Performance gains expected for these students: Increased student achievement due to increased parent involvement.
Means of evaluating progress toward this goal: Attendance at school functions and parent centered committees.
Group data needed to measure academic gains: N/A

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: N/A				
Improvement of instructional strategies and materials: Parents will be provided an opportunity to participate in "Tools for Teaching Parent Edition"	All Staff Aug. – June 2005/2006	- Study Guide Materials - Newsletters - Resource Materials	~~$1,000~~ $200	~~Title I~~ ~~SIP~~ SITE
	Principal Aug. – June 2006/2007	- Study Guide Materials - Resource Materials	$100	SITE
Extended learning time: N/A				

6.3.13

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity:	N/A			
Staff development and professional collaboration: N/A	N/A			
Involvement of staff, parents and community: Funding will be allocated to provide parents with resources and/or training to assist their children in improving math and language arts skills.	Aug. - June 2005/2006	- Study Guides - Newsletters - Resource Materials	$1,000 (or 1% of Title I funds)	Title I ~~SIP~~
	Aug. – June 2006/2007	School Accountability Report Card	1% of Title I Funds	Title I
Auxiliary services for students and parents: N/A	N/A			
Monitoring program implementation and results: N/A	N/A			

6.3.4

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

GOAL # _5_ for Improving Student Achievement: Improve students' skills in technology.
Student groups participating in this goal: All
Performance gains expected for these students: *Move students at least one category on standardized achievement tests.*
Means of evaluating progress toward this goal: *Teacher/administrator will track CAT-6, CBM, CST, etc., scores (i.e. below basic & basic or 3rd Quartile to 4th Quartile.*
Group data needed to measure academic gains: *CAT-6, STAR Math & Reading, CBM, CRLP*

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: Teachers, technology aide, and administration will align instruction in the Tech Lab and classroom to content standards where appropriate.	Tech Aide Staff Administration Aug.-June 2005/2006	Tech Lab aide salary	~~$25,000~~ $18,324	SIP
	Aug./June 2006/2007	N/A		
Improvement of instructional strategies and materials: After content standards alignment was taken place, additional support materials may be needed.	Tech Aide Staff Administration Aug.-June 2005/2006	Technology Support Materials	$2,000	SIP
	Certificated Staff Aug./June 2006/2007	Instructional Materials	$500	SIP
Extended learning time: N/A	N/A			

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: Students will have increased access to information via the internet and on-line resources.	All Staff Aug.-June 2005/2006	Up-dated hardware/software	$2,000	SIP ~~Title I~~ SITE
	All Staff Aug. – June 2006/2007	Updated hardware/software	$4000	SIP
Staff development and professional collaboration: Greater collaboration between classroom teachers and technology aide will be necessary to align curriculum.	Teachers Tech Staff Aug.-June 2005/2006	N/A		
	N/A			
Involvement of staff, parents and community N/A	N/A			
Auxiliary services for students and parents N/A	N/A			
Monitoring program implementation and results: Classroom teachers, Tech Lab Coordinator , administrator, and SBLT will monitor the program results/needs and make recommendations where necessary.	Staff Administration Aug.-June 2005/2006	N/A		
	Staff Administration Aug. – June 2006/2007	N/A		

6.3.76

CENTRALIZED SERVICES EXPENDITURES

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

Proposed Expenditures	Estimated Cost	Funding Source
• Prepare the Consolidated Application. • Provide assistance in categorical program planning and implementation; budgeting; plan writing; revisions; and monitoring and evaluations. • Obtain and disseminate information necessary for the operation of programs. • Advise and assist school with program requirements. • Coordinate staff development.	$11,151 (2005-2006) $4,555 (2006-2007)	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.	$1,026 (2005-2006) $1,220 (2006-2007)	EIA-LEP
• Assist with the implementation of School Site Councils and Title I meetings. Attend meetings upon request. • Advise and assist school with program requirements. • Assist the school with Coordinated Compliance Reviews. • Coordinate staff development.	$8,911 (2005-2006) $7,359 (2006-2007)	Title I Part A
• Serve as a liaison between District and Schools. • Prepare and submit various reports (CalWORKS, Title I Date, R-30 Language Census, etc.). • Advise and assist school with program requirements. • Coordinate staff development.	$1,809 (2005-2006) N/A (2006-2007)	Title III

6.3.77

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

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

State Programs

Economic Impact Aid/ State Compensatory Education — **Amount: $0.00**
Purpose: Help educationally disadvantaged students succeed in the regular program.

Economic Impact Aid/ English Learner Program — **Amount: $7,529 (05-06)** **Amount: $13,551 (06-07)**
Purpose: Develop fluency in English and academic proficiency of English learners.

Professional Development — **Amount: $0.00**
Purpose: Promote school improvement by long-term professional development of school staff.

School Improvement Program — **Amount: $67,911 (05-06)** **Amount: $37,957 (06-07)**
Purpose: Improve school response to educational, personal and career needs of all students.

Other State or Local funds (list and describe) — **Amount: $0.00**

Federal Programs

Elementary and Secondary Education Act:

Title I: Schoolwide Program — **Amount: $0.00**
Purpose: Upgrade the entire educational program of the school.

Title I: Targeted Assistance Program — **Amount: $92,577 (05-06)** **Amount: $69,428 (06-07)**
Purpose: Help educationally disadvantaged students achieve grade level proficiency.

Title V: Innovative Programs — **Amount: $1,258 (05-06)** **Amount: $0.00**
Purpose: Support educational improvement, library, media, and at-risk students.

Other Federal Funds (list and describe): — **Amount: $0.00**

Total amount of state and federal categorical funds allocated to this school: **$169,275 (05-06)** **$120,936 (06-07)**

6.3.78

School Name: Carlin C. Coppin Elementary School
School Code: 31-66951-6085252
Grade Levels: K-5

SCHOOL ALLOCATIONS

Categories	School Budget (A)	Centralized Services (B)	Total School Consolidated Application Resources (C)	Part of SBCP School Based Coordinated Program (D)
1. School Improvement Program Implementation Funds (SIP)	$42,512	$4,555	$37,957	$37,957
2. Economic Impact Aid (LEP)	$14,770	$1,220	$13,551	
3. Title I Part A (Helping Disadvantaged Youth)	$76,787	$7,359	$69,428	
4. Title I Parent Involvement				
5. SB 813, 10th Grade Counseling				
6. SB 1882, Staff Development				
7. Special Education (in Coordinated Program)				
8. GATE (in Coordinated Program)				
9. Other Coordinated Programs				
10. TOTAL Consolidated Application Funds	$134,069	$13,134	$120,936	

11. Title II (Eisenhower Professional Development)	$
12. Title VI (Innovative Educational Programs-Library Media programs)	$
13. ELAP (English Learner Acquisition Program)	$

SCHOOL SITE COUNCIL MEMBERSHIP

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
John M. Bliss	X				
Bonnie Allert				X	
Rachelle Anderson				X	
Carman Morel				X	
Chris Slater				X	
Alma Moody				X	
Bonnie Blazier		X			
Pam Soha			X		
Rene McGrath		X			
Jennifer Hogg (2006-2007)		X			
Numbers of members of each category	1	3	1	5	

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

6.3.80

RECOMMENDATIONS AND ASSURANCES

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

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

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

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

- _0_ English Learner Advisory Committee
- _0_ Community Advisory Committee for Special Education Programs
- _0_ Gifted and Talented Education Program Advisory Committee
- _0_ Other *(list)*

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

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

6. This school plan was adopted by the school site council on: December 5, 2005 (2005-2006)
   June 5, 2006 (2006-2007)

Attested:

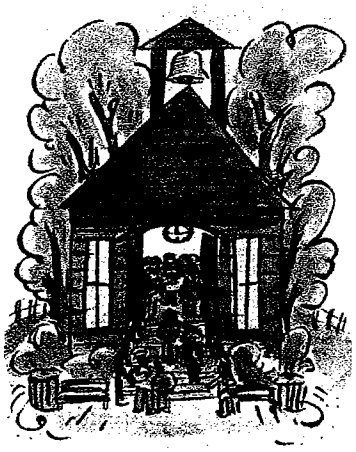
John M. Bliss		
Typed name of school principal	Signature of school principal	Date
Bonnie Allert		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

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SINGLE PLAN FOR STUDENT ACHIEVEMENT

6098610
(CDS Code)

Creekside Oaks Elementary School



Date of this revision: 5/22/06

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:	Linda Pezanoski
Position:	Principal
Telephone Number:	(916) 645-6380
Address:	2030 First Street, Lincoln, CA 95648
E-mail address:	l_pezanoski@wpusd.k12.ca.us

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Western Placer Unified School District

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

SCHOOL VISION

Creekside Oaks Elementary School's (COES) vision is one in which staff, families, community, and students work together to promote responsibility, personal integrity, and an enthusiasm for learning. Families and staff collaborate to create a nurturing, child-centered academic climate that will instill in children a life-long love of learning. The entire COES staff works together as a team with parents in a positive, productive, and professional manner to benefit students.

SCHOOL PROFILE

Creekside Oaks Elementary School is located at 2030 First Street, Lincoln, California. The school is in the Western Placer Unified School District (WPUSD) and adopted the name Creekside Oaks Elementary School when grades K through 5 relocated to the new site in 1994. Linda Pezanoski is the Principal.

Creekside Oaks Elementary School serves approximately 615 students in kindergarten through fifth grade. As a part of the district's class size reduction program, six first grade classes, four second grade classes, and four third grade classes, at 20 students or less per class, provide for primary students. There are three fourth grade classes, one 4/5 combination and three fifth grade classes serving intermediate students. There are also three kindergarten classes.

The ethnic composition of the student body is 16% Hispanic, 69% Caucasian, and 15% other designations. English, Spanish, and Portuguese are the primary languages spoken in the community.

Support services include a Special Day Class, a Resource Program, Speech and Language, two Title I Reading Specialists, two Science teachers, and Music. An innovative collaboration between the district and the Psychology Department of California State University-Sacramento provides individual and small group counseling services to at-risk students with parent permission. Qualified personnel facilitate the "Caring About Kids" program wherein students problem-solve in small groups and learn cooperative social skills that enable them to interact with peers in a positive manner.

Parents show their involvement in assisting with the Site Based Leadership Team (SBLT), Parent Teachers' Club (PTC), annual events, and regular volunteering with classroom activities. Parents support PTC activities such as educational/enrichment assemblies; family nights; purchasing of supplies/materials/equipment; carnivals; rewards for positive behavior; and various fundraisers to assist COES. Many parents play an active role in the Art Docent program that benefits our students. COES also has a Homework Club, STAR Daycare Program on campus, and a C.A.R.E. after school program.

SCHOOL ACCOUNTABILITY REPORT CARD

TEACHER ASSIGNMENT:

Western Placer Unified School District Human Resource Department ensures that all teachers are appropriately credentialed and teaching within the designation of their credential(s). Personal background checks are completed by the Department of Justice before any instructor is allowed in the classroom. TB tests are on file and checked regularly so all are clear to be with students. Quality applicants are available and the best quality individuals are hired at COES.

STUDENT ACHIEVEMENT:

Creekside Oaks Elementary School maintains high expectations for student achievement. Yearly, students are administered state required standardized tests measuring individual academic progress. A high priority has been set by both the school and district to raise individual performance and test scores.

6.3.83

Students may also be tested upon parent request to determine special needs, either with learning disabilities or advanced ability. Such testing is completed by qualified and trained district staff who discuss the results with parents.

CLASS SIZE AND TEACHING LOADS:

Western Placer Unified School District is committed to ensuring all students receive an exemplary education in preparation for the demands of the twenty-first century. Through class size reduction, class sizes of twenty or less have been implemented in first, second, and third grades for the entire day. Kindergarten classes are generally kept at about 28 students with two teachers available, except during prep time, along with a two-hour instructional aide per class. Our Title I program assists designated students in reading, writing, and/or mathematics.

DISCIPLINE AND CLIMATE FOR LEARNING:

A COES student handbook is available and is dispersed to students and family members. Within the handbook is the discipline plan. The entire staff and SBLT worked to develop a discipline plan which is in concert with the District Discipline Plan. The plan includes the following: school rules, parent notification, expected student behavior guidelines, violation of rules/behavior, student response, comments, action taken with parent signature/response section, and positive behavior plan.

The entire staff of Creekside Oaks Elementary School takes classroom and playground discipline seriously so teachers can teach, students can learn, and a safe environment exists for all. Students are regularly reminded to do their best and treat others with respect, courtesy and kindness.

SUBSTITUTE TEACHERS:

Prior to substituting in our district, teachers must attend an orientation meeting in which rules and procedures are discussed; expectations for student interactions reviewed; and support strategies outlined. In several cases we have hired substitute teachers who have clearly demonstrated their commitment to the students in Western Placer Unified School District.

MINIMUM DAYS:

Ten minimum days were scheduled for K-5 by the WPUSD. All ten days were utilized for conferencing and report card preparation.

INSTRUCTIONAL MINUTES:

Kindergarten classes meet 36,000 minutes per year. The state requires 36,000 instructional minutes for kindergarten, 50,400 for grades 1-3, and 55,755 for grades 4-8. All other classes meet or exceed stated mandated daily and yearly minutes requirements.

ENROLLMENT AND ATTENDANCE:

Daily attendance is reinforced through contacting families of absent students. Independent study contracts are available for students that are away from school during the year. Many positive programs at COES motivate students to come to school.

COUNSELING AND SUPPORT SERVICES:

Western Placer Unified School District has a Director of Special Education, about two full-time psychologists, a full-time nurse, and school psychologist interns from California State University-Sacramento, devoted to identifying and serving the special needs of our students. The Student Study Team process is in place at all school sites in which students with academic or behavior difficulties are referred.

Administrators, regular and special education teachers, parents, and often students meet to discuss the nature of the concern and brainstorm strategies to address specific concerns. After modifications are made to the existing educational program, a student may be referred for special education services or a behavior plan written. There are special education teachers, as well as speech and language therapists in WPUSD. In addition, we receive support from a Placer County Office of Education's program specialist.

6.3.84

The Lighthouse Community Resource Center exists to assist parents, children, and their families, Children within the WPUSD receive individual and family counseling on a walk-in and school referral basis free of charge. The Lighthouse Center also houses many community based support services that serve the Lincoln area. About 10% of all students in our district receive support from our college intern program and the Lighthouse Center.

TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

Western Placer Unified is dedicated to providing the best education for our students. A major amount of funds are spent on new textbooks and instructional materials each year. All subject areas are aligning their purchase of new materials to California State Standards. Additionally, each teacher is provided $500 in lottery funds to purchase materials unique to his/her grade level.

SCHOOL FACILITIES AND SAFETY:

In August of 1994, COES opened at its new site on First Street with the Community Center facilities adjacent to the campus. The new site houses a library, a computer lab, administration building, and twelve new classrooms. Twenty-four relocatables house the remaining classes.

The gated campus is clean and secure. A campus-wide communication system with individual telephones in all areas and school-wide "all call" capabilities enables clear, effective announcements at any time. State-of-the-art security and fire prevention systems enhance the overall security of the campus. Consistent guest registration procedures provide further safety.

District maintenance and custodial staff regularly mow the lawns and maintain the overall exterior environment. All staff and students assist to pick up and dispose of litter from the grounds regularly. Students, teachers, and all staff take great pride in the campus grounds and classrooms.

A trained crossing guard is employed to assist students in crossing the busy intersection on Joiner Parkway and First Street. There are supervisors on the playground and in the cafeteria to supervise students during lunch/recess. Teachers are supervisors during AM/PM recesses. Twenty minute district paid positions, along with administration, supervise students upon dismissal.

SAFE SCHOOL PLAN:

Western Placer Unified School District has a full and comprehensive Safe School Plan for all district sites and facilities. A well-planned and trained Crisis Response Support Team has been identified to respond to a full array of potential emergencies. Periodic drills are planned and carried out annually. A new district-wide communication system for emergency use has recently been installed. The School Safety Plan covers the topics of personal characteristics of students and staff, the school's physical environment, a map of all facility locations, the social environment, and school culture. Procedures for fire drills and evacuations are in place.

QUALITY OF SCHOOL INSTRUCTION AND LEADERSHIP:

Western Placer Unified School District expects the best from site administrators and teachers. COES has a quality faculty. Prior to being offered employment, candidates must complete an interview after presenting application papers along with excellent references. New teacher meetings provide opportunities for new staff members to network, share information, and alert the district as to their collective and individual needs. Administrators attend administrative council and curriculum and instruction meetings each month. Site administrators are evaluated annually.

TEACHER EVALUATION:

All probationary teachers within the Western Placer Unified School District are evaluated annually and tenured teachers are evaluated at least every other year. Teachers receive training in instructional improvement. Administrators within the district have been instructed in supervision practices. Based on state directives and local concerns, teachers and administrators have opportunities to attend professional meetings and conferences to improve all educational delivery systems.

6.3.85

TRAINING AND CURRICULUM IMPROVEMENT:

The Western Placer Board of Trustees has allocated funds to be utilized for professional development for teachers, administrators, and classified employees. Teachers in our district have had the opportunity to participate in many curriculum and instruction trainings organized by the WPUSD Assistant Superintendent of Curriculum and Instruction as well as staff development opportunities offered through the Placer County Office of Education and the Sacramento Office of Education. Teachers in our district are a great resource of professional development. Numerous teachers have presented classes in our teacher in-services, presented at conferences, and presented workshops for Placer County Office of Education.

SCHOOL LEADERSHIP:

The school principal is Linda Pezanoski who has 10 years of administrative experience. She holds a current California Administrative Credential. She completed a masters degree in early childhood development and holds a standard elementary credential (K-12), a Community College Instructor Credential, and an early childhood specialist credential K-3. Ms. Pezanoski has been a part of the Western Placer Unified School District for 30 years. She was awarded the Placer County "Elementary Administrator of the Year" for 2005.

The Site-Based Leadership Team (SBLT) has a membership that includes administration, teaching staff, classified staff, parents and community members. The main purpose of the SBLT is to develop and implement a plan to improve instruction, services, school environment, and organization of the school.

SCHOOL INSTRUCTION:

The COES staff works together with the WPUSD administration to determine various assessment and test results of students to set goals for improvement. This is done through faculty, district, and grade level meetings. Students are served in Special Education programs as determined through the IEP process re: SDC, RSP and/or Speech services. Students in GATE are served through a district program, as are English Language Learners. Core curriculum is adopted by WPUSD to be used relative to statewide mandates. Parent/ teacher conferences, report cards at each trimester, and At Risk/Retention notices are used as per district guidelines. The grant funded C.A.R.E. After School Program exists for students M-F from 2:45-5:45 p.m. Creekside Oaks has one Title I reading specialist in grades 1 and one Title I reading specialist for grades 2 and 3. Regular communication from the district and staff to parents takes place regarding expectations and student progress.

SCHOOL PROGRAMS AND PRACTICES THAT PROMOTE A POSITIVE LEARNING ENVIRONMENT:

Our school's discipline policy is in the Student Handbook and is presented to all parents and students through the handbook, assemblies, and in classes. "Positive Action Cards" are given for appropriate behaviors and monthly awards assemblies celebrate academic and good citizenship successes. Students without citations are also rewarded with "Fun Fridays". For all students, assemblies are held related to character building and doing their best relative to behavior. Students participate in various school educational enrichment assemblies and class field trips. Lighthouse counseling services are available to families and students with "Caring About Kids." School communication takes place through regular school newsletters, teacher communication letters/calls, and our school marquee. We hold Student Success Team meetings with staff and parents to assist student success. All staff members are encouraged to act in a positive, productive, professional, and personable manner.

TOPICS OF LOCAL INTEREST:

Creekside Oaks Elementary School staff is aware that much education takes place beyond the classroom. Field trips taken throughout the school year add another facet of education and make relevant many learning experiences. Many other enrichment activities and assemblies also take place for students related to character education, music and the arts, science, and other enrichments. Visual and performing arts are supported throughout the school year.

6.3.86

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:**

- Standards are outlined in textbooks
- Report card is aligned to standards
- Testing is aligned to standards
- All core subject areas are aligned with content standards
- Assessments are aligned to state standards
- District adopted curriculum is used in language arts, math, science, social studies, and visual arts
- Instruction and lessons come from standards within the district adopted texts
- Teachers use supplemental materials where needed for specific grade/subject areas
- Music classes use state textbook and curriculum and students are taught these district and state standards

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

- Texts available through Western Placer Unified School District for all K-5 student population
- Supplemental materials have been and can be supplied by the Site Based Leadership Team categorical funds as available
- Language arts, Houghton Mifflin, has lessons for levels of learning and supplemental materials available
- Software supplements to produce worksheets are available
- Lower grade level materials can be used for students at below or well below basic levels
- Saxon Math has supplemental materials
- Language arts texts have re-teaching books
- Language arts, math, and music sets all offer resources for multi-ability levels
- Most classes have all proper music materials yet some are in need of materials
- Western Placer Unified School District Board of Trustees has annual resolution confirming instructional materials available to students
- Teachers received new kits and texts for second language learners.

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

- Art and music in-services are held by the Western Placer Unified School District
- CELDT training in-services held by the Western Placer Unified School District
- New language arts series in-services held by the Western Placer Unified School District
- Standardized testing in-services held by the Western Placer Unified School District
- Saxon Math in-services held by the Western Placer Unified School District
- Standards based subject areas of math, language arts, and the arts attended by various staff of the Western Placer Unified School District
- Western Placer Unified School District does survey assessing professional needs
- PCOE standards in-service available and attended by some staff
- CTAP aligned to teaching standards
- Grade level meetings include standards/assessment topics to assist alignment and consistency in grades
- Funds, when available, have assisted in these areas re: professional needs/conferences
- Staff are well informed of standards through handouts/meetings
- Assessments are CBM, CAT-6, STAR reading and math, writing assessments, Saxon placement tests, S.D. Quick, Math Facts
- Some staff in favor of using district-wide assessment packets at end of trimester
- Music teacher delivers music curriculum
- Science teachers deliver science curriculum

4. **Services provided by the regular program to enable under-performing students to meet standards:**

- Grade level meetings held regularly to discuss ideas/actions for student progress
- Parent volunteers assisting students in class
- One to one remedial time with team teacher and district paid aide in kindergarten

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- Language arts remedial lessons and ELD lessons
- Newsletter communication to parents re: their important role with children re: good nutrition, proper sleep, and consistent help with school work
- Possible retention notices list school staff and parent actions for student progress
- Teachers cover all content standards in each grade level
- Title I reading specialist for grades 1
- Title I reading specialist for grades 2 and 3
- C.A.R.E. program targets under-performing students
- Cross age tutors – study buddies – with older students helping younger students
- Student teachers utilized at times during the year in specific classes
- Scholastic decodable leveled books used to assist students
- WPUSD supplies CBM testing to assist with determining student academic needs
- Most primary staff use CRLP (California Reading and Language Project), believing results and accuracy assist with educational needs being determined – reading groups determined to assist low performing student needs
- Homework Club, after school, has been offered, as funds are available, to assist students with academic work
- Supplemental materials and strategies shared among staff to assist lower performing students
- Student Study Team (SST) meetings held, as per need, to assist students/parents with ideas and guidelines for assistance at home and at school
- Special Education Individualized Educational Plans (IEP) developed for determining educational goals for students in speech, resource (RSP), and special day classes (SDC).

5. Services provided by categorical funds to enable under-performing students to meet standards:

- Math Facts program purchased and available to staff and students
- Title I staff for reading and/or math
- Many various supplemental materials, as requested and funds available, for staff to assist student needs
- Special education funds assist with RSP, SDC, Speech, Psychologist personnel
- Homework Club has been available to assist students after school when funds were available
- SBLT funds for staff, after contract hours, to coordinate and run Student Study Team (SST) meetings with parents to assist students with academics, social, behavioral, and emotional issues
- More services/personnel needed to meet diverse, important, and basic needs related to under-performing/at risk students
- Assistance with paper supplies and copier costs to assist staff/students with extra materials needed

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

- Assistant Superintendent for Curriculum and Instruction annually presents/discusses test results and assessments with K-5 faculty
- Instructional planning sheets done by each teacher, after grade level communication, regarding specific academic needs shown from previous test/assessment results
- Grade level meetings held regularly to discuss assessments, results, instruction, and student achievement areas needing attention with plans for improvement implemented by faculty
- CRLP
- CBM
- Teacher developed assessments used to guide planning and instruction
- Accelerated Reader
- Math Facts
- State test results in specific areas, by grade level and subject, to determine instructional needs
- Music teacher can administer assessments when available
- Assessments available in each subject area text to be used by faculty

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

- All teachers, 100%, have students that are low performing
- Lowest performing 1st – 3rd grade students in reading receive assistance with Title I teachers
- Kindergarten stated about 15% of students in this grade experience low performance
- Various assessments show varying percentages of students who are low performing and are in all classes

6 · 3.88

- Some grades report 1/4 to 1/3 of students are low performers, others report less
- Support staff (music, science) experience low performing students in each class they teach

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

- C.A.R.E. After School Program from 2:45-5:45 p.m. for student academic, recreational, and enrichment activities
- Lighthouse Resource Center services for family, parent, student counseling and guidance services
- SST meetings to assess and assist student needs with faculty/parent input
- Parent/teacher conferences with minimum days set for this communication
- Interns available through the Lighthouse Resource Center for counseling services and Caring About Kids program
- PCOE courses available
- WPUSD staff development available
- Special Education RSP
- Special Education SDC
- Special Education Speech
- Character trait development assemblies
- Enrichment/educational assemblies
- Enrichment field trips
- Nurse aide time available to assist students' physical needs
- Teacher notes/communication systems set re: student progress/concerns with parent response expected
- Kindergarten class size reduction Option 2 with two hour aide time per class paid by the district in addition to two teachers in each class (minus prep time)
- First through third grade class size reduction Option 1 (20 maximum per class)
- STAR Day Care on campus AM/PM
- Parent volunteers in classrooms
- Instructional assistants for academics in Title I, SDC, RSP, as funds available
- Computer lab/personnel assistance for students/staff
- Homework Club, as funds available
- First through third grade teachers are to have at least 170 minutes weekly for preparation. Fourth and fifth grade teachers are to have 215 minutes weekly for preparation. This planning time is used to assist students in various ways, communicate/report to parents, and plan specifics re: academic needs
- Community sports programs (soccer, football, baseball, basketball)
- CPS assistance as needed
- Library time scheduled for all students weekly
- Parents and teachers e-mail one another as an additional means of communication

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

- High tardy and absenteeism with some students, as well as truancy, who need consistency within the classroom to obtain instruction and progress academically and socially
- Some family environments unstable and inconsistent with children lacking proper overall care by parents/guardian (nutrition, sleep, help with schoolwork, behavioral guidelines, discipline, expectations . . .)
- Educational progress not a priority at some homes with a lack of support evidenced by parental responses about academic progress, discipline and/or reward consistency, or staff support and assistance
- Lack of funding to have enough professional personnel to deal with academic student needs and, particularly, serious behavioral, physical, emotional, and social problems needing additional professional attention (nurses aides, counselors, lower teacher/student ratio, psychologists, administrators . . .)
- Some language barriers
- Parental apathy shown regarding children with greatest needs
- Some dysfunctional families faced with parenting challenges at home.
- Too large of a school and overcrowded (behaviors, schedules for classes/lunches/recesses, number of staff/students to manage, activities generated by about 700+ and growing . . .)
- Significant percentage of lower income students
- State of California budget cuts to districts/schools could equal less services, programs, personnel, and educational materials to assist students and progress in needed areas yet expectations re: student progress remain

6.3.89

- Categorical budget cuts equal less funds for student programs, services, and educational materials (Homework Club, aides, materials and supplies, etc., not as available with no API money for reaching goals)
- API funds cut and not available even if schools meet API growth targets
- Expenses associated with copying support materials for curriculum and supplemental materials needed to improve student progress in academic areas (cursive writing, math exercises, daily languages, CRLP . . .)
- Oversized classes in music with limited teaching staff
- Low socio-economic group has less cultural and educational experiences.
- Translation is often needed. We only have two staff members and they are not always available.

10. **Limitations of the current program to enable under-performing students to meet standards:**

- Additional intervention services for students who didn't meet the standards in reading and math.
- More "Caring About Kids" sessions
- Homework Club needs to start at the beginning of the year. Lower student/adult ratio by adding another teacher.
- Cooking supply cart to reinforce nutrition on health standards.
- Parenting classes- many low-performing students have behavior problems
- Parent Education- the importance of reading and math.
- More counseling available to students on campus.

6.3.90

Student Performance Data Summary

Academic Performance Index (API) School Report

Star 2005 Percent Tested	Number Included in the 2005 API	2005 API (Base)	2005 Statewide Rank	2005 Similar Schools Rank	2005-2006 Growth Target	2006 API Target
100	424	769	6	3	2	771

Student Groups	Number of Pupils Included in 2005 API	Numerically Significant	2005 Subgroup API Base	2005-2006 Growth Target	2006 API Target
African American, not Hispanic	12	No			
American Indian or Alaska Native	4	No			
Asian	5	No			
Filipino	6	No			
Hispanic or Latino	77	Yes	727	2	729
Pacific Islander	3	No			
White not Hispanic	292	Yes	787	2	789
Economically Disadvantaged	134	Yes	726	2	728

Student Testing And Reporting (STAR)

Scores are stated as a percent of students scoring above each given quartile. *CAT-6*	Subject: Reading School Year: 2005			Subject: Math School Year: 2005			Subject: School Year		
	25	50	75	25	50	75	25	50	75
All Students	79	47	15	86	63	33			
Title I/SCE Participants	*	*	*	*	*	*			
English Learners	81	48	16	87	62	32			
Special Education Participants	*	*	*	*	*	*			
Other Student Groups: Economically Disadvantaged Students	68	28	8	68	33	5			

6.3.91

STUDENT PERFORMANCE DATA SUMMARY *(continued)*

School Demographic Characteristics

Ethnic/Racial (STAR) African American not Hispanic: 3 American Indian or Alaska Native: 1 Asian: 1 Filipino: 2 Hispanic or Latino: 19 Pacific Islander: 1 White not Hispanic: 68 Participants in Free or Reduced Price Lunch: 32 English Language Learners (STAR): 9 Multi-track year-round school? (CBEDS) – No School Mobility (STAR): 19	Parent Education Level (STAR) Not high school graduate: 5 High school graduate: 25 Some college: 34 College graduate: 24 Graduate school: 12 Average Parent Education Level (STAR): 3.12 Average Class Size (CBEDS) K-3: 21 4-6: 29 Enrollment in grades 2-11 on first day of testing - 458 Number of Students Excused from Testing – 0 Number of Students Tested – 458

Student Groups Performing Below Standards or Expectations
(Compared to Schoolwide data)

Group	Grade Level 2nd – 5th		Performance Gap	
	ELA	Math	ELA	Math
English learners	24.1	37.9	-17.7	-16.4
Title I and SCE participants	*		*	
Students with disabilities	21.3	26.2	-20.5	-28.1
Hispanic/Latino	28.6	39.5	-13.2	-14.8
Economically Disadvantaged	29.9	44.4	-11.9	- 9.9
School wide	41.8	54.3		

Conclusions from Student Performance Data:

The widest performance gap is in the students with disabilities sub group. Special services are provided for these students. Needs are identified and goals are established for each child. The next widest gap is in the English Learners sub group. Teachers have been provided with newly adopted curriculum and ongoing staff development.

Conclusions from Parent, Teacher and Student Input:

Our early intervention programs (Title I, Homework Club, additional staff and volunteers) have been very effective in helping underperforming students achieve at a higher level.

* No figures to report
** Average of Basic/Proficient/Advanced compared to Below and Far Below basic

6.3.92

School Goals for Improving Student Achievement

Goal #1: All students will have access to content standards-based instruction to improve reading, language, and math.

Goal #2: Faculty will be provided opportunities for professional collaboration and development related to content standards-based instruction.

Goal #3: Sufficient and appropriate supplies, materials will be provided for curricular areas to assist faculty regarding student success in content areas.

Goal #4: All staff and parents will work as a team in areas of academics, social and character development, discipline, attendance, and enrichment to enhance student progress and success.

Goal #5: Equipment, materials, and other items will be purchased to improve the educational environment, programs, activities, and school safety.

6.3.93

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # _1_ for Improving Student Achievement: All students will have access to content standards-based instruction to improve reading, language, and math.
Student groups participating in this goal: ALL
Performance gains expected for these students: Move students at least one category on standardized achievement tests
Means of evaluating progress toward this goal: Evaluation of scores on CAT-6 CBM, CST, and teacher coverage of material
Group data needed to measure academic gains: CAT-6, CST, STAR Math/Reading, CBM, CRLP, etc.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: Lesson plans and bench marks for achievement developed by faculty to align with California content standards; curriculum mapping for matching standards.	Certificated staff August-June 2005-06	Materials for intervention implementation	$10,000	SIP
Improvement of instructional strategies and materials: Content standards available to faculty; grade level meetings re: coverage; WPUSD in-services/staff development; supplemental materials available to enrich/remediate core curriculum.	Certificated staff August – June 2005-06	Workshops, conference supplies/materials	$9,000	SIP
Extended learning time: N/A				

6.3.94

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: Educational opportunities available through support staff; appropriate materials/supplies used.	Certificated staff August – June 2005-06	Certificated and classified personnel Supplies/materials	$112,757	Title I
Staff development and professional collaboration: Staff development/collaboration provided from district, school, and other opportunities (prep time, faculty meetings, grade level meetings, staff development hours, and regular work days).	Certificated staff August – June 2005-06	Workshops/conferences Staff development	$9,000	SIP
Involvement of staff, parents and community: Staff and parents involved in PTC, SBLT, parent/teacher conferences, various communications, reports cards, assessment results.	Certificated staff Parents Support staff	Staff time		
Monitoring program implementation and results: Teachers/administration monitor implementation and results through observation and review of assessments.	Administration Certificated staff August – June 2005-06	Staff time		

6.3.05

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # _2_ for Improving Student Achievement: Faculty will be provided opportunities for professional collaboration and development related to standards-based instruction
Student groups participating in this goal: ALL
Performance gains expected for these students: Move students at least one category on standardized achievement tests
Means of evaluating progress toward this goal: Faculty input related to staff collaboration/development, list of meetings/agendas, student performance
Group data needed to measure academic gains: Professional development/collaboration list of meetings, in-services on subject and student test scores/report cards

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: Grade level lesson planning re: content standards.	Certificated staff August – June 2005-06	N/A		
Improvement of instructional strategies and materials: Staff collaboration/development opportunities conducive to improvement/consistency in grade levels re: instruction.	Certificated staff August – June 2005-06	Staff time to collaborate		SIP
Extended learning time: N/A		N/A		

6-3-96

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: Thorough coverage of content standards within all grade levels based on faculty collaboration for students.	August – June 2005-06	N/A		
Staff development and professional collaboration: Faculty opportunities within the workday, faculty and/or grade level meetings, district staff development opportunities, and conferences available.	August – June 2005-06	Conference costs	$3,000	SIP
Involvement of staff, parents and community: Faculty involved together and with district personnel.	August – June 2005-06	N/A		
Monitoring program implementation and results: Agendas for grade level meetings, attendance at staff development meetings and/or conferences.	August – June 2005-06	N/A		

6.3.9

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # _3_ for Improving Student Achievement: Sufficient and appropriate supplies/materials provided for curricular areas to assist faculty regarding student success in content areas
Student groups participating in this goal: All
Performance gains expected for these students: Move students at least one category on standardized achievement tests
Means of evaluating progress toward this goal: Evaluation of scores on CAT-6, CBM, CST, etc.
Group data needed to measure academic gains: CAT-6, STAR math and reading, CBM, CRLP, etc.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: Supplies and materials purchased will be related to approved content standards and curriculum taught	Administration, teachers, staff		$10,000	SIP
Improvement of instructional strategies and materials: N/A				
Extended learning time: N/A				

6.3.08

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity: Staff/student use of supplies.	August – June 2005-06	Supplies/materials	$3,000	SIP
Staff development and professional collaboration: N/A				
Involvement of staff, parents and community: Staff input re: needs submitted to SBLT.	August – June 2005-06	Supplies/materials	$1,000	SIP
Monitoring program implementation and results: This will be accomplished through discussion, input, and communication among staff.	Staff SBLT	N/A		

6.3.9

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # _4_ for Improving Student Achievement: All staff and parents will work as a team in areas of academics, social and character development, discipline, attendance, and enrichment to enhance student progress and success
Student groups participating in this goal: All
Performance gains expected for these students: Move students one category on standardized achievement tests
Means of evaluating progress toward this goal: Evaluation of scores on CAT-6, CBM, CST, SST meetings, parent/teacher conference, parent responses
Group data needed to measure academic gains: CAT-6, CST, STAR Math/Reading, CBM, CRLP, suspensions, citations attendance records, SST meetings and action, report cards, and other student reference records

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: N/A				
Improvement of instructional strategies and materials: N/A				
Extended learning time: Homework Club	August – June 2005-06	Personnel time	$6,000	SIP District grant

6.3.100

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity: Services in Title I, Special Education and/or other programs; available aide time; Homework Club; enrichment activities; supplies/materials.	August – June 2005-06	Personnel time for educational programs/extended hours/SST meetings/enrichment activities	$1,000	SIP
Staff development and professional collaboration: Collaboration among teachers and support staff (aides, Special Education staff, and psychologists).	August – June 2005-06	N/A		
Involvement of staff, parents and community: Student Study Team; staff/parent involvement/ possible Homework Club.	August – June 2005-06	Classified and/or certificated personnel time beyond contracted hours for meetings/programs	$1,000	SIP
Auxiliary services for students and parents: Parent education will be provided through parent training session involving how to assist students at home in reading and math.	March-June 2006	Additional personnel time for training sessions provided by Title I teacher and aide.		
Monitoring program implementation and results: Staff and parent observation, conferences, communication, monitoring of problems/successes, SST meeting plans.	August – June 2005-06	N/A		

6.3.01

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # _5_ for Improving Student Achievement: Equipment, materials and other items will be purchased to improve the educational environment, programs, activities, and school safety
Student groups participating in this goal: All
Performance gains expected for these students: N/A
Means of evaluating progress toward this goal: Monitoring/list of purchases
Group data needed to measure academic gains: N/A

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: N/A				
Improvement of instructional strategies and materials: N/A				
Extended learning time: N/A				

6.3.102

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: Possibly provided through any purchases related to equipment, materials, and other items that may be needed.	August – June 2005-06	Equipment, materials, other items possibly needed for programs, activities, and school safety	$10,000	SIP
Staff development and professional collaboration: N/A				
Involvement of staff, parents and community SBLT to decide on any needed purchases based on staff, parent, and student input.	Aug-June 2005-06	Conferences or workshops for special needs students	$2,000	SIP
Monitoring program implementation and results: SBLT and faculty monitor any additional purchases regarding value to students.	N/A	Grade level fieldtrips	$3,000	SIP

6.3.03

CENTRALIZED SERVICES EXPENDITURES

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

Proposed Expenditures	Estimated Cost	Funding Source
• Prepare the Consolidated Application. • Provide assistance in categorical program planning and implementation; budgeting; plan writing; revisions; and monitoring and evaluations. • Obtain and disseminate information necessary for the operation of programs. • Advise and assist school with program requirements. • Coordinate staff development.	$11,742	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.	$1,586	EIA-LEP
• Assist with the implementation of School Site Councils and Title I meetings. Attend meetings upon request. • Advise and assist school with program requirements. • Assist the school with Coordinated Compliance Reviews. • Coordinate staff development.	$12,742	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.	$0	Title III

6.3.104

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

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

State Programs

Economic Impact Aid/ State Compensatory Education — **Amount: $0.00**
Purpose: Help educationally disadvantaged students succeed in the regular program.

Economic Impact Aid/ English Learner Program — **Amount: $16,353**
Purpose: Develop fluency in English and academic proficiency of English learners.

Professional Development — **Amount: $0.00**
Purpose: Promote school improvement by long-term professional development of school staff.

School Improvement Program — **Amount: $86,927**
Purpose: Improve school response to educational, personal and career needs of all students.

Other State or Local funds (list and describe) — **Amount: $0.00**

Federal Programs

Elementary and Secondary Education Act:

Title I: Schoolwide Program — **Amount: $0.00**
Purpose: Upgrade the entire educational program of the school.

Title I: Targeted Assistance Program — **Amount: $112,757**
Purpose: Help educationally disadvantaged students achieve grade level proficiency.

Title V: Innovative Programs — **Amount: $819**
Purpose: Support educational improvement, library, media, and at-risk students.

Other Federal Funds (list and describe): — **Amount: $0.00**

Total amount of state and federal categorical funds allocated to this school: **$216,856**

6.3.105

SCHOOL SITE COUNCIL MEMBERSHIP

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Linda Pezanoski	X				
Cheri Stewart				X	
Marci Ciampi				X	
Mary LaRoche				X	
Michele Holland				X	
Heather Anderson				X	
Isabelle Keeling		X			
Stephanie Maul		X			
Julie Shackelford		X			
Jennifer Shipman			X		
Numbers of members of each category	1	3	1	5	

6.3.106

RECOMMENDATIONS AND ASSURANCES

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

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

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

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

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

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

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

6. This school plan was adopted by the school site council on: May 22, 2006.

Attested:

Linda Pezanoski Typed name of school principal	Ms. Pezanoski Signature of school principal	5-22-06 Date
Julie Shackelford Typed name of SBLT Chairperson	Julie A Shackelford Signature of SBLT Chairperson	5/22/06 Date

6.3.107

SINGLE PLAN FOR STUDENT ACHIEVEMENT

TWELVE BRIDGES ELEMENTARY SCHOOL

31-66951-0106443

Revised May, 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:

Jeremy Lyche
Principal
(916) 434-5220

Twelve Bridges Elementary School
2450 Eastridge Drive, Lincoln, CA 95648
lychejer@wpusd.k12.ca.us

Western Placer Unified School District

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

6.3.108

Mission Statement

Twelve Bridges Elementary School (TBES) is a special place where students and parents are valued and treated with respect. Staff, parents, and other community members work together through our Parent-Teacher Club, Site-Based Leadership Team, Garden Committees, Technology Committees, Art Docent Program, Family Reading Nights, as well as volunteering in the classroom. Our ultimate goal is to collaboratively create an educational atmosphere that is safe and enriching for all students.

The learning environment at TBES is caring and nurturing. Students will learn crucial problem-solving skills and participate in programs such as Character Counts that helps develop their emotional maturity and self-management. Rules and expectations are clearly stated and reinforced on a consistent basis by staff members.

Students at Twelve Bridges Elementary are provided with standards-based curriculum that has been specifically designed to help each student achieve the absolute best results possible. Students will be challenged and inspired to reach their potential through lessons and activities that are meaningful and engaging. The students will be given the opportunity to learn the state content standards through cross-curricular and hands-on activities involving classroom garden plots, outdoor learning centers, and computer technology

The students at Twelve Bridges Elementary are viewed as our future leaders. They are equipped with knowledge and concepts along with the tools to understand how to best use information to make wise and informed choices about their lives. Our goal at Twelve Bridges is to create well-rounded students that are empowered to bring about positive change in our world.

School Profile

TBES is located at 2450 Eastridge Drive in Lincoln, California. The school is in the Western Placer Unified School District (WPUSD) and opened in the fall of 2004. The school serves approximately 630 students in kindergarten through sixth grade. As a part of the district's class size reduction program, five first grade classes, five second grade classes, one first/second grade combination class, and five third grade classes operate with 20 students or less. There are three fourth grade classes, two fifth grade classes, and one sixth grade class serving upper grade students. There are also four kindergarten classes. Twelve Bridges also has an outstanding before and after school program called S.T.A.R.

Support services include a Resource Program, Speech and Language, Science, and Music. An innovative collaboration between the district and the Psychology Department of California State University-Sacramento provides individual and small group counseling services to at-risk students with parent permission.

Parents are involved through assisting with the Site Based Leadership Team (SBLT), Parent-Teachers' Club (PTC), our Art Docent program, annual events, and regular volunteering with classroom activities. Parents support PTC activities such as educational/enrichment assemblies, family nights, purchasing supplies/materials/equipment, festivals as well as various fundraisers.

School Accountability Report Card

TEACHER ASSIGNMENT:

The Western Placer Teacher Committee meets on a regular basis to ensure all teachers within our district are appropriately credentialed and teaching within the designation of their credential(s). Personal background checks are completed by the Department of Justice before any instructor is allowed in the classroom. TB tests are on file and checked regularly so all are clear to be with students. Quality applicants are available and the best quality individuals are hired at TBES.

STUDENT ACHIEVEMENT:

TBES maintains high expectations for student achievement. Yearly, students are administered state required standardized tests measuring individual academic progress. A high priority has been set by both the school and district to raise individual performance and test scores. Students may also be tested upon parent request to determine special needs, either with learning handicaps or advanced ability. Such testing is completed by qualified and trained district staff who discusses the results with parents.

CLASS SIZE AND TEACHING LOADS:

WPUSD is committed to ensuring all students receive an exemplary education in preparation for the demands of the twenty-first century. Through class size reduction, class sizes of twenty or less have been implemented in first, second, and third grades for the entire day. Kindergarten classes are generally kept at about 25 students with two teachers available, except during prep time, along with a two-hour aide per class.

6.3.109

DISCIPLINE AND CLIMATE FOR LEARNING:
A TBES student handbook is available and is dispersed to students and family members. Within the handbook is the discipline plan. The entire staff worked to develop a discipline plan which is in concert with the District Discipline Plan. The plan includes the following: school rules, parent notification, expected student behavior guidelines, violation of rules/behavior, student response, comments, action taken with parent signature/response section, and positive behavior plan.

The entire staff of TBES takes classroom and playground discipline seriously so teachers can teach, students can learn, and a safe environment exists for all. Students are regularly reminded to do their best and to be nice to others.

SUBSTITUTE TEACHERS:
Prior to substituting in our district, teachers must attend an orientation meeting in which rules and procedures are discussed; expectations for student interactions reviewed; and support strategies outlined. In several cases we have hired substitute teachers who have clearly demonstrated their commitment to the students in WPUSD.

MINIMUM DAYS:
Ten minimum days were scheduled for K-5 by the WPUSD. Five days were utilized for conferencing, four for staff development, and one for the last day of school.

INSTRUCTIONAL MINUTES:
The state requires 36,000 instructional minutes for kindergarten, 50,400 for grades 1-3, and 55,755 for grades 4-8. All classes meet or exceed stated mandated daily and yearly minutes requirements.

ENROLLMENT AND ATTENDANCE:
Daily attendance is reinforced through contacting families of absent students. Independent study contracts are available for students that are away from school during the year. Many positive programs at TBES motivate students to come to school such as gift certificates and awards for perfect attendance each month and trimester.

COUNSELING AND SUPPORT SERVICES:
WPUSD has a Director of Special Education, two full-time psychologists, a full-time nurse, and school psychologist interns from California State University-Sacramento, devoted to identifying and serving the special needs of our students.

The Student Success Team process is in place for instances where students with academic or behavior difficulties are referred. Administrators, regular and special education teachers, parents, and students meet to discuss the nature of the concern and brainstorm strategies to address those concerns. After modifications are made to the existing educational program, a student may be referred for special education services or a behavior plan written. There are special education teachers, as well as speech and language therapists in WPUSD. In addition, we receive support from a Placer County Office of Education's program specialist.

The Lighthouse Community Resource Center exists to assist parents, children, and their families. Children within the WPUSD receive individual and family counseling on a walk-in and school referral basis free of charge. The Lighthouse Center also houses many community based support services that serve the Lincoln area. About 10% of all students in our district receive support from our college intern program and the Lighthouse Center.

TEXTBOOKS AND INSTRUCTIONAL MATERIALS:
Western Placer Unified is dedicated to providing the best education for our students. A major amount of funds are spent on new textbooks and instructional materials each year. All subject areas are aligning their purchase of new materials to California State Standards. Additionally, each teacher is provided $500 in lottery funds to purchase materials unique to his/her specific teaching position.

SCHOOL FACILITIES AND SAFETY:
Twelve Bridges was completed in the summer of 2004. The site houses a library, a computer lab, administration building, multi-purpose room, an art room, a science room, and 28 classrooms. The gated campus is clean and secure. A campus-wide communication system with individual telephones in all areas and school-wide "all call" capabilities enables clear, effective announcements at any time. State-of-the-art security and fire prevention systems enhance the overall security of the campus. Consistent guest registration procedures provide further safety.

District maintenance and custodial staff regularly mow the lawns and maintain the overall exterior environment. All staff and students assist to pick up and dispose of litter from the grounds regularly. Students, teachers, and all staff take great pride in the campus grounds and classrooms. There are supervisors on the playground during lunch. Teachers are supervisors during AM/PM recesses. The principal and classified staff supervise students upon dismissal.

6.3.110

SAFE SCHOOL PLAN:
WPUSD has a full and comprehensive Safe School Plan for all district sites and facilities. A well-planned and trained Crisis Response Support Team has been identified to respond to a full array of potential emergencies. Periodic drills are planned and carried out annually. A district-wide communication system for emergency use has recently been installed. The School Safety Plan covers the topics of personal characteristics of students and staff, the school's physical environment, a map of all facility locations, the social environment, and school culture. Procedures for fire drills and evacuations are in place.

QUALITY OF SCHOOL INSTRUCTION AND LEADERSHIP:
WPUSD expects the best from site administrators and teachers. TBES has a quality faculty. Prior to being offered employment, candidates must complete an interview after presenting application papers along with excellent references. New teacher meetings provide opportunities for new staff members to network, share information, and alert the district as to their collective and individual needs. Administrators attend administrative council and curriculum and instruction meetings each month. Site administrators are evaluated annually.

TEACHER EVALUATION:
All probationary teachers within the WPUSD are evaluated annually and tenured teachers are evaluated at least every other year. Teachers receive training in instructional improvement. Administrators within the district have been instructed in supervision practices. Based on state directives and local concerns, teachers and administrators have opportunities to attend professional meetings and conferences to improve all educational delivery systems.

TRAINING AND CURRICULUM IMPROVEMENT:
The Western Placer Board of Trustees has allocated funds to be utilized for professional development for teachers, administrators, and classified employees. Teachers in our district have had the opportunity to participate in many curriculum and instruction trainings organized by the WPUSD's Assistant Superintendent of Curriculum and Instruction as well as staff development opportunities offered through the Placer County Office of Education and the Sacramento Office of Education. Teachers in our district are a great resource of professional development. Numerous teachers have presented classes in our teacher in-services, presented at conferences, and presented workshops for Placer County Office of Education.

SCHOOL LEADERSHIP:
The Principal, Jeremy Lyche, has an Administrative Services Credential, a Masters degree in Education, and has had teaching experience in a wide variety of educational environments.

SCHOOL INSTRUCTION:
The TBES staff works together with the WPUSD administration to determine various assessments and test results of students to set goals for improvement. This is done through faculty, district, and grade level meetings. Students are served in Special Education programs as determined through the IEP process re: SDC, RSP and/or Speech services. Students in GATE are served through a district program. Core curriculum is adopted by WPUSD to be used relative to statewide mandates. Parent/ teacher conferences, report cards at each trimester, and At Risk/Retention notices are used as per district guidelines. Regular communication from the district and staff to parents takes place regarding expectations and student progress.

SCHOOL PROGRAMS AND PRACTICES THAT PROMOTE A POSITIVE LEARNING ENVIRONMENT:
Our school's discipline policy is in the Student Handbook and is presented to all parents and students through the handbook, assemblies, and in classes. For all students, assemblies are held related to character building and doing their best relative to behavior. Students participate in various school educational enrichment assemblies and class field trips. Lighthouse counseling services are available to families and students with. School communication takes place through regular school newsletters, teacher communication letters/calls, and our school marquee. We hold Student Success Team meetings with staff and parents to assist student success. All staff members are encouraged to act in a positive, productive, professional, and personable manner.

TOPICS OF LOCAL INTEREST:
TBES staff is aware that much education takes place beyond the classroom. Field trips taken throughout the school year add another facet of education and make relevant many learning experiences. Many other enrichment activities and assemblies also take place for students related to character education, music and the arts, science, and other enrichments. Visual and performing arts are supported throughout the school year.

6.3.11

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

1. Alignment of curriculum, instruction and materials to content and performance standards:
   - All subject areas, report cards, and testing are aligned with California content standards
   - Assessments are aligned to California content standards
   - District adopted curriculum is used in language arts, math, science, social studies, and visual arts
   - Instruction and lessons come from standards within the district adopted texts
   - Teachers use supplemental materials where needed for specific grade/subject areas

2. Availability of standards-based instructional materials appropriate to all student groups:
   - Texts available through WPUSD for all K-6 student population
   - Supplemental materials have been and can be supplied by the Site Based Leadership Team categorical funds as available
   - Language arts: Houghton Mifflin, has lessons for levels of learning and supplemental materials available
   - Software supplements to assess comprehension and produce worksheets are available
   - Lower grade level materials can be used for students at below or well below basic levels
   - Saxon Math has supplemental materials
   - Language arts texts have re-teaching books
   - Language arts, math, and art/music sets all offer resources for multi-ability levels
   - All classes have all proper music materials
   - WPUSD Board of Trustees has annual resolution confirming instructional materials available to students

3. Alignment of staff development to standards, assessed student performance and professional needs:
   - Art and music in-services are held by the WPUSD
   - CELDT training in-services held by the WPUSD
   - Houghton-Mifflin and Saxon Math in-services held by the WPUSD
   - Standardized testing in-services held by the WPUSD
   - Standards based subject areas of math, language arts, and the arts attended by various staff of the WPUSD
   - WPUSD does survey assessing professional needs
   - PCOE standards in-service available and attended by some staff
   - CTAP aligned to teaching standards
   - Staff are well informed of standards through handouts/meetings
   - Assessments are CBM, CAT 6, STAR reading and math, writing assessments, Saxon placement tests

4. Services provided by the regular program to enable under-performing students to meet standards:
   - Parent volunteers assisting students in class
   - One to one remedial time with team teacher and district paid aide in kindergarten
   - Language arts remedial lessons and ELD lessons
   - Newsletter communication to parents re: their important role with children re: good nutrition, proper sleep, and consistent help with school work
   - Possible retention notices list school staff and parent actions for student progress
   - Teachers cover all content standards in each grade level
   - Cross age tutors – study buddies – with older students helping younger students
   - Student teachers utilized at times during the year in specific classes
   - Decodable leveled books used to assist students
   - WPUSD supplies CBM testing to assist with determining student academic needs
   - Before and after school tutoring, has been offered, as funds are available, to assist students with academic work
   - Supplemental materials and strategies shared among staff to assist lower performing students
   - Student Success Team (SST) meetings held, as per need, to assist students/parents with ideas and guidelines for assistance at home and at school
   - Special Education Individualized Educational Plans (IEP) developed for determining educational goals for students in speech and resource (RSP).

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5. Services provided by categorical funds to enable under-performing students to meet standards:
   - Math Facts program purchased and available to staff and students
   - Accelerated Reader program to assess reading comprehension and to motivate students to read.
   - Many various supplemental materials, as requested and funds available, for staff to assist student needs
   - Special education funds assist with RSP, Speech, Psychologist personnel
   - After-school tutoring has been available to assist students after school when funds were available
   - SBLT funds for staff, after contract hours, to coordinate and run Student Success Team (SST) meetings with parents to assist students with academics, social, behavioral, and emotional issues
   - Assistance with paper supplies and copier costs to assist staff/students with extra materials needed

6. Use of state and local assessments to modify instruction and improve student achievement:
   - Assistant Superintendent for Curriculum and Instruction annually presents/discusses test results and assessments with K-5 faculty
   - Instructional planning sheets done by each teacher, after grade level communication, regarding specific academic needs shown from previous test/assessment results
   - CBM
   - Teacher developed assessments used to guide planning and instruction
   - Accelerated Reader
   - Math Facts
   - State test results in specific areas, by grade level and subject, to determine instructional needs
   - Music teacher can administer assessments when available
   - Assessments available in each subject area text to be used by faculty

7. Number and percentage of teachers in academic areas experiencing low student performance:
   - All teachers have students that are low performing
   - Various assessments show varying percentages of students who are low performing and are in all classes

8. Family, school, district, and community resources available to assist these students:
   - STAR Before and After School Program from 6:30 a.m. -6:30 p.m. for student academic, recreational, and enrichment activities
   - Lighthouse Resource Center services for family, parent, student counseling and guidance services
   - SST meetings to assess and assist student needs with faculty/parent input
   - Parent/teacher conferences with minimum days set for this communication
   - PCOE courses available
   - WPUSD in-services available
   - Special Education RSP & Speech
   - Assemblies focused on educational and character trait development
   - Enrichment field trips
   - Health Clerk time available to assist students' physical needs
   - Teacher notes/communication systems set re: student progress/concerns with parent response expected
   - Kindergarten class size reduction Option 2 with two hour aide time per class paid by the district in addition to two teachers in each class (minus prep time)
   - First through third grade class size reduction Option 1 (20 maximum per class)
   - Parent volunteers in classrooms
   - Instructional assistants for academics in RSP
   - Before and After-School tutoring
   - Approximately 200+ minutes of prep time for each teacher for planning time to assist students in various ways, communicate/report to parents, and plan specifics re: academic needs
   - Community sports programs (soccer, football, baseball, basketball)
   - Child Protective Services assistance as needed
   - Library time scheduled for all students weekly

9. School, district, and community barrier to improvements in student achievement:
   - High tardy and absenteeism with some students, as well as truancy, who need consistency within the classroom to obtain instruction and progress academically and socially
   - Some family environments unstable and inconsistent with children lacking proper overall care by parents/guardian (nutrition, sleep, help with schoolwork, behavioral guidelines, discipline, expectations . . .)
   - Educational progress not a priority at some homes with a lack of support evidenced by parental responses about academic progress, discipline and/or reward consistency, or staff support and assistance

6.3.13

- Some language barriers
- State of California budget cuts to districts/schools could equal less services, programs, personnel, and educational materials to assist students and progress in needed areas yet expectations re: student progress remain
- Categorical budget cuts equal less funds for student programs, services, and educational materials (Homework Club, Saturday School, aides, materials and supplies, etc., not as available with no API money for reaching goals)
- Expenses associated with copying support materials for curriculum and supplemental materials needed to improve student progress in academic areas (cursive writing, math exercises, daily languages, CRLP . . .)

10. Limitations of the current program to enable under-performing students to meet standards:
    - Support staff has too many students who are low-performing to serve all student needs and assist regular classroom teacher
    - Summer school can only do so much to assist low-performing students with more remediation needed
    - Funding from State and Federal government limited, not providing enough funds to have adequate staff to thoroughly assist students with educational and other important needs

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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.

Academic Performance Index (API) School Report

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

Star 2005 Percent Tested	Number Included in the 2005 API	2005 API (Base)	2005 Statewide Rank	2005 Similar Schools Rank	2005-2006 Growth Target	2006 API Target
100%	166	821	8	10	Achieved	Achieved

Student Groups	Number of Pupils Included in 2005 API	Numerically Significant	2005 Subgroup API Base	2005-2006 Growth Target	2006 API Target
African American, not Hispanic	4	No			
American Indian or Alaska Native	0	No			
Asian	6	No			
Filipino	5	No			
Hispanic or Latino	16	No			
Pacific Islander	0	No			
White not Hispanic	121	Yes	820	Achieved	Achieved
Economically Disadvantaged	8	No			
English Learners	6	No			
Students with disabilities	20	No			

Student Testing and Reporting (STAR) - California Standards Test

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
English – Language Arts	9 (5%)	17 (8%)	50 (26%)	81 (44%)	29 (16%)
Mathematics	3 (2%)	26 (14%)	48 (26%)	69 (37%)	40 (21%)
Science (5th Grade Only)	1 (3%)	4 (12%)	12 (36%)	15 (45%)	1 (3%)

*Percentage is % of all students enrolled.

California English Language Development Test (CELDT) Results

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Kindergarten	0	0	0	0	0
First Grade	0	1	5	3	1
Second Grade	0	1	2	3	0
Third Grade	0	2	3	2	0
Fourth Grade	0	1	1	2	1
Fifth Grade	0	0	2	1	3

*Results are number of students in each category

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Percentage of Students Scoring Below Target on Curriculum-Based Measurement (CBM) Test

	Reading			Mathematics		
	Fall 2005	Winter 2006	Spring 2006	Fall 2005	Winter 2006	Spring 2006
First Grade	n/a	10	n/a	n/a	18	n/a
Second Grade	8	21	n/a	4	9	n/a
Third Grade	25	28	n/a	36	30	n/a
Fourth Grade	15	16	n/a	24	21	n/a
Fifth Grade	5	12	n/a	63	55	n/a

Monthly Attendance Reports 2005-2006 (Percentage of students present)

	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Kindergarten	96.8	96.8	94.9	95.1	94.7	95.1	96.0	93.5	94.0	N/A
First Grade	97.6	97.0	95.9	95.6	95.8	96.3	96.6	96.1	97.2	N/A
Second Grade	97.6	97.8	95.8	96.1	96.2	95.1	96.3	95.8	94.9	N/A
Third Grade	97.3	98.1	97.1	94.7	96.3	95.9	96.7	96.4	95.3	N/A
Fourth Grade	98.2	96.9	97.8	96.6	95.0	97.0	96.6	96.0	96.1	N/A
Fifth Grade	98.1	97.5	97.1	95.8	96.1	96.5	95.8	95.6	96.4	N/A
School-Wide Total	97.4	97.3	97.0	95.4	95.2	95.9	96.2	95.6	95.3	N/A

School Demographic Characteristics

Ethnic/Racial (Stanford 9)		Parent Education Level (Stanford 9)	
African American not Hispanic	2%	Not high school graduate	0.5%
American Indian or Alaska Native	0%	High school graduate	7%
Asian	6%	Some college	17%
Filipino	3%	College graduate	20%
Hispanic or Latino	10%	Graduate school	9%
Pacific Islander	0%	Average Parent Education Level	Some College
White not Hispanic	70%	Average Class Size (Primary)	19
Participants in Free or Reduced Price Lunch	4%	Average Class Size (Upper)	33
English Language Learners (Stanford 9)	2%	Enrollment in grades 2-11 on first day of testing	186
Multi-track year-round school? (CBEDS)	No	Number of Students Excused from Testing	0
School Mobility (Stanford 9)	N/A	Number of Students Tested	186

Data listed is from the October CBEDS data collection, Stanford 9 test and the STAR Apportionment Information Report.

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Conclusions from Student Performance Data:

- Students in grades three through five are scoring significantly below the target in math on the CBM assessment. More remediation is needed to help students succeed in this area.
- Students in grades two and three are scoring significantly below the target in reading on the CBM assessment. More remediation is needed to help students succeed in this area.
- With an average size of 21 students, class size does not seem to be a negative factor in student performance.
- After October, attendance rates began to drop and never recovered to their original level.

Conclusions from Parent, Teacher and Student Input:

- Further assessment tools are needed to adequately place students in programs to help achieve maximum results in language arts and math.
- More hands-on and practice materials are needed to help students more fully grasp math concepts across all grade levels.
- A wider variety of books are needed to provide a greater selection for students of all abilities to choose from. Also, a wider selection at various reading ability levels is needed.
- The Accelerated Reader program has proven to greatly motivate our students and simple rewards are extremely effective in helping students to push themselves. Continuing this program is highly recommended.
- Daily intervention is crucial in helping struggling students improve.
- Parents want to be more closely involved in their children's education and simply need the guidance and tools to know how to best support them.

School Goals for Improving Student Achievement:

Goal #1: Improve student performance in reading.
Goal #2: Improve student performance in mathematics.
Goal #3: Increase family involvement in student academic and attendance success.
Goal #4: Increase positive behavior in students.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

6.3.11

GOAL # 1 for Improving Student Achievement:	***Improve student performance in language arts***
Student groups participating in this goal:	All Kindergarten through fifth grade students
Performance gains expected for these students:	Cut in half the number of students reading below grade level at each grade Decrease the number of students scoring below target level on CBM assessment by 50%.
Means of evaluating progress toward this goal:	CST, CAT 6, STAR, CBM
Group data needed to measure academic gains:	CST Scores, CBM results disaggregated by grade levels.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards:	N/A			
Improvement of instructional strategies and materials:				
• Purchase annual fee for Accelerated Reader as well as STAR Assessment Program	All teachers, librarian	Subscription fee, paper, ink cartridges, rewards materials	$4,000	SIP
• Reading Enrichment & Tutoring Club Materials	Teachers	Paper, books, games, software	$1,000	EIA
• Language Arts Supplemental Materials	Teachers	Books, games, paper, SIPPS	$3,000	SIP
Extended learning time:	N/A			
Increased educational opportunity:				
• Instructional Aide for First Grade student intervention during school day	1st Grade Teachers	Salary and benefits for aide	$3,500	SIP
• After-school tutoring program to provide support for students at-risk of retention	Teachers	Teacher pay at $27/hr. for two hours each week	$3,000	District intervention
• English language development program to serve newcomers for 30 minutes each day in addition to regular classroom intervention	English Language Development Specialist Principal	Teacher pay at $27/hr. for one hour each day	$3,000	Title III
• Computers for classrooms for new teachers coming to our school		Computer systems with appropriate software licenses	$10,000	SIP
Staff development and professional collaboration:				
• Workshops and in-services about implementation and improvement of Accelerated Reading Program	K-5th Teachers	Workshop fees, substitute	$1,000	SIP
• Collaboration time amongst teachers at each particular grade level	K-5th Teachers	Substitute	$3,000	SIP
Involvement of staff, parents and community:	N/A			
Auxiliary services for students and parents:	N/A			
Monitoring program implementation and results:	N/A			
Total Expenditures for Goal #1	$24,500 (SIP)	$3,000 (Title III)	$4,000 (District Intervention & EIA)	

GOAL # 2 for Improving Student Achievement: ***Improve student performance in math and science***
Student groups participating in this goal: All Kindergarten through fifth grade students
Performance gains expected for these students: Decrease the number of students scoring below target level on CBM assessment by 50%.
Means of evaluating progress toward this goal: CST, CAT 6, CBM
Group data needed to measure academic gains: CBM results disaggregated by grade levels.
CST Scores.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards:	N/A			
Improvement of instructional strategies and materials:				
• Subscription for STAR Math Assessment Program	All teachers, librarian/On-going implementation	Subscription fee	$500	SIP
• Purchase of Larson math supplement program	Teachers	Software	$9,000	SIP
• Math Supplemental Materials to support core curriculum in classes	Teachers	Books, games, paper, manipulatives	$2,000	SIP
Extended learning time:	N/A			
Increased educational opportunity:				
• After-school tutoring program to provide support for students at-risk of retention	Teachers	Teacher pay at $27/hr. for two hours each week	$1,500	District intervention
• Computer Lab Technician	Principal	Salary & Benefits for lab tech.	$3,500	SIP
Staff development and professional collaboration:				
• Workshops and in-services about implementation and improvement in math	K-5th Teachers	Workshop fees, substitute	$1,000	SIP
Involvement of staff, parents and community:	N/A			
Auxiliary services for students and parents:	N/A			
Monitoring program implementation and results:	N/A			
Total Expenditures for Goal #2	$16,000 (SIP)	$1,500 (District Intervention)		

GOAL # 3 for Improving Student Achievement: ***Increase family involvement in student academic and attendance success***
Student groups participating in this goal: All Kindergarten through fifth grade students
Performance gains expected for these students: Increase the average attendance of our school by 0.5%
Increase academic performance on district assessments
Means of evaluating progress toward this goal: Monthly attendance reports as well as CST, CAT 6, CBM results.
Group data needed to measure academic gains: Parent, student, and staff survey results.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards:	N/A			

Improvement of instructional strategies and materials:	N/A			
Extended learning time:	N/A			
Increased educational opportunity:	N/A			
Staff development and professional collaboration:	N/A			
Involvement of staff, parents and community: • Weekly newsletter sent home from the principal highlighting school events as well as student and teacher accomplishments • Use of Student Agendas for goal setting, recording homework assignments & for teacher/parent communication.	Principal Teachers /Student	Paper costs, ink Cost of student agendas	$1000 $2000	SIP SIP
Auxiliary services for students and parents: • Kindergarten Orientation Day to be held prior to the beginning of school to help orient kindergarteners as well as their parents with our program	Principal/Teachers	Paper costs, postage, snack items	$500	SIP
Monitoring program implementation and results: • Monthly rewards for students with 100% attendance by our attendance clerk.	Attendance Clerk/ Principal	Pencils, Stickers, Certificates, snack and prize costs	$1000	SIP
Total Expenditures for Goal #3	$5,000 (SIP)			

GOAL # 4 for Improving Student Achievement: ***Increase positive behavior in students***
Student groups participating in this goal: All Kindergarten through fifth grade students
Performance gains expected for these students: Increased rewards for exhibiting positive behavior
Decrease behavior problems, including citations and recess violation slips
Means of evaluating progress toward this goal: Monthly tally of citations.
Group data needed to measure academic gains: Annual review of # of violations.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards:	N/A			
Improvement of instructional strategies and materials:	N/A			
Extended learning time:	N/A			
Increased educational opportunity:	N/A			
Staff development and professional collaboration:	N/A			
Involvement of staff, parents and community: • Supplies and materials which highlight the six pillars of character that we emphasize at our school	Principal	Posters, Books, Paper, Ink	$1500	SIP
Auxiliary services for students and parents: • Counseling through Sacramento State Interns to help students with social skills and emotional development • Rewards stickers for students emphasizing monthly character traits.	Principal, Psychologist Principal/Teachers	Hourly rate of $11 per hour plus materials Paper costs, postage, snack items	$2,000 $500	SIP
Monitoring program implementation and results: • Monthly rewards for students who receive a "Caught Being Good" sticker. Students will be chosen through a drawing.	Principal	Pencils, Stickers, Certificates,	$500	SIP
Total Expenditures for Goal #4	$4,500 (SIP)			

CENTRALIZED SERVICES EXPENDITURES

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

Proposed Expenditures	Estimated Cost	Funding Source
• Prepare the Consolidated Application. • Provide assistance in categorical program planning and implementation; budgeting; plan writing; revisions; and monitoring and evaluations. • Obtain and disseminate information necessary for the operation of programs. • Advise and assist school with program requirements. • Coordinate staff development.	$6,033	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.	$1,612	EIA-LEP
• Assist with the implementation of School Site Councils and Title I meetings. Attend meetings upon request. • Advise and assist school with program requirements. • Assist the school with Coordinated Compliance Reviews. • Coordinate staff development.	$0	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.	$0	Title III

6.3.122

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL 2005-2006

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

State Programs

Economic Impact Aid/ State Compensatory Education — **Amount: $17,907**
Purpose: Help educationally disadvantaged students succeed in the regular program.

School Improvement Program — **Amount: $50,272**
Purpose: Improve school response to educational, personal and career needs of all students.

Federal Programs

Title V: Innovative Programs — **Amount: $922**
Purpose: Support educational improvement, library, media, and at-risk students.

Other Federal Funds (list and describe):
Title III: EL — **Amount: $2,138**

Total amount of state and federal categorical funds allocated to this school: **Amount: $71,239**

6.3.123

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school 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	Classified Staff Member	Parent or Community Member	Secondary Student
Jeremy Lyche	X				
Ginny Henderson		X			
Gari Stubbs		X			
Cheryl Wall		X			
Peggy Turner			X		
Andrew Stearns				X	
Pam Getz				X	
Tonya Hamlin				X	
Lisa Fine				X	
Craig Fine				X	
Numbers of members of each category	1	3	1	5	

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

6.3.124

RECOMMENDATIONS AND ASSURANCES

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

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

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

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

- ___ 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 site council on: 5/23/06.

Attested:

Jeremy Lyche		5/23/06
Typed name of school principal	Signature of school principal	Date
Andrew Stearns		5-23-06
Typed name of SSC chairperson	Signature of SSC chairperson	Date

6.3.125

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:
Agreement for the Provision of Legal Services

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Roger R. Yohe,
Superintendent

ENCLOSURES:
Yes

MEETING DATE:
June 6, 2006

BACKGROUND:

Attached is an agreement for the provision of legal services by Girard, Vinson & Trujillo, LLP. This agreement shall remain in effect until June 30, 2007.

SUPERINTENDENT'S RECOMMENDATION:

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

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6.4

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

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

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

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

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

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

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

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

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

6. Act as CLIENT'S General Counsel; and

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

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

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

6.4.1

This Agreement shall remain in effect until June 30, 2007, and shall continue in effect thereafter at CLIENT'S option, unless terminated in writing with at least 30 days advance notice.

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

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

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

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

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

WESTERN PLACER UNIFIED SCHOOL DISTRICT

_____ Date:_____
Superintendent

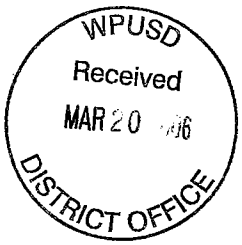
GIRARD, VINSON & TRUJILLO, LLP

_____ Date:_____
David W. Girard, Partner

6.4.2

LAW OFFICES OF
GIRARD, VINSON & TRUJILLO LLP

609 Gregory Lane, Suite 200
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March 20, 2006

Western Placer Unified School District
Attn: Roger Yohe, Superintendent
810 J Street
Lincoln, CA 95648

Re: Legal Services for the 2006-2007 School Year

Dear Mr. Yohe:

Thank you for relying on us as your legal counsel over the years. Your business is very much appreciated. It is a distinct pleasure to work with you and your staff.

We strive to provide you with the highest quality of legal services possible. We find it necessary to request an increase in our hourly rate to $205 for partners, $195 per hour for associate attorneys and $125 per hour for paralegals/law clerks.

We have not increased fees to your district since July 2004.

While we regret the need for this increase, we hope you will understand. You, of course, need to consider all costs when preparing your budget for the upcoming school year and we wanted to advise you of this adjustment at the earliest possible date.

We very much appreciate your business and look forward to working with you in the future.

Very truly yours,

GIRARD, VINSON & TRUJILLO LLP

David W. Girard

David W. Girard

6767 Green Valley Road • Placerville, CA 95667 • 530.622.7130 ext. 235 • Fax: 530.642.1832
360 Nevada Street • Auburn, CA 95603 • 530.886.5881 • Fax: 530.886.5880
1121 L Street, Suite 510 • Sacramento, CA 95814 • 916.446.3095 • Fax: 916.448.7801

Respond to Pleasant Hill

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 the Foskett Ranch Elementary Joint-Use Agreement Between the Western Placer Unified School District and the City of Lincoln.

SUBJECT AREA:

Discussion/Action

REQUESTED BY:

Jay M. Stewart
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

BOARD MEETING DATE:

June 06, 2006

BACKGROUND:

This attached joint-use agreement between the Western Placer Unified School District and the City of Lincoln addresses the Foskett Ranch Elementary school site and the adjoining 45 acre regional park.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees approve the Foskett Ranch Elementary joint-use agreement between the Western Placer Unified School District and the City of Lincoln.

AGREEMENT REGARDING THE JOINT USE OF THE FOSKETT RANCH ELEMENTARY SCHOOL SITE AND CITY PARK SITE

THIS JOINT USE AGREEMENT ("Agreement") is entered into as of the _____, 2006, by and between the Western Placer Unified School District, a public school district organized and existing under the laws of the State of California ("District"), and the City of Lincoln, a municipal corporation existing under the laws of the State of California ("City"), together herein referred to as "Parties".

RECITALS

WHEREAS, Education Code Section 10900, et seq., authorizes the Parties hereto to enter into written agreements for community recreation programs; and

WHEREAS, the District has constructed an elementary school in the Foskett Ranch Specific Development Plan Area, which is generally located at 1561 Joiner Parkway, Lincoln, Ca. and the City is developing an adjoining 45 acre public park site (together known as the "Facility") in order to take advantage of jointly using the park and school sites for the general benefit of the public by reducing capital and operating costs; and

WHEREAS, the Parties wish to provide facilities that will be available for use by students, faculty, staff and general public for community purposes, in accordance with the provisions of the certain Master Agreements For Joint Use, entered into by the Parties on May 9, 2003, and the policies and procedures contained in this Agreement; and

WHEREAS, the Parties wish to specify the method of sharing capital and operating costs, their relative responsibilities for the operation and staffing of the Facility, and the manner in which the safety of school pupils will be maintained during school hours and other terms pertinent to the construction, operation and use of the Facility; and

WHEREAS, the Parties have determined that the Facility will result in both economic and operational benefits to both Parties that could not be fully realized if acting independently.

NOW, THEREFORE, in consideration of the mutual promises and agreements contained herein, the Parties agree as follows:

TERMS

1. Term of Agreement. The term of this Agreement shall commence upon the execution by both parties and shall remain in effect for 40 years. After the initial 40-year term, the agreement shall automatically renew every five (5) years, unless prior to an anniversary date a party provides written notice to the other that the agreement will not be renewed.

2. Description of Facility. The District owns the school buildings, which include the multipurpose and kitchen facilities, the classrooms, kindergarten, administrative building, and art building, as well as the hard-court area, school playground apparatuses, and landscaping and parking lot areas as shown on Exhibit "A" attached hereto and incorporated by this reference. The District also owns all of soccer field #4 and one-half of soccer field #3. The City owns all of soccer fields #1 and #2, and one-half of soccer field #3. In addition the City owns four softball fields, parking lots A and B, a concession and restroom building, two playgrounds and a tot play apparatus, a system of connecting streets, parking areas and trails, a second restroom, and two group picnic areas as shown on Exhibit "A". The Parties intend that the Facility will be constructed as depicted in Exhibit "A" and in accordance with the plans and specifications approved by the Division of the State Architect for the District's facilities and those plans and specifications for the City park site approved by the Director of Public Works for the City of Lincoln, which are both hereby incorporated by this reference and will supercede the attached Exhibit "A" to the extent they are inconsistent. A future aquatic park area has been reserved by the City on land it owns as shown in Exhibit "A". The District and City plan to jointly develop and operate this aquatic park, which will be the subject of a subsequent joint use agreement.

3. School Construction. The District shall be fully responsible for the construction of the buildings and facilities located upon the District's site as shown in Exhibit "A" in accordance with all State and local laws relating to the construction of school facilities

4. Park Construction. The City has the financial responsibility to develop its park site, including one half of soccer field #3. In order to take advantage of economies of scale, the City will construct all of soccer field #3 and bill the District for its proportional share of the cost of the field.

5. District Use of the Facilities. City hereby grants to District the right to use the 45 acre park property shown on Exhibit A attached hereto and incorporated by this reference for play-field purposes. Unless the park site is required for recreational activities the District will generally have exclusive rights to use the City park during regular school hours (7:30 a.m. – 4:00 p.m.) during all days that school is in session (180 student days), unless otherwise changed by State law, from the week of August 15th through June, excluding school holidays. The District's right to use park play-fields excludes that portion of the park designated for restrooms and the children's play area. These areas shall remain as the exclusive use of the City year round.

6. City Use of the Facilities. District hereby grants to City the right to use the adjoining school site for community recreational purposes when the site is not needed for school purposes. The City will generally have exclusive rights to use the District's outdoor hard-court areas, the multi-purpose facility in accordance with the terms and conditions of that certain Joint Use Agreement, dated May 9, 2003, and the parking lot area as sown on Exhibit B, attached hereto and incorporated by this reference. The City will have the right to use designated meeting rooms daily after school, weekends and during vacation periods. Designated rooms will be scheduled with the school Principal and City will have use after the requested use is confirmed in writing with the Principal. City will have use of the multi-purpose facility for City recreational programs when the facility is not needed by the District during the regular school year, on weekends year-round, and during holidays and vacation periods including summer months. The exceptions to the City's use as noted above are for the following "Special Events:" (include specific events, with dates and times).

7. Scheduling of Joint Use Facilities. City and District will meet twice annually, in July and January to establish the schedule for the City's use of outdoor hard-courts, meeting rooms, multi-purpose facility, and the District's use of the play-fields. Nothing contained herein shall limit the parties in their ability to agree to the use of other facilities not described in this agreement.

8. Bumping Rights. Each Party to the agreement is permitted a one-time bumping right during the course of a calendar year, allowing the party to bump the other party's event at it's facility. In order to utilize this bumping right, the party to be removed from the schedule must receive in writing 10 days advanced notice of the election to use the one time bumping rights.

9. Maintenance of Joint Use Facilities. The annual pre-arranged use of facilities and play areas by either party is without cost, (i.e. custodial, utilities or staff time) to either party, except in the case of significant extraordinary clean-up costs, utility usage or wear on facilities associated with the particular activity of either party. In such a case the party using the facility and causing the extra-ordinary clean up, utility usage of wear, will be required to pay the extra expenses associated with their activity. Such costs do not include regular, routine maintenance of a facility or play area.

Once the overall site is developed, the City will maintain all of the turf areas located on the City's park site, the play-field areas, play-ground equipment, parking lot and landscape strips associated with it's portion of the parking lot. The District's use of the play-field areas will accommodate the City's schedule to conduct maintenance of these areas between the hours of 7:30 a.m. and 2:30 p.m. weekdays. Annual maintenance of turf areas during the school year may include aeration of the turf areas 1 full day, two times a year, weekly mowing, 3 hours per week fertilizing, 3 times per year, 2 hours per time; irrigation trouble-shooting as needed when incidents occur. For maintenance on a regular basis, an acceptable maintenance schedule will be set by the parties at the start of each school year.

The District will maintain all educational buildings, hard court areas, parking lot and landscaped areas including lawn areas around school buildings. Nothing herein shall be interpreted to preclude the District from separately contracting with the City for the maintenance of school parking lots and landscaped areas.

For purposes of this agreement, "maintenance" includes keeping sites and facilities in a state of good order and condition, repairing and replacing portions of facilities that are damaged, worn or destroyed, including the removal of graffiti. Either party shall report any defects or dangerous conditions in or on the other party's facilities within twenty-four hours of discovery. In addition, either party may take immediate action to abate the hazard if such action is needed to protect the public health or safety.

The District has the responsibility to clean up park areas they have used in order for the City to utilize the play-field property for recreation. The City has the responsibility to clean up school facilities they used so that the facility is ready for school use. If vandalism or damage occurs in the school facilities during City use, the City will pay to replace the item(s) to district standards. If vandalism or damage occurs in the park during District use, the District will pay to replace item(s) to City standards. It is the respective party's responsibility to reimburse the other party for

expenses incurred for repair, or replacement of facilities damaged during use.

10. Indemnification. Each party shall defend, indemnify and hold harmless from liability the other party, its officers, agents, servants or employees from all damages, costs, expenses which either of them shall become obligated to pay by reason of any liability imposed by law because of property damage or injury or death of any person received or suffered as a result of the use or occupancy by either party of the City or District facilities pursuant to this Agreement. Further, each party shall be responsible for any and all damage to property of the other party resulting from such liable party's use of the facilities pursuant to this Agreement. Each party hereto shall take out a policy of liability insurance or establish a self-insurance program in the manner provided by law. City and District agree to maintain minimum limits of $2,000,000 general liability insurance per occurrence, during the life of this agreement. The City and District also agree to maintain workers' compensation insurance for their respective employees.

11. Unforeseen Changes To District Schedules. If the District must implement a year-round school program, double session, or other special schedule to deliver educational services, this agreement shall be amended within sixty (60) days of a written request of either party. Both parties shall meet to reach an understanding consistent with the spirit of this Agreement and focus on the principle of maintaining the best joint use for both parties.

12. Supervision of Activities. All activities sponsored by the District shall be supervised and conducted by the District and all activities sponsored by the City shall be supervised and conducted by the City. The District and City shall be responsible, respectively, for said areas during the period of their respective sponsorship, and each will bear the cost of all necessary expendable equipment, supervising and teaching personnel needed during said period.

13. Insurance Provisions. The District and City shall each be separately and solely responsible for maintaining insurance coverage for their own faculties in accordance with provisions of Section 10 and as otherwise deemed appropriate by District and City.

14. Amendments. This agreement may be amended at any time, provided either party is given written notice of the intent to open discussion for amendment purposes.

15. Notices. All notices or other communications required or permitted by this agreement shall be in writing and shall be duly served and given when personally delivered or deposited in the United States mail in certified or registered form, postage prepaid, addressed as follows:

District	Western Placer Unified School District 810 "J" Street Lincoln, CA 95648
City	City of Lincoln 640 5th Street Lincoln, CA 95648

16. Legal Action. Either party may institute legal action to cure, correct or remedy any default to enforce any covenant or agreement herein, or to enjoin any threatened or attempted violation.

17. Entire Agreement. Except as otherwise provided for in subsequent agreements for individual joint use sites, the terms and provisions contained in this agreement constitute the entire agreement of the parties and shall supercede all previous communications, representations or agreements, either verbal or written, between the parties hereto with respect to the subject matter hereof.

18. Attorneys' Fees. Should any party hereto retain legal counsel for the purpose of enforcing or preventing the breach of any provision of this Agreement, including but not limited to, by instituting any action or proceeding to enforce any provision of this Agreement, for damages by reason of any alleged breach of any provision of this Agreement, for a declaration of such a party's rights or obligations hereunder, or for any other judicial remedy then, if said matter is settled by judicial determination (which term includes arbitration), the prevailing party (whether at trial or on appeal) shall be entitled, in addition to such other relief as may be granted, to be reimbursed by the losing party for all costs and expenses incurred thereby, including, but not limited to, all actual attorneys' fees and costs (as billed) for the services rendered to such prevailing party. As used herein, the term "prevailing party" shall include the definition set forth in California Code of Civil Procedure section

1032(a)(4); and also any party in whose favor declaratory relief is granted by any court. If some form of declaratory relief is granted to opposing parties in any action to enforce this Agreement, the court shall have discretion to apportion attorney's fees and costs between the opposing party.

IN WITNESS WHEREOF, the City of Lincoln, a municipal corporation has authorized The execution of this Agreement in duplicate by its City Manager and attested to by its City Manager and attested to by its City Clerk; and the Western Placer Unified School, a public school district has authorized the execution of this Agreement in duplicate by its Superintendent.

CITY OF LINCOLN
A municipal corporation

By:_____
Gerald Johnson, City Manager

WESTERN PLACER UNIFIED
SCHOOL DISTRICT

By:_____
Roger Yohe, District Superintendent

Attest:

By:_____
City Clerk

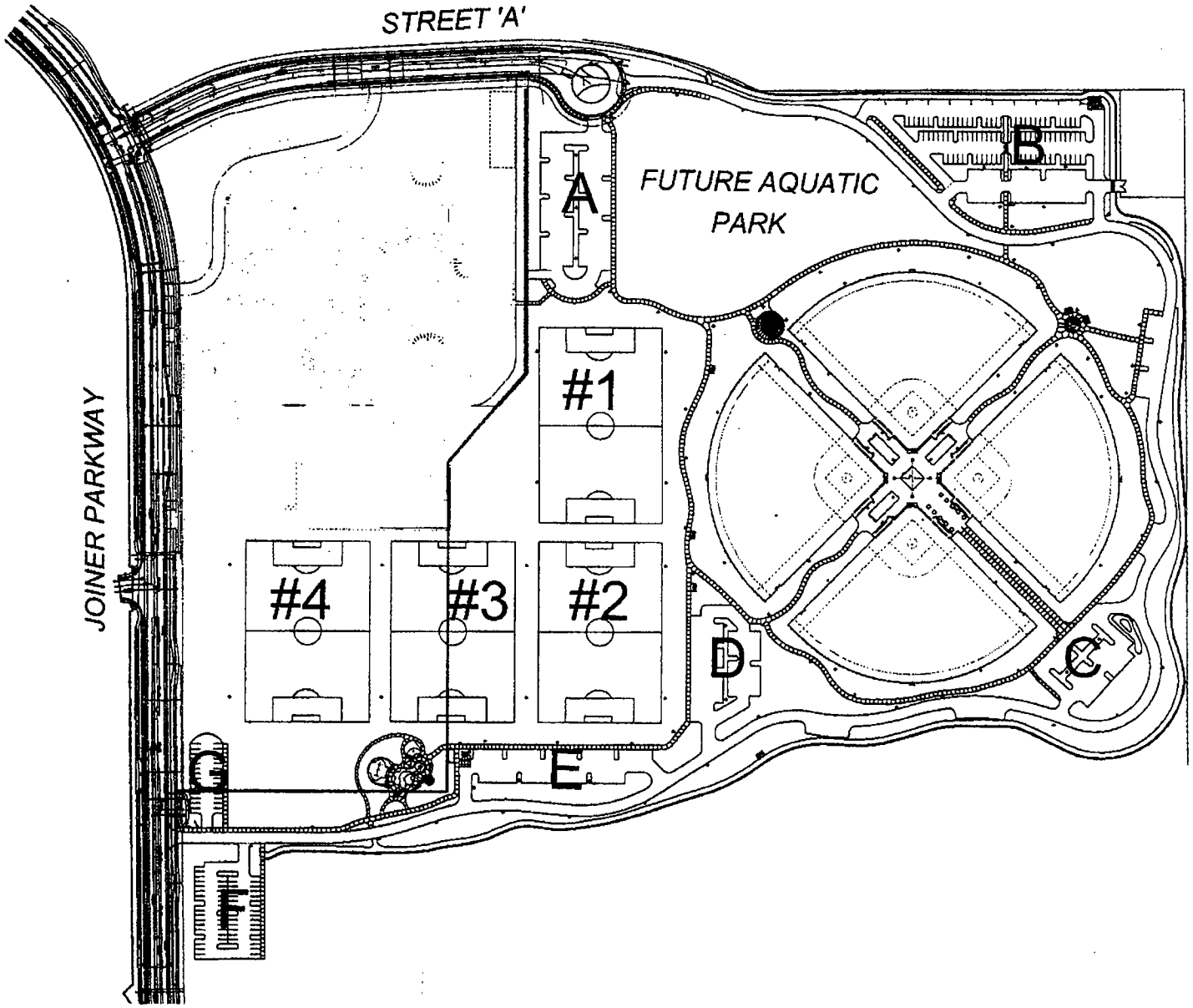
By:_____
Secretary to the Board

APPROVED AS TO FORM:

By:_____
City Attorney

6.5.7

EXHIBIT A



6.5.8

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:

Approval of the Public Disclosure of the Proposed Western Placer Teachers' Association Collective Bargaining Agreement in Accordance with AB 1200.

SUBJECT AREA:

Discussion/Action

REQUESTED BY:

Jay M. Stewart
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

BOARD MEETING DATE:

June 06, 2006

BACKGROUND:

The public disclosure regarding the financial implications of the proposed Western Placer Teachers' Association collective bargaining agreement will be presented to the Board of Trustees for their consideration.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees approve the Public Disclosure of the proposed Western Placer Teachers' Association collective bargaining agreement in accordance with AB 1200.

6.6

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

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Discussion of BP/AR 6161.11
(Supplemental Materials and Film Policy)

AGENDA ITEM AREA:
Information/Discussion

REQUESTED BY:
Scott Leaman,
Assistant Superintendent

ENCLOSURES:
Yes

MEETING DATE:
June 6, 2006

BACKGROUND:

Based on Board request, a discussion will be facilitated concerning the parameters of film use in the classroom as it relates to our current board policies.

SUPERINTENDENT'S RECOMMENDATION:

The administration recommends board discussion of the item.

6.7

Board Policy 6161.11

"The film and supplementary materials policy"

Outline

This outline contains material to aid in the discussion of film use in Western Placer Unified School District. There are currently four board policies governing the use of film in the district (attached):

- BP 6144.2.1 - Audio-Visual materials policy updated 2/6/90
- BP/AR 6161.1 - Selection and Evaluation of Instructional Materials updated during the 1994/95 school year
- BP/AR 6161.11 - Supplementary Instructional Materials policy updated during the 1994/95 school year
- BP/AR 1312.2 - Complaints Concerning Instructional Materials policy updated during the 1994/95 school year

It appears BP 6144.2.1 should have been deleted when the policy review was completed in 1995 because BP 6144.2.1 and AR 6161.11 contain the same exact language. Based on this fact, the following options are included based on modification of AR 6161.11 after deleting BP 6144.2.1.

After evaluating surrounding district film board policies and the information presented to the Board, the following areas are being forwarded to the Board as options for amending AR 6161.11, referred to as AR below:

Goal of Film Use

Most policies contain a short introduction about the use of film in the classroom

1. Current Policy

a) Our current policy (BP 6161.11) "encourages the use of supplementary materials which are relevant to curriculum objectives and compatible with district goals." This goal could be restated in the AR by including the first paragraph from the BP language.

Options

b) Other language selected by the Board

Previewing

All policies speak to previewing the material

2. Current Policy

a) Current policy states that the teacher must preview the materials

Options

c) Administrator previews materials

Selection of Materials

Most board policies speak to a criterion for selection of the film

3. Current Policy

a) Current policy refers to BP 6161.1 for selection of materials, which are the same as adoption of materials

Options

b) Use teacher/administrator/alternate criteria for selecting the materials

Approval Thresholds

Policies establish thresholds that require additional action

Current Policy

a) Current policy states that parental permission must be obtained for any film with a rating other that "G."

Options

Non-rated films (see also non-rated versions feature length films)

b) Used at any grade level without parental permission

c) Used with parental permission

Non-rated versions of feature length films

d) Treat as "R" rated films

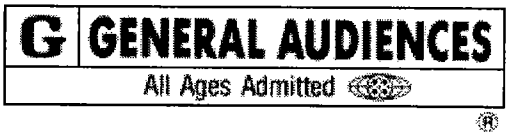
e) Disallow

Educationally edited films

f) Treat as "PG" films

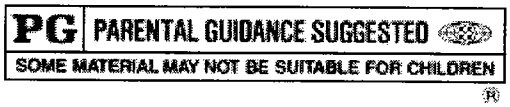
g) Used with parental permission

G rated films (General Audiences)



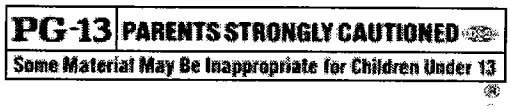
h) Used at any grade level without parental permission

PG rated films (Parental Guidance Suggested)



i) Prior parental permission required for students in grades K-8

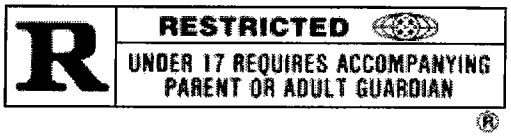
PG-13 rated films (Parents Strongly Cautioned)



j) Prior parental permission required for students in grades K-8

k) Parents in grades 9-12 must receive prior notification

R rated films (Restricted)



l) Not shown K-12

m) Not shown K-8. In grades 9-12, not shown in their entirety, with the option of showing portions that support classroom instruction with prior parental permission

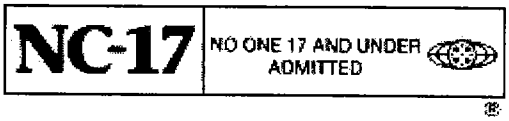
n) Not shown K-8. Prior parental permission required for students in grades 9-12

6.7.3

o) Shown with parental permission

p) Shown with Board approval only and prior parental permission

NC-17 rated films (No one under 17)



q) Not allowed

Parental Permission Mode

Policies state whether permission will be required, positive, or negative

Current Policy

a) Our current permission system is in the "positive" mode, which means each student must return a permission slip to view the film.

Options

b) The negative mode would mean only students that turn in a parental request not to see the film would be excluded.

Curriculum Support

Policies typically include documentation to support use of the film

Current Policy

a) Our policy currently states that the teacher is to use professional judgment based on the criteria in BP 6161.1 for movies above a "G" rating. If the teacher has a concern, they are to confer with the principal and include their rationale in the lesson plans.

Options

b) Some board policies are similar to the above, but state the teacher needs approval of the site administrator.

c) Our board policy states that rational is deemed ongoing.

Student Exclusion

Policies typically allow for student exclusion from the film with the assignment of like curriculum

Current Policy

a) Our BP 1312.2 states that student will be assigned alternate materials of equal merit.

Options

b) Some policies state that the alternate material must be completed in a place outside the setting where the film is being shown

c) Some policies state that the alternate assignment must be similar in content and must be able to be completed in a reasonable time.

Complaints

Most districts have a policy on instructional material complaints

Current Policy

a) BP 1312.2 manages complaints

Options

b) BP 1312.2 is similar to most policies in the surrounding area

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Instruction

Audio-Visual Materials

Audio visual materials such as video cassettes, movies, records, filmstrips should fit into or enrich the Course of study; will assist students in one or more of his/her developmental tasks; is suitable to the age level; will conform to policies of the school board as well as the laws stated in the Education Code.

Non-state or district approved audio visual material:

1. All video material shall be previewed prior to student viewing.

   a. "PG" rated material shall be written into the lesson plans, a rationale shall be on file with the principal of the school one week prior to the showing of the film.

   b. All K-8 schools shall send home permission slips for anything other than "G" ratings. Permission slips shall be in a positive mode.

   c. Rationale will be deemed ongoing, subject to review.

2. Other educational video material, Education Television, video movies, filmstrips, records etc. shall be used at the teacher's discretion. Such materials shall be written into the lesson plans.

Complaints against instructional materials:

SEE BOARD POLICY 1312.2 COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS

Policy Adopted: 2/6/90

6.7.6

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BP 6161.1 (a)

INSTRUCTION

Selection and Evaluation of Instructional Materials

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect the ethnic and cultural diversity of our society, and enhance the use of multiple teaching strategies and technologies. The Board's adoption of instructional materials shall be based on a determination that such materials meet criteria specified in law and are an effective learning resource to help students achieve grade-level competency.

(cf. 6000 – Concepts and Roles
(cf. 9000 - Role of the Board)

To ensure that instructional materials effectively support the district's adopted courses of study, meet curricular goals and support student achievement, the selection of textbooks, technology-based materials, other educational materials and tests shall be aligned with the development and evaluation of the district's curriculum.

(cf. 0440 - District Technology Plan)
(cf. 6010 - Goals and Objectives)
(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6161 - Equipment, Books and Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6162.5 - Student Assessment)
(cf. 6162.7 - Use of Technology in Instruction)
(cf. 6163.1 - Library Media Centers)

The Superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the Board. This process shall involve teachers in a substantial manner and shall also encourage the participation of parents/guardians and community members.

Selection and Evaluation of Instructional Materials

The Superintendent or designee shall establish instructional material evaluation committees. These committees may include teachers, administrators and other staff who have subject-matter expertise, as well as parents/guardians and/or community members broadly representative of the district's ethnic and socioeconomic composition. Staff members who participate in selecting and/or evaluating instructional materials shall be those most competent for the task because of their professional training, experience and assignments.

Individuals who participate in selecting and evaluating instructional materials shall have no financial interest in the materials being reviewed, recommended, or approved. Conflicts of interest related to the selection and evaluation of instructional materials shall be clearly identified in administrative regulations.

(cf. 3315 - Relations with Vendors)
(cf. 9270 - Conflict of Interest)

The district may pilot instructional materials using a representative sample of classrooms for a specified period of time during a school year in order to determine how well the materials support the district's curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.

Recommendations for the adoption and/or withdrawal of instructional materials shall be presented to the Board by the Superintendent or designee and shall include documentation supporting the recommendation. All recommended materials shall be displayed and available for public inspection at the district office.

(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)

Once instructional materials have been adopted by the Board, objections and complaints shall be handled on a case-by-case basis in keeping with Board policy.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

Instructional Materials Funding Realignment Program

In accordance with the Instructional Materials Funding Realignment Program, the Board's priority in the selection of instructional materials is to ensure that all students in grades K-12 are provided with instructional materials that are aligned to state content standards in the core curriculum areas of reading/language arts, mathematics, science and history/social science.

Selection and Evaluation of Instructional Materials

When the Board determines that standards-aligned textbooks and instructional materials have been provided to all students in accordance with Education Code 60422, it shall so certify. A copy of the certification shall be kept on file in the district.

The Superintendent or designee shall ensure that the district satisfies the criteria necessary to access funds under the state's Pupil Textbook and Instructional Materials Incentive Account pursuant to Education Code 60252.

Public Hearing on Sufficiency of Instructional Materials

The Board shall annually conduct one or more public hearings on the sufficiency of the district's instructional materials. (Education Code 60119, 60422)

These hearings shall be held not later than June 30 of each year.

At these hearings, the Board shall determine, through a resolution, whether each student in each school has sufficient textbooks and instructional materials in each of the following subjects that are consistent with the content and cycles of the state curriculum frameworks. (Education Code 60119, 60422)

1. Mathematics
2. Science
3. History-social science
4. English/language arts, including the English language development component of an adopted program

The Board shall also make a written determination as to whether each student enrolled in a foreign language or health course has sufficient textbooks or instructional materials that are consistent with the content and cycles of the state curriculum frameworks. The Board shall determine the availability of science laboratory equipment for grades 9-12. (Education Code 60119)

The hearing shall take place on or before the end of the eighth week from the first day students attend school for that year. For districts with schools on a multitrack year-round calendar, the hearing shall be held on or before the end of the eighth week from the first day of the school year on any track that begins a school year in August or September. (Education Code 60119)

The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. The Superintendent or designee shall post, 10 days prior to the hearing and in three public places within the district, a notice containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

If the Board determines that there are insufficient textbooks and/or instructional materials, the Board shall provide information to classroom teachers and to the public, setting forth for each school, the reasons that each student does not have sufficient textbooks and/or instructional materials. The Board shall take any action, except an action that would require reimbursement by the Commission of State Mandates, to ensure that that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

The Board shall encourage participation by parents/guardians, teachers, interested community members and bargaining unit leaders at these hearing(s). The Superintendent or designee shall post notice of this hearing in accordance with law. (Education Code 60119)

Legal Reference:
EDUCATION CODE
1240 County superintendent, general duties
33126 School accountability report card
35272 Education and athletic materials
44805 Enforcement of course of studies; use of textbooks, rules and regulations
49415 Maximum textbook weight
51501 Subject matter reflecting on race, color, etc.
60000-60005 Instructional materials, legislative intent
60010 Definitions
60040-60048 Instructional requirements and materials
60060-60062 Requirements for publishers and manufacturers
60070-60076 Prohibited acts (re instructional materials)

6.7.10

60110-60111 Instructional materials on drug education
60119 Public hearing on sufficiency of materials
60200-60206 Elementary school materials
60226 Requirements for publishers and manufacturers
60240-60252 State Instructional Materials Fund
60350-60352 Core reading program instructional materials
60400-60411 High school textbooks
60420-60424 Instructional Materials Funding Realignment Program
60605 State content standards
CODE OF REGULATIONS, TITLE 5
9505-9550 Instructional materials, especially:
9531-9532 Instructional Materials Funding Realignment Program

Management Resources:
CDE PROGRAM ADVISORIES
1002.90 Selection of Instructional Materials, CIL: 90/91-02
CDE PUBLICATIONS
Standards for Evaluation of Instructional Materials with Respect to Social Content, 1986 edition, revised 2001
SBE POLICY
Textbook Weight in California, May 2004
01-05 Guidelines for Piloting Textbooks and Instructional Materials, September 2001
CSBA PUBLICATIONS
Maximizing School Board Leadership: Curriculum, 1996
WEB SITES
CSBA: http://www.csba.org
Association of American Publishers: http://www.publishers.org
California Department of Education: http://www.cde.ca.gov
State Board of Education: http//www.cde.ca.gov/be

Adopted: 2/6/84
Revised: 4/20/04, 9/20/05
1994/1995 School Year (Total District Policy Book Review)
q:6000\bp6161.1

6.7.11

INSTRUCTION

Selection and Evaluation of Instructional Materials

Instructional Materials Funding Realignment Program

The district shall use state funds received under the Instructional Materials Funding Realignment Program to ensure that each student is provided with standards-aligned textbooks or instructional materials in the core curriculum areas of reading/language arts, mathematics, science and history/social science at the beginning of the first school term that commences no later than 24 months after those materials are adopted by the State Board of Education. (Education Code 60422)

Instructional materials for grades K-8 shall be selected from the list of standards-aligned materials adopted by the State Board of Education subsequent to the adoption of content standards in each core curriculum area. (Education Code 60422)

(cf. 6011 - Academic Standards)

Purchase of instructional materials for grades 9-12 should be preceded by receipt and review of the standards map provided by the publishers pursuant to Education Code 60451.

For all grade levels, first priority shall be to provide reading/language arts and mathematics materials aligned to adopted standards, and second priority shall be to provide standards-aligned history/social science and science materials. (5 CCR 9531)

When the Governing Board has certified that all students have been provided with standards-aligned instructional materials in the core curriculum areas, the district may use any remaining program funds for the purposes specified in Education Code 60242. (Education Code 60119, 60422)

Criteria for Selection and Adoption of Instructional Materials

Instructional materials adopted by the Board shall:

1. For basic instructional materials in grades K-8, be selected from among the list of materials approved by the State Board of Education in accordance with law (Education Code 60200)

(cf. 1431 - Waivers)

6.7.12

INSTRUCTION

Selection and Evaluation of Instructional Materials

2. For instructional materials in high schools, be provided by publishers who comply with the requirements of Education Code 60040-60048, 60060-60062 and 60226 (Education Code 60400)

3. Not reflect adversely upon persons because of their race, color, creed, national origin, ancestry, sex, disability, or occupation, or contain any sectarian or denominational doctrine or propaganda contrary to law (Education Code 60044)

4. To the satisfaction of the Board, be accurate, objective, current, and suited to the needs and comprehension of students at their respective grade levels (Education Code 60045)

5. With the exception of literature and trade books, use proper grammar and spelling (Education Code 60045)

6. Not provide any exposure to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate based on one of the following: (Education Code 60200, 60048)

   a. The commercial brand name, product, or corporate or company logo is used in text for an educational purpose as defined in guidelines or frameworks adopted by the State Board of Education.

   b. The appearance of a commercial brand name, product, or corporate or company logo in an illustration is incidental to the general nature of the illustration.

7. Meet the requirements of Education Code 60040-60043 for specific subject content

8. Support the district's adopted courses of study and curricular goals

(cf. 6010 - Goals and Objectives)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6143 - Courses of Study)

9. Contribute to a comprehensive, balanced curriculum

6.7.13

INSTRUCTION

Selection and Evaluation of Instructional Materials

10. Demonstrate reliable quality of scholarship as evidenced by:

    a. Accurate, up-to-date and well-documented information

    b. Objective presentation of diverse viewpoints

    c. Clear, concise writing and appropriate vocabulary

    d. Thorough treatment of subject

11. Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities and developmental levels

12. Include materials that stimulate discussion of contemporary issues and improve students' thinking and decision-making skills

13. Contribute to the proper articulation of instruction through grade levels

14. Have corresponding versions available in languages other than English as appropriate

15. Include high-quality teacher's guides

16. Meet high publishing standards in terms of the quality, durability and appearance of paper, binding, text and graphics

17. Consider the impact of textbook weight on student health

Instructional Materials Evaluation Committee

The Superintendent or designee may establish an instructional materials evaluation committee to evaluate and recommend instructional materials for Board approval. This committee shall consist of a majority of teachers and may also include administrators, other staff who have subject-matter expertise, parents/guardians, community members and students as appropriate.

(cf. 1220 - Citizen Advisory Committees)

The committee shall review instructional materials using criteria provided above and in law, and shall provide the Board with documentation supporting its recommendations.

6.7.14

INSTRUCTION

Selection and Evaluation of Instructional Materials

Conflict of Interest

To ensure integrity and impartiality in the evaluation and selection of instructional materials, a person participating in the evaluation, recommendation or approval of instructional materials shall not:

1. Accept any emolument, money or other valuable thing or inducement, to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material (Education Code 60072)

   Sample copies of instructional materials are excepted from this prohibition. (Education Code 60075)

(cf. 3315 - Relations with Vendors)
(cf. 9270 - Conflict of Interest)

2. Be employed by or receive compensation from any person, firm, organization or any of its subsidiaries or controlling entities submitting instructional materials to the district

3. Have or negotiate a contractual relationship with any person, firm or organization or any of its subsidiaries or controlling entities submitting instructional materials to the district

4. Have an interest as a contributor, author, editor or consultant in any textbook or other instructional material submitted to the district

An individual formerly employed as a consultant on textbooks or other materials shall not be deemed to be financially interested in the selection or evaluation of instructional materials provided he/she:

1. Has not had a contractual relationship or received compensation for such consulting service in the preceding two years

2. Retains no rights to compensation accruing while selecting or evaluating materials for the district

An individual shall not be disqualified from participating in the evaluation or selection of instructional materials if he/she has only a "remote interest." As used in this regulation, "remote interest" means:

6.7.15

Selection and Evaluation of Instructional Materials

1. That of a nonsalaried officer of a nonprofit organization

2. That of an employee or agent of a public entity or institution of higher education, provided the entity or institution has 10 or more other employees or agents and the individual has been an employee or agent thereof for at least three years

3. That of an editor, consultant, contributor or author of a textbook or other materials which are not being considered or reviewed, provided that such service was performed before evaluating or selecting instructional materials for the district and the individual retains no rights to compensation accruing while he/she serves in this capacity

Any remote interest must be disclosed to members of the evaluation committee, Superintendent or designee and communicated to the Board.

Adopted: 2/6/84
Revised: 4/20/04
1994/1995 School Year (Total District Policy Book Review)
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6.7.16

INSTRUCTION

Supplementary Instructional Materials

The Governing Board encourages teachers to use supplementary instructional materials which are relevant to curriculum objectives and compatible with district goals and objectives. By using such materials, teachers can introduce content and instructional strategies that enrich the curriculum, enhance learning, help students make critical judgments, and stimulate their intellectual growth.

Teachers shall carefully preview all supplementary instructional materials in order to ensure that, in their professional judgment, the materials are:

1. Directly related to the course of study in which they are being used.

2. Appropriate for students' ages and maturity levels.

Supplementary instructional materials must also be consistent with criteria developed for the selection and evaluation of other instructional materials. If the teacher believes that the materials may be in conflict with district criteria, the teacher shall confer with the principal or designee before using them.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

When using supplementary materials, teachers shall provide appropriate introductory and follow-up activities. In addition, teachers shall ensure that supplementary materials do not supplant the use of basic texts or teaching activities.

All materials must be used within legal copyright limits.

(cf. 6162.6 - Use of Copyrighted Materials)

Films

When a teacher desires to show a film that has not been approved by the district or county for use in the grade level taught, the teacher shall preview the film to determine whether in his/her professional judgment it is consistent with district criteria for the selection of instructional materials. All films must be appropriate for the curriculum and the students' ages.

If the teacher has any questions about how established district criteria apply to the film, he/she shall confer with the principal or designee before showing the film.

6.7.17

Instruction

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)
(cf. 6142.1 - Family Life/Sex Education)
(cf. 6144 - Controversial Issues)

Legal Reference:

EDUCATION CODE
18111 Exclusion of books by governing board
44806 Duty re instruction in morals, manners and citizenship
51510 Prohibited study or supplemental materials
51511 Religious matters properly included
51550 Sex education materials
60010-60028 Definitions, especially
60013 Supplementary instructional materials
McCarthy v. Fletcher, 207 Cal. App. 3d 130, 1989

Adopted: 8/1/95
Revised: 3/5/96
New - 1994/1995 School Year (Total District Policy Book Review)
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6.7.18

INSTRUCTION

Audio-Visual Materials

Audio visual materials such as video cassettes, movies, records, filmstrips should fit into or enrich the course of study; will assist students in one or more of his/her developmental tasks; is suitable to the age level; will conform to policies of the school board as well as the laws stated in the Education Code.

Non-state or district approved audio-visual material:

1. All video material shall be previewed prior to student viewing.

   a. "PG" rated material shall be written into the lesson plans, a rationale shall be on file with the principal of the school one week prior to the showing of the film.

   b. All K-8 schools shall send home permission slips for anything other than "G" ratings. Permission slips shall be in a positive mode.

   c. Rationale will be deemed ongoing, subject to review.

2. Other educational video material, Education Television, video movies, filmstrips, records, etc., shall be used at the teacher's discretion. Such materials shall be written into the lesson plans and approved by the site principal.

Complaints against instructional materials:

SEE BOARD POLICY 1312.2 COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS.

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6.7.19

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BP 1312.2

COMMUNITY RELATIONS

Complaints Concerning Instructional Materials

The Governing Board takes great care in the adoption of instructional materials and is aware that all adopted materials may not be acceptable to all students, their parents/guardians, or other district residents.

(cf. 6161 - Selection and Evaluation of Instructional Materials)

The Superintendent or designee shall establish procedures which will permit proper consideration of any complaints against the use of any instructional materials, including textbooks, supplementary textbooks, library books, and other instructional materials and equipment.

The Board believes the Superintendent and staff are well qualified to consider complaints concerning instructional materials. Complainants are advised to consider and accept the Superintendent or designee's decision as final. However, if the complainant finds the decision of the Superintendent or designee unsatisfactory, he/she may request that the matter be placed on the agenda of a regular Board meeting.

The Board's decision in any such case will be based on educational suitability and will not be influenced by a desire to suppress information or deny students access to ideas with which the Board disagrees.*(cf. 6144 - Controversial Issues)*

Legal Reference:

EDUCATION CODE

18111 Exclusion of books by governing board
35010 Control of district; prescription and enforcement of rules
60003 Power of governing board to select instructional materials
60040-60047 Content requirements for instructional materials
60200-60206 Elementary school material - selection and adoption
60260 Legislative intent for ordering instructional materials
60262 Involvement of teachers, parents and community in instructional material selection
60400-60404 Secondary school textbooks - selection and adoption

Management Resources:

PROGRAM ADVISORY

1002.90 Selection of instructional materials, CIL: 90/91-02

Adopted: 1/3/95
New 1994/1995 School Year (Total District Policy Book Review)
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6.7.20

COMMUNITY RELATIONS

Complaints Concerning Instructional Materials

Complaints concerning instructional materials will be accepted only from staff, district residents, or the parents/guardians of children enrolled in a district school.

Complaints must be presented in writing to the principal. Complaints regarding printed material must name the author, title and publisher, and identify the objection by page and item numbers. In the case of non-printed material, written information specifying the precise nature of the objection shall be given. The statement must be signed and identified in such a way that a proper reply will be possible.

Individual students may be excused from using challenged materials after the parent/guardian has presented a written complaint. The teacher will then assign the student alternate materials of equal merit. Use of the materials by a class, school or the district, however, shall not be restricted until so directed by the Superintendent or designee.

Upon receiving a complaint, the principal will acknowledge its receipt and answer any questions regarding procedure. The principal will then notify the Superintendent or designee and the teacher(s) involved of the complaint. The Superintendent or designee will determine whether the complaint should be considered on an individual basis or whether a review committee should be convened.

The use of challenged materials by class, school or district shall not be restricted until final disposition has been made by the appropriate review committee.

A review committee may be formed under the direction of the Superintendent or designee. It shall be composed of the principal and five or more staff members selected by the Superintendent or designee from relevant administrative and instructional areas directly related to the subject of the complaint.

In deliberating challenged materials, the review committee shall consider the educational philosophy of the district; the professional opinions of other teachers of the subject and of other competent authorities; reviews of the materials by reputable bodies; the teacher's stated objectives in using the materials; and the objections of the complainant.

The review committee shall determine the extent to which the challenged material supports the curriculum, the educational appropriateness of the material, and its suitability for the age level of the student.

6.7.21

Within 30 days of being convened, the review committee shall summarize its findings in a written report and submit it to the Superintendent or designee for final action. The Superintendent or designee shall notify the complainant of his/her decision no later than 60 days after the complaint was filed.

The report of the review committee together with the Superintendent or designee's recommendation may be brought to the Governing Board for consideration and final decision.

When any challenged instructional material is reviewed by the district, it shall not be subject to any additional reconsideration for 12 months.

County or State-Adopted Material

If the challenged material has been adopted by the County Board of Education, the Superintendent or designee may forward the complaint, without action, to the office of the County Superintendent of Schools for reevaluation and decision.

If the questioned material has been adopted by the State of California, the Superintendent or designee may forward the complaint, without action, to the California Department of Education for reevaluation and decision.