

WESTERN PLACER UNIFIED SCHOOL DISTRICT
600 SIXTH STREET, FOURTH FLOOR,
LINCOLN, CALIFORNIA 95648
Phone: 916.645.6350 Fax: 916.645.06356

MEMBERS OF THE GOVERNING BOARD

Paul Carras - President
 Brian Haley - Vice President
 Ana Stevenson - Clerk,
 Terry Gage - Member
 Paul Long - Member

DISTRICT ADMINISTRATION

Scott Leaman, Superintendent
 Bob Noyes, Assistant Superintendent of Personnel Services
 Mary Boyle, Assistant Superintendent of Educational Services
 Terri Ryland, Interim Chief Business Official
 Cathy Allen, Assistant Superintendent of Facilities and Maintenance Services

STUDENT ENROLLMENT

<u>School</u>	<u>03/02/09</u>	<u>04/16/09</u>
Sheridan School (K-5)	72	76
First Street School (K-5)	423	417
Carlin C. Coppin Elementary (K-5)	428	429
Creskide Oaks Elementary (K-5)	622	625
Twelve Bridges Elementary (K-5)	720	719
Foskett Ranch Elementary (K-5)	510	511
Glen Edwards Middle (6-8)	644	639
Twelve Bridges Middle School (6-8)	841	833
Lincoln High School (9-12)	1,421	1402
Phoenix High School (10-12)	79	91
Lincoln Crossing Elementary	578	580
PCOE Home School	0	0
TOTAL:	6,338	6,322

Preschool/Head Start

First & J Street 24
Carlin Coppin 24 -A.M. /20 -P.M.
Sheridan 23

Pre-K Special Ed

Foskett 59
FSS PPIP 39

Adult Education 285

First-5 Program

Sheridan 17
First Street 30

GLOBAL DISTRICT GOALS

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

Western Placer Unified School District
Regular Meeting of the Board of Trustees
May 5, 2009, 6:00 P.M.
LINCOLN HIGH SCHOOL – PERFORMING ARTS THEATER
790 J Street, Lincoln, CA

AGENDA

2008-2009 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.

5:45 P.M. START

1. **CALL TO ORDER** – Lincoln High School Performing Arts Theater

5:50 P.M.

2. **CLOSED SESSION** – Lincoln High School - Office Conference Room

- 2.1 **CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**

WPUSD, as intervener, v. Edge Development; NTD/Stichler; NTD-Edge Design Builders; Mountain States Steel, Inc.; and DOES 1-100

- 2.2 **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C.48918**

- a. Student Discipline/Expulsion Pursuant to E.C. 48918
Student Expulsion # 08-09 II

- b. Student Discipline/Expulsion Pursuant to E.C. 48918
Student Expulsion # 08-09 JJ

- c. Student Discipline/Expulsion Pursuant to E.C. 48918
Student Expulsion # 08-09 KK

- 2.3 **INTER-DISTRICT TRANSFER APPEALS**

- a. Inter-district Request Appeal 09/10 11

- b. Inter-district Request Appeal 09/10 12

- 2.4 **CONFERENCE WITH LABOR NEGOTIATOR**

Update on Certificated and Classified negotiations

7:00 P.M.

3. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE** – Lincoln High School Performing Arts Theater

- 3.1 **CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**

WPUSD, as intervener, v. Edge Development; NTD/Stichler; NTD-Edge Design Builders; Mountain States Steel, Inc.; and DOES 1-100

May 5, 2009

Agenda

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

- a. Student Discipline/Expulsion Pursuant to E.C. 48918
Student Expulsion # 08-09 II

Roll call vote:

- b. Student Discipline/Expulsion Pursuant to E.C. 48918
Student Expulsion # 08-09 JJ

Roll call vote:

- c. Student Discipline/Expulsion Pursuant to E.C. 48918
Student Expulsion # 08-09 KK

Roll call vote:

3.3 INTER-DISTRICT TRANSFER APPEALS

- a. Inter-district Request Appeal 09/10 11
b. Inter-district Request Appeal 09/10 12

3.4 CONFERENCE WITH LABOR NEGOTIATOR

Update on Certificated and Classified negotiations

4. SPECIAL ORDER OF BUSINESS

Randi Scott of 49ER ROP will present the Course Sequencing Plan for Placer County and Nevada Counties in partial fulfillment of the requirements for AB2448, AB2057 and Education Code 52302.

5. 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.

5.1 Approval of Meeting Minutes of:

- April 14, 2009 – Budget Workshop
- April 21, 2009 – Regular Meeting
- April 28, 2009 – Special Board Meeting

5.2 Approval of Warrants.

5.3 Approve Classified Personnel Report.

5.4 Approve Certificated Personnel Report.

5.5 Adoption of Resolution #08/09.18 Elimination of Classified Positions.

5.6 Approve Waiver of California High School Exit Exam Requirement for Diploma for the following Special Education Students who has passed CAHSEE with Modifications

- Student #08-09 04
- Student #08-09 05
- Student #08-09 06

5.7 Approval of the 2009-2010 School District Calendar.

5.8 Approve job description of AVID Program Tutor.

Roll call vote:

May 5, 2009

Agenda

6. 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.

7. REPORTS & COMMUNICATION

- 7.1 Lincoln High School, Student Advisory – Jerisha Loya
- 7.2 Western Placer Teacher's Association – Mike Agrippino
- 7.3 Western Placer Classified Employee Association – Chris Hawley
- 7.4 Superintendent, Scott Leaman
- 7.5 Cathy Allen, Facilities Update

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) BUDGET ASSUMPTIONS (NEW) - Ryland (08-09 G & O Component IV, V)

- As the Business Office continues the process of budget development, including assessing prior budget assumptions and adjusting assumptions in light of current State budget situation and newly identified State monies, any other board priorities or changes in spending must also be identified. We will be asking the Board for their final input at the next board meeting.

8.2 (I/D) PARENT INVOLVEMENT PROGRAMS – Boyle (08-09 G & O Component IV, II, III)

- Parent involvement is crucial to student success and is required in Title I schools. Western Placer Unified School District has implemented two specific parent involvement programs in the last two years: the Parent Education Preschool and Parent Institute for Quality Education (PIQE). The Parent Education Preschool has been funded through the First Five Grant and is run through our Adult Education program, generating ADA funding as well through that program. Students attend preschool daily at Sheridan or First Street School while their parents are required to attend parent education classes that foster parental involvement direct involvement as volunteers in their children's classes. The PIQE program is a nine-week parent education program for parents who might otherwise not understand how to be support their school-age child's education. The program targets parents in Title I schools; over sixty parents have successfully completed the courses at First Street School and at Glen Edwards Middle School. Classes have been offered in both English and Spanish.

8.3 (I/D) ROCKWELL RANCH – Leaman (08-09 G & O Component IV, V)

- The district recently met with the California Department of Transportation, the U.S. Fish Wildlife Service, and the Army Corps of Engineers to present our case for the acquisition of the 500 acre Rockwell Ranch.

May 5, 2009

Agenda

9. BOARD OF TRUSTEES

9.1 FUTURE AGENDA ITEMS

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

- Relationship with Sierra Community College
- Twelve Bridges High School
- Gladding Parkway Carlin C. Coppin

9.2 BOARD MEMBER REPORTS/COMMENTS

10. ESTABLISHMENT OF NEXT MEETING(S)

- The President will establish the following meeting(s):
 - May 19, 2009 7:00 P.M., Sheridan Elementary School

11. ADJOURNMENT

<p>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</p>

Posted: 043009

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**DISCLOSURE
OF ACTION
TAKEN IN
CLOSED SESSION,
IF ANY**

Western Placer Unified School District

CLOSED SESSION AGENDA

Place: Lincoln High School – Office Conference Room

Date: Tuesday, May 5, 2009

Time: 5:50 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

**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.

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

SUBJECT:

CONFERENCE WITH LEGAL COUNSEL –
EXISTING LITIGATION

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

Scott Leaman,
Superintendent

ENCLOSURES:

No

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

May 5, 2009

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to the Existing Litigation of Western Placer Unified School District, as intervener, v. Edge Development; NTD/Stichler; NTD-Edge Design Builders; Mountain States Steel, Inc.; and DOES 1-100

RECOMMENDATION:

Administration recommends the Board of Trustees disclose action taken in closed session in regard to Existing Litigation.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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

SUBJECT:

Student Discipline/
Expulsion
Student #08-09 II

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

ENCLOSURES:

DEPARTMENT:

John Wyatt
District Hearing Officer

FINANCIAL INPUT/SOURCE:

MEETING DATE:

May 5, 2009

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will disclose any action taken during closed session in regards to the expulsion of Student #08-09 II

RECOMMENDATION:

The administration recommends the Board of Trustees disclose any action taken in regards to the above item.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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

SUBJECT:

Student Discipline/
Expulsion
Student #08-09 JJ

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

ENCLOSURES:

DEPARTMENT:

John Wyatt
District Hearing Officer

FINANCIAL INPUT/SOURCE:

MEETING DATE:

May 5, 2009

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will disclose any action taken during closed session in regards to the expulsion of Student #08-09 JJ

RECOMMENDATION:

The administration recommends the Board of Trustees disclose any action taken in regards to the above item.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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SUBJECT:

Student Discipline/
Expulsion
Student #08-09 KK

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

ENCLOSURES:

DEPARTMENT:

John Wyatt
District Hearing Officer

FINANCIAL INPUT/SOURCE:

MEETING DATE:

May 5, 2009

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will disclose any action taken during closed session in regards to the expulsion of Student #08-09 KK

RECOMMENDATION:

The administration recommends the Board of Trustees disclose any action taken in regards to the above item.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
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SUBJECT:

Interdistrict Appeal

AGENDA ITEM AREA:

Disclosure of Action Taken in
Closed Session

REQUESTED BY:

Scott Leaman, Superintendent

ENCLOSURES:

No

DEPARTMENT:

District Office

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

May 5, 2009

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session regarding the following transfer appeals:

Inter-district Request Appeal 09/10 11

Inter-district Request Appeal 09/10 12

ADMINISTRATION RECOMMENDATION:

Disclose any action taken.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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

SUBJECT:

Update on Certificated and Classified
Negotiations

AGENDA ITEM AREA:

Disclosure of action taken in
closed session

REQUESTED BY:

Bob Noyes, Asst. Superintendent of Personnel
Scott Leaman, Superintendent

ENCLOSURES:

No

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

May 5, 2009

ROLL CALL REQUIRED:

No

BACKGROUND:

Labor Negotiator will give the Board of Trustees an update on Certificated and Classified Negotiations.

ADMINISTRATION RECOMMENDATION:

Administration recommends the board of trustees be updated on negotiations.

**SPECIAL
ORDER
OF
BUSINESS**

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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SUBJECT:

Present Course of Sequencing Plan
Requirements for AB2448, AB2057 and
Education Code 52303

AGENDA ITEM AREA:

Special Order of Business

REQUESTED BY:

Randi Scott, Assistant Superintendent,
Career & Tech. Education

ENCLOSURES:

Yes

DEPARTMENT:

PCOE – 49ER ROP

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

May 5, 2009

ROLL CALL REQUIRED:

No

BACKGROUND:

The Placer County Office of Education, 49er ROP, requests district board approval for the Course Sequencing Plan for Placer Nevada Counties in partial fulfillment of the requirements for AB2448, AB2057 and Education Code 52302.

RECOMMENDATION:

Placer County Office of Education recommends the approval of the plan.

49er ROP District Board Presentation
Information Item – Implementation of AB2448:
A comprehensive reform bill designed to strengthen CTE courses

-----**BACKGROUND AND SUMMARY** (overview):

AB 2448 (Hancock) was chaptered into law on January 1, 2006, a comprehensive reform bill designed to strengthen the focus of California's ROPs in supporting high school programs and sequenced Career Technical Education (CTE) courses. Successful implementation of this legislation requires that local agencies be provided the time and flexibility necessary to address unique local needs and resources and to avoid unnecessary disruptions to existing services. Full implementation of the bill requirements must be fulfilled on or before June 30, 2010.

AB 2057 was chaptered on August 1, 2008. Chapter 223, Statutes of 2008 (AB 2057) made changes to AB 2448/Education Code 52302.

A brief summary of AB 2448 (page 7) and (E.C. 52302 (b) (1) regarding state-funded course sequencing states, The governing board of each program or center (hereafter referred to as ROCP) shall develop a *Plan to Sequence*, and certify to the department (hereafter referred to as CDE), that those sequences have been developed in a *Sequencing Plan*, as described in subdivision 52302 (a). The ROCP shall consult with the superintendents of the school districts served by the ROCP, and the president of the community college in the area, during the development of the *Sequencing Plan* (paraphrased).

According to AB 2057, the date for the *Plan to Sequence* (not the *Sequencing Plan* itself) is due "on or before September 1, 2008, but no later than June 30, 2009. " The *Sequencing Plan* (as opposed to the *Plan to Sequence*) is also due on June 30, 2009. Note: the implementation date of AB 2057 precedes the effective date of the law.

4.1

As a condition of receiving Perkins funds, school districts, ROCPs, and community colleges shall do all of the following:

By July 1, 200_, school districts, ROCPs, and community college districts shall have adopted an approved plan.

By July 1, 2009, school districts, ROCPs, and community college districts shall have established course sequences that include at least one-third of the courses offered by the ROCP in occupational areas in which both the ROCP and the community college offer instruction.

By July 1, 2012, school districts, ROCPs, and community college districts shall have established course sequences that include at least 2/3 of the courses offered by the ROCP in occupational areas in which both the ROCP and the community college offer instruction.

Community colleges must also establish an institution-wide process and criteria for awarding community college credit for CTE courses taken by pupils in high schools or the ROCP.

To develop the plan for CTE pathways and course sequencing, representatives from the PCOE 49er ROP, Placer County high school districts, and Sierra Community College District met regularly to discuss the content, format, and timelines to meet requirements of Education Code 52032 and AB 2448. The PCOE 49er ROP has taken the lead in researching the requirements of the plan and developed a draft.

Drafts of the plan, templates for course sequencing, and other working documents were presented at consortium and advisory committee meetings. Revisions were made based on the recommendations and suggestions received from these advisory working groups and from consultation with representatives from business, industry, apprenticeship programs, and the local Workforce Investment Board. Based upon the comments and suggestions received, a final draft was developed for the approval by the group. By _____, 2009, all high school groups had approved the final draft.

Upon the PCOE Board of Education approval of the Plan, all school districts in Placer and Nevada Counties will subsequently be informed of the plan as well as Sierra College and the Workforce Investment Board.

4.2

100 % of All 49er ROP Courses are Sequenced with a Local Community College

Industry Sector and Career Pathway	49er ROP Course Title	Community College Articulated Courses	Sequenced Certificate of Achievement or Skills Certificate from Community Colleges
AGRICULTURE & NATURAL RESOURCES			
Forestry & Natural Resources	Forestry & Natural Resources	----	SC: Agriculture SC: Environmental Horticulture SC: Interior Landscaping SC: Suburban Agriculture SC: Watershed Ecology
Animal Science	Animal and Veterinary Careers	YC: VET 1 (4) YC: VET 33 (8) NORTH: 300 hours Occupational Work Experience will be accepted toward the 300 hours required	SC: Animal Science SC: Equine Studies YC: Registered Vet Technician
ARTS, MEDIA & ENTERTAINMENT			
Media & Design Arts	Art & Animation	----	SC: Applied Art & Design Graphic Communications Illustration Multimedia
Media & Design Arts	Graphic Communications	SC: AAD 70 (3) SC: AAD 50 (1/2)	SC: Applied Art & Design Graphic Design Illustration
Production & Managerial Arts	Video Production	SC: COMM ST 31A (3)	SC: Applied Art & Design Graphic Design Illustration
Production & Managerial Arts	Television Broadcasting	----	SC: Applied Art & Design Multimedia
BUILDING TRADES & CONSTRUCTION			
Residential & Commercial Construction	Construction and Architectural Design	SC: CTC 35 (3) SC: CDR 35 (3) YC: DRAFT 30 (3)	SC: Construction Technology Residential Building Construction YC: Drafting
Residential & Commercial Construction	Construction Technology	SC: CTC 35 (3) SC: CDR 35 (3) YC: DRAFT 30 (3)	SC: Construction Technology Carpentry Residential Building Construction YC: Drafting
Cabinetmaking & Wood Products	Design & Construction	----	SC: Cabinet Making Mill Cabinet Carpentry
Residential & Commercial Construction	Masonry	----	SC: Construction Technology Residential Building Construction

4,3
1

EDUCATION, CHILD DEVELOPMENT & FAMILY SERVICE

Education	Careers with Children	SC: HD 2 (3) YC: ECE 1B (3) YC: ECE 16R (3)	SC: Early Childhood Education Teacher SC: Early Childhood Associate Teacher YC: Early Childhood Education
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ENERGY & UTILITIES

Electromechanical Installation & Maintenance	CIE Mechatronics Internship		SC: Mechatronics
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ENGINEERING & DESIGN

Architectural & Structural Engineering	Architectural Design		SC: Drafting Essentials SC: Engineering Support: Architectural Concentration
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FASHION & INTERIOR DESIGN INDUSTRY

Fashion Design, Manufacturing & Merchandising	Fashion Merchandising	SC: FASH DES 1 (3)	SC: Fashion Merchandising
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FINANCE & BUSINESS INDUSTRY

Accounting Services	Accounting	SC: BUSA (3)	SC: Accounting SC: Administrative Professional
Business & Financial Management	Business, Finance & Accounting	SC: BUSA (3)	SC: Business Entrepreneurship
Business & Financial Management	Business Technology	SC: BUS 634 (3) SC: CIS 20 (3) SC: CIS 30 (3) SC: CIS 37 (3) SC: CIS 45 (3) SC: CIS 50 (3) SC: CIS 60 (3) SC: CIS 67 (3) SC: CIS 70 (3) SC: CIS 100 (3) YC: OA 22 (1) YC: OA 53 (1)	SC: Small Business SC: Business, General YC: Business Technology
Banking & Related Services	Financial Careers	SC: CIS 20 (3) SC: CIS 30 (3) SC: CIS 37 (3) SC: CIS 45 (3)	SC: Small Business SC: Business, General

HEALTH SCIENCE & MEDICAL TECHNOLOGY INDUSTRY

Therapeutic Services	Dental Careers	SC: HED 1 (2) SC: HED 2 (3)	
Therapeutic Services	Health Careers	SC: HED 1 (2) SC: HED 2 (3)	
Therapeutic Services	Medical Assistant, Clinical	SC: HED 1 (2) SC: HED 2 (3)	
Therapeutic Services	Medical Terminology	YC: NURS 51 (3)	YC: Nurse, Vocational
Therapeutic Services	Sports Medicine Careers	SC: HED 1 (2) SC: HED 2 (3)	

HOSPITALITY, TOURISM & RECREATION

Food Service & Hospitality	Baking & Pastry Careers		ARC: Hospitality & Culinary Arts
Food Service & Hospitality	Culinary Arts	ARC: HM 100 (3) ARC: HM 150 (3)	ARC: Hospitality & Culinary Arts

Food Service & Hospitality	Adv Culinary Arts	---	
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INFORMATION TECHNOLOGY

Information Support Services	Computer Studies	SC: CIS 26 (3) SC: CIS 30 (3) SC: CIS 37 (3) SC: CIS 50 (3) SC: CIS 60 (3) SC: CIS 70 (3) SC: CIS 100 (3) YC: BCA 15 (3)	SC: Computer Essentials SC: Microsoft Office Specialist SC: On-line Business SC: PC Care SC: Web Page Editor SC: Web Site Production SC: Computer Information Systems Administrative Technical Support Computer Applications Computer Service Technologist Computer Support Internet Networking YC: Business
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Media Support Services	Computer Technology	SC: CIE 25 (4) SC: CIS 45 (3) SC: CIS 60 (3) SC: CIS 67 (3) SC: CIS 115 (3)	SC: Computer Information Systems Administrative Technical Support Computer Applications Computer Service Technologist Computer Support Internet Networking
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MANUFACTURING & PRODUCT DEVELOPMENT

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MARKETING, SALES & SERVICE INDUSTRY

Professional Sales & Marketing	Marketing Careers	---	SC: Marketing
Professional Sales & Marketing	Sports & Entertainment Marketing	---	SC: Marketing
Entrepreneurship	Business Entrepreneurship (Virtual Enterprise)	SC: CIS 20 (3) SC: CIS 30 (3) SC: CIS 37 (3) SC: CIS 70 (3) SC: CIS 100 (3)	SC: Accounting SC: Administrative Professional

PUBLIC SERVICE INDUSTRY

Protective Services	Law Enforcement Careers	---	SC: Administration of Justice
Human Services	Cosmetology	---	---
Protective Services	Fire Science Careers	SC: Fire Tech 1 (3) SC: HED 1 (2)	SC: Fire Technology
Protective Services	Forensic Science	---	SC: Administration of Justice

TRANSPORTATION INDUSTRY

Vehicle Maintenance, Service & Repair	Automotive Services; Automotive Technology	SC: AT 59 (4) SC: AT 160 (3) SC: AT 161 (3) SC: AT 162 (3) ARC: AT 100 (2) ARC: AT 21 (3)	SC: Automotive Technology Air Conditioning & Body Electrical Alignment & Brake Automatic Transmission
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		YC: AT20 (4) YC: AT21 (3) YC: AT22 (3)	Emission & Drivability Automotive Engine Machining, Master Automotive Technician Powertrain ARC: Auto Technology YC: Auto Technology
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Key:

SC Sierra College
ARC American River College
YC Yuba College

AB 2448 Section 4 (Course Sequencing) SUMMARY

Requires that by July 1, 2008, the ROCP governing board shall develop a plan for establishing sequences of courses, and certify to the department that those sequences have been developed. The board shall consult with the superintendents of the school districts served by the ROCP and presidents of community colleges in the area during the development of the plan. The plan shall be presented at a public hearing by the governing board of each school district served by the ROCP and by the county board of education. Community college boards with identified articulated programs shall also review the plans in a public session. In developing the plan, each ROCP shall consult with school districts and community college districts located within the region served by the ROCP, and with the relevant occupational advisers and local workforce investment board. The plan shall:

- Meet vocational needs of high school pupils in the region by providing sequences of courses that begin with middle or high school introductory courses, including but not limited to occupational skill courses provided by high schools or ROCPs.
- Maximize the use of local, state, and federal resources in helping high school pupils enter comprehensive skills occupations, or apprenticeship programs, or continue education in college, or all of these after graduating from high school.
- Include strategies for filling any gaps in courses or other services needed to make the sequences effective in meeting the needs of pupils in developing skills and attending community college upon graduation from high school.
- Be submitted to the appropriate community college or colleges in the region and CDE by July 1, 2008. Every four years after this date, an update shall be submitted to the appropriate community college or colleges and to CDE.

As a condition of receiving Perkins funds, school districts, ROCPs, and community college districts shall do all of the following:

- By July 1, 2008, school districts, ROCPs, and community college districts shall have adopted an approved plan.
- By July 1, 2009, school districts, ROCPs, and community college districts shall have established course sequences that include at least 1/3 of the courses offered by the ROCP in occupational areas in which both the ROCP and the community college offer instruction.
- By July 1, 2010, school districts, ROCPs, and community college districts shall have established course sequences that include at least

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- 2/3 of the courses offered by the ROCP in occupational areas in which both the ROCP and the community college offer instruction.
- Provide pupils who are participating in vocational sequences with information and experiences designed to increase their post graduation work and school options, including but not limited to, information about UC and CSU admission requirements, placement requirements of local community and four-year colleges, higher education options related to the pupil's interests, encourage visits to local colleges and universities offering programs that allow pupils to gain additional skills and degrees in related occupations, and information and referrals to employers for internships, summer employment opportunities, and employment after graduation from high school.

Community colleges must also establish an institution-wide process and criteria for awarding community college credit for vocational courses taken by pupils in high school or through the ROCP.

School districts, ROCPs, and community college districts that do not develop course sequences on or before the dates established shall enter into a corrective action plan with CDE.

Requires CDE and the CCCCCO to meet with each ROCP and community college during fiscal year 2009-10 to validate that course sequences meeting the requirements have been developed. Requires that CDE and the CCCCCO to provide technical assistance to ROCPs and community colleges that have developed articulated sequences for less than half of the courses offered by the ROCP.

Requires that by July 1, 2010, the ROCP governing board shall ensure that at least 90% of all state-funded courses offered by the ROC/P, in occupational areas in which both the ROCP and community college offer instruction, are part of occupational course sequences that target comprehensive skills. Each occupational sequence shall do all of the following:

- Result in an occupational skill certificate developed in cooperation with the appropriate employer advisory board.
- Provide prerequisite courses that are needed to enter apprenticeship, or postsecondary vocational certificate or degree programs. Where possible, sequenced courses shall be linked to certificate and degree programs in the region.
- Focus on occupations requiring comprehensive skills leading to high entry-level wages or the possibility of significant wage increases after a few years on the job, or both.
- Offer as many courses as possible that have been approved by the University of California as courses meeting the A-G admission requirements.

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BILL NUMBER: AB 2448 CHAPTERED
BILL TEXT

CHAPTER 572

FILED WITH SECRETARY OF STATE SEPTEMBER 28, 2006
APPROVED BY GOVERNOR SEPTEMBER 28, 2006
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PASSED THE SENATE AUGUST 30, 2006
AMENDED IN SENATE AUGUST 28, 2006
AMENDED IN SENATE AUGUST 9, 2006
AMENDED IN SENATE AUGUST 7, 2006
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AMENDED IN ASSEMBLY MAY 26, 2006
AMENDED IN ASSEMBLY MAY 15, 2006
AMENDED IN ASSEMBLY MAY 3, 2006
AMENDED IN ASSEMBLY APRIL 19, 2006

INTRODUCED BY Assembly Member Hancock
(Principal coauthor: Assembly Member Wyland)
(Coauthor: Senator Alquist)

FEBRUARY 23, 2006

An act to amend Sections 46160, 52301, 52302.3, 52302.5, 52303, 52314, 52314.5, 52315, and 52321 of, to amend and repeal Section 52302.7 of, to add Sections 52302.2, 52302.8, 52334.5, and 52335.12 to, to add Article 1.4 (commencing with Section 78018) to Chapter 1 of Part 48 of, to repeal Sections 52314.6, 52314.7, 52325, 52326, 52335.7, 52335.8, 52335.9, and 52335.10 of, and to repeal and add Section 52302 of, the Education Code, relating to regional occupational centers and programs.

LEGISLATIVE COUNSEL'S DIGEST

AB 2448, Hancock Regional occupational centers and programs: administration.

(1) Existing law permits the governing board of a school district that maintains a junior high or high school to schedule classes so that each pupil attends classes for at least 1,200 minutes during any 5-school day period. Existing law permits a pupil to be authorized to attend school for less than the total number of days in which the school is in session per week as long as the pupil attends the required number of minutes per 5-school day period.

This bill also would permit a school to schedule classes so that each pupil attends 2,400 minutes during any 10-school day period and would permit a pupil to attend school fewer days per week to accommodate career technical education and regional occupational center and program courses and block or other alternative school class schedules as long as the pupil attends the required minutes per 10-school day period.

(2) Existing law authorizes the county superintendent of schools of each county, with the consent of the State Board of Education, to establish and maintain at least one regional occupational center, or regional occupational program, in the county to provide education and training in career technical courses.

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Existing law requires the county superintendent of schools or school districts sponsoring the regional occupational center or program to conduct a job market study in the labor market area in which it proposes to establish the center or program to ensure that the anticipated employment demand for trainees justifies the establishment of the proposed courses of instruction.

This bill, instead, would require the governing board of each regional occupational center or program, on or before July 1, 2010, to ensure that at least 90% of all state-funded courses offered by the center or program are part of occupational course sequences that target high-skill occupations that are in demand, as specified. The bill would make compliance with this and related requirements a condition of receiving funds provided under the federal Carl D. Perkins Vocational and Applied Technology Education Act of 1998. The bill would require the State Department of Education, with the assistance of the Office of the Chancellor of the California Community Colleges to meet with each program or center in the region during the 2009-10 fiscal year to validate that the required course sequences have been developed, to provide specified assistance, and to waive certain requirements as specified. The bill would require school districts, regional occupational centers or programs, and community college districts that do not develop course sequences on or before the specified dates, and have not received a waiver, as specified, to enter into a corrective action plan with the department and to meet any timelines established by the Superintendent of Public Instruction.

(3) Existing law includes providing individual counseling and guidance in career technical matters, providing a curriculum that includes skill training in occupational fields having current and future needs for the training, and providing an opportunity for pupils to acquire entry level career technical skills that may lead to a combination work-study schedule as some of the purposes of a regional occupational center or program.

This bill would require the governing board of each regional occupational center or program to establish and maintain an employer advisory board or boards pursuant to guidelines developed by the State Department of Education, as specified.

(4) Existing law requires every career technical course or program offered by a school district or county superintendent sponsoring a regional occupational center or program to be reviewed every 2 years, as specified, and requires any course or program that does not meet the requirements and specified standards to be terminated within one year.

This bill would delete the requirement that the review process include review and comments by a specified local private industry council and would delete the limitation that the review only apply to courses or programs that began subsequent to the effective date of the provisions.

The bill would require the department to conduct monitoring reviews of each regional occupational center or program at least once every 4 years, within existing resources, as specified.

(5) Existing law requires a regional occupational center or program to do specified things, including providing skill training.

This bill would revise the requirements to include a sequence of academic and skill instruction leading to an employer-endorsed skill certificate and vocational degree or certificate programs at a community college.

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(6) Existing law authorizes a regional occupational center to provide, on an individual referral basis, academic and personal development instruction for adult students enrolled in a career technical education course conducted by the regional occupational center when it is determined that it is essential for this instruction to be given to ensure the employability of the adult student.

This bill would make that provision inoperative on June 30, 2010, and repeal it as of January 1, 2011.

(7) Existing law prohibits regional occupational centers or programs from claiming more than 3% of average daily attendance based on the enrollment of pupils who are under the age of 16, but law does not include similar limitations with regard to claims for adult students.

This bill would, on or before July 1, 2008, prohibit a regional occupational center or program from claiming more than 50% of the state-funded average daily attendance for which the center or program is eligible for services provided to students not enrolled in grades 9 to 12, inclusive. The bill would, on or before July 1, 2009, prohibit a regional occupational center or program from claiming more than 30% of that average daily attendance. The bill would, on or before July 1, 2011, prohibit a regional occupational center or program from claiming more than 10% of that average daily attendance. The bill would, on or before July 1, 2010, allow a regional occupational center or program to claim an additional 5% of the state-funded average daily attendance for which the center or program is eligible for services provided to CalWORKs, Temporary Assistance Program, or Job Corps participants and participants under the federal Workforce Investment Act of 1998, as specified. The bill would require a regional occupational center or program that claims more than 40% of the state-funded average daily attendance for which the center or program is eligible for services provided to student not enrolled in grades 9 to 12, inclusive, to report to the Superintendent of Public Instruction each year on its plans to reduce the number of adult students in order to comply with those limits. The bill would allow regional occupational centers and programs operated in a rural county of the sixth, seventh, or eighth class, as defined, to claim an additional 10% of average daily attendance for the attendance of adult students. The bill would allow the governing boards of a community college district and a regional occupational center or program to enter into contractual agreements under which the center or program provides services to adult students of the community college district affected by those limits if specified conditions are satisfied.

(8) Existing law limits attendance at a regional occupational center or program to pupils who are 16 years of age or older, with certain exceptions.

This bill would revise the specified exceptions to include pupils who are less than 16 years of age and are referred to the center or program as part of a comprehensive high school plan that has been approved by a school counselor or school administrator and the pupils' parents or guardians and who have individualized education programs that prescribe occupational training for which their enrollment in a regional occupational center or program is deemed appropriate. The bill would also allow the attendance of a pupil who is enrolled in grade 10 and has an approved comprehensive high school plan and whose admission will not result in the denial of admission or displacement

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of pupils in grades 11 and 12 that would otherwise participate in the regional occupational center or program. The bill also would prohibit adult students from enrolling in regional occupational center or program courses during the schoolday on a high school campus unless specifically authorized by the policy of the governing board of the school district.

(9) Existing law requires the average daily attendance claimed for pupils admitted to a regional occupational center or program is calculated in specified ways.

This bill would remove specified provisions related to average daily attendance calculations. The bill also would eliminate the provision specifying that a minimum day in a regional occupational center is 180 minutes and that a minimum day in a regional occupational program is 60 minutes. The bill would revise the maximum daily attendance that may be claimed for students not enrolled in grades 9 to 12, inclusive. The bill would require each regional occupational center or program, commencing with the 2007-08 fiscal year, and each fiscal year thereafter, to use all growth average daily attendance, as specified, exclusively to serve pupils in grades 9 to 12, inclusive. The bill would also repeal various obsolete provisions of law governing the calculation of the average daily attendance generated by a regional occupational center or program in prior years.

The bill would require a regional occupational center or program to report annually to the department the academic progress of its secondary pupils, as specified, in order to receive specified, additional average daily attendance. The bill would condition the operation of this provision on the ability to disaggregate relevant data from the California longitudinal pupil achievement data system database.

(10) Existing law authorizes any regional occupational center or program to budget and accumulate an amount necessary to meet its cashflow needs known as a general reserve and budget and accumulate amounts known as the designated fund balance and as the unappropriated fund balance. Existing law authorizes regional occupational centers or programs established and maintained by school districts or joint powers agencies to budget an amount necessary to meet long-term program needs of the regional occupational center or program known as capital outlay expenditures or equipment replacement.

This bill, instead, would authorize any regional occupational center or program to budget and accumulate amounts necessary to meet its long-term program needs in a separate account known as the capital outlay and equipment replacement reserve account, which is part of the designated fund balance. The bill would make other changes related to these accounts and to the ending balances of certain accounts. The bill would require the Superintendent of Public Instruction to require an annual certification by school districts, county superintendents of schools, and joint powers agencies commencing in the 2007-08 fiscal year that the regional occupational center or program funds have been expended as provided, and requires the Superintendent to withhold certain funds, as provided.

(11) Existing law establishes community college education programs.

This bill would require a community college, upon receiving federal funds provided under the federal Carl D. Perkins Vocational and Applied Technology Act of 1998, or any successor thereof, to

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develop a plan for enabling the development of course sequences that span courses provided in grades 7 to 12, inclusive, courses provided by regional occupational centers or programs, and courses provided by community college vocational education programs. The bill would require the plan to be adopted by the governing board of the community college district on or before July 1, 2008. Copies of the plan would be required to be submitted to the appropriate school districts and regional occupational centers or programs, and the chancellor.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 46160 of the Education Code is amended to read:

46160. Notwithstanding any other provision of law, the governing board of a school district that maintains a junior high school or high school may schedule classes in these schools so that each pupil attends classes for at least 1,200 minutes during any five-school day period or 2,400 minutes during any 10-school day period.

Under that kind of schedule, any pupil may be authorized to attend school for less than the total number of days in which the school is in session as long as the pupil attends the required number of minutes per five-school day period or per 10-school day period to accommodate career technical education and regional occupational center and program courses and block or other alternative school class schedules.

Computations authorized by this section shall not result in an increase in state apportionments to a school district.

SEC. 2. Section 52301 of the Education Code is amended to read:

52301. (a) (1) The county superintendent of schools of each county, with the consent of the state board, may establish and maintain, or with one or more counties may establish and maintain, a regional occupational center, or regional occupational program, in the county to provide education and training in career technical courses. The governing boards of any school districts maintaining high schools in the county may, with the consent of the state board and of the county superintendent of schools, cooperate in the establishment and maintenance of a regional occupational center or program, except that if a school district also maintains 500 or more schools, its governing board may establish and maintain one or more regional occupational centers or programs, without those restrictions. A regional occupational center or program may be established by two or more school districts maintaining high schools through the use of the staff and facilities of a community college or community colleges serving the same geographic area as the school districts maintaining the high schools, with the consent of the state board and the county superintendent of schools.

(2) The establishment and maintenance of a regional occupational center or program, by two or more school districts may be undertaken pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 of Title 1 of the Government Code. In a regional occupational center or program, the functions of the county auditor undertaken pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 of Title 1 of the Government Code shall be performed by the county superintendent of schools in a county in

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which the board of supervisors has transferred educational functions from the county auditor to the county superintendent of schools pursuant to Sections 42649, as added by Chapter 533 of the Statutes of 1977, and 85265.5. If a school district or school districts establish and maintain a regional occupational center or program, pursuant to this chapter, the county superintendent of schools may, with the consent of the state board, establish and maintain a separate regional occupational center or centers or program or programs.

(b) Notwithstanding other provisions of this section, a single school district located in a class 1 county, as defined in Section 1205, and having an average daily attendance of 50,000 or more, or a single school district located in a class 2 county, as defined in Section 1205, and having an average daily attendance of 100,000 or more, may apply to the state board through the county superintendent of schools for permission to establish a regional occupational center or program. Except as provided in subdivision (c), the state board shall, within 90 days of receipt of an application, prescribe a procedure whereby the school district may establish a center or program in accordance with its application and in compliance with the provisions of the State Plan for Career Technical Education. The county superintendent of schools may supervise establishment of the center or program.

(c) (1) The state board may disapprove a waiver application submitted by a single school district pursuant to Article 3 (commencing with Section 33050) of Chapter 1 of Part 20 for permission to establish a regional occupational center or program which does not meet the requirements of this section if the state board determines that the establishment of the center or program would have an adverse effect upon existing regional occupational centers or programs located in school districts which are contiguous to the applicant school district.

(2) The state board shall establish criteria to measure adverse effect. The criteria shall include, but not be limited to, hardship on (A) school districts operating regional occupational centers or programs which are contiguous to the applicant school district and (B) students of school districts operating regional occupational centers or programs that are contiguous to the applicant school district.

(d) Notwithstanding any other provision of law, any regional occupational center or program operated by a single school district under Section 33050 shall be granted permanent status if the single school district has previously been granted two waivers from the state board to operate a single school district regional occupational center or program and the single school district maintains at least three but not more than five comprehensive high schools within the school district. The revenue limit for a regional occupational center or program established under this subdivision shall be the lower of either: (1) the revenue limit under which the center or program operates as of January 1, 1985, or (2) the revenue limit of the school district as of January 1, 1985, except that this revenue limit shall be subject to annual percentage cost-of-living adjustments provided for regional occupational centers and programs. The governing board of the school district shall retain authority to decide whether or not to operate the regional occupational center or program under this subdivision.

SEC. 3. Section 52302 of the Education Code is repealed.

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SEC. 4. Section 52302 is added to the Education Code, to read:

52302. (a) On or before July 1, 2010, the governing board of each regional occupational center or program shall ensure that at least 90 percent of all state-funded courses offered by the center or program, in occupational areas in which both the program or center and the community college offer instruction, are part of occupational course sequences that target comprehensive skills. Each occupational sequence shall do all of the following:

(1) Result in an occupational skill certificate developed in cooperation with the appropriate employer advisory board created under Section 52302.2.

(2) Provide prerequisite courses that are needed to enter apprenticeship, or postsecondary vocational certificate or degree programs. Where possible, sequenced courses shall be linked to certificate and degree programs in the region.

(3) Focus on occupations requiring comprehensive skills leading to high entry-level wages or the possibility of significant wage increases after a few years on the job, or both.

(4) Offer as many courses as possible that have been approved by the University of California as courses meeting the "A-G" admissions requirements.

(b) (1) On or before July 1, 2008, the governing board of each regional occupational center or program shall develop a plan for establishing sequences of courses, and certify to the department, that those sequences have been developed, as described in subdivision (a). The board shall consult with the superintendents of the school districts served by the center or program and presidents of community colleges in the area during the development of the plan.

(2) The plan shall be presented at a public hearing by the governing board of each school district served by the regional occupational center or program and by the county board of education.

(3) Community college boards with identified articulated programs shall also review the plans in a public session.

(4) In developing the plan, each regional occupational program or center shall consult with school districts and community college districts located within the region served by the program or center, and with the relevant occupational advisers and local workforce investment board to ensure the plan meets the vocational education needs of high school pupils in the region by providing sequences of courses that begin with middle or high school introductory courses, including, but not limited to, occupational skill courses provided by high schools or regional occupational programs or centers.

(5) The plan shall maximize the use of local, state, and federal resources in helping high school pupils enter comprehensive skill occupations, or apprenticeship programs, or continue education in college, or all of these, after graduating from high school.

(6) The plan shall include strategies for filling any gaps in courses or other services needed to make the sequences effective in meeting the needs of pupils in developing skills and attending community college upon graduation from high school.

(7) Each center or program shall submit a copy of the approved plan to the appropriate community college or colleges in the region and the Superintendent on or before July 1, 2008. Every four years after this date, each center and program shall submit an update to the plan to the local community college or colleges and the Superintendent.

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(c) As a condition of receiving federal funds provided under the Carl D. Perkins Vocational and Applied Technology Education Act of 1998 (20 U.S.C. Sec. 2301 et seq.), or any successor thereof, and to the extent permitted by federal law, school districts, regional occupational centers or programs, and community college districts shall do all of the following:

(1) Develop course sequences that meet the requirements of this section according to the schedule set forth in this paragraph.

(A) On or before July 1, 2008, school districts, regional occupational centers or programs, and community college districts shall have adopted an approved plan as required under this section.

(B) On or before July 1, 2009, school districts, regional occupational centers or programs, and community college districts shall have established course sequences as required under this section that include at least one-third of the courses offered by the regional occupational center or program in occupational areas in which both the program or center and the community college offer instruction.

(C) On or before July 1, 2010, school districts, regional occupational centers or programs, and community college districts shall have established course sequences as required under this section that include at least two-thirds of the courses offered by the regional occupational center or program in occupational areas in which both the program or center and the community college offer instruction.

(2) Provide pupils who are participating in vocational sequences with information and experiences designed to increase their postgraduation work and school options, including, but not limited to, all of the following:

(A) Information about the admissions requirements of the University of California and California State University.

(B) Information about the placement requirements of the local community college or colleges.

(C) Information about higher education options related to the pupil's interests.

(D) Encourage visits to local colleges and universities offering programs that allow pupils to gain additional skills and degrees in related occupations.

(E) Information and referrals to employers for internships, summer employment opportunities, and employment after graduation from high school.

(3) School districts, regional occupational centers or programs, and community college districts that do not develop course sequences on or before the dates established under this subdivision, and have not received a waiver under subdivision (d), shall enter into a corrective action plan with the department, and shall meet any timelines established by the Superintendent.

(d) (1) The department, with the assistance of the Office of the Chancellor of the California Community Colleges, shall meet with each program or center and the community college or colleges in the region no later than the 2009-10 fiscal year to validate that course sequences meeting the requirements of this section have been developed. These meetings shall be conducted using the existing resources of the department and shall be consistent with the standards developed pursuant to Section 52234.5.

(2) The department and the office of the chancellor shall provide technical assistance to programs or centers and community colleges

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that have developed articulated sequences for less than half of the courses offered by the program or center.

(3) The Superintendent may waive the requirements of subdivision (a) for programs or centers and community colleges located in rural areas of the state if the Superintendent finds that development of sequences is infeasible because of the distance, travel time, or safety between the center or program and the community college.

SEC. 5. Section 52302.2 is added to the Education Code, to read:

52302.2. (a) The governing board of each regional occupational center or program shall establish and maintain an employer advisory board or boards pursuant to guidelines developed by the department. The advisory board shall do all of the following:

(1) Assist in the development of skill certificates that identify the skills and knowledge that pupils completing an occupational course sequence are expected to acquire upon completing the sequence. The advisory board also shall approve the measures and criteria, and methods to evaluate whether pupils actually acquired the identified skills and knowledge.

(2) Review at least once a year whether pupils who are assessed as having met the requirements for a skill certificate possess the skills needed for success in employment in that occupation.

(3) Review the specific occupational sequences offered by the regional occupational center or program train pupils for jobs that are in demand and offer high beginning salaries or the potential for significant wage increase after several years on the job.

(4) Assist the regional occupational center or program in developing internships, paid summer employment, and postgraduation employment opportunities for pupils participating in the course sequences.

(5) Assist the regional occupational center or program in creating college scholarships for pupils participating in the course sequences.

(b) Employer advisory boards shall be composed of representatives of trade organizations and businesses or government agencies that hire a significant number of employees each year and require the skills and knowledge that are taught in the course sequence or sequences in that occupational area, as well as at least once representative from a school district career technical educational advisory committee. The department shall develop regulations guiding the establishment of these boards.

(c) Regional occupational centers or programs operated in a rural county of the sixth, seventh, or eighth class may designate a local business or industry organization as the advisory board and consult with the leadership of the local business or industry organization to determine skill needs in the region and emerging job market needs. For purposes of this section, the local business organization may be designated as the advisory board for the regional occupational center or program.

SEC. 6. Section 52302.3 of the Education Code is amended to read:

52302.3. (a) Every career technical course or program offered by a school district or districts or county superintendent or superintendents sponsoring a regional occupational center or program shall be reviewed every two years by the appropriate governing body to assure that each course or program does all of the following:

(1) Meets a documented labor market demand.

(2) Does not represent unnecessary duplication of other job skills

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training programs in the area.

(3) Is of demonstrated effectiveness as measured by the employment and completion success of its pupils.

(b) Any course or program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing body shall be terminated within one year.

SEC. 7. Section 52302.5 of the Education Code is amended to read:

52302.5. A regional occupational center or regional occupational program shall do all of the following:

(a) Provide individual counseling and guidance in career technical matters.

(b) Provide a curriculum that includes a sequence of academic and skill instruction in specific occupational fields leading to an approved skill certificate and vocational degree, apprenticeship, or postsecondary certificate program pursuant to paragraph (2) of subdivision (b) of Section 52302, or provide an opportunity for pupils to acquire entry-level career technical skills.

(c) Maintain a pupil-teacher ratio which will enable pupils to achieve optimum benefits from the instructional program.

(d) Assign the highest priority in services to youth from the age of 16 to 18 years, inclusive.

SEC. 8. Section 52302.7 of the Education Code is amended to read:

52302.7. (a) A regional occupational center may provide, on an individual referral basis, academic and personal development instruction for adult students enrolled in a career technical education course conducted by the regional occupational center when it is determined that it is essential for this instruction to be given to ensure the employability of the adult student.

(b) This section shall become inoperative on June 30, 2010, and, as of January 1, 2011, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2011, deletes or extends the dates on which it becomes inoperative and is repealed.

SEC. 9. Section 52302.8 is added to the Education Code, to read:

52302.8. (a) The Legislature hereby finds and declares that vocational training resources that are provided through regional occupational centers and programs are an essential component of the state's secondary school system and the local system of providing occupational skills training to high school pupils. For this reason, the Legislature finds and declares that these resources should be focused primarily on the needs of pupils enrolled in high school.

(b) On or before July 1, 2008, a regional occupational center or program may claim no more than 50 percent of the state-funded average daily attendance for which the center or program is eligible, for services provided to students who are not enrolled in grades 9 to 12, inclusive.

(c) On or before July 1, 2009, a regional occupational center or program may claim no more than 30 percent of the state-funded average daily attendance for which the center or program is eligible, for services provided to students who are not enrolled in grades 9 to 12, inclusive.

(d) On or before July 1, 2011, a regional occupational center or program may claim no more than 10 percent of the state-funded average daily attendance for which the center or program is eligible, for services provided to students who are not enrolled in grades 9 to 12, inclusive, and up to an additional 5 percent for CalWORKs, Temporary

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Assistance Program, or Job Corps participants and participants under the federal Workforce Investment Act of 1998 (29 U.S.C. Sec. 2810 et seq.) who are enrolled in Intensive Training services.

(e) Pupils who are CalWORKs, Temporary Assistance Program, or Job Corps participants shall have priority for service within the percentage limits established under subdivision (d).

(f) Notwithstanding subdivision (d), a regional occupational center or program may claim more than 15 percent of its average daily attendance for students who are not enrolled in grades 9 to 12, inclusive, if all of the students who are not enrolled in grades 9 to 12, inclusive, are CalWORKs, Temporary Assistance Program, or Job Corps participants, and if the governing board of the regional occupational center or program does all of the following:

(1) Meets with local human services directors, and representatives of adult education programs, community colleges and other institutions of higher education, to assess the needs of CalWORKs, Temporary Assistance Program, or, Job Corps and federal Workforce Investment Act participants to identify alternative ways to meet the needs of these adult students.

(2) Enters into a transition plan, approved by the Superintendent, to become in compliance with subdivision (d) in accordance with benchmarks and timelines established in the transition plan. Transition plans shall be established pursuant to guidelines issued by the department, in consultation with the State Department of Social Services, and shall be resubmitted and reviewed annually.

(g) Notwithstanding subdivisions (b), (c), and (d), a regional occupational center or program that claims more than 40 percent of its students are not enrolled in grades 9 to 12, inclusive, on January 1, 2007, shall submit a letter to the Superintendent by July 1 of each year until it complies with this subdivision, outlining the goals of the regional occupational center or program to reduce the number of adult students in order to comply with subdivision (d) on or before July 1, 2013.

(h) Regional occupational centers and programs operated in a rural county of the sixth, seventh, or eighth class may exceed the number of adults by an additional 10 percent of the limits established in subdivisions (b), (c), and (d).

(i) For purposes of this calculation, adult average daily attendance attributable to continuously enrolled grade 12 pupils who have not passed the high school exit examination pursuant to Section 60851 is excluded from the calculation under this section. Any and all amounts that may become available from any reductions resulting from the enactment of this section shall be redirected to other regional occupational centers or programs to serve additional secondary pupils.

(j) The governing boards of a community college district and a regional occupational center or program may enter into contractual agreements under which the center or program provides services to adult students of the community college district affected by this section if both of the following are satisfied:

(1) The agreements conform to state regulations and audit requirements jointly developed by the Chancellor of the Office of the California Community Colleges and the State Department of Education, in consultation with, and subject to approval by, the Department of Finance.

(2) Any course offered for adults pursuant to an agreement entered into pursuant to this subdivision is limited to the same cost per

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student to the state as if the course were offered at the regional occupational center or program. This subdivision does not authorize the apportionment of funds for community colleges for adult students in excess of the revenue limit for regional occupational centers or programs if a course is deemed eligible for college credit.

(k) A regional occupational center or program that fails to meet a timeline established under subdivision (d) or (g) shall meet with the community college, adult education program, or other adult service to identify alternative means of meeting the needs of adult students and shall enter into a corrective action plan administered by the department. The corrective action plan shall be established pursuant to guidelines issued by the department and shall be submitted to the department annually for review.

SEC. 10. Section 52303 of the Education Code is amended to read:

52303. "Regional occupational program," as used in this chapter, means a sequence of career technical or technical training programs that meet the criteria and standards of instructional programs in regional occupational centers and are conducted in a variety of physical facilities that are not necessarily situated in one single plant or site.

SEC. 11. Section 52314 of the Education Code is amended to read:

52314. (a) (1) Except as provided in subdivision (b), any pupil eligible to attend a high school or adult school in a school district subject to the jurisdiction of a county superintendent of schools operating a regional occupational center or regional occupational program, and who resides in a school district which by itself or in cooperation with other school districts, has not established a regional occupational center, or regional occupational program, is eligible to attend a regional occupational center or regional occupational program maintained by the county superintendent of schools. Any school district which in cooperation with other school districts maintains a regional occupational center, or regional occupational program, or any cooperating school districts may admit to the center, or program, any pupil, otherwise eligible, who resides in the district or in any of the cooperating districts. Any school district which by itself maintains a regional occupational center, or regional occupational program, may admit to the center, or program, any pupil, otherwise eligible, who resides in the district. No pupil, including adults under Section 52610 shall be admitted to a regional occupational center, or regional occupational program, unless the county superintendent of schools or governing board of the district or districts maintaining the center, or program, as the case may be, determines that the pupil will benefit therefrom and approves of his or her admission to the regional occupational center or regional occupational program.

(2) Adult students shall not be enrolled in regional occupational center or program courses during the school day on a high school campus unless specifically authorized by the policy of the governing board of the school district.

(3) A pupil may be admitted on a full-time or part-time basis, as determined by the county superintendent of schools or governing board of the school district or districts maintaining the center, or program, as the case may be.

(b) A pupil is not eligible to be admitted to a regional occupational center or program, and his or her attendance shall not be credited to a regional occupational center or program, until he or

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she has attained the age of 16 years, unless the pupil meets one or more of the following conditions:

- (1) The pupil is enrolled in grade 11 or a higher grade.
- (2) The pupil received a referral and all of the following conditions are met:
 - (A) The pupil is referred to a regional occupational center or program as part of a comprehensive high school plan that has been approved by a school counselor or school administrator. The approval of the pupil's parents or guardian may be sought but is not required.

- (B) The pupil's comprehensive high school plan requires referral to a regional occupational center or program as part of a sequence of vocational courses that allows the pupil to learn a comprehensive skill occupation that culminates in earning a postsecondary vocational certificate or diploma or its equivalent.

- (C) The pupil is enrolled in a school that maintains any of grades 9 to 12, inclusive.

- (3) The individualized education program of a pupil adopted pursuant to the requirements of Chapter 4 (commencing with Section 56300) of Part 30 prescribes occupational training for which his or her enrollment in a regional occupational center or program is deemed appropriate.

- (4) The pupil is enrolled in grade 10 and has a comprehensive high school plan that has been approved by a school counselor, and the admission of that pupil will not result in the denial of admission or displacement of pupils in grades 11 and 12 that would otherwise participate in the regional occupational center or program.

(c) (1) Each school district, county superintendent of schools, or joint powers agency that maintains a regional occupational center or regional occupational program shall submit to the department, at the time and in the manner prescribed by the Superintendent, the enrollment and average daily attendance for each grade level and the enrollment and average daily attendance for each exemption set forth in subdivision (b).

(2) The department shall submit this information to the education and budget committees of the Legislature, the Legislative Analyst's Office, and the Director of Finance by April 1 of each year for the preceding school year.

SEC. 12. Section 52314.5 of the Education Code is amended to read:

52314.5. A regional occupational center or program established and maintained by a county superintendent of schools, school districts, or joint powers agencies pursuant to Section 52301 shall admit youths between the ages of 15 to 18 years who are eligible to attend a high school in a school district, but who have not been enrolled on a full-time or part-time basis for a period of more than three months during the regular school year, if all of the following apply:

- (a) The center or program, in conjunction with the appropriate school district, develops a comprehensive high school plan that describes the academic and vocational instruction that will be provided to the pupil.

- (b) The pupil's parents or guardian approves the comprehensive plan in writing.

- (c) The pupil enrolls in the appropriate adult school or high school courses that are needed to satisfy the comprehensive high school plan.

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SEC. 13. Section 52314.6 of the Education Code is repealed.

SEC. 14. Section 52314.7 of the Education Code is repealed.

SEC. 15. Section 52315 of the Education Code is amended to read:

52315. (a) Any visually impaired, orthopedically impaired, or deaf person who is not enrolled in a regular high school or community college program may attend a regional occupational center or regional occupational program pursuant to the requirements described in Section 52314.5. Additional special instruction and support services shall be provided to these persons.

(b) If the Superintendent determines that there would be a duplication of effort to these impaired persons if a regional occupational center or regional occupational program provided services to them, in that other programs exist that are available to them, the Superintendent may disapprove of the curriculum to provide programs to these impaired persons pursuant to Section 52309 and of any state funding made available pursuant to Section 41897 for these purposes.

SEC. 16. Section 52321 of the Education Code is amended to read:

52321. (a) (1) A regional occupational center or program established and maintained by school districts or joint powers agencies pursuant to Section 52301 shall receive in annual operating funds from each of the participating school districts an amount per unit of average daily attendance equal to the revenue limit received by those districts for each unit of average daily attendance generated in the regional occupational center or program.

(2) A regional occupational center or program established and maintained by a county superintendent of schools pursuant to Section 52301 shall receive funding pursuant to Section 2550. A county superintendent of schools shall report average daily attendance to the Superintendent for that funding.

(b) Any regional occupational center or program is authorized to (1) budget and accumulate an amount necessary to meet the cashflow needs of the regional occupational center or program known as a general reserve, and (2) budget and accumulate amounts known as the designated fund balance and as the unappropriated fund balance. Alternatively, a center or program may budget and accumulate amounts necessary to meet its long-term program needs in a separate account known as the capital outlay and equipment replacement reserve account, and this account shall be part of the designated fund balance. At the end of each school year, the ending balance in the regional occupational center or program account may be distributed to any of the general reserve, designated fund balance, and unappropriated fund balance accounts, provided that the combined total distributed does not exceed 15 percent of the current school year's expenditures.

(1) The general reserve, the designated fund balance, including the capital outlay and equipment replacement reserve account, and the unappropriated fund balance shall be available for appropriation only after approval by a majority vote of the governing body of the regional occupational center or program.

(2) Funds of any regional occupational center or program shall be distributed to the capital outlay and equipment replacement reserve account only upon adoption by the governing board of a resolution specifying the general use to which each appropriation from the account would be put.

(c) (1) At the end of each school year, the combined ending balances of the general reserve, the designated fund balance, except

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the capital outlay and equipment replacement reserve account, and the unappropriated fund balance shall not exceed 15 percent of the current fiscal year's expenditures.

(2) Any regional occupational center or program may accumulate, over a period of two or more school years, an ending balance in the capital outlay and equipment replacement reserve account of more than 15 percent of the current fiscal year's expenditures, under provisions of a resolution of the governing board pursuant to paragraph (2) of subdivision (b).

(d) Funds placed in either the general reserve, the designated fund balance, including the capital outlay and equipment replacement reserve account, or the unappropriated fund balance shall be expended only for regional occupational center or program educational purposes.

(e) The Superintendent shall require an annual certification by school districts, county superintendents of schools, and joint powers agencies commencing in the 2007-08 fiscal year that the regional occupational center or program funds have been expended as provided in this section. The Superintendent shall withhold from a subsequent year's apportionment, any ending fund balance in excess of 15 percent of the previous year's expenditures, except those funds specifically set aside by the governing board in the capital outlay and equipment replacement reserve account.

SEC. 17. Section 52325 of the Education Code is repealed.

SEC. 18. Section 52326 of the Education Code is repealed.

SEC. 19. Section 52334.5 is added to the Education Code, to read:

52334.5. (a) Within existing resources, the department shall conduct monitoring reviews of each regional occupational center or program at least once every four years for compliance with applicable state laws and regulations, to provide focused and targeted technical assistance and support, and to assist with the remediation of identified deficiencies.

(b) The department, in consultation with local regional occupational centers or programs, shall develop a monitoring instrument focused on all of the following:

(1) The regional occupational center or program administration and instructional programs.

(2) The alignment of curriculum with standards.

(3) The sequencing of courses in a pathway articulated with middle schools, campus-based secondary school courses, and postsecondary educational institutions.

(4) Teacher credentials.

(5) Counseling and guidance.

(6) Business and industry involvement.

(7) Local labor market review.

(8) Required actions of local governing boards.

(9) Other components determined by the Superintendent.

SEC. 20. Section 52335.12 is added to the Education Code, to read:

52335.12. (a) As a condition of receiving additional funding based on average daily attendance, the regional occupational center or program shall report annually to the department the academic and workforce preparation progress of the secondary pupils enrolled in the center or program. Indicators to measure that progress shall include, but are not limited to, the Standardized Testing and Reporting (STAR) Program, pursuant to Article 4 (commencing with

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Section 60640) of Chapter 5 of Part 33; the high school exit examination, pursuant to Chapter 9 (commencing with 60850) of Part 33; and other indicators of academic and workforce preparation success, such as reduced dropout rates, workforce preparation, increased matriculation into postsecondary educational institutions, and other measures as determined by the department.

(b) This section shall become effective only when the longitudinal data on pupils enrolled in regional occupational centers and programs can be disaggregated from the California longitudinal pupil achievement data system (CALPADs) database, established pursuant to Chapter 10 (commencing with Section 60900) of Part 33.

(c) On or before October 1, 2007, the department shall submit to the Department of Finance a detailed proposal for the implementation of the outcome reports required in subdivision (a). The proposal shall identify the specific data elements to be collected and the costs associated with the data collection and preparation of the report. The department shall consult with the Department of Finance and the office of the Legislative Analyst during the development of this proposal.

SEC. 21. Section 52335.7 of the Education Code is repealed.

SEC. 22. Section 52335.8 of the Education Code is repealed.

SEC. 23. Section 52335.9 of the Education Code is repealed.

SEC. 24. Section 52335.10 of the Education Code is repealed.

SEC. 25. Article 1.4 (commencing with Section 78018) is added to Chapter 1 of Part 48 of the Education Code, to read:

Article 1.4. Vocational Education Coordination Plan

78018. (a) As a condition of federal funds provided under the Carl D. Perkins Vocational and Applied Technology Act of 1998 (20 U.S.C. Sec. 2301 et seq.) or any successor thereof, and to the extent permitted by federal law, a community college shall develop a plan for enabling the development of course sequences that span courses provided in grades 7 to 12, inclusive, courses provided by regional occupational centers or programs, and courses provided by community college vocational education programs. The community college shall consult with the school districts and regional occupational centers or programs in the area served by the college, and with the relevant local workforce investment board, in the development of the plan. The plan shall do all of the following:

(1) Identify the occupational areas in which the college and high schools or regional occupational centers and programs offer instruction.

(2) Describe the plan the community college will follow to create the sequences required under subdivision (c) of Section 52302.

(3) Establish an institutionwide process and criteria for awarding community college credit for vocational courses taken by pupils in high school or through the regional occupational center or program.

(b) The plan shall be adopted by the governing board of the community college district on or before July 1, 2008. Copies of the plan shall be submitted to the appropriate school districts and regional occupational centers or programs, and the chancellor.

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CONSENT

AGENDA

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.

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

SUBJECT:

Approval of Minutes:

Regular Meeting

- April 21, 2009

Budget Work Shop

- April 14, 2009

Special Meeting

- April 28, 2009

AGENDA ITEM AREA:

CONSENT AGENDA

REQUESTED BY:

Scott Leaman,
Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

May 5, 2009

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will consider adoption of the minutes of the April 21, 2009 Regular Board Meeting, April 14, 2009 Budget Workshop, and Special Board Meeting of April 28, 2009.

RECOMMENDATION:

Administration recommends the Board of Trustees take action to approve minutes.

Western Placer Unified School District
Regular Meeting of the Board of Trustees
APRIL 21, 2009, 7:00 P.M.
LINCOLN HIGH SCHOOL – PERFORMING ARTS THEATER
790 J Street, Lincoln, CA

MINUTES

2008-2009 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.

5:05 P.M. START

1. **CALL TO ORDER** – Lincoln High School – Performing Arts Theater

Members Present

Paul Carras, President
Brian Haley, Vice President
Ana Stevenson, Clerk
Paul Long, Member
Terry Gage, Member

Others Present

Scott Leaman, Superintendent
Mary Boyle, Assistant Superintendent of Educational Services
Bob Noyès, Assistant Superintendent of Personnel Services
Cathy Allen, Assistant Superintendent of Facilities and Maintenance Services
Terri Ryland, Interim Assistant Superintendent of Business
Rosemary Knutson, Secretary to the Superintendent
Student – Jerusha Loya
Press - Brandon Darnell, Lincoln News Messenger

5:10 P.M.

2. **CLOSED SESSION** – Lincoln High School – Office Conference Room
- 2.1 **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
- a. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #08/09 CC.
Roll Call Vote:
- b. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #08/09 FF.
Roll Call Vote:
- c. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #08/09 GG.
Roll Call Vote:

5.1.1

2.2 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

2.3 INTER-DISTRICT TRANSFER APPEALS

- a. Inter-district Request Appeal 09/10 5
- b. Inter-district Request Appeal 09/10 6
- c. Inter-district Request Appeal 09/10 7
- d. Inter-district Request Appeal 09/10 8
- e. Inter-district Request Appeal 09/10 9

2.4 LIABILITY

Rejection of Claim, (Catherine Mahnke) pursuant to Government Codes 910 & 910.2.

2.5 LIABILITY

Rejection of Claim, (Larry Mahnke) pursuant to Government Codes 910 & 910.2.

2.6 LIABILITY

Rejection of Claim, (Brenna Mahnke) pursuant to Government Codes 910 & 910.2.

7:00 P.M.

**3. DISCLOSURE OF ACTION TAKEN IN CLOSED SESSION, IF ANY
ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE – Lincoln High
School Performing Arts Theater**

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

- a. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #08/09 CC.

Motion by Mrs. Stevenson, seconded by Mr. Carras, and passed by roll call vote to accept the recommendation of the hearing panel to expel the student. However, we move to suspend the expulsion and allow the student to return to school under strict behavioral contract. Roll Call Vote: Haley, Stevenson, Long, Carras. Mrs. Gage abstained from the vote.

- b. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #08/09 FF.

Motion by Mrs. Stevenson, seconded Long, and passed by unanimous roll call vote to accept the hearing panels recommendation to expel the student. Roll call vote: Haley, Stevenson, Long, Gage, Carras

- c. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #08/09 GG.

Motion by Mrs. Stevenson, seconded by Mr. Long, and passed by unanimous roll call vote to accept the recommendation of the hearing panel to expel, however we wish to suspend the expulsion and allow

5.1.2

student to return to school in the fall under a strict behavioral contract the entire year. Roll call vote: Long, Gage, Haley, Stevenson, Carras

3.2 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

Motion by Mrs. Stevenson, seconded by Mr. Long, and passed by unanimous vote to accept the dismissal recommendation regarding public employee.

3.3 INTER-DISTRICT TRANSFER APPEALS

Motion by Mr. Long, seconded by Mrs. Stevenson, and passed by unanimous vote to add transfer appeal 3.3 f.

a. Inter-district Request Appeal 09/10 5

Motion by Mr. Long, seconded by Mrs. Stevenson, and passed by unanimous vote to approve the inter-district transfer appeal.

b. Inter-district Request Appeal 09/10 6

Motion by Mrs. Stevenson, seconded by Mr. Haley, and passed by unanimous vote to deny the inter-district transfer appeal.

c. Inter-district Request Appeal 09/10 7

Motion by Mr. Long, seconded by Mrs. Gage, and passed by unanimous vote to deny the inter-district transfer appeal.

d. Inter-district Request Appeal 09/10 8

Motion by Mr. Haley, seconded by Mrs. Stevenson, and passed by unanimous vote to deny the inter-district transfer appeal.

e. Inter-district Request Appeal 09/10 9

Motion by Mrs. Gage, seconded by Mr. Long, and passed by unanimous vote to deny the inter-district transfer appeal.

f. Inter-district Request Appeal 09/10 10

Motion by Mrs. Stevenson, seconded by Mr. Carras to approve the inter-district transfer appeal. There was call for the vote, and the appeal was denied on a 3-2 vote. The 3 no votes were by Haley, Long, Gage

3.4 LIABILITY

Rejection of Claim, (Catherine Mahnke) pursuant to Government Codes 910 & 910.2.

April 21, 2009

Minutes

Motion by Mr. Stevenson, seconded by Mr. Long, and passed by unanimous vote to reject the claim.

3.5 LIABILITY

Rejection of Claim, (Larry Mahnke) pursuant to Government Codes 910 & 910.2.

Motion by Mrs. Stevenson, seconded by Mrs. Gage, and passed by unanimous vote to reject of the claim.

3.6 LIABILITY

Rejection of Claim, (Brenna Mahnke) pursuant to Government Codes 910 & 910.2.

Motion by Mrs. Stevenson, seconded by Mr. Long, and passed by unanimous vote to reject the claim.

4. SPECIAL ORDER OF BUSINESS

Randi Scott of 49ER ROP will present Course Sequencing Plan for Placer County and Nevada Counties in partial fulfillment of the requirements for AB2448, AB2057 and Education Code 52302.

Randi Scott fro ROP was unable to present at this time and will reschedule for May 5th.

Paul Long gave a presentation regarding public safety awareness on driving. He shared information regarding an awareness program called the "Smith System" on safe driving. This is a four part course program at two hours a course. He would like to work with Mary Boyle to bring this program to our classrooms, and reported that the Every 15 Minutes Program is performed at Lincoln High School every 3 years. He handed out playing cards to those who were wanted them, the cards indicated the "Every 15 Minutes" program, and felt they should be shared amongst one another as a reminder.

5. CONSENT AGENDA

5.1 Approval of Minutes Regular Meetings of:

- Special Meeting February 26, 2009.
- March 4, & March 18, 2009.

5.2 Approval of Warrants.

5.3 Approve Classified Personnel Report.

5.4 Approve Certificated Personnel Report.

5.5 Approve Student Discipline/Expulsion – Re-entry Student #07-08 I.

5.6 Adoption of Resolution #08/09.17 Elimination of Classified Positions.

5.7 Approve Student Discipline/Stipulated Expulsion Student #08-09 EE

5.8 Approve Student Discipline/Stipulated Expulsion Student #08-09 HH

Motion by Mrs. Stevenson, seconded by Mr. Haley, and passed by unanimous roll call vote to approve consent agenda as presented. Roll call: Gage, Haley, Stevenson, Long, Carras

5.1.4

April 21, 2009

Minutes**6. COMMUNICATION FROM THE PUBLIC**

Regina Henninkamp, has been a teacher for Western Placer for the past 12 years. She spoke regards to the need of having instructional aids for kindergarten classrooms. She feels it has been a detrimental impact on her classroom with out an instructional aide. This really has an effect on individual assessments that are done with the students. They also help with diverse needs of special needs students, they are instrumental with the needs of these students. She spoke of an incident in regards to a student she has who is diabetic and requires special education. She asked the board of trustees to allow the students of Western Placer the very best education possible, and to commit to reinstating the instructional aids.

7. REPORTS & COMMUNICATION

- 7.1 Lincoln High School, Student Advisory – Jerusha Loya – Lincoln held a career fair, Scott will bring back
- 7.2 Western Placer Teacher's Association – Mike Agrippino – no report
- 7.3 Western Placer Classified Employee Association – Chris Hawley – no report
- 7.4 Superintendent, Scott Leaman reported on the following:
 - We have enacted a budget committee with one representative from each group, with the exception of CSEA and WPTA which will have two per group, which will be a total of eight plus district staff.
 - Discussed the timeline for the budget committee, and what needs to be done to have the budget to the board by June 2009.
 - Presented staffing comparison, using the Maintenance department as an example showing the process that was used for all the comparisons.
 - Shared that staffing is near completion using the routing process.
 - Discussed the Lincoln Crossing process for kindergarten registration. There was a situation with the amount of registrations that were received versus the amount of space available at Lincoln Crossing. Mr. Kurtz used the mailing process, along with several other processes that were used to place students. Those not accepted will attend Creekside Oaks and Foskett Ranch.
 - He discussed the closure of Moore road. The district provided free bussing passes until the end of this school year while the road is being built.
 - The district and Caltrans will be presenting a power point to the department of Fish and Game to pitch Rockwell Ranch for the 500 acres. Had a great meeting with Wildlife Foundation regarding the additional acreage.
 - There will be a Special meeting next Tuesday, at the District office on the first floor at 6:00 p.m.
- 7.5 Interim Assist Superintendent of Business Terri Ryland reported the following:

She presented a handout to the Board of Trustees and reviewed revenue assumptions, along with state funding. She also reviewed reductions from State Fund, and showed the use of one time monies.

Board input for budget development ideas:

5.1.5

Mrs. Stevenson felt reserves are important, funds for new schools. Also look at reinstatement order, or what ever is needed to look at some of the items that were taken away. She would like to see Kindergarten aides be put back into the classroom.

Mr. Haley also feels reserves are important and we should have several years of reserves. He would like to see Kindergarten aides, and feels a library media teacher is important for our district.

Mr. Long agreed 100% for Kindergarten aides, the only problem is, when you add something, it means something else will need to be cut because the money is not there. Maybe use categorical funds.

Mrs. Gage mirrors the thoughts of the other members, and feels it vital to protect ourselves with reserves. There is so much uncertainty with the State Budget. She also feels the computers are very important for the students, they need those kinds of resources in this digital age, which allows students to excel.

Mr. Carras feels we need appropriate staff for Special education, agrees with the reserves, and would also like to look at how poorly our administrators are paid down the road. Would like to see what the budget committee brings back.

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 (I/D)

STUDENT USE OF TECHNOLOGY - Boyle (08-09 G & O Component I, IV)

•Western Placer Unified School District works diligently to ensure student safety with regard to internet use. Currently Board Policy and Administrative Regulations (BP 6163.4; AR 6163.4) outline policies and procedures to provide for internet safety. The district adheres to Children's Internet Protection Act (CIPA) policies relative to filtering internet material, blocking inappropriate content sites, and supervising and monitoring student use of online systems. All WPUSD employees with computer access and students have received the WPUSD Computer Network Internet Acceptable Use Regulations (AUR's); staff sign off on the AUR's when they receive a network or email account; students sign off on an Acceptable Use Policy K – 5 or an Acceptable Use Policy 6 – 12 annually.

Mrs. Boyle brought before the board for the importance and safety for our students. She discussed the Policy for the use of internet; blocking access to inappropriate sites; and monitoring student use of the internet. There are different agreements for grades 6-12, and K-5 students. The district is working diligently to keep students safe.

8.2 (I/A)

MATHEMATICS ADOPTION - Boyle (08-09 G & O Component IV, V)

•California Department of Education requires all school district to engage in a textbook adoption process for each curricular area every six years. WPUSD

5.1.6

completed the science and social studies adoptions during the last three years; this year we have completed the mathematics adoption process.

Our Mathematics Adoption Committee K- 8 has worked diligently to assess our current mathematics program and to achieve consensus on a new adoption. The new adoption will be in place for the next six years; it is, without question, a very important decision. The committee began with pre-training in the adoption process, attended publishers; presentations at PCOE to narrow the field of 22 state-approved publishers to four for K - 5 and from 8 to 2 for 6th - 8th, hosted additional publishers' presentations here at WPUSD, further narrowed the field, and then spent several days and countless additional hours reviewing the remaining publishers' materials. The review included an intense study of our current mathematics achievement score results, a review of CA Mathematics Content Standards, and a review of CA Blueprints for STAR Testing, a review of publisher content components and a process of tracing CA mathematics content standards through each of the remaining programs.

Mary discussed the adoption process that was taken, with teachers and staff who met to review the materials from the publishers. The adoption cost is \$20,000.00 for elementary, and somewhere around \$100,000.00 for middle school. There was a motion by Mr. Haley, seconded by Mrs. Stevenson, and passed by unanimous vote to approve the math adoption.

8.2-A (A) TENTATIVE AGREEMENT BETWEEN WPUSD AND WPTA - Noyes (08-09 G & O Component I, IV)

- A tentative agreement has been reached between WPUSD and WPTA on Article XV, Work Year, Section D. (1 through 5).

Mr. Noyes brought the WPTA work year before the board for approval. Motion by Mr. Long, seconded by Mrs. Stevenson, and passed by unanimous vote to approve Article XV, work year, section D. (1 through 5).

8.3 (A) ADOPTION OF REVISED POLICIES AND REGULATIONS, EXHIBIT E(1) 5144.1 - Leaman (08-09 G & O Component IV, V)

- The current Exhibit reads any student accumulating 11 days of suspendable offenses will be automatically expelled. Administration recommends this timeline be adjusted to 20 days to enact to automatic expulsion process.

Mr. Leaman reviewed the revision to Exhibit 1 of policy 5144.1 change students whose accumulated days that are used for suspendable offenses. It will now be 20 days. Motion by Mrs. Stevenson, seconded by Mrs. Gage, and passed by unanimous vote to approve the revised Exhibit 1 of policy 5144.1.

8.4 (A) BOARD POLICY AND ADMINISTRATION REGULATIONS AR3100 - Ryland (08-09 G & O Component I, IV, III)

- On November 20, 2007, the Board identified four Board priorities for the next year(s):
 1. Refrain from incurring additional debt obligations
 - Restructured current debt
 2. Do not let benefit increases decide the priorities of the District
 - Have allowed for the bargaining of benefits annually, with all but WPTA

5.1.7

April 21, 2009

Minutes

3. Provide equity across all employee groups
 - Classified and teachers are among the highest in the county
4. Take steps to provide sufficient reserves for uncertainty

The District has been able to make progress on all of these goals, except number 4. Given the recent identification of additional one-time State monies available to the District, and the tentative nature of these funds, steps are being proposed to solidify the District's reserve position, and protect the variable influx of these one-time monies.

Terri Ryland presented revisions identifying four board priorities for the next year(s). Motion by Mrs. Stevenson, seconded by Mr. Haley, and passed by unanimous vote to approve policy AR310 revisions.

8.5 (A)**LOCAL EDUCATIONAL AREA PLAN (LEAP) Boyle (08-09 G & O Component I, IV, V)**

• In May, 2002, the CA State Board of Education (SBE) adopted five goals and twelve performance indicators for No Child Left Behind as part of California's commitment to the development of an accountability system to achieve the goals of NCLB. Those five goals pertain to: Students achieving proficiency in reading and mathematics by 2013-14; English Learners becoming proficient in the English language and reaching proficiency in reading/language arts and math; all teachers being highly qualified by 2005-06; all students being educated in safe, drug-free learning environments that are conducive to learning; and all students graduating from high school. The original requirement was for a five year plan, that ended June, 2008. CDE has advised districts to continue updating their LEAP plans as we await new and/or revised NCLB regulations from the federal government.

Mary Boyle reported the LEAP is a NCLB requirement. The state does not require you to submit the LEAP report, but does ask that schools update. Motion by Mrs. Gage, seconded by Mr. Haley, and passed by unanimous vote to approve the Local Educational Area Plan.

9. BOARD OF TRUSTEES**9.1 FUTURE AGENDA ITEMS**

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

- Relationship with Sierra Community College
- Twelve Bridges High School
- Gladding Parkway Carlin C. Coppin

9.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Haley apologized for not being able to attend Farm BBQ.

Mrs. Stevenson shared she was able to attend the Farm Open House and feels we should have a board meeting at the farm. She also feels it was great experience for the students.

Mr. Long shared he attended the Farm Open House, it was a wonderful experience and shared about the little baby chicks, and said there is great science going out at the farm.

5.1.8

April 21, 2009

Minutes

Mr. Gage also shared she attended the Farm Open House and feels it is a living lab it a unique opportunity for our students. She also attended the Olympiad at Sac State, it's a great program and everyone was very positive.

Mr. Carras was unable to attend the farm but spoke with Mike Trueblood and will be making a visit the farm some time next week.

10. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

- May 5, 2009, 7:00 P.M., Board of Trustee Meeting, Lincoln High School Theater
- May 19, 2009, 7:00 P.M., Board of Trustee Meeting, Sheridan Elementary School

11. ADJOURNMENT

There being no further business the meeting was adjourned at 8.25 p.m.

Paul Carras, Board President

Ana Stevenson, Clerk

Scott Leaman, Superintendent

Rosemary Knutson, Secretary to the Superintendent

Adopted:

Ayes:

Noes:

Absent

<p>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</p>

Western Placer Unified School District
BUDGET WORKSHOP OF THE BOARD OF TRUSTEES
April 14, 2009, 6:00 P.M.
DISTRICT OFFICE/CITY HALL – First Floor Conference Room
600 Sixth Street, Fourth Floor, Lincoln, CA

MINUTES

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.

Members Present

Paul Carras, President
Brian Haley, Vice President
Ana Stevenson, Clerk
Paul Long, Member
Terry Gage, Member

Others Present

Mary Boyle, Assistant Superintendent of Educational Services
Bob Noyes, Assistant Superintendent of Personnel
Cathy Allen, Assistant Superintendent of Facilities and Maintenance Services
Terri Ryland, Interim Assistant Superintendent of Business
Rosemary Knutson, Secretary to the Superintendent

1. WELCOME/CALL TO ORDER/PLEDGE OF ALLEGIANCE – District Office,
First Floor Conference Room

Mr. Leaman explained tonight's meeting is to be educated on the budget. He asked that nobody share any budget ideas, this is only for information and no decisions will be made tonight.

2. BUDGET FUNDING MODEL/BUDGET UPDATE

New Funding Model – Terri Ryland updated the board on the process used for the basic aid funding we receive from Horizon Charter School. There are 65 districts that are in the same situation as we are who received the ADA of their Charter School property taxes.

Terri Ryland reviewed power point presentation on the following subjects:

- New Funding Model
- What happens to the New Money – She reviewed the list of projected ADA funding, and the importance of reserve funds for projected years.
- Revenue/Expenditure Assumptions

5.1.10

Minutes

- Categorical Flexibility – This funding will be cut 15% next year. The flexibility with categorical funding will allow the districts more control of the money.
- Encroachment Changes – Terri reported these figures are just assumptions, and the encroachment is on Special Education. She also reported a public hearing is required before any funds could be spent.

3. STAFFING COMPARISON

Mr. Leaman presented a staff comparison with six different districts in our area. It was broken up in departments within the district office. He used districts who have 4,000 students and above.

4. SALARY COMPARISON

Mr. Leaman also reviewed salary comparisons on the following groups:

- Certificated
- Classified
- Administrator
- Confidential
- Classified Management

After some discussion Mr. Carras recommended we look at salaries for our administrators, and feels we need to get a handle on special education. Mrs. Stevenson felt we need to look into legal services because of the cost the district has been spending on legal service fees. She asked that Scott cost that out.

Final Remarks by the Board:

Mr. Long shared this was really good information

Mr. Haley shared the challenge is to get the full picture without getting the complex. He felt it was important to include benefits in the comparisons because it is part of salaries.

Mrs. Stevenson thanked Terri Ryland, and feels very happy that we're in this position after reading about a lot of other districts.

Mrs. Gage shared she felt it was a complete.

Mr. Carras liked the way Terri Ryland showed how our figures change depending on ADA.

Next Steps:

Mr. Leaman reviewed what is planned:

- Getting the budget done by May
- Long term recommendations
- Proposed Budget Committee to review issues
- Allow members from each group to participate
- Continue meeting next year
- Keep the Board of Trustees apprised of the budget committee's outcomes.
- We were a good district in tough times, and we don't want the new money to hurt us.
- Feels it's tougher to add then it is to cut.
- When you add you bring in negotiation issues.

5.1.11

Minutes

- Put a letter out to the principal people and groups
- Would like to hear ideas from the board at the April 21st board meeting

Mrs. Stevenson shared the importance of having a collaborative group and allowing others to participate.

5. ADJOURNMENT

There being no further business the meeting was adjourned at 7:45 p.m.

Paul Carras, Board President

Ana Stevenson, Clerk

Scott Leaman

Rosemary Knutson, Secretary Superintendent

Adopted:

Ayes:

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

Western Placer Unified School District
SPECIAL MEETING OF THE BOARD OF TRUSTEES

April 28, 2009, 6:00 P.M.

DISTRICT OFFICE – First Floor Conference Room
600 Sixth Street, Lincoln, CA

MINUTES

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.

Members Present

Paul Carras, President
Brian Haley, Vice President
Ana Stevenson, Clerk
Paul Long, Member
Terry Gage, Member

Others Present

Scott Leaman, Superintendent
Cathy Allen, Assistant Superintendent of Facilities and Maintenance Services
Terri Ryland, Interim Assistant Superintendent of Business
Rosemary Knutson, Secretary to the Superintendent
Bill Wright, Attorney At Law

1. **WELCOME/CALL TO ORDER/PLEDGE OF ALLEGIANCE** – District Office, First Floor Conference Room

The meeting was called to order. The board then adjourned to closed session.

2. **COMMUNICATION FROM THE PUBLIC**
There was no public comment.

3. **CLOSED SESSION** – District Office Overlook Room

3.1 **PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**

4. **RECONVENING OF OPEN SESSION - DISCLOSURE OF ACTION TAKEN IN CLOSED SESSION, IF ANY** – District Office, First Floor Conference Room

5.1.13

4.1 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

Motion by Mrs. Stevenson, seconded by Mr. Long, and passed by unanimous vote to terminate a classified member

Mr. Carras offered any member of the public to speak.

5. ADJOURNMENT

There being no further business there was a motion by Mr. Long, seconded by Mrs. Stevenson, and passed by unanimous vote to adjourn the meeting at 6:36 p.m.

Paul Carras, Board President

Ana Stevenson, Clerk

Scott Leaman, Superintendent

Rosemary Knutson, Secretary to the Superintendent

Adopted:

Ayes:

Noes:

Absent

<p>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</p>

5.1.14

**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.

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

SUBJECT:

Approval of Warrants

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Terri Ryland
Interim Superintendent of Business Service

ENCLOSURES:

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

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

May 5, 2009

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will consider approval of warrants paid since the April 21, 2009 board meeting.

RECOMMENDATION:

Administration recommends the Board of Trustees take action to approve warrants as submitted.

ReqPay12a

Board Report

Includes 04/17/2009 - 04/17/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85054272	04/17/2009	Henry A. Cook	01-5200		98.17
85054273	04/17/2009	Deborah J. McKinnon	01-5200		33.00
85054274	04/17/2009	Carrie L. Carlson	01-5200		14.00
85054275	04/17/2009	Heather D. Marcione	01-4300		53.85
85054276	04/17/2009	Emilio M. Retes	01-9550		111.12
85054277	04/17/2009	ADVANCED INTEGRATED PEST	01-5800		1,218.00
85054278	04/17/2009	ALDAR ACADEMY	01-5800		3,360.25
85054279	04/17/2009	AT&T	01-5560		2,472.00
85054280	04/17/2009	TARA A. McCAGHEY-DELANEY DBA BABY STEPS	01-5800		27,250.00
85054281	04/17/2009	BANK OF AMERICA	49-5800		295.00
85054282	04/17/2009	C.A.S.H. COALITION FOR	01-5200		1,654.00
85054283	04/17/2009	CA DEPARTMENT OF EDUCATION	01-9500		2,850,795.00
85054284	04/17/2009	CITY OF LINCOLN	01-5550		
			01-5570		23,987.84
85054285	04/17/2009	CONFORTI PLUMBING INC.	01-4300		209.47
85054286	04/17/2009	COOLEY MIDDLE SCHOOL	01-5200		40.00
85054287	04/17/2009	COURTNEY HANDL	01-5800		102.43
85054288	04/17/2009	EDUCATIONAL RESOURCES	01-4300		56.66
85054289	04/17/2009	FAMILIES FIRST INC.	01-5800		3,370.84
85054290	04/17/2009	HOLT RINEHART & WINSTON	01-4100		38,102.88
85054291	04/17/2009	HOUGHTON MIFFLIN COMPANY	01-4100		22,451.72
85054292	04/17/2009	MEDICAB OF SACRAMENTO/SIERRA	01-5800		5,678.40
85054293	04/17/2009	NORTH VALLEY SCHOOL - REDDING	01-5800		4,664.00
85054294	04/17/2009	ORIENTAL TRADING COMPANY INC	01-4300	51.44	
			Unpaid Sales Tax	3.47-	47.97
85054295	04/17/2009	PACIFIC GAS & ELECTRIC CO	01-5510		
			01-5530		892.59
85054296	04/17/2009	PEARSON ASSESSMENTS ORDERING DEPARTMENT	01-4300		71.88
85054297	04/17/2009	PEARSON WESTERN REG. OFFICE	01-4100		6,893.39
85054298	04/17/2009	PITNEY BOWES CREDIT CORP	01-5600		731.00
85054299	04/17/2009	PLACER COUNTY SELPA	01-5200		50.00
85054300	04/17/2009	RANCHO LEARNING CENTER	01-5800		1,379.16
85054301	04/17/2009	RAY MORGAN COMPANY	01-5600		180.72
85054302	04/17/2009	SANTA CLARA CO OFFICE OF ED.	01-5800		3,000.00
85054303	04/17/2009	SIERRA PEDIATRIC THERAPY	01-5800		1,495.00
85054304	04/17/2009	SIG SCHOOLS INSURANCE GROUP	01-3701		747.56
85054305	04/17/2009	SPEECH & LANGUAGE THERAPY	01-5800		500.00
85054306	04/17/2009	SUTTER OCCUPATIONAL HEALTH	01-5800		245.00
85054307	04/17/2009	TEACHER STOREHOUSE.COM	01-4300		79.93
85054308	04/17/2009	UHS - KEYSTONE SCHOOLS	01-5800		15,327.66
85054309	04/17/2009	WARREN LAND SURVEYING INC.	21-6140		6,620.00
85054310	04/17/2009	WAVE DIVISION HOLDINGS	01-5560		4,928.00
85054311	04/17/2009	WEST TEL SERVICES	01-5560		55.00
85054312	04/17/2009	YASMIRA RODRIGUEZ	01-5800		232.67
85054313	04/17/2009	ZEE MEDICAL COMPANY	01-5830		177.96
85054314	04/17/2009	Heather D. Marcione	01-5200		109.05
85054315	04/17/2009	Eileen F. Binning	01-4300		98.78
85054316	04/17/2009	Regina H. Hinnenkamp	01-4300		99.00
85054317	04/17/2009	Cheryl A. Metheny	01-4300		16.10
85054318	04/17/2009	ACSI BULK INKS	01-4300	29.49	
			Unpaid Sales Tax	1.59-	27.90
85054319	04/17/2009	BARNES & NOBLE BOOKSTORES	01-4300		121.02
85054320	04/17/2009	CDW GOVERNMENT INC	01-4300		332.65
85054321	04/17/2009	CHEVRON	01-4300		25.13

5.21

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

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ReqPay12a

Board Report

Includes 04/17/2009 - 04/17/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85054322	04/17/2009	DELL	01-4300		
			01-4400		1,815.52
85054323	04/17/2009	EAI EDUCATION	01-4300	107.18	
			Unpaid Sales Tax	6.68-	100.50
85054324	04/17/2009	EVAN-MOOR EDUCATIONAL	01-4300		16.08
85054325	04/17/2009	FAR WEST RENTS & READY MIX	01-4300		35.93
85054326	04/17/2009	FOLLETT LIBRARY RESOURCES	01-4200		295.07
85054327	04/17/2009	FRY'S ELECTRONICS	01-4300		146.13
85054328	04/17/2009	GOODE CATTLE CO.	01-4400		549.00
85054329	04/17/2009	IT'S ELEMENTARY	01-4300	267.72	
			Unpaid Sales Tax	15.05-	252.67
85054330	04/17/2009	JONES SCHOOL SUPPLY CO INC	01-4300	90.80	
			Unpaid Sales Tax	6.55-	84.25
85054331	04/17/2009	LAKESHORE LEARNING MATERIALS	01-4300		438.26
85054332	04/17/2009	OFFICE DEPOT	01-4300		
			11-4300		1,774.62
85054333	04/17/2009	ONLINE STORES.COM	01-4300	257.86	
			Unpaid Sales Tax	18.39-	239.47
85054334	04/17/2009	ORIENTAL TRADING COMPANY INC	01-4300	184.04	
			Unpaid Sales Tax	11.22-	172.82
85054335	04/17/2009	PLACER COUNTY	01-5200		35.00
85054336	04/17/2009	RAY MORGAN CO. / CHICO	01-5800		565.43
85054337	04/17/2009	REALLY GOOD STUFF	01-4300	60.39	
			Unpaid Sales Tax	3.47-	56.92
85054338	04/17/2009	RISO PRODUCTS OF SAC INC	01-5600		425.00
85054339	04/17/2009	ROSEVELT FUEL	01-4300		1,214.87
85054340	04/17/2009	SADDLEBACK EDUCATIONAL INC	01-4300		92.50
85054341	04/17/2009	SAFEWAY INC	01-4300		213.76
85054342	04/17/2009	SCHOOL SPECIALTY INC	01-4300		384.71
85054343	04/17/2009	STAPLES CREDIT PLAN	01-4300		616.62
85054344	04/17/2009	THE TEACHING COMPANY	01-4300	159.31	
			Unpaid Sales Tax	9.41-	149.90
85054345	04/17/2009	"DANIELSEN COMPANY, THE"	13-4380	140.16	
			13-4710	2,569.92	
			Unpaid Sales Tax	4.04-	2,708.06
85054346	04/17/2009	ED JONES FOOD SERVICE	13-4710		1,808.72
85054347	04/17/2009	ETRITIONWARE HARRIS	13-4300		433.10
		COMPUTER SYSTEMS			
85054348	04/17/2009	NOR-CAL PRODUCE INC	13-4710		384.38
85054349	04/17/2009	PIZZA GUYS	13-4710		100.14
85054350	04/17/2009	SARA LEE	13-4710		113.68
85054351	04/17/2009	STATE BOARD OF EQUALIZATION	01-4300		115.68
85054352	04/17/2009	SYSCO SACRAMENTO	13-4380		
			13-4710		2,431.37
			Total	81	3,048,273.91

5-2-2

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE
Page 2 of 3

Includes 04/17/2009 - 04/17/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
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Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	72	3,033,157.66
11	Adult Education Fund	1	297.63
13	Cafeteria Fund	7	7,981.47
21	Building Fund #1	1	6,620.00
49	Mello Roos Capital Projects	1	295.00
	Total	81	3,048,351.76
	Less Unpaid Sales Tax Liability		77.85
	Net (Check Amount)		3,048,273.91

5.2.3

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 3 of 3

**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.

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

SUBJECT:

Classified Personnel Report

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Bob Noyes

Assist. Superintendent, Personnel Services

ENCLOSURES:

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

General Fund/Categorical

MEETING DATE:

May 5, 2009

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will take action to approve the classified personnel report.

RECOMMENDATION:

Administration recommends ratification of the classified personnel report.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

May 5, 2009

CLASSIFIED/MANAGEMENT

RESIGNATION

1. **Name:** Tera Teymouri
 Position: Campus/Café Supervisor
 Site: TBE
 Hours: 2 Hours/Day
 Effective: 4/30/09

**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.

DISTRICT GLOBAL GOALS

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

SUBJECT:

Certificated Personnel Report

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Bob Noyes
Assist. Superintendent, Personnel Services

ENCLOSURES:

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

General Fund/Categorical

MEETING DATE:

May 5, 2009

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will take action to approve the certificated personnel report.

RECOMMENDATION:

Administration recommends ratification of the certificated personnel report.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

May 5, 2009

CERTIFICATED/MANAGEMENT

NEW HIRES

1. Geni Atkinson, 6th Gr. Math/Sci./P.E., Twelve Bridges Middle School
2. Nicole Swagerty, 4th/5th Grade Teacher, Carlin C. Coppin Elementary

PROMOTION

3. Vickie Eutsey from Middle School Assistant Principal to
High School Assistant Principal for the 2009/2010 school year.

5.4.1

**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.

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

SUBJECT:

Adoption of Resolution #08/09.18
Elimination of Classified
Positions

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Bob Noyes
Assist. Superintendent, Personnel Services

ENCLOSURES:

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

Categorical

MEETING DATE:

May 5, 2009

ROLL CALL REQUIRED:

BACKGROUND:

Due to lack of work and/or lack of funds, certain services now being provided by the District must be reduced by the following extent:

The following Paraprofessional Physical Health Care Aide will be laid off:

Ryan Ferguson 5.6 hours at Foskett Ranch Elementary

RECOMMENDATION:

Administration recommends the Board of Trustees approval of the elimination/reduction of the above hours.

RESOLUTION

08/09.18

WHEREAS, due to lack of work and/or lack of funds, this Board hereby finds it is in the best interest of this school district, that as of July 1, 2009 certain services now being provided by the District be reduced by the following extent:

The following Paraprofessional Physical Health Care Aide will be laid off:

Ryan Ferguson, 5.6 hours at FRE

NOW, THEREFORE, BE IT RESOLVED that as of July 1, 2009, these classified positions of the District are to be reduced to the extent set forth above.

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

BE IT FURTHER RESOLVED that the District Superintendent be and hereby is authorized and directed to give notice of layoff/reduction of employment to 2 classified employees of the District pursuant to the District's rules and regulations and applicable provisions of the Education Code not later than 45 days prior to the effective date of layoff as set forth above.

The foregoing Resolution was passed and adopted at a regular meeting of the Governing Board on May 5, 2009, by the following vote:

AYES:

NOES:

ABSENT:

Date: _____

Governing Board of the Western Placer Unified School District

By _____
Secretary of the Governing Board

5.5.1

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Waiver of California High School Exit Exam
Requirement for Diploma for Special Education
Student #08 - 09 04 Who Has Passed CAHSEE with
Modifications

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Mary Boyle
Jim Spratling, LHS Counselor

ENCLOSURES:

Confidential Student Information
08-09 04

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

None

MEETING DATE:

May 5, 2009

ROLL CALL REQUIRED:

No

BACKGROUND:

All students graduating from high school must complete the class credits required by their local high school and pass the California High School Exit Examination (CAHSEE) in order to earn a diploma. Students in special education who have attempted the CAHSEE test on multiple occasions, have participated in appropriate interventions and tutorials, and who have a current Individual Education Plan (IEP) which allows for modifications in testing environments including CAHSEE are allowed to then take the CAHSEE test with those modifications. IEP students who pass CAHSEE with modifications and who complete course requirements are eligible for a high school diploma. Student # 08 – 09 04 is a special education senior student with a current IEP who has earned a passing score on CAHSEE with modifications and is requesting a Board Waiver to allow such to suffice as the CAHSEE portion of the requirement for a diploma from Lincoln High School

ADMINISTRATION RECOMMENDATION:

Approve Waiver Request for Student #08 – 09 04.

5.6

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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

SUBJECT:

Waiver of California High School Exit Exam
Requirement for Diploma for Special Education
Student #08 - 09 O5 Who Has Passed CAHSEE with
Modifications

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Mary Boyle
Jim Spratling, LHS Counselor

ENCLOSURES:

Confidential Student Information
08-09 O5

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

None

MEETING DATE:

May 5, 2009

ROLL CALL REQUIRED:

No

BACKGROUND:

All students graduating from high school must complete the class credits required by their local high school and pass the California High School Exit Examination (CAHSEE) in order to earn a diploma. Students in special education who have attempted the CAHSEE test on multiple occasions, have participated in appropriate interventions and tutorials, and who have a current Individual Education Plan (IEP) which allows for modifications in testing environments including CAHSEE are allowed to then take the CAHSEE test with those modifications. IEP students who pass CAHSEE with modifications and who complete course requirements are eligible for a high school diploma. Student # 08 – 09 O5 is a special education senior student with a current IEP who has earned a passing score on CAHSEE with modifications and is requesting a Board Waiver to allow such to suffice as the CAHSEE portion of the requirement for a diploma from Lincoln High School

ADMINISTRATION RECOMMENDATION:

Approve Waiver Request for Student #08 – 09 O5.

5.6.1

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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

SUBJECT:

Waiver of California High School Exit Exam
Requirement for Diploma for Special Education
Student #08 - 09 O6 Who Has Passed CAHSEE with
Modifications

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Mary Boyle
Jim Spratling, LHS Counselor

ENCLOSURES:

Confidential Student Information
08-09 O6

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

None

MEETING DATE:

May 5, 2009

ROLL CALL REQUIRED:

No

BACKGROUND:

All students graduating from high school must complete the class credits required by their local high school and pass the California High School Exit Examination (CAHSEE) in order to earn a diploma. Students in special education who have attempted the CAHSEE test on multiple occasions, have participated in appropriate interventions and tutorials, and who have a current Individual Education Plan (IEP) which allows for modifications in testing environments including CAHSEE are allowed to then take the CAHSEE test with those modifications. IEP students who pass CAHSEE with modifications and who complete course requirements are eligible for a high school diploma. Student # 08 – 09 O6 is a special education senior student with a current IEP who has earned a passing score on CAHSEE with modifications and is requesting a Board Waiver to allow such to suffice as the CAHSEE portion of the requirement for a diploma from Lincoln High School

ADMINISTRATION RECOMMENDATION:

Approve Waiver Request for Student #08 – 09 O6.

5.6.2

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
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SUBJECT:
2009-2010 School Calendar

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
May 5, 2009

ROLL CALL REQUIRED:
No

BACKGROUND:

The calendar for the 2009-2010 School Year is being brought before the Board of Trustees for approval. The finished calendar will be distributed at the board meeting.

RECOMMENDATION:

Administration recommends the Board of Trustees approve the 2009-2010 calendar.

**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.

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SUBJECT:

Job Description – AVID Program Tutor

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Bob Noyes
Mary Boyle

ENCLOSURES:

Job Description

DEPARTMENT:

Personnel
Educational Services

FINANCIAL INPUT/SOURCE:

Generally Categorically Funded

MEETING DATE:

May 5, 2009

ROLL CALL REQUIRED:

No

BACKGROUND:

Glen Edwards Middle School and Lincoln High School are implementing the AVID (Advancement Via Individual Determination) program next year. The AVID program targets students who have the potential to attend and succeed in college, yet may lack the determination or the direction to do so. The AVID program starts in grade seven, and will continue throughout high school. Students enroll in an AVID elective class for support and participate in regular core classes with teachers who are trained in AVID instructional and organizational strategies. Part of the AVID program calls for twice weekly tutoring in the AVID elective class with college student tutors. The college student tutors provide both the curricular understanding and the example to AVID students to encourage their success in high school and beyond. The AVID Program Tutor Job Description is attached for Board approval.

RECOMMENDATION:

Approve Job Description.

Western Placer Unified School District

POSITION DESCRIPTION

Position Title:	AVID (Advancement Via Individual Determination) Program Tutor
Department:	Educational Services
Reports:	Site Administrator and/or AVID coordinator/teacher

SUMMARY:

Under the direction of the site administrator and/or AVID Program coordinator/teacher facilitates the Socratic method of tutoring for College-Preparatory reading, math, science, foreign language, and social science tutoring services to students enrolled in AVID classes. This is a one-year contracted position.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- * Tutors/guides AVID students utilizing AVID techniques and strategies.
- * Works collaboratively with AVID teacher to analyze achievement data.
- * Conducts appropriate AVID assessments if required.
- * Other related duties as assigned

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Must be willing to receive and follow training guidelines for AVID tutoring utilizing AVID strategies.

EDUCATION and/or EXPERIENCE:

Currently enrolled in a two-year Community College or a four-year college or university in order to model college enrollment for AVID students. Must be familiar and comfortable with Honors and AP classes at the High School level.

LANGUAGE SKILLS:

Ability to read and comprehend complex instructions, short correspondence, and memos. Ability to write correspondence. Ability to effectively present information in one-on-one and small group situations to middle school and/or high school aged students.

MATHEMATICAL SKILLS:

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent, draw and interpret bar graphs. Ability to solve one- and two-step algebraic equations. Ability to tutor students with pre-calculus and calculus computations.

REASONING ABILITY:

Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.

OTHER SKILLS and ABILITIES:

Ability to develop effective working relationships with students, staff and the school community. Ability to communicate clearly and concisely, both orally and in writing. Ability to perform duties with awareness of all district requirements and Board of Trustee policies.

5.8.1

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, talk or hear. The employee is occasionally required to stand; walk, climb or balance; and stoop kneel, crouch, or crawl.

The employee must occasionally lift and/or move up to 25 pounds. The employee must be able to push items of 50 lbs such as moving/rearranging furniture. Specific vision abilities required by this job include close vision, distance vision, and peripheral vision.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually loud at a standard acceptable level for this environment. The employee is continuously responsible for the safety, well-being and work output of students.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

5.8.2

INFORMATION

DISCUSSION

ACTION

ITEMS

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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SUBJECT:

Budget Assumptions - New

AGENDA ITEM AREA:

Discussion

REQUESTED BY:

Terri Ryland, Asst. Supt. Business Services

ENCLOSURES:

handed out at meeting

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

May 5, 2009

ROLL CALL REQUIRED:

No

BACKGROUND:

As the Business Office continues the process of budget development, including assessing prior budget assumptions and adjusting assumptions in light of current State budget situation and newly identified State monies, any other board priorities or changes in spending must also be identified. We will be asking the Board for their final input at the next board meeting.

RECOMMENDATION:

Receive and discuss.

8.1

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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SUBJECT:
Parent Involvement Programs

AGENDA ITEM AREA:
Information/Discussion

REQUESTED BY:
Mary Boyle
Lynn Kelso, Kris Knutson

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
Categorically/Grant Funded
Adult Ed ADA

MEETING DATE:
May 5, 2009

ROLL CALL REQUIRED:
No

BACKGROUND:

Parent involvement is crucial to student success and is required in Title I schools. Western Placer Unified School District has implemented two specific parent involvement programs in the last two years: the Parent Education Preschool and Parent Institute for Quality Education (PIQE). The Parent Education Preschool has been funded through the First Five Grant and is run through our Adult Education program, generating ADA funding as well through that program. Students attend preschool daily at Sheridan or First Street School while their parents are required to attend parent education classes that foster parental involvement direct involvement as volunteers in their children's classes. The PIQE program is a nine-week parent education program for parents who might otherwise not understand how to be support their school-age child's education. The program targets parents in Title I schools; over sixty parents have successfully completed the courses at First Street School and at Glen Edwards Middle School. Classes have been offered in both English and Spanish.

RECOMMENDATION:

Information only.



EXPECTED PARENT BEHAVIOR **ELEMENTARY**

Following are the "Expected Parent Behavior" to be reinforced consistently throughout every Parent Institute class. Please make sure that during the nine-week course you cover every single topic and give parents sufficient reinforcement for them to remember to incorporate such behavior in their daily lives as "second nature".

- Visit your child's counselor at least **once a month**.
- Talk to your child **every day** about school. Make this conversation very positive.
- Ask your child about his/her school work and homework **every day**.
- Ask your child to read at least **half hour a day** in addition to his school work.
- Talk to your child's teacher about your **expectations** that your child will go to college. Do this every month
- Talk to your child about him/her going to college as an **expectation**, not just a desire or dream every week!
- Visit the public library with your child at least **once a month**.
- Ask your child's teacher about your child's **academic achievement** regularly. If your child is falling behind, ask the teacher what you can do as a parent at home to improve your child's performance.
- Find out about school programs that can help your child improve his/her chances to go to college. When possible **ENROLL** your child in such programs.
- Limit/monitor television.
- Talk to your child about the importance of staying away from drugs and gangs.
- Review your child's **CUM FILE**. Find out your child's reading and math level.
- **Talk/Listen to your child. Talk/Listen to your child. Talk/Listen to your child.**



PARENT INSTITUTE FOR QUALITY EDUCATION

NINE-WEEK PROGRAM ELEMENTARY LEVEL

Objectives:

Lesson # 1: ESTABLISHING THE COLLABORATION BETWEEN HOME, SCHOOL, AND THE COMMUNITY

1. Understand the importance of the **close** relationship that should exist between the home, school, and community to support the academic success of their children.
2. Recognize the home as the **foundation** of education.
3. Recognize the value of **homework** within education.
4. Know what programs and services are available at school and in the community to help students.
5. Identify the 5 elements necessary to get to the university (STAR concept).

Lesson #2: FOSTERING SELF-ESTEEM AND ACADEMIC ACHIEVEMENT

1. Understand the influence of parents and teachers on the self-esteem of children.
2. Identify strategies to develop positive self-esteem in their children.
3. Know the co-relation between self-esteem of students and their academic performance.
4. Identify GPA (STAR) as an important element in increasing children's opportunities to go to the university.



Objectives:

Lesson #3: RELATING POSITIVE DISCIPLINE WITH ACADEMIC ACHIEVEMENT

1. Understand the concept of “discipline” as a synonym of “guide” and not “punishment.”
2. Understand the importance of setting reasonable limits and rules at home.
3. Recognize the need to teach their children the concept of “deferred gratification” and how it can help them in the future.
4. Understand the close relationship that exists between positive discipline and academic achievement.
5. Identify the first point in the STAR: Decision to go to the university.

Lesson # 4: REVIEWING ACADEMIC STANDARDS AND PREPARING FOR THE TEACHER CONFERENCE

1. Understand the concept of academic standards and their importance in preventing children from falling behind or identifying if they have.
2. Identify age-appropriate strategies to create a home environment that supports children’s academic development.
3. Recognize the benefits of a parent-teacher conference and the way parents can prepare to make it an effective conference (Handout with Arrows).
4. Understand that a solid academic foundation prepares students to take high school classes required for college admission (STAR = A – G requirements).



Objectives:

Lesson # 5: UNDERSTANDING BETTER THE SCHOOL SYSTEM

1. Have a general understanding of how the school system functions at the elementary level.
2. Understand the main school system concepts (CELDT, Standardized Tests, CUM File, SARC, Academic Standards, etc.).
3. Identify, based on the information they have received, the different options available to help them increase their children's academic level.
4. Identify a law that protects the rights of students (Williams v. California).
5. Recognize the importance of standardized tests in preparing for the college admission exams: SAT, ACT (Connect it to the STAR).

Lesson # 6: BECOMING FAMILIAR WITH COLLEGE REQUIREMENTS

1. Understand the benefits of going to the university.
2. Identify the main university admission requirements and what children can do in elementary to start preparing to meet them.
3. Recognize the importance of taking classes that are academically rigorous (Honors-level and AP Classes) during high school.
4. Understand the benefits children can obtain from participating in extracurricular activities, especially for increasing the possibility of being admitted to the university.
5. Know that there are different types of financial aid available for college and that good grades can help children become eligible for them. (Connection to the STAR: Financial Aid).

ESL/CBET/ Parenting

These classes are being offered to teach parents to communicate in English and also learn positive, successful parenting techniques.

Beginning January 26th, 2009

When: Monday and Wednesday 8:30-10:30 a.m.

Where: First Street School, Room 29

Childcare is provided for children 3 to 5 years old.

Sign-up: Phoenix High School 645-3695

or return the bottom of this flyer to your child's school. Print neatly.

Name: _____

Phone number: _____

8.2.5

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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SUBJECT:

Rockwell Ranch

AGENDA ITEM AREA:

Information/Discussion

REQUESTED BY:

Scott Leaman, Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

District office

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

May 5, 2009

ROLL CALL REQUIRED:

No

BACKGROUND:

The district recently met with the California Department of Transportation, the U.S. Fish Wildlife Service, and the Army Corps of Engineers to present our case for acquisition of the 500 acre Rockwell Ranch.

RECOMMENDATION:

Information and discussion of the item.



Rockwell Ranch

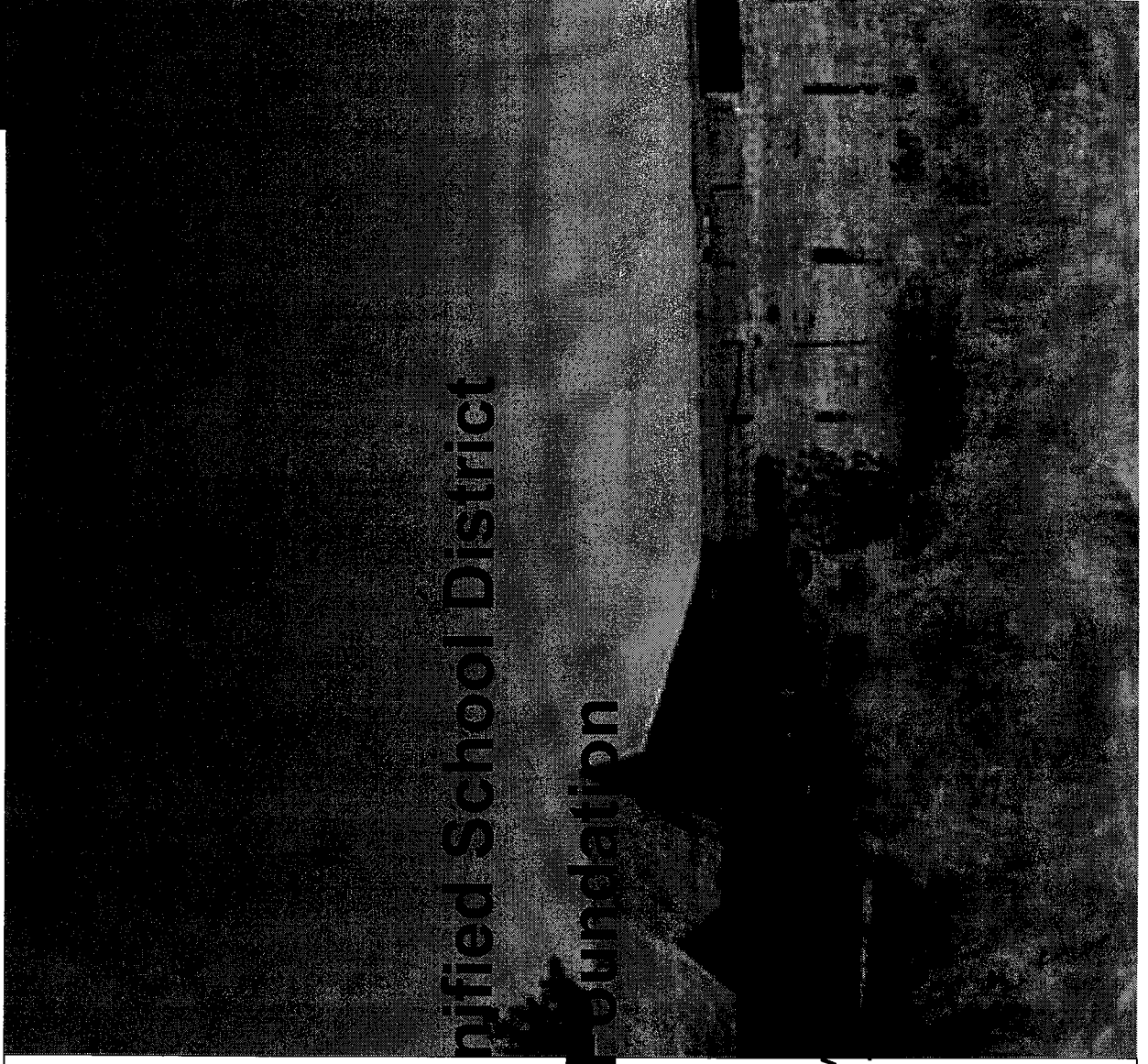
Western Placer Unified School District
Wildlife Heritage Foundation

Prepared for:

Ken Sanchez, U.S. Fish and Wildlife Service
Chris Collison, California Department of Fish and Game

April 23, 2009

8.3.1





Proposal Outline

- **Introductions**
- **About Lincoln High School**
- **About Wildlife Heritage Foundation**
- **Property Vision**
- **Vision Implementation**
- **Why WPUSD/WHF?**



Today's Presenters

- **Chant Leavell, Teacher**
- **Mike Trueblood, Teacher**
- **Mark Fowler, Teacher**
- **Scott Leaman, Superintendent**
- **Patrick Shea, Wildlife Heritage Foundation**
- **Riley Swift, Wildlife Heritage Foundation**



About Lincoln High School

- Recently named California Distinguished School with the school farm named as a signature practice (largest farm in CA)
- Active Farm Foundation
- Already experienced with conservation plans on district owned land
- Part of the Western Placer Unified School District
- Board established endowment for current conservation activities



About Wildlife Heritage Foundation

- Strong educational partner
- Experienced easement holder
- 501(c)(3) status allows for financial return flexibility
- Established presence in Placer County and greater Lincoln area



8.3.3



Guiding Statement

***“Conserving the land
and teaching about its
importance while
maintaining its resource
value”***



Guiding Statement Implementation

Conserving the Land



- Mike Trueblood - History
- Chant Leavell - School Conservation Activities



8.3.4

Guiding Statement Implementation

Teaching about its importance

- Mark Fowler
 - Programs
- Chant Leavell
 - Programs



Guiding Statement Implementation

Maintaining its resource value

- Riley Swift – Initial evaluation and support
- Pat Shea – Implementation of the management plan, financial partner, conservation easement holder



8.3.5

Why WPUUSD/WHF?

- WPUUSD/WHF experience with conservation easements
- Established cattle program to implement management plan
- Only property Lincoln High School can attain
- Expand future "island of conservation" in the middle of future developed Lincoln
- Coordination of education activities with school district
- Notoriety for CalTrans in Lincoln area
- Estimated 3.7% – 4.25% yield on endowment, reducing costs
- Intent to hold property into perpetuity




Rockwell Ranch

Conserving the land and teaching about its importance while maintaining its resource value in partnership with:



8.3.6



***"I hope that they're thinking about
how important it is to keep some
open space, not only for farming
but for the environment and future
generations."***

- Mike Trueblood

on the California Heartland Program
focusing on the Lincoln High School Farm



Thank you for your time

Questions/Feedback



8.3.7