

**Western Placer Unified School District
Regular Meeting of the Board of Trustees**

October 4, 2016, 7:00 P.M.

**WPUSD District Office/City Hall Building--3rd Floor Conference Room
600 Sixth Street, Lincoln, CA 95648**

MINUTES

2016-2017 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.

All Open Session Agenda related documents are available to the public for viewing at the Western Placer Unified School District Office located at 600 Sixth Street, Fourth Floor in Lincoln, CA 95648.

Board Members Present:

Damian Armitage, President
Kris Wyatt, Vice President
Paul Long, Clerk
Brian Haley, Member
Paul Carras, Member

Others Present:

Scott Leaman, Superintendent
Audrey Kilpatrick, Assistant Superintendent of Business Services
Kerry Callahan, Assistant Superintendent of Educational Services
Gabe Simon, Assistant Superintendent of Personnel Services
Rosemary Knutson, Secretary to the Superintendent
Janna McCoy, LHS Student Advisory
Carol Percy, Lincoln News Messenger

6:15 P.M. START

1. **CALL TO ORDER** – WPUSD District Office/City Hall Bldg. – 3rd Floor Conference Room
2. **COMMUNICATION FROM THE PUBLIC**
There was no communication from the public.

6:20 P.M.

3. **CLOSED SESSION** – WPUSD District Office – 4th Floor Overlook Room
 - 3.1 **CONFERENCE WITH LABOR NEGOTIATOR**
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators:
 - ~Scott Leaman, Superintendent
 - ~Gabe Simon, Assistant Superintendent of Personnel Services
 - ~Audrey Kilpatrick, Assistant Superintendent of Business and Operations
 - ~Kerry Callahan, Assistant Superintendent of Educational Services

Minutes

- 3.2 **CONFERENCE WITH REAL PROPERTY NEGOTIATOR**
Twelve Bridges Area Property
- 3.3 **CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION**
CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF-15-514477
- 3.4 **PERSONNEL**
Public Employee Employment/Discipline/Dismissal/Release

7:00 P.M.

- 4. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE** – District Office/City Hall Bldg. – 3rd Floor Conference Room
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

- 4.1 **Page 9 - CONFERENCE WITH LABOR NEGOTIATOR**
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators:
~Scott Leaman, Superintendent
~Gabe Simon, Assistant Superintendent of Personnel Services
~Audrey Kilpatrick, Assistant Superintendent of Business and Operations
~Kerry Callahan, Assistant Superintendent of Educational Services

No action was taken
- 4.2 **Page 10 - CONFERENCE WITH REAL PROPERTY NEGOTIATOR**
Twelve Bridges Area Property

No action was taken
- 4.3 **Page 11 - CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION**
CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF-15-514477

No action was taken
- 4.4 **Page 12 - PERSONNEL**
Public Employee Employment/Discipline/Dismissal/Release
Roll call vote:

No action was taken

- 5. **Page 14 - 67 - CONSENT AGENDA**
 - 5.1 Certificated Personnel Report
 - 5.2 Classified Personnel Report
 - 5.3 Approval of Minutes for: September 6 & 20, 2016 Regular Board of Trustee Mtg.
 - 5.4 Approval of Warrants
 - 5.5 Ratification of Contract with the Catta Verdera Country Club and Western Placer Unified School District

October 4, 2016

Minutes

- 5.6 Ratification of Agreement with Tahoe Joe's and Western Placer Unified School District.
- 5.7 Approval of Out of State Travel

Mr. Armitage asked to remove item 5.3 from the agenda. Motion by Mrs. Wyatt, Mr. Long, and passed by a 5-0 (**Ayes:** Long, Carras, Haley, Wyatt, Armitage **No:** None) roll call vote to approve consent agenda as present with the exception of 5.3, approval of the minutes.

Mr. Armitage presented item 5.3 Approval of Minutes – Mr. Armitage felt he could not approve minutes because he was not at the last meeting. Motion by Mrs. Wyatt, seconded by Mr. Long, and passed by a 4-1 (**Ayes:** Carras, Haley, Wyatt, Long **Abstained:** Armitage) roll call vote to approve minutes as presented.

6. COMMUNICATION FROM THE PUBLIC

Scott Beatty PowerSchool, wondered what kind of remedies we are seeking with the company.

7. REPORTS & COMMUNICATION

➤Lincoln High School Student Advisory, Janna McCoy shared the following:

- FFA – Farm to Fork
- Ashland Trip just happened, all had a great time

➤Western Placer Teacher's Association, Tara McCroskey shared at the last board meeting, concerns were brought to the board about ELA, glad that our district heard our voices, we have teachers that are having different experiences. She thanked both Scott Leaman and Kerry Callahan for hearing a lot of what teachers are saying. Really excited at how this is being handled, and looking forward to the next steps. This is not an easy fix. How to make sure each child or teachers get their needs met. Look forward to working with Kerry and Scott on moving forward.

➤Western Placer Classified Employee Association, Mike Kimbrough had no report

➤Superintendent, Scott Leaman

- Ground breaking at the Farm tomorrow, and Paul Long will speak on behalf of the board. Should be a short event
- Next Monday is our midyear district day
- Newsletter went out to all staff today
- Have been invited to a lot of places lately to speak
- Sat on the chief of police interview panel
- Spoke at the chamber breakfast. Appreciated Paul Long and Kris Wyatt for attending
- Invited to attend a benefit dinner tomorrow for the Axiom Youth Center
- Hope we beat Bear River on Friday

8. ♦ACTION ♦DISCUSSION ♦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 Board Room. Request forms are to be submitted to the Board Clerk before each item is discussed.

October 4, 2016

Minutes**8.1 Action** **Page 69 – DISPOSAL OF SURPLUS ITEMS – Kilpatrick (16-17 G & O Component I, II, III, IV, V)**

● Board Policy 3270 provides that the Board of Trustees may authorize the disposal of surplus equipment when the equipment becomes unusable, obsolete or no longer needed. Administrative Regulation 3270 provides the process for selling surplus or obsolete property through a number of methods.

Audrey Kilpatrick presented items for surplus. Motion by Mr. Haley, seconded by Mr. Carras, and passed by a 5-0 vote to approve the disposal of surplus items.

8.2 Information **Page 73 – UPDATE ON TRANSITION OF ENGLISH LANGUAGE ARTS INSTRUCTIONAL MATERIALS – Callahan (16-17 G & O Component I, II, III, IV, V)**

● WPUSD is in the process of transitioning their instructional materials to better align with the new California State Standards. In accordance with Ed Codes 60119, 60210 and 60040 we have two options to consider during our formal adoption of new instructional materials. The two options are:

1. Adopt materials on State adopted list, or
2. Adopt materials not on the state adopted list

Kerry Callahan shared that she and Scott Picket have been working on curriculum. Ed Code 60200 regarding adoption of instruction materials, which meet the standards. She presented a power point on instructional materials, which included the following:

- *K-8 Instructional Materials – English Language Arts*
- *Instructional Materials – CA Requirements*
- *Current Status of K-8 Instructional Materials for English Language Arts (ELA) in WPUSD*
- *District Response to Concerns Raised by Teachers Regarding ELA at Board Meeting on 9/20/2016*
- *What Did the Survey Say?*
- *What Did the Visits Tell Us?*
- *Next Steps*

Lauretta Shelton teacher at Lincoln Crossing. I am here once again to assert that the district's current English Language Arts materials, for use with K-5 student population, is insufficient. One need only to review the California Department of Education website and speak with staff at the CDE to arrive at this conclusion.

Point One: In review of all the materials provided by the California Department of Education, relative to the adoption of non-approved instructional materials, compliance is not measured by teacher survey. Compliance is a very measured and objective methodology. I want to make this clarification because various sources have cited teacher satisfaction with what is in use as viable. Teacher satisfaction and testimonials have their place in the work day; however, this does not translate to program compliance at the state level. Perhaps, there should be more transparency and clarification at the parent level detailing what the ELA curriculum is for WPUSD students. Perhaps, a parent & community survey should be undertaken?

October 4, 2016

Minutes

Point Two: *In the board meeting packet on 9-20-16, page 41, under the title "Special Note" it states: "WPUSD is currently "transitioning" from Houghton Mifflin Reading Language Arts materials to materials that are better aligned with the new framework." "Transition" would require fidelity to the program. The district did not replenish all consumables for Houghton Mifflin. In essence, teachers are left with the option of utilizing whatever HM materials have been left over from the previous adoption period and whatever is created with "Bare Bone" lesson plans. Neither component constitutes a complete curriculum. Finally could the district define "better aligned materials" with the new framework? To date, can the district provide any example of such materials?*

Point Three: *Reference board meeting packet 9-20-16 -*

*The district also stated in the same paragraph that they are conducting a local review of the new materials. What is the scope and evidence of the review? Are the materials that are in use in compliance with public scrutiny and involve parent, teacher and community members? Education Code 60002.

*The district did purchase class sets (referred to as anchor texts) for the individual grades. However, were they screened for social content, cultural diversity and positive learning experiences? (Education Code 60040-60045 and 60048)

*Materials and content alignment-EC 60210 includes all of the specified language written in the ELA framework not just the stripped down standards alone. It is imperative that the materials being produced by WPUSD teachers be in alignment, and demonstrates that all criteria can be accessed by the students. Another option for teachers being presented has been the ability of the district to "piecemeal" a curriculum by taking pieces of one publisher's materials for the teachers' use. Where is the cohesion and sustainability of such a maneuver?

Point Four: *Teacher training in preparation of curriculum development -* It has been stated that the teachers at various sites owing to funding differences result in a disparity of training among the teachers. Obviously, if the district expects teachers to produce and create curriculum, the district should pay for equal training. Also, GLAD training has been promoted as the "answer" to creating curriculum. Please keep in mind that GLAD provides teachers with Guided Language Academic Design - -Glad training does qualify anyone as a curriculum specialist.

Point Five: *Universal Access for Students with Special Needs and the ELD population -* As the teacher created materials insuring that deaf students, blind students and any other student with educational/medical challenges – have been considered in the materials creation process? Will the ELD students and the special needs population have equal access to the curriculum that is being proposed? Have the "Bare Bone" teacher created materials incorporated strategies for addressing skill levels within the student population?

Point Six: *Financial accountability -* Due to the Local Control Funding Formula, districts have the potential to spend educational dollars in a variety of ways. It has been stated that the boxed sets are very expensive and teachers "do not necessarily use all the materials". This is a statement with far reaching implications. Do expensive boxed sets and the rationale that "teachers do not use" all the components of a boxed set justify a possible state of noncompliance and more importantly, the non-education of a generation of children? We have been taught and we know that a child's ability to read and write is crucial to his/her success in life. Why would WPUSD risk reading and writing skills without thoroughly insuring teachers, parents and the Lincoln Community that a viable option for instruction is successfully in place?

October 4, 2016

Minutes

Point Seven: The California Department of Education specifies that districts have an eight week window from the first day of instruction to deem the instructional materials “insufficient”. WPUSD must act within this week to be in compliance. I strongly urge the school board to act accordingly to full comprehension of what the State of California is required and what is transpiring at our district relative to the adoption of non-approved materials. This is not an “A La Carte Menu” you don’t get to pick and choose, and dismiss what you don’t like.

Cherill Morris 2nd grade teacher, has worked for the district for 23 years. She asked that you think about building a house. The first thing you need is a set of plans, blue prints, next you need materials. Currently, we the teachers in the WPUSD lack both the plans and the materials we need. Was asked to fill out a survey a couple of weeks ago, the final question was “What needs does she have to enhancing her comfort level for instructing, or enhancing success for herself and her students in ELA”? I believe the district needs a state adopted complete curriculum set of materials. I know that is what I need to be the best teacher that I can be for my students. I need a systematic set of materials which will help guide my lessons in phonics, vocabulary development, reading fluency, and comprehension, spelling and writing. I need a comprehension set of student materials that accompany a set of teacher guided materials, so she can weave together lessons that efficiently utilize time, reinforce each other, and to be able to bring my students to grade level expectations and beyond. I need thoughtfully chosen reading selections to build on and incorporate the phonics decoding, spelling, comprehension and writing lessons in the materials so that the whole package works seamlessly to improve student skills. Furthermore, there is a need for comprehensive set of ELA materials that provide access to the same instruction for ELL and GATE students. Need a set of materials that supports her effectively for all students. She wants something like her 15 year old ELA curriculum but up to date and aligned with the current common core standards. The curriculum materials allow her to select materials piece by piece from the internet, often at her own expense, or from the old ELA adoption. This approach lacks continuity from day to day, in her classroom, classrooms throughout the school and, classrooms throughout the district. In this approach she struggles to craft lessons, our current approach encourages her to adopt from other teachers, and denies commercially available and state adopted materials developed by experts. Other teachers and colleagues might be excellent teachers. They might develop useful instructional materials. But, they lack the time and expertise to craft a complete integrated curriculum that will meet the need of all students. We need materials, a complete set of curriculum in order to give our students the foundation they need to be the best they can be. She shared she did call other districts surrounding us, and everyone else has either adopted or is piloting with the exception of a couple of charter schools.

Jennifer Stacey a Kindergarten teacher a Carlin C. Coppin, this is her 13th year. I wanted to tell you I’m here because I’m very frustrated with where we’re at, disappointed seeing the last 13 years she has been in the district. Came when we were using Houghton Mifflin, this is what I’ve been

October 4, 2016

Minutes

teaching. She shared her experiencing in teaching Kindergarten and what is taught. What we have been given is disappointing, and want you to know we are frustrated, and need help. They have done a fantastic job listening, but can't go another year doing what we're doing.

Nick Pearce teaches 3rd/4th combo class at Carlin C. Coppin. Would like to share the fact that he finally has stories the kids are interested in. The students enjoy the reading and don't want him to stop. On the flip side of that, the very first story that was given, was Island of the Blue Dolphins, which is a 5.4 reading level, the average reading level of his 4th graders is a 2.8, which means his students can't even read the materials given to read. Which means he has to read it out loud to every single student in his class. Which means his students don't have access to any materials, because they can't read it and process it on their own. In addition to that he has been given nothing to help teach any skills along with Island of the Blue Dolphin. This also means from teacher to teacher, from school to school, from grade level to grade level there is no consistency. Has no idea what his students have been given in the 3 or 4 years prior to coming to his classroom. Because they've had unit maps and barebones, and is not able to go back. In addition, as a teacher who is new in a grade level, has taught kindergarten and first grade prior to this, and is not familiar with the standards, and familiar with what students in his grade level should know. The vast majority of his time is spent looking up standards and researching how to teach something, instead of spending my time analyzing student data and figure out how to better teach what he should have. That's huge for him to be spending the majority of his time on foundational things. On figuring out what the standards are and what he is supposed to teach, verses making it better and meeting his student's needs. That is big gap in what he should be doing with his teaching skills. In addition we have no consumables, and his school is almost out of paper, because they have to go on the internet and print things out and make photocopies, we have nothing to hand our students for them to work on. It's very frustrating to be in a place where you don't feel supported in terms of curriculum. I will say that both Kerry and Scott have done a fantastic job coming out to our meeting. It was fantastic they listened, it was a great conversation. I think what we have this year in terms of unit maps is way better than last year, but we still don't have enough. We spend so much on things as teachers on things that we shouldn't be, instead of spending our time meeting the needs of our students.

Scott Beatty teacher at Lincoln Crossing for 18 years. Advocate for a professional ELA curriculum. First he pointed out what we have now is Barebones is a plan for curriculum, it's a plan to eventually have a curriculum. Knows why this is happening, the state is not making us get a curriculum, and with the LCAP funding, money is not set aside with strings attached. So nobody says we have to spend the money on curriculum. So were not spending the money. That's why we're here. Clearly money is an issue. Shared he has created his own curriculum. Don't feel like it's a great idea to have every teacher to write their own curriculum. Curriculum cost money. It's the districts job to budget for it. It's been coming three years

October 4, 2016

Minutes

now. School building cost money, teachers cost money, curriculum costs money. Why deny teacher the basic tools they need to do their jobs.

Mr. Leaman shared he wanted to follow up on some of the comments that were made. He commended Kerry and Scott for going out to all the school sites. The presentation is the solution. Would like everyone to get involved. You understand we need a lot of voices around the tables as we move through this process. The conversations at the district office level center around Kerry understanding that some of the sub skills, especially at the elementary level are challenging in the current situation to teachers. That's been said more than once, however Kerry has shared that. From our information people are piloting things, but nobody has been satisfied with the programs. That being said, we are going to need to have materials that are consistent throughout the district, or we won't have a viable curriculum. We've had long discussions around that particular issue. I think we've been as transparent as we can, even in front of the newspaper. Putting up things teachers are not happy, district don't do that. At the board level you don't put things up on screens, but we do because that's the way we do business. That's an important aspect. Another thing, which is what I live by, it wasn't like people contacted Kerry to tell her they was a problem. We've been discussing this since the 20th. I don't judge people by what happens to them or what they do. I judge by their reaction. I think in many ways, we're going to be transparent. I can't give them advice on what they already are doing. The answer is getting together under Kerry's direction and finding a solution.

Mr. Carras shared funding is not the issue, the problem is finding the right curriculum. Was in charge of K-12 adoption for 9 years for a larger district. What was heard tonight, the frustration I heard for 9 years. No adoption will satisfy every need. In fact the current Houghton Mifflin is horrendous, in my opinion. Maybe last year the communication wasn't as good as it should have been, but I think the communication at this point and time is only going to continue. As Scott said it will be very transparent. You will be involved. You will be asked. Curriculum adoption is one of the most important things the district does, and to take anything but the best that's out there is a crime. Hope that someplace down the road, you will come back and say, what we have now is working for us. It will never work completely. Hope you come back and say you made great strides.

8.3 Action**Page 76 - RESOLUTION NO. 16/17.8 INSTRUCTIONAL****MATERIALS – Callahan** (16-17 G & O Component I, II, III, IV, V)

• Educational Code 60119 requires that the governing board of a school district hold an annual instructional materials public hearing to determine whether the district has sufficient standards-aligned textbooks or instructional materials for students in each of its schools.

Kerry Callahan presented Resolution for approval. Motion by Mr. Long, Mr. Haley and passed by a 5-0 (**Ayes:** Carras, Haley, Wyatt, Long, Armitage **No:** None) roll call vote for Resolution No. 16/17.8 approving Instructional Materials.

COPIES
SIGNED
HERE

October 4, 2016

Minutes

- 8.4 Information/ Discussion **Page 79 – SUNSHINE FOR NEGOTIATIONS REGARDING THE COLLECTIVE BARGAINING AGREEMENT BETWEEN WESTERN PLACER UNIFIED SCHOOL DISTRICT AND THE WESTERN PLACER TEACHER’S ASSOCIATION – Simon (16-17 G & O Component I, II, III, IV, V)**

●Pursuant to Government Code section 3547, all proposals of the recognized employee groups and of the District must be presented at a public meeting of the District. This is commonly referred to as “Sunshining” the proposals. The Western Placer Teacher’s Association and the Western Placer Unified School District School District both agreed upon these items as re-openers during 2015-2016 negotiations.

Gabe Simon presented the Sunshine agreement. This is information only.

- 8.5 Action **Page 81 – RESOLUTION NO. 16/17.11 DECLARING PROJECT SAVINGS AND IDENTIFYING HIGH PRIORITY CAPITAL OUTLAY PROJECTS – Adell (16-17 G & O Component I, II, III, IV, V)**

●After the completion of State Funded projects at Lincoln High School (Modernization and New Construction) and construction of Special Education facility at Foscett Ranch Elementary, there was a significant amount of project savings remaining in Fund 35 from the State of California. Under Chapter 12.5, Part 10, Division I Section 1070.63 of the Education Code and School Facility Program Regulation Section 1859.103, the District is allowing to retain these funds and use them towards other “High Priority Capital Outlay Projects”.

Mike Adell presented a resolution for approval. This is declaring project saving, repairs heating and ventilation at TBMS, CCC, and LHS. Motion by Mr. Haley, second by Mrs. Wyatt, and passed by a 5-0 (Ayes: Haley, Wyatt, Long, Carras, Armitage No: None) roll call vote to approve Resolution No. 16/17.11 declaring project savings and identifying High Priority Capital Outlay Projects.

9. BOARD OF TRUSTEES

9.1 FUTURE AGENDA ITEMS

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

- High School in the Twelve Bridges Area
- Lincoln Crossing Elementary South/Facilities Update

9.2 BOARD MEMBER REPORTS/COMMENTS

Mrs. Wyatt thanked everyone for expressing their concerns, and knows that Scott and Kerry will be working with you. Please communicate both ways. She believes in communication, and understands the frustration. Attended the Farm Foundation meeting. Rogers Coffee, came up with many ideas at the school Farm. October 8th is the Creek fest. Visited Foscett Ranch School, and sat in on Mr. Burbage-Macaluso’s classroom. Mike Kimbrough was selected for an award for the 2015-16 Area Region CSEA All-Star Award.

October 4, 2016

Minutes

Mr. Haley shared he knows from the teachers who spoke, it's hard to resolve, but does know that Kerry feels bad, and encouraged them to keep working with her.

Mr. Carras had no report

Mr. Long thanked all the teachers for bringing their concerns, reminded that our test scores went up last year, so it must be pretty good. Rogers's coffee is looking at possibly putting in a greenhouse at the school farm. October 9th placer grown tours and farm tours, the coffee pot ranch, next Tuesday lecturing AP classes at the high school.

Mr. Armitage thanked the teachers, could feel the frustration, hopefully looking for what's best. November exercise your right to vote, get out and vote.

10. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

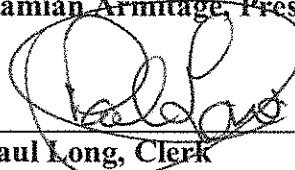
➤ **October 18, 2016 7:00 P.M.**, Regular Meeting of the Board of Trustees –
Twelve Bridges Middle School

11. ADJOURNMENT

There being no further business, the meeting was adjourned at 8:18 p.m.



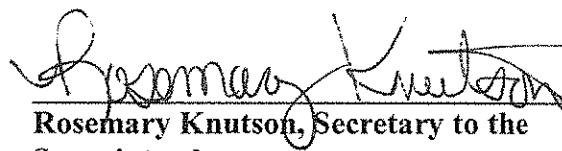
Damian Armitage, President



Paul Long, Clerk



Scott Leaman, Superintendent



Rosemary Knutson, Secretary to the
Superintendent

Adopted: November 1, 2016

Ayes: Long, Haley, Carras, Wyatt, Armitage

Noes:

Absent:

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