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

MEMBERS OF THE GOVERNING BOARD

Karen Roberts, President
Paul Long, Vice President
Marcia Harris, Clerk
Earl Mentze, Member
Dennis Sonnenburg, 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,
Linda Pezanoski, Principal, Sheridan Charter School
John Bliss, Principal, Carlin C. Coppin Elementary School
Ken Gammelgard , Principal, Creekside Oaks Charter Elementary School
Susan Taxara, Vice Principal, Creekside Oaks Charter Elementary School
Ruben Ayala, Principal, First Street School/District Bilingual Coordinator
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, Principal, LHSN
Stacy Brown, Vice Principal, Lincoln High School/Glen Edwards Middle School
John Wyatt, Principal, Phoenix High School, Adult Ed.
Tracy Murphy, Director, Special Education
Trudy Wilson, Director, Business Services
Frank Nichols, Director of Maintenance and Facilities
Bob Nelson, Transportation Coordinator
Jeff Dardis, Food Service Director
Chuck Youtsey, Technology Coordinator

STUDENT ENROLLMENT

School	9/12/03	10/10/03
Sheridan Charter School (K-8)	170	171
Sheridan School Independent Study (SSIS)	28	31
First Street School	579	578
Carlin C. Coppin Elementary (K-5)	565	559
Creekside Oaks Elementary (K-5)	672	680
Glen Edwards Middle (6-8)	925	916
Lincoln High School	1020	1009
Phoenix High School	61	64
PCOE Home School	8	8
TOTAL:	4028	4016

Phoenix Infant/Toddler	38
Kindergarten Readiness:	32
Preschool/Head Start	
First & J Streets	22
Sheridan Program	22
Carlin Coppin Program	22
Adult Education	**157**

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.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
NOVEMBER 4, 2003, 7:00 P.M.
LINCOLN HIGH SCHOOL – PERFORMING ARTS BUILDING
790 "J" STREET, LINCOLN, CA

2003-2004 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.

AGENDA

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

a. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion Re-entry # 02/03 (AA)

b. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion Re-entry # 02/03 (V)

c. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion Re-entry #02/03 (W)

d. Student Discipline/Expulsion Pursuant To E.C. 48918
Student # 03/04 (F)

2. PUBLIC EMPLOYEE EMPLOYMENT

a. Identify title or position to be filled. Director of Site Development

3. 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 Expulsion Re-entry # 02/03 (AA)

b. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion Re-entry # 02/03 (V)

c. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion Re-entry #02/03 (W)

d. Student Discipline/Expulsion Pursuant To E.C. 48918
Student # 03/04 (F)

2.2 PUBLIC EMPLOYEE EMPLOYMENT

a. Identify title or position to be filled. Director of Site Development

3. SPECIAL ORDER OF BUSINESS

4. CONSENT AGENDA

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

4.1 Approval of Minutes
a. Regular Meetings of October 7, 2003 and October 21, 2003

4.2 Approval of Warrants

4.3 Ratification of Personnel Items

a. Certificated:
a.1 Ratification of Certificated Resignation: Umberto Salinas, Life Science/P.E. Teacher, LHS

b. Classified:
b.1 Ratification of Classified Employment – Lorena Mariscal, Campus/Cafeteria Supervisor (.25), CCC

4.4 Approval of Alternative Schools Accountability Model, Phoenix High School

4.5 Ratification of API Expenditures for Lincoln High School

5. COMMUNICATION FROM THE PUBLIC

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

6. REPORTS & COMMUNICATION

6.1 Student Advisory – Karin Harrington, Lincoln High School
6.2 Western Placer Teacher's Association – Kris Knutson
6.3 Western Placer Classified Employee Association – Nancy Griffin
6.4 Superintendent
6.5 Assistant Superintendent(s)
- 6.5.1 Jay M. Stewart
  - a. Facilities Update
- 6.5.2 Scott Leaman
  - a. Program Focus Area: Curriculum Adoption Update
- 6.5.3 Bob Noyes, Personnel Director

7. PUBLIC HEARING

7.1 INITIAL STUDY/MITIGATED NEGATIVE DECLARATION FOR THE VILLAGE THREE LINCOLN CROSSING MIDDLE SCHOOL – Jay Stewart

This public hearing is to allow for public comments regarding the Mitigated Negative Declaration for the construction of the proposed Lincoln Crossing Middle School.

8. ♦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.

8.1 (D/A) APPROVAL OF RESOLUTION 2003/2004.18 TO ADOPT THE MITIGATED NEGATIVE DECLARATION FOR THE VILLAGE THREE LINCOLN CROSSING MIDDLE SCHOOL – Stewart *(03-04 G & O Component V)*

•On the basis of the whole record before the District Board of Trustees, including the Initial Study and any comments received, there is no substantial evidence that the Village Three Lincoln Crossing Middle School will have a significant effect on the environment. It is recommended the Board of Trustees approve the resolution.

8.2 (D) REVIEW THE ANNUAL ACCOUNTING OF DEVELOPER FEES FOR 2002-03 FISCAL YEAR IN THE FOLLOWING FUNDS OR ACCOUNTS: CAPITAL FACILITIES FUND AND MELLO-ROOS FUND Stewart *(03-04 G & O Component V)*

•Mr. Stewart will review this item with the Board of Trustees, describing Level I, II and III development fees. This is a discussion item for the Board of Trustees. Mr. Stewart will be available to answer any questions as it pertains to the Capital Facilities Fund and Mello-Roos Fund accounts.

8.3 (I/D/A) APPROVAL OF REVISION OF AR 5123 – Leaman *(03-04 G & O Component I)*

•The major changes in the revision include: clarification of elementary student retention criteria; clarification of the purpose of summer school as a retention alternative; clarification of eligibility of middle school summer school students; inclusion of 6th and 7th grade students in promotion/retention criteria; elimination of "other factors for consideration of promotion"; suggested English Learner goal growth targets.

9. COMMENTS - BOARD OF TRUSTEES

9.1 FUTURE AGENDA ITEMS

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

- Relationship with Sierra Community College

9.2 MEMBER REPORTS/COMMENTS

10. ESTABLISHMENT OF NEXT MEETING (S)

- The President will establish the following meeting(s):
  >November 18, 2003, 7:00 p.m. Phoenix High School, Room 4, Phoenix High School Featured

11. ADJOURNMENT

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

Posted: 10/30/03
h:\wpfiles\board\agendas\110403

DISCLOSURE

OF ACTION

TAKEN IN

CLOSED SESSION,

IF ANY

WESTERN PLACER UNIFIED SCHOOL DISTRICT

CLOSED SESSION AGENDA

PLACE: **Administrative Conference Room – 810 J Street**
DATE: **November 4, 2003**
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	*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 TRUSTEES
FACT SHEET

SUBJECT:
Student Discipline/Expulsion
Expulsion Re-Entry
Student #02-03 AA

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
John Wyatt
District Hearing Officer

ENCLOSURES:

MEETING DATE:
November 4, 2003

BACKGROUND:
The Board of Trustees will disclose any action taken during closed session in Regards to the Re-entry expulsion of Student #02-03 AA

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

2.1.d

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 TRUSTEES
FACT SHEET

SUBJECT:
Student Discipline/Expulsion
Expulsion Re-Entry
Student #02-03 V

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
John Wyatt
District Hearing Officer

ENCLOSURES:

MEETING DATE:
November 4, 2003

BACKGROUND:
The Board of Trustees will disclose any action taken during closed session in Regards to the Re-entry expulsion of Student #02-03 V

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

2.1.b

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 TRUSTEES
FACT SHEET

SUBJECT:
Student Discipline/Expulsion
Expulsion Re-Entry
Student #02-03 W

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
John Wyatt
District Hearing Officer

ENCLOSURES:

MEETING DATE:
November 4, 2003

BACKGROUND:
The Board of Trustees will disclose any action taken during closed session in Regards to the Re-entry expulsion of Student #02-03 W

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

2. 1.C

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 TRUSTEES
FACT SHEET

SUBJECT:
Student Discipline/Expulsion
Student #03-04 F

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
John Wyatt
District Hearing Officer

ENCLOSURES:

MEETING DATE:
November 4, 2003

BACKGROUND:
The Board of Trustees will disclose any action taken during closed session in Regards to the expulsion of Student #03-04 F

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

2.1.d

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 differencesare 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 R. Noyes___
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.	Program Sign Off by S. Leaman___
	SBLT Involvement ___ Initial

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Public Employee Employment
Director of Site Development

AGENDA ITEM AREA:
DISCLOSURE OF ACTION TAKEN IN CLOSED SESSION, IF ANY

REQUESTED BY:
Roger R. Yohe, Superintendent

ENCLOSURES:

MEETING DATE:
November 4, 2003

BACKGROUND:

- The Board of Trustees will disclose any action taken in closed session regarding this item.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees disclose action taken in closed session on this item, if any.

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J.2

SPECIAL ORDER OF BUSINESS

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

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 differencesare 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.

COMPLIANCE CHECK LIST

Complies with Board Policy ___
Complies with Site Plan (LIP)___
Complies with Governance & Management Document ___
Complies with Mission Statement ___
Funding Sign-Off by J. 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:
Approval of Minutes

AGENDA ITEM AREA:
CONSENT AGENDA

REQUESTED BY:
Roger R. Yohe, Superintendent

ENCLOSURES:
2 Sets of Minutes

MEETING DATE:
November 4, 2003

BACKGROUND:

•The Board of Trustees will consider approval of the minutes of October 7, 2003 and October 21, 2003.

SUPERINTENDENT'S RECOMMENDATION:

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

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4.1

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.
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3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, localgovernment, 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 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:
Approval of Warrants

AGENDA ITEM AREA:
CONSENT AGENDA

REQUESTED BY:
Trudy Wilson
Director of Business Services

ENCLOSURES:
SEE WARRANTS ON LINE AT
www.wpusd.k12.ca.us

MEETING DATE:
November 4, 2003

BACKGROUND:

•The Board of Trustees will consider approval of the warrants paid since the October 7, 2003 meeting.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees approve the warrants as seen on the district web site.

Eva\h:\wpfiles\Board\format3

4.7

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 __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:

Ratification of Certificated Resignation

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:
Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
November 4, 2003

BACKGROUND:

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

Umberto Salinas – Life Science/P.E. Teacher - LHS

SUPERINTENDENT'S RECOMMENDATION:

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

Boardfactsheet.doc

4.3 a

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

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:

Ratification of Classified Employment

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Bob Noyes BN
Director, Human Services

ENCLOSURES:

MEETING DATE:
November 4, 2003

BACKGROUND:

The Board of Trustees will consider ratification of employment of:

Lorena Mariscal – Campus/Cafeteria Supervisor (.25) - CCC

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends ratification of employment of the individual listed above.

Boardfactsheet.doc

4.3 b.

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.
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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 TRUSTEES
FACT SHEET

SUBJECT:
Alternative Schools Accountability Model- Phoenix High School

AGENDA ITEM AREA:
Approval Consent Agenda

REQUESTED BY:
John Wyatt
Principal

ENCLOSURES:
1- Signature of Board President needed.

MEETING DATE:
November 4, 2003

BACKGROUND:
Under the guidelines of the Alternative Schools Accountability Model, Phoenix High School is required to select a 3rd indicator from the state approved list for the 2003-2004 school year, and compile date each year thereafter.

SUPERINTENDENT'S RECOMMENDATION:
The administration recommends the Board of Trustees approve the above item.

2003-2004 Alternative Schools Accountability Model (ASAM) Third Indicator Selection Form

School districts and county offices of education will now select a third performance indicator for the 2003-2004 school year for all schools that will be held accountable through the Alternative Schools Accountability Model (ASAM) in 2003-2004. The indicator is to be selected from the list approved by the State Board of Education (State Board) and must be formally approved by local governing boards and submitted on this form to the California Department of Education (CDE) by **November 21, 2003.**

Questions concerning this form should be directed to Robert Bakke at (916) 445-7746 or Heidi Wackerli at (916) 323-2564 in the CDE Educational Options Office.

General instructions for completing this form:

- Review the detailed information in the ASAM *Indicator Reporting Guide for School Year 2002-2003.* A copy of the *Guide* may be downloaded from the Web at <*www.cde.ca.gov/psaa/asam/*>.
- Complete the school information sections below.
- Indicate the third indicator that has been selected for this school on pages two and three.
- Have the principal, superintendent or designee, *and* the president or designee of the local board of education sign the completed form to certify the selection and to establish their understanding of the reporting deadlines and requirements.
- Submit the completed form to CDE to the following address:

ATTN: Heidi Wackerli
ASAM Third Indicator Selection Form for School Year 2003-2004
Educational Options Office
California Department of Education
660 J Street, Suite 400
Sacramento, California 95814-2483

School Name	District or County Name	County-District-School (CDS) Code
Phoenix High School	Western Placer Unified School District	31669513130036

School Phone	School Fax
(916) 645-6395	(916) 645-6347

Type of School:

- ☑ Continuation
- ☐ (District) Community Day
- ☐ (County) Community Day
- ☐ County Community
- ☐ Juvenile Court
- ☐ Alternative
- ☐ Opportunity
- ☐ Charter
- ☐ Other _____

Grade Level(s) Served by School (Check **all** that apply.) ☐ **K-6** ☐ **6-8** ☑ **9-12**

Name of Superintendent	Signature of Superintendent
Roger Yohe	

Name of Principal	Signature of Principal
John Wyatt	

Name of Board President	Signature of Board President	Date Approved by Board
Karen Roberts		

CDE Use Only		Date Received:		Approved by:		Date Approved:	

4.4.1

2003-2004 ASAM Third Indicator Selection Form

School Name	District or County Name	CDS Code
Phoenix High School	Western Placer Unified School District	31669513130036

For the school identified above and on the previous page, please designate the district or county office's choice of a third indicator from the indicators listed below and on page three. Data regarding school performance on the selected indicators must be submitted to local boards and CDE in 2004 and for a minimum of two additional years.

Indicator Number and Title[1]	Indicator Description	Grade Levels and Appropriate School Type	Indicator Conditions or Limitations
☐ 1 Improved Student Behavior	Behavior and Pre-learning Readiness	All grades and all schools other than residential court or CYA schools **ATTENTION:** **If choosing any of indicators 1-4, please indicate the total unduplicated count of students receiving instruction through the independent study strategy during school year 2002-2003: _____**	May **not** choose both Indicator 1 and Indicator 2. At least 65 percent of students must receive in-class instruction.
☒ 2 Suspension	Behavior and Pre-learning Readiness		
☐ 3 Student Punctuality	On-time Attendance and Student Engagement		May choose only one of Indicators 3, 4, or 6. At least 65 percent of students must receive in-class instruction.
☐ 4 Sustained Daily Attendance	Holding Power and Student Persistence		
☐ 5 Student Persistence	Holding Power and Student Persistence	All grades and all schools other than residential court or CYA Schools	May choose only one of Indicators 3, 4, or 6.
☐ 6 Attendance	Attendance and Persistence		
■ 7 California English Language Development Test (CELDT)		Indicator no longer available.	
☐ 8 Writing Achievement	Locally adopted pre-post assessment of writing and English language	Refer to Web site at *<http://www.cde.ca.gov/psaa/asam/measuresofachievement.pdf>* for information about pre-post assessment measures approved for use as ASAM indicators by the State Board of Education.	Pre-post assessment results for all long-term students must be reported at the end of the year. See the pre-post assessment regulations at *<http://www.cde.ca.gov/regulations/asamregs71603.pdf>*.
☐ 9 Reading Achievement	Locally adopted pre-post assessment of reading and English language		

[1] The State Board identified Indicators 1-5 as less likely than Indicators 6-15 to meet the standard of reliability required as a basis for potential rewards and interventions.

School Name	District or County Name	CDS Code
Phoenix High School	Western Placer Unified School District	31669513130036

Indicator Number and Title	Indicator Description	Grade Levels and Appropriate School Type	Indicator Conditions or Limitations
☐ 10 Math Achievement	Locally adopted pre-post assessment of mathematics	Refer to Web site at *<http://www.cde.ca.gov/psaa/asam/measuresofachievement.pdf>*	Pre-post assessment results for all long-term students must be reported at the end of the year. See the pre-post assessment regulations at *<http://www.cde.ca.gov/regulations/asamregs71603.pdf>*.
☐ 11 Promotion to Next Grade	Grade Completion and Academic Progress	Elementary–all schools serving grades K-6	For schools serving multiple grade ranges, Indicators 11, 12, and 13 function together as 1 (one) indicator selection. Schools that select one of these indicators must also select the other completion indicators for the grade ranges that the school serves. For example, a school serving grades K through 12 must select Indicators 11, 12, AND 13; a school serving grades K through 8 must select Indicators 11 AND 12; a school serving grades 7 through 12 must select Indicators 12 AND 13; and a school serving grades 9 through 12 should only select Indicator 13.
☐ 12 Completion – **Specify one of two methods below:** ☐ **A/B.** Course Completion Rate ☐ **C.** Avg. Course Completion Rate	Course Completion and Performance	Middle School/Junior High–all schools serving grades 6-8	
☐ 13 Graduation Credit Completion – **Specify one of two methods below:** ☐ **A.** Credit Completion ☐ **B.** Average Credits Completed	Credit Completion and Academic Progress	High School–all schools serving grades 9-12	
☐ 14 High School Graduation Rate	Credit and Program Completion	High School	A minimum of 15 percent of the school's total long-term enrollment for the school year, but no fewer than 11 students, must be eligible for graduation.
☐ 15 GED Passage, CHSPE Certification, or GED Section Passage **Specify one of three measures below:** ☐ **A.** GED Passage ☐ **B.** CHSPE Certification ☐ **C.** GED Section Passage	Program Completion	High School	A minimum of 15 percent of the school's total long-term enrollment for the school year, but no fewer than 11 students, must take the GED or CHSPE.

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, 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.	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

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Ratification of API Expenditures

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Scott Leaman,
Assistant Superintendent

ENCLOSURES:
Yes

MEETING DATE:
Nobember 4, 2003

BACKGROUND:

The Lincoln High School Based Leadership Team is recommending the attached expenditures for Board approval from their API funds.

ADMINISTRATION'S RECOMMENDATION:
Administration recommends approval to expend the funds.

4.5

TO: SCOTT LEAMAN

FROM: DAVE BUTLER

DATE: SEPTEMBER 22, 2003

LINCOLN HIGH SCHOOL SITE-BASED LEADERSHIP TEAM HAS APPROVED EXPENDITURES FROM A.P.I FUNDS:

CDWG	$246.46
RENAISSANCE LEARNING	604.76

WE ARE SEEKING BOARD APPROVAL.

4.5.1

REPORTS

AND

COMMUNICATION

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World.		
BOARD OF TRUSTEE/DISTRICT GOALS	*COMPLIANCE CHECK LIST*	
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students.	Complies with Board Polic Complies with Site Plan (LIP) Complies with Governance & Management Document	___ ___ ___
2. Foster a safe, caring environment where individual differences are valued and respected.	Complies with District Goals Complies with District Mission Statement	___ ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart Personnel Sign-Off by B. Noyes	___ [signature]
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 SBLT Involvement	[signature] ___

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Program Focus Issue – Adoption Update

AGENDA ITEM AREA:
Reports

REQUESTED BY:
Scott Leaman,
Assistant Superintendent

ENCLOSURES:
Yes

MEETING DATE:
November 4, 2003

BACKGROUND:

An update on curriculum adoptions in California will be presented to the Board.

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

6.5.P a

Schedule for Curriculum Framework Development and Adoption of K-8 Instructional Materials*

School Year Ending in June		99	00	01	02	03	04	05	06	07	08	09	10	11	12
Have content standards and SBE adopted instructional resources	History-Social Science	A		F		a* c		A			F a			A	
	Science	c	A		F	a*	c		A			F a			A
	Mathematics	c (A)		A			a F c			A			F a		
	Reading/Language Arts/ELD	c (A)			A		a	F c			A		a	F	
Has standards, SBE adopted materials, but no statewide assessment	Visual & Performing Arts					a*F c			A			a		F	
No standards, but have SBE adopted instructional resources	Foreign Language			F c		A			a			F c			A
	Health				F c		A			a			F		
No standards or SBE adopted instructional resources	Physical Education						F								F

(A) = AB2519 Additional Adoptions Process**
A = Primary Adoption
a* = Follow-up Adoption
F = Framework

f = Framework update
c = Evaluation Criteria
SBE = State Board of Education
ELD = English Language Development

* These adoptions will remain suspended pending action by the Governor to restore funding.
** The AB2519 Adoptions were appended to existing timelines; the 2519 Mathematics list expires in 2003, while the 2519 Reading/Language Arts list expires in 2005.

Public

Hearing

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

Initial Study/Mitigated Negative Declaration for the Village Three Lincoln Crossing Middle School.

SUBJECT AREA:

Public Hearing

REQUESTED BY:

Jay M. Stewart
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

BOARD MEETING DATE:

November 04, 2003

BACKGROUND:

This public hearing is to allow for public comments regarding the Mitigated Negative Declaration for the construction of the proposed Lincoln Crossing Middle School.

SUPERINTENDENT'S RECOMMENDATION:

Recommendation not required.

NOTICE OF PUBLIC HEARING
MITIGATED NEGATIVE DECLARATION
Western Placer Unified School District
Lincoln Crossing Village Three-Middle School

Notice is hereby given that the Western Placer Unified School District will hold a public hearing on November 4, 2003, at 7:00 pm, in the Lincoln High School Performing Arts building located at 790 J Street, Lincoln, California at which time the governing board shall consider the adoption of a Draft Initial Study/Mitigated Negative Declaration that analyzes the potential environmental impacts associated with the proposed project as described below:

The proposed project consists of site acquisition, construction, and operation of middle school facilities. The proposed middle school project is approximately 98,900 square feet of classroom and administrative office space, as well as ball fields, roads, sidewalks, and related improvements. The school will operate on the standard 10-month schedule from approximately mid-August until early June.

The 18.2-acre project site is located north of the proposed State Highway 65 Bypass, in the southern portion of the City of Lincoln, west of the existing State Highway 65.

The Draft Initial Study/Mitigated Negative Declaration identified potential environmental impacts to the following subject areas: air quality, biological resources, cultural resources, geology and soils, hydrology and water quality, and noise. The analyses conclude that, with adoption of recommended mitigation measures, all potential impacts will be reduced to less-than-significant levels.

Notice Date: October 02, 2003

7.1.1

NOTICE OF AVAILABILITY
MITIGATED NEGATIVE DECLARATION
Western Placer Unified School District
Lincoln Crossing Village Three Middle School

NOTICE IS HEREBY GIVEN that the Western Placer Unified School District Board of Trustees is circulating and will consider the adoption of a Draft Initial Study/Mitigated Negative Declaration that analyzes potential environmental impacts associated with the proposed project as described below.

PROPOSED PROJECT: The project property will be purchased by the Western Placer Unified School District (District) and school facilities will be constructed and operated by the District and contractors hired by the District. The project sites includes the approximately 18-acre parcel on which school facilities are to be developed. The project involves construction of approximately 98,900 square feet of school buildings. Estimated enrollment is 1,000, with approximately 60 employees.

LOCATION: The 18.2-acre project site is located north of the proposed State Highway 65 Bypass, in the southern portion of the City of Lincoln, west of the existing State Highway 65.

POTENTIAL, ENVIRONMENTAL IMPACTS AND PROPOSED DETERMINATION: The Draft Initial Study/Mitigated Negative Declaration identifies potential environmental impact to the following subject areas: aesthetics; air quality; biological resources; cultural resources; geology and soils; hazards and hazardous materials; hydrology/water quality; noise; and public services. All potential impacts will be reduced to less-than-significant levels through the incorporation of mitigation.

PUBLIC REVIEW: A Draft Mitigated Negative Declaration has been prepared for the proposed project. The public review period starts on September 18, 2003 and will end October 17, 2003, a period of 30 days. The Board of Trustees will consider the environmental document at a public hearing to be held November 4, 2003 at 7:00 p.m. at the Lincoln High Performing Arts Center, 790 J Street.

Persons aggrieved by the Board of Trustees decision are advised that administrative remedies must be exhausted prior to initiation of legal action. If you challenge the Board's action in court, you may be limited to raising only those issues you or someone else raised at a public hearing or in written correspondence delivered to the District offices prior to the end of the public review period.

WHERE TO REVIEW THE DOCUMENTS AND SUBMIT COMMENTS: Interested persons are encouraged to review the conceptual plans and Draft Initial Study/Mitigated Negative Declaration, and submit written comments prior to the close of the public review period. The Draft Initial Study/Mitigated Negative Declaration can be reviewed at the Western Placer Unified School District office, at the address noted below.

To submit written comments or to obtain additional information, contact Jay Stewart, Assistant Superintendent, Western Placer Unified School District, 810 J Street, Lincoln, CA 95648. Telephone (916) 645-6350.

n.1.2

INFORMATION

DISCUSSION

ACTION ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

AGENDA ITEM:

Approve Resolution 03/04.18 to Adopt the Mitigated Negative Declaration for the Village Three Lincoln Crossing Middle School.

SUBJECT AREA:

Discussion/Action

REQUESTED BY:

Jay M. Stewart
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

BOARD MEETING DATE:

November 04, 2003

BACKGROUND:

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees approve Resolution 03/04.18 to adopt the Mitigated Negative Declaration for the Village Three Lincoln Crossing Middle School.

8.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Resolution No. 03/04.18

ADOPT THE MITIGATED NEGATIVE)
DECLARATION FOR THE VILLAGE THREE)
LINCOLN CROSSING MIDDLE SCHOOL)

The following **RESOLUTION** was duly passed and adopted by the Board of Trustees of the above-entitled district at a regular meeting held on the 4th day of November, 2003, by roll call vote.

AYES:
NOES:
ABSENT:

WHEREAS, an Initial Study was completed in compliance with the California Environmental Quality Act, that said study identified significant environmental effects and includes mitigation measures that would mitigate such effects below significant levels, and that a Mitigated Negative Declaration is proposed; and,

WHEREAS, the District Board of Trustees has considered the proposed Mitigated Negative Declaration, together with comments received during the process; and,

WHEREAS, on the basis of the whole record before the District Board of Trustees, including the Initial Study and any comments received, there is no substantial evidence that the Village Three Lincoln Crossing Middle School will have a significant effect on the environment; and,

WHEREAS, the proposed Mitigated Negative Declaration reflects the independent judgment and analysis of the Western Placer Unified School District, which is the Lead Agency.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees adopt the Mitigated Negative Declaration for the Village Three Lincoln Crossing Middle School.

8.1.1

THE FOREGOING RESOLUTION was duly passed by the governing Board of the Western Placer Unified School District on the 4th day of November 2003.

_____

President of the Board, Governing Board
Western Placer Unified School District

ATTEST:

_____

Clerk, Governing Board
Western Placer Unified School District

8.1.2

PLACER COUNTY
TRANSPORTATION
PLANNING AGENCY

October 14, 2003

TO:	Jay Stewart, Assistant Superintendent Western Placer Unified School District	TEL: 916.645.6350 FAX: 916.645.6348
INFO:	George Deliwo, Assistant Director Community Development – City of Lincoln	TEL: 916.645.3320 FAX: 916.645.3552
FROM:	Stan Tidman, Senior Planner	TEL: 530.823.4033 FAX: 530.823.4036 Email: stidman@pctpa.org
RE:	Lincoln Crossing Village Three Middle School Notice of Availability -- Mitigated Negative Declaration ALUC Case No. 2003/2004 -- 10	

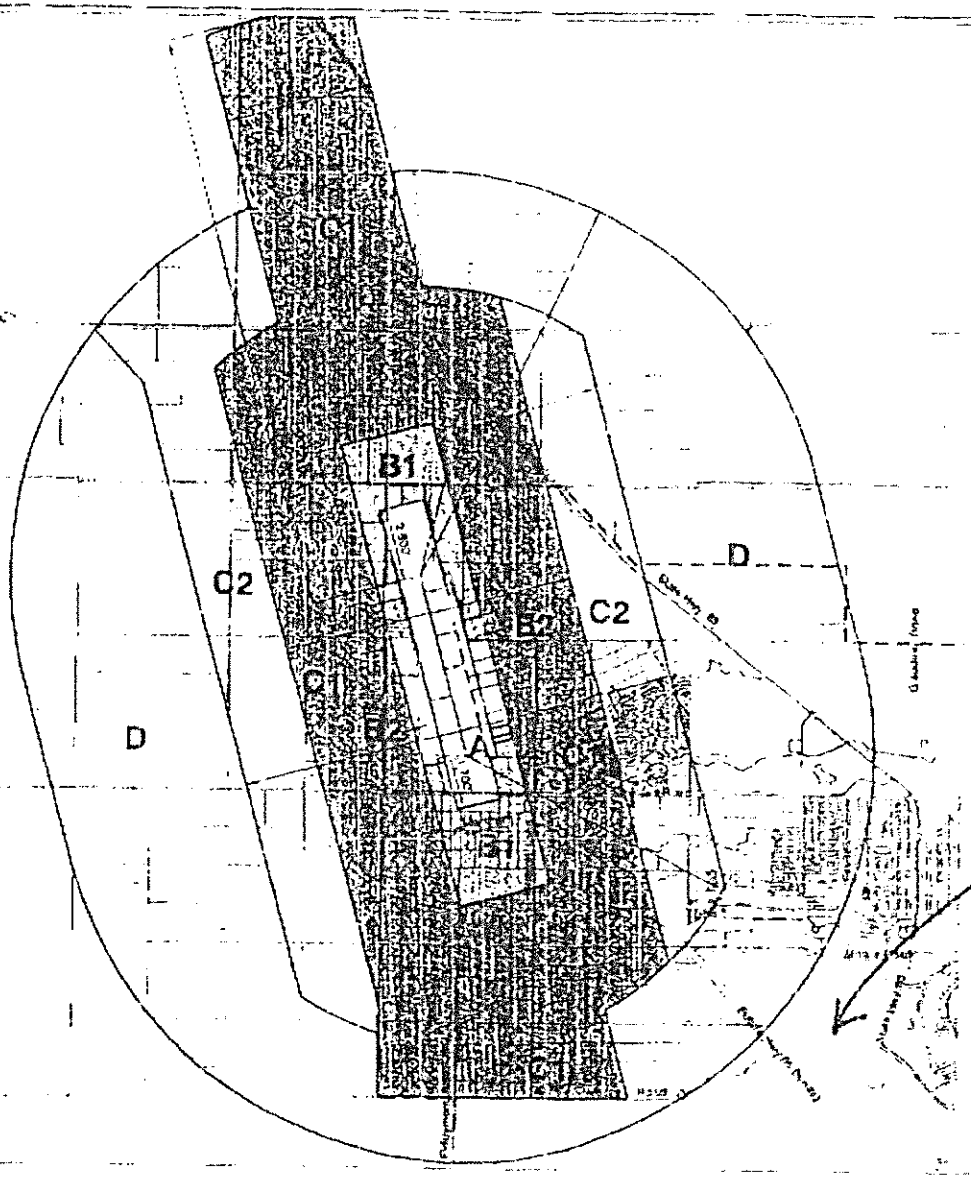
PCTPA is the Airport Land Use Commission (ALUC) for Placer County's three public use airports. Generally, the ALUC's charge is to ensure that proposed development within an airport's influence area will be compatible.

From your maps, the proposed school site appears to be approximately 3 to 4 miles – southeast of the Lincoln Regional Airport's runway. This proposed location, west of SR 65 and between Moore Road and the future By-pass, is just to the east of the airport's influence boundary. See the attached maps.

No airport compatibility review is required. Please contact me if you have any questions.

(1)

5.1.3



Legend

Compatibility Zones

- Airport Influence Area Boundary
- Zone A
- Zone B1
- Zone B2
- Zone C1
- Zone C2
- Zone D

Boundary Lines

- Airport Property Line
- Lincoln City Limits
- Lincoln Sphere of Influence

Note: Height of objects should not penetrate imaginary surface 200 feet outward and ...

N

Figure 3C

Compatibility Map
Lincoln Regional Airport

ENDS 10.17 !

FRIDAY

NOTICE OF AVAILABILITY P12-Y10155
MITIGATED NEGATIVE DECLARATION
Western Placer Unified School District
Lincoln Crossing Village Three Middle School

NOTICE IS HEREBY GIVEN that the Western Placer Unified School District Board of Trustees is circulating and will consider the adoption of a Draft Initial Study/Mitigated Negative Declaration that analyzes potential environmental impacts associated with the proposed project as described below.

PROPOSED PROJECT: The project property will be purchased by the Western Placer Unified School District (District) and school facilities will be constructed and operated by the District and contractors hired by the District. The project sites includes the approximately 18-acre parcel on which school facilities are to be developed. The project involves construction of approximately 98,900 square feet of school buildings. Estimated enrollment is 1,000, with approximately 60 employees.

LOCATION: The 18.2-acre project site is located north of the proposed State Highway 65 Bypass, in the southern portion of the City of Lincoln, west of the existing State Highway 65.

POTENTIAL, ENVIRONMENTAL IMPACTS AND PROPOSED DETERMINATION: The Draft Initial Study/Mitigated Negative Declaration identifies potential environmental impact to the following subject areas: aesthetics; air quality; biological resources; cultural resources; geology and soils; hazards and hazardous materials; hydrology/water quality; noise; and public services. All potential impacts will be reduced to less-than-significant levels through the incorporation of mitigation.

PUBLIC REVIEW: A Draft Mitigated Negative Declaration has been prepared for the proposed project. The public review period starts on September 18, 2003 and will end October 17, 2003, a period of 30 days. The Board of Trustees will consider the environmental document at a public hearing to be held November 4, 2003 at 7:00 p.m. at the Lincoln High Performing Arts Center, 790 J Street.

Persons aggrieved by the Board of Trustees decision are advised that administrative remedies must be exhausted prior to initiation of legal action. If you challenge the Board's action in court, you may be limited to raising only those issues you or someone else raised at a public hearing or in written correspondence delivered to the District offices prior to the end of the public review period.

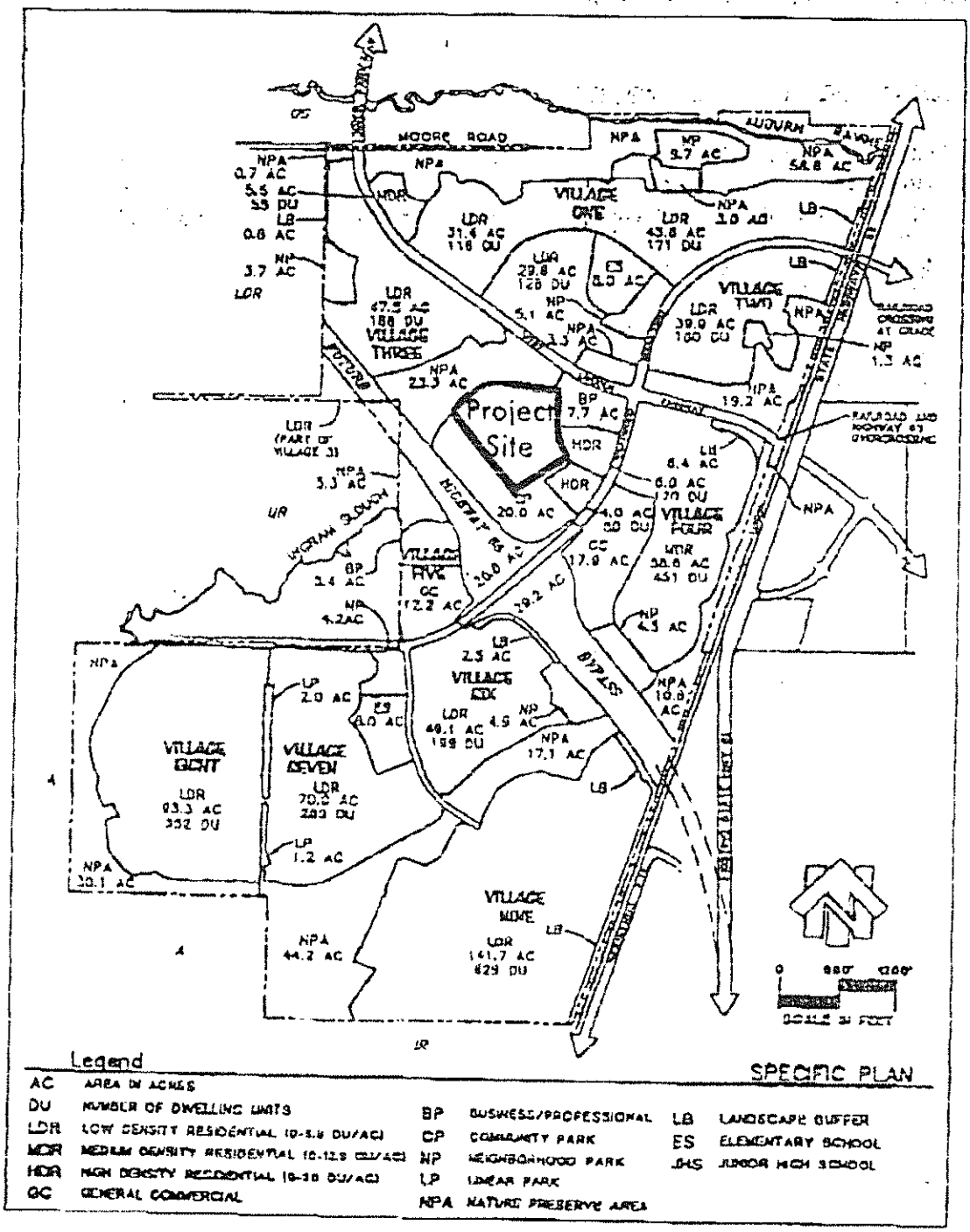
WHERE TO REVIEW THE DOCUMENTS AND SUBMIT COMMENTS: Interested persons are encouraged to review the conceptual plans and Draft Initial Study/Mitigated Negative Declaration, and submit written comments prior to the close of the public review period. The Draft Initial Study/Mitigated Negative Declaration can be reviewed at the Western Placer Unified School District office, at the address noted below.

To submit written comments or to obtain additional information, contact Jay Stewart, Assistant Superintendent, Western Placer Unified School District, 810 J Street, Lincoln, CA 95648. Telephone (916) 645-6350.

(3)

8.1.5

Figure 2-3
Proposed School Site in Lincoln Crossing Specific Plan



Source: City of Lincoln, *Lincoln Crossing Specific Plan*, 1994.

STATE OF CALIFORNIA

Governor's Office of Planning and Research

State Clearinghouse

Gray Davis
Governor

Tal Finney
Interim Director

October 17, 2003

Jay M. Stewart
Western Placer Unified School District
810 J Streett
Lincoln, CA 95648

Subject: Lincoln Crossing Village Three Middle School
SCH#: 2003092054

Dear Jay M. Stewart:

The State Clearinghouse submitted the above named Negative Declaration to selected state agencies for review. The review period closed on October 16, 2003, and no state agencies submitted comments by that date. This letter acknowledges that you have complied with the State Clearinghouse review requirements for draft environmental documents, pursuant to the California Environmental Quality Act.

Please call the State Clearinghouse at (916) 445-0613 if you have any questions regarding the environmental review process. If you have a question about the above-named project, please refer to the ten-digit State Clearinghouse number when contacting this office.

Sincerely,

Terry Roberts

Terry Roberts
Director, State Clearinghouse

8.1.7

1400 TENTH STREET P.O. BOX 3044 SACRAMENTO, CALIFORNIA 95812-3044
(916)445-0613 FAX(916)323-3018 www.opr.ca.gov

Document Details Report
State Clearinghouse Data Base

SCH#	2003092054
Project Title	Lincoln Crossing Village Three Middle School
Lead Agency	Western Placer Unified School District

Type Neg Negative Declaration

Description The Project property will be purchased by the Western Placer Unified School District (District) and school facilities will be constructed and operated by the District and contractors hired by the District. The Project site includes the approximately 18-acre parcel on which school facilities are to be developed. An adjacent City Park is proposed consisting of baseball/softball fields, two football/soccer fields, a running track, tennis courts, and parking--approximately 16.3 acres in size. The school will use the playfields proposed in the City of Lincoln Park adjacent to the school through a sharing arrangement. The environmental impacts of the park development are not assessed in this initial study. The Project involves construction of approximately 98,900 square feet of school buildings. Landscaping will be provided near buildings and along the edges of the Project site and turf will be planted between buildings and in areas of the site not designated for buildings or other facilities. Facilities will be constructed on-site and extended to the site, where necessary. Utilities are planned through the Lincoln Crossing Specific Plan. Roadway lighting, security lighting, and other lighting will be installed. No sports lighting is anticipated. Access points from adjacent planned roadways, parking lots, sidewalks, curbs, gutters, and related improvements are included as a part of the school development Project. Approximately 135 parking spaces are proposed and approx. 72 parking spaces will be available for school overflow parking at the City Park proposed adjacent to the school. Facilities will be constructed on-site to connect with sewer lines along nearby streets. Sewer facilities are planned within the context of the Lincoln Crossing Specific Plan and were considered by the Specific Plan EIR. Storm drainage facilities will be constructed on the Project site to collect and transport runoff associated with the development of this and nearby sites. Stormwater collection and retention facilities are designed at the Specific Plan Area level. The Project will accommodate any portion of the Plan Area stormwater facilities planned to be included on-site. The school will operate on the standard 10-month schedule from approximately mid-August until late May or early June. The school will have primary operating hours between approximately 8:00 A.M. and 3:30 P.M. Estimated enrollment is 600 with approximately 60 employees.

8.1.8

Note: Blanks in data fields result from insufficient information provided by lead agency.

Document Details Report
State Clearinghouse Data Base

Lead Agency Contact

Name	Jay M. Stewart
Agency	Western Placer Unified School District
Phone	916-645-6350 *Fax*
email	
Address	810 J Streett
City	Lincoln *State* CA *Zip* 95648

Project Location

County	Placer
City	Lincoln
Region	
Cross Streets	West of Highway 65
Parcel No.	
Township	*Range* *Section* *Base*

Proximity to:

Highways	65, 193
Airports	
Railways	Union Pacific
Waterways	Auburn Ravine, Ingram Slough
Schools	
Land Use	The site is currently undeveloped. The Lincoln Crossing Specific Plan for the surrounding area, which includes school, open space, commercial and residential development has been approved and has a certified EIR. The Project site is designated for school development in the previous Specific Plan and EIR.

Project Issues Aesthetic/Visual; Agricultural Land; Air Quality; Archaeologic-Historic; Drainage/Absorption; Flood Plain/Flooding; Forest Land/Fire Hazard; Geologic/Seismic; Minerals; Noise; Population/Housing Balance; Public Services; Recreation/Parks; Schools/Universities; Sewer Capacity; Soil Erosion/Compaction/Grading; Solid Waste; Toxic/Hazardous; Traffic/Circulation; Vegetation; Water Quality; Water Supply; Wetland/Riparian; Wildlife; Growth Inducing; Landuse; Cumulative Effects

Reviewing Agencies Resources Agency; Department of Fish and Game, Region 2; Office of Historic Preservation; Department of Parks and Recreation; Department of Water Resources; Caltrans, Division of Aeronautics; California Highway Patrol; Caltrans, District 3; Regional Water Quality Control Bd., Region 5 (Sacramento); Department of Toxic Substances Control; Native American Heritage Commission; State Lands Commission

Date Received 09/16/2003 *Start of Review* 09/17/2003 *End of Review* 10/16/2003

4.1.9

Note: Blanks in data fields result from insufficient information provided by lead agency.

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:

Review the Annual Accounting of Developer Fees for 2002-03 Fiscal Year in the Following Funds or Accounts: Capital Facilities Fund and Mello-Roos Fund.

SUBJECT AREA:

Discussion

REQUESTED BY:

Jay M. Stewart
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

BOARD MEETING DATE:

November 04, 2003

BACKGROUND:

Legislation passed in 1986 (AB 2926) permitted school districts, for the first time to assess development fees but at a specified, limited amount. These fees were commonly referred to as "Stirling fees" or "AB 2926 fees." Since the passage of SB 50 in 1998, these fees are commonly referred to as "Level I fees." They are referred to as Level I fees because SB 50 also authorized Districts to collect two other types of fees, commonly referred to as Level II and Level III fees. The Western Placer Unified School District ("District") is eligible to collect fees at the Level II rate.

In 1986 the Level I fee was limited to a maximum amount of $1.50 per square foot for residential development and $0.25 per square foot of commercial development. Every two years the State Allocation Board adjusts the maximum amount of the fees according to the construction cost index. Today the maximum amount of the fees is $2.14 per square foot for residential development and $0.34 per square foot of commercial development.

In order to collect the fees, districts are required to justify the fee by completing a study that demonstrates the nexus between the impact of new development and the need for the fees.

8.2

The last Developer Fee Justification Study adopted by this District was in April 2000. The District collects $3.28 per square foot for residential development and $0.31 per square foot of commercial development.

Pursuant to Government Code 66006 all fees and charges, along with any interest income earned thereon, are deposited in a separate capital facilities fund in a manner to avoid any commingling of the fees and charges with other revenues and funds of the District. Every year the District must account for the fees. The expenditure of the fees is described in the attached "Developer Fee Accounting and Expenditure Report."

Any interest income earned by the money in the Capital Facilities Fund was also deposited into that account and expended only for the purpose for which the fee was originally collected.

Pursuant to Government Code 66006, the District shall, within 180 days after the last day of each fiscal year, make available to the public an accounting for the fees in the Capital Facilities Fund.

Not less than 15 days after it is made available to the public, the District shall review the accounting at the next regular scheduled public meeting.

The District shall provide notice of the time and place of the meeting, including the address where this information may be reviewed, and the notice shall be mailed at least 15 days prior to the meeting, to any interested party who files a written request with the District for mailed notice of the meeting.

During the 2002-03 fiscal year the District has collected Level II fees. The District has prepared an accounting for developer fees collected in fiscal year 2002-03.

Government Code 66001 and 66006 require the annual accounting to contain the following information:

a. A brief description of the type of fee in the account or fund and the purpose to which the fee is to be put. In this District all of the fees are Level II fees and the fees have been used to construct the school facilities described in the attached report.

b. The amount of the fee and a demonstration of a reasonable relationship between the fee and the purpose for which it is charged. The amount of the fees is included in the report. The fees were charged for the purpose of constructing the identified school facilities, which were necessary to adequately serve the new students generated by the new development.

c. The beginning and ending balance of the account or fund.

d. The amount of the fees collected and the interest earned.

e. An identification of each public improvement on which fees were expended and the amount of the expenditures on each improvement, including the total percentage of the cost of the public improvement that was funded with fees.

f. An identification of an approximate date by which the construction of the public improvement will commence if the local agency determines that sufficient funds have been collected to complete financing on an incomplete public improvement, as identified in the facility plan of the District, and that the public improvement remain incomplete.

g. An identification of all sources of funding anticipated to complete the financing of incomplete improvements and designates the approximate dates on which the funding anticipated to complete financing of the incomplete improvements is expected to be deposited into the appropriate account or fund.

h. A description of each interfund transfer or loan made from the account or fund, including the public improvement on which the transferred or loaned fees will be expended, and, in the case of an interfund loan, the date on which the loan will be repaid, and the rate of interest that the account or fund will receive on the loan.

When sufficient funds have been collected to complete financing on incomplete public improvements identified in the District's facilities plan, and the improvements remain incomplete, the District shall identify, within 180 days of the determination that sufficient funds have been collected, an approximate date by which the construction of the public improvement will be commenced, or shall refund to the then current record owner or owners of the lots or units, as identified on the last equalized assessment roll, of the development project or projects on a prorated basis, the unexpended portion of the fee, and any interest accrued thereon.

If the administrative costs of refunding unexpended revenues exceed the amount to be refunded, the District, after a public hearing, notice of which has been published once in a newspaper of general circulation, and posted in three prominent places within the area of the development project, may determine that the revenues shall be allocated for some other purpose for which development fees are collected pursuant to Government Code 66000 et seq., and which serves the project on which the fee was originally imposed.

SUPERINTENDENT'S RECOMMENDATION:

No action required.

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WESTERN PLACER UNIFIED SCHOOL DISTRICT

FY 2002-03 CAPITAL FACILITIES FUND REPORT

RESOURCES:

Beginning Balance as of July 1, 2002		534,842
Revenue:		
Interest	344,076	
Level II Fees - Residential	434,200	
Fees - Commercial	72,537	
Fees - Del Webb	1,078,723	
Local	3,825	
Local - Refund PG&E	23,155	
Local - Athletic Facility	72,580	
Transfer In from Mello Roos Fund	3,900,000	
Proceeds from Capital Leases	810,503	
Proceeds from COPS	3,303,600	
Total Revenue		10,043,199
TOTAL RESOURCES		10,578,041

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EXPENDITURES:

Administrative Costs:

Consultants	81,734	
COP Trustee Expense	8,030	
District	132,011	
Interest Expense	30,500	
Legal Fees	46,527	
Total Administrative Costs		298,802
Purchase of Sites:		
Foskett Ranch Elementary School		3,307,735
Appraisals:		
General	2,500	
Twelve Bridges Elementary School	3,000	
Twleve Bridges Middle School	1,000	
Total Appraisals		6,500
Site Support Costs:		
General	2,018	
Twelve Bridges Elementary School	2,900	
Twleve Bridges Middle School	400	
Foskett Ranch Elementary School	7,090	
Twelve Bridges High School	9,879	
Total Site Support Costs		22,287
Surveys:		
Twelve Bridges Elementary School	10,213	
Twleve Bridges Middle School	8,695	
Foskett Ranch Elementary School	6,150	
Twelve Bridges High School	31,710	
Total Surveys		56,768

8.2.4

EXPENDITURES (Cont):

CEQA Studies:

Twelve Bridges Elementary School	452	
Twleve Bridges Middle School	452	
Lincoln Crossing Elementary School (North)	-307	
Lincoln Crossing Elementary School (South)	-24	
Lincoln Crossing Middle School	-1,632	
Foskett Ranch Elementary School	287	
Twelve Bridges High School	46,436	
Total CEQA Studies		45,664

Site Development Testing:

Twelve Bridges Elementary School	7,824	
Twleve Bridges Middle School	17,223	
Lincoln Crossing Elementary School (North)	4,000	
Lincoln Crossing Elementary School (South)	686	
Lincoln Crossing Middle School	4,000	
Foskett Ranch Elementary School	1,161	
Total Site Development Testing		34,894
Portable/Classroom Projects (Enrollment Growth)		1,600,359

8.25

EXPENDITURES (Cont):

Architect/Engineering Fees:

General	78,908	
Portable/Classroom Projects (Enrollment Growth)	96,866	
Twelve Bridges Elementary School	750,203	
Twleve Bridges Middle School	718,250	
Lincoln Crossing Elementary School (North)	22,406	
Lincoln Crossing Elementary School (South)	5,429	
Lincoln Crossing Middle School	6,797	
Foskett Ranch Elementary School	719,968	
Twelve Bridges High School	207,174	
First Street School	15,287	
Lincoln High School Athletic Facility	40,662	
District Office	599	
Central Kitchen	3,408	
Swimming Pool	11,500	
Twelve Bridges Library	69,855	
Total Architect/Engineering Fees		2,747,312

DSA Plan Check Fees:

Portable/Classroom Projects (Enrollment Growth)	-16,153	
Twelve Bridges Elementary School	90,745	
Foskett Ranch Elementary School	75,700	
First Street School	3,660	
District Office	300	
Total DSA Plan Check Fees		154,252

School Planning - Plan Check Fee:

Twelve Bridges Elementary School		7,223

Energy Analysis Fee:

Twelve Bridges Elementary School	5,448	
Foskett Ranch Elementary School	3,000	
Total Energy Analysis Fee		8,448

8.2.6

EXPENDITURES (Cont):

Preliminary Tests:

Portable/Classroom Projects (Enrollment Growth)	420	
Twelve Bridges Elementary School	-5,227	
Foskett Ranch Elementary School	-368	
Total Preliminary Tests		-5,175
Soils Investigation:		
Foskett Ranch Elementary School		12,050
Inspections:		
Portable/Classroom Projects (Enrollment Growth)		30,857
Portable Rentals:		
Carlin C. Coppin Elementary School	24,852	
Creekside Oaks Elementary School	15,000	
First Street School	12,284	
Glen Edwards Middle School	16,500	
Lincoln High School	77,381	
Total Portable Rentals		146,017
Lease/Purchase - Interest:		
First Street Elementary School Portables	8,909	
1998 COP	368,319	
Total Lease/Puchase - Interest		377,228

8.2.7

EXPENDITURES (Cont):

Lease/Purchase - Principle:

Carlin C. Coppin Elementary Portables	31,180	
Creekside Oaks Elementary School Portables	41,420	
First Street Elementary School Portables	49,326	
Sheridan School Portable	13,000	
Glen Edwards Middle School Portables	110,681	
1998 COP	339,824	
Total Lease/Purchase Portables - Principle		585,431
TOTAL EXPENDITURES		9,436,652
Ending Balance as of June 30, 2003		**1,141,389**

9.2.8

WESTERN PLACER UNIFIED SCHOOL DISTRICT

FY 2002-03 MELLO-ROOS FUND REPORT

RESOURCES:		
Beginning Balance as of July 1, 2002		2,291,453
Revenue:		
Interest	73,282	
Secured Tax Roll	689,398	
Fees - Residential	1,823,898	
Total Revenue		2,586,578
TOTAL RESOURCES		4,878,031
EXPENDITURES:		
School Busses		140,383
State Emergency Portable Lease		64,000
CFD Formation Expenses:		
Mapping	3,937	
Legal Fees	8,272	
Total CFD Formation Expenses		12,209
Transfer Out to Capital Facilities Fund		3,900,000
Debt Service - School Busses		64,708
TOTAL EXPENDITURES		4,181,300
Ending Balance as of June 30, 2002		**696,731**

8.2.9

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. 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.	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

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Approval of Revision of
Administrative Regulation 5123

AGENDA ITEM AREA:
Information/Discussion/Action

REQUESTED BY:
Scott Leaman,
Assistant Superintendent

ENCLOSURES:
Yes

MEETING DATE:
November 4, 2003

BACKGROUND:
Administrative Regulation 5123 is being forwarded to the Board for revision at this time.

The major changes in the revision include:

- Clarification of elementary student retention criteria
- Clarification of the purpose of summer school as a retention alternative
- Clarification of eligibility of middle school summer school students
- Inclusion of sixth and seventh grade students in promotion/retention criteria
- Elimination of "Other Factors for Consideration of Promotion" (this issue will be finalized at the next meeting)
- Suggested English Learner goal growth targets

ADMINISTRATION RECOMMENDATION:
Administration recommends approval of the revision of AR 5123.

8.3

STUDENTS

Promotion/Acceleration/Retention

Acceleration from Kindergarten to First Grade

A student enrolled in kindergarten may be admitted to the first grade at the discretion of the Superintendent or designee and with the consent of the parent/guardian, upon determination that the child is ready for first-grade work. (Education Code 48011)

Admission shall be subject to the following minimum criteria: (5 CCR 200)

1. The student is at least five years of age.

2. The student has attended a public school kindergarten for a long enough time to enable school personnel to evaluate his/her ability.

3. The student is in the upper five percent of his/her age group in terms of general mental ability.

4. The physical development and social maturity of the student are consistent with his/her advanced mental ability.

5. The parent/guardian of the student has filed a written statement with the school district approving the placement in first grade.

Continuation in Kindergarten

Students who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the district agree that the student shall continue in kindergarten for not more than one additional school year. (Education Code 48011)

Whenever a student continues in kindergarten for an additional year, the Superintendent or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall continue in kindergarten for not more than one additional school year. (Education Code 46300)

Pages 8.3.1&2 are not missing, page #d wrong em 8.3.3

STUDENTS
Promotion/Acceleration/Retention

Retention at Other Grade Levels

The Superintendent or designee shall require teachers to identify students who should be retained or who are at risk of being retained at the following grade levels: (Education Code 48070.5)

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between grades 5 and 6
5. Between grades 8 and 9

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, language arts and mathematics shall be the basis for identifying students between grades 4 and 5, 5 and 6, and 8 and 9. (Education Code 48070.5)

(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6142.92 - Mathematics Instruction)

Students shall be identified on the basis of either assessment results or grades and other indicators of academic achievement, as established by Board policy.

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6162.5 - Student Assessment)

The following indicators of performance will be used as the minimum standard for promotion:

Elementary

- Promotion to third grade: An average grade of "2" (minimum) or better on the reading portion of the student's second grade report card.
- Promotion to fourth grade: An average grade of "2" (minimum) or better on the reading portion of the student's third grade report card.
- Promotion to fifth grade: An average grade of "2" (minimum) or better on the reading, language arts, and math portions of the student's fourth grade report card.

8.3.4

STUDENTS
Promotion/Acceleration/Retention

- Promotion to sixth grade: An average grade of "2" (minimum) or better on the reading, language arts, and math portions of the student's fifth grade report card.

A grade of "2" (minimum) is determined by teacher which may include the following assessments:

- **Curriculum Based Measurement linked to performance of "Basic" on the California Standards Test in language arts and/or math for grading period**
- **65% correct on core standards based curriculum**
- **district approved assessements which include benchmarks for each grading period (e.g. CRLP, Lexile)**

Middle Grades

- Promotion from **sixth to seventh, seventh to eighth, and** eighth to ninth grade ~~and assignment to summer school for sixth and seventh grade students~~: An average grade of "C" or better **in** ~~on the reading,~~ language arts~~,~~ and math and an overall grade point average of 2.0 or better on the student report card.

General Education Students:
If the student does not have a single regular classroom teacher, the principal or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5

Summer School Alternative to Retention

If the identified teacher(s)' (as described below) recommendation to promote is contingent on the student's participation in a summer school or interim session remediation program, the student's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time. The (summer school) teacher's evaluation shall be provided to and discussed with the student's parents/guardians and the (summer school) principal, or designee, before any final determination of retention or promotion (Education Code 48070.5). **Summer school as an alternative for retention is intended for those students who will likely meet promotion criteria by the end of the summer program.**

8.3.5

STUDENTS
Promotion/Acceleration/Retention

The summer school option will be offered to all sixth through eighth grade students that meet one of the following criteria:

- **Attain a performance level of "Proficient" or higher on the previous year's California Standards Test in language arts and math**
- **Average grade of "C" (2.0) or better in language arts for the year**
- **Average grade of "C" (2.0) or better in math for the year**
- **Average grade of "C" (2.0) or better overall for the year**

Promotion Of Students Based On Retention As Intervention
If the pupil's identified teacher(s) determines that retention is not the appropriate intervention for the pupil's academic deficiencies, the reasons must be specified in writing to the parent and administrator and must include recommendations for interventions other than retention that are necessary to assist the pupil to attain acceptable levels of student achievement. If the teacher's recommendation to promote is contingent upon the pupil's participation in a remedial program, the pupil's academic performance shall be reassessed at the end of the remediation program and the decision to retain or promote the pupil shall be reevaluated at that time.

~~**Summer School Intervention at Sixth and Seventh Grade**~~

~~Parents of students in sixth and seventh grade will be kept informed of their student's academic progress as stated in Board Policy and Administrative Regulation 6146.5. Those students not meeting the middle school minimum indicators of performance shall be assigned to summer school.~~

Accommodations and Modifications

An accommodation is a change in the course, standard, test preparation, location, timing, scheduling, expectations, student response and/or other attribute which provide access for a student with a disability to participate in a course, standard or test, which does not fundamentally alter or lower the standard or expectation of the course, standard or test.

Special Needs Students

The local Governing Board has adopted policies for the promotion and retention of students. Promotion is based on the indicators of academic achievement which are identified in Administrative Regulation AR 5123(b).

In most cases a student with special needs will be placed in the age appropriate grade. The IEP team shall consider whether the student can meet the district's academic

8.3.6

achievement requirements for promotion. If the IEP team determines that the student can meet the district's academic achievement goals, the IEP team shall document that finding in the IEP and the student will be promoted or retained based on districtwide promotion and retention guidelines (identified in entirety in AR 5123)

If the IEP team determines a student is unable to meet districtwide promotion standards due to the nature or degree of the disability the IEP team will develop an IEP which creates an exception to district requirements for promotion and retention in response to the effects of the disability. The IEP shall specifically state through the goals and objectives what the student is expected to meet in order to be promoted to the next grade level. In addition to setting goals and objectives for promotion, potential consequences will be documented in the IEP and discussed amongst the IEP team with regard to satisfying district requirements for graduation with a diploma.

A modification is a change in the course, standard, test preparation, location, timing, scheduling, expectations, student response, and or other attribute which provide access for a student with a disability to participate in a course, standard or test, but which does fundamentally alter or lower the standard or expectation of the course, standard or test. (Freedman, 1999).

If the IEP team determines that a student requires accommodations or modifications in order to assist him or her in demonstrating progress, the IEP team shall specifically document the accommodations or modifications that will be made. The decision to include accommodations or modifications is to be made by the IEP team and shall be made on an individualized basis.

Retention of Special Needs Students

If a student with a disability fails to meet district promotion standards or individual promotion standards identified in the student's IEP, the District shall hold an IEP meeting to determine whether:

1. The current IEP appropriately provided for the student's needs
2. The manner of assessment, accommodations or modifications identified in the IEP were appropriate
3. The services required by the student to make progress were identified in the IEP and provided to the student
4. Assessments conducted were consistent with the IEP
5. Were the linguistic needs of English Language Learners appropriately identified?

STUDENTS
Promotion/Acceleration/Retention

Where a student with a disability is held to District academic achievement criteria and the student has been provided all of the services necessary (as determined by the IEP team) for the student to progress in the general education curriculum, the student may be retained based on the criteria for retention applied to other students.

Where a student with a disability has individualized achievement criteria identified on the student's IEP, the student may only be retained upon recommendation of the IEP team.

Limited English Proficient/English Language Learners

The English Language Learner (ELL) student's ~~Bilingual~~ **English Learner** Individualized Learning Plan (ELILP) is the determining factor for expected levels of performance and achievement. Students with a ~~BILP~~ **ELILP** should be promoted or retained based on adherence to the ~~BILP~~ **ELILP** goals and objectives. **Generally, the goal of one performance level per year in language arts and one grade level per year in math will be the basis for goals on the ELILP.** A ~~BILP~~ **ELILP** may include accommodations that alter the mode of assessment in response to a student's English level. These accommodations must appear in the student's ~~BILP~~ **ELILP**.

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6162.5- Student Assessment)

If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the student's identified teacher(s) determine, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. (Education Code 48070.5)

~~**Other Factors for Consideration of Promotion**~~

~~The following factors will be considered when determining whether a student should be promoted, despite academic criteria, to the next grade level. These factors are to be considered secondary to the academic needs and progress of the student.~~

8.3.8

STUDENTS
Promotion/Acceleration/Retention

~~1. Factors related to level of academic achievement: scores on intelligence, achievement and proficiency tests; teacher evaluations of ability, interest and motivation; learning disabilities; knowledge of English.~~
~~2. Factors related to physical maturity: age, size, sex, physical coordination, and general health.~~
~~3. Factors related to social and emotional maturity: ability to communicate, social adaptability, emotional difficulties, social attitudes..~~
~~4. Previous retention.~~
~~5. Family situation: age and grade placement of siblings, family stability or transiency.~~
~~6. Student's and parents/guardians' attitude towards school and towards retention.~~
~~7. If in Special Education, an adjustment of the special program is the usual alternative to retention~~

Special Education Students meeting Districtwide Promotion Criteria:
For areas included in the student's IEP, the student's special education teacher will serve as the identified teacher. For all other subject areas the principal or designees shall specify the teacher(s) responsible for the decision to promote or retain the student.

Special Education Students Requiring Individual Promotion Standards Determined by the IEP Team:

The IEP team will determine whether the student is retained based on the individualized promotion standards (goals and objectives) identified in the student's IEP.

An English Language Development/Bilingual/CLAD/SDAIE teacher will be the identified teacher for those students with a Bilingual Individualized Learning Plan.

When a student is identified as being at risk of retention, the identified teacher(s) shall so notify the student's parents/guardians as early in the school year as practicable. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

(cf. 5145.6 - Parental Notifications)

8.3.9

STUDENTS
Promotion/Acceleration/Retention

Identification of Students at Risk of Retention

Site administrators are responsible for implementing the following process for early identification of students at risk of retention:

1. Parents will be notified of the retention policy and the contact information for the school staff members(s) they should call about concerns related to their child's academic progress. Parents should also be informed that if they have a concern at any time about the progress of their child, they should contact their school to schedule an appointment.
2. A plan will be written and signed between the parent, school and student (if appropriate) by the end of the first seven weeks for any second through ~~fifth~~ **eighth** grade student at risk of retention. The plan will include specific intervention(s) to diminish the risk of retention. Interventions should include instructional program, but may include any factor contributing to the risk of retention.
3. If by the end of the first grading period a student is at risk of retention, a plan may be modified and parents notified to continue or adjust a remedial program or make other recommendations to alleviate the risk of retention. Some of the strategies may include but are not limited to: examining and altering current instructional strategies or materials, tutoring, change in schedule, or referral to support service.
2. If by mid-year, the student remains at-risk for retention, additional options may be considered including, but not limited to, referral to an alternative program for more intensive services or access to additional instructional time (during the day, extended day, Saturday). Parents will be informed in writing of any decisions and results.
3. By the end of the second trimester or third quarter, notices will be sent to the parents of students who remain at risk of being retained. Copies of these notifications must be kept in the student's cumulative file. The teacher will keep parents apprised of their child's progress.
4. Only when the interventions have been unsuccessful and student has not made sufficient academic progress during the course of the school year will the student be considered for retention. All potential retentions will be reviewed at the site level by the principal or designee with input from the parent.

8.3.10

STUDENTS
Promotion/Acceleration/Retention

Appeals

The decision to retain or promote may be appealed using the following procedure:

> The burden shall be on the appealing party to show why the teacher's decision should be overruled. (Education Code 48070.5)

To appeal a teacher's decision, the appealing party shall submit a written request to the Superintendent or designee specifying the reasons why the teacher's decision should be overruled. The appeal request must be initiated within 10 school days of the determination of the teacher. The teacher shall be provided an opportunity to state orally and/or in writing the criteria on which his/her decision was based.

Within 30 days of receiving the request, the Superintendent or designee shall determine whether or not to overrule the teacher's decision. Prior to making this determination, the Superintendent or designee may meet with the appealing party and the teacher. If the Superintendent or designee determines that the appealing party has overwhelmingly proven that the teacher's decision should be overruled, he/she shall overrule the teacher's decision. If the decision is overruled, the identified teacher(s) will not be accountable for the student's academic consequences linked to the superintendent or designee's action.

The Superintendent or designee's determination may be appealed by submitting a written appeal to the Board within 15 school days of the issuance of the determination. Within 30 days of receipt of a written appeal, the Board shall meet in closed session to decide the appeal. The Board's decision may be made on the basis of documentation prepared as part of the appeal process or, at the discretion of the Board, the Board may also meet with the appealing party, the teacher and the Superintendent/designee to decide the appeal. The decision of the Board shall be final.

(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9321.1 - Closed Session Actions and Reports)

If the decision of the Board is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objections which shall become part of the student's record.

(cf. 1312 - Complaints Against the Schools)
(cf. 5125 - Student Records)
(cf. 5125.3 - Challenging Student Records)

6.3.11

STUDENTS
Promotion/Acceleration/Retention

Remedial Instruction

With the parent/guardian's consent, the Superintendent or designee may require a student in grades 2 through 9 who has been retained at grade level to participate in a program of direct, systematic and intensive supplemental instruction that meets the requirements of Education Code 37252. Such programs shall be offered during the summer, after school, on Saturdays and/or during intersessions. Services shall not be provided during the regular instructional day if it would result in the student being removed from classroom instruction in the core curriculum. (Education Code 37252.5)

(cf. 6177 - Summer School)

The Superintendent or designee shall seek the active involvement of parents/guardians and classroom teachers in the development and implementation of these supplemental instructional programs. (Education Code 37252.5)

In addition, the Superintendent or designee may provide supplemental instruction to students in grades 2 through 6 with low scores in mathematics, reading or written expression, in the following priority order: (Education Code 37252.5)

These services shall be provided to students in the following priority order: (Education Code 37252.5)

1. Students who have been recommended for retention or who have been identified as being at risk of retention pursuant to Education Code 48070.5 or district policy

2. Students who have been identified as having a deficiency in mathematics, reading or written expression based on the results of the tests administered under the Standardized Testing and Reporting program

This supplemental instruction program shall be developed in accordance with the requirements of Education Code 37252.7

If a special education student attends a district remedial summer school program, the district shall hold an IEP meeting to determine the supports and/or services the student will need to benefit from the program. (Education Code 37252.5)

Adopted: 5/19/95
Revised: 6/15/99, 8/15/00, 12/5/00
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8.3.12

ITEMS LISTED UNDER BOARD OF TRUSTEE COMMENTS

To: WPUSD Board of Education

From: Kris Knutson (Western Placer Teachers Association President)

Re: October 20 letter sent to Bob Noyes from WPTA bargaining chairman

I would like to address the October 20 letter sent to Bob Noyes by our chief negotiator. The subject of the letter was in regards to stipends and negotiations. At this time, on behalf of the Western Placer Teachers Association, I would like to respectfully rescind the letter. The issues must be discussed by our Executive Board, our Representative Council, and our membership. This letter was sent without the knowledge or consent of the Executive Board. Furthermore, the letter and its contents were never brought before the Representative Council nor our membership.

As the president of our Association, I find that issues such as these, must be discussed within our Association before we can make a forward motion together, in unison. Communication is essential. Our Association will discuss the letter and its contents at tomorrow's meetings of the rep council and the Executive Board. It is our goal to *work together* to find *solutions* in which all parties may benefit. As the president of this association, I will not support unilateral decisions such as the sending of this letter.

Thank you,

Kris Knutson