

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
**600 SIXTH STREET, SUITE 400,**  
**LINCOLN, CALIFORNIA 95648**  
**Phone: 916.645.6350 Fax: 916.645.6356**

**MEMBERS OF THE GOVERNING BOARD**

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

**DISTRICT ADMINISTRATION**

Scott Leaman, Superintendent  
Mary Boyle, Deputy Superintendent of Educational Services  
Joyce Lopes, Assistant Superintendent of Business Services

**STUDENT ENROLLMENT**

<b><u>School</u></b>	<b><u>2010 CBEDS</u></b>	<b><u>03/30/12</u></b>	<b><u>05/01/12</u></b>
Sheridan School (K-5)	84	84	83
First Street School (K-5)	449	453	451
Carlin C. Coppin Elementary (K-5)	420	426	425
Creekside Oaks Elementary (K-5)	620	618	622
Twelve Bridges Elementary (K-5)	716	677	678
Foskett Ranch Elementary (K-5)	543	568	571
Lincoln Crossing Elementary (K-5)	612	637	636
Glen Edwards Middle (6-8)	699	694	688
Twelve Bridges Middle School (6-8)	832	827	827
Lincoln High School (9-12)	1,496	1,422	1,423
Phoenix High School (10-12)	80	75	71
PCOE Home School	0	0	0
<b>TOTAL:</b>	<b>6,551</b>	<b>6,481</b>	<b>6,475</b>

**State Preschool**

First & L Street 24 A.M. /24 P.M.  
Carlin Coppin 24 A.M.

**Pre-K/Special Ed**

Foskett 13  
FSS PPIP 69

**Adult Education** 316

**First-5 Program**

First Street 20 A.M. /20 P.M.  
Sheridan 16 A.M. /15 P.M.

**GLOBAL DISTRICT GOALS**

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

**Western Placer Unified School District**  
**Regular Meeting of the Board of Trustees**  
June 5, 2012, 7:00 P.M.  
**LINCOLN HIGH SCHOOL – Performing Arts Building**  
790 J Street, Lincoln, CA 95648

## **AGENDA**

**2011-2012 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.

### **5:30 P.M. START**

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

### **5:35 P.M.**

2. **CLOSED SESSION** – Lincoln High School – Main Office

- 2.1 **PERSONNEL**

- PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**

- Public Employee Discipline/Dismissal/Release

- 2.2 **CONFERENCE WITH LABOR NEGOTIATOR**

- Bargaining groups: WPTA & CSEA Negotiations

- Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy

- Superintendent of Educational Services, Ryan Davis, Director of Human Services

- Joyce Lopes, Assistant Superintendent of Business Services

- 2.3 **INTERDISTRICT ATTENDANCE APPEAL**

- a. Interdistrict Request Appeal 12/13 - 28

- b. Interdistrict Request Appeal 12/13 - 29

- c. Interdistrict Request Appeal 12/13 – 30

- d. Interdistrict Request Appeal 12/13 – 31

- e. Interdistrict Request Appeal 12/13 – 32

- f. Interdistrict Request Appeal 12/13 – 33

### **7:00 P.M.**

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

The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

- 3.1 **PERSONNEL**

- PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**

- Public Employee Discipline/Dismissal/Release

June 5, 2012

Agenda

---

**3.2 CONFERENCE WITH LABOR NEGOTIATOR**

Bargaining groups: WPTA & CSEA Negotiations

Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Director of Human Services  
Joyce Lopes, Assistant Superintendent of Business Services

**3.3 INTERDISTRICT ATTENDANCE APPEAL**

- a. Interdistrict Request Appeal 12/13 - 28
- b. Interdistrict Request Appeal 12/13 - 29
- c. Interdistrict Request Appeal 12/13 - 30
- d. Interdistrict Request Appeal 12/13 - 31
- e. Interdistrict Request Appeal 12/13 - 32
- f. Interdistrict Request Appeal 12/13 - 33

**4. CONSENT AGENDA**

**NOTICE TO THE PUBLIC**

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

- 4.1 Approval of Meeting Minutes for:
  - May 1 & May 17, 2012 Regular Board of Trustee Meeting
  - May 9, 2012 Special Board of Trustee Meeting
- 4.2 Approval of Warrants
- 4.3 Classified Personnel Report
- 4.4 Certificated Personnel Report
- 4.5 Ratification of Agreement for Professional Services
- 4.6 Consolidated Application (Con App) Part II CARS – Consolidated Application Reporting System.
- 4.7 Agreement for Technology Equipment and Services between Surveillance Systems Integration and WPUSD
- 4.8 Approve Student Discipline/Stipulated Expulsion for student #11-12- BB.  
*Roll call vote:*

**5. COMMUNICATION FROM THE PUBLIC**

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

**6. REPORTS & COMMUNICATION**

- 6.1 Lincoln High School, Student Advisory – Isabella Franco
- 6.2 Western Placer Teacher's Association – Mike Agrippino
- 6.3 Western Placer Classified Employee Association – Mike Kimbrough
- 6.4 Superintendent - Scott Leaman

June 5, 2012

Agenda

---

**7. PUBLIC HEARING**

Per California Education code 42605, as a condition of receipt of funds, the governing Board of each school district shall hold a public hearing regarding Tier III categorical proposed expenditures for the subsequent fiscal year. At this public hearing the Board shall take testimony from the public, discuss, approve or disapprove the proposed use of funding. The district is not proposing to close any programs.

**8. ♦ACTION ♦DISCUSSION ♦INFORMATION**

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

**8.1 Action ADOPTION OF TIER III FUNDING EXPENDITURES – Lopes (11-12 G & O Component I, II, III, IV, V)**

•Per California Education Code 42605, the governing Board of each school district, after holding a public hearing regarding Tier III categorical proposed expenditures for the subsequent fiscal year, shall adopt the use of Tier III categorical funding.

**8.2 Action ADOPTION OF NEW AND REVISED POLICIES, REGULATIONS AND EXHIBITS – Leaman (11-12 G & O Component I, II, III, IV, V)**

•The District Policy Committee and Management Team have reviewed the following new and revised policies/regulations/exhibits as per CSBA. They are now being presented for adoption by the Board of Trustees.

- BP 3100 Budget
- BP/AR Summer Meal Program
- BP 3555 Nutrition Program Compliance

**8.3 Information PHOENIX HIGH SCHOOL GRADUATION RATES – Boyle (11-12 G & O Component I, II, III, IV, V)**

•Phoenix High School expects to have 20 students graduate with a high school diploma this year. This is a phenomenal increase over years past, where the annual average number of students graduating was approximately seven to nine. Phoenix High School staff credit several factors for this increase: improved communication between Lincoln High School and Phoenix High School; improved attendance rates; implementation of online credit recovery programs; improvements to the physical school site; and increased activities to motivate student involvement.

**8.4 Action TITLE 1 – PROGRAMS SCHOOLWIDE OR TARGETED ASSISTANCE OPTIONS – Boyle (11-12 G & O Component I, II, III, IV, V)**

•Schools receiving Title I funding have the option of choosing to target these supplemental federal funds toward students with specific academic needs or to use the funding on a schoolwide basis for the academic benefit of all students in the school. In the past, all WPUSD Title I schools have chosen to use their funding in a targeted basis. However, as more schools reach the minimal 40% low income threshold to qualify to use funding on a schoolwide basis, several of our schools have opted for this choice. Title I funds must continue to be spent on support, not supplant, services tied to raising student academic achievement.

June 5, 2012

Agenda

---

**8.5 Action**      **DISTRICT TECHNOLOGY PLAN 2012 - 2015** – Boyle (11-12 G & O Component I, II, III, IV, V)

•The District vision for the use of technology has been updated through the attached District Education Technology Plan 2012 – 2015. This plan represents months of collaborative efforts of our Site Tech Trainer (teacher representatives), the Department of Educational Services, the Technology Department, Site Administrators and SBLT's. The Plan acknowledges the rapidly changing field of technology and the usefulness of technology as a method of engaging our students and deepening their learning. The Plan addresses the areas of upgrading and expanding of our technology infrastructure and hardware, using technology to enhance instruction, teaching technology skills to our students, using online learning systems, using technology to monitor student progress and to assist instruction, and instructing students and staff in the ethical and legal aspects of technology use. Having an updated District Technology Plan allows us to qualify for state and federal monies attached to technology, and to provide appropriate professional development for staff.

**8.6 Action**      **DISPOSAL OF SURPLUS BUSES** – Lopes (11-12 G & O Component I, II, III, IV, V)

•Board Policy 3270 provides that the Board of Trustees may authorize the disposal of surplus equipment when the equipment becomes unusable, obsolete or no longer needed.

**8.7 Action**      **INCREASE LUNCH FEES** – Lopes (11-12 G & O Component I, II, III, IV, V)

•On December 13, 2010, President Obama signed into law Public Law 111-296, the Healthy, Hunger-Free Kids Act of 2010 (HHFKA). The last update to school meals standards was over 15 years ago. Since that time, advancements in our understanding of human nutrition have occurred requiring an update to school meal nutrition standards to reflect the most current dietary science.

**8.8 Information** **PRELIMINARY BUDGET DATA** – Lopes (11-12 G & O Component I, II, III, IV, V)

•District staff is preparing the 2012-13 budget documents for Board approval at the June 19, 2012, Board of Trustees meeting. The State's May Budget Revise has impact on our 2012-13 budget assumptions along with our multi-year projections. Enclosed are the budget assumptions for 2012-13 for Board review and input.

**8.9 Information** **FACILITY USE FEES** – Lopes (11-12 G & O Component I, II, III, IV, V)

•Every public school facility is considered a civic center where citizens, school-community councils, and clubs as well as senior, recreation, education, political, artistic, and other organizations may meet. The school district may grant the use of school facilities and grounds upon certain terms and conditions deemed proper by the governing board and subject to specified limitations, requirements, and restrictions set forth within the law. (EC 38130)

**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

June 5, 2012

Agenda

---

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
- Lincoln Crossing Elementary South/Facilities Update

**9.2 BOARD MEMBER REPORTS/COMMENTS**

**10. ESTABLISHMENT OF NEXT MEETING(S)**

The President will establish the following meeting(s):

➤ June 19, 2012 7:00 P.M., Regular Meeting of the Board of Trustee, Lincoln High School

**11. ADJOURNMENT**

<p><b>BOARD BYLAW 9320:</b> 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: 060112

h:\wpfiles\board\agendas\060512

# Western Placer Unified School District

## CLOSED SESSION AGENDA

Place: Lincoln High School – Office Conference Room

Date: Tuesday, June 5, 2012

Time: 5:35 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

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

**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:**

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/  
RELEASE

**AGENDA ITEM AREA:**

Closed Session

**REQUESTED BY:**

Board of Trustees

**ENCLOSURES:**

No

**DEPARTMENT:**

Ryan Davis  
Director of Human Services

**FINANCIAL INPUT/SOURCE:**

N/A

**MEETING DATE:**

June 5, 2012

**ROLL CALL REQUIRED:**

No

---

**BACKGROUND:**

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

**RECOMMENDATION:**

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

**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:**

Bargaining Groups:

WPTA & CSEA Negotiations

Agency Negotiators:

Scott Leaman, Superintendent

Mary Boyle, Deputy Superintendent

Ryan Davis, Director of Human Services

Joyce Lopes, Assistant Superintendent  
of Business Services

**AGENDA ITEM AREA:**

Disclosure of action taken in  
closed session

**REQUESTED BY:**

Ryan Davis

Director of Human Services

**ENCLOSURES:**

No

**DEPARTMENT:**

Personnel

**FINANCIAL INPUT/SOURCE:**

N/A

**MEETING DATE:**

June 5, 2012

**ROLL CALL REQUIRED:**

No

---

**BACKGROUND:**

Labor Negotiator will give the Board of Trustees an update on Western Placer Teachers Association & Classified Schools Employee Association Bargaining Groups.

**ADMINISTRATION RECOMMENDATION:**

Administration recommends the board of trustees be updated on negotiations.

**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:**

Interdistrict Appeal

**AGENDA ITEM AREA:**

Disclosure of Action Taken in  
Closed Session

**REQUESTED BY:**

Scott Leaman,  
Superintendent

**ENCLOSURES:**

No

**DEPARTMENT:**

Administration

**FINANCIAL INPUT/SOURCE:**

N/A

**MEETING DATE:**

June 5, 2012

**ROLL CALL REQUIRED:**

No

---

**BACKGROUND:**

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

- Interdistrict Request Appeal 12/13 - 28
- Interdistrict Request Appeal 12/13 - 29
- Interdistrict Request Appeal 12/13 - 30
- Interdistrict Request Appeal 12/13 - 31
- Interdistrict Request Appeal 12/13 - 32
- Interdistrict Request Appeal 12/13 - 33

**ADMINISTRATION RECOMMENDATION:**

Disclose any action taken.

**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:

- May 1, & 15, 2012 Regular Board Mtgs.
- May 9, 2012 Special Board Meeting

**AGENDA ITEM AREA:**

CONSENT AGENDA

**REQUESTED BY:**

Scott Leaman,  
Superintendent

**ENCLOSURES:**

Yes

**DEPARTMENT:**

Administration

**FINANCIAL INPUT/SOURCE:**

N/A

**MEETING DATE:**

June 5, 2012

**ROLL CALL REQUIRED:**

No

---

**BACKGROUND:**

The Board of Trustees will consider adoption of the following minutes:

- May 1, & 15, 2012 Regular Board of Trustee Meetings
- May 9, 2012 Special Board of Trustee Meeting

**RECOMMENDATION:**

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

Western Placer Unified School District  
**Regular Meeting of the Board of Trustees**  
May 1, 2012, 7:00 P.M.  
LINCOLN HIGH SCHOOL – Performing Arts Building  
790 J Street, Lincoln, CA 95648

## MINUTES

**2011-2012 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.

**MEMBERS PRESENT:**

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

**OTHERS PRESENT:**

Scott Leaman, Superintendent  
Mary Boyle, Deputy Superintendent  
Joyce Lopes, Assistant Superintendent of Business Services  
Ryan Davis, Director of Personnel Services  
Rosemary Knutson, Secretary to the Superintendent  
Isabella Franco, LHS Student Representative  
Stephanie Dumm, Lincoln News Messenger

**5:30 P.M. START**

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

**5:35 P.M.**

2. **CLOSED SESSION** – Lincoln High School – Main Office

- 2.1 **PERSONNEL**

- 2.1.1 **PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**

- 2.1.1.1 Public Employee Discipline/Dismissal/Release

- 2.2 **CONFERENCE WITH LABOR NEGOTIATOR**

- 2.2.1 Bargaining groups: WPTA & CSEA Negotiations

- 2.2.2 Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Director of Human Services  
Joyce Lopes, Assistant Superintendent of Business Services

- 2.3 **CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION - CE 11-12.2**

4.1.1

May 1, 2012

Minutes

---

**2.4 INTERDISTRICT ATTENDANCE APPEAL**

- a. Interdistrict Request Appeal 12/13 - 16
- b. Interdistrict Request Appeal 12/13 - 17
- c. Interdistrict Request Appeal 12/13 - 18
- d. Interdistrict Request Appeal 12/13 - 19
- e. Interdistrict Request Appeal 12/13 - 20
- f. Interdistrict Request Appeal 12/13 - 21

**7:00 P.M.**

**3. ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE** – Lincoln

High School Performing Arts Building

The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

**3.1 PERSONNEL**

**PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**

Public Employee Discipline/Dismissal/Release

No action was taken.

**3.2 CONFERENCE WITH LABOR NEGOTIATOR**

Bargaining groups: WPTA & CSEA Negotiations

Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy

Superintendent of Educational Services, Ryan Davis, Director of Human Services

Joyce Lopes, Assistant Superintendent of Business Services

No action was taken.

**3.3 CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION - CE 11-12.2**

No action was taken.

**3.4 INTERDISTRICT ATTENDANCE APPEAL**

- a. Interdistrict Request Appeal 12/13 - 16

Motion by Mr. Carras, seconded by Mr. Long, and passed by a 5-0 vote to deny the appeal.

- b. Interdistrict Request Appeal 12/13 - 17

Motion by Mrs. Wyatt, seconded by Mr. Haley, and passed by a 5-0 vote to grant the appeal.

- c. Interdistrict Request Appeal 12/13 - 18

4.1.2

May 1, 2012

Minutes

---

Motion by Mr. Long, seconded Mr. Carras, and passed by a 4-1 to deny the appeal, no vote by Mr. Haley.

d. Interdistrict Request Appeal 12/13 – 19

Motion by Mr. Haley, seconded by Mrs. Wyatt, and passed by a 4-1 to deny the appeal, no vote Mr. Carras.

e. Interdistrict Request Appeal 12/13 – 20

Motion by Mr. Long, seconded by Mrs. Wyatt, and passed 5-0 vote to deny the appeal, no vote Mr. Carras

f. Interdistrict Request Appeal 12/13 – 21

Motion by Mrs. Wyatt, seconded by Mr. Long, and passed by a 5-0 vote to deny the appeal.

**4. CONSENT AGENDA**

4.1 Approval of Meeting Minutes for:

- April 3 & April 17, 2012 Regular Board of Trustee Meeting

4.2 Approval of Warrants

4.3 Classified Personnel Report

4.4 Certificated Personnel Report

4.5 Approve California Interscholastic Federation Application for 2012-13 school year for Lincoln High School.

4.6 Approve Student Discipline/Stipulated Expulsion for student's #11-12 U, V, W.

4.7 Report of Disclosure Requirements for Quarterly Reports of Investments.

4.8 Agreement for Consulting Services between Total Compensation Systems, Inc., and WPUSD.

Motion by Mr. Carras, seconded by Mrs. Wyatt, and passed by a 5-0 roll call vote to approve consent agenda as presented. *Roll call vote: Haley, Long, Wyatt, Carras, Armitage*

**5. COMMUNICATION FROM THE PUBLIC**

No communication from the public

**6. REPORTS & COMMUNICATION**

6.1 Lincoln High School, Student Advisory – Isabella Franco reported on the following:

- Tennis and Baseball
- Soccer Senior Night tonight
- Drama Club – “You can take it with you”, Friday at 7:00 p.m.
- Prom last Saturday, all went well
- Science Expo, May 16<sup>th</sup>
- AP Test – 2 week process
- STAR testing week,

4.1.3

May 1, 2012

Minutes

- May is our last full month before graduation
- 6.2 Western Placer Teacher's Association – Mike Agrippino will speak during 7.5
- 6.3 Western Placer Classified Employee Association – Mike Kimbrough no report
- 6.4 Superintendent - Scott Leaman on the follow:
- Season of assessment, Mary's department is quite busy
  - Auditors are in the Business department
  - Thanked the Association for working through negotiations.
  - Reminder that there are no board meetings in July
  - Possibility of moving second meeting in June
  - 2012-13 calendar is coming for approval tonight
  - Good luck to all students who are testing
7. ♦ACTION ♦DISCUSSION ♦INFORMATION
- 7.1 Information **APPROVE RESOLUTION NO. 11/12.20 DECLARING AN ELECTION BE HELD IN ITS JURISDICTION; REQUESTING THE BOARD OF SUPERVISORS TO CONSOLIDATE THIS ELECTION WITH ANY OTHER ELECTION CONDUCTED ON SAID DATE - Leaman (11-12 G & O Component I, II, III, V, IV)**
- Action
- The Board of Trustees will take action to approve Resolution 11/12.20 declaring an election be held in its jurisdiction requesting the Board of Supervisors to consolidate this election with any other election conducted on said date, and requesting election services by the County Clerk.
- Motion by Mr. Carras, seconded by Mrs. Wyatt, and passed by 5-0 roll call vote to approve Resolution No. 1112/20 declaring an election be held in its jurisdiction. *Roll call vote: Long, Wyatt, Carras, Haley, Armitage*
- 7.2 Action **ADOPTION OF NEW AND REVISED POLICIES, REGULATIONS AND EXHIBITS – Leaman (11-12 G & O Component I, II, III, IV, V)**
- The District Policy Committee and Management Team have reviewed the following new and revised policies/regulations/exhibits as per CSBA. They are now being presented for adoption by the Board of Trustees.
- BP 3314.2 Revolving Funds
  - AR 3440 Inventories
  - BP 6170.1 Transitional Kindergarten
- Motion by Mr. Long, seconded by Mr. Haley, and passed by a 5-0 vote to adopt policies being presented.
- 7.3 Discussion/ **CONSIDER APPROVAL OF TENTATIVE AGREEMENT BETWEEN WPUSD AND WPTA REGARDING ARTICLE XV- WORK YEAR (CALENDAR) FOR THE 2012-2013 SCHOOL YEAR**
- Action
- **Davis (11-12 G & O Component I, II, III, V, IV)**
  - A tentative agreement has been reached between WPUSD and WPTA on Article XV – Work Year – 2012-13 as outlined in the attached document. This

4.1.4

May 1, 2012

Minutes

---

tentative agreement along with placement of the furlough days for the 2012-2013 school year for WPTA employees has been ratified by the WPTA membership.

Ryan Davis reported this is a standard procedure approving tentative agreement between WPUSD and WPTA regarding Article XV –work calendar. Motion by Mr. Carras, seconded by Mr. Armitage, and passed by a 5-0 vote approving the work calendar.

**7.4 Discussion/ ADOPTION OF WPUSD STUDENT/TEACHER CALENDAR FOR****Action 2012-2013 SCHOOL YEAR - Davis (11-12 G & O Component I, II, III, V, IV)**

•The Western Placer Unified School District and the Western Placer Teachers Association have signed a Tentative Agreement regarding the Work Year Article to the Collective Bargaining Agreement which is also before the Board for approval at the Board meeting. Adopting this calendar would allow the District to post this calendar in order for staff and families to begin that planning process for the 2012-2013 school year.

Motion by Mr. Long, seconded by Mrs. Wyatt, and passed by a 5-0 vote to adopt the WPUSD 2012-13 Student/Teacher calendar.

**7.5 Discussion/ APPROVE RESOLUTION NO. 11/12.21 ORDERING THE****Action LAYOFF OF CERTIFICATED EMPLOYEES - Davis (11-12 G & O Component I, II, III, V, IV)**

•Pursuant to Education Codes 44949, 44955 and 44951, the District has proceeded with the Reduction in Force process for certificated employees pursuant to Board action on February 28, 2012. This final resolution allows the District administration to deliver required final layoff notices to certificated employees in accordance with the attached Resolution a/12.21.

Ryan Davis reported his sadness to present the final layoff notice. Hoping that over time we will be able to bring some of these employees back due to changes in our current staffing.

Mike Agrippino reported the association could not let this go by without saying something. Reported how difficult it was as well. He thanked district administration for the hard work on negotiations.

Motion by Mrs. Wyatt, seconded by Mr. Haley, and passed by a 4-1 roll call vote to approve Resolution No. 11/12.21 ordering layoff of certificated employees, no vote by Mr. Long. *Roll call vote: Wyatt, Carras, Haley, Armitage*

**8. BOARD OF TRUSTEES****8.1 FUTURE AGENDA ITEMS**

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

- Relationship with Sierra Community College
- Twelve Bridges High School

4.1.5

May 1, 2012

Minutes

---

- Lincoln Crossing Elementary South/Facilities Update

**8.2 BOARD MEMBER REPORTS/COMMENTS**

**Mr. Haley** had no report

**Mr. Long** had no report

**Mrs. Wyatt** reported she attended a farm foundation meeting. Twelve Bridges goes out to the OLE property, working with the City to get younger grades to go out also. Barrett Hess had 20 students that went to the State Convention, 6 got degrees. Elementary schools are going out to the School Farm, and FFA is doing lot. Scrap booking is everything they have done for the year. This is what they get judged on. FFA banquet will be held on May 30, 2012

**Mr. Carras** had no report

**Mr. Armitage** reported he had encouraged his sons to be a part of the 800 club for STAR testing.

**9. ESTABLISHMENT OF NEXT MEETING(S)**

The President will establish the following meeting(s):

- May 15, 2012 7:00 P.M., Regular Meeting of the Board of Trustee, Twelve Bridges Middle School
- June 5, 2012 7:00 P.M., Regular Meeting of the Board of Trustee, Lincoln High School
- June 19, 2012 7:00 P.M., Regular Meeting of the Board of Trustee, Lincoln High School

**10. ADJOURNMENT**

There being no further business the meeting was adjourned at 7:27 p.m.

---

**Damian Armitage, Board President**

---

**Brian Haley, Clerk**

---

**Scott Leaman, Superintendent**

---

**Rosemary Knutson, Secretary to the 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

h:\wpfiles\board\minutes\050112

4.1.6

Western Placer Unified School District  
**Special Meeting of the Board of Trustees**  
May 9, 2012, 5:30 P.M.  
**DISTRICT OFFICE – First Floor Meeting Room**  
600 Sixth Street, Suite 600, Lincoln, CA 95648

## **MINUTES**

**2011-2012 Goals & Objectives (G & O) for the Management Team:** Component I: Quality Student Performance; Component II: Curriculum Themes; Component III: Special Student Services; Component IV: Staff & Community Relations; Component V: Facilities/Administration/Budget.

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

### **Board Present**

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

### **Others Present**

Scott Leaman, Superintendent  
Mary Boyle, Deputy Superintendent  
Ryan Davis, Director of Personnel Services  
Rosemary Knutson, Secretary to the Superintendent  
Stephanie Dumm, Lincoln News Messenger

### **5:30 P.M. START**

- 1. WELCOME/CALL TO ORDER/PLEDGE OF ALLEGIANCE –**  
District Office, First Floor Meeting Room
- 2. COMMUNICATION FROM THE PUBLIC**  
No communication from the public
- 3. CLOSED SESSION – District Office Personnel Conference Room**
  - 3.1 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**  
Public Employee Discipline/Dismissal/Release CE 11-12.3
- 4. RECONVENING OF OPEN SESSION - DISCLOSURE OF ACTION TAKEN IN CLOSED SESSION, IF ANY – District Office, First Floor Meeting Room**
  - 4.1 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**  
Public Employee Discipline/Dismissal/Release CE 11-12.3

4.1.7

May 9, 2012

Minutes

Mr. Haley reported charges were filed on certificated employee CE 11-12.3, board approved closed session Resolution 11/12.22 authorization dismissal and immediate suspension of employee CE 11-12.3, and authorization for district administration to serve required notice, the vote was unanimous.

**5. ADJOURNMENT**

There being no further business the meeting was adjourned at 5:55 p.m.

\_\_\_\_\_  
**Damian Armitage, Board President**

\_\_\_\_\_  
**Brian Haley, Clerk**

\_\_\_\_\_  
**Scott Leaman, Superintendent**

\_\_\_\_\_  
**Rosemary Knutson, Secretary to the 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  
**Regular Meeting of the Board of Trustees**  
May 15, 2012, 7:00 P.M.  
TWELVE BRIDGES MIDDLE SCHOOL – Multi-Purpose Room  
770 Westview Street, Lincoln, CA 95648

## MINUTES

**2011-2012 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.

**MEMBERS PRESENT:**

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

**OTHERS PRESENT:**

Scott Leaman, Superintendent  
Mary Boyle, Deputy Superintendent  
Joyce Lopes, Assistant Superintendent of Business Services  
Ryan Davis, Director of Personnel Services  
Rosemary Knutson, Secretary to the Superintendent  
Stephanie Dumm, Lincoln News Messenger

**5:30 P.M. START**

1. **CALL TO ORDER** – Twelve Bridges Middle School – Multi-Purpose Room

**5:35 P.M.**

2. **CLOSED SESSION** – Twelve Bridges Middle School – Main Office
  - 2.1 **PERSONNEL**  
**PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**  
Public Employee Discipline/Dismissal/Release
  - 2.2 **CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION - CE 11-12.2**
  - 2.3 **CONFERENCE WITH LABOR NEGOTIATOR**  
Bargaining groups: WPTA & CSEA Negotiations  
Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Director of Human Services  
Joyce Lopes, Assistant Superintendent of Business Services
  - 2.4 **INTERDISTRICT ATTENDANCE APPEAL**
    - a. Interdistrict Request Appeal 12/13 - 22

4.19

- b. Interdistrict Request Appeal 12/13 - 23
- c. Interdistrict Request Appeal 12/13 - 24
- d. Interdistrict Request Appeal 12/13 - 25
- e. Interdistrict Request Appeal 12/13 - 26
- f. Interdistrict Request Appeal 12/13 - 27

**7:00 P.M.**

**3. ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE-** Multi-Purpose Room

The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

**3.1 PERSONNEL**

**PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**

Public Employee Discipline/Dismissal/Release

No action taken.

**3.2 CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION - CE 11-12.2**

No action taken.

**3.3 CONFERENCE WITH LABOR NEGOTIATOR**

Bargaining groups: WPTA & CSEA Negotiations

Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Director of Human Services  
Joyce Lopes, Assistant Superintendent of Business Services

No action taken.

**3.4 INTERDISTRICT ATTENDANCE APPEAL**

- a. Interdistrict Request Appeal 12/13 - 22

Motion by Mr. Haley, seconded Mr. Long, and passed by a 5-0 vote to deny the appeal.

- b. Interdistrict Request Appeal 12/13 - 23

Motion by Mrs. Wyatt, seconded by Mr. Long to deny appeal, the appeal was passed by a 3-2 vote, no votes by Mrs. Wyatt, Mr. Long.

- c. Interdistrict Request Appeal 12/13 - 24

Motion by Mr. Long, seconded by Mr. Carras, and passed by a 5-0 vote to deny the appeal.

- d. Interdistrict Request Appeal 12/13 - 25

4.1.10

May 15, 2012

Minutes

---

Motion by Mrs. Wyatt, seconded by Mr. Armitage, and passed by a 5-0 vote to deny the appeal.

- e. Interdistrict Request Appeal 12/13 – 26

Motion by Mr. Long, seconded by Mr. Haley, and passed by a 4-1 vote to deny the appeal, no vote by Mr. Carras.

- f. Interdistrict Request Appeal 12/13 - 27

Motion by Mr. Haley, seconded by Mr. Long, and passed by a 5-0 vote to approve the appeal.

**4. SPECIAL ORDER OF BUSINESS**

School Being Featured: Twelve Bridges Middle School

Stacy Brown, TBMS Principal shared a short introduction of his school. He introduced Mrs. Binning, Robotics Teacher, she shared information on her Robotics class and asked two of her students to share their competition experience. Each student spoke about their experience during the Robotic State Competition, and then demonstrated their Robot. Mr. Brown the Music Teacher was also introduced and his band class performed several songs.

**5. CONSENT AGENDA**

- 5.1 Certificated Personnel Report
- 5.2 Approve Williams Uniform Quarterly Complaint Report.
- 5.3 Approve Waiver of California High School Exit Exam Requirement for Diploma for Special Education Students Who Have Not Passed CAHSEE. Students #11-12 A – 1 through #11-12 A – 12.
- 5.4 Ratification of Contract with Economic & Planning Systems, Inc. for Update of School Facility Funding Shortfall Analysis.
- 5.5 Approve Student Discipline/Stipulated Expulsion for student's #11-12 X, Y, Z, & AA.

Motion by Mr. Carras, seconded by Mrs. Wyatt, and passed by a 5-0 roll call vote to approve consent agenda as presented. Roll call vote: Haley, Long, Wyatt, Carras, Armitage

**6. COMMUNICATION FROM THE PUBLIC**

No communication from the public

**7. REPORTS & COMMUNICATION**

- 7.1 Lincoln High School, Student Advisory – Isabella Franco is absent
- 7.2 Western Placer Teacher's Association – Mike Agrippino/Tara McClousky
- 7.3 Western Placer Classified Employee Association – Mike Kimbrough/Jeanne Troxel had no report
- 7.4 Superintendent - Scott Leaman
  - Reminder no meeting in July
  - Science Expo tomorrow

4.1.11

May 15, 2012

Minutes

---

- This weekend busy in Lincoln, Relay for Life, Tour De Lincoln,
- District Office Summer hours will be 10:00 to 2:00 p.m.

**8. ♦ACTION ♦DISCUSSION ♦INFORMATION****8.1 Information ATTENDANCE GOALS UPDATE – Boyle (11-12 G & O I, II, III, IV, V)**

•To support increased student learning and to increase ADA revenues, the District and individual school sites set goals for improved attendance of .5% for 2011 – 2012, based on the last three years of attendance rates. Phoenix High School, which as a continuation high school has a different attendance reporting mechanism, set a 5% increase in credits earned as its goal. To date, eight of our eleven sites are meeting their attendance goals, as is the District; the remaining three sites show improved attendance with goals within reach. The District average three-year attendance baseline was 95.09%, with a goal of 95.59%; our attendance rate to date is 95.77%. The Business Department is providing monthly printouts to sites for attendance monitoring which is critical to the project's success.

Mary Boyle presented year end reported on student attendance. She reported the DOG group at all eleven sites have worked hard to make sure they are overseeing student attendance. Creekside is up to 95.2%, Glen Edwards is up 1.25%, and Phoenix has been very positive, and their attendance is up 16%. The district as a whole is up this year. There have been several things put in place to keep parents notified about attendance, and SARB hearings are heard before a judge. Contracts have been given to students who have had problems with attendance, and so far all attendance ideas have been working.

**8.2 Action NEW POSITION DESCRIPTIONS – TEACHER ON SPECIAL ASSIGNMENT – PEER COACH ELEMENTARY/SECONDARY – Boyle (11-12 G & O I, II, III, IV, V)**

•The Western Placer Teachers Association (WPTA) and the District have entered into a one-year MOU to pool swept Tier III categorical funds from Peer Assistance and Review (PAR) and Professional Development Block Grant resources in order to create two new position

- Teacher on Special Assignment – Peer Coach Elementary and
- Teacher on Special Assignment – Peer Coach Secondary

Pleased to come to an agreement with WPTA with creating peer coaching positions. Motion by Mr. Haley, seconded by Mr. Long and passed by a 5-0 vote to approve new position descriptions.

**8.3 Information ADULT EDUCATION PLAN FOR ENGLISH LEARNERS FOR 2012-2013 SCHOOL YEAR – Boyle (11-12 G & O I, III, IV, V)**

•With the sweep of Tier III Adult Education funds into the General Fund for 2012 – 2013, the positions of Adult Education Administrator, Secretary, Clerk and Teachers were *eliminated*. The teachers and students in the Adult Education English Second Language (ESL) program have made impassioned pleas to continue to offer ESL classes to support parents who are learning English, in order to support their children's education in our schools.

4.1.12

May 15, 2012

Minutes

---

Mary Boyle spoke on the English Learners Program, and shared how the district found a way to fund the program, and also reaching out to parents. Both Title I and Title III can be used for parent continuation program. The Adult Education teacher, Ramey shared a power point presentation on the ELS Program.

**9. 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
- Lincoln Crossing Elementary South/Facilities Update

**9.1 BOARD MEMBER REPORTS/COMMENTS**

**Mr. Haley** expressed the importance of keeping an eye on the budget, realizes the next 6 months are critical.

**Mr. Long** shared tonight's board meeting is what it should be all about, student being highlighted, and thanked Mr. Brown. CSBA update, sad thing were looking at. It's really tough and sad but what we saw tonight was trilling. He told the ESL teacher, Ramey that she really got to him. He also mentioned the Placer County fairgrounds are talking about moving to Sheridan.

**Mrs. Wyatt** reported Creekside Oaks, Carlin Coppin and Twelve Bridges Elementary Schools will be singing the national anthem at the opening ceremony for the River Cats.

**Mr. Carras** shared it's very interesting when you read what other districts are doing. We may see transportation go away, great job Mr. Brown.

**Mr. Armitage** mentioned the Food Festival being held this weekend and LHS band will be performing.

**10. ESTABLISHMENT OF NEXT MEETING(S)**

The President will establish the following meeting(s):

- June 5, 2012 7:00 P.M., Regular Meeting of the Board of Trustee, Lincoln High School
- June 19, 2012 7:00 P.M., Regular Meeting of the Board of Trustee, Lincoln High School

**11. ADJOURNMENT**

There being no further business the meeting was adjourned at 8:30 p.m.

---

**Damian Armitage, Board President**

---

**Brian Haley, Clerk**

4.1.13

---

**Scott Leaman, Superintendent**

---

**Rosemary Knutson, Secretary to the Superintendent**

**Adopted:**

**Ayes:**

**Noes:**

**Absent:**

<p><b>BOARD BYLAW 9320:</b> 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>
---

4.1.14

**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:**  
Joyce Lopes  
Assistant Superintendent of Business Services

**ENCLOSURES:**  
Warrants may be found at  
[www.wpusd.k12.ca.us](http://www.wpusd.k12.ca.us)

**DEPARTMENT:**  
Business Services

**FINANCIAL INPUT/SOURCE:**  
N/A

**MEETING DATE:**  
June 5, 2012

**ROLL CALL REQUIRED:**  
No

---

**BACKGROUND:**

The Board of Trustees will consider approval of warrants paid since the May 1, 2012 board meeting.

**RECOMMENDATION:**

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

## Checks Dated 05/25/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85252072	05/25/2012	Shannon M. De Arkland	01-5200		22.76
85252073	05/25/2012	Tracey N. Lillie	01-5200		231.49
85252074	05/25/2012	Robert T. Lyons	01-5200		420.35
85252075	05/25/2012	Elise L. Martinez	01-4300	14.51	
			01-5200	57.79	72.30
85252076	05/25/2012	247SECURITY INC.	01-5600	119.45	
			Unpaid Sales Tax	5.70-	113.75
85252077	05/25/2012	ABC CLIO LLC	01-4300		1,388.00
85252078	05/25/2012	APPLE COMPUTER INC	01-4300		951.52
85252079	05/25/2012	APPROVED SAFE & LOCK	01-5600	61.45	
			40-5800	316.51	377.96
85252080	05/25/2012	AT&T	01-5560	4,101.13	
			11-5560	30.99	
			13-5560	98.08	
			21-5560	75.59	4,305.79
85252081	05/25/2012	BANK OF AMERICA #0287 BUSINESS CARD	01-4300		460.95
85252082	05/25/2012	BANK OF AMERICA #3819	01-5200		307.75
85252083	05/25/2012	CASBO - CALIF ASSOC OF SCHOOL BUSINESS OFFICIALS	01-5200		205.00
85252084	05/25/2012	CITY OF LINCOLN	01-5540	3,390.71	
			01-5550	11,549.10	
			01-5570	2,964.49	17,904.30
85252085	05/25/2012	COMMITTEE FOR CHILDREN	01-4300	2,079.57	
			Unpaid Sales Tax	140.57-	1,939.00
85252086	05/25/2012	DAVID HALL	01-5800		525.25
85252087	05/25/2012	DIVERSE NETWORK ASSOCIATES	01-5800		739.92
85252088	05/25/2012	ESPECIAL NEEDS, LLC	01-4300	486.55	
			Unpaid Sales Tax	28.85-	457.70
85252089	05/25/2012	GOOGLE, INC.	01-5800		112.22
85252090	05/25/2012	GRAINGER .	01-4300		1,322.17
85252091	05/25/2012	HOME DEPOT	01-4300		1,656.14
85252092	05/25/2012	K S TELECOM INC	01-5800	461.47	
			40-6274	7,025.00	7,486.47
85252093	05/25/2012	KRISTINE N CORN DBA SIERRA PEDIATRIC THERAPY CLINIC	01-5800		983.25
85252094	05/25/2012	KRONICK MOSKOVITZ TIEDEMANN	01-5810		122.50
85252095	05/25/2012	LOVE AND LOGIC INSTITUTE, INC	01-4300	26,515.76	
			Unpaid Sales Tax	1,792.44-	24,723.32
85252096	05/25/2012	MAXIM HEALTHCARE SERVICES DBA MAXIM STAFFING SOLUTIONS	01-5800		1,008.00
85252097	05/25/2012	MAYER-JOHNSON LLC	01-4300	4,129.12	
			Unpaid Sales Tax	279.12-	3,850.00
85252098	05/25/2012	MCMASTER CARR SUPPLY CO	01-4300		264.57
85252099	05/25/2012	MEDICAL BILLING TECHNOLOGIES	01-5800		17.43
85252100	05/25/2012	MICHAEL W. WHITNEY DBA SAAVAHEART EDUCATION	01-5800		1,545.00
85252101	05/25/2012	PACIFIC GAS & ELECTRIC CO	01-5510		1,685.17

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 1 of 3

## Checks Dated 05/25/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85252102	05/25/2012	PCOE	01-5200		700.00
85252103	05/25/2012	PEARSON - PSYCHOLOGICAL CORP.	01-4300		6,759.32
85252104	05/25/2012	PEARSON ASSESSMENTS ORDERING DEPARTMENT	01-4300		11,737.93
85252105	05/25/2012	PLACER CO ENVIRONMENTAL HEALTH	01-5800		1,424.00
85252106	05/25/2012	PLACER LEARNING CENTER	01-5800		29,693.78
85252107	05/25/2012	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		869.92
85252108	05/25/2012	RECOLOGY FMRLY AUBURN PLACER DISPOSAL	01-5540		2,695.46
85252109	05/25/2012	RESEARCH PRESS PUBLISHERS	01-4300	13,023.81	
			Unpaid Sales Tax	848.74-	12,175.07
85252110	05/25/2012	SCHOOL SERVICES OF CA INC	01-5200		175.00
85252111	05/25/2012	SUTTER MEDICAL FOUNDATION	01-5800		95.00
85252112	05/25/2012	UNIVERSAL SPECIALTIES, INC.	01-4300		3,915.07
85252113	05/25/2012	WESTERN BLUE AN NWN COMPANY	01-4300		1,137.92
85252114	05/25/2012	WESTERN PSYCHOLOGICAL SERVICES	01-4300		3,577.23
85252115	05/25/2012	WIESER EDUCATIONAL MISSION PUBLICATIONS	01-4300		967.30
85252116	05/25/2012	ZEP SALES & SERVICE	01-4300		7,009.21
85252117	05/25/2012	Robert B. Arosteguy	01-4300		44.97
85252118	05/25/2012	Therese M. Dorow	01-4300		74.85
85252119	05/25/2012	Darlene R. Wenger	01-5200		109.80
85252120	05/25/2012	AIRGAS	01-4300		361.70
85252121	05/25/2012	APPLE COMPUTER INC	01-4400		648.43
85252122	05/25/2012	CALTRONICS BUSINESS SYSTEMS	01-4300		585.39
85252123	05/25/2012	DECO TECH SYSTEMS	01-4300		975.11
85252124	05/25/2012	ERICS X PRESS	01-4300		1,895.79
85252125	05/25/2012	FLORAL SUPPLY SYNDICATE	01-4300		368.51
85252126	05/25/2012	FOLLETT LIBRARY RESOURCES	01-4200		332.96
85252127	05/25/2012	FRY'S ELECTRONICS	01-4300		329.11
85252128	05/25/2012	HANDWRITING WITHOUT TEARS	11-4300		3,295.68
85252129	05/25/2012	INDEPENDENT STATIONERS	01-4300		8,168.00
85252130	05/25/2012	LAKESHORE LEARNING MATERIALS	11-4300		542.33
85252131	05/25/2012	LEGO EDUCATION	01-4300		2,296.29
85252132	05/25/2012	LINCOLN ACE HARDWARE / AG	01-4300		2.39
85252133	05/25/2012	LINGUI SYSTEMS INC	01-4300	186.18	
			Unpaid Sales Tax	12.58-	173.60
85252134	05/25/2012	LOWE'S	40-4300		393.22
85252135	05/25/2012	MARSHAL RANGER DBA MARSHAL RANGER PARTY RENTAL	01-5600		124.20
85252136	05/25/2012	NASCO MODESTO	01-4300		130.03
85252137	05/25/2012	NORTHERN ENERGY	01-4300		143.39
85252138	05/25/2012	OFFICE DEPOT	01-4300		2,208.58
85252139	05/25/2012	PLANK ROAD PUBLISHING INC	01-4300		136.15
85252140	05/25/2012	POWDER CREEK RANCH SUPPLY	01-4300		858.00
85252141	05/25/2012	PRO-ED	01-4300	280.22	
			Unpaid Sales Tax	17.32-	262.90

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

## Checks Dated 05/25/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85252142	05/25/2012	RAIBON & COLBERT ASSOC INC	01-5800		3,540.00
85252143	05/25/2012	RAY MORGAN CO. / CHICO	01-4300		537.47
85252144	05/25/2012	RECOLOGY FMRLY AUBURN PLACER DISPOSAL	01-5800		135.00
85252145	05/25/2012	RENAISSANCE LEARNING INC.	01-4300		3,236.40
85252146	05/25/2012	RIEBES AUTO PARTS	01-4300		23.08
85252147	05/25/2012	SACRAMENTO ZOO	01-5800		179.00
85252148	05/25/2012	SAFEWAY INC	01-4300		75.70
85252149	05/25/2012	SCHOOL SPECIALTY INC	01-4300	326.50	
			11-4300	648.39	974.89
85252150	05/25/2012	SIERRA HAY & FEED	01-4300		159.20
85252151	05/25/2012	TEACHER DIRECT	01-4300	52.55	
			Unpaid Sales Tax	3.55-	49.00
85252152	05/25/2012	TEACHER'S DISCOVERY	01-4300	142.86	
			Unpaid Sales Tax	8.68-	134.18
85252153	05/25/2012	TROXELL COMMUNICATIONS	01-4300		2,653.37
85252154	05/25/2012	U.S. SCHOOL SUPPLY	01-4300	243.23	
			Unpaid Sales Tax	15.73-	227.50
85252155	05/25/2012	US BANK BUSINESS EQUIPMENT	01-5600		15.00
85252156	05/25/2012	VERIZON WIRELESS	01-4300		228.06
85252157	05/25/2012	WESTERN BLUE AN NWN COMPANY	01-4300		209.14
85252158	05/25/2012	"DANIELSEN COMPANY, THE"	13-4380	182.02	
			13-4710	2,322.20	2,504.22
85252159	05/25/2012	CROWN DISTRIBUTING INC.	13-4380		1,069.40
85252160	05/25/2012	ED JONES FOOD SERVICE	13-4710		5,326.39
85252161	05/25/2012	PIZZA GUYS	13-4710		1,158.89
85252162	05/25/2012	PLACER CO ENVIRONMENTAL HEALTH	13-5800		5,711.00
85252163	05/25/2012	PROPACIFIC FRESH	13-4710		898.24
85252164	05/25/2012	SARA LEE	13-4710		628.62
85252165	05/25/2012	SYSCO SACRAMENTO	13-4380	564.13	
			13-4710	1,184.24	1,748.37
85252166	05/25/2012	VENDMART OF SACRAMENTO	13-4710		1,419.54
Total Number of Checks				95	215,435.28

## Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	83	185,698.10
11	Adult Education Fund	4	4,517.39
13	Cafeteria Fund	10	20,562.75
21	Building Fund #1	1	75.59
40	Spec Res For Capital Outlay	3	7,734.73
Total Number of Checks		95	218,588.56
Less Unpaid Sales Tax Liability			3,153.28-
Net (Check Amount)			215,435.28

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

## Checks Dated 05/18/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85250779	05/18/2012	Mayela Cerda-Martinez	01-5200		389.28
85250780	05/18/2012	Leah M. Contaxis	01-5200		49.40
85250781	05/18/2012	Vincent R. Hurtado	01-4300	51.94	
			01-5200	153.28	205.22
85250782	05/18/2012	Susannah L. Karuzas	01-4300		65.30
85250783	05/18/2012	Scott M. Leaman	01-4300		46.76
85250784	05/18/2012	Elise L. Martinez	01-5200		132.17
85250785	05/18/2012	Sandi L. Miller	01-5200		371.68
85250786	05/18/2012	Lauren M. Quinn	01-4300	5.00	
			01-5200	117.11	122.11
85250787	05/18/2012	Melissa A. Ramirez	01-5200		22.20
85250788	05/18/2012	Heather D. Steer	01-5200		52.29
85250789	05/18/2012	Eli M. Turner	01-5200		264.74
85250790	05/18/2012	Gordon L. West	01-5200		30.53
85250791	05/18/2012	Rhianon R. Zinzun	01-5200		71.35
85250792	05/18/2012	"SPEECH BIN, THE"	01-4300		161.33
85250793	05/18/2012	ABTA PUBLICATIONS & PRODUCTS	01-4300		1,575.58
85250794	05/18/2012	ADVANCED INTEGRATED PEST	01-5800		1,288.00
85250795	05/18/2012	ALAN S BROOKS	40-6290		1,505.00
85250796	05/18/2012	APPROVED SAFE & LOCK	01-5600		130.00
85250797	05/18/2012	CITY OF LINCOLN / PG&E REIMB	01-5510		1,586.13
85250798	05/18/2012	DAWSON OIL COMPANY	01-4345	7,783.17	
			01-4350	9,232.08	17,015.25
85250799	05/18/2012	DEPT. OF INDUSTRIAL RELATIONS	01-5800		125.00
85250800	05/18/2012	DISCOUNT SCHOOL SUPPLY	01-4300		360.17
85250801	05/18/2012	KRONICK MOSKOVITZ TIEDEMANN	01-5810		3,459.63
85250802	05/18/2012	LAW OFFICE OF ELLIS COLEMAN	01-5810		3,125.00
85250803	05/18/2012	LD PRODUCTS	01-4300		904.70
85250804	05/18/2012	LINCOLN ACE HARDWARE/MAINT	01-4300		180.25
85250805	05/18/2012	LINGUI SYSTEMS INC	01-4300	192.88	
			Unpaid Sales Tax	13.03-	179.85
85250806	05/18/2012	LOY MATTISON DBA LOY MATTISON ENTERPRISES	01-5800		1,615.00
85250807	05/18/2012	MAYER-JOHNSON LLC	01-4300	30.86	
			Unpaid Sales Tax	2.08-	28.78
85250808	05/18/2012	MISSION UNIFORM SERVICE INC	01-4300	64.36	
			01-5800	1,371.03	1,435.39
85250809	05/18/2012	MULTI HEALTH SYSTEMS INC	01-4300		7,284.81
85250810	05/18/2012	PACIFIC GAS & ELECTRIC CO	01-5510		53,797.02
85250811	05/18/2012	PAUL H BROOKS PUBLISHING CO	01-4300	256.98	
			Unpaid Sales Tax	15.36-	241.62
85250812	05/18/2012	PEARSON ASSESSMENTS ORDERING DEPARTMENT	01-4300		3,242.78
85250813	05/18/2012	PHILLIP CON NUNLEY	01-4400		5,000.00
85250814	05/18/2012	PJ'S MAIL & PARCEL SERVICE	01-4300		14.37
85250815	05/18/2012	PLATT ELECTRIC SUPPLY, INC.	01-4300		223.72
85250816	05/18/2012	RAY MORGAN CO. / CHICO	01-5600		140.85

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 1 of 3

4.24

## Checks Dated 05/18/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85250817	05/18/2012	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600	306.92	
			01-7438	74.83	
			01-7439	368.17	749.92
85250818	05/18/2012	REALLY GOOD STUFF	01-4300	31.90	
			Unpaid Sales Tax	1.55-	30.35
85250819	05/18/2012	RESEARCH CENTER FOR CHILDREN YOUTH & FAMILIES DBA ASEBA	01-4300	2,520.57	
			Unpaid Sales Tax	169.57-	2,351.00
85250820	05/18/2012	RISO PRODUCTS OF SAC INC	01-5600		425.00
85250821	05/18/2012	SAC VAL JANITORIAL SALES	01-4300		1,158.57
85250822	05/18/2012	SCHOOL SPECIALTY INC	01-4300		274.08
85250823	05/18/2012	SIG SCHOOLS INSURANCE GROUP	01-5200		150.00
85250824	05/18/2012	SPEECH & LANGUAGE THERAPY	01-5800		190.00
85250825	05/18/2012	SPURR	01-5530		5,673.56
85250826	05/18/2012	TARGET BANK	01-4300		14.24
85250827	05/18/2012	WESTERN BLUE AN NWN COMPANY	01-4400		70,037.36
85250828	05/18/2012	WESTERN PLACER WASTE	01-5540		83.65
85250829	05/18/2012	"DANIELSEN COMPANY, THE"	13-4380	196.10	
			13-4710	3,169.47	
			Unpaid Sales Tax	2.01-	3,363.56
85250830	05/18/2012	CROWN DISTRIBUTING INC.	13-4380		387.74
85250831	05/18/2012	ED JONES FOOD SERVICE	13-4710		6,510.26
85250832	05/18/2012	PIZZA GUYS	13-4710		998.77
85250833	05/18/2012	PROPACIFIC FRESH	13-4710		299.00
85250834	05/18/2012	SARA LEE	13-4710		621.94
85250835	05/18/2012	SYSCO SACRAMENTO	13-4380	259.38	
			13-4710	1,447.78	1,707.16
85250836	05/18/2012	Ruben A. Ayala	01-5200		273.42
85250837	05/18/2012	Eileen F. Binning	01-5800		150.00
85250838	05/18/2012	Jeffrey T. Dardis	13-4300	73.10	
			13-4710	18.03	
			13-5200	23.31	114.44
85250839	05/18/2012	Casey D. Hall	01-4300		20.75
85250840	05/18/2012	Karen A. Roberts	01-4300		39.38
85250841	05/18/2012	Daniela M. Thompson	01-4300		191.25
85250842	05/18/2012	Jill E. Thorndyke	11-4300		66.46
85250843	05/18/2012	AMF BOWLING CENTERS INC DBA ROCKLIN LANES	01-5800		1,300.00
85250844	05/18/2012	ATLAS PEN & PENCIL CORP.	01-4300		150.07
85250845	05/18/2012	BARNES & NOBLE BOOKSTORES	01-4300		207.79
85250846	05/18/2012	CALTRONICS BUSINESS SYSTEMS	01-5600		233.60
85250847	05/18/2012	CITY OF ROSEVILLE DBA: MAIDU INTERPRETIVE CENTER	01-5800		1,044.00
85250848	05/18/2012	CLASSROOM DIRECT.COM	01-4300		208.94
85250849	05/18/2012	DE LAGE LANDEN	01-5600		319.61
85250850	05/18/2012	DISCOUNT SCHOOL SUPPLY	11-4300		242.13
85250851	05/18/2012	FOLLETT LIBRARY RESOURCES	01-4200	2,871.68	

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

4.2.5

## Checks Dated 05/18/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85250851	05/18/2012	FOLLETT LIBRARY RESOURCES	01-4300	530.77	
			40-4300	1,820.32	5,222.77
85250852	05/18/2012	JONES SCHOOL SUPPLY CO INC	01-4300	68.02	
			Unpaid Sales Tax	4.27-	63.75
85250853	05/18/2012	LAKESHORE LEARNING MATERIALS	01-4300		211.04
85250854	05/18/2012	LEGO EDUCATION	01-4300	113.26	
			01-5300	253.18	366.44
85250855	05/18/2012	LINCOLN HIGH SCHOOL	01-5800		210.00
85250856	05/18/2012	MAGNET STREET	01-4300	743.24	
			Unpaid Sales Tax	50.24-	693.00
85250857	05/18/2012	NSS-NRS	01-4300	93.81	
			Unpaid Sales Tax	5.72-	88.09
85250858	05/18/2012	OFFICE DEPOT	01-4300		3,633.64
85250859	05/18/2012	ORIENTAL TRADING COMPANY INC	01-4300	51.81	
			Unpaid Sales Tax	2.82-	48.99
85250860	05/18/2012	PACIFIC ENVIRONMENTAL	01-5800		7,120.00
85250861	05/18/2012	PCOE	01-5200		800.00
85250862	05/18/2012	RAY MORGAN CO. / CHICO	01-4300	146.35	
			01-5600	140.23	286.58
85250863	05/18/2012	REALLY GOOD STUFF	01-4300	100.69	
			Unpaid Sales Tax	6.06-	94.63
85250864	05/18/2012	RISO PRODUCTS OF SAC INC	01-4300		640.87
85250865	05/18/2012	SCHOOL SPECIALTY - PRMR AGNDA	01-4300		623.86
85250866	05/18/2012	SCHOOL SPECIALTY INC	01-4300	33.89	
			11-4300	385.10	418.99
85250867	05/18/2012	STAPLES ADVANTAGE	01-4300	1,433.05	
			11-4300	57.90	1,490.95
85250868	05/18/2012	WESTERN BLUE AN NWN COMPANY	01-4300	2,893.18	
			01-4400	1,633.27	4,526.45
Total Number of Checks			90		<u>232,571.31</u>

## Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	79	214,762.23
11	Adult Education Fund	4	751.59
13	Cafeteria Fund	8	14,004.88
40	Spec Res For Capital Outlay	2	3,325.32
Total Number of Checks		90	232,844.02
Less Unpaid Sales Tax Liability			272.71-
Net (Check Amount)			<u>232,571.31</u>

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

4.2.6

## Checks Dated 05/11/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85249309	05/11/2012	"DANIELSEN COMPANY, THE"	13-4380	153.08	
			13-4710	2,598.18	2,751.26
85249310	05/11/2012	CROWN DISTRIBUTING INC.	13-4710		830.29
85249311	05/11/2012	D & P CREAMERY	13-4710		7,343.67
85249312	05/11/2012	ED JONES FOOD SERVICE	13-4710		6,652.72
85249313	05/11/2012	MISSION UNIFORM SERVICE INC	13-4300		454.69
85249314	05/11/2012	PIZZA GUYS	13-4710		1,421.08
85249315	05/11/2012	PROPACIFIC FRESH	13-4710		357.25
85249316	05/11/2012	SARA LEE	13-4710		734.81
85249317	05/11/2012	SYSCO SACRAMENTO	13-4380	280.61	
			13-4710	1,276.87	1,557.48
85249318	05/11/2012	VENDMART OF SACRAMENTO	13-4710		2,299.39
85249319	05/11/2012	Mary A. Hernandez	01-4300		46.00
85249320	05/11/2012	Kris A. Knutson	01-4300		36.93
85249321	05/11/2012	Kevin D. Kurtz	01-4300		295.00
85249322	05/11/2012	Karen A. Roberts	01-4300		24.10
85249323	05/11/2012	"MASTER TEACHER, THE"	01-4300	76.36	
			Unpaid Sales Tax	4.41-	71.95
85249324	05/11/2012	APPLE INC.	01-4300	189.85	
			01-4400	1,666.43	1,856.28
85249325	05/11/2012	B&H PHOTO VIDEO	01-4400	1,233.35	
			Unpaid Sales Tax	83.37-	1,149.98
85249326	05/11/2012	BEST OFFICE PRODUCTS	01-4300	328.79	
			Unpaid Sales Tax	21.31-	307.48
85249327	05/11/2012	BIO CORPORATION	01-4300	348.73	
			Unpaid Sales Tax	20.73-	328.00
85249328	05/11/2012	BRAIN POP	01-4300		995.00
85249329	05/11/2012	BURKETT'S OFFICE	01-4300		1,597.61
85249330	05/11/2012	CALLIE BILLINGS	01-4300		1,437.65
85249331	05/11/2012	CDW GOVERNMENT INC	01-4300		815.10
85249332	05/11/2012	CHEVRON	01-4300		29.70
85249333	05/11/2012	COASTAL ENTERPRISES	01-4300		179.54
85249334	05/11/2012	COOKS PORTABLE TOILETS	01-5600		107.49
85249335	05/11/2012	DELTA EDUCATION INC	01-4100	172.45	
			01-4300	25.74	198.19
85249336	05/11/2012	DEMCO MEDIA	01-4300		179.13
85249337	05/11/2012	DIRECT PRESS 2	01-4300		108.79
85249338	05/11/2012	EXPLORIT SCIENCE CENTER	01-5800		835.14
85249339	05/11/2012	FLINN SCIENTIFIC INC	01-4300		406.85
85249340	05/11/2012	GOPHER SPORT	01-4300	919.67	
			Unpaid Sales Tax	53.66-	866.01
85249341	05/11/2012	GYM CLOSET	01-4300	586.71	
			Unpaid Sales Tax	34.79-	551.92
85249342	05/11/2012	HAL-LEONARD	01-4300		245.00
85249343	05/11/2012	ICING ON THE CUPCAKE	01-4300		162.00
85249344	05/11/2012	LAKESHORE LEARNING MATERIALS	01-4300		751.70
85249345	05/11/2012	NASCO MODESTO	01-4300		52.39
85249346	05/11/2012	NICKY'S COMMUNICATOR	01-4300	619.36	

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 1 of 3

## Checks Dated 05/11/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
			Unpaid Sales Tax	41.86-	577.50
85249347	05/11/2012	OFFICE DEPOT	01-4300	662.12	
			11-4300	93.45	755.57
85249348	05/11/2012	ORIENTAL TRADING COMPANY INC	01-4300	278.81	
			Unpaid Sales Tax	17.08-	261.73
85249349	05/11/2012	PARALLAX INC	01-4300	1,638.36	
			Unpaid Sales Tax	109.28-	1,529.08
85249350	05/11/2012	PCOE	01-4300		175.00
85249351	05/11/2012	QUALITY PLANNERS INC	01-4300	710.18	
			Unpaid Sales Tax	35.74-	674.44
85249352	05/11/2012	RAY MORGAN CO. / CHICO	01-4300	1,844.64	
			01-5600	156.63	
			01-5800	705.78	2,707.05
85249353	05/11/2012	REALLY GOOD STUFF	01-4300	124.96	
			Unpaid Sales Tax	7.53-	117.43
85249354	05/11/2012	RISO PRODUCTS OF SAC INC	01-4300		753.38
85249355	05/11/2012	SAX ARTS & CRAFTS	01-4300	82.86	
			Unpaid Sales Tax	2.44-	80.42
85249356	05/11/2012	SCHOLASTIC BOOK CLUBS	01-4300		52.00
85249357	05/11/2012	SCHOLASTIC BOOKS	01-4300		324.10
85249358	05/11/2012	SCHOOL SPECIALTY INC	01-4300		1,774.70
85249359	05/11/2012	SIERRA OFFICE SUPPLIES &	01-4300		84.27
85249360	05/11/2012	TEACHER DISCOUNT	01-4300		102.58
85249361	05/11/2012	WESTERN BLUE AN NWN COMPANY	01-4300	19.29	
			01-4400	13,669.72	13,689.01
85249362	05/11/2012	Rosie A. Kirkland	01-5200		12.93
85249363	05/11/2012	Venesa E. Lavalie	01-9550		535.16
85249364	05/11/2012	Tracey N. Lillie	11-5200		94.81
85249365	05/11/2012	Deborah J. McKinnon	01-5200		22.20
85249366	05/11/2012	Pamela L. Parker	01-5200		26.42
85249367	05/11/2012	Nancyann M. Rowell	01-5200		137.09
85249368	05/11/2012	Heather D. Steer	01-5200		51.57
85249369	05/11/2012	Curtis D. Stizzo	01-5200		24.25
85249370	05/11/2012	Charles W. Youtsey	01-5200		46.32
85249371	05/11/2012	A-Z BUS SALES INC	01-4365		58.17
85249372	05/11/2012	AIRGAS	01-5830		15.30
85249373	05/11/2012	BRIGHT BEGINNINGS THERAPY INC	01-5800		2,000.00
85249374	05/11/2012	CAPITOL ENGINEERING LAB, INC.	40-5800		195.40
85249375	05/11/2012	CASBO - CALIF ASSOC OF SCHOOL BUSINESS OFFICIALS	01-5200		205.00
85249376	05/11/2012	CDE - CALIF DEPT OF EDUCATION	01-4300		939.63
85249377	05/11/2012	CITY OF LINCOLN / PG&E REIMB	01-5510		344.06
85249378	05/11/2012	CORE EDUCATION TECHNOLOGIES	40-4400		5,232.53
85249379	05/11/2012	DELTA EDUCATION INC	01-4100		39.68
85249380	05/11/2012	EMPLOYMENT DEVELOPMENT DEPT.	01-3501		2,171.80
85249381	05/11/2012	HAWTHORNE EDUCATIONAL SERVICES	01-4300	49.87	
			Unpaid Sales Tax	3.37-	46.50
85249382	05/11/2012	JANE JOHNSON	01-5800		8,550.00

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

4.2.8

## Checks Dated 05/11/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85249383	05/11/2012	LAGUNA PHYSICAL THERAPY & HAND REHABILITATION	01-5800		313.50
85249384	05/11/2012	LAMINATION DEPOT	01-4300		79.69
85249385	05/11/2012	LINGUI SYSTEMS INC	01-4300	908.76	
			Unpaid Sales Tax	61.41-	847.35
85249386	05/11/2012	LRP PUBLICATIONS	01-4300	82.75	
			Unpaid Sales Tax	4.85-	77.90
85249387	05/11/2012	MAXIM HEALTHCARE SERVICES DBA MAXIM STAFFING SOLUTIONS	01-5800		840.00
85249388	05/11/2012	NASCO MODESTO	01-4300		809.32
85249389	05/11/2012	PCOE	01-5200		1,850.00
85249390	05/11/2012	PITNEY BOWES CREDIT CORP	01-4300		1,040.99
85249391	05/11/2012	RAY MORGAN CO. / CHICO	01-4300	192.47	
			01-5600	331.21	523.68
85249392	05/11/2012	RIEBES AUTO PARTS	01-4365	477.50	
			01-5830	466.43	943.93
85249393	05/11/2012	S & S WORLDWIDE	01-4300		107.48
85249394	05/11/2012	SIERRA OFFICE SUPPLIES &	01-4400		963.32
85249395	05/11/2012	SIG SCHOOLS INSURANCE GROUP	01-3701		873.28
85249396	05/11/2012	SUPER DUPER SCHOOL COMPANY	01-4300	73.89	
			Unpaid Sales Tax	4.99-	68.90
85249397	05/11/2012	SUSAN KLEIN DBA MODEL ME KIDS LLC	01-4300	158.75	
			Unpaid Sales Tax	9.85-	148.90
85249398	05/11/2012	THE SACRAMENTO BEE	01-4300		45.55
85249399	05/11/2012	THINK SOCIAL PUBLISHING INC DBA SOCIAL THINKING PUBLISHING	01-4300		143.16
85249400	05/11/2012	WAVE BROADBAND	01-4300		55.95
85249401	05/11/2012	WAVE DIVISION HOLDINGS	01-5560		6,850.00
85249402	05/11/2012	WESTERN BLUE AN NWN COMPANY	01-4300	96.53	
			01-4400	3,314.03	3,410.56
85249403	05/11/2012	WILCO SUPPLY	01-4300		101.76
85249404	05/11/2012	WILSON WAY TIRE CO. INC.	01-4340	310.52	
			01-4360	1,204.51	
			01-4365	1,559.50	3,074.53
Total Number of Checks			96		105,614.40

## Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	83	76,112.24
11	Adult Education Fund	2	188.26
13	Cafeteria Fund	10	24,402.64
40	Spec Res For Capital Outlay	2	5,427.93
Total Number of Checks		96	106,131.07
Less Unpaid Sales Tax Liability			516.67-
Net (Check Amount)			105,614.40

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

4,29

## Checks Dated 05/04/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85247920	05/04/2012	Melissa A. Ramirez	01-5200		16.65
85247921	05/04/2012	Kerry J. Shurson	01-4300		74.03
85247922	05/04/2012	AVID CENTER - SI REGISTRATION	01-5200		3,345.00
85247923	05/04/2012	BUS WEST - FRESNO	01-4365		360.22
85247924	05/04/2012	C & S TELECOMMUNICATIONS INC	01-5600		110.00
85247925	05/04/2012	CAL POLY POMONA FOUNDATION	01-5200		3,700.00
85247926	05/04/2012	DAVID HALL	01-5800		949.49
85247927	05/04/2012	DELL	01-4300		387.72
85247928	05/04/2012	DEPARTMENT OF GENERAL SERVICES	01-5810		80.00
85247929	05/04/2012	DISCOUNT SCHOOL SUPPLY	01-4300		180.52
85247930	05/04/2012	ESS ENVIRONMENTAL	40-5800		412.00
85247931	05/04/2012	FRY'S ELECTRONICS	01-4300		579.01
85247932	05/04/2012	INTEGRATED FIRE SYSTEMS INC	01-5800		1,540.00
85247933	05/04/2012	K S TELECOM INC	01-5800		28,795.26
85247934	05/04/2012	LD PRODUCTS	01-4300		652.41
85247935	05/04/2012	LEARNING SOLUTIONS INC	01-5800		5,448.30
85247936	05/04/2012	LINGUI SYSTEMS INC	01-4300	447.07	
			Unpaid Sales Tax	30.22-	416.85
85247937	05/04/2012	LPA INC.	21-6210		180.00
85247938	05/04/2012	MARCHER COVINGTON ARCHITECTS	40-6210		747.50
85247939	05/04/2012	MAXIM HEALTHCARE SERVICES DBA MAXIM STAFFING SOLUTIONS	01-5800		1,764.00
85247940	05/04/2012	PACIFIC GAS & ELECTRIC CO	01-5510		9,226.50
85247941	05/04/2012	PCOE	01-5200	250.00	
			01-5800	5,180.05	5,430.05
85247942	05/04/2012	PESI HEALTHCARE A COMPANY OF CMI EDUCATION INSTITUTE, INC.	01-4300	62.44	
			01-5200	189.99	252.43
85247943	05/04/2012	PLACER CO FACILITY SRVS DEPT	01-5500		10,388.71
85247944	05/04/2012	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		4,456.49
85247945	05/04/2012	SAC VAL JANITORIAL SALES	01-4300		1,500.44
85247946	05/04/2012	SAFEWAY INC	01-4300		15.65
85247947	05/04/2012	SCHOOL FACILITY CONSULTANTS	21-5800		95.00
85247948	05/04/2012	SIG EMPLOYEE BENEFITS TRUST	76-9554		584,553.75
85247949	05/04/2012	TARGET BANK	01-4300		83.53
85247950	05/04/2012	TOTAL EDUCATION SOLUTIONS	01-5800		658.75
85247951	05/04/2012	UNIVERSAL SPECIALTIES, INC.	01-4300		68.05
85247952	05/04/2012	WILCO SUPPLY	01-4300		54.14
85247953	05/04/2012	MARIA JOJICA-BIERWIRTH	01-4300		187.00
85247954	05/04/2012	Carol A. Anderson	01-4300		27.89
85247955	05/04/2012	Rosa E. Castro	12-4300		65.61
85247956	05/04/2012	Jennifer A. Chandler	01-4300		64.34
85247957	05/04/2012	Traci L. Jensen	01-4300		72.93
85247958	05/04/2012	Kris A. Knutson	01-4300		12.43
85247959	05/04/2012	Charles L. Langston	01-4300		124.95
85247960	05/04/2012	Brandon D. Lopez	01-4300		38.35

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 1 of 3

4,210

## Checks Dated 05/04/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85247961	05/04/2012	Jennifer L. Mason	01-4300		83.31
85247962	05/04/2012	Tracy S. Morse	01-4300		73.91
85247963	05/04/2012	Lori Reitman	01-4300		27.15
85247964	05/04/2012	Nancie C. Ross	01-4300		44.51
85247965	05/04/2012	Kelli M. Willard	01-4300		13.89
85247966	05/04/2012	AMSTERDAM PRINTING & LITHO	01-4300	540.53	
			Unpaid Sales Tax	34.91-	505.62
85247967	05/04/2012	BALFOUR	01-4300		851.40
85247968	05/04/2012	CATA CONFERENCE	01-5200		315.00
85247969	05/04/2012	CELEBRATIONS	01-4300	224.00	
			01-5600	57.00	
			01-5800	56.00	337.00
85247970	05/04/2012	CITY OF LINCOLN/NON UTILITY	01-5800		948.00
85247971	05/04/2012	CITY OF ROSEVILLE DBA: MAIDU INTERPRETIVE CENTER	01-5800		1,080.00
85247972	05/04/2012	CLASSROOM DIRECT.COM	01-4300		5.65
85247973	05/04/2012	COASTAL ENTERPRISES	01-4300		508.04
85247974	05/04/2012	CONTINENTAL PRESS	01-4300		19.37
85247975	05/04/2012	DE LAGE LANDEN	01-5600		261.68
85247976	05/04/2012	DEMCO MEDIA	01-4300	492.90	
			40-4300	797.95	1,290.85
85247977	05/04/2012	DISCOVERY MUSEUM SCIENCE CTR	01-5800		50.00
85247978	05/04/2012	FOLLETT LIBRARY RESOURCES	01-4200		795.24
85247979	05/04/2012	FOXBRIGHT	01-5800		1,300.00
85247980	05/04/2012	HAMMOND & SPEPHENS	01-4300		35.89
85247981	05/04/2012	HAWKINS OFFICIATING SERVICE	01-5800		560.00
85247982	05/04/2012	HISTORIC OLD SAC FOUNDATION	01-5800		707.00
85247983	05/04/2012	IMAX THEATER	01-5800		1,062.00
85247984	05/04/2012	J.W. PEPPER & SON INC	01-4300		127.67
85247985	05/04/2012	JAN MOORE DBA JM PUBLISHING	01-5200		205.00
85247986	05/04/2012	LAKESHORE LEARNING MATERIALS	01-4300	198.45	
			11-4300	71.63	270.08
85247987	05/04/2012	LINCOLN ACE HARDWARE / AG	01-4300		26.03
85247988	05/04/2012	MOORE EDUCATIONAL RESOURCES	01-4400		872.93
85247989	05/04/2012	MOUNTAIN MATH/LANGUAGE LLC	01-4300	205.81	
			Unpaid Sales Tax	13.91-	191.90
85247990	05/04/2012	NAMEBEADS INTERNATIONAL	01-4300	281.66	
			Unpaid Sales Tax	18.27-	263.39
85247991	05/04/2012	NASCO MODESTO	01-4300		28.61
85247992	05/04/2012	NICKY'S COMMUNICATOR	01-4300	506.75	
			Unpaid Sales Tax	34.25-	472.50
85247993	05/04/2012	OFFICE DEPOT	01-4300		438.78
85247994	05/04/2012	ORIENTAL TRADING COMPANY INC	01-4300	30.58	
			Unpaid Sales Tax	1.59-	28.99
85247995	05/04/2012	PACIFIC ENVIRONMENTAL	01-5800		6,960.00
85247996	05/04/2012	PCOE	01-5200		3,500.00
85247997	05/04/2012	PITNEY BOWES CREDIT CORP	01-5600		118.56
85247998	05/04/2012	POSTMASTER / FRE	01-4300		210.00

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

4.2.11

## Checks Dated 05/04/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85247999	05/04/2012	POSTMASTER / GEMS	01-4300		495.00
85248000	05/04/2012	RAY MORGAN CO. / CHICO	01-4300	523.88	
			01-5600	41.34	565.22
85248001	05/04/2012	RISO PRODUCTS OF SAC INC	01-4300	2,396.46	
			01-5600	1,391.00	3,787.46
85248002	05/04/2012	SACRAMENTO ZOO	01-5800		358.00
85248003	05/04/2012	SCHOOL SPECIALTY INC	01-4300		298.52
85248004	05/04/2012	STAR EDUCATION	01-5800		250.00
85248005	05/04/2012	SUPER DUPER SCHOOL COMPANY	01-4300	134.97	
			Unpaid Sales Tax	9.12-	125.85
85248006	05/04/2012	SUTTER CO SUPERINTENDENT	01-5800		17,392.50
85248007	05/04/2012	TEACHER'S DISCOVERY	01-4300	77.91	
			Unpaid Sales Tax	4.62-	73.29
85248008	05/04/2012	TONYA SHULTS	01-4300		200.00
85248009	05/04/2012	TROXELL COMMUNICATIONS	01-4400		113.15
85248010	05/04/2012	"DANIELSEN COMPANY, THE"	13-4380	361.72	
			13-4710	2,967.27	
			Unpaid Sales Tax	8.79-	3,320.20
85248011	05/04/2012	CROWN DISTRIBUTING INC.	13-4380		1,057.66
85248012	05/04/2012	ED JONES FOOD SERVICE	13-4710		6,824.04
85248013	05/04/2012	PIZZA GUYS	13-4710		916.73
85248014	05/04/2012	PROPACIFIC FRESH	13-4710		259.27
85248015	05/04/2012	SARA LEE	13-4710		629.59
85248016	05/04/2012	SYSCO SACRAMENTO	13-4380	365.02	
			13-4710	1,522.87	1,887.89
Total Number of Checks			97		<u><u>730,260.27</u></u>

## Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	84	128,588.34
11	Adult Education Fund	1	71.63
12	Child Development Fund	1	65.61
13	Cafeteria Fund	7	14,904.17
21	Building Fund #1	2	275.00
40	Spec Res For Capital Outlay	3	1,957.45
76	Payroll Fund	1	584,553.75
Total Number of Checks		97	730,415.95
Less Unpaid Sales Tax Liability			155.68-
Net (Check Amount)			<u><u>730,260.27</u></u>

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

4.2.12

## Checks Dated 05/02/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85247346	05/02/2012	Susan Bier	01-5200		222.00
85247347	05/02/2012	Mary V. Boyle	01-4300		63.75
85247348	05/02/2012	Shannon M. De Arkland	01-5200		68.27
85247349	05/02/2012	Tammy J. Forrest	01-4300		46.63
85247350	05/02/2012	W. Lynn Kelso	01-4300	217.68	
			01-5200	10.50	228.18
85247351	05/02/2012	Gustavo Nevarez	01-5200		112.72
85247352	05/02/2012	Christine D. Sanguinetti	01-5200		24.18
85247353	05/02/2012	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		1,037.55
Total Number of Checks				8	<u>1,803.28</u>

## Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	8	1,803.28
	Total Number of Checks	8	1,803.28
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		<u>1,803.28</u>

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 1 of 1

4.2.13

## Checks Dated 04/27/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85246525	04/27/2012	Tammy J. Forrest	01-4300		72.09
85246526	04/27/2012	Sandi L. Miller	01-5200		275.28
85246527	04/27/2012	ACI SPECIALTY BENEFITS ACI ENTERPRISES INC	01-5800		2,475.00
85246528	04/27/2012	ADD SOME CLASS	01-4300		96.55
85246529	04/27/2012	AIRGAS	01-5830		15.81
85246530	04/27/2012	BANK OF AMERICA #3819	01-4300	25.00	
			01-5200	166.63	191.63
85246531	04/27/2012	BUS WEST - FRESNO	01-4365		255.63
85246532	04/27/2012	CROSS COUNTRY EDUCATION	01-5200		318.00
85246533	04/27/2012	DAVID W. GIRARD DBA GIRARD EDWARDS & HANCE	01-5810		395.25
85246534	04/27/2012	DAWSON OIL COMPANY	01-5200		110.00
85246535	04/27/2012	FERNANDO YATES	01-5800		10,000.00
85246536	04/27/2012	FOLLETT EDUCATIONAL SERVICES	01-4300		4,709.86
85246537	04/27/2012	FOLLETT LIBRARY RESOURCES	01-4300		3,322.35
85246538	04/27/2012	GOOGLE, INC.	01-5800		2,485.78
85246539	04/27/2012	GRAINGER .	01-4300		14.05
85246540	04/27/2012	HANDWRITING WITHOUT TEARS	01-4300		181.74
85246541	04/27/2012	HOME DEPOT	01-4300		3,548.42
85246542	04/27/2012	KRONICK MOSKOVITZ TIEDEMANN	01-5810		3,911.96
85246543	04/27/2012	Loomis Union School Dist	01-4300		50.00
85246544	04/27/2012	LOY MATTISON DBA LOY MATTISON ENTERPRISES	01-5800		1,140.00
85246545	04/27/2012	MEGA MET, INC. NELSON ADAMS/NACO.	01-4300		81.40
85246546	04/27/2012	OFFICE DEPOT	01-4300		145.35
85246547	04/27/2012	ORIENTAL TRADING COMPANY INC	01-4300	136.49	
			Unpaid Sales Tax	8.75-	127.74
85246548	04/27/2012	PACIFIC GAS & ELECTRIC CO	01-5510		1,181.31
85246549	04/27/2012	PCOE	01-5200		2,750.00
85246550	04/27/2012	PEARSON ASSESSMENTS ORDERING DEPARTMENT	01-4300		1,491.39
85246551	04/27/2012	PERMA-BOUND	01-4300		1,188.05
85246552	04/27/2012	QUALITY SOUND SYSTEMS	01-5600		440.00
85246553	04/27/2012	RAY MORGAN CO. / CHICO	01-4300		217.67
85246554	04/27/2012	RECOLOGY FMRLY AUBURN PLACER DISPOSAL	01-5540		7,639.36
85246555	04/27/2012	RISO PRODUCTS OF SAC INC	01-5600		425.00
85246556	04/27/2012	SCIENCE KIT & BOREAL LABS	01-4100		228.79
85246557	04/27/2012	SIERRA OFFICE SUPPLIES &	01-4300		9.64
85246558	04/27/2012	SUTTER MEDICAL FOUNDATION	01-5800		295.00
85246559	04/27/2012	VEX ROBOTICS INOVATION FIRST INC.	01-4400	16,791.14	
			Unpaid Sales Tax	1,116.50-	15,674.64
85246560	04/27/2012	WILLIAM F. ROSELLE DBA BILL ROSELLE COMMUNICATIONS	01-5600		128.15
85246561	04/27/2012	ZEP SALES & SERVICE	01-4300		333.65

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 1 of 2

4.2.14

## Checks Dated 04/27/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85246562	04/27/2012	"DANIELSEN COMPANY, THE"	13-4380	348.30	
			13-4710	2,985.20	
			Unpaid Sales Tax	2.01-	3,331.49
85246563	04/27/2012	CROWN DISTRIBUTING INC.	13-4380	746.09	
			13-4710	66.88	812.97
85246564	04/27/2012	ED JONES FOOD SERVICE	13-4380	51.45	
			13-4710	7,542.76	7,594.21
85246565	04/27/2012	PIZZA GUYS	13-4710		1,186.19
85246566	04/27/2012	PROPACIFIC FRESH	13-4710		521.55
85246567	04/27/2012	SARA LEE	13-4710		621.53
85246568	04/27/2012	SEVEN UP BOTTLING CO OF SF	13-4710		133.20
85246569	04/27/2012	SYSCO SACRAMENTO	13-4380	223.05	
			13-4710	1,480.21	1,703.26
85246570	04/27/2012	VENDMART OF SACRAMENTO	13-4710		1,365.73
Total Number of Checks			46		<u>83,196.67</u>

## Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	37	67,051.79
13	Cafeteria Fund	9	17,272.14
Total Number of Checks		46	84,323.93
Less Unpaid Sales Tax Liability			1,127.26-
Net (Check Amount)			<u>83,196.67</u>

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 2

4.2.15

**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:**

Ryan Davis  
Director, Human Services



**ENCLOSURES:**

**DEPARTMENT:**

Personnel

**FINANCIAL INPUT/SOURCE:**

General Fund/Categorical

**MEETING DATE:**

June 5, 2012

**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.

4.3

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
PERSONNEL REPORT**

**June 5, 2012**

**CLASSIFIED/MANAGEMENT**

**RESIGNATIONS**

1.   **Name:   Luz Balderas**  
      **Position: Instructional Aide**  
      **Site:    Creekside Oaks Elementary**  
      **Hours:   2 Hours/Day**  
      **Effective: 6/8/12**
  
2.   **Name:   Diane Logan**  
      **Position: Preschool Instructional Aide**  
      **Site:    Carlin C. Coppin Elementary**  
      **Hours:   3 Hours/Day**  
      **Effective: 4/30/12**

43.1

**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:**

Certificated Personnel Report

**AGENDA ITEM AREA:**

Consent Agenda

**REQUESTED BY:**

Ryan Davis  
Director of Human Services



**ENCLOSURES:**

Yes

**DEPARTMENT:**

Personnel

**FINANCIAL INPUT/SOURCE:**

Categorical/General

**MEETING DATE:**

June 5, 2012

**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.

44.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**

**PERSONNEL REPORT**

**June 5, 2012**

**CERTIFICATED/MANAGEMENT**

**REQUEST FOR LEAVE OF ABSENCE (SHARED CONTRACTS):**

1. (a)      **Name:**                      Jennifer Jacobo  
              **Position:**             6th Grade L.A./Social Studies  
              **FTE:**                      From 1.0 To .5  
              **Effective Date:**     July 1, 2012 - June 30, 2013  
              **Site:**                      Twelve Bridges Middle School
  
1. (b)      **Name:**                      Pamela Johnson  
              **Position:**             7<sup>th</sup>-8<sup>th</sup> Grade English  
              **FTE:**                      From 1.0 To .5  
              **Effective Date:**     July 1, 2012 - June 30, 2013  
              **Site:**                      Twelve Bridges Middle School
  
2. (a)      **Name:**                      Carrie Sanchez  
              **Position:**             1<sup>st</sup> Grade Teacher  
              **FTE:**                      From 1.0 to .5  
              **Effective Date:**     July 1, 2012 - June 30, 2013  
              **Site:**                      Twelve Bridges Elementary
  
2. (b)      **Name:**                      Kristin Snook  
              **Position:**             1<sup>st</sup> Grade Teacher  
              **FTE:**                      From 1.0 To .5  
              **Effective Date:**     July 1, 2012 - June 30, 2013  
              **Site:**                      Twelve Bridges Elementary

**RESIGNATIONS:**

1.      **Name:**                      Taryn Gordon  
          **Position:**             Kindergarten Teacher  
          **FTE:**                      1.0  
          **Effective Date:**     June 8, 2012  
          **Site:**                      First Street Elementary
  
2.      **Name:**                      Nicole Swagerty  
          **Position:**             2nd/3rd Grade Teacher  
          **FTE:**                      1.0  
          **Effective Date:**     June 8, 2012  
          **Site:**                      Carlin C. Coppin Elementary

44.1

**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:**

Ratification of Agreement for Professional Services

**AGENDA ITEM AREA:**

Consent Agenda

**REQUESTED BY:**

Ryan Davis  
Director of Human Services



**ENCLOSURES:**

Yes

**DEPARTMENT:**

Personnel

**FINANCIAL INPUT/SOURCE:**

General

**MEETING DATE:**

June 5, 2012

**ROLL CALL REQUIRED:**

---

**BACKGROUND:**

The Board of Trustees will consider taking action to ratify the Professional Services Agreement with Traces MKA.

**RECOMMENDATION:**

Administration recommends the Board of Trustees take action to ratify the Professional Services Agreement with Traces MKA.

## **AGREEMENT FOR PROFESSIONAL SERVICES**

This agreement for professional services ("Agreement") is entered into between Scott Leaman, Western Placer Unified School District, in his capacity as the Superintendent of the Western Placer Unified School District ("WPUSD"), and Traces, MKA ("Consultant"). This Agreement is *effective* when signed by WPUSD and Consultant and for reference only is dated April 16, 2012.

### **1.0 SCOPE OF WORK**

WPUSD hereby hires Consultant as an independent contractor to provide the following professional services:

To provide services, including expert testimony, as specified by WPUSD administration regarding retrieval and *review* of information, as it relates to the computer system, internet and email system.

### **2.0 MODIFICATION**

The scope of work and any other terms of this Agreement may be modified only by the written approval of both parties.

### **3.0 TERM AND TIME OF COMPLETION**

This Agreement shall remain in force and effect from April 16, 2012, through June 30, 2013.

### **4.0 AMOUNT OF PAYMENT**

WPUSD shall either pay a lump sum amount to Consultant of \$175/hr. as full payment for all professional services set forth herein.

### **5.0 PAYMENT SCHEDULE**

Payment shall be made to Consultant after the work is completed following the submission of an invoice to WPUSD. Notwithstanding any other terms of this Agreement, payments shall be made to Consultant when WPUSD is satisfied that the work agreed to herein has been completed pursuant to the terms of this Agreement.

### **6.0 TRAVEL REIMBURSEMENT**

Reimbursement for professional services shall not include *travel*. When applicable, pre-approved *travel* costs shall be reimbursed as follows:

- ☒ Mileage at IRS reimbursable rate. (Itemize on invoice)

- ☐ Actual and necessary expenses. (Itemized receipts required)  
☐ Other: \_\_\_\_\_

## **7.0 WARRANTY**

Consultant warrants that it has the expertise and experience and/or has individuals available to help in the performance of professional services as set forth in Section 1.0 in a manner consistent with generally accepted standards of Consultant's profession. Consultant further warrants that said services will be performed in conformance with all applicable federal, state, and local laws and regulations.

## **8.0 RECORDS**

Consultant shall maintain at all times complete records with regard to professional services performed under this Agreement and when requested, in a form mutually agreed to by the parties prior to the execution of the Agreement. WPUSD shall have the right to inspect such records including receipts at any reasonable time. Such records and information contained therein shall be kept in a confidential manner in accordance with law.

## **9.0 WORK PRODUCT**

All work product including intellectual property, such as trade secrets and copyrights, documents, records, files and supporting data accumulated, prepared and/or distributed by Consultant within the course and scope of this Agreement shall be as specified below the property of:

- ☒ WPUSD  
☒ Consultant  
☐ Not Applicable

## **10.0 STATUS OF CONSULTANT**

Consultant is an independent contractor and not an employee of WPUSD and is responsible for payment of all federal, state and local payroll taxes for and on behalf of Consultant and Consultant's employees. Consultant is responsible for maintaining appropriate tax related records. Consultant agrees that no taxes or deductions will be withheld from the payments made by WPUSD to Consultant and that no taxes will be paid by WPUSD on Consultant's behalf to any governmental taxing body. Further, in the event that WPUSD is determined to be the employer of Consultant and is obligated thereby to pay any taxes or charges to any taxing body as a result of that determination, Consultant agrees to indemnify and hold harmless WPUSD for all sums paid by Consultant to the taxing bodies and any expenses incurred incidental thereto, including attorneys' fees and costs.

## **11.0 LICENSING OF CONSULTANT**

Consultant is required to provide WPUSD upon request, copies of any credentials certificates, permits, licenses, etc. that are required for the completion of the work agreed to herein.

## **12.0 CONSTRUCTION PROJECTS**

When applicable, this Agreement if related to a construction project may include the following addendums:

- Prevailing Wages
- Labor Compliance Program
- Subcontractor List
- Contract Bonds
- Fingerprint Certification
- Disabled Veteran Business Enterprises
- Non-Collusion Affidavit
- Worker's Compensation
- Other: N/A

Any such addendums shall be attached to this Agreement and be fully incorporated herein.

## **13.0 INSURANCE**

Any worker's compensation insurance required as a result of this Agreement shall be the responsibility of Consultant. Unless otherwise agreed, Consultant shall maintain general liability insurance, including automobile coverage, with limits not less than \$1,000,000 per occurrence and \$1,000,000 aggregate for bodily injury, property damage, and personal injury liability. When requested, the coverage shall be primary as to WPUSD and shall name WPUSD as an additional insured. Unless otherwise agreed, copies of all policies or certificates of worker's compensation and liability insurance shall be provided to WPUSD within ten (10) days of Signing of this Agreement.

## **14.0 FINGERPRINT CLEARANCE**

Prior to the execution of this Agreement, any Consultant who will be performing professional services of the type that may come in contact with students, must have completed the Department of Justice's criminal background check through Live Scan fingerprinting and have the results electronically reported directly to WPUSD unless

WPUSD determines that pursuant to Education Code §§ 45125.1 (c) or 45125.2 (a), such contact with students will be limited. Prior to the execution of this Agreement, Consultant's employees, agents, contractors, or subcontractors who perform services of the type that, as determined by WPUSD, will have more than limited contact with students, must also have completed the Department of Justice's criminal background check through Live Scan fingerprinting and have the results electronically reported to the Consultant. Consultant must certify in writing that individuals who will have more than limited contact with students have no arrests pending or convictions of a violent or serious felony. (See Penal Code §§ 667.5 and 1192.7). If applicable, a signed Consultant certification and copies of completed Live Scan forms must be attached to this Agreement.

#### **15.0 LOCATION OF WORK**

Not Applicable.

#### **16.0 TERMINATION**

Unless otherwise agreed, this Agreement may be terminated at any time by WPUSD or Consultant upon giving ten (10) days advance written notice. Such notice shall be personally served or given by registered or certified mail, return receipt requested, or by a nationally recognized overnight delivery service. In the event of termination without cause, Consultant shall be paid for work performed to the date of termination within the scope of work as identified in Section 1.0 above.

In addition, WPUSD may terminate this Agreement for cause should Consultant fail to perform any part of this Agreement. In the event of a termination for cause, WPUSD may secure the agreed upon professional services from another Consultant. If the cost to WPUSD exceeds the cost of providing the services agreed upon herein, Consultant shall pay the additional cost.

All written notices required pursuant to this Agreement shall be sent to the following addresses: .

Western Placer Unified School District  
Attention: Scott Leaman, Superintendent  
600 Sixth Street, Suite 400  
Lincoln, CA 95648

Consultant's Name and Address:  
Keith Aiken, Traces MKA  
4940 Hidden Meadow Way  
Antelope, CA 95843

#### **17.0 CONFLICT OF INTEREST**

Consultant attests that it has no current business or financial relationship with WPUSD employees or other WPUSD providers that would conflict with this Agreement and will not enter into any such business or financial relationship with any such employees or providers during the term of this Agreement.

#### **18.0 NONDISCRIMINATION**

During the performance of this Agreement, Consultant and any of Consultant's employees, agents, contractors, or subcontractors involved in performing the scope of work, shall comply with all applicable federal, state and local laws, rules, regulations and ordinances, including the provisions of the Americans with Disabilities Act of 1990, and Fair Employment and Housing Act, and will not discriminate, harass or allow harassment against any person because of race, sex, sexual orientation, gender, color, ancestry, creed, national origin, ethnicity, mental or physical disability, age, marital status, or veteran's status.

#### **19.0 HOLD HARMLESS AND INDEMNIFICATION**

Each party agrees to indemnify and hold the other party harmless from and against all liability or claims for injury or damage to persons or property arising out of or from the breach of this Agreement, or from any negligent or intentional acts or omissions of either party, its employees, officers, agents, contractors, suppliers and subcontractors furnishing work, services or materials in connection with the performance of this Agreement.

#### **20.0 ATTORNEY'S FEES**

If any litigation is initiated to enforce or interpret this Agreement, the prevailing party shall be entitled to reasonable attorney's fees and costs.

#### **21.0 SEVERABILITY**

In the event that any portion of this Agreement is determined by a court of competent jurisdiction to be invalid or unenforceable, such provision shall be deemed void and the remainder of this Agreement shall continue in full force and effect.

#### **22.0 NON-ASSIGNABILITY**


This Agreement and the rights and duties hereunder shall not be assigned in whole or in part without the express written consent of WPUSD.

#### **23.0 ENTIRE AGREEMENT**

This Agreement constitutes the entire agreement and understanding of the parties. There are no oral understandings or other terms or conditions and neither party has relied upon any representation, express or implied, that are not otherwise contained in this Agreement. All prior understandings, terms or conditions are deemed merged into this Agreement.

IN WITNESS WHEREOF, the parties do hereby certify that they are duly authorized to execute this Agreement.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT SUPERINTENDENT**

  
\_\_\_\_\_  
Scott Leaman

4/14/12  
\_\_\_\_\_  
Date

**CONSULTANT**

M Keith Aiken  
\_\_\_\_\_  
Print or type Name

M Keith Aiken  
\_\_\_\_\_  
Signature

4/16/12  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Business License Number

4940 Hidden Meadow Wy  
\_\_\_\_\_  
Address

Antelope, Ca 95843  
\_\_\_\_\_  
City, State and Zip

916-205-2473  
\_\_\_\_\_  
Phone Number

**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:**

Consolidated Application (Con App) Part II  
CARS – Consolidated Application Reporting System

**AGENDA ITEM AREA:**

Consent

**REQUESTED BY:**

Mary Boyle

**ENCLOSURES:**

2011-2012 Con App Part II

**DEPARTMENT:**

Educational Services

**FINANCIAL INPUT/SOURCE:**

Approximately \$1.5 Million of  
New and Carryover Federal/State  
Categorical Funds

**MEETING DATE:**

June 5, 2012

**ROLL CALL REQUIRED:**

No

---

**BACKGROUND:**

The 2011-2012 Consolidated Application (Con App) Part II reflects our expenditures and allocations of Federal and State categorical funding for the current year. Included in the Con App are calculations and disbursements for Federal Title I Part A (Basic Grant), Title II Part A (Teacher and Principal Training), Title III (English Learner), and Title IV (Safe and Drug Free Schools) funds, as well as calculations for State EIA (Economic Impact Aid) funding. Reporting of the Con App is now required in electronic format, through CARS – Consolidated Application Reporting System. Normally, the Con App Part II is reported in January annually; however, this year as the California State Department of Education converted to the electronic reporting format, the availability of the CARS system was delayed until May, with reporting required in June.

These categorical funds are used to support specific programs in our schools.

**RECOMMENDATION:**

Approve 2011 – 2012 Con App Part II.

4.6

**California Department of Education**

Western Placer Unified (31 66951 0000000)

**Consolidated Application**

Status: Certified  
 Saved by: Lynn Kelso  
 Date: 5/23/2012 11:51 AM

**2011-12 Federal Transferability**

Federal transferability is governed by Title VI in ESEA Section 6123. An LEA may transfer a maximum of 50% of any program to other programs. This transferability is not the same as Title VI Subpart 1 REAP Flexibility governed by ESEA Section 6211.

**CDE Program Contact:**

Anne Daniels, Education Data Office, [adaniels@cde.ca.gov](mailto:adaniels@cde.ca.gov), 916-319-0640

Program Improvement Year	1
Note: This district has been identified as a Program Improvement (PI) LEA under ESEA Section 1116 and may only transfer 30% of a program's funds. Those funds must be used for PI activities. A single school district (SSD) or a directed funded charter (DFC) school whose only school is in PI and operating as a Target Assistance School (TAS), for the purpose of federal transferability, the LEA is restricted to the 30% limit. If the SSD or DFC is operating as a Schoolwide Program (SWP) school, the restriction does not apply.	
<b>Title II Part A Transfers</b>	
Title II Part A entitlement	\$89,530
Transferred to Title I, Part A	\$0
Transferred to Title II, Part D	\$0
Total funds transferred out of Title II, Part A	\$0
<b>Title II Part D Transfers</b>	
Transferred to Title I, Part A	\$0
Transferred to Title II, Part A	\$0
Total funds transferred out of Title II, Part D	\$0
<b>Transferred In Totals</b>	
Total funds transferred into Title I, Part A	\$0
Total funds transferred into Title II, Part A	\$0
Total funds transferred into Title II, Part D	\$0

4.6.1

**California Department of Education**

Western Placer Unified (31 66951 0000000)

**Consolidated Application**Status: Certified  
Saved by: Lynn Kelso  
Date: 5/22/2012 2:10 PM**2011-12 Economic Impact Aid LEA Allocations**

The purpose of this data collection is to make allowable reservations at the LEA level and to determine the amount available for school-level allocations.

**CDE Program Contact:**Geoffrey Ndirangu, EIA / LEP, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831Don Taylor, State Compensatory Education (SCE), [dtaylor@cde.ca.gov](mailto:dtaylor@cde.ca.gov), 916-319-0296

2011-12 Economic Impact Aid Entitlement	\$406,945
Transferred in	
Transferred in comment	
2010-11 Carryover	\$111,287
Repayment of funds	
Repayment of funds comment	
2011-12 Economic Impact Aid allocation	\$518,232
Indirect cost reserves (Amount cannot exceed 3% of the EIA allocation.)	\$15,094
Administrative evaluation (Amount cannot exceed 10% of the EIA allocation.)	\$51,823
LEA activities reservation (Amount cannot exceed 2% of the EIA allocation.)	\$10,364
Security reservation (Amount may not exceed \$0.32 per student.)	
Alternative reservation (Reservation is only valid if SCE allocations will be made. Amount cannot exceed 25% of the EIA allocation.)	
Economic Impact Aid adjusted allocation	\$440,951

**California Department of Education**

Western Placer Unified (31 66951 0000000)

**Consolidated Application**Status: Certified  
Saved by: Lynn Kelso  
Date: 5/23/2012 3:55 PM**2011-12 Title I, Part A LEA Allocation**

The purpose of this data collection is to calculate the full Title I Part A allocation available to the LEA.

**CDE Program Contact:**

Monique Moton, Title I Monitoring & Support, [mmoton@cde.ca.gov](mailto:mmoton@cde.ca.gov), 916-319-0733  
Lorene Euerle, Title I Monitoring & Support, [leuerle@cde.ca.gov](mailto:leuerle@cde.ca.gov), 916-319-0728

2011-12 Title I Part A Entitlement	\$478,582
Transferred in amount	\$0
Title I Part A entitlement after transfers	\$478,582
2010-11 Carryover	\$82,170
Repayment of funds	
2011-12 Total allocation	\$560,752
Indirect cost reservation	\$33,362
Administrative reservation	\$50,203
2011-12 Title I, Part A adjusted allocation	\$477,187

**2011-12 Title I, Part A Reservations, Required**

To report LEA required reservations before distributing funds to schools,  
and to calculate and report nonprofit private school set-aside values.

**CDE Program Contact:**

Don Taylor, State Compensatory Education (SCE), [dtaylor@cde.ca.gov](mailto:dtaylor@cde.ca.gov), 916-319-0296  
Kim Edwards, Title I Monitoring & Support, [KEdwards@cde.ca.gov](mailto:KEdwards@cde.ca.gov), 916-319-0248

**Nonprofit Private School Equitable Services Percentage Calculation**

Total participating nonprofit school low income students	0
Total participating attendance area low income students	0
Percent of nonprofit private school low income students for equitable service calculations	0.00%

**Required Reservations**

Title I Part A adjusted allocation	\$477,187
<b>Parent Involvement</b>	
Parent involvement (Minimum 1% of the entitlement plus transfers in.)	\$4,786
Nonprofit private school parent involvement set-aside	\$0
Amount remaining	\$4,786
Public school parent involvement (Minimum of 95% of the amount remaining.)	\$4,547
Balance available for LEA parent involvement activities	\$239
<b>Direct and Indirect Services</b>	
Direct or indirect services to homeless children , regardless of their school of attendance	\$2,500
Homeless services provided	Homeless services provided include meeting basic needs such as clothing, supplies, health and providing transportation to and from the school of origin after the child becomes permanently housed.
Local neglected institutions	No
Does the LEA have local institutions for neglected children or children currently classified as neglected?	
Direct or indirect services in local institutions for neglected children	
Local delinquent institutions	No
Does the LEA have local institutions for delinquent children?	

**2011-12 Title I, Part A Reservations, Required**

To report LEA required reservations before distributing funds to schools,  
and to calculate and report nonprofit private school set-aside values.

**CDE Program Contact:**

Don Taylor, State Compensatory Education (SCE), [dtaylor@cde.ca.gov](mailto:dtaylor@cde.ca.gov), 916-319-0296  
Kim Edwards, Title I Monitoring & Support, [KEdwards@cde.ca.gov](mailto:KEdwards@cde.ca.gov), 916-319-0248

Other neglected or delinquent services	
<b>Program Improvement (PI)</b>	
The following reservations are required if the LEA is in Program Improvement, or has one or more schools in Program Improvement.	
Public school choice transportation (Choice)	\$500
Supplemental educational services (SES)	\$500
Parent outreach and assistance	\$0
Professional development funds	Yes
Will the LEA use PI school-level professional development funds to help meet the LEA 10% minimum professional development requirement?	
PI professional development (Minimum 10% of the entitlement plus transfers in.)	\$37,985
2010-11 PI professional development carryover	\$0
Total PI professional development	\$37,985

**California Department of Education****Consolidated Application**

Western Placer Unified (31 66951 0000000)

Status: Certified  
Saved by: Lynn Kelso  
Date: 5/23/2012 3:55 PM**2011-12 Title I, Part A Reservations, Allowed**

To report LEA allowable reservations before distributing funds to schools,  
and to calculate and report nonprofit private school set-aside values.

**CDE Program Contact:**

Don Taylor, State Compensatory Education (SCE), [dtaylor@cde.ca.gov](mailto:dtaylor@cde.ca.gov), 916-319-0296  
Kim Edwards, Title I Monitoring & Support, [KEdwards@cde.ca.gov](mailto:KEdwards@cde.ca.gov), 916-319-0248

**Allowed Reservations**

<b>Professional Development for Highly Qualified Teachers and Paraprofessionals</b>	
Professional development for highly qualified teachers and paraprofessionals	\$0
Nonprofit private school equitable services	\$0
Professional development reserved for public schools	\$0
<b>Assistance to School</b>	
Assistance to schools	\$0
Nonprofit private school equitable services	\$0
Assistance to schools reserved for public schools	\$0
<b>Other School Programs</b>	
Other school programs Including summer school or intersession programs or before and after school programs.	\$0
Nonprofit private school equitable services	\$0
Other school programs reserved for public schools	\$0
<b>Other Allowable Reservations</b>	
Salary differentials	\$0
Preschool programs	\$0
Capital expenses for nonprofit private schools	\$0
<b>Program Improvement Activities</b>	
Teacher incentives and rewards (Maximum 5% of entitlement after transfers.)	\$0
Professional development of highly qualified teachers	\$0
Assistance to schools	\$0
Summer school, intersession programs or before and after school programs	\$0

4.6.6

**California Department of Education****Consolidated Application**

Western Placer Unified (31 66951 0000000)

Status: Certified  
Saved by: Lynn Kelso  
Date: 5/23/2012 3:55 PM**2011-12 Title I, Part A Reservations, Allowed**

To report LEA allowable reservations before distributing funds to schools,  
and to calculate and report nonprofit private school set-aside values.

**CDE Program Contact:**

Don Taylor, State Compensatory Education (SCE), [dtaylor@cde.ca.gov](mailto:dtaylor@cde.ca.gov), 916-319-0296  
Kim Edwards, Title I Monitoring & Support, [KEdwards@cde.ca.gov](mailto:KEdwards@cde.ca.gov), 916-319-0248

**Reservation Summary**

Adjusted Allocation	\$477,187
Total required reservations	\$41,724
Total allowed reservations	\$0
Allocations after reservations	\$435,463
Total nonprofit private school set aside	\$0
Private Non Profit School Parent Involvement Amount	\$0
Public school parent involvement	\$4,547
Amount available for Title I, Part A school allocations	\$430,916

## 2011-12 Title I, Part A Program Improvement Activity and Expenditure Report

If one or more schools is in Program Improvement, the LEA is required to provide a mid-year status of activities related to Choice and or SES services.

**CDE Program Contact:**

Monique Moton, Title I Monitoring & Support, [mmoton@cde.ca.gov](mailto:mmoton@cde.ca.gov), 916-319-0733

Lorene Euerle, Title I Monitoring & Support, [leuerle@cde.ca.gov](mailto:leuerle@cde.ca.gov), 916-319-0728

<b>Activities</b>	
Number of students applying for Choice	2
Number of students who transferred to attend a non-PI school under ESEA	2
Number of students who transferred to attend a non-PI school under a local or state school choice program	
Number of students who applied for SES	0
Number of students who received SES	0
Activities comment	A family was interested in SES services the SES provider they selected did not respond to numerous requests for consultation. The family did not select another SES provider.
An explanation must be provided if all activities are zero.	
<b>Expenditures and Encumbrances</b>	
Due to a federal audit comment received, LEAs are required to provide biannual year-to-date PI expenditures and encumbrance in support of Choice and SES activities.	
Choice transportation using Title I Part A funds	\$1
Choice transportation using non-Title I Part A funds	\$0
SES using Title I Part A funds	\$0
SES using non-Title I Part A funds	\$0
Parent outreach using Title I Part A funds	\$4,548
Parent outreach using non-Title I Part A funds	\$0
Total expenditures and encumbrance using Title I Part A funds	\$4,549
Total expenditures and encumbrance using non-Title I Part A funds	\$0
Expenditure comment	The families who chose to attend non-PI schools did not require transportation services.
An explanation is required if no program improvement expenditures or encumbrances have occurred.	

**California Department of Education**

Western Placer Unified (31 66951 0000000)

**Consolidated Application**Status: Certified  
Saved by: Lynn Kelso  
Date: 5/23/2012 11:54 AM**2011-12 Title II, Part A LEA Allocations and Reservations**

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II Part A Teacher & Principal Training & Recruiting, and to report required reservations.

**CDE Program Contact:**

Jackie Rose, Title II Leadership, [jrose@cde.ca.gov](mailto:jrose@cde.ca.gov), 916-322-9503  
Juan J. Sanchez, Title II Leadership, [jsanchez@cde.ca.gov](mailto:jsanchez@cde.ca.gov), 916-323-5264

2011-12 Title II Part A entitlement	\$89,530
Total funds transferred into Title II, Part A	\$0
Total funds transferred out of Title II, Part A	\$0
Total entitlement after transfers	\$89,530
2010-11 Carryover (as of 06/30/11)	\$58,887
Repayment of funds	
Repayment comment Provide an explanation of why repayment dollars were added back to the allocation	
2011-12 Allocation	\$148,417
Administrative and indirect costs	\$8,888
Title II Part A adjusted allocation	\$139,529

**ESEA Section 2141 Reservations**

By completing the following reservations, the LEA certifies it will comply with the agreement of Section 2141.

<b>Professional Development</b>	
Professional development for teachers	
Professional development for administrators	
Subject matter project	
<b>Exams and Test Preparation</b>	
Exam fees, reimbursement	
Test preparation training and or materials	
<b>Recruitment, Training, and Retaining</b>	
Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Total budgeted	\$0

4.6.9

**California Department of Education**

Western Placer Unified (31 66951 0000000)

**Consolidated Application**Status: Certified  
Saved by: Lynn Kelso  
Date: 5/22/2012 2:39 PM**2011-12 Title III, Part A LEP LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title III Part A LEP, and to report required reservations.

**CDE Program Contact:**Patty Stevens, Language Policy & Leadership Office, [pstevens@cde.ca.gov](mailto:pstevens@cde.ca.gov), 916-323-5838Michele Anberg-Espinosa, Language Policy & Leadership Office, [MANbergespinosa@cde.ca.gov](mailto:MANbergespinosa@cde.ca.gov), 916-323-4872

2011-12 Title III, Part A LEP entitlement	\$81,695
2010-11 Carryover	\$44,662
Repayment of funds	
2011-12 Allocation	\$126,357
Administrative and indirect costs	\$2,478
2011-12 Adjusted allocation	\$123,879

**California Department of Education**

Western Placer Unified (31 66951 0000000)

**Consolidated Application**Status: Certified  
Saved by: Lynn Kelso  
Date: 5/22/2012 2:40 PM**2011-12 Title III, Part A LEP YTD Obligations Report, 6 Months**

A report of year-to-date obligations by activity.

**CDE Program Contact:**Patty Stevens, Language Policy & Leadership Office, [pstevens@cde.ca.gov](mailto:pstevens@cde.ca.gov), 916-323-5838Michele Anberg-Espinosa, Language Policy & Leadership Office, [MANbergespinosa@cde.ca.gov](mailto:MANbergespinosa@cde.ca.gov), 916-323-4872

2011-12 Title III Part A LEP Entitlement	\$81,695
<b>Object Code - Activity</b>	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified Personnel Salaries	\$0
3000-3999 Employee Benefits	\$0
4000-4999 Books And Supplies	\$0
5000-5999 Services and other operating expenditures	\$4,820
Administrative And Indirect Costs	\$0
Total year-to-date obligations	\$4,820

**California Department of Education**

Western Placer Unified (31 66951 0000000)

**Consolidated Application**Status: Certified  
Saved by: Lynn Kelso  
Date: 5/22/2012 2:41 PM**2011-12 Consolidation of Administrative Funds**

A request by the LEA to consolidate administrative funds for specific programs.

**CDE Program Contact:**Julie Brucklacher, Financial Accountability & Info Srv, [jbruckla@cde.ca.gov](mailto:jbruckla@cde.ca.gov), 916-327-0858

Title I, Part A, ARRA Title I, Part A (Basic) SACS Code 3010 and 3011	No
Title I, Part C (Migrant Education) SACS Code 3060	No
Title I, Part D ARRA Title I, Part D (Delinquent) SACS Code 3025 and 3026	No
Title II, Part A (Teacher Quality) SACS Code 4035	No
Title II, Part A (Administrator Training) SACS Code 4036	No
Title II, Part D, ARRA Title II, Part D (Enhancing Education Through Technology) SACS Code 4045 and 4047	No
Title III (Immigrant Students) SACS Code 4201	No
Title III (LEP Students) - 2% maximum SACS Code 4203	No
Title IV, Part A (SDFSC) - 2% maximum SACS Code 3710	No
Title IV, Part B (21st Century Community Learning Centers) SACS Code 4124	No

4.6.12

## California Department of Education

Western Placer Unified (31 66951 0000000)

## Consolidated Application

Status: Certified  
Saved by: Lynn Kelso  
Date: 5/22/2012 2:14 PM

### 2011-12 Economic Impact Aid School Allocations

This reports identifies the schools funded with LEP, and if applicable, SCE allocations.

#### CDE Program Contact:

Geoffrey Ndlangu, EIA / LEP, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831  
Don Taylor, State Compensatory Education (SCE), [dtaylor@cde.ca.gov](mailto:dtaylor@cde.ca.gov), 916-319-0296

#### Funding Method

SCE/LEP

#### Total EIA allocation

\$440,951

#### Allocation method

Manually entered dollar value

#### Standard per student LEP rate

\$186

#### Total LEP allocation

\$181,164

School Name	School Code	Grade Span Group	LEP Student Count	LEP Allocation	EDY Student Count	SCE Eligible	SCE Allocation	SCE Allocation Comment
Carlin C. Coppin Elementary	6085252	1	56	10416	118	Y	13572	
Creekside Oaks Elementary	6098610	1	144	26784	238	Y	27370	
First Street	6117493	1	238	44268	267	Y	30705	
Foskett Ranch Elementary	0108514	1	24	4464	105	N		
Glen Edwards Middle	6108351	2	153	28458	383	Y	44045	
Lincoln Crossing Elementary	0113068	1	48	8928	163	N		
Lincoln High	3134657	3	174	32364	898	Y	103270	
Phoenix High (Continuation)	3130036	3	23	4278	50	Y	5750	
Sheridan	6031363	1	23	4278	33	Y	3795	
Twelve Bridges Elementary	0106443	1	39	7254	91	N		
Twelve Bridges Middle	0111385	2	52	9672	272	Y	31280	

Report Date: 5/23/2012

Page 1 of 1

4.6.13

# California Department of Education

Western Placer Unified (31 66951 0000000)

# Consolidated Application

Status: Certified  
Saved by: Lynn Kelso  
Date: 5/23/2012 3:55 PM

## 2011-12 Title I, Part A School Allocations

This identifies the amount of Title I, Part A funds to allocated to eligible public schools and equitable services to students in nonprofit private schools.

### CDE Program Contact:

Larry Boese, Title I Monitoring & Support, lboese@cde.ca.gov, 916-319-0257  
Monique Moton, Title I Monitoring & Support, mmoton@cde.ca.gov, 916-319-0733

If an exception to funding is needed, enter an Exception Reason. Use lower case only.

### Allowable Exception Reasons

- a - Meets 35% Low Income Requirement
- b - Magnet School
- c - Funded by Other Allowable Sources
- d - Desegregation Waiver on File
- e - Grandfather Provision
- f - Feeder Pattern

Group Schools by Grade Span

Yes

District-wide Low Income %

34.72%

Available Title I, Part A school allocation

\$430,916

Available public school parent involvement reservation

\$4,547

Available nonprofit private school set-asides

\$0

Available nonprofit private school parent involvement reservation

\$0

Unallocated school amount

\$0.22

School Name	School Code	Grade Span Group	Low Income Students	Low Income Student %	Eligible	\$ Per Low Income Student (0.00)	Carryover	Public School Parent Involvement	Nonprofit Private Parent Involvement	Nonprofit Private Set Aside	Total School Allocation	Exception Reason	EIA Funded	Other Program Funds	Exception Comment
First Street	6117493	1	343	76.05	Y	340.54	14284	911			132000.22		N	N	
Sheridan	6031363	1	56	66.67	Y	339.52	3354	909			23276.12		N	N	
Creekside Oaks Elementary	6098610	1	312	50.24	Y	339.52	191	909			107030.24		N	N	
Carlin C. Coppin Elementary	6085252	1	168	39.90	Y	0.00					0.00	c	Y	N	
Foskett Ranch Elementary	0108514	1	109	20.00	N	0.00					0.00		N	N	
Lincoln Crossing Elementary	0113068	1	86	13.98	N	0.00					0.00		N	N	
Twelve Bridges Elementary	0106443	1	63	8.79	N	0.00					0.00		N	N	

4.6.14

## 2011-12 Title I, Part A School Allocations

This identifies the amount of Title I, Part A funds to allocated to eligible public schools and equitable services to students in nonprofit private schools.

School Name	School Code	Grade Span Group	Low Income Students	Low Income Student %	Eligible	\$ Per Low Income Student (0.00)	Carryover	Public School Parent Involvement	Nonprofit Private Parent Involvement	Nonprofit Private Set Aside	Total School Allocation	Exception Reason	EIA Funded	Other Program Funds	Exception Comment
Glen Edwards Middle	6108351	2	360	51.50	Y	339.52	20708	909			143844.20		N	N	
Twelve Bridges Middle	0111385	2	213	25.00	N	0.00					0.00		N	N	
Phoenix High (Continuation)	3130036	3	50	58.14	Y	339.52	11427	909			29312.00		N	N	
Lincoln High	3134657	3	533	35.23	Y	0.00					0.00		N	N	

4.6.15

# WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES 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:

Agreement for Technology Equipment  
and Services between Surveillance Systems  
Integration and WPUSD

### AGENDA ITEM AREA:

Consent

### REQUESTED BY:

Joyce Lopes  
Assistant Superintendent of Business Services

### ENCLOSURES:

Yes

### DEPARTMENT:

Business Services

### FINANCIAL INPUT/SOURCE:

Site Funds

### MEETING DATE:

June 5, 2012

### ROLL CALL REQUIRED:

No

---

### BACKGROUND:

Whereas First Street School and Glen Edwards Middle School desired to install security cameras at their respective sites, they pooled their efforts to obtain competitive proposals. Both sites desired to contract with Surveillance Systems Integration for the purchase and install of the security cameras and obtained one proposal to cover both sites.

### RECOMMENDATION:

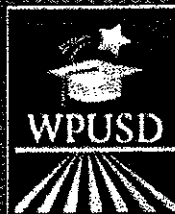
Administration recommends the Board ratify the agreement between Surveillance Systems Integration and Western Placer Unified School District for technology equipment and services.

2012

THIS PROPOSAL IS VALID FOR 30 DAYS

# Statement of Work, & Agreement for Equipment and Services

Prepared Especially for



Glen Edwards and First Street  
Elementary Avigilon Camera System

Revision 4/23/2012

Project # 40-000560

**surveillance**

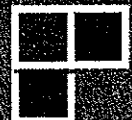
Account Manager: Don Mosbacher  
(800) 508 - 6981

[dmosbacher@ssicctv.com](mailto:dmosbacher@ssicctv.com)

Engineering: John Yazigi

Surveillance Systems Integration

4/23/2012



4.7.1

**Proprietary Information**

This proposal includes data that shall not be disclosed outside the customer's organization and shall not be duplicated – in whole or in part – for any purpose other than to evaluate this proposal. If, however, a contract is awarded to this offeror as a result of – or in connection with – the submission of this data, the customer shall have the right to duplicate, use or disclose the data to the extent provided in the resulting contract. This restriction does not limit the customer's right to use information contained in this data if it is obtained from another source without restriction. The entirety of this document is subject to this restriction, including the appendixes.

## **SYSTEM OVERVIEW**

Surveillance Systems Integration ("SSI") will be working with Western Placer Unified School District (hereafter referred to as "WPUSD") to install surveillance cameras at First Street Elementary and Glen Edwards Middle Schools. The basis of this Statement of Work is on information gathered during a site walk and evaluation of the Middle school premises at 204 L St., Lincoln, CA 95648 and Elementary school premises at 1400 1<sup>st</sup>, Lincoln, CA 95648.

The system will add (8) Avigilon high resolution megapixel cameras to the schools, providing the district with comprehensive coverage of the entrances, grounds and courtyard. One of these cameras will replace an existing damaged Arecont Vision 180 degree camera. Avigilon Control Center Standard software will be installed on a server provided by district IT at the district office to record the new cameras and (1) existing cameras, bringing the total camera count to (9) between the two campuses.

## **SCOPE OF WORK**

### **SSI Will:**

1. Provide (9) Avigilon Control Center Standard Software licenses to district IT so they can install it on a server at the district office
2. Provide, install and focus (8) Avigilon megapixel cameras as indicated on the camera placement diagram.
3. Provide and install & focus replacement dome housing for the existing Arecont Vision camera in hallway near office.
4. Utilize existing EMT conduit to create wire paths to cameras 2 and 7.
5. The (1) existing cameras on the Art Building will follow a new wire path and terminate into Art Room data cabinet.
6. Ensure all system components are interconnected and operating properly.

### **SSI Assumes:**

1. The server at the district office will run an instance of Microsoft Windows Server '08 or Windows 7 and is assumed to handle the capacity of the 9 megapixel cameras. As indicated in the Avigilon calculation, the server will need 3.0 Terabytes of usable storage to give the district 14 days of retention on all 10 cameras with the 8MP Panoramic cameras running at full resolution and the 2MP cameras scaled down to 1 megapixel resolution. Total calculated bandwidth on the network from the cameras is 99.7 Mbps.

**RESPONSIBILITIES OF THE CLIENT**

1. WPUSD will provide an NVR server that meets or exceeds the specifications provided to the district
2. WPUSD will provide client workstations that meet or exceed the specifications provided to the district.
3. WPUSD will provide and install cable to all camera locations and will provide a connection to a box outside of Wing A for camera #7 (GEMS new bike rack area). WPUSD will provide enough cable in a service loop so SSI can wire through conduit to the mounting location on the corner of the roof.
4. WPUSD will provide free access to installation areas at the elementary school.
5. WPUSD will provide POE power for all cameras.
6. WPUSD will provide patch panel jacks and switch ports at the MDF and IDF for all camera equipment.
7. Any waiting or idle time caused by WPUSD may be charged as additional labor hours (2 hours maximum)
8. WPUSD will be responsible for the disposal of any equipment that was removed during the installation process.
9. SSI will collaborate with a representative from WPUSD to finalize equipment placements prior to the installation.
10. SSI will coordinate with WPUSD staff for network connections and equipment IP addresses.
11. SSI will clean all job materials and debris resulting from installation activities.

**PROPOSAL****GLEN EDWARDS AND FIRST STREET AVIGILON SYSTEM****SSI**  
surveillance**BILL OF MATERIALS****40-000560 GLEN EDWARDS AVIGILON CAMERAS**

No.	Description	Quantity	Unit Price	Line Amount
AVI 8CHDNVMSSTD	AVIGILON ACC NVMS STANDARD 4 CHANNEL	0.50	1,069.00	534.50
AVI 1CHDNVMSSTD	AVIGILON ACC NVMS STANDARD 1 CHANNEL	1.00	169.00	169.00
AVI 20MPHDH264DO1	AVIGILON 2MP D/N OUTDOOR DOME CAMERA	1.00	799.00	799.00
AVI 80MPHDDOME180	AVIGILON 8MP PANORAMIC DOME CAMERA	3.00	1,375.00	4,125.00
AVI 20MPHDH26481	AVIGILON 2MP H.264 BOX CAMERA & LENS	1.00	510.00	510.00
AVI DOMEODPEND	AVIGILON INDOOR/OUTDOOR PENDANT MOUNT	3.00	22.00	66.00
AVI PENDGSWALL	AVIGILON GOOSENECK WALL BRACKET	1.00	135.00	135.00
PEL EH1512MT	PELCO EH1512 ENCL/FEED THRU MT	1.00	87.00	87.00
ARV DOME40	ARECONT VISION DOME HOUSING 4"	1.00	189.00	189.00
PND MP588	PND CAT5E PLUGS	15.00	2.00	30.00
PEL PP350	PELCO PARAPET MOUNT	1.00	389.00	389.00
			<b>Equipment Total</b>	<b>\$7,033.50</b>

No.	Description	Quantity	Unit Price	Line Amount
SSI LABOR	INSTALLATION LABOR AND CONFIGURATION	1.00	2400.00	2400.00
SSI MISC	MISCELLANEOUS INSTALLATION MATERIALS	1.00	285.00	285.00
SSI FREIGHT	FREIGHT	1.00	84.00	84.00
SSI CREDIT	CREDIT FOR EXISTING EXACO NVR	1.00	-400.00	-400.00
			<b>TOTAL</b>	<b>\$2,369.00</b>

**40-000560 FIRST STREET AVIGILON CAMERAS**

No.	Description	Quantity	Unit Price	Line Amount
AVI 8CHDNVMSSTD	AVIGILON ACC NVMS STANDARD 4 CHANNEL	0.50	1,069.00	534.50
AVI 20MPHDH264DO1	AVIGILON 2MP D/N OUTDOOR DOME CAMERA	3.00	799.00	2,397.00
PND MP588	PND CAT5E PLUGS	15.00	2.00	30.00
			<b>Equipment Total</b>	<b>\$2,961.50</b>

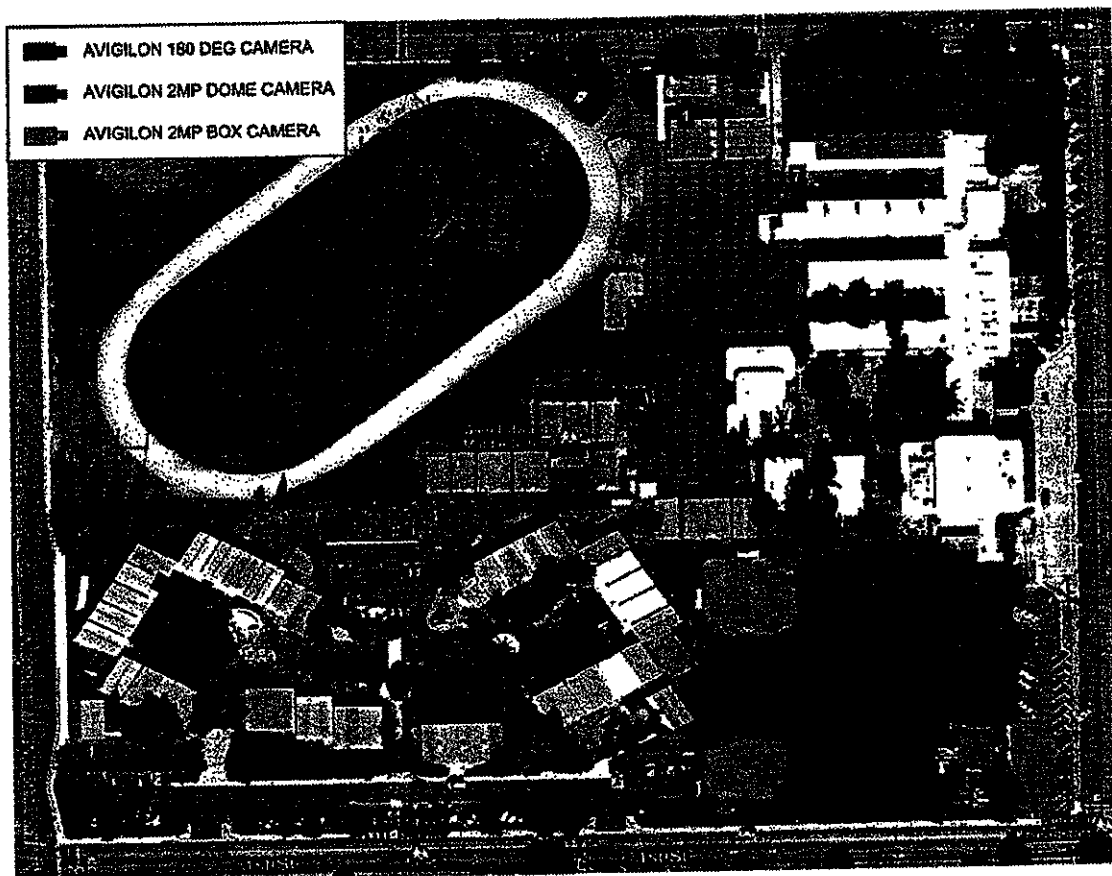
No.	Description	Quantity	Unit Price	Line Amount
SSI LABOR	INSTALLATION LABOR AND CONFIGURATION	1.00	1600.00	1600.00
SSI MISC	MISCELLANEOUS INSTALLATION MATERIALS	1.00	100.00	100.00
SSI FREIGHT	FREIGHT	1.00	20.00	20.00
			<b>TOTAL</b>	<b>\$1,720.00</b>

<b>GLEN EDWARDS TOTAL</b>	<b>\$9,402.50</b>
<b>FIRST STREET TOTAL</b>	<b>\$4,681.50</b>

<b>PROJECT SUB-TOTAL</b>	<b>\$14,084.00</b>
<b>PROJECT TAX</b>	<b>\$752.55</b>
<b>PROJECT TOTAL</b>	<b>\$14,836.55</b>

4.7.5

**DIAGRAM**



**PROPOSAL**

GLEN EDWARDS AND FIRST STREET AVIGILON SYSTEM

**PAYMENT SCHEDULE**

Payment Description	Payment Milestone	Payment Amount
SYSTEM INSTALLATION	Upon Substantial completion	\$ 14,836.55
Total (including \$ 752.55 in Sales Tax):		\$ 14,836.55

4,777

## Agreement

This Agreement, inclusive of the Scope of Work herein ("Agreement"), entered into as of the Date of Acceptance as indicated in the signature block below ("Effective Date"), is made between Surveillance Systems Integration, Inc., a California corporation ("SSI") and WPUSD ("Client"). SSI and Client are sometimes collectively referred to herein as the "Parties" and separately as a "Party."

### BACKGROUND

SSI sells and installs various electronic safety products and Client wishes to purchase products and services offered by SSI. Accordingly, intending to be legally bound, the Parties hereto agree as follows:

1. **Purpose.** Client shall purchase from SSI the Equipment and Labor described in the Statement of Work herein.
2. **Purchase Orders.** Any purchase order issued by Client to SSI will be governed by the terms and conditions of this Agreement. Any additional or different terms sent by either Party, whether by invoice, order acknowledgement or otherwise, will be excluded unless mutually agreed upon in writing. SSI shall promptly inform Client of any delays that may jeopardize the fulfillment of commitments embodied in a purchase order hereunder.
3. **Shipping.** Shipping terms from SSI are F.O.B. Equipment shipping point. Shipping, packing and insurance costs will be borne by Client and will be listed as a separate item on the invoice provided by SSI to Client. Title and risk of loss, destruction or damage to Equipment shall pass to Client upon delivery of Equipment to the carrier for further delivery to a Client Site or any SSI site, except that in the case of deliveries to any Native American Sovereign Tribal Lands, such title and risks shall pass to Client upon to delivery to such Native American Sovereign Tribal Land sites.
4. **Limited Warranty**
  - 4.1. **Equipment.** All equipment, materials, parts, components, and peripheral equipment ("Equipment"), described in the Scope of Work and supplied and/or installed by Surveillance Systems Integration (SSI) pursuant to this Agreement, are warranted to be free of defects under normal use for the period of the manufacturer's written warranty. All assignable manufacturers' warranties applicable to such Equipment will be assigned to the Client upon completion of the installation and sign off of the project. Any extended warranty available from the manufacturer of such Equipment may be made available to the Client. All Equipment warranties are subject to, and limited by, the terms and conditions imposed by the written warranties extended by the respective manufacturers of the Equipment.
  - 4.2. **Returns.** Client has the right to return any defective Equipment, as determined by SSI, for full credit without any restocking charges, provided such return occurs within the applicable warranty period offered by the manufacturer of such Equipment. Client may not return any defective Equipment to SSI after the warranty period offered by the applicable manufacturer has expired. Acceptance of returns of non-defective, salable-as-new Equipment will be at SSI's sole discretion, and will be subject to a restocking fee equal to 15% of the purchase price charged for such returned Equipment
  - 4.3. **Repairs.** Equipment sent to SSI for repair outside of the warranty period will remain the property of Client or its customer, as applicable. No credit will be issued for the returned Equipment, and Client (or its customer) shall bear the cost of repair.

- 4.4. **Labor.** All labor and/or services ("Labor"), provided by SSI as described in the Scope of Work and provided pursuant to the attached Agreement, is warranted to be performed in a competent and professional manner, and to be free of defects under normal use for ninety (90) days from the date such Labor is provided.
- 4.5. **Limitation of Actions.** SSI shall be relieved of all obligations and liability under this Limited Warranty if Client fails to report the defect, in writing, to SSI within twenty (20) business days after such defect becomes reasonably apparent.
- 4.6. **No Other Warranties.** The Limited Warranties provided herein are exclusive of, in lieu of, and Client hereby waives, any and all other warranties, guaranties, remedies, or liabilities, express or implied, arising by law or otherwise, including, without limitation, any warranty of merchantability, or fitness for a particular use. This Limited Warranty is only effective upon Client's payment in full of all sums due to SSI pursuant to the Agreement. This Limited Warranty cannot be extended, altered, or voided, except by a written agreement signed by an authorized officer of SSI and Client.
5. **No Consequential Damages.** In no event shall SSI be liable for any incidental or consequential damages arising from or related to any alleged defect in the Equipment and/or Labor. SSI shall have no responsibility for, nor any other liability or warranty for, defects, damages or delays caused by the actions or inactions of persons or entities not affiliated with SSI, or caused by, or attributable to any reason beyond SSI's reasonable control.
6. **CONFIDENTIALITY.** Each Party shall diligently preserve the confidential information or intellectual property of the other, including all such information that is designated as confidential, or that by its nature would reasonably be expected to be kept confidential ("Confidential Information") and shall exercise at least such care as the Party employs to preserve the confidentiality of its own Confidential Information. Confidential Information of a Party does not include information that (a) was known to the Party receiving such Confidential Information prior to the receipt of the Confidential Information from the disclosing Party; (b) was independently discovered, developed, or received by the receiving Party; (c) was generally known to the public prior to disclosure to the receiving Party; or (d) becomes generally known to the public through no fault of the receiving Party.
7. **Payment Terms.** Payment of all amounts due SSI are due when each invoice is rendered. Invoices remaining unpaid after thirty (30) days from the date of the invoice shall bear interest at the rate of one and one-half percent (1.5%) per month. All Equipment supplied in connection with this Agreement shall be deemed to have been delivered at the earlier of the date such Equipment arrives at either (i) the Client site, or; (ii) any SSI site, which shall include the site of any subcontractor of SSI. SSI reserves the right to suspend all work if Client's account becomes materially past due. By executing the attached Agreement, Client also agrees to pay ALL costs incurred by SSI to collect the amounts due SSI, including but not limited to: reasonable legal fees, costs, in-house attorney costs and fees, collection service costs, etc.
- 7.1. **Payment Delays.** If any of the invoicing milestones reflected in the Statement of Work herein are delayed for greater than thirty days for reasons not under the control of SSI, SSI may invoice 33.3% of the scheduled invoicing milestone for each thirty days of delay of such milestone.
8. **Tax.** All present and future sales, excise, and similar taxes, duties, or other charges on any payments made by Client to SSI with respect to the Equipment or services provided hereunder that are required by any taxing authority shall be paid by Client, or in lieu thereof, Client shall provide SSI with an exemption certificate acceptable to each applicable authority or customs duty authority.
9. **Condition of Premises.** Client shall bear full responsibility for the condition of the building and premises in which said Labor and/or Equipment is to be installed. Client shall make any and all alterations or repairs to said building or premises that are reasonably necessary to accommodate such installation, and shall provide reasonable and adequate access to said premises.

10. **Amendments.** This Agreement may be amended, supplemented or modified only by written agreement of the Parties.
11. **Binding Effect, Assignment.** This Agreement will be binding upon, and inure to the benefit of, Client's and SSI's respective successors and assigns; provided that neither this Agreement nor any of Client's rights, privileges, duties or obligations under this Agreement may be assigned, sublicensed, sold, mortgaged, pledged or otherwise transferred or encumbered by Client without the prior written consent of SSI.

Any written notice required by this Agreement will be sufficiently made on the mailing date if (a) delivered (i) by personal service, (ii) by recognized international courier service, or (iii) by facsimile transmission and confirmed immediately in writing by a copy sent by recognized international courier service, or (b) when received, if sent by certified or registered mail, postage prepaid, return receipt requested to the following addresses:

**If to SSI:**

Surveillance Systems Integration, Inc.  
105 Vernon St.  
Roseville, CA 95678  
Fax: 916.771.7297  
Attention:

**If to Client:**

Western Placer Unified School District (WPUSD)  
600 Sixth Street, Ste 400  
Lincoln, CA 95648  
916.645.6350

Rejection or other refusal to accept or the inability to deliver because of changed address of which no notice was given as provided herein will be deemed to be receipt of the notice, demand or request sent. By giving to the other Party written notice thereof, the Parties hereto and their respective permitted successors and assigns have the right from time to time and at any time during the term of this Agreement to change their respective addressee or address for notices.

12. **Applicable Law.** This Agreement will be governed by and construed in accordance with the internal laws of the State of California. The Parties hereby consent to the exclusive jurisdiction of, and venue in, any federal or state court of competent jurisdiction located in Placer County, California for the purposes of adjudicating any matter arising from or in connection with this Agreement.
13. **Equitable Relief.** Each Party acknowledges that the covenants and restrictions contained in this Agreement are reasonable and necessary in order to protect the other Party's legitimate interests, and that any violation of such covenants or restrictions would result in irreparable injuries. Each Party acknowledges that, in the event of any violation of these covenants or restrictions, the aggrieved Party is entitled to temporary and permanent injunctive relief, specific performance, and other equitable relief to enforce the provisions of this Agreement. This provision with respect to injunctive relief, however, does not diminish the right of a Party to claim and recover damages or other remedies in addition to equitable relief.
14. **Severability.** If any provision of this Agreement is invalid or unenforceable in any circumstances, its application in any other circumstances and the remaining provisions of this Agreement will not be affected thereby.

15. **Entire Agreement.** This Agreement constitutes the entire agreement and understanding of the Parties relating to the subject matter thereof. This Agreement supersedes all prior written and oral agreements and all other communications between Client and SSI regarding the subject matter hereof.
16. **Indemnification; Limitation of Liability.** Each party ("Indemnitor") agrees to defend, indemnify and hold harmless the other ("Indemnitee") from and against any and all claims, losses, liabilities or expenses (including without limitation attorney's fees) which may arise, in whole or in part, out of (i) the negligence or willful misconduct of the Indemnitor, its employees or agents or (ii) a breach by the Indemnitor of its obligations under this agreement. In no event, however, shall either party be responsible or liable for any indirect, special, punitive, incidental, or consequential damages, including lost profits, of the other party or any third party. SSI's liability hereunder (including without limitation any obligation of indemnification) shall be limited to the maximum amount payable to Client hereunder.
17. **Force Majeure.** If by reason of labor disputes, strikes, lockouts, riots, war, inability to obtain labor or materials, earthquake, fire or other action of the elements, accidents, governmental restrictions, appropriation or other causes beyond the reasonable control of a party hereto, SSI is unable to perform in whole or in part its obligations as set forth in this Agreement, then SSI shall be relieved of those obligations to the extent it is so unable to perform and such inability to perform shall not make SSI liable to Client. SSI shall not be liable for any loss, injury, delay or damages suffered or incurred by Client due to the above causes.
18. **No Waiver of Breach.** Except as otherwise stated herein, failure on the part of either Party to complain of any action or inaction on the part of the other, no matter how long the same may continue, shall never be a waiver by either Party of its rights hereunder. Further, no waiver at any time of any of the provisions hereof shall be construed as a waiver of any of the other provisions hereof and a waiver at any time of any of the provisions hereof shall not be construed as a waiver at any subsequent time of the same provisions. The consent or approval of either Party to or of any action or inaction by the other requiring such consent or approval shall not be construed to waive or render unnecessary that Party's consent or approval to, or of, any subsequent similar act by the other.
19. **Relationship of the Parties.** The Parties are independent contractors. Nothing in this Agreement or in the activities contemplated by the Parties will be deemed to create an agency, partnership, employment or joint venture relationship between the Parties.
20. **Headings.** Any headings of sections herein are for convenience only and do not affect in any way the scope, intent or meaning of the provisions to which they refer.
21. **Survival.** Sections 4, 5, 6, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, and 22 will survive the expiration or earlier termination of this Agreement.
22. **Counterparts.** This Agreement may be executed in separate counterparts, each of which will be an original and all of which together will constitute one and the same.

IN WITNESS WHEREOF, the parties have executed this Agreement through their duly authorized representatives.

Accepted: WPUSD

By:

Title:

Date:

*Joyce Lopez*  
*Asst. Superintendent*  
*4/24/12*

Agreed to: Surveillance Systems Integration, Inc.

By:

Title:

Date:

*[Signature]*  
*VP Operations*  
*4-25-12*

**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:**

Student Discipline  
Stipulated Expulsion Student(s): #11-12-BB

**AGENDA ITEM AREA:**

Consent Session

**REQUESTED BY:**

Michael Doherty  
District Hearing Officer

**ENCLOSURES:**

Yes

**DEPARTMENT:**

Administration

**FINANCIAL INPUT/SOURCE:**

N/A

**MEETING DATE:**

June 05, 2012

**ROLL CALL REQUIRED:**

No

---

**BACKGROUND:**

The Board of Trustees will disclose any action taken during Closed Session in Regards to the stipulated expulsion of Student(s): #11-12-BB

**RECOMMENDATION:**

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

# Public Hearing

# WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES 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:

Public Hearing on Tier III Funding

### REQUESTED BY:

Joyce Lopes  
Assistant Superintendent, Business Services

### DEPARTMENT:

Business Services

### MEETING DATE:

June 5, 2012

### AGENDA ITEM AREA:

Public Hearing

### ENCLOSURES:

Included in Tier III Adoption Back Up

### FINANCIAL INPUT/SOURCE:

N/A

### ROLL CALL REQUIRED:

No

---

### BACKGROUND:

Per California Education Code 42605, as a condition of receipt of funds, the governing Board of each school district shall hold a public hearing regarding Tier III categorical proposed expenditures for the subsequent fiscal year. At this public hearing the Board shall take testimony from the public, discuss, approve or disapprove the proposed use of funding.

The district is not proposing to close any programs.

This public hearing was noticed in the local newspaper and notices were posted 72 hours in advance of the hearing.

### RECOMMENDATION:

Administration recommends the Board hold a public hearing regarding the proposed Tier III categorical funding expenditures.

**INFORMATION**

**DISCUSSION**

**ACTION**

**ITEMS**

# WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES 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 Tier III Funding Expenditures

### AGENDA ITEM AREA:

Action

### REQUESTED BY:

Joyce Lopes  
Assistant Superintendent, Business Services

### ENCLOSURES:

Yes

### DEPARTMENT:

Business Services

### FINANCIAL INPUT/SOURCE:

Included in Back Up

### MEETING DATE:

June 5, 2012

### ROLL CALL REQUIRED:

No

---

### BACKGROUND:

Per California Education Code 42605, the governing Board of each school district, after holding a public hearing regarding Tier III categorical proposed expenditures for the subsequent fiscal year, shall adopt the use of Tier III categorical funding.

The 2012-13 program amount on the attached spreadsheet is fixed. Any fluctuation in actual revenue received will be adjusted in the 2012-13 flex amount.

The Board has held a public hearing regarding Tier III categorical expenditures. The Board will now consider the proposed Tier III categorical expenditures.

### RECOMMENDATION:

Administration recommends that the Board adopt the proposed 2012-13 Tier III categorical funding expenditures.

8.1

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
**Tier III Program Activity**  
**2012-13 Budget**

**General Fund**

Description	2011-12	2011-12 Flex	2011-12	Projected 2012-13	2012-13	USE
	Award	Amount	Program	Award (90% of 2011-12)	Program Amount	
Hourly Programs	91,114	80,378	10,736	82,003	10,736	71,267 Summer school & educational purposes
P.E. Teacher Incentive Grant	88,053	88,053	0	79,248	0	79,248 Educational purposes
School Safety & Violence Prevention	33,409	0	33,409	30,068	30,068	0 School safety
Art & Music Block Grant	90,350	80,395	9,955	81,315	0	81,315 Educational purposes
CAHSEE Intensive Instruction	18,991	0	18,991	17,092	0	17,092 Educational purposes
Supplemental School Counseling	138,602	138,602	0	124,742	0	124,742 Educational purposes
Gifted and Talented	39,606	8,088	31,518	35,645	0	35,645 Educational purposes
Instructional Materials	339,206	0	339,206	305,285	0	305,285 Educational purposes
Peer Assistance & Review	23,749	0	23,749	21,374	0	21,374 Educational purposes
Math & Reading Professional Devel.	53,111	53,111	0	47,800	0	47,800 Educational purposes
Pupil Retention Block Grant	151,051	0	151,051	135,946	0	135,946 Educational purposes
Professional Development Block Grant	105,009	0	105,009	94,508	0	94,508 Educational purposes
Targeted Instructional Improvement	6,540	6,540	0	5,886	0	5,886 Educational purposes
School & Library Improvement	260,458	0	260,458	234,412	82,044	152,368 Library Improvement & educational purposes
Total	1,439,249	455,167	984,082	1,295,324	122,848	1,172,476

**Other Funds**

**Adult Education Fund**

Adult Education Apportionment	89,865	0	89,865	80,879	0	80,879	Educational purposes
Community Based English Tutoring	19,587	0	19,587	17,628	0	17,628	Educational purposes
<b>Total</b>	<b>109,452</b>	<b>0</b>	<b>109,452</b>	<b>98,507</b>	<b>0</b>	<b>98,507</b>	

**Deferred Maintenance Fund**

Deferred Maintenance	191,013	191,013	0	171,912	0	171,912	Educational purposes
----------------------	---------	---------	---	---------	---	---------	----------------------

Total, all Tier III programs

	1,739,714	646,180	1,093,534	1,565,743	122,848	1,442,894	
--	-----------	---------	-----------	-----------	---------	-----------	--

8.1.1

**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 Revised/New  
Policies/Regulations/Exhibits

**AGENDA ITEM AREA:**

Action

**REQUESTED BY:**

Scott Leaman  
Superintendent

**ENCLOSURES:**

Yes

**DEPARTMENT:**

Administration

**FINANCIAL INPUT/SOURCE:**

N/A

**MEETING DATE:**

June 5, 2012

**ROLL CALL REQUIRED:**

No

---

**BACKGROUND:**

These new and revised policies/regulations/exhibits are now being presented for approval by the Board of Trustees.

- BP 3100 Budget
- BP/AR 3552 Summer Meal Program
- BP 3555 Nutrition Program Compliance

**RECOMMENDATION:**

Administration recommends the Board of Trustees approve the new and revised Policies, Regulations and Exhibits as submitted.

# MANUAL MAINTENANCE GUIDESHEET

June 5, 2012

Page 1 of 1

Note: Descriptions below identify major changes in revised materials. Editorial changes have also been made.

<u>DELETE</u>	<u>ADD</u>	<u>DESCRIPTION</u>
---------------	------------	--------------------

**BP 3100 - Budget**

(BP revised)

Updated policy expands section on "Fund Balance" to include sample policy statements, in compliance with Governmental Accounting Standards Board Statement 54, related to (1) how funds will be committed by the board to the "committed fund balance," (2) delegation of the authority to assign funds to the "assigned fund balance," (3) the order in which fund balances will be spent when multiple fund balance types are available for an expenditure, and (4) the minimum level of unrestricted fund balances that will be maintained in the general fund. Policy also reflects **NEW LAW** (SB 70) which extends the timeline for restoring the level of reserves to the level specified in state regulations and **NEW LAW** (AB 114) which requires districts, for the 2011-12 fiscal year, to base their budget on the same level of state revenues received in the 2010-11 fiscal year.

**BP/AR 3552 - Summer Meal Program**

(BP/AR added)

New optional policy and regulation are for use by districts that have been approved by the CDE to sponsor a federally funded, state-administered Seamless Summer Feed Option (SSFO) and/or Summer Food Service Program (SFSP). Policy addresses program purposes, process for selecting sites for meal service, community outreach, record keeping, and program evaluation. Regulation contains requirements for both the SSFO and SFSP pertaining to site eligibility criteria, meal service, menu planning, advertising of available services, staff training (SFSP only), reimbursement claims, and program monitoring and reviews.

**BP 3555 - Nutrition Program Compliance**

(BP added)

New **MANDATED** policy reflects state and federal law prohibitions against discrimination in the National School Lunch Program, School Breakfast Program, Special Milk Program, and other child nutrition programs as well as recent enforcement activities of CDE's Nutrition Services Division based on U.S. Department of Agriculture's Food and Nutrition Service instructions.

8.2.1

**BUDGET**

The Board of Trustees accepts responsibility for adopting a sound budget for each fiscal year which is aligned with the district's vision, goals, and priorities. This includes federal and state oversight mandates. The district budget shall guide administrative decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district.

*(cf. 0000 - Vision)*

*(cf. 3000 - Concepts and Roles)*

*(cf. 3300 - Expenditures/Expending Authority)*

*(cf. 3460 - Financial Reports and Accountability)*

*(cf. 9000 - Role of the Board)*

The district budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations. (Education Code 42122)

**The Board shall establish and maintain a general fund reserve for economic uncertainty that meets or exceeds the requirements of law. (Education Code 33128.3;5 CCR 15450)**

**Budget Development and Adoption Process**

The Superintendent or designee shall establish an annual budget development process and calendar in accordance with the single budget adoption process described in Education Code 42127. He/she shall annually notify the County Superintendent of Schools of the district's decision to use the single budget adoption process in the subsequent year.

In order to provide guidance in the development of the budget, the board shall annually establish budget priorities based on identified district needs and goals and on realistic projections of available funds.

The Superintendent or designee shall oversee the preparation of a proposed district budget for approval by the Board and shall involve appropriate staff at all levels in the development of budget projections.

The Board encourages public input in the budget development process and shall hold public hearings and meetings in accordance with law.

*(cf. 9320 - Meetings and Notices)*

*(cf. 9322 - Agenda/Meeting Materials)*

*(cf. 9323 - Meeting Conduct)*

The budget that is formally adopted by the Board shall be in the format prescribed by the Superintendent of Public Instruction. The Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the Board, staff, and public.

## **BUDGET (continued)**

### **Budget Advisory Committee**

The Board may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.

The committee shall develop recommendations during the budget development process and its duties shall be assigned each year based on district needs. All recommendations of the committee shall be advisory only and shall not be binding on the Board or the Superintendent or designee.

*(cf. 1220 – Citizen Advisory Committees)*

*(cf. 2230 – Representative and Deliberative Groups)*

*(cf. 3350 – Travel Expenses)*

*(cf. 9130 – Board Committees)*

*(cf. 9140 – Board Representatives)*

### **Budget Criteria and Standards**

In developing the district budget, the Superintendent or designee shall analyze criteria and standards adopted by the State Board of Education which address estimation of funded average daily attendance (ADA), projected enrollment, ratio of ADA to enrollment, projected revenues limit, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, fund balance, and reserves. The budget review shall also identify supplemental information regarding contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for on-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, and the status of labor agreements. (Education Code 33127, 33128, 33129;5 CCR 15440-15451)

The Board shall establish and maintain a general fund reserve for economic uncertainty that meets or exceeds the requirements of 5 CCR 15443. In addition, during the period that the district has the unique status of a basic aid district, or a district that would be basic aid except for the transfer of in lieu property taxes to a charter school (Education Code 47663) and is receiving Basic Aid Supplement Charter School Adjustment funds, a separate Basic Aid Reserve will be maintained.

The Board also shall establish budget assumptions or parameters which may take into consideration the stability of funding sources, enrollment trends, legal requirements and constraints, anticipated increases and/or decreases in the cost of services and supplies, use of one-time resources, categorical program requirements, scheduled salary increases, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

*(cf. 2210 – Administrative Discretion Regarding Board Policy)*

*(cf. 3110 – Transfer of Funds)*

**BUDGET (continued)**

**Fund Balance**

The Board shall adopt a formal resolution that provides for classification of fund balances in the general fund and is compliant with Governmental Accounting Standards Board (GASB) Statement 54. The resolution also shall:

1. Establish specific steps for committing funds that cannot be used for any other purpose unless the Board takes action to remove or change the constraint
2. Express the authority of the Board and/or delegate authority to other person(s) to identify intended uses of assigned funds
3. Establish the order in which fund balances will be spent when multiple fund balance types are available for an expenditure

The Board reserves the authority to review and amend this resolution as needed to reflect changing circumstances and district needs.

**Long-Term Financial Obligations**

The district's current-year budget and multi-year projections shall include adequate provisions for addressing the district's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.

*(cf. 4141/4241 – Collective Bargaining Agreement)*  
*(cf. 4143/4243 – Negotiations/Consultation)*  
*(cf. 4154/4254/4354 – Health and Welfare Benefits)*  
*(cf. 7210 – Facilities Financing)*  
*(cf. 9250 – Remuneration, Reimbursement and Other Benefits)*

The Board shall approve a plan for meeting the district's long-term obligations to fund nonpension, other postemployment benefits (OPEBs). This plan shall include a specific funding strategy and the method that will be used to finance the district's annual fiscal obligations for such benefits in a manner that continually reduces the deficit to the district to the extent possible. The Board reserves that authority to review and amend the funding strategy as necessary to ensure that it continues to serve the best interests of the district and maintains flexibility to adjust for changing budgetary considerations.

When the Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of OPEBs, the Board shall disclose, as a separate agenda item at the same meeting, whether or not it will reserve a sufficient amount of money in its budget to fund the present value of the benefits of existing retirees and/or the future costs of employees who are eligible for benefits in the current fiscal year. (Education Code 42140)

**BUDGET (continued)**

**When the Superintendent or designee presents report to the Board on the estimated accrued but unfunded cost of workers' compensation claims, the Board shall disclose, as a separate agenda items at the same meeting, whether or not it will reserve in the budget sufficient amounts to fund the present value of accrued but unfunded workers' compensation claims or if it is otherwise decreasing the amount in its workers' compensation reserve fund. The board shall annually certify to the County Superintendent the amount, if any, that it has decided to reserve in the budget for these costs. The Board shall submit to the County Superintendent any budget revisions that may be necessary to account for this budget reserve. (Education Code 42141)**

**Budget Amendments**

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the district's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for Board approval when the state budget is adopted, collective bargaining agreements are accepted, district income declines, increased revenues or unanticipated savings are made available to the district, program proposals are significantly different from those approved during budget adoption, and/or other significant changes occur that impact budget projections.

*(cf. 3110 - Transfer of Funds)*

*Legal Reference:*EDUCATION CODE

33127 Development of standards and criteria for local budgets and expenditures

33128 Standards and criteria

33129 Standards and criteria; use by local agencies

35035 Powers and duties of superintendent

35161 Powers and duties, generally, of governing boards

42103 Public hearing on proposed budget; requirements for content of proposed budget; publication of notice of hearing

42120-42129 Budget requirements

42132 Resolutions identifying estimated appropriations limit

42602 Use of unbudgeted funds

42610 Appropriation of excess funds and limitation thereon

44518-44519.2 Chief business officer training program

45253 Annual budget of personnel commission

45254 First year budget of personnel commission

GOVERNMENT CODE

7900-7914 Expenditure limitations

CODE OF REGULATIONS, TITLE 5

15060 Standardized account code structure

15440-15452 Criteria and standards for school district budgets

*Management Resources: (see next page)*

8.2.5

**BUDGET (continued)**

*Management Resources:*

CSBA PUBLICATIONS

*Maximizing School Board Governance: Budget Planning and Adoption, 2005*

*Maximizing School Board Governance: Understanding District Budgets, 2005*

CDE PUBLICATIONS

*California School Accounting Manual*

GOVERNMENTAL ACCOUNTING STANDARDS BOARD

*Statement 34, Basic Financial Statements and Management's Discussion and Analysis - For State and Local Governments, June 1999*

*Statement 45, Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions, June 2004*

WEB SITES

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

California Department of Education, Finance and Grants: <http://www.cde.ca.gov/fg>

California Department of Finance: <http://www.dof.ca.gov>

Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

Governmental Accounting Standards Board: <http://www.gasb.org>

Legislative Analyst's Office: <http://www.lao.ca.gov>

School Services of California, Inc.: <http://www.sscal.com>

Policy  
adopted: September 4, 2007  
revised: April 21, 2009  
revised: May 17, 2011

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

**SUMMER MEAL PROGRAM**

The Board of Trustees recognizes that child nutrition programs have a positive and direct impact upon children's well-being and achievement. To help students and other children in the community remain well nourished throughout the summer vacation, the district may sponsor a summer meal program as approved by the California Department of Education (CDE).

*(cf. 3550 - Food Service/Child Nutrition Program)*  
*(cf. 3553 - Free and Reduced Price Meals)*  
*(cf. 5030 - Student Wellness)*  
*(cf. 5141.27 - Food Allergies/Special Dietary Needs)*

The district may apply to the CDE to provide meals to children during any extended break in a year-round school schedule. (42 USC 1761; 7 CFR 225.2, 225.6, 225.14)

*(cf. 6117 - Year-Round Schedules)*

Between October and April, or at any time or school on a year-round schedule, the district may serve meals at a nonschool site in cases of unanticipated school closures, such as a natural disaster, unscheduled major building repair, court order related to school safety or other issues, labor-management dispute, or similar cause as approved by the CDE. (42 USC 1761; 7 CFR 225.6)

The Superintendent or designee shall recommend to the Board one or more sites for meal services based on state and federal program criteria and an assessment of family and community needs. When feasible, the Superintendent or designee shall involve local governmental agencies, food banks, and/or community organizations in identifying suitable site locations. The site(s) shall be approved the CDE before meal service is initiated.

The summer meal program may be offered during the summer and may be offered in conjunction with educational enrichment or recreational activities in order to encourage participation in other wellness and learning opportunities.

*(cf. 1020 - Youth Services)*  
*(cf. 1330.1 - Joint Use Agreements)*  
*(cf. 5148 - Child Care and Development)*  
*(cf. 5148.2 - Before/After School Programs)*  
*(cf. 6142.7 - Physical Education and Activity)*  
*(cf. 6177 - Summer School)*

The Superintendent or designee shall develop and coordinate outreach and promotional activities to inform parents/guardians and the community about the availability of the summer meal program and its location(s) and hours.

*(cf. 1100 - Communication with the Public)*  
*(cf. 1112 - Media Relations)*  
*(cf. 1113 - District and School Web Sites)*

**SUMMER MEAL PROGRAM (continued)**

The Superintendent or designee shall maintain accurate records of all meals served and shall ensure the timely submission of reimbursement claims in accordance with state procedures.

*(cf. 3551 - Food Service Operations/Cafeteria Fund)*

The Superintendent or designee shall regularly report to the Board regarding program implementation, number of participants at each site, feedback from participating children and their parents/guardians regarding menus and service, and program costs. As needed, the

Board shall direct the Superintendent or designee to identify program modifications to increase program quality or children's access to meal services.

*(cf. 0500 - Accountability)*

*(cf. 3555 - Nutrition Program Compliance)*

*Legal Reference: (see next page)*

# **SUMMER MEAL PROGRAM (continued)**

## *Legal References:*

### EDUCATION CODE

49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001

49490-49494 School breakfast and lunch programs

49500-49505 School meals

49510-49520 Nutrition

49530-49536 Child Nutrition Act

49547-49548.3 Comprehensive nutrition services

49550-49562 Meals for needy students

49570 National School Lunch Act

### CODE OF REGULATIONS, TITLE 5

15510 Mandatory meals for needy students

15550-15565 School lunch and breakfast programs

### UNITED STATES CODE, TITLE 42

1751-1769i School lunch programs, including:

1751 Note Local wellness policy

1761 Summer Food Service Program and Seamless Summer Feeding Option

1771-1792 Child nutrition, especially:

1773 School breakfast program

### CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.1-220.22 National School Breakfast Program

225.1-225.20 Summer Food Service Program

## *Management Resources:*

### CSBA PUBLICATIONS

Providing Access to Nutritious Meals During Summer, Policy Brief, June 2010

Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006

### CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT BULLETINS

USDA-SFSP-06-2008 Summer Food Service Program Outreach Requirement Clarification, October 2008

### U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

The Summer Food Service Program: Food That's In When School is Out, 2010, Nutrition Guidance for Sponsors, rev. March 2010

The Summer Food Service Program: Food That's In When School is Out, 2010 Site Supervisor's Guide, rev. January 2010

The Summer Food Service Program: Food That's In When School is Out, 2010 Monitor's Guide, rev. January 2010

*Management Resources: (continued on next page)*

## SUMMER MEAL PROGRAM (continued)

### *Management Resources: (continued)*

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS (continued)

The Summer Food Service Program: Food That's In When School is Out, 2010 Administrative Guidance for Sponsors, rev. December 2009

National School Lunch Program's Seamless Summer Option Questions and Answers, 2009

### WEB SITES

CSBA: <http://www.csba.org>

California Center for Research on Women and Families, Summer Meal Program Coalition:  
<http://www.ccrwf.org>

California Department of Education, Nutrition: <http://www.cde.ca.gov/ls/nu>

California Food Policy Advocates: <http://www.cfpa.net>

California School Nutrition Association: <http://www.calsna.org>

Child Nutrition Information and Payment System: <https://www.cnips.ca.gov>

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov>

Policy  
adopted:

WESTERN PLACER UNIFIED SCHOOL DISTRICT  
Lincoln, California

8.2.10

**NUTRITION PROGRAM COMPLIANCE**

The Board of Trustees recognizes the district's responsibility to comply with state and federal nondiscrimination laws as they apply to the district's nutrition programs. The district shall not deny any individual the benefits or service of any nutrition program or discriminate against him/her because of his/her race, color, national origin, gender, sex, sexual orientation, disability, or any other basis prohibited by law, in its implementation of such a program.

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

*(cf. 3550 - Food Service/Child Nutrition Program)*

*(cf. 3552 - Summer Meal Program)*

*(cf. 3553 - Free and Reduced Price Meals)*

*(cf. 5030 - Student Wellness)*

**Coordinator**

The Board designates the compliance officer specified in AR 1312.3 - Uniform Complaint Procedures as coordinator of the district's efforts to comply with the laws governing its nutrition programs and to investigate any related complaints. Any complaint concerning the district's nutrition programs shall be investigated using the process identified in the section entitled "Procedures" in the district's AR 1312.3 - Uniform Complaint Procedures.

*(cf. 1312.3 - Uniform Complaint Procedures)*

The coordinator shall provide training on the laws, regulations, procedures, and directives related to the district's nutrition programs to district employees involved in administering them. The coordinator also shall develop procedures and systems that do not restrict the participation of individuals in the district's nutrition programs, based on their race, ethnicity, or disability, and that prevent district employees from incorrectly denying the applications for participation submitted by such individuals.

The coordinator shall develop and maintain a system for collecting racial and ethnic data of participants in the district's nutrition programs and shall, at least annually, report to the Board on whether the district's nutrition programs are effectively reaching eligible individuals and whether and where additional outreach may be needed.

*(cf. 5022 - Students and Family Privacy Rights)*

*(cf. 5125 - Student Records)*

When a significant number of participants or potential participants in the district's nutrition programs are only non-English speakers, the coordinator shall make an appropriate language translation available.

*(cf. 5020 - Parent Rights and Responsibilities)*

*(cf. 6020 - Parent Involvement)*

*(cf. 6174 - English Language Learners)*

## **NUTRITION PROGRAM COMPLIANCE (continued)**

The coordinator also shall ensure that the district's nutrition programs accommodate the special dietary needs of any individual with a disability who has on file a medical statement that restricts his/her diet because of his/her disability.

*(cf. 5141.27 - Food Allergies/Special Dietary Needs)*  
*(cf. 6159 - Individualized Education Program)*  
*(cf. 6164.6 - Identification and Education Under Section 504)*

### **Notifications**

The coordinator shall ensure that the U.S. Department of Agriculture's "And Justice for All" or other approved Nutrition Programs Civil Rights posters are displayed in areas visible to the district's nutrition program participants, such as food service areas and school offices.

Annually, the coordinator shall notify all students, parents/guardians, and employees of program requirements and the procedures for filing a complaint, through the district's usual means of notification.

*(cf. 4112.9/4212.9/4312.9 - Employee Notifications)*  
*(cf. 5145.6 - Parental Notifications)*

In addition, the coordinator shall ensure that every informational release, publication, or poster concerning the district's nutrition programs and/or activities includes, in a prominent location, the following statement:

"In accordance with federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, religion, political beliefs, or disability. In addition, California law prohibits discrimination on any basis identified in Government Code 12940.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410 or call (800) 795-3272 (voice) or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer."

However, if the document is no more than one page and there is no room to print the full nondiscrimination statement, the district may instead use the statement "This institution is an equal opportunity provider" in the same print size as the rest of the text.

When a complaint is unresolved at the district level, the coordinator shall notify the complainant of the option to contact and/or forward his/her complaint to one of the following agencies:

8.2.12

**NUTRITION PROGRAM COMPLIANCE (continued)**

1. Child Nutrition Program Civil Rights and Program Complaint Coordinator, California Department of Education, Nutrition Services Division, 1430 N Street, Room 1500, Sacramento, CA 95814-2342 or call 916-445-0850 or 800-952-5609
2. Office of Civil Rights, USDA, Western Region, 90 Seventh Street, Suite 10-100, San Francisco, CA 94103 or call 415-705-1336 or fax 415-705-1364 or email Joe.Torres@fns.usda.gov
3. USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call 800-795-3272 or 202-720-6382 (TTY)

*Legal Reference: (see next page)*

## NUTRITION PROGRAM COMPLIANCE (continued)

### *Legal Reference:*

#### EDUCATION CODE

200-262.4 Prohibition of discrimination

48985 Notices to parents in language other than English

49060-49079 Student records

49490-49590 Child nutrition programs

#### PENAL CODE

422.55 Definition of hate crime

422.6 Interference with constitutional right or privilege

#### CODE OF REGULATIONS, TITLE 5

3080 Application of section

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

#### UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

1681-1688 Discrimination based on sex or blindness, Title IX

#### UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

#### UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act

#### CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

36.303 Auxiliary aids and services

#### CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:

106.9 Dissemination of policy

### *Management Resources:*

#### CALIFORNIA DEPARTMENT OF EDUCATION, NUTRITION SERVICES DIVISION

#### PUBLICATIONS

*Civil Rights and Complaint Procedures for Child Nutrition Programs, March 2010*

#### U.S. DEPARTMENT OF AGRICULTURE, FOOD AND NUTRITION SERVICE PUBLICATIONS

*Civil Rights Compliance and Enforcement - Nutrition Programs and Activities, FNS Instruction 113-1,*

*November 2005*

#### U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

*Protecting Students from Harassment and Hate Crime, January 1999*

*Notice of Non-Discrimination, January 1999*

#### WEB SITES

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

U.S. Department of Agriculture, Food and Nutrition Services: <http://www.fns.usda.gov>

U.S. Department of Agriculture, Office for Civil Rights: <http://www.ascr.usda.gov>

U.S. Department of Education, Office for Civil Rights: <http://www2.ed.gov/ocr>

**SUMMER MEAL PROGRAM**

**Site Selection**

In identifying locations where summer meals may be provided, the Superintendent or designee shall document site eligibility according to the following criteria: (7 CFR 225.2, 225.15)

1. **Open Site:** The site provides meals to all children in the area and is located at a school or nonschool site within the geographical boundaries of a school attendance area where at least 50 percent of the children are eligible for free or reduced-price meals.

*(cf. 3553 - Free and Reduced Price Meals)*

2. **Restricted Open Site:** The site initially meets the criteria of an "open site," but the district must restrict or limit participation on a first-come, first-served basis due to security, safety, or control concerns.

3. **Closed Enrolled Site:** The site is open only to enrolled children, as opposed to the community at large, and at least 50 percent of the enrolled children at the site are eligible for free or reduced price school meals, as determined by approval of applications in accordance with 7 CFR 225.15(f).

Whenever the district offers the summer meal program at a site that provides summer school sessions, it shall ensure that the site is open to students enrolled in summer school and to all children residing in the area served by the site. (7 CFR 225.14)

*(cf. 3555 - Nutrition Program Compliance)*  
*(cf. 6177 - Summer School)*

**Meal Service**

In accordance with the district's agreement with the California Department of Education (CDE), the summer meal program may offer breakfast, morning snack, lunch, afternoon snack, and/or supper. The program may provide up to two meals/snacks per day in any combination, except that lunch and supper shall not be provided by the same site on the same day. Sites that primarily serve children from migrant families may apply to serve up to three meals, or two meals and one snack, per day. All meals/snacks shall be provided within the time periods specified in 7 CFR 225.16. (42 USC 1761; 7 CFR 225.16)

*(cf. 3551 - Food Service Operations/Cafeteria Fund)*  
*(cf. 5030 - Student Wellness)*

Meals provided through the district's summer meal program shall be available at no cost to:  
(42 USC 1761; 7 CFR 225.2)

8.2.15

## **SUMMER MEAL PROGRAM (continued)**

1. Children age 18 or younger
2. Persons over age 18 who meet the CDE's definition of having a physical or mental disability and who are participating in a public or nonprofit private school program established for individuals with a disability

*(cf. 6164.4 - Identification of Individuals for Special Education)*

The Superintendent or designee shall designate a person at each participating site to serve as the program's site supervisor. The site supervisor shall oversee the order or preparation of meals, ensure the site is cleaned before and after the meal, and record the number of complete meals served to eligible children each day.

### **Additional Requirements for Seamless Summer Feeding Option**

All meals offered through the summer meal program shall meet menu planning requirements for the National School Lunch or Breakfast Program pursuant to 7 CFR 210.10 or 7 CFR 220.8. (42 USC 1761)

*(cf. 3550 - Food Service/Child Nutrition Program)*  
*(cf. 5141.27 - Food Allergies/Special Dietary Needs)*

Whenever the district operates an open site as defined in the section entitled "Site Selection" above, the Superintendent or designee shall advertise the availability of summer meal services to the neighborhood community. A large banner or marquee shall be prominently displayed at each site before and during the meal service. Other outreach strategies may include, but are not limited to, sending a news release to the local media, distributing a flyer to parents/guardians of district students, posting information on the district or school web site, and placing posters throughout the community.

*(cf. 1100 - Communication with the Public)*  
*(cf. 1112 - Media Relations)*  
*(cf. 1113 - District and School Web Sites)*

At the point of service, on-site staff shall count the number of eligible meals served. Reimbursement claims shall be submitted using the same procedure used during the school year for the National School Lunch or Breakfast Program.

Each year the Superintendent or designee shall conduct at least one review of each site to ensure its compliance with meal counting, claiming, menu planning, and food safety requirements. For newly established sites, such reviews shall be conducted within three weeks of the start of operation.

## **SUMMER MEAL PROGRAM (continued)**

### **Additional Requirements for Summer Food Service Program**

The district shall annually submit to the CDE a program application and budget for anticipated operational and administrative costs.

The Superintendent or designee shall annually send a notice to the media serving the area from which the district draws its attendance regarding the availability of free meals. (7 CFR 225.15)

*(cf. 1112 - Media Relations)*

In addition, the district and each open site shall:

1. Make program information available to the public upon request
2. Make reasonable efforts to provide information in the appropriate translation concerning the availability and nutritional benefits of the program
3. Display, in a prominent place at the site and in the district office, the nondiscrimination poster developed or approved by the U.S. Department of Agriculture's Food and Nutrition Service
4. Include the nondiscrimination statement and instructions for filing a complaint in the public release and in any program information directed to parents/guardians of participants and potential participants

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

*(cf. 1100 - Communication with the Public)*

*(cf. 1113 - District and School Web Sites)*

5. Post signage, such as a banner, marquee, poster, or other large display on the exterior of the building facing the street nearest the entrance of the meal service area at each site, before the meal service begins and throughout the service time

All meals offered through the summer meal program shall meet U.S. Department of Agriculture minimum meal patterns as specified in 7 CFR 225.16 or the meal patterns required for the National School Lunch and Breakfast Programs. (42 USC 1761; 7 CFR 225.16)

*(cf. 3550 - Food Service/Child Nutrition Program)*

*(cf. 5141.27 - Food Allergies/Special Dietary Needs)*

8.2.17

**SUMMER MEAL PROGRAM (continued)**

The Superintendent or designee shall submit to the CDE monthly reimbursement claims based on the number of eligible meals served.

Program administrative personnel shall annually attend mandatory training provided by the CDE. In addition, the Superintendent or designee shall annually hold program training sessions for administrative and site personnel and shall allow no site to operate until personnel have attended at least one of these training sessions. Training of site personnel shall include, but not be limited to, the purpose of the program, site eligibility, record keeping, site operations, meal pattern requirements, and the duties of a program monitor. The Superintendent or designee shall provide training throughout the summer to ensure that administrative personnel are thoroughly knowledgeable in all required areas of program administration and operation and are provided with sufficient information to carry out their program responsibilities. Each site shall have present at each meal service at least one person who has received this training. (42 USC 1761; 7 CFR 225.15, 225.7)

*(cf. 4231 - Staff Development)*  
*(cf. 4331 - Staff Development)*

The Superintendent or designee shall monitor program operations by conducting site visits prior to opening a new site, during the first week of operation, during the first four weeks of operation, and then at a reasonable level thereafter. (7 CFR 225.15)

The Superintendent or designee shall retain all records pertaining to the program for a period of three years after the end of the fiscal year to which they pertain. (7 CFR 225.6, 225.15)

*(cf. 3580 - District Records)*

Regulation  
approved:

WESTERN PLACER UNIFIED SCHOOL DISTRICT  
Lincoln, California

8.2.18

**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:**

Phoenix High School Graduation Rates

**AGENDA ITEM AREA:**

Information

**REQUESTED BY:**

Mary Boyle *MB*  
Deputy Superintendent Educational Services  
Michael Doherty  
Principal, Phoenix High School & SARB Administrator

**ENCLOSURES:**

Attached

**DEPARTMENT:**

Educational Services

**FINANCIAL INPUT/SOURCE:**

ADA Increased Revenues

**MEETING DATE:**

June 5, 2012

**ROLL CALL REQUIRED:**

No

---

**BACKGROUND AND SUMMARY:**

Phoenix High School expects to have 20 students graduate with a high school diploma this year. This is a phenomenal increase over years past, where the annual average number of students graduating was approximately seven to nine. Phoenix High School staff credit several factors for this increase: improved communication between Lincoln High School and Phoenix High School; improved attendance rates; implementation of online credit recovery programs; improvements to the physical school site; and increased activities to motivate student involvement.

Phoenix High School administration will share specific information regarding these improvements.

**RECOMMENDATION:**

Information only.

---

**PHOENIX HIGH SCHOOL  
GRADUATION COMPARISON  
BOARD MEETING  
6/05/2012**

<b>2007</b>	<b>12 graduates</b>
<b>2008</b>	<b>9 graduates</b>
<b>2009</b>	<b>9 graduates</b>
<b>2010</b>	<b>9 graduates</b>
<b>2011</b>	<b>7 graduates</b>
<b>2012</b>	<b>20 graduates</b>

**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:**

Title I – Programs  
Schoolwide or Targeted Assistance Options

**AGENDA ITEM AREA:**

Action

**REQUESTED BY:**

Mary Boyle   
Deputy Superintendent Educational Services

**ENCLOSURES:**

Yes

**DEPARTMENT:**

Educational Services

**FINANCIAL INPUT/SOURCE:**

Federal Title I Funding

**MEETING DATE:**

June 5, 2012

**ROLL CALL REQUIRED:**

**BACKGROUND:**

Schools receiving Title I funding have the option of choosing to target these supplemental federal funds toward students with specific academic needs or to use the funding on a schoolwide basis for the academic benefit of all students in the school. In the past, all WPUSD Title I schools have chosen to use their funding in a targeted basis. However, as more schools reach the minimal 40% low income threshold to qualify to use funding on a schoolwide basis, several of our schools have opted for this choice. Title I funds must continue to be spent on support, not supplant, services tied to raising student academic achievement.

Changing from Targeted Assistance Title I to Schoolwide Title I requires the support of the site School Based Leadership Team (SBLT – Site Council) as well as Board approval. The following schools have the approval of their SBLT's to change from Title I Targeted Assistance to Title I Schoolwide and now request Board of Trustees approval for the same:

- First Street School (76% Free/Reduced Lunch)
- Sheridan School (67% Free/Reduced Lunch)
- Glen Edwards Middle School (52% Free/Reduced Lunch)

**RECOMMENDATION:**

Approve recommendation of Schoolwide Title I funding for above mentioned schools.

8.4

## Notice of Authorization of a Schoolwide Program

(Please print or type all information.)

County: Placer School District: Western Placer Unified School District  
 School: Glen Edwards Middle CDS Code (14 digits): 3/1/6/6/9/5/1/6/1/0/8/3/5/1  
 Street Address: 204 L Street  
 City: Lincoln Zip: 95648  
 Principal: Shelly Hoover Telephone: 916 645-6370  
 FAX: 916 645-8379 E-mail: shoover@wpusd.k12.ca.us  
 Categorical Program Director: Mary Boyle Telephone: 916 645-6350  
 FAX: 916 645-6356 E-mail: mboyle@wpusd.k12.ca.us  
**District Criteria Utilized to Establish Poverty Level of School (provide actual percentage)**  
 Free/ Reduced Lunch ☒ % AFDC ☐ % Combination ☐ % Other ☐ %

To meet ESEA requirements, each school may request technical assistance during the process of completing its comprehensive needs assessment and its schoolwide program (SWP) plan. Please indicate the *entity* as well as the *individual(s)* within the entity who served your school in this capacity:

☒ Lynn Kelso, Support Program Specialist-Intervention; Western Placer Unified School District

The undersigned certify this school is at least 40% poverty level as indicated above, and also, that the SWP plan incorporates the ten federally required components as listed on the California Department of Education SWP Web page located at <http://www.cde.ca.gov/sp/sw/rt/>

Superintendent: Scott Leaman Date: May 29, 2012

Principal: Shelly Hoover Date: May 16, 2012

Date of Local Board Approval: June 5, 2012

Mail completed notice to:

School Improvement and Title I Basic Office  
 California Department of Education  
 1430 N Street, Room 6208  
 Sacramento, CA 95814-5901  
 The form may also be emailed to: [Title1@cde.ca.gov](mailto:Title1@cde.ca.gov)

## Notice of Authorization of a Schoolwide Program

(Please print or type all information.)

County: Placer School District: Western Placer Unified School District  
 School: First Street School CDS Code (14 digits): 3/1/6/6/9/5/1/6/1/1/7/4/9/3  
 Street Address: 1400 First Street  
 City: Lincoln Zip: 95648  
 Principal: Ruben Ayala Telephone: 916 645-6330  
 FAX: 916 645-6284 E-mail: rayala@wpusd.k12.ca.us  
 Categorical Program Director: Mary Boyle Telephone: 916 645-6350  
 FAX: 916 645-6356 E-mail: mboyle@wpusd.k12.ca.us  
**District Criteria Utilized to Establish Poverty Level of School (provide actual percentage)**  
 Free/ Reduced Lunch ☒ % AFDC ☐ % Combination ☐ % Other ☐ %

To meet ESEA requirements, each school may request technical assistance during the process of completing its comprehensive needs assessment and its schoolwide program (SWP) plan. Please indicate the *entity* as well as the *individual(s)* within the entity who served your school in this capacity:

☒ Lynn Kelso, Support Program Specialist-Intervention; Western Placer Unified School District

The undersigned certify this school is at least 40% poverty level as indicated above, and also, that the SWP plan incorporates the ten federally required components as listed on the California Department of Education SWP Web page located at <http://www.cde.ca.gov/sp/sw/rt/>

Superintendent: Scott Leaman Date: May 29, 2012

Principal: Ruben Ayala Date: May 29, 2012

Date of Local Board Approval: June 5, 2012

Mail completed notice to:

School Improvement and Title I Basic Office  
 California Department of Education  
 1430 N Street, Room 6208  
 Sacramento, CA 95814-5901  
 The form may also be emailed to: [Title1@cde.ca.gov](mailto:Title1@cde.ca.gov)

## Notice of Authorization of a Schoolwide Program

(Please print or type all information.)

County: Placer School District: Western Placer Unified School District  
 School: Sheridan Elementary School CDS Code (14 digits): 3/1/6/6/9/5/1/6/0/3/1/3/6/3  
 Street Address: 4730 H Street  
 City: Sheridan Zip: 95681  
 Principal: Kris Knutson Telephone: 530 663-2591  
 FAX: 530 633-9565 E-mail: kknutson@wpusd.k12.ca.us  
 Categorical Program Director: Mary Boyle Telephone: 916 645-6350  
 FAX: 916 645-6356 E-mail: mboyle@wpusd.k12.ca.us  
 District Criteria Utilized to Establish Poverty Level of School (provide actual percentage)  
 Free/ Reduced Lunch ☒ % AFDC ☐ % Combination ☐ % Other ☐ %

To meet ESEA requirements, each school may request technical assistance during the process of completing its comprehensive needs assessment and its schoolwide program (SWP) plan. Please indicate the *entity* as well as the *individual(s)* within the entity who served your school in this capacity:

☒ Lynn Kelso, Support Program Specialist-Intervention; Western Placer Unified School District

The undersigned certify this school is at least 40% poverty level as indicated above, and also, that the SWP plan incorporates the ten federally required components as listed on the California Department of Education SWP Web page located at <http://www.cde.ca.gov/sp/sw/rt/>

Superintendent: Scott Leaman Date: May 29, 2012

Principal: Kris Knutson Date: May 25, 2012

Date of Local Board Approval: June 5, 2012

Mail completed notice to:

School Improvement and Title I Basic Office  
 California Department of Education  
 1430 N Street, Room 6208  
 Sacramento, CA 95814-5901  
 The form may also be emailed to: [Title1@cde.ca.gov](mailto:Title1@cde.ca.gov)

## Schoolwide Programs

Title I targeted assistance programs only provide educational services to identified individual students, schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

The schoolwide approach is based on the premise that comprehensive reform strategies rather than separate, add-on services are most effective in raising academic achievement for the lowest achieving students in a school.

**To become schoolwide the school follows these steps.**

1. 40% of the students come from low income families
2. The staff and parents makes the decision to become Title 1 Schoolwide
3. The school establishes a planning team comprised of representatives from all stakeholder groups (principal, teachers, school-site council, parents, community members, students (secondary schools)
  - a. Can take a year to develop the plan unless the district determines less time is needed
4. The school planning team selects a technical assistance provider – from district office, county, an external provider, or a representative from higher education
5. The school planning team begins the process of conducting a comprehensive needs assessment
  - a. The needs assessment guides the development of the schoolwide plan and suggest benchmarks for its evaluation
  - b. The needs assessment is based on academic information about all students in the school including EDY, ELD, SWD
  - c. Collects and analyzes data to identify needs
6. The school planning team develops a comprehensive SWP plan based on the results of the comprehensive needs assessment and including involvement and support of all stakeholders.
  - a. School planning team prioritizes the needs identified and creates a blueprint for all core operations
  - b. The plan must address all nine Essential components identified in ESEA
7. The local governing board reviews and approves the SWP plan.
8. The district mails the Notice of Authorization of schoolwide program to the state

**Annual Review** - The school must evaluate annually the outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written.

Program review begins at the same time that the schoolwide program is being designed. While the school planning team is developing measurable goals and strategies, it should be considering how the success of those strategies would be determined. Planners should envision what progress toward long-term goals would "look like" at the end of the school year.

Reviewers determine how data that answer each question will be collected. Evaluators will collect both quantitative (empirical and numerical, such as tallies and test scores) and qualitative (survey responses on attitudes, personal interviews, observations, journals), depending on the review question.

After the data are collected and checked for accuracy, they should be analyzed and interpreted. The initial analysis may raise new questions and/or uncover findings that were not anticipated, and in this case a second analysis may be appropriate.

The schoolwide review team should present the results to staff in the school, parents and other community members. The evaluation will provide a roadmap for the future progress of the schoolwide program. Presenters should be prepared to answer any questions posed by stakeholders.

The first cycle of continuous improvement is completed when the school uses the results of the review to more effectively implement its schoolwide program and to improve student achievement. Once the findings have been widely disseminated and input has been received, the schoolwide team identifies which recommendations will be incorporated into the existing school plan.

8.4.4

# Frequently Asked Questions

Answers questions about Title I schoolwide programs.

1. Who needs to be involved in creating a school plan and implementing it?
2. Why is the comprehensive needs assessment so important?
3. After the school plan is submitted to the local school board, when may a school begin to operate as a schoolwide program (SWP)?
4. If a school is eligible to become a SWP, must it become one or is becoming a SWP optional?
5. When should the school develop its SWP budget?
6. If only a few migrant students are at a school, does the school still need representation of migrant students in planning a SWP?
7. May a district use one low-income measure to identify/rank participating schools and a different low-income measure to make schools eligible for SWP?
8. May Title I funds be used to meet the needs of English learners in a SWP?
9. May a school use the Single Plan for Student Achievement in the development of a SWP plan?
10. What is the process for updating SWP plans?
11. How long is my school's SWP status effective?
12. How is fund expenditure treated in the SWP school?
13. Must the SWP school meet the statutory or regulatory requirements of different Federal programs?
14. What advantages do SWPs offer?
15. What happens if a school that becomes a SWP drops below the initial eligibility threshold in a subsequent year?
16. How are migrant funds treated in a SWP?
17. How is Indian education addressed in the SWP?
18. What does the issue of "Supplement Versus Supplant" mean to a school and district?
19. What is the accounting reporting requirement for multi-funded employees at SWP schools?
20. What fiscal record-keeping requirements apply to an LEA or a school with respect to Federal funds that are consolidated in a SWP?

## 1. Who needs to be involved in creating a school plan and implementing it?

The plan should be developed by representatives of the school community (stakeholders), including parents, and other people who will carry out the plan, including teachers, principals, and administrators. If appropriate, technical assistance providers, school staff, and, at secondary schools, students may also be included.

Except as noted below, a SWP is allowed to consolidate funds from any federal education program, whose funds can be used to carry out activities in a public elementary or secondary school. This authority also extends to services, materials, and equipment purchased with those funds provided to a SWP school.

A school that operates SWP may NOT consolidate funds under Subpart 1 of Part B of Title I of the Elementary and Secondary Education Act (ESEA) (Reading First), which establishes reading programs for students in kindergarten through grade 3.

Within the general SWP consolidation authority, a SWP school may consolidate funds received under the following programs only as outlined below:

**Migrant Education:** Before a school operating as a SWP consolidates funds received under Part C of Title I, ESEA for the education of migratory children, the school in consultation with parents of migratory children or organizations representing those parents, or both, must first meet the unique educational needs of migratory students that result from the effects of their migratory lifestyle and those other needs that are necessary to permit those students to participate effectively in school, and must document that these needs have been met.

**Indian Education:** A school operating as a SWP may consolidate Indian education funds received under Subpart 1 of Part A of Title VII of the ESEA only if the parent committee established by the LEA to help develop the Indian education program under Section 7114(c)(4) of the ESEA approves the inclusion of those funds.

**Individuals with Disabilities Education Act (IDEA):** A school that operates as a SWP may also consolidate funds received under Part B of IDEA. However, the amount of funds consolidated may not exceed the amount received by the LEA under Part B of IDEA for that fiscal year, divided by the number of children with disabilities in the jurisdiction of the LEA, and multiplied by the number of children with disabilities participating in the SWP. A

8.4.5

school may also consolidate funds it receives for students with disabilities under Section 8003(d) of the ESEA. A school that consolidates funds under Part B of IDEA or Section 8003(d) of the ESEA may use those funds in its SWP for any activities under its SWP plan but must comply with all of the other requirements of Part B of IDEA to the same extent as it would if it did not consolidate funds under Part B of IDEA or Section 8003(d) of the ESEA in the SWP.

**2. Why is the comprehensive needs assessment so important?**

The needs assessment should identify gaps between the current status of the school and its vision of where it wants to be, relative to key indicators or focus areas. Data obtained from the needs assessment provide the foundation for the goals of the comprehensive SWP plan. The program's evaluation measures how successful the school has been in addressing identified needs, and meeting the goals of the plan.

**3. After the school plan is submitted to the local school board, when may a school begin to operate as a SWP?**

A school may begin to operate the SWP effective the date that the plan is approved by the local board. After local board approval of the SWP plan, schools are required to submit the appropriate form entitled Notice of Authorization of a Schoolwide Program to the California Department of Education (CDE). The CDE will send the school an official authorization letter acknowledging the school's status as a SWP. Schools and districts should keep this letter in their files.

**4. If a school is eligible to become a SWP, must it become one or is becoming a SWP optional?**

The district is required to inform any school meeting the poverty criteria of the option to become a SWP. However, the school makes the decision about whether to implement a SWP based on the criteria of enhancing student academic success.

**5. When should the school develop its SWP budget?**

The school develops its SWP budget when it prepares the school plan. Schools that choose to become a SWP instead of a targeted assistance status (TAS) school have fiscal advantage. SWP schools are allowed under federal law to consolidate funds from Federal, state, and local funding sources to upgrade the entire educational program. This consolidation of funding is not allowed under the default, TAS status.

**6. If only a few migrant students are at a school, does the school still need representation of migrant students in planning a SWP?**

Yes. Before a school operating as a SWP consolidates funds received under Part C of Title I, ESEA for the education of migratory children, the school in consultation with parents of migratory children or organizations representing those parents, or both, must first meet the unique educational needs of migratory students that are necessary to permit those students to participate effectively in school. The school must document these needs have been met.

**7. May a district use one low-income measure to identify/rank participating schools and a different low-income measure to make schools eligible for SWP?**

Yes. The district must use one consistent low-income measure to rank participant schools in the Title I program. However, once a school is slated to participate, a different low-income measure may be used to qualify the school for SWP status (e.g., If school X is ranked high enough to receive Title I funds based on the district's low-income measure but does not meet the 40 percent requirement for SWP, another measure may be used for the sole purpose of changing that school's status to SWP). This change in status will not alter the low-income count for funding purposes.

**8. May Title I funds be used to meet the needs of English learners in a SWP?**

A SWP is designed to upgrade the entire instructional program for all children, including English learners.

**9. May a school use the Single Plan for Student Achievement in the development of a SWP plan?**

The single plan for student achievement (DOC; 1.27MB; 63pp.; 01-Sep-2010) template was designed to meet state and Federal content requirements for school plans funded through the Consolidation Application. When using this template for the SWP, schools should take care to ensure that the ten Federally required components for Title I SWP schools are included in their completed plan. The Components of a Title I Schoolwide Program Plan is available on the CDE Web page.

**10. What is the process for updating SWP plans?**

8.4.6

The SWP plan must be evaluated annually and revised based on results of the annual evaluation.

**11. How long is my school's SWP status effective?**

Once a Title I school becomes a SWP, it retains its status as SWP even if the eligible population drops below the initial 40 percent poverty rate required to qualify for SWP status.

If, over a period of time, a school operating a SWP has not been effective in increasing the achievement of students, the LEA may require the school to discontinue the schoolwide program and operate a targeted assistance program.

**12. How is fund expenditure treated in the SWP school?**

A school that consolidates funds from different federal programs in a SWP is not required to maintain separate accounting records of the specific activities supported by those particular funds. The school is required only to maintain records that show that the SWP as a whole addresses the intent and purposes of each of the federal programs whose funds were consolidated to support the SWP. The school must ensure that the needs of the program participants are addressed. The school must meet the requirements of all consolidated programs in regard to health, safety, civil rights, student and parental participation, services to students of private schools, comparability of services, and maintenance of effort and use of federal funds to supplement, not supplant, non-federal funds.

**13. Must the SWP school meet the statutory or regulatory requirements of different federal Programs?**

The school is not required to meet specific statutory or regulatory requirements of each separate federal program as long as the intent and purposes of all funded programs are fulfilled, and certain requirements regarding civil rights, health and safety, are met.

**14. What advantages do SWPs offer?**

The SWP provisions provide many advantages to schools developing SWPs. By allowing schools to integrate their programs, strategies, and resources, the SWP authority can become the catalyst for comprehensive reform of the entire instructional program. Please review the following example:

A SWP funded under Title I, Part A, also receiving professional development funds under Title II, educational funds under Title III, and vocational education funds under the Perkins Act. This SWP school would not have to document it spent professional development funds on professional development activities or Perkins money on vocational education programs. Nor does the school have to demonstrate it is complying with all the requirements of each program or show its SWP plan contains sufficient activities to reasonably address the needs identified through the comprehensive needs assessment. It could combine those funds with other funds to support overall SWP initiatives for all students. Ultimately, evaluation of the SWP's effectiveness will show whether the intended beneficiaries' needs are being met by the many resources of the various programs.

**15. What happens if a school that becomes a SWP drops below the initial eligibility threshold in a subsequent year?**

To promote effective long-term planning, a school maintains its SWP eligibility even if it drops below the initial 40 percent poverty threshold required for eligibility into the program. If, however, the school becomes ineligible for Title I funds based on percentage of poverty, the LEA may qualify the school under the "grandfathering" provision for only one additional year.

**16. How are migrant funds treated in SWP?**

Before a school operating as a schoolwide program consolidates funds received under Part C of Title I, ESEA for the education of migratory children, the school, in consultation with parents of migratory children or organizations representing those parents, or both, must first meet the unique educational needs of migratory students that result from the effects of their migratory lifestyle and those other needs that are necessary to permit those students to participate effectively in school, and must document that these needs have been met.

**17. How is Indian education addressed in the SWP?**

A school operating as a schoolwide program may consolidate Indian education funds received under Subpart 1 of Part A of Title VII of the ESEA only if the parent committee established by the LEA to help develop the Indian education under section 7114(c)(4) of the ESEA approves the inclusion of those funds.

**18. What does the issue of "Supplement Versus Supplant" mean to a school and district?**

8.4.7

Both the TAS and SWP requirements prohibit the use of federal funds to supplant state or local funds. This provision is conceptually confusing because it is sometimes difficult to determine whether a particular use of funds is, in fact, a case of supplanting.

An LEA may use Title I funds only to supplement and, to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-Federal sources for the education of students participating in Title I programs. In no case may Title I funds be used to supplant—i.e., take the place of—funds from non-Federal sources. To meet this requirement, an LEA is not required to provide Title I services using a particular instructional method or in a particular instructional setting.

In operating a TAS, Title I, Part A of the ESEA gives LEA and school personnel flexibility in selecting the instructional strategies they believe will best meet the needs of students who are at risk of not meeting challenging State academic achievement standards. The expectation is LEAs and schools will use sound instructional strategies of high quality to ensure the students served will reach proficiency on challenging State academic standards and assessments. At the same time, the type of services supported by Title I must supplement or be in addition to the educational services that an LEA would, in the absence of Title I, provide to its students using state or local funds. Programs which do not remove children from the regular classroom during regular hours for Title I services and, instead, provide extended learning time (e.g. extended school year, before- and after-school, and summer programs etc.) are supplemental.

Unlike a TAS, a SWP school is not required to select and provide supplemental services to specific children identified as in need of services. A school operating a SWP does not have to: (1) show that federal funds used with the school are paying for additional services that would not otherwise be provided; (2) demonstrate that federal funds are used only for specific target populations; or (3) separately track federal program funds once they reach the school.

A SWP school, however, must use Title I funds only to supplement the amount of funds that would, in the absence of the Title I funds, be made available from non-federal sources for that school, including funds needed to provided services that are required by law for students with disabilities and English Learners.

#### **Presumption of Supplanting**

It is presumed supplanting has occurred if:

- Federal funds were used to provide services required to be made available under other federal, state or local law.
- Federally-funded services were provided with non-federal funds in the prior year.
- Title I funds were used to provide services to Title I students, and the same service is provided to non-Title I students using non-Title I funds.

#### **19. What is the time accounting reporting requirement for employees at SWP schools?**

Generally, Attachment B.8.h(3) of Office of Management and Budget (OMB) Circular A-87 (Outside Source) provides that charges for the wages or salary of an employee who works solely on a single federal program or cost objective must be supported by periodic certifications that the employee worked solely on that program or cost objective. These certifications must be prepared at least semi-annually and must be signed by the employee or supervisory official having first-hand knowledge of the work performed by the employee. If an employee works on multiple activities or cost objectives, the employee is required to prepare monthly personnel activity reports or equivalent documentation to support a distribution of his or her salary or wages among the Federal programs or cost objectives.

Application of the OMB Circular A-87 requirements to employees in a school operating SWP varies under different circumstances. For example:

- A. If a school operating a SWP consolidates federal, state, and local funds under section 1114(a)(3)(C) in a single account, an employee who is paid with funds from the single account is not required to file semi-annual certification. Because federal funds are consolidated with state and local funds in a single account, there is no distinction between staff paid with federal funds and staff paid with state or local funds from the single account. In effect, payment from the single account certifies that the employee works only activities of a single program or cost objective—i.e., the SWP.
- B. If a school operating a SWP does not consolidate federal funds it receives in a single account, an employee who works, in whole or in part, on a federal program or cost objective must meet OMB Circular A-87 requirements as follows:
  - a. An employee who works solely on a single cost objective (i.e., a single federal program whose funds have not been consolidated in a single account) must furnish a semi-annual certification that he/she has been engaged solely in activities supported by the applicable source in accordance with OMB Circular A-87.

8,48

- b. An employee who works on multiple activities or cost objectives (i.e., in part on a federal program whose funds have not been consolidated in a single account and in part on federal programs supported with funds consolidated in a single account or on activities funded from other revenue source) must maintain monthly time and effort distribution records in accordance with OMB Circular A-87. The employee must document the portion of time and effort dedicated to:
  1. The federal program and
  2. Each program or other cost objective supported by either consolidated federal administrative funds or other revenue sources.

**20. What fiscal record-keeping requirements apply to an LEA or a school with respect to federal funds that are consolidated in a SWP?**

An LEA must be able to show the amount of funds from each Federal education program for each grant year that was consolidated in the single SWP account the LEA allocated to a SWP school. The LEA may use any reasonable method to demonstrate how federal funds that were consolidated in a SWP have been expended. For example, the LEA could allocate expenditures of federal funds consolidated in a SWP school in proportion to the amount of funds allocated to the school under each Federal program.

A school operating a SWP that consolidates in a single account and uses, in a SWP, funds from other federal education programs administered by the Secretary (except Reading First) is not required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those program funds. The school must, however, maintain records that demonstrate that the SWP, considered as a whole, addresses the intent and purposes of each of the federal education programs whose funds were consolidated to support it.

Questions: Monique Moton | [MMoton@cde.ca.gov](mailto:MMoton@cde.ca.gov) | 916-319-0733

Last Reviewed: Wednesday, February 02, 2011

**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:**

District Technology Plan 2012 – 2015

**AGENDA ITEM AREA:**

Action

**REQUESTED BY:**

Mary Boyle   
Deputy Superintendent Educational Services  
Bob Lyons  
Director of Technology

**ENCLOSURES:**

District Technology Plan 2012/15

**DEPARTMENT:**

Educational Services

**FINANCIAL INPUT/SOURCE:**

Categorical and General Funds

**MEETING DATE:**

June 5, 2012

**ROLL CALL REQUIRED:**

No

---

**BACKGROUND AND SUMMARY:**

The District vision for the use of technology has been updated through the attached District Education Technology Plan 2012 – 2015. This plan represents months of collaborative efforts of our Site Tech Trainer (teacher representatives), the Department of Educational Services, the Technology Department, Site Administrators and SBLT's. The Plan acknowledges the rapidly changing field of technology and the usefulness of technology as a method of engaging our students and deepening their learning. The Plan addresses the areas of upgrading and expanding of our technology infrastructure and hardware, using technology to enhance instruction, teaching technology skills to our students, using online learning systems, using technology to monitor student progress and to assist instruction, and instructing students and staff in the ethical and legal aspects of technology use. Having an updated District Technology Plan allows us to qualify for state and federal monies attached to technology, and to provide appropriate professional development for staff.

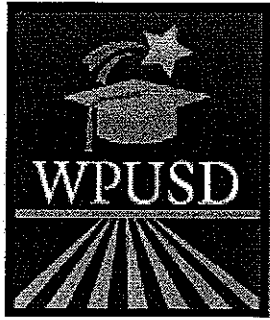
WPUSD has an approved three-year Technology Plan which will expire June 30, 2012. The attached District Education Technology Plan 2012 – 2015 prepares our district for the next three years of technology implementation.

**RECOMMENDATION:**

Approve WPUSD Education Technology Plan for July 1, 2012 – June 30, 2015.

---

8.5



# WESTERN PLACER UNIFIED SCHOOL DISTRICT

## WESTERN PLACER UNIFIED SCHOOL DISTRICT EDUCATION TECHNOLOGY PLAN

**JULY 1, 2012 – JUNE 30, 2015**

### DISTRICT CONTACT INFORMATION

County Name:	Placer County
District Name:	Western Placer Unified School District
County and District Code:	31-66951
District Phone Number:	916-645-6350
Superintendent's Name:	Scott Leaman
Ed Tech Plan Contact Name:	Mary Boyle
Job Title:	Deputy Superintendent Ed Services
Address:	600 6 <sup>th</sup> Street, Suite 400
City & Zip Code:	Lincoln, CA 95648
Phone Number & Ext.:	916-645-6350
FAX#:	916-645-6356
Email:	mboyle@wpusd.k12.ca.us
Back up Contact Name:	Bob Lyons
Job Title:	Director of Technology
Email:	blyons@wpusd.k12.ca.us

## TABLE OF CONTENTS

District Profile.....	3
Section 1: Tech Plan Vision & Duration .....	3
Section 2: Stakeholders .....	4
Section 3: Curriculum & Data Driven Technology Goals.....	5
Section 4: Professional Development .....	17
Section 5: Infrastructure, Hardware, Software, & Technical Support.....	22
Section 6: Education Technology Funding & Budget.....	29
Section 7: Monitoring & Evaluation of Technology Plan.....	31
Section 8: Adult Literacy and Technology .....	33
Section 9: Effective, Research-Based Strategies.....	35
Appendix A – WPUSD Technology Content Standards: K - 5 .....	A
Appendix B – WPUSD Technology Content Standards: 6 - 12.....	B
Appendix C – Criteria for EETT Technology Plans .....	C
Appendix D - Contact Information .....	D
Appendix E – Acceptable Use & Internet Safety Agreement: K - 5.....	E
Appendix F – Acceptable Use & Internet Safety Agreement: 6 - 12.....	F
Appendix G – Acceptable Use & Internet Safety Agreement: Staff.....	G
Appendix H – WPUSD Computer Availability.....	H

# Western Placer Unified School District

## District Technology Use Plan

### District Profile

Western Placer Unified School District serves a diverse community. With 6550 students in 11 schools (7 elementary; 2 middle schools; 1 comprehensive high school; 1 alternative high school), the district has doubled in size over the last ten years, growing from a largely rural, small town district to one of suburban high growth. The recent downtrend in the housing market has affected our families, however, with Lincoln now high on the list of foreclosures. Our student population is 28% Hispanic/Latino, 59% Caucasian, 3% Asian, 3% Filipino; 50% of our students qualify for free/reduced lunch; nearly 20% of our families speak a language other than English in the home. As the district has grown, new buildings have been added – four schools in the last ten years. The new schools have been equipped for modern technology needs; the older schools have had a variety of retrofits to bring them up to par with the newer schools' technology. The District has made every effort to maximize technological improvements in infrastructure on all campuses, making use of E-rate monies toward this end whenever possible. Western Placer Unified School District includes five Title I schools; the District API is 822. Use of technology to assist in disaggregation of data in recent years has been extremely helpful in targeting students in need of support and intervention, and in yielding academic achievement improvements for our significant subgroups.

### 1. Plan Duration

July 1, 2012 – June 30, 2015

#### Vision Synopsis:

The District vision for use of technology is threefold:

- Technology will be used by students on at least a weekly basis to assist in and extend their learning;
- Technology will be used by instructional staff on a daily basis to present dynamic lessons that involve students in the instructional process;
- Technology will be used by instructional staff and administration to monitor student progress and to target students for needed interventions and enrichments.

The District will make use of this EETT Technology Plan to determine next steps in utilizing E-rate funding.

#### Vision Detail:

In order to be successful in a changing world, students will use technology to explore, learn, create and evaluate. They will use all available technology-based resources to enhance learning activities in the curricular areas with provisions being made for multiple modes of learning and teaching styles supported by the use of technology. Classrooms, labs and libraries will be resources for learning, containing traditional resources along with various forms of media and technology whose purpose will be for students and staff to be able to acquire and share

information and gain confidence in their abilities. Classrooms will be settings in which students are able to seek creative solutions and collaborate to achieve goals. Teachers and students will have access to on-going training in a variety of technologies and will be able to adapt to changing conditions as they present themselves. Through the use of telecommunications technology, the schools will implement processes and projects, which access and use educational, local, and world community resources. Goals will be established that support the district in meeting state guidelines (California K-12 Education Technology plan) and ISTE (International Society for Technology in Education) standards for administration, teachers, and students.

### **Expected student outcomes in 3 years as a result of technology use:**

Students will be able to:

- Apply technology skills to classroom projects and products in all areas of the curriculum.
- Demonstrate understanding of curriculum standards-related technology and information literacy skills as required by the state guidelines, District Technology Standards and/or ISTE standards.
- Demonstrate research skills, relevant to curriculum activities, in the area of electronic information and library print resources.
- Improve academic skills through use of core curriculum-specific, support software.
- Possess functional computer skills transferable to the work environment.
- Evaluate electronic information for accuracy, appropriateness and usefulness.
- Demonstrate and discuss legal, ethical, and safety behaviors relative to technology.

### **Expected staff outcomes in 3 years as a result of technology use:**

- Teachers will utilize technology to support their academic framework and instructional skills requirements, classroom management, data analysis, and personal growth on a daily basis as required by state guidelines and ISTE teacher standards.
- Teachers and administrators will use technology to develop information retrieval, research, evaluation, critical thinking, and presentation skills (information literacy).
- Teachers and administrators will use technology to monitor student progress toward meeting achievement requirements in grade-level core curriculum standards.
- Teachers will use technology to inform parents of classroom and homework assignments and student progress.
- Administration will use technology to improve communications, data analysis, management, and leadership roles as required by ISTE administrator standards.
- Classified staff will use technology for communications, management, documentation, and data collection/analysis.

## **2. Stakeholders**

The main authors of this plan were the Site Technology Trainers (STT), Director of Technology, and the Deputy Superintendent of Educational Services. The Site Technology Trainers brought forth input from each site's Site Based Leadership Team (SBLT - site council – parents, teachers, administration and community members.) Each SBLT sets technology-related goals that are appropriate to its site through the Single Plans for Student Achievement, and approves the spending of categorical monies to support technology improvements. The Director of Technology serves as a district representative to the county Technology Area Leadership Team

(TALT) and the Career Tech Ed committee, and brings business input through that venue. The Site Tech Trainers, Director of Technology and Deputy Superintendent of Educational Services meet monthly to set, implement and monitor technology progress goals throughout the district. Through this process, the school sites, district office, community members, business and technology leadership and technicians were represented. There should be ample opportunity for site administrators, teachers, students, parents, community non-profits and businesses to get involved with the future implementation of this plan. The stakeholders of this plan include the WPUUSD Board, its Administration, its employees, the parents, students and community members. The plan is designed to be dynamic so that as needs arise we will be flexible and able to incorporate any necessary changes.

### **Technology Planning Committee**

Mary Boyle	Deputy Superintendent of Education
Bob Lyons	Director of Technology
Jason Noonan	Site Technology Trainer, Glen Edwards Middle School
Mike Hankins	Site Technology Trainer, Glen Edwards Middle School
Bill Justice	Site Technology Trainer, First Street School
Anita Moya del Pino	Site Technology Trainer, First Street School
Jennifer Freutel	Site Technology Trainer, Foskett Ranch Elementary
Jennifer Nelson	Site Technology Trainer, Phoenix High School
David Swanson	Site Technology Trainer, Twelve Bridges Elementary
Brenda James	Site Technology Trainer, Sheridan School
Greg Turner	Site Technology Trainer, Creekside Oaks Elementary
Will Middleton	Site Technology Trainer, Carlin C. Coppin Elementary
Jennifer Wright	Site Technology Trainer, Lincoln Crossing Elementary
Krystal Arnold	Site Technology Trainer, Twelve Bridges Middle School
Debbie Tofft	Site Technology Trainer, Lincoln High School
Parents, Teachers, Classified	School Based Leadership Teams at Each School Site

## **3. Curriculum**

### **3a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.**

#### **District-wide**

Every District classroom has at least one computer for continuous teacher access and at least one computer for continuous student access. All computers are loaded with the Microsoft Office Suite, Symantec Anti Virus, and XP or Windows 7 Pro operating system; administrative computers are also loaded with our Aeries student information software. All computers are connected to the Internet. Elementary sites and the Title I middle school site have after-school programs in which all students – including special education, GATE, and English Language Learners – have access to computers. Elementary and middle school students have access to the computers which are dedicated to the library functions of catalog, circulation, and research during the school day and at the Title I middle school level after school, as well. Both high school sites provide computer access to all interested students between classes and after school, in classrooms and labs.

All administrators and certificated staff have District-provided email accounts. The District website provides teachers with twenty-four hour resources, such as: events, web links,

professional development listings, curriculum standards, forms, and general site information. Much of the site based technology training and support for teachers is done by Site Technology Trainers and the District Office using classroom or computer labs before school, during preparation periods, and after school. Additional training, open to all district personnel, is conducted after school in a variety of locations including site computer labs by various specialists and teachers, IT personnel, and outside vendors. Information about this training is available to all personnel on the District's website under Staff Development.

### **Elementary Schools**

Most elementary school classrooms have one or two computers that are 3 years or less in age and have internet access, with grades four and five striving to attain a 10:1 student to computer ratio. Elementary student use of computers is the most limited in the district, due to higher student to computer ratios. All seven of our elementary sites have an up-to-date computer lab. Elementary students use technology for at least one of the following:

Keyboard skills	Accelerated Math
Accelerated Reader	Study Island
STAR Reader/Math	Digital Path Social Science
Word processed or computer-drawing products	Research
Multimedia presentations	Simulations
English Language Development Reinforcement	Math Facts in a Flash
Skill reinforcement programs	Think Central (Math)
OARS (Online Assessment Reporting System)	

### **Middle Schools**

Our middle school classrooms average 2 or 3 computers per classroom, with core curriculum classrooms striving to attain a 5:1 student to computer ratio. Each of the two middle school sites has two computer labs, which are connected to the Internet, as well as library-system computers in the libraries, and laptop carts. On each campus, one computer lab is a dedicated instructional classroom, while the other lab is a drop-in lab, scheduled for use by core content area classroom teachers. Middle school students use technology for at least one of the following:

Computer applications (word processing, database, spreadsheet)	Research
OARS (Online Assessment Reporting System)	Keyboard Skills
Multimedia presentations	Mixed Media Daily Bulletin
Accelerated Math	Skill Reinforcement
STAR Math/Reading	Accelerated Reader
Applied Technology Elective Applications	On-Line Learning Curriculum
	English Language Development

### **High Schools**

Our comprehensive high school has several instructional technology labs, two of which are provided by the ROP program. In addition, there is one part-time drop-in computer lab for core teacher and student use; a writing lab; a laptop cart, and an additional computer lab which opened in 2011/2012 for Project Lead the Way Engineering. Intervention classrooms and special education classrooms have student computers for use to support and practice academic skills. Some of the computers are provided with general funds, some are categorically funded. Elective classrooms in the areas of automotive and manufacturing have elaborate technology that has been grant-funded. The library has limited student

computers available for use. Most standard core classrooms have at least one student computer. At the continuation high school, every classroom has several student computers which are used to access core curriculum, practice skills, take tests, provide CAHSEE interventions, conduct research and generally support student learning. At least one classroom is set up as a computer lab. The high schools are striving to achieve a 5:1 student to computer ratio.

Description	Carlin C. Coppin Elementary School	Creek Side Oaks Elementary School	First Street School Elementary	Foskett Ranch Elementary	Glen Edwards Middle School	Lincoln Crossing Elementary	Lincoln High School	Phoenix High School	Sheridan Elementary School	Twelve Bridges Elementary School	Twelve Bridges Middle School
Total # of computers for Instructional Use (Teacher Computers)	29	37	28	42	50	31	84	7	9	37	56
Total # of Computer in classrooms (Student computers)	75	60	105	84	120	60	341	26	29	117	159
Total # of Internet connected computers in classrooms	104	97	133	126	170	91	425	33	30	144	215
Total # of computers in classrooms older than 48 months	15	17	76	31	52	34	193	22	18	27	155
Total # of computers in classrooms 48 months old or newer	89	80	57	121	118	57	232	11	12	117	60
Student to computer ratio - Computers 48 months old or newer only	4.8:1	7.9:1	4.6:1	8.1:1	6.1:1	18.0:1	6.5:1	6.3:1	6.5:1	5.9:1	13.8:1
Total # of computers in computer labs & mobile labs	34	34	34	34	102	34	102	14	34	34	84
Total # of computers in Library/Media Center	2	2	2	2	4	2	42		29	2	4
Internet Access Connection Speed (DSL, T-1, >T-1)	100MB	100MB	100MB	100MB	100MB	100MB	100MB	100MB	T-1	100MB	100MB
Before & After School Student Access to Computers - Day & Time	See Appendix H – WPUSD Computer Availability										

### 3b. Description of the district's current use of hardware and software to support teaching and learning.

Based on results of a District Technology Survey (47% return rate), 55% of reporting teachers use computers several times per week for lesson preparation and data collection/analysis. Eighty-one percent of reporting teachers use email to contact parents at least several times per week. Thirty-five percent of reporting teachers examine student performance trends in order to plan instruction several times per week; 72% report collaborating with other teachers or admins, and 43% access digital content for classroom instruction. Only 25% of reporting teachers indicated using drill and practice on

at least a weekly basis; 22% of teachers indicated having students use the Internet and/or computer applications for projects on a weekly basis.

**TABLE 1. STUDENT USES OF TECHNOLOGY TOOLS**

<b>Use of Technology Tools</b>	<b>A few times a week or more</b>	<b>A few times a month</b>	<b>A few times a year</b>	<b>Never</b>	<b>Students don't have access</b>
Word Processing	10%	18%	37%	21%	13%
Spreadsheets	3%	1%	17%	61%	17%
Desktop Publishing	3%	4%	21%	54%	18%
Drill and practice on basic skills?	25%	22%	17%	21%	15%
Content specific simulation software	17%	21%	15%	32%	14%
Tutorials for self-paced learning	10%	20%	15%	38%	16%
Use of the Internet for the instructional activities listed above	22%	27%	23%	15%	12%
Use of the Internet as a digital reference for research	17%	16%	36%	17%	13%
Multimedia authoring (video, podcast, webpage, etc.)	7%	13%	19%	43%	17%
Collaboration tools (Skype, Google Docs, or other)	9%	9%	14%	51%	17%
Concept mapping	1%	3%	8%	67%	20%
Mobile devices	2%	4%	7%	61%	25%

Table 1 illustrates that drill and practice applications are the most frequently assigned use of technology. However, a large proportion of teachers never assign work that involves using technology tools (e.g. computers, video, Internet, and hand-held devices).

**TABLE 2. USE OF TECHNOLOGY TOOLS**

<b>Use of Technology Tools</b>	<b>A few times a week or more</b>	<b>A few times a month</b>	<b>A few times a year</b>	<b>Never</b>	<b>Students don't have access</b>
Examine student performance trends in order to plan instruction	35%	35%	21%	8%	1%
Administer assessments	23%	33%	24%	15%	4%
Create lesson plans	51%	29%	7%	12%	1%
Develop instructional content and activities	53%	34%	9%	3%	1%
Support standards-based instruction	56%	31%	8%	3%	1%
Communicate with parents	81%	11%	5%	1%	1%
Access digital content for classroom instruction	43%	33%	11%	11%	2%
Collaborate with other teachers or admins	72%	19%	7%	1%	1%
Find, evaluate, and use Internet resources	60%	28%	9%	1%	1%

Table 2 illustrates how teachers use technology tools at their school. Teachers are most likely to use technology tools to communicate with colleagues and parents, develop instructional materials, access digital content, and examine student performance trends.

### **3c. Summary of the district's curricular goals that are supported by this tech plan.**

Student expectations are included in Board adopted content standards written for each of the five core subject areas by grade level. Based on local and statewide assessments, instructional needs are adjusted on an ongoing basis. The high schools' WASC reports and each school's Single Plan for Student Achievement outline specific curriculum goals to enhance student achievement. The district LEAP plan includes technology enhancements. Each school is also included in the Categorical Progress Monitoring (CPM) process every four years (completed in 07 – 08) in the district. The district technology plan supports goals that have been self-identified by the individual school sites. In each site's Single Plan for Student Achievement (SPSA), there is a Technology goal appropriate to that school site.

<i>Document/Assessments</i>	<i>Student Focus</i>	<i>Subj. Area Strength</i>	<i>Area Focus</i>
California High School Exit Exam (CAHSEE)	Grades 10-12	Language Arts/Math	Language Arts for EL, Hispanic, Sp Ed
Single Plans for Student Achievement	Grades K-12	Many; Reading/Math/Technology	Language Arts for EL, SED, Hispanic, SWD
WASC – Lincoln High School	Grades 9-12	Many	Facilities Computer Labs
WASC – Phoenix High	Grades 10-12	Many	N/A
Categorical Progress Monitoring (CPM)	Grades K-12	Compliant Program	ELD Compliance
Physical Fitness Test	Grades 5/7/9	7 <sup>th</sup> and 9 <sup>th</sup> grade	5 <sup>th</sup> Aerobic Capacity
STAR Assessments	Grades 2-11	District Growth	SWD, EL, Hisp, SED in ELA/Math
API	Grades 2-11	District Growth	SWD, EL, Hisp, SED in ELA/Math
CELDT	Grades K-12	Beg/Early Intermed	Intermediate

**3d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.**

The District will advance curriculum integration objectives by supporting the teaching and learning of the technology skills embedded in the California Curriculum Standards for Language Arts, Social Science, Science and Math, as well as the ISTE and California Library Standards. We have revised our District Technology Grade Level Standards to include specific technology skills identified within the Language Arts, Social Science, Science, and Math standards (See Appendix A). There will be an emphasis on information literacy skills targeted in Language Arts, Social Science, and Science Standards as we bridge to California Common Core Standards in these areas.

**Goal 3d:**

Student achievement in grades K-8 will increase with the use of technology to improve teaching and learning as supported by district curricular goals.

**Objective 3d.1:**

Students in grades 2-11 will use technology to improve in their acquisition of the CA Content Standards in English/Language Arts by increasing the percentage of students scoring proficient or advanced on STAR/CAHSEE by 1% each year.

**Year 1 Benchmark:**

For each grade level 2-11, after using technology specifically addressing the Language Arts Standards, the percentage of students scoring proficient or advanced on the English/Language Arts portion of the STAR/CAHSEE test will increase by 1% over the Spring 2011 results.

**Year 2 Benchmark:** For each grade level 2-8, after using technology specifically addressing the Language Arts Standards, the percentage of students scoring proficient or advanced on the English/Language Arts portion of the STAR/CAHSEE test will increase by 2% over the Spring 2011 results.

**Year 3 Benchmark:** : For each grade level 2-11, after using technology specifically addressing the Language Arts Standards, the percentage of students scoring proficient or advanced on the English/Language Arts portion of the STAR/CAHSEE test will increase by 3% over the Spring 2011 results.

**Objective 3d.2:**

Students in grades 2-11 will use technology to improve in their acquisition of the CA Content Standards in Mathematics by increasing the percentage of students scoring proficient or advanced on STAR/CAHSEE by 1% each year.

**Year 1 Benchmark:**

For each grade level 2-11, after using technology specifically addressing the Language Arts Standards, the percentage of students scoring proficient or advanced on the English/Language Arts portion of the STAR test will increase by 1% over the Spring 2011 results.

**Year 2 Benchmark:** For each grade level 2-8, after using technology specifically addressing the Mathematics Standards, the percentage of students scoring proficient or advanced on the Mathematics portion of the STAR/CAHSEE test will increase by 2% over the Spring 2011 results.

**Year 3 Benchmark:** : For each grade level 2-11, after using technology specifically addressing the Mathematics Standards, the percentage of students scoring proficient or advanced on the Mathematics portion of the STAR/CAHSEE test will increase by 3% over the Spring 2011 results.

**Implementation Plan:**

Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Utilize OARS to monitor student progress	Weekly 2012 - 15	Teacher	Weekly Reports
Monitor EL and BB/FBB EO student progress through Monthly CBM checks	Bimonthly 2012 - 15	ISP, Sp Ed Teachers	Bimonthly Reports
Use of curricular digital resources such as Digital Path; Think Central; Holt; etc.	Weekly 2012 - 15	Teacher	Principal Walk Throughs; Eval through programs
Online learning using District-Approved curriculum – Odysseyware &/or K/12 Aventa; Safari	Daily 2012- 15	Credit recovery &/or AP teacher (secondary)	System printouts; Principal Supervision
Implementation of high-tech programs such as Project Lead the Way, Accelerated Reader & Math Student use of technology for classroom assignments & projects	Fall, 2012	Teachers/ principals; Deputy Supt	Class enrollments; PLTW Reports; Grade Checks; Weekly AR/AM Reports

**Evaluation Instrument(s) — Data To Be Collected:**

Test data; Student/Staff Profile Surveys; Curriculum Reports; Grade Checks; OARS Progress Monitoring; CBM Progress Monitoring

**3e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.**

**Goal 3e:** Students will achieve grade-level expectations for proficiency with District Technology Standards.

**Objective 3e.1:** By June 2015, 70% of students in grades K-12 students in grades will be proficient or better with grade-level District Technology Standards (See Appendix A). Students will demonstrate the grade-level District Technology Standards skills during relevant curricular assignments and develop a portfolio of Technology integrated assignments during the year.

**Year 1 Benchmark:** By June 2013, 50% of students in grades K-12 students in grades will be proficient or better with grade level District Technology Standards. Students will learn the grade level District Technology Standards skills during relevant curricular assignments and develop a portfolio of Technology integrated assignments during the year.

**Year 2 Benchmark:** By June 2014, 60% of students in grades K-12 students in grades will be proficient or better with grade level District Technology Standards. Students will learn the grade level District Technology Standards skills during relevant curricular assignments and develop a portfolio of Technology integrated assignments during the year.

**Year 3 Benchmark:** By June 2015, 70% of students in grades K-12 students in grades will be proficient or better with grade level District Technology Standards. Students will learn the grade level District Technology Standards skills during relevant curricular assignments and develop a portfolio of Technology integrated assignments during the year.

<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
See Appendix for Details– District Technology Standards by Grade Level	2012-15	Teachers; Site Tech Trainers	Evaluation of Student Work; Annual Survey
K/1 – Basic Computer use	2012-15	Teachers; Site Tech Trainers	Evaluation of Student Work; Annual Survey
Grades 2/3 – Word Processing	2012-15	Teachers; Site Tech Trainers	Evaluation of Student Work; Annual Survey
Grades 4/5 – Word Processing, Multi-media; Computer Research	2012-15	Teachers; Site Tech Trainers	Evaluation of Student Work; Annual Survey
Secondary – Use of Google docs; Word Processing, Multi-Media, Computer Research; Digital Science Equipment	2012-15	Teachers; Site Tech Trainers	Evaluation of Student Work; Annual Survey
Secondary – Variety of Elective Tech & CTE Classes – leveled computer/tech classes; PLTW	2012-15	Teachers; Site Tech Trainers	Evaluation of Student Work; Annual Survey
<b>Evaluation Instrument(s) — Data To Be Collected:</b>			
Annual Student/Staff Survey; CTE & Tech Elective Enrollments; Teacher-Developed Rubrics & Evaluation Instruments for Specific Projects			

**3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism. (AB 307)**

The Western Placer Unified School District has implemented the iSafe Internet safety program to support students' responsible use of technology in the areas of copyright, fair use, plagiarism, and the implications of illegal file sharing and/or downloading as guided by AB307, the International Society

for Technology in Education (ISTE), National Education Technology Standards for Students (NETS\*S) and Partnership for 21st Century Skills Framework.

**Goal 3f:** All students will acquire knowledge that will enable them to utilize information legally and appropriately as guided by AB307, the International Society for Technology in Education (ISTE) National Education Technology Standards for Students (NETS\*S) and the Partnership for 21st Century Skills Framework and as demonstrated in by District Technology Standards

**Objective 3f.1:** By June 2015, 100% of district students will report via a student technology survey that they have received instruction regarding the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works.

**Year 1 Benchmark:** By June 2013, 80% of students in grades K-12 students in grades will be proficient or better with grade level District Technology Standards referring to digital Citizenship (social, ethical, copyright.)

**Year 2 Benchmark:** By June 2014, 90% of students in grades K-12 students in grades will be proficient or better with grade level District Technology Standards referring to digital Citizenship (social, ethical, copyright.)

**Year 3 Benchmark:** By June 2015, 100% of students in grades K-12 students in grades will be proficient or better with grade level District Technology Standards referring to digital Citizenship (social, ethical, copyright.)

#### Implementation Plan:

Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Implement Social, Ethical & Copyright Lessons – iSafe (or other equivalent district-adopted curriculum)	2012-15	Classroom Teacher K/5; Soc Teacher Grades 6/12	Student assessment provided by iSafe (or other District-adopted curriculum)
Disseminate & Discuss Acceptable Use Policies (AUP) to/with Students & Staff	2012-15	Classroom Teacher K/5; Soc Teacher Grades 6/12	Monitor completion of AUP
Use of Turnitin.com (or equivalent)	2012-15	Secondary Teachers	Turnitin.com reports

**Evaluation Instrument(s) — Data To Be Collected:** Annual iSafe (or other District-adopted curriculum) assessments relative to Social, Ethical & Copyright issues; Turnitin.com reports.

**3g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)**

In alignment with the goals of AB307, WPUSD has adopted the iSafe cybersafety curriculum for implementation in grades K through 12. The iSafe curriculum provides teachers with lessons for students, which include strategies for protecting students' identity and privacy, and avoiding online predators. At the elementary grades, individual classroom teachers are responsible for implementing District-approved Internet safety curriculum. At the middle school level, social

studies teachers address this area. At the high school level, this area is addressed through a required 9<sup>th</sup> Grade Computers class, and again through 10<sup>th</sup> – 12<sup>th</sup> grade social studies courses.

**Goal 3g:** All students will learn strategies for protecting their identity, privacy and safety online, and avoiding online predators. (District Technology Standard)

**Objective 3g.1:** By June 2015, 100% of students in grades K-12 will report via a student technology survey that they have received instruction regarding online privacy, staying safe online, and strategies to avoid online predators.

**Year 1 Benchmark:** By June 2013, 80% of students in grades K-12 will learn strategies to deal with online privacy, internet safety, and avoiding online predators.

**Year 2 Benchmark:** By June 2014, 90% of students in grades K-12 will learn strategies to deal with online privacy, internet safety, and avoiding online predators.

**Year 3 Benchmark:** By June 2015, 100% of students in grades K-12 will learn strategies to deal with online privacy, internet safety, and avoiding online predators.

**Implementation Plan:**

Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Teachers will make use of the District-approved internet safety curriculum (iSafe or other adopted curriculum) to address internet safety, online privacy and online predators.	2012-15	Teachers	iSafe cybersafety assessment (or equivalent), teacher records
District will provide a Parent Information Evening re internet safety	Annually, 2012-15	Director of Technology	Parent Evaluation Form
<b>Evaluation Instrument(s)</b> — Data To Be Collected: iSafe cybersafety Annual Assessment (or equivalent); Parent Evaluation Forms for Parent Information Evening.			

**3h Description of the district policy or practices that ensure equitable technology access for all students.**

We have successfully added technology components to our new school building sites; we have successfully updated many of our older sites. All elementary sites now have up-to-date computer labs for whole class instruction. In the middle schools, students have access to computer labs for application classes, and access to classroom computers and drop-in labs for curriculum-related projects. The regular high school students have access to computer labs for technology application classes. Both the regular high school and the continuation high school students have limited access to computers or computer labs for curriculum-related projects or for core teachers to use with their classes on a drop-in basis. In order to better meet technology and learning goals and objectives, we are prioritizing the lowering of student to computer ratios, and the development of mobile laptop labs for our regular and continuation high schools. We have developed a five-year replacement plan for all technology; we are prioritizing general funds, categorical funds and potential basic aid funding to support these improvement.

**Goal 3h** – All Students, including ELL, GATE, and those with special needs, will have increased access to technology in elementary and middle school classrooms, libraries, and/or labs, with possibilities including mobile laptop labs, additional computer labs, ipads and assistive technology tools in order to provide more K-12 student access to technology and the curriculum.

**Objective 3h.1:** By June of 2015, the student to computer ratio in elementary and middle schools

will improve to the state average of 5:1 at elementary and 4:1 at middle schools as measured by CALPADS, SARC and School Technology Survey data. (All computers must be five years old or less and under warranty.)

**Year 1 Benchmark:** By June of 2013, the student to computer ratio in elementary and middle schools will improve to 6:1 at elementary and 5:1 at middle schools, as measured by CALPADS, SARC and School Technology Survey data.

**Year 2 Benchmark:** By June of 2014, the student to computer ratio in elementary and middle schools will improve to 5:1 at elementary and 4:1 at middle schools, as measured by CALPADS, SARC and School Technology Survey data.

**Year 3 Benchmark:** By June of 2015, the student to computer ratio in elementary and middle schools will improve to 5:1 at elementary and 4:1 at middle schools, as measured by CALPADS, SARC and School Technology Survey data, all computers being five years old or less and under warranty.

**Implementation Plan:**

Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Budgets will be defined based on per pupil counts; categorical budgets will be allocated based on subgroup	2012-15	District & Site Administration	Business Office, Deputy Supt, Dir of Tech Monitor
Tech Department inventory; response to work orders/requests	2012-15	Director of Tech	Annual Inventory

**Evaluation Instrument(s)** — Annual inventory

**Objective 3h 2:** By June of 2015, K-12 student use of alternative technology resources, such as mobile laptop labs, computer labs, mobile devices, student response systems or IEP-identified assistive technology tools, will increase by 15% over the 2012 base-year data as measured by a District Student Technology Use survey.

**Year 1 Benchmark:** By June of 2013, K-12 student use of alternative technology resources such as mobile laptop labs, computer labs, mobile devices, student response systems or IEP-identified assistive technology tools, will increase by 5%.

**Year 2 Benchmark:** By June of 2014, K-12 student use of alternative technology resources such as mobile laptop labs, computer labs, mobile devices, student response systems or IEP-identified assistive technology tools, will increase by 10%.

**Year 3 Benchmark:** By June of 2015, K-12 student use of alternative technology resources such as mobile laptop labs, computer labs, mobile devices, student response systems or IEP-identified assistive technology tools, will increase by 15%.

**3i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.**

Currently, almost all teachers make use of grade book and classroom management software for maintaining student records and for planning instruction. A sophisticated student data management system (AERIES) is used for general student information, attendance, and other District record-keeping functions. The OARS (Online Assessment Reporting System) service was purchased in

spring of 2008 to assist teachers at all grade levels in monitoring student progress on state standards, and on District Essential Standards using district, site and teacher-developed assessments (multiple measures).

**Goal 3i:** Teachers will use technology to keep student records and to monitor individual student progress on standards in order to differentiate instruction to better meet student needs.

<b>Objective 3i.1:</b> By June of 2015, 95% of Grade 1 - 12 classroom teachers will make use of electronic spreadsheets and OARS to monitor student progress and analyze achievement data in order to differentiate instruction to better meet student academic needs, as measured by principal monitoring and observation.			
<b>Year 1 Benchmark:</b> By June of 2013, 85% of Grade 1-12 classroom/core teachers will make use of electronic spreadsheets/gradebooks and OARS to monitor student progress and analyze student achievement data.			
<b>Year 2 Benchmark:</b> By June of 2014, 90% of Grade 1-12 classroom/core teachers will make use of electronic spreadsheets/gradebooks and OARS to monitor student progress and analyze student achievement data.			
<b>Year 3 Benchmark:</b> By June of 2015, 95% of Grade 1- 5 classroom/core teachers will make use of electronic spreadsheets/gradebooks and OARS to monitor student progress and analyze student achievement data.			
<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Bimonthly PLC meetings for teachers to produce/discuss data & develop grouping/interventions for students in need	2012-15	District & Site Administration & teachers	Principal to receive copies of PLC agendas/notes from teachers
Staff development in use OARS	2012-15	Director of Tech, STT's	Registrations for Staff Development offerings
<b>Evaluation Instrument(s) — Annual Survey</b>			

**3j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.**

Currently, the district has implemented a voice-mailing system to keep families abreast of activities and district/school news. The District website was revised in 2009 to make it more current and user friendly, with pages for each school site in a consistent template design. District and School web pages provide general, one-way information about events, staff, and are updated regularly. Most secondary teachers post Internet links or homework assignments for the benefit of parents and students. Email communication and providing web page content is frequently used by teachers to communicate with parents.

**Goal 3j:** Teachers and administrators will be more accessible to parents through the use of web pages, email, and social media.

<b>Objective 3j.1:</b> By June of 2015, the number of teachers who regularly post class web page content to communicate homework assignments, classroom events, and/or, classroom projects will increase to 70% of classroom/core teachers in grades K - 12.
<b>Year 1 Benchmark 1</b> By June of 2013, the number of classroom/core teachers K - 12 who regularly post class web page content to communicate homework assignments, classroom

events, and/or, classroom projects will increase to 60%.			
<b>Year 2 Benchmark:</b> By June of 2014, the number of classroom/core teachers K – 12 who regularly post class web page content to communicate homework assignments, classroom events, and/or, classroom projects will increase to 65%.			
<b>Year 3 Benchmark:</b> By June of 2015, the number of classroom/core teachers K – 12 who regularly post class web page content to communicate homework assignments, classroom events, and/or, classroom projects will increase to 70%.			
<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Staff development in teacher use of webpages	2012-15	Director of Tech, STT's	Website Staff Room Postings/Sign-ins
Administrative encouraging of teacher use of webpages	2012-15	Site principals	Site administrator monitoring
Annual renewal of Teacher Internet Acceptable Use Agreement	2012 - 2015	Director of Personnel	Annual renewal memo to teachers
<b>Evaluation Instrument(s) — Annual Survey</b>			

**3k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.**

**(Embedded Above & See Section 7 – Monitoring)**

Responsibility for supervising the monitoring of the plan implementation will reside with the Deputy Superintendent of Educational Services and the Director of Technology. Together with the Site Tech Trainers, this team will provide leadership for the plan implementation and will meet monthly to monitor progress. As a part of those monthly meetings, goals and objectives of the Technology Plan will be a part of the agenda. Through the Site Tech Trainers and the District administration, the goals and objectives of the plan will be reviewed monthly, and the necessary steps for implementation will be both encouraged and monitored. The Deputy Superintendent of Educational Services also meets monthly with site administrators; technology implementation will be a part of those meeting discussions and agendas as well.

## 4. Professional Development

**4a. Summary of teachers' and administrators' current technology skills and needs for professional development.**

Teachers report a wide range of computer use for instruction. Seventy-two percent of staff collaborate with other teachers and administrators using technology during the week but only use it for 9% of the time with students for classroom instruction. The survey results reveal staff are comfortable using technology for lesson preparation but have a difficult time transferring those skills to student projects and learning. Teachers need opportunities to participate in educational technology staff development focused on integrating technology into the curriculum.

Teachers indicated needs integrating the following specific areas into the curriculum:

- Word Processing
- Spreadsheets
- Desktop Publishing
- Content specific simulation software
- Tutorials for self-paced learning
- Use of the Internet as a digital reference for research
- Multimedia authoring (video, podcast, webpage, etc.)
- Collaboration tools (Skype, Google Docs, or other)
- Concept mapping
- Mobile devices

Administrators indicated needs in:

- Collaborative software
- Communication tools
- Assessment

The Western Placer Unified School District offers various means of support for teachers to integrate technology into the curriculum. After-school, hands-on, in-services are regularly provided for interested teachers to learn software that promotes technology integration including: Word, PowerPoint, Inspiration, email, and others. Staff Development pay or units of credit are offered as an incentive for teachers who attend this training. In addition, the Deputy Superintendent of Education, the Director of Technology, the Network Administrator and the Data Specialist are on call to assist teachers with curriculum integration planning and implementation. Our teachers also take advantage of regional technology training. Many WPUSD teachers have participated in regional, CTAP-funded technology integration Training and/or Placer County Office of Education technology training. Participating teachers have returned to their sites better prepared to support and instruct their students and colleagues in the use of technology.

### **Needs that will guide technology professional development**

District Goals and Priorities are strongly tied to standards-based instruction that will improve student achievement. As new curriculum adoptions have increasingly offered and/or required technological components, it is necessary to ensure that all teachers are adequately prepared to utilize these portions of the adoption.

Specific technology skills are identified within the Language Arts, Math, Social Science, and Science Standards and will be included in the revised Scope and Sequence of Technology Skills. We will continue to train teachers in those technology and information literacy skills which they will implement in their standards-based instruction. Site Technology Trainers (STT), the Deputy Superintendent of Educational Services and the Technology Director revised The Scope and Sequence of Technology Skills by adding in the standards-based technology and information literacy skills for each grade level, K-12 during the last three-year District Technology Plan.

The result has been and will continue to be to establish technology integration as a crucial link between curriculum standards and technology skills.

### **Long-term Professional Development Goals**

Teachers will continue to be trained in technology skills that will improve student achievement, communication, standards-based instruction, assist with data-driven decision-making, and motivate teachers to seek and effectively use technology resources to meet student needs. The National Educational Technology Standards for Teachers (NETST), published by ISTE, will be analyzed for use within the District. The NETST will serve as a resource for establishing our own technology standards for teachers and the subsequent professional development to support those standards.

Specific workshops will be offered in the areas of greatest teacher-expressed needs, as mentioned above.

Administrators will be trained in technology skills that will enhance their leadership capabilities, improve efficiency and communication, as well as assist data-driven decision-making, evaluation and planning. The National Technology Standards for School Administrators (TSSA), published by ISTE, will be analyzed for use within the District. The TSSA will serve as a resource for establishing our own technology standards for administrators and the subsequent professional development to support those standards.

Classified personnel will be trained in technology skills that will enhance efficiency, assist with data-driven decision-making, help them make better use of District systems, and aid in communication, evaluation and planning.

### **Evaluation of Technology Proficiency Skills and Levels**

Teacher teams will utilize the district-developed District Technology Proficiencies Survey for self-evaluation of their technology skills. Based on their results, they will discuss their strengths and needs and confer with one another through their site-level Professional Learning Communities (PLC'S – grade level/departmental/teaching teams) and with their Site Tech Trainer to develop a plan for improving their technological skills. The district, through implementation of this Technology Plan, will survey staff annually to assess technology proficiency improvements and progress toward meeting the plan's goals and objectives.

### **Communication**

The District posts its professional development opportunities on the District website and via email and fliers. Postings for the Staff Development website are sent to the Deputy Superintendent of Educational Services for approval, then are sent to the Network Administrator for posting. Postings include WPUUSD workshops, PCOE workshops and other approved or endorsed workshops. The resulting online Professional Development Calendar lists events for teachers, administrators, and classified personnel.

### **People**

Technology professional development will be organized and coordinated by the District Deputy Superintendent of Educational Services who will establish annual training priorities (based on needs); coordinate requests for training; schedule training opportunities; establish and provide the means of training and the resources required (including trainers); maintain the technology professional development budget; promote the training opportunities through various means of communications; and help evaluate the training.

Site Technology Trainers (STT) will provide the core, standards-related training for their site colleagues. The Deputy Superintendent and Technology Department personnel, will conduct district-wide professional development opportunities, open to all staff.

When necessary, outside trainers will be brought in. These trainers will be contracted either upon the purchase of new systems or curriculum, or for specialized, on-going training that cannot be provided by the District's trainers. A budget will be allocated for reimbursement of these outside trainers.

Incentives will be provided for technology professional development participants, such as the Site Technology Trainers. These incentives may include release time, conference attendance, new software, hardware upgrades, and/or professional pay.

Motivation to attend technology skills training is crucial. Administrators, management, teacher leaders, and other key people will encourage their constituents to advance their technology proficiency levels.

### Means of Training

The District implements multiple means of training, beyond the fundamental, hands-on use of computers. In addition, we use multimedia tutorials online, distance learning opportunities, the use of videos/DVD's, webinars, and video conferencing. These multi-faceted trainings will be further developed, not just in training for technology, but for other professional development offered across the District.

### Resources to be used

A variety of technology resources is used to support technology professional development. In addition to miscellaneous software, the following resources are being considered for training:

- Laptops
- Scanners
- Digital Cameras
- Printers
- Projector and instructor's computer – housed/mounted permanently (for district training room)
- Video equipment
- Mobile devices
- Interactive Boards
- Speakers
- Smart Cart

**4b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.**

**Goal 4b:** Teachers and site administrators will annually complete the District Technology Proficiencies Survey to help the Site Technology Trainers plan technology professional development in the identified core, standards-based technology and information literacy skills.

**Objective 4b.1:** By June of 2015, 75% of teachers and site administrators will make use of the annual District Technology Proficiencies Survey as collected and monitored by the Site Technology Trainers (STT).

**Year 1 Benchmark:** By June of 2013, 55% of teachers and site administrators will make use of the District Technology Proficiencies Survey to help them create a plan for technology skills

**Year 2 Benchmark:** By June of 2014, 65% of teachers and site administrators will make use of the District Technology Proficiencies Survey to help them create a plan for technology skills

**Year 3 Benchmark:** By June of 2015, 75% of teachers and site administrators will make use of the District Technology Proficiencies Survey to help them create a plan for technology skills

**Objective 4b.2:** Site Technology Trainers will plan and implement site training in technology integration skills taken from curriculum standards with an emphasis on standards-based technology and information literacy skills in the areas of teacher-identified needs

**Year 1 Benchmark:** By June of 2013, Site Technology Trainers will each have conducted 2 hours of formal training and 15 hours of informal training and support for K-12 teachers in standards-based, technology skills as evidenced by hourly time sheets, teacher sign-in sheets

and anecdotal records.

**Year 2 Benchmark:** By June of 2014, Site Technology Trainers will each have conducted an additional 2 hours of formal training and 15 hours of informal training and support for K-12 teachers in standards-based, technology skills as evidenced by hourly time sheets, teacher sign-in sheets and anecdotal records.

**Year 3 Benchmark:** By June of 2015, Site Technology Trainers will each have conducted an additional 2 hours of formal training and 15 hours of informal training and support for K-12 teachers in standards-based, technology skills as evidenced by hourly time sheets, teacher sign-in sheets and anecdotal records.

**Implementation Plan:**

Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Site Tech Trainers to conduct biannual trainings on their sites	Fall/Spring	STT's	Website postings
Site Tech Trainers available for daily anecdotal tech needs on their sites	Daily	STT's	Monthly meetings
Site Tech Trainers present favorite websites through monthly meetings	Fall/Spring	STT's	Monthly meetings
Tech Tuesdays at secondary sites – lunch with teachers for “Tech Talk”	Weekly	Director of Tech	Anecdotal Notes
Establish online resources for teachers – videos; googledocs, etc.	Continuously	Director of Tech	Monitoring of Website & Resource Sites
Annual Tech Fair	Winter annually	Director of Tech	Attendance at Fair

**Evaluation Instrument(s) — Data To Be Collected:**

Annual Staff Technology Survey; attendance at District Technology Fair by students and staff; Monthly STT Meeting Agendas and/or notes

**4c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned activities including roles and responsibilities.**

The responsibility for planning and overseeing professional development lies with the Deputy Superintendent of Educational Services. During a full day of professional development each August, breakout sessions are provided to all teachers/administrators at all grade levels, tailored to the needs of each group. (This day may be lost due to furloughs during periods of budget cuts.) The Deputy Superintendent of Educational Services plans this day. During the school year, the Deputy Superintendent of Educational Services and the Director of Technology meet monthly with the Site Technology Trainers. Through this venue, professional development after-hours workshops are planned and provided, as well as opportunities for professional development during the school day. Participating teachers qualify for buy-back credit, either through payment or earning of units toward advancement on the salary schedule for after-hours workshop attendance. All after-hours

professional development opportunities are emailed to all staff as well as being posted on the district website. Additionally, because Site Tech Trainers are available at each site, teachers and administrators have incidental on-site support for technology training. The Deputy Superintendent and Site Tech Trainers plan and monitor these professional development opportunities.

## **5. Infrastructure, Hardware, Technical Support, and Software**

### **5.A&B. INFRASTRUCTURE AND HARDWARE SUMMARY:**

#### **WIRING INFRASTRUCTURE**

The network standard is 1000BaseT Ethernet using the TCP/IP protocol over Category 6, Unshielded Twisted Pair (UTP), 4-pair cable, wired and tested to support data transfer rates up to 1 Gigabit per second. Physical backbone connections are extended with six or 12 strand, multi-mode 62.5/125 and 50/125 micron optical fiber where distances exceed the 90-meter limit for UTP. Intermediate Distribution Facilities (IDF) are provided to hold rack mounted switches and patch panels. HP switches provide a minimum of full duplex 100BaseT Fast Ethernet to every classroom and administrative workspace where at least one drop box with 1-4 drops per box are installed. Wiring is also extended to custodial offices, portable classrooms, workrooms, laboratories, libraries, conference rooms, and other instructional resource areas. Virtual LANs (VLAN) are utilized to increase network security. Administration, teachers, and students are all on their own VLAN to prevent unauthorized access to network resources.

The district's goal is to upgrade the wired network to 1000BaseT (1 GbE) Ethernet and the fiber network to a 10GbE standard at all sites. The 1 GbE Ethernet will utilize Category 6 UTP, 4-pair cable, wired and tested to support data transfer rates up to 1Gb per second at all sites. This will necessitate replacing six core switches located in the Main Distribution Facility (MDF) at five elementary and one middle school sites. IDF switches will be replaced after the core switch replacement is complete. A total of seventy switches will need to be replaced overall. All switches will be Voice-over-Internet Protocol (VoIP) compliant for future implementation and replacement of the current Centrex system. Backbone fiber connections will be rated at 10 gigabits per second at distances up to 500 meters using six-strand, multimode 50/125 micron fiber. An additional goal is to provide wireless access at all school sites.

#### **DISTRICT VOICE AND DATA NETWORK INFRASTRUCTURE**

##### **Digital Data Lines**

Nine school sites are connected to the district office with 1 Gb Ethernet links over single-mode fiber. The Glen Edwards Middle School site is connected to the First Street School with Gigabit Ethernet over multi-mode fiber. The Lincoln High School Farm, Sheridan Elementary, and the district bus garage are connected to the district office via a 1.5-megabit per second full T-1 link. A 200 megabit/second high speed data provides a connection from the district office to the Placer County Office of Education (PCOE) and the Internet II. The district uses Wave Communication for data service.

### **Analog Voice Lines**

Analog telephone lines are provided at all buildings for voice transmission and dedicated lines. Dedicated lines provide for notification of emergency services, fax services, security alarm monitoring and alerting, and circuits for interconnection of heating, ventilating, air conditioning systems and sensors. All district administrative offices and classrooms, including portables, are equipped with telephones. School secretaries have consoles that are used to manage local telephone traffic. Voice mail, call forwarding, and voice messaging are supported district-wide. All incoming and outgoing calls are routed through the AT&T network. Currently the district utilizes 300 phone lines for Centrex voice and alarm systems. The district uses AT&T for local and long distance service.

### **Handheld Communication Technologies**

The district administration, school nurses, technology and maintenance staffs use Verizon Wireless cell phones and cellular service to improve communication between staff and parents. The Transportation Department use cell phones and VHF radios to improve school and home communication on bus routes and field trips. Training and communication policies are provided annually. These phones are a key component of our emergency response plan and are reviewed annually for optimum use.

Portable two-way, hand-held, two watt VHF radios are used at all sites to improve communication between staff and office for student safety.

Our goals to improve our infrastructure include providing a redundant data link to PCOE to ensure a reliable high-speed line to the Internet in the event of a disaster or hardware failure at the district office. Critical services such as file services and SIS will be replicated to provide business continuity. Additional goals include increasing the bandwidth of our data link to the Sheridan school site to facilitate Internet research and streaming media capabilities and updating all switches to be VoIP compliant. WPUSD will continue to develop, implement, and support a comprehensive, cost-effective, district-wide telecommunications and data infrastructure that supports student learning, teaching, and efficient voice communication. Handheld communication technologies and service will be evaluated and updated annually to improve district communication between schools and home and maintain emergency response readiness. All new school sites will have a high speed fiber data link installed with a minimum 1GB fiber backbone. Our FCC radio licenses will be updated to meet the new digital spectrum range mandated by FCC regulations.

### **SERVICES**

#### **File Services**

Microsoft Windows 2008 running Active Directory is the network operating system for all file services including printing, web, and DNS. All certificated staff have a secure, private file storage area on a central server. In addition, data is housed on public shares for a wide variety of applications. All Grade K-5 students are provided with a generic domain account that can be accessed on any district computer. All Grade 6-12 students are provided with a roaming profile domain account and 1GB of personal storage on a student Google Docs account so students may store and access their data from anywhere in the school or world.

Google Gmail is the principal e-mail service with discrete post offices for 600 staff, providing mail, scheduling and calendaring services with remote e-mail access. District office file services, the Aeries Student Information System (SIS) database, and the Food Services Nutrikids database are located on an eight terabyte (TB) Dell Storage Area Network (SAN) utilizing an iSCSI connection with redundant links and power supplies. Domain Name Service (DNS) is provided via a Microsoft

Windows 2008 server. DNS files are resolved at the district firewall with a forwarder to PCOE for unresolved addresses. DHCP services are provided at three district sites. The district currently owns over 165 networked laser printers. Some networked workstations are configured to provide peer printer sharing.

A Mandarin webhosted library cataloging service is provided for each school. Streaming media service is provided by two Safari Montage servers providing standards-based media to all classrooms. The Sheridan Elementary School, with its small T-1 data link, has a dedicated site server. The remaining schools are serviced by a streaming server located at the district office.

Aeries by Eagle Software is the district's SIS running on two dedicated, centrally located servers providing services to administrative staff and classroom teachers. The client software connects to a 64bit 2008 R2 Microsoft SQL database running on a 2008 R2 server.

### **Management**

The district uses PRTG and Nessus for LAN, WAN and security monitoring. Traffic reporting and shaping is provided by BlueCoat Packetshaper on a dedicated Windows 2008 server. All management systems are operated and configured by district technical staff.

Our goal is to run Microsoft Windows 2008 Active Directory in native mode by upgrading all servers currently running Windows 2003. Servers will be maintained by upgrades, patches and support agreements. We plan to ensure business continuity in case of a disaster at the district office by replicating file and print services and other necessary services to a disaster recovery site.

### **INTERNET CONNECTION**

#### **Digital California Project Connection**

A 200 Megabit (MB) datalink connects the district to PCOE and the Internet II. Connection to the 200MB link is provided by Wave Communication. Content filtering with a locally hosted M86 Technologies filter provides compliance with the Children's Internet Protection Act (CIPA). IP addresses assigned to the district by PCOE are issued and maintained by District technical staff. Firewall, anti-virus, virtual private network (VPN) and security services are available through our Cisco 5530 appliance firewall. Internet connection hardware is physically located in the district office Main Distribution Facility (MDF).

Our goal is to maintain yearly support contracts for upgrades to the firewall, our "last mile connection" to the Digital California Project (DCP) and utilize our fiber connection to PCOE to provide access to educational resources provided by other area educational institutions. Our goal is to utilize the high speed Internet link to provide cloud-based storage and services to all clients.

### **SECURITY AND BACKUPS**

All servers are virus scanned and fully backed up every Friday night with differential daily backups. Backups are stored offsite with Symantec's BackUp Exec. Symantec Anti-Virus 12.0 is installed on all networked machines. Technology staff maintains policies via group policy and file security via NT permissions. All electronic mail is virus scanned with Google's Postini Services before being forwarded to its recipient. Access lists (ACLs) are placed on all district routers to provide the following access:

- Staff has access to all networks.

- Students have access to the Student network.

Security audits are performed on a regular basis by outside consultants to ensure network security.

## **HARDWARE**

### **Networked Resources**

All IBM PC compatible networked computers are at least Intel P4 CPU class 2GHz processor or better. Approximately 1,800 computers have been installed to date. All classrooms are networked with a teacher computer and at least one student workstation connected to a switched 100BaseT network.

Each of our seven elementary schools (K-5) have one computer lab with thirty-two student and one teacher workstations. A minimum of two networked laser printers are placed in student workrooms for teacher and student access at each site. The elementary libraries have two student and one librarian workstations. All elementary classes are scheduled for a minimum of thirty minutes in the computer lab per week with additional time available on a sign-up basis. One elementary computer lab is staffed with a site funded computer tech aide.

Our two middle schools have two computer labs each. Each computer lab has 32 student and one teacher workstations. There are no computer tech aides in the labs. A minimum of four networked laser printers are placed in student workrooms for teacher and student access at each site. The middle school libraries have a minimum of four student and one librarian workstations. One lab per site is available for whole class instruction on a sign-up basis. Two wireless laptop carts are available for Glen Edwards's students.

Our two high schools each have multiple computer labs. Lincoln HS, a comprehensive high school, has five computer labs, each with 32 student and one teacher workstations. Phoenix, our alternative high school, has two computer labs with 14 computers and one laser printer each. There are no computer tech aides in the high school labs. A minimum of one networked laser printers are placed in computer labs. The high school libraries have a minimum of four student and one librarian workstations. Two labs are available for whole class instruction on a sign-up basis. In addition, one wireless laptop cart is available to high school English classes.

Our goal is to bring the computer/mobile device ratio down to 5:1 throughout the district. In addition, all computer labs and libraries will have a mounted projector or Interactive White Board (IWB) technology. At least one teacher and three student workstations will be provided in each classroom. The network will allow students wireless access to web 2.0 tools, the Internet, and instructional resources and materials.

## **SOFTWARE**

### **Administrative**

Escape software, hosted by PCOE, is the primary administrative accounting software package. A library-cataloging program is used at every school. All schools use the Aeries grading program integrated within our Aeries SIS. The Online Assessment reporting System (OARS) is used for analyzing student assessments.

Forty-four networked, Internet Protocol (IP) based surveillance video cameras are used for student and facility safety at select district sites. Exacq network video recorders (NVR) located at select sites are used to store video footage for local viewing via the network or remotely via the Internet.

### **Productivity**

The Microsoft Office suite comprises the district's primary personal productivity software package. The Google Docs suite provides e-mail, scheduling and calendar functionality.

### **Educational**

Typical educational support software includes Internet browsers, typing and keyboarding programs, drawing/desktop publishing programs, presentation programs, database management systems, and search engines. Sites purchase special software programs to enhance learning for language arts, science and math. The district is responsible for specialized software for testing and evaluation of student progress. As this plan is implemented, the Assistant Superintendent of Curriculum and Instruction, Technology Director, and Site Technology trainers will work together to find the best software to implement with Language Arts, math, science, and writing programs. The California Learning Resource Network (CLRN) will be used as a resource for evaluating potential software.

Our goal is to support and maintain all installed educational and assessment software packages with upgrades and maintenance agreements while maintaining proper licensing. Testing and assessment options will be evaluated to provide timely delivery of assessment results. Surveillance camera installation will be installed at all new school sites and retrofitted to existing schools.

### **ELECTRONIC LEARNING RESOURCES**

WPUSD is preparing for digital textbooks that are downloadable and may be projected on a screen, viewed on a computer, printed chapter by chapter, or bound for use in the classroom. In its selection process, WPUSD expects to utilize reviews of available digital textbooks facilitated by the California Learning Resource Network (CLRN) that confirm whether materials fully, partially or did not meet State Board of Education adopted standards. Locally streamed media servers will feed classrooms with standards based video and audio clips.

### **DISTRICT POLICIES**

#### **AUP (Acceptable Use Policy)**

Adherence to a written Acceptable Use and Internet Safety Policy compliant with the Children's Internet Protection Act (CIPA) is required by students (See Appendix E, F) and staff (See Appendix G) for the use of technology. This policy is signed annually. Parents can also opt out of student access to the Internet on the back of the student emergency card.

Our goal is to review these policies on a yearly basis for necessary changes.

### **TECHNICAL SUPPORT**

Technical support is provided by 2.5 FTE computer technicians, 1.0 FTE network support specialist, and 1.5 FTE data specialist that maintains the student information system. A full-time Director of Technology heads the department. A 49er Regional Occupation Program (ROP) partnership provides high school work-study students on-the-job training at no cost to the district. In addition, the Heald College intern program provides college work-study students on-the-job training at no cost to the district. The district technology budget covers the salary of the Technology Director and staff, training, data lines, maintenance, upgrades and replacement of equipment and software.

Our goal is to maintain all district computers, maintain proper licensing on all installed software, and maintain our five year computer replacement schedule. In addition, partnerships with educational institutions and district sites will be fostered to provide additional technical support through intern

training programs (e.g. Generation Yes, ROP, trade schools, junior colleges). The district will explore options of using students to collaborate with teachers throughout the school to create unique projects that integrate technology into the curriculum e.g. Technology Learning Expo, the career fair, and others.

#### **VIDEO**

Each school has cable television routed to all building classrooms with the exception of Sheridan School; cable is not available at this site. Every classroom has a television and VCR or projector available for learning. In addition, each school has one or more VCRs and video monitors on portable carts.

Our goal is to move to digital video feeds for both television and digital video-on-demand service to enhance education in our classrooms.

#### **ELECTRICAL CAPACITY**

All district buildings have undergone electrical upgrades to meet or exceed power required by a computer ratio of 5:1. Each classroom has at least two 20-amp circuits, while some have three such circuits. Adequate building grounding for switched circuits has also been addressed.

District file servers and network equipment are provided with a 10KVA uninterruptible power supply (UPS) to provide power during short duration power outages.

School site core routers and switches are protected with 2500 Joule or better surge protection. The district standard for computer installations requires a power strip equipped with a UL approved surge suppressor for each system not connected to a UPS.

Our goal is to include an environmental monitoring system at the district office MDF and maintain a minimum of 30 minutes runtime with our UPS system.

**5c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.**

**Goal 5.c.1.** Provide access to a switched, VoIP compliant, 1GB connection with a 10GB backbone between switches and 'N' wireless access at all sites

**Objective 5.c.1.:** By June, 2015, all computers will have access to a switched, VoIP compliant, 1GB connection with a 10GB backbone between switches with 'N' wireless access as measured by physical inventory and fiber optic test results.

<b>Recommended Actions/Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
50% of core and computer lab switches will be replaced to support 1GB connectivity. All new wiring infrastructure will be Category 6 compliant	July, '12	Tech Director
80% of core and computer lab switches will be replaced to support 1GB connectivity. 20% of IDF switches will be replaced to support 1GB connectivity	July, '13	Tech Director
100% of core and computer lab switches will be replaced to support 1GB connectivity. 40% of IDF switches will be replaced to support 1GB connectivity	July, '14	Tech Director

100% of switches will be replaced to support 1GB connectivity.	June, '15	Tech Director
100% of our schools will have access to wireless 'N'	June, '15	Tech Director

**Goal 5.c.2** Provide access to a reliable network, computers and mobile devices to support instruction.

**Objective 5.c.2:** By June, 2015, students will have at least a 5:1 computer ration in the classroom.

Recommended Actions/Activities	Timeline	Person(s) Responsible
100% of district servers will be running MS Windows 2008 server software as demonstrated by Microsoft reports.	July, '13	Tech Director
90% of our schools will have 1GB Ethernet access to the district LAN when site usage exceeds 50% of capacity as evidenced by PRTG.	July, '12	Tech Director
100% of sites will have attained a 5:1 computer ration	June, '15	Tech Director

**Goal 5.c.3** Provide all teachers with access to digital video feeds for both television and digital video-on-demand service to enhance education in our classrooms.

**Objective 5.c.3:** By July, 2014, all staff will demonstrate proficient use of streaming media resources to enhance classroom learning as measured through streaming server account logs.

Recommended Actions/Activities	Timeline	Person(s) Responsible
100% of classified regular employees will be trained in the use of streaming services by the Site Tech Trainers and Tech staff	June, '15	Site Tech Trainers, Tech Director
100% of certificated employees will be trained in the use of streaming services by the Site Tech Trainers and Tech staff	July, '14	Site Tech Trainers, Tech Director

**5d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.**

**TIMELINE FOR IMPLEMENTING AND EVALUATING PLANNED STRATEGIES AND ACTIVITIES:**

Goal #	Implementation Plan/Activities	Responsible Position	Timeline	Budget Source	Monitoring and Evaluation Activities
5.c.1	Install new gigabit core, intermediate switches, and wireless..	Tech Director	Annually each July	C,P,F,V	Tech staff reviews physical inventory and fiber optic test results
5.c.2	Purchase additional computers to achieve a student to computer ratio of 5:1 with 3 computers in the classroom and 5 in the library.	Tech Director	Annually each July	B,C,D,J,M V	Measured by hardware inventory and budget items

5.c.3	Digital TV and streaming media access in classrooms and libraries via projector or IWB	Tech Director	July '14	C,M,P,U	Measured by log files and access.
-------	--	---------------	----------	---------	-----------------------------------

### **BENEFITS FROM INFRASTRUCTURE.**

**The Western Placer Unified School District is committed to using technology to enhance student learning. Without appropriate equipment infrastructure and maintenance it cannot attain the following benefits:**

- Adequate network security to ensure network reliability and security of data.
- Fast, reliable workstations for the instructional benefit of students and staff.
- Multi-media instructional presentations to enhance student instruction.

## **6. Funding and Budget**

### **6a. List of established and potential funding sources.**

Our school district receives varied federal, state, and local sources of funding. These include state categorical funds, lottery funds, Microsoft K12 Voucher, E-rate discounts, CA DAS discounts, Title II Part A, Title III, Title IV, Title V, Title VI – Subpart 1 and GATE funds. We also receive donations from the community members and businesses. However, economic conditions in California and the nation may continue to impact K-12 education budgets and grants through the duration of our technology plan. Therefore, our established and potential funding sources to implement our educational technology plan may be impacted as well.

WPUSD also participates in a number of programs to reduce its costs for telecommunications and computers. These programs include:

- E-Rate Program. This federal program subsidizes a broad range of telecommunications services across the district.
- CALNET Contract. WPUSD participates in statewide contracts competitively bid and negotiated by the California Department of Governmental Services, which results in savings on telecommunications charges.
- The California Teleconnect Fund, operated by the California Public Utilities Commission, and which provides 50% discounts of most ongoing costs for telecommunications services provided by common carriers.
- Western States Contracting Alliance (WSCA), cooperative multi-state contracting developed on behalf of public entities by the state purchasing directors from 15 western states, and which provides competitive prices on computers and peripheral products.
- The California Multiple Awards Schedule (CMAS), which provides contract terms and negotiated discounts on equipment and services through the California Department of Governmental Services.

**Established Funding Sources:**

Code	Description	Code	Description
A	District Administration and Management	L	Science Materials Fund
B	District Educational Services Fund	M	School Site Budgets
C	District Technology Fund	N	School Improvement Plans
D	District General Fund	O	Heald College Work-Study Program
E	California Teleconnect Fund	P	Educational Technology Grants
F	E-Rate Fund	R	Special Education Grants
G	Gifted and Talented Fund	S	SELPA
H	Library Materials Fund	T	Outside Sources
J	Lottery Fund	U	Other Sources not yet Identified
K	State Facilities Fund	V	Microsoft Voucher Funds

**Potential Funding Sources:**

The Superintendent and Assistant Superintendents attend workshops and meetings to stay current on categorical programs and are responsible for budget development and allocation of funds to implement the goals set by the school board. Principals at each site stay current with categorical programs and special grants. The Site Technology Trainers and IT Director work together to research and apply for technology grants. It should be noted that this is an aggressive technology plan and at the time it was developed the state of California is dealing with a budget deficit. The fallout of this deficit on our school district is not known. Therefore, the district level of financial support for technology is difficult to forecast for the duration of this plan. To implement this plan will require aggressive searching for grants, donations and community support

**6b. Estimate annual implementation costs for the term of the plan.**

Budget Category	Item Descriptions	Est. Year 1 Cost	Est. Year 2 Cost	Est. Year 3 Cost	E-rate Eligible Amount
1000-1999 Certificated Salaries	Instructional technology team: site tech trainers	12,000	12,000	12,000	0%
2000-2999 Classified Salaries	Technical program management and support team	400,000	400,000	400,000	0%
3000-3999 Employee Benefits	Certificated and classified benefits	100,000	100,000	100,000	0%
4000-4999 Materials & Supplies	Materials and equipment to support district and site technology including hardware, software, and infrastructure	310,000	310,000	310,000	30%
5000-5999 Other Services & Operating Expenses	Outside consultant services, travel, operating expenses	92,000	93,000	94,000	25%
6000-6999 Equipment	Capital equipment	10,000	10,000	10,000	80%
<b>Totals</b>		<b>\$924,000</b>	<b>\$925,000</b>	<b>\$926,000</b>	<b>\$</b>

**6c. Describe the district's replacement policy for obsolete equipment.**

Currently the district has a plan to replace all computers in the computer lab, library and office area of each site on a five-year rotation basis. As new computers are placed in these locations, the older systems are moved into the classroom. The costs involved with these upgrades are the responsibility of district. Equipment that becomes obsolete and unusable is either surplusd or is donated to a local company that recycles the usable parts.

**6d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.**

The IT Director will develop an annual technology budget as part of the annual budget cycle and will determine various sources of funding with the assistance of the Director of Fiscal Services and Business Services Assistant Superintendent. Site Principals will evaluate their needs and available resources of their school and re-allocate resources as necessary. The district budget is developed in January/June timeframe. The IT Director will prepare a mid-year report each January to update administration, site tech trainers, and school board.

The IT Director is responsible for monitoring all aspects of the technology budget. He oversees the day-to-day technology budget and plans for the expenditure of the various funds and programs. The Director of Fiscal Services prepares the monthly budget reports as well as the state required semi-annual Interim Reports for the school board, develops budgets annually and in the process advises the board about state and technology grant funds that might be available

## **7. Monitoring and Evaluation**

**7a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.**

Monitoring and evaluation details are included for each benchmark in the Tables immediately following each Goal section, above.

See Component pages for:

**Curriculum** monitoring and evaluation details

**Professional Development** monitoring and evaluation details

**Infrastructure** monitoring and evaluation details

**Budget** monitoring and evaluation details

**Goal statements for monitoring and evaluation of the Technology Plan:**

Implementation will be supported through Site Technology Trainer (STT) meetings in which the revised Technology Plan will be distributed and discussed. Technology benchmarks that involve schools, teachers, and students will be stressed. The STT will collaborate and outline strategies for the support and training they will provide in the coming school year to support the goals and objectives of the Plan. The STT, the Instructional Technology Specialist, and the ASE will meet to evaluate and assess the success of implementing the educational benchmarks of the Technology Plan. The focus of each meeting will be for the STT to develop strategies for support of their site faculty in implementing the benchmarks.

The District Information Technology (IT) Department will regularly convene to evaluate and assess the progress of implementing infrastructure benchmarks. The Technology

Plan committee will meet annually to assess the status of the District in implementing the Technology Plan and will make recommendations for improvements or changes to the Plan, budget, and/or the implementation process as needed.

#### **7A/B. Process for Monitoring & Evaluation of Plan Progress and Impact on Teaching and Learning and Schedule for Evaluating Effectiveness**

The overall monitoring and evaluation of the plan progress will primarily rest with the Deputy Superintendent of Educational Services and the Director of Technology, pairing curriculum, instruction and student expertise with technological expertise. Progress on the plan will be monitored monthly through Site Tech Trainer meetings, which the Director of Technology attends and the Deputy Superintendent of Educational Services chairs. The Deputy Superintendent of Educational Services will monitor student progress on core standards every six weeks, through the OARS system. A formal year-end evaluation of the plan's progress will take place each spring. The Deputy Superintendent of Educational Services will report to and hear from site principals through monthly Curriculum and Instruction meetings on the progress of the plan.

**Goal 7A/B:** On-going evaluations of the implementation of Technology Plan benchmarks will ensure that through the use of technology, the goals of the plan will be achieved: increase in student knowledge and use of technology and increase in student achievement.

**Objective 7A/B.1** By June 2015, Site Technology Trainers will have participated in monthly meetings to evaluate progress and develop strategies to support their school faculty in meeting the Technology Plan benchmarks as measured by sign-in sheets, agendas, and meeting minutes.

#### **Benchmarks for monitoring and evaluation of plan implementation**

**7A/B.1a** By June 2013, Site Technology Trainers will have participated in monthly meetings to evaluate progress and develop strategies to support their school faculty in meeting the Technology Plan benchmarks.

**7A/B.1b** By June 2014, Site Technology Trainers will continue to participate in monthly meetings to evaluate progress and develop strategies to support their school faculty in meeting the Technology Plan benchmarks.

**7A/B.1c** By June 2015, Site Technology Trainers will continue to participate in monthly meetings to evaluate progress and develop strategies to support their school faculty in meeting the Technology Plan benchmarks.

**Objective 7A/B.2** By June 2015, Information Technology (IT) Department meetings will have been convened to evaluate the effectiveness of meeting infrastructure benchmarks as measured by agendas and sign-in sheets.

#### **Benchmarks for monitoring and evaluation of plan implementation**

**7A/B.2a** By June 2013, Information Technology (IT) Department meetings will have been convened to evaluate the effectiveness of meeting infrastructure benchmarks.

**7A/B.2b** By June 2014, Information Technology (IT) Department meetings will have been convened to evaluate the effectiveness of meeting infrastructure benchmarks.

**7A/B.2c** By June 2015, Information Technology (IT) Department meetings will have been convened to evaluate the effectiveness of meeting infrastructure benchmarks.

#### **7C. Process and Frequency of Communicating Evaluation Results to Stakeholders**

The Deputy Superintendent of Educational Services will report to the stakeholders annually on the progress of the District Technology Plan through a School Board meeting – a public meeting which is advertised in advance to staff and community. The District Website will host the School Accountability Report Cards (SARC) which list student to computer ratios and student achievement scores. The SARC's are updated annually.

## 8. Collaborative Strategies with Adult Literacy Providers

If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)

### 8.A ADULT LITERACY:

Western Placer Unified School District's Adult School is small. The Adult School offers parenting classes and ESL classes. The ESL classes generally have 8-15 learners each. Both of these classes are housed adjacent to Phoenix High School. A second program was added five years ago: the Parent Education Preschool, has added another 40 adults to the Adult School. The Parent Education Preschool program emphasizes parental literacy, parenting skills and early education for children.

Our district currently provides an adult English language class to parents in our district. The class is held at the adult school building adjacent to Phoenix High School. Childcare is provided while parents are in class.

In addition to the WPUSD Adult School, our local community college also provides community education. These courses are open to anyone in the community. Classes are conducted both in a classroom setting and now a large number are now being offered online. Test prep for the GED, SAT and ACT are provided through this community service.

Lincoln High School also houses three Regional Occupational Programs on its campus. ROP is a strong partner with the district concerning education of adults.

## **EFFECTIVE RESEARCH BASED METHODS AND STRATEGIES COMPONENT**

### 9.A RELEVANT RESEARCH AND STRATEGIES OVERVIEW.

The Educational Services department, which includes all components of curriculum and staff development, is committed to providing our teachers and students the very best possible instruction. Our instructional methods are based on proven methodologies. This technology plan has goals and benchmarks that will require ongoing efforts by both the technology and educational services department. With the assistance of our local CTAP region we have learned of models and strategies that are the most accessible and reliable research-based and proven information for hardware specifications, standards aligned software, implementation models and instructional strategies.

We are utilizing technology heavily to monitor student achievement and to adjust instruction to meet the needs of students. We are just beginning to couple this with the use of Professional Learning Communities (PLC's) to further support student learning. Both of these strategies follow Marzano (best practices), the DuFour's (PLC's), and Carol Ann Tomlinson's (differentiation) work regarding how to raise student achievement. Additionally, we are using technology to teach, reinforce and raise student learning to higher levels. The chart below gives further examples of research support for our strategies:

Component Reinforcement	Research Source	Research Summary
Curriculum, Reading & Writing	Marzano, <u>What Works in Schools</u> , 2003.	"The defining characteristics of schools producing unprecedented gains in student achievement is that

Technology Skills		they rely on data to identify probable successful interventions."
Information Literacy Skills History/Social Studies	<u>Critical Issue: Using technology to improve student's achievement</u> , 1999 NCREL web site.	"Using technology within the curriculum framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments."
Core Content, including Math and Science	Sivin-Kachala and Bialo, <u>2000 research report on the effectiveness of technology in schools</u> , 2000.	"Computer-assisted instruction and drill-and-practice software can significantly improve students' scores on standardized achievement tests in all major subject areas."
Reading	Results! California Professional Development Institute. Research includes: Moats, <u>Educational Leadership</u> , March 2001; Reading/Language Arts Framework for California Public Schools Kindergarten Through Grade Twelve, Chapter 4; Fielding and Person, <u>Educational Leadership</u> , February 1994.	"Researched-based reading strategies can build a foundation for reading success in students of all ages. These include: Phonological awareness and decoding; reading fluency and word recognition; vocabulary and phrase meanings; teaching comprehension; and including writing response to reading. Administer measures of assessment and assign students materials and programs that will enable them to read with 90-95 percent accuracy. Teach individually or in small groups as much as possible. Schedule at least two hours a day for reading instruction for struggling readers. Monitor progress and adjust instruction and time allocations accordingly."
Research	Glasgow & Hicks, <u>What Successful Teachers Do</u> , 2003.	"Strategy 68: Balance the rigors of new technology with content goals. When helping students acquire computer and technology skills, teach them to set goals that focus on the process of learning instead of on the outcome of learning." "Strategy 69: Use the Internet as a classroom....significant gains in content knowledge and a high level of motivation with the project."
Integration Strategies to Improve Teaching and Learning	DuFour & DuFour, <u>Whatever It Takes</u> , 2004.	"Eight Step Improvement Process.....Step 1- Disaggregate Data, Including Test Results...."
Staff Development: Adult Learning Models	Schacter, <u>The impact of education technology on student achievement: What the most current research has to say</u> . Milken Family Foundation web site, 1999	"The most important staff-development features include opportunities to explore, reflect, collaborate with peers, work on authentic learning tasks, and engage in hands-on active learning."
Internet Safety	www.wiredsafety.org – "Helping to Make You Cyber Safe and Information Literate", 2006; www.techlearning.com "Cyberbullying – Responsibilities & Solutions", 2008.	"Video resources, lessons and activities to keep children safe from cyberbullying, cyber-predators and other dangers."  "What differentiates cyber bullying from physical and verbal bullying is that perpetrators can exploit the secrecy of the Internet to conceal their identity while abusing their victims."
Ethical Issues/ Copyright	www.techlearning.com - "Educators Guide to Copyright and Fair Use", 2003. "Net Wise Teens: Safety, Ethics and Innovation", by Poftak,	"Write an AUP from a "positive versus negative" perspective. For example, in addition to telling kids not to copy another's work, words, or images without permission, Bloomfield's AUP states: "Always correctly quote your sources for reports, projects, or Web pages. Use free clip art sites or create your own

## 9. Effective, Researched-Based Methods and Strategies

**9a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.**

CTAP and Placer County Office of Education have been and will continue to be Western Placer Unified School District's most important sources of information about quantity and quality of instructional technology. Western Placer Unified School District staff and administration will annually review our curriculum in relation to identified student needs for additional academic curricula and/or distance learning needs. Taking into account the total needs of all students, including social interaction and mentoring, staff and administration will continue to research the most effective learning models and strategies to meet student needs. We began offering distance learning opportunities on a limited basis during the 2010 – 2011 school year, and expanded those offerings in 2011 – 2012 to include opportunities for high school students to engage in distance learning for credit recovery and for courses not available in the traditional seat-time programs.

**9b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.**

**GOAL: INCREASE ABILITY TO OFFER SPECIALIZED OR RIGOROUS ACADEMIC COURSES THROUGH THE USE OF TECHNOLOGY, INCLUDING DISTANCE LEARNING.**

**OBJECTIVE:** By June 2015, students will be engaged in a variety of projects and course work through the Internet and other distance learning technologies.

**Benchmarks:**

June '13	Students in grades 6 through 12 complete multi-media projects and/or simulations in core academic areas.
June, '13	Students in grades 4 through 12 complete multi-media projects and/or simulations in core academic areas.
June, '13	Students in grades 9 – 12 participate in distance learning for credit recovery and/or extended learning opportunities.
June, '13	Students in grades 6 through 12 participate in such activities as Digital Curriculum, Web Quest, Camp Internet and other online resources.

Implementation Plan/Activities	Responsible Position	Timeline	Monitoring And Evaluation Activities
Staff development in multi-media technology	District Office, STT	Fall annually	On site training, Tech Fair, District Inservice Day
Staff research Internet resources (simulations, Digital Curriculum, Web Quest, Camp Internet, lessons, courses, etc.)	Computer Aide, Teachers	Annually	Lesson plans
Students in grades 6-12 complete multi-media projects and/or simulations	Teachers	January – June 2013	Completed assignments
Students in grades 4-12 complete multi-media projects and/or simulations	Teachers	January – June 2014	Completed assignments

Students in grades 9-12 participate in classroom web based and/or distance learning.	Teachers	January – June 2015	Completed assignments
Identify current offerings and review student needs for additional courses	Deputy Supt and Site Tech Trainers	2013 - 2015	Annually review learning opportunities for student use, success and appropriateness in light of student data and demographics at site and district levels.
Collaborate with appropriate institutions to develop/expand/narrow current offerings.	Asst.Supt and Site Tech Trainers	2013 - 2015	

## Appendix A: WPUUSD K-8 Technology Content Standards

### KINDERGARTEN

#### INTRODUCTION OF SKILLS: (INDEPENDENT AND GROUP ACTIVITIES)

**COMPETENCY GOAL 1:** The student will use a computer and CD.

- 1.1 Start, restart, and shut down a computer.
- 1.2 Treat CD's and computer with respect.
- 1.3 Demonstrate acceptable behavior at the computer and in the laboratory
- 1.4 Insert a CD into the computer.
- 1.5 Mouse, cursor, screen/monitor, keyboard

**COMPETENCY GOAL 2:** The student will practice using drop and drag, painting, drawing and writing tools.

- 2.1 Select and use drawing painting, and writing tools.
- 2.2 Use Shape tools, such as a rectangle, oval and circle.

### GRADE ONE

#### INTRODUCTION OF SKILLS: (INDEPENDENT AND GROUP ACTIVITIES)

**COMPETENCY GOAL 1:** The student will use a computer and CD.

- 1.1 Choose a command from the menu bar using a mouse.
- 1.2 Launch and exit programs.
- 1.3 Save and print projects.
- 1.4 Identify fundamental computer terms (CD, software, hardware, cursor, booting).
- 1.5 Begin keyboarding skills, using both hands on both sides, and thumbs on the spacebar.
- 1.6 Understand relative position of the keys on a keyboard (for example: shift, delete, arrow, enter, return).
- 1.7 Identify and use letter and number keys.

**COMPETENCY GOAL 2:** The student will use painting, drawing tools.

- 2.1 Draw a picture using basic tools.
- 2.2 Create a graphic to illustrate an idea in a story.

**COMPETENCY GOAL 3:** Student will use a basic word processing program.

- 3.1 Understand concepts of insertion point, cursor, and character deletion.

**COMPETENCY GOAL 4:** Students will access web-based software.

- 4.1 Introduce address bar and type in a web address
- 4.2 Introduce web addresses and icons.

## GRADE TWO

### INTRODUCTION OF SKILLS: (INDEPENDENT AND GROUP ACTIVITIES)

**COMPETENCY GOAL 1:** Student will demonstrate keyboard skills appropriate to grade level.

- 1.1 Apply keyboarding skills (using both hands and both sides of keyboard, thumb on spacebar).
- 1.2 Use shift, arrow keys, special keys and spacebar.

**COMPETENCY GOAL 2:** The student will use painting and drawing tools.

- 2.1 Select and change the size or shape of a graphic using the edge handles.

**COMPETENCY GOAL 3:** Student will use a basic word processing program.

- 3.1 Understand concepts of insertion point, cursor, and word wrap.
- 3.2 Enter, select, delete, cut, copy and paste text.
- 3.3 Save, retrieve, and print word processing files/documents.

**COMPETENCY GOAL 4:** Students will design and create multimedia projects using a variety of sources.

- 4.1 Create single screen projects
- 4.2 Use a multimedia encyclopedia.

**COMPETENCY GOAL 5:** Students will be able to access web-based software.

- 5.1 Use address bar and type in a web based software
- 5.2 Use web addresses and icons

## GRADE THREE

### INTRODUCTION OF SKILLS: (INDEPENDENT AND GROUP ACTIVITIES)

**COMPETENCY GOAL 1:** The student will demonstrate keyboard skills appropriate to grade level.

- 1.1 Identify and use the punctuation and special symbol keys.

**COMPETENCY GOAL 2:** The student will use painting and drawing tools.

- 2.1 Highlight a graphic using the lasso or frame/marquee tool.
- 2.2 Move a graphic to another location on the screen.
- 2.3 Apply special effects (e.g., rotate, stretch, shrink, etc.).
- 2.4 Change the fill pattern of a graphic shape.
- 2.5 Duplicate an object using copy and paste method.

**COMPETENCY GOAL 3:** The student will use basic word processing programs.

- 3.1 Use a word processing program to open, close, save, and print text.
- 3.2 Know editing tools, such as cut, copy, paste, select all, and undo.
- 3.3 Format a document using different fonts, text sizes, and styles.

**COMPETENCY GOAL 4:** The student will design and create multimedia projects using a variety of sources.

- 4.1 Create single and multiple screen projects with transitions.
- 4.2 Insert sounds and clip art
- 4.3 Use a multimedia encyclopedia

**COMPETENCY GOAL 5:** The student will use a web browser to access information relevant to class projects in a variety of subject areas.

- 5.1 Use appropriate electronic information resources.
- 5.2 Use teacher selected internet sites.

#### GRADE FOUR

#### **INTRODUCTION OF SKILLS: (INDEPENDENT AND GROUP ACTIVITIES)**

**COMPETENCY GOAL 1:** The student will demonstrate keyboard skills appropriate to grade level.

- 1.1 Use formal keyboarding skills with home keys and correct posture.
- 1.2 Touch type at a speed of 5 to 15 words per minute.

**COMPETENCY GOAL 2:** The student will use painting and drawing tools.

- 2.1 Move and copy objects between paint and draw layers
- 2.2 Export graphic to another program.

**COMPETENCY GOAL 3:** The student will use advanced word processing functions.

- 3.1 Use spell check function within a word processing program.
- 3.2 Use keyboard shortcuts for formatting and file management.
- 3.3 Change the margins, columns, spacing, and creating page breaks.
- 3.4 Import a graphic into a document.

**COMPETENCY GOAL 4:** The student will design and create multi-media projects using a variety of sources.

- 4.1 Use PowerPoint

**COMPETENCY GOAL 5:** The student will use a web browser to access information relevant to class projects in a variety of subject areas.

- 5.1 Are aware of the appropriate uses of electronic information resources.
- 5.2 learn simple search syntax

**COMPETENCY GOAL 6:** The student will use computer file management functions.

- 6.1 Create, organize, and delete files and folders.
- 6.2 Respect copyright laws related to computer software.

**COMPETENCY GOAL 7:** The student will use electronic encyclopedias.

- 7.1 Use atlas, timeline, and gallery functions of encyclopedias.
- 7.2 Apply simple search techniques.

#### GRADE FIVE

#### **INTRODUCTION OF SKILLS: (INDEPENDENT AND GROUP ACTIVITIES)**

**COMPETENCY GOAL 1:** The student will demonstrate keyboard skills appropriate to grade level.

- 1.1 Type at rate of 10 to 20 words per minute.

**COMPETENCY GOAL 2:** The student will use advanced word processing functions.

- 2.1 Create and use indent and tabs in word processing documents.
- 2.2 Use spell check, thesaurus, and other reference tools within the program.
- 2.3 Move and copy text and graphics between two word processing documents.
- 2.4 Use the find and replace functions.
- 2.5 Create tables within word processing applications.

**COMPETENCY GOAL 3:** The student will design and create multimedia projects using a variety of sources.

- 3.1 Use PowerPoint
- 3.2 Grade 3-5 Enrichments
  - Use digital camera
  - Operate video camera
  - Use scanned images

**COMPETENCY GOAL 4:** The student will use Internet resources.

- 4.1 Use appropriate electronic information resources.
- 4.2 Explain terminology related to network access and use
- 4.3 Apply appropriate search techniques to locate and retrieve information.
- 4.4 Print document to network printers.

**COMPETENCY GOAL 5:** The student will use electronic encyclopedias.

5.1 Use keyword searches.

**COMPETENCY GOAL 6:** The student will use simple spreadsheet functions.

6.1 Describe the parts of spreadsheet.

6.2 Move to and select specific cells in a spreadsheet.

6.3 Add new text or numbers to a spreadsheet.

6.4 Create a chart or graph using graphing functions of a spreadsheet.

6.5 Save an updated spreadsheet.

## GRADE SIX

**COMPETENCY GOAL 1:** Students discuss, write, and interpret issues of a technology-based society.

1.1 Identify examples of copyright law violations and possible penalties.

1.2 Understand the uses of the Internet.

**COMPETENCY GOAL 2:** The learner will demonstrate knowledge and skills in using computer technology.

2.1 Identify and use the functions of word processing utilities (e.g., spell check, thesaurus, grammar check, outliner, insert headers and footer) through the production of classroom assignments.

2.2 Use simple spreadsheet functions (build a formula into a cell, format cells, copy and paste values and formulas into cells.) Sort a selection of rows into a spreadsheet. Insert or delete rows, columns, or blocks of cells.

2.2 Keyboarding skills: type at a sustained rate of 15-25 words per minute, stressing accuracy over speed.

**COMPETENCY GOAL 3:** The learner will use a variety of computer technologies to access, analyze, interpret, and synthesize information.

3.1 Use an electronic and/or research methodology and validity.

3.2 Search engines

3.3 Build a report

3.4 Design and create multimedia products using a variety of sources.

**COMPETENCY GOAL 4:** The student will plan and create video projects. (grade 8 optional)

4.1 Operate video camera.

4.2 Operate a digital camera.

4.3 Transfer digital images to the computer.

**COMPETENCY GOAL 5:** The student will use Internet and network resources.

- 5.1 Choose the most appropriate information resource that matches their need.
- 5.2 Use advanced search techniques.

#### GRADE SEVEN

**COMPETENCY GOAL 1:** The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer technology.

- 1.1 Identify the role of technology in a variety of careers (8<sup>th</sup> grade)
- 1.2 Discriminate between ethical and unethical access to information stored on a computer system. (cont. 8<sup>th</sup>)

**COMPETENCY GOAL 2:** The learner will demonstrate knowledge and skills in using computer technology.

- 2.1 Identify terms related to computer-generated productions (e.g., desktop publishing, clipart, hypertext, multi –media, laser disc, CD-ROM, VCR, Scanners, camcorders, templates, digital camera, masters, background, and color schemes.)
- 2.2 Use a spreadsheet to enter and edit data and explain the results of the operation and graph the results to produce a meaningful summary.
- 2.3 Design and create multimedia projects by using a variety of sources.
- 2.4 Plan and create video projects (8<sup>th</sup> grade – optional).  
Grade 6-8 Enrichment
  - Plan & create video projects
- 2.5 Keyboarding skills: Touch type at a sustained rate of 20-30 words per minute, stressing accuracy over speed.

**COMPETENCY GOAL 3:** The learner will use a variety of computer technologies to access, analyze, interpret, synthesize, apply, and communicate information.

- 3.1 Design and create database files.
- 3.2 Sort, retrieve, and print specific records for a database file.

**COMPETENCY GOAL 4:** The student will use Internet and network resources.

- 4.1 Choose the most appropriate information resource that matches student's need.

#### GRADE EIGHT

**COMPETENCY GOAL 1:** The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer technology.

- 1.1 Identify technological skills required for various careers.

- 1.2 Discriminate between ethical and unethical access to information stored on a computer system.

**COMPETENCY GOAL 2:** The learner will demonstrate knowledge and skills in using computer technology.

- 2.1 Use advanced word processing functions to transfer data from spreadsheets and database in work products to support their conclusions.
- 2.2 Keyboarding Skills: Touch type at a sustained rate 30-40 words per minute, stressing accruing over speed

**COMPETENCY GOAL 3:** The learner will use a variety of computer technologies to access, analyze, interpret, synthesize, apply, and communicate information.

- 3.1 Use databases for sorting and searching to solve a specific problem.
- 3.2 Create charts from spreadsheet data and be able to modify types, titles, scales, and legends for charts.
- 3.3 Suggest trends in data.
- 3.4 Use advanced search techniques using key words and phrases in electronic searching and choose the most appropriate information resource.
- 3.5 Plan a multimedia presentation, capture images from video camera, VCR, or digital still camera.
- 3.6 Enhance a word product with text, clip art, graphs, hyperlinks, and video clips.
- 3.7 Create a simple web page.

## Technology Content Standards

### Lincoln High School

Grade Level 9 - these are the core standards met with the completion of Computer Literacy at Lincoln High School. Some standards are also met with certain core classes like Language Arts, Math, Science, and Social Studies

**Competency Goal 1.** *Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity. (iste standards alignment)*

#### *Basic Operations*

- 1.1 Identify the platform, version, properties, function, and interoperability of computing devices including a wide range of devices that compute and/or manage digital media. (3c,6a)
- 1.2 Use online help and other support to learn about features of hardware and software, as well as to assess and resolve problems.(6b,6c,3a,3c)
- 1.3 Describe process to install and uninstall software; compress and expand files.(6a,6c)
- 1.4 Explain effective backup and recovery strategies. (6a,6b,6c)
- 1.5 Explain criteria for evaluating hardware and software appropriate for a given task including open source software (e.g., features, versions, capacity). (6a,6b,6d,4a-d)
- 1.6 Demonstrate keyboarding techniques, including the use of keyboard shortcuts, to complete assignments efficiently and accurately. (For students with disabilities, demonstrate alternate input techniques as appropriate.) Freshmen standard is 35wpm (6b,6d)
- 1.7 Identify and assess the capabilities and limitations of emerging technologies. (1a,1c,1d,2a,3a,3d,4a,4c,4d,6a-d)
- 1.8 Apply advanced formatting and page layout features when appropriate (e.g., columns, templates, and styles) to improve the appearance of documents and materials.(1b,2b,3c,6b)

Example #1 MLA formatted essay

Example #2 Business letter and flyer design project

#### *Spreadsheets*

- 1.9 Define and use functions of a spreadsheet application (e.g., sort, filter, find).(1c,6b,4c)
- 1.10 Enter formulas and functions; use the auto-fill feature in a spreadsheet application. (1c,6b,4c)
- 1.11 Explain and use advanced formatting features of a spreadsheet application (e.g., reposition columns and rows, add and name worksheets). (1c,6b,4c)
- 1.12 Differentiate between formulas with absolute and relative cell references. (1c,6b,4c)
- 1.13 Use multiple sheets within a workbook (1c,6b,4c)
- 1.14 Import and export data between spreadsheets and other applications. (1c,6b,4c)
- 1.15 Explain how various formatting options are used to convey information in charts or graphs. (1b,2b,3c,6b)
- 1.16 Identify the use of spreadsheet skills in various careers.(1d,5c)

Example#1 Budget creation, data analysis and reports

Example#2 Collecting and reporting data in a science lab

#### *Internet, Networking, and Online Communications*

- 1.17 Use search engines and online directories. Explain the differences among various search engines and how they rank results.(1a,3a,4a,4c)
- 1.18 Explain and demonstrate effective search strategies for locating and retrieving electronic information (e.g., using syntax and Boolean logic operators). (1a,3a,4a,4c)

- 1.19 Describe good practices for password protection and authentication.(5a)
- 1.20 Use basic HTML Tags to create a web page(1b,2a,2b,6c)
- 1.21 Describe the parts of the URL ( HTTP, WWW, .COM)(6a,6b)
- 1.22 Digital Literacy - Evaluate the authenticity, accuracy, appropriateness, and bias of electronic resources, including web sites.(3b,5a)

Example #1 Research for Social Studies current events projects

Example #2 Make your own basic web page using HTML.

### *Multimedia*

- 1.23 Identify technology tools (e.g., authoring tools) that can be used to create a multimedia product. (1a,1b,2a,2b)
- 1.24 Use a variety of applications to plan, create, and edit multimedia products (e.g., slide presentations, videos, animations, podcasts). (1a,1b,2a,2b)

Example #1 My life power point presentation project

Example #2 Basic video production project

**Competency Goal 2** *Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society. (iste standards alignment)*

### *Ethics*

- 2.1 Demonstrate compliance with the school's Acceptable Use Policy.(5a-d,3c)
- 2.2 Explain issues related to the responsible use of technology (e.g., privacy, security).(5a,3c)
- 2.3 Explain laws restricting the use of copyrighted materials.(5a,3c)
- 2.4 Identify examples of plagiarism, and discuss the possible consequences of plagiarizing the work of others.(5a,3c)
- 2.5 Write correct in-text citations and reference lists for text and images gathered from electronic sources.(5a,3b,3c,6b)
- 2.6 Give examples of the appropriate and responsible use of communication tools (e.g., chats, instant messaging, blogs, wikis).(5a)
- 2.7 Discuss misuse of technology for personal and commercial reasons (e.g., software piracy, unauthorized file sharing/downloading, virus spreading, and hacking); explain possible consequences.(5a,5c,5b,5d)

Example #1 iSafe internet safety program

Example #2 The use of turnitin.com.

### *Health & Safety*

- 2.8 Evaluate school and work environments in terms of ergonomic practices.(1d,5c)
- 2.9 Describe and use safe and appropriate practices when participating in online communities (e.g., discussion groups, blogs, social networking sites).(5a-d)
- 2.10 Explain and use practices to protect one's personal safety online (e.g., not sharing personal information with strangers, being alert for online predators, reporting suspicious activities). (5a-d)

Example #1 iSafe modules

Example #2 Discussion of workstation ergonomics

**Competency Goal 3.** *Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation. (iste standards alignment)*

### *Creativity and Innovation*

- 3.1 Utilize the basic design elements necessary to produce effective print and multimedia projects. (1b,2b,6b)
- 3.2 Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (4a-d)

Example #1 Postcard and logo design project

Example #2 Design brochure project

### *Communication*

- 3.3 Use a variety of media to present information for specific purposes (e.g., reports, research papers, presentations, newsletters), citing sources. (2b,3b,3c,6b)
- 3.4 Demonstrate how the use of various techniques and effects (e.g., editing, music, color, rhetorical devices) can be used to convey meaning in media. (1a,2b,6b)
- 3.5 Use online communication tools to collaborate with peers, community members, and field experts as appropriate (e.g., bulletin boards, discussion forums, web conferencing). (2a-d)

Example #1 Newsletters and Brochures

Example #2 Skype class conference and guest speaker, ePals

Grade Level 10-12th - these are the core standards met with the completion.

**Competency Goal 1. *Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.* (ISTE NETS-S standards alignment)**

### *Basic Operations*

- 1.1 Identify the platform, version, properties, function, and interoperability of computing devices including a wide range of devices that compute and/or manage digital media. (3c,6a)
- 1.2 Use online help and other support to learn about features of hardware and software, as well as to assess and resolve problems. (6b,6c, 3a,3c)
- 1.3 Describe process to install and uninstall software; compress and expand files. (6a,6c)
- 1.4 Explain effective backup and recovery strategies. (6a,6b,6c)
- 1.5 Explain criteria for evaluating hardware and software appropriate for a given task including open source software (e.g., features, versions, capacity). (6a,6b,6d, 4a-d)
- 1.6 Demonstrate keyboarding techniques, including the use of keyboard shortcuts, to complete assignments efficiently and accurately. (For students with disabilities, demonstrate alternate input techniques as appropriate.) Business standard is 50wpm (6b,6d)
- 1.7 Identify and assess the capabilities and limitations of emerging technologies. (1a,1c,1d,2a,3a,3d,4a,4c,4d,6a-d)
- 1.8 Apply advanced formatting and page layout features when appropriate (e.g., columns, templates, and styles) to improve the appearance of documents and materials. (1b,2b,3c,6b)
- 1.9 Use advanced edit features, track changes, insert comments and collaborate (2a-d,4c,4d,6d)
- 1.10 Identify the use of word processing and desktop publishing skills in various careers. (1d,5c)

Example #1 MLA formatted essay

Example #2 Business letter and flyer design project

### *Database*

- 1.11 Explain the importance of designing the structure of a database to meet its intended goals.

(4a-d,6b)

- 1.12 Duplicate the structure of a database without data. (4a-d,6b)
- 1.13 Save database files in various formats. (4a-d,6b)
- 1.14 Use database features to create mailing labels, form letters, and perform mail merges including the use of advanced search and sorting features to create reports and analyze data (3a,3b, 3d,4a-d,6b)
- 1.15 Identify the use of database skills in various careers. (1d,4a-d,5c,6b)

Example #1 Catalog and mail merge of data

Example #2 Event management

### *Spreadsheets*

- 1.16 Define and use functions of a spreadsheet application (e.g., sort, filter, find). (1c,6b,4c)
- 1.17 Enter formulas and functions; use the auto-fill feature in a spreadsheet application. (1c,6b,4c)
- 1.18 Explain and use advanced formatting features of a spreadsheet application (e.g., reposition columns and rows, add and name worksheets). (1c,6b,4c)
- 1.19 Differentiate between formulas with absolute and relative cell references. (1c,6b,4c)
- 1.20 Use multiple sheets within a workbook (1c,6b,4c)
- 1.21 Import and export data between spreadsheets and other applications. (1c,6b,4c)
- 1.22 Explain how various formatting options are used to convey information in charts or graphs. (1b,2b,3c,6b)
- 1.23 Identify the use of spreadsheet skills in various careers. (1d,5c)

Example#1 Budget creation, data analysis and reports

Example#2 Collecting and reporting data in a science lab

### *Internet, Networking, and Online Communications*

- 1.24 Use search engines and online directories. Explain the differences among various search engines and how they rank results. (1a,3a,4a,4c)
- 1.25 Explain and demonstrate effective search strategies for locating and retrieving electronic information (e.g., using syntax and Boolean logic operators). (1a,3a,4a,4c)
- 1.26 Describe good practices for password protection and authentication.(5a)
- 1.27 Digital literacy -Evaluate the authenticity, accuracy, appropriateness, and bias of electronic resources, including web sites. (3b,5a)

Example #1 Research for Social Studies current events projects

Example #2 Make your own basic web page using HTML.

### *Multimedia*

- 1.28 Identify technology tools (e.g., authoring tools) that can be used to create a multimedia product. (1a,1b,2a,2b)
- 1.29 Use a variety of applications to plan, create, and edit multimedia products (e.g., slide presentations, videos, animations, podcasts). (1a,1b,2a,2b)
- 1.30 Link information residing in different applications (e.g., linking a chart in a word-processing document to the spreadsheet where it was created). (3b,4c)

Example #1 My life power point presentation project

Example #2 Basic video production project

### *Web Authoring*

- 1.31 Distinguish between effective and ineffective web site designs; explain the reasons. (1a-d,2b,2d)
- 1.32 Explain terminology related to web page authoring (e.g., HTML, URL, links, browsers, plug-ins, web servers).(6a)
- 1.33 Use HTML or web-authoring tools to create, edit, and publish well organized web sites with effective navigation.(1a,1b,2a,2b,2d)
- 1.34 Explain basic practices that contribute to a web site's accessibility to people with disabilities (e.g., using alternative text, captioning, consistent structure).(2b-d)
- 1.35 Explain how to test web files for quality assurance. (4c,6c)
- 1.36 Identify career options in web design, development, and management. (1d,5c)

Example #1 Make your own webpage with basic HTML.

Example #2 Career Plan research careers in web design.

**Competency Goal 2** *Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society. (ISTE NETS-S standards alignment)*

*Ethics*

- 2.1 Demonstrate compliance with the school's Acceptable Use Policy.
- 2.2 Explain issues related to the responsible use of technology (e.g., privacy, security). (5a,3c)
- 2.3 Explain laws restricting the use of copyrighted materials. (5a,3c)
- 2.4 Identify examples of plagiarism, and discuss the possible consequences of plagiarizing the work of others. (5a,3c)
- 2.5 Write correct in-text citations and reference lists for text and images gathered from electronic sources. (5a,3b,3c,6b)
- 2.6 Give examples of the appropriate and responsible use of communication tools (e.g., chats, instant messaging, blogs, wikis). (5a)
- 2.7 Discuss misuse of technology for personal and commercial reasons (e.g., software piracy, unauthorized file sharing/downloading, virus spreading, and hacking); explain possible consequences. (5a,5c,5b,5d)

*Society*

- 2.8 Design and implement a personal learning plan that includes the use of technology to support lifelong learning goals. (1d,5c)
- 2.9 Evaluate the authenticity, accuracy, appropriateness, and bias of electronic resources, including Web sites. (3b,5a)
- 2.10 Analyze the values and points of view that are presented in media messages. (2c,3b)
- 2.11 Describe devices, applications, and operating system features that offer accessibility for people with disabilities. (2c,6a,6b,6d)

*Health & Safety*

- 2.12 Evaluate school and work environments in terms of ergonomic practices. (1d,5c)
- 2.13 Describe and use safe and appropriate practices when participating in online communities (e.g., discussion groups, blogs, social networking sites). (5a-d)
- 2.14 Explain and use practices to protect one's personal safety online (e.g., not sharing personal information with strangers, being alert for online predators, reporting suspicious activities). (5a-d)

**Competency Goal 3.** *Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation. (ISTE NETS-S standards alignment)*

*Creativity and Innovation*

- 3.1 Utilize the basic design elements necessary to produce effective print and multimedia projects. (1b,2b,6b)
- 3.2 Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (4a-d)

Example #1 Postcard and logo design project

Example #2 Design brochure project

*Communication*

- 3.3 Use a variety of media to present information for specific purposes (e.g., reports, research papers, presentations, newsletters), citing sources. (2b,3b,3c,6b)
- 3.4 Demonstrate how the use of various techniques and effects (e.g., editing, music, color, rhetorical devices) can be used to convey meaning in media. (1a,2b,6b)

3.5 Use online communication tools to collaborate with peers, community members, and field experts as appropriate (e.g., bulletin boards, discussion forums, web conferencing).(2a-d)  
Example #1 Newsletters and Brochures  
Example #2 Skype class conference and guest speaker, ePals

Adapted from the following sources;

[www.doe.mass.edu/edtech/standards/itstand.pdf](http://www.doe.mass.edu/edtech/standards/itstand.pdf)

The ISTE NETS and Performance Indicators for Students

## Appendix C – Criteria for EETT Funded Technology Plans

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	1, 3 - 4	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/12 to 6/30/15).	The plan is less than three years or more than five years in length.  Plan duration is 2011-2014.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	4 - 5	Example of Adequately Addressed	Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	4 - 5	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

<b>3. CURRICULUM COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.</b>	5 – 7 & Appendix H	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
<b>b. Description of the district's current use of hardware and software to support teaching and learning.</b>	7 - 9	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
<b>c. Summary of the district's curricular goals that are supported by this tech plan.</b>	9	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
<b>d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.</b>	10 - 11	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
<b>e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the</b>	11 - 12	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

classroom and the workplace.			
<p>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)</p>	12 - 13	<p>The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).</p>	<p>The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)</p>	13 - 14	<p>The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	14 - 15	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be</p>

		plan's goals.	taken to accomplish the goals.
i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	15 - 16	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	16 - 17	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	17 & 31 - 32	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators'	17 - 20	The plan provides a clear summary of the teachers' and administrators' current	Description of current level of staff expertise is too general or relates only to a

current technology proficiency and integration skills and needs for professional development.		technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.	20 - 21	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	21 - 22	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the existing hardware, Internet access, electronic	22 - 27	The plan clearly summarizes the existing technology hardware, electronic learning	The inventory of equipment is so general that it is difficult to determine what

<b>learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 &amp; 4) of the plan.</b>		resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
<b>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.</b>	22 - 27	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
<b>c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.</b>	27 - 29	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
<b>d. Describe the process that will be used to monitor Section 5b &amp; the annual benchmarks and timeline of activities including roles and responsibilities.</b>	28	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

<b>6. FUNDING AND BUDGET COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>a. List established and potential funding sources.</b>	29 - 30	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
<b>b. Estimate annual implementation costs for the term of the plan.</b>	30	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
<b>c. Describe the district's replacement policy for obsolete equipment.</b>	31	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
<b>d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.</b>	31	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

<b>7. MONITORING AND EVALUATION COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 11 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.</b>	31 - 32	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
<b>b. Schedule for evaluating the effect of plan implementation.</b>	32	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
<b>c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</b>	32	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

<b>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION</b> Corresponding EETT Requirement(s): 11 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)</b>	33	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

		potential future outreach efforts.	
--	--	------------------------------------	--

<b>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA</b> Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Not Adequately Addressed</b>
<b>a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.</b>	<b>33 - 35</b>	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
<b>b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.</b>	<b>35 - 36</b>	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

Appendix D – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS)  
Contact Information

County & District Code: 31 - 66951

School Code (Direct funded charters only): N/A

LEA Name: Western Placer Unified School District

\*Salutation: Ms.

\*First Name: Mary

\*Last Name : Boyle

\*Job Title: Deputy Superintendent Educational Services

\*Address: 600 6<sup>th</sup> Street, Suite 400

\*City: Lincoln, CA

\*Zip Code: 95648

\*Telephone: (916) 645-6350 Ext:

Fax: 916-645-6356

\*E-Mail: mboyle@wpusd.k12.ca.us

Please provide backup contact information.

1<sup>st</sup> Backup Name: Bob Lyons

1<sup>st</sup> Backup E-Mail: blyons@wpusd.k12.ca.us

2<sup>nd</sup> Backup Name: Scott Leaman

2<sup>nd</sup> Backup E-Mail: sleaman@wpusd.k12.ca.us

\*Required information in the ETPRS

Appendix E: K-5 Student AUP  
**Western Placer Unified School District**  
K-5 Student Instructional Technology Acceptable Use and Internet Safety Policy

The computer is an important tool for you to use in your education. However, it is important that you are safe and responsible while online. You must follow these rules to use the school's network:

**Be Responsible**

- Ask permission before downloading files (attachments) to avoid computer viruses.
- Your password is your secret; do not share it except with your teacher, school administrator, or parents.
- Only visit permitted Internet sites. Information you access and post is monitored.
- Treat computers properly. Tell a teacher if a computer is broken.
- Computers settings are configured by technology staff and should not be changed.
- Ask for your teacher's permission and assistance before using removable media from home.
- Use school computers for school work.
- Maintain your files in a responsible manner, which includes backing up at regular intervals and deleting files at the end of the school year.

**Be Respectful**

- Using ALL CAPITAL LETTERS in a message may be considered rude.
- Only send polite and positive messages to people to avoid hurting other people's feelings.
- Make sure to use respectful language when talking online.
- Only respond to messages from people you know.
- Always treat online friends with respect.
- Use your own words when using information you have researched or use quote marks and cite your source (give credit to the resource from which the information came). Don't plagiarize!
- Don't touch anyone else's computer, school work, or computer files.
- Only use your password to access school computers.

**Be Safe**

- Never give out your full name, address, age, phone number, or school without parents' or teacher's permission. Identify yourself only with a nickname while online.
- Ask an adult you trust about any online contact that makes you feel uncomfortable.
- If a website makes you feel uncomfortable, tell your teacher.
- Ask permission from parents and teacher before posting photos of yourself or others.
- Only use a computer when a teacher is in the room.

To keep students safe online at school, the district actively uses filtering software hosted by the Placer County Office of Education to meet the Children's Internet Protection Act (CIPA) requirement and to keep inappropriate pictures, images, and graphics from being accessed. Filtering software is not a perfect science and it may be possible for users to access inappropriate

sites. If a student's computer usage is disruptive to the school community, the student may be disciplined according to the student discipline policy.

I understand and agree to follow each of the rules above.

Student Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## WESTERN PLACER UNIFIED SCHOOL DISTRICT

### 6-12 Student Instructional Technology Acceptable Use and Internet Safety Policy

Technology provides a wealth of educational opportunities for staff and students. Access to these vast resources requires responsible use by each individual. It is important that you understand your rights and privileges when using the Western Placer Unified School District (WPUSD) resources in this environment. This document describes the computer, network, and Internet resources made available by the school and your responsibilities and obligations in the use of these resources.

#### *Introduction*

WPUSD is pleased to offer students access to district computers, communications systems<sup>1</sup>, the Internet and an array of technology resources to promote educational excellence. Each student is responsible for their use of technology, whether personal or district-provided. While using district and personal technology resources on or near school property, in school vehicles and at school-sponsored activities, as well as using district technology resources via off-campus remote access, each student must act in an appropriate manner consistent with school, district, and legal guidelines. It is the joint responsibility of school personnel and the parent or guardian of each student to educate the student about appropriate digital citizenship and to establish expectations when using technology.

District technology resources are provided to students to conduct research, complete assignments, and communicate with others in furthering their education. This focus does not allow the use of the network system for commercial, political, or personal entertainment purposes. Students may not offer, provide, or purchase products or services through the WPUSD network system. The WPUSD network system has not been established as a public access service or a public forum. Access is a privilege, not a right; as such, general rules of school behavior apply. Access to these services is given to students who agree to act in a considerate and responsible manner. Just as students are responsible for good behavior in a classroom or a school hallway, they must also be responsible when using school computer networks or personal technologies. Students must comply with school standards and honor this agreement to be permitted the use of technology. Disciplinary action may be taken against students for misuse of computer, network, and information resources.

<sup>1</sup>(Communication systems include e-mail, web sites, blogging, podcasting, forums, wikis, and/or other emerging technologies).

#### ***Use of WPUSD Network***

- Each student, along with a respective parent/guardian, must sign an Acceptable Use Policy (AUP) Agreement to be granted an account on the WPUSD network system.
- Students will not make deliberate attempts to disrupt or harm the computer system and its hardware or destroy data by spreading computer viruses or by any other means. Use or possession of "hacking" tools are prohibited.
- Students will use their personal server storage to store only files that are educational in nature and related to course work.
- Students are expected to maintain their instructional files and media in a responsible manner, which includes backing up files at regular intervals to a memory device and deleting files at the end of the school year.

- Students are responsible for their individual accounts and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a student provide their password to another person except to a school administrator or parent.
- Students will not attempt to log on or connect to the WPUSD network under any identity other than their own username.
- Students will not attempt to gain unauthorized access (including hacking) to the WPUSD network system or to any other computer system through the WPUSD network system or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are inappropriate, even if only for the purposes of "browsing" and may result in disciplinary action.
- Students will immediately notify a teacher if they have identified a possible security problem.
- Students will use school resources (e.g. printers, cameras, etc.) only for educational purposes.
- Students are not permitted to connect any personal devices (e.g. laptops, smart phones, etc.) to any part of the WPUSD network system (wireless or directly plugged) without first gaining approval from the Technology Department.
- Students will not download or upload programs or files that can be run or launched.
- Use of WPUSD computers, network, and Internet services does not create any expectation of privacy.
- Students should expect routine monitoring of computer usage and Internet browsing while logged on to the WPUSD network.
- Parents have the right to request to see the contents of student files.

#### ***Internet Access***

- All students will have access to the Internet and World Wide Web information resources through computers connected to the network.
- WPUSD actively uses filtering software hosted by the Placer County Office of Education to meet the Children's Internet Protection Act (CIPA) requirement and to prevent students from accessing graphics that are (1) obscene, (2) pornographic, or (3) harmful to minors. WPUSD retains the right to block unacceptable web sites. Filtering software is not a perfect science and it may be possible for users to access inappropriate sites.
- WPUSD does not guarantee network functionality or accuracy of information.
- Students will not use the WPUSD network system to access inappropriate material including sites that display profane or obscene (pornography) material, advocates illegal acts, encourages the use of drugs, alcohol or tobacco, school cheating, weapons, material that advocates violence, participation in hate groups, or discrimination towards other people, or other inappropriate activities considered harmful to minors.
- If students mistakenly access inappropriate information, they should immediately minimize their screen and tell their teacher. This will protect the student against a claim that they have intentionally violated this Policy.
- The use of anonymous proxies to get around content filtering is strictly prohibited and is a direct violation of this agreement.

#### ***Use of Messaging Services<sup>2</sup>***

- A filtered E-mail account may be provided to students for educational purposes and not as a public or student forum.
- Students will promptly disclose to their teacher or other school employee any message or

information they receive that is inappropriate or makes them feel uncomfortable while on the web, using e-mail, chat rooms, forums or other forms of messaging services.

- E-mail, if provided, may not be used for unlawful activities, political or commercial purposes, any form of harassment or threats, sending of spam messages or chain letters to more than five people or any use that interferes with the school computing services or its employees.
- Students may not send messages with a false identity or alter forwarded mail out of context.
- Students will abide by rules of Network etiquette by not using defamatory, inaccurate, abusive, obscene, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or prejudicial language in public or private communication.
- Students will not post personal contact information about themselves or other people without parental approval. Personal contact information includes but not limited to names, home, school, parent work addresses, telephone numbers, personal photos or videos.
- Students will not repost a message that was sent to them privately without permission of the person who sent them the message.
- Students will not post or share information that could cause damage or a danger of disruption to WPUSD schools or any other organization or person.
- Students are prohibited from accessing or attempting to access instant messages, chat rooms, forums, e-mail, social networking sites, or other messaging services during the instructional day unless authorized by a teacher or administrator for instructional purposes.

<sup>2</sup> (e-mail, chat, forums, blogs, social networking, instant message, SMS and other forms of messaging services)

### **Web Applications<sup>3</sup>**

Students' use of digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others is a key performance indicator of 21st Century Skills. Students may interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. In a digital environment, students will follow all established Internet safety guidelines including the following conditions:

- The use of digital media is considered an extension of your classroom. Any speech that is considered inappropriate in the classroom is also inappropriate in all digital environments. This includes but is not limited to profanity; racist, sexist or discriminatory remarks.
- Students using digital media are expected to act safely by keeping ALL personal information out of their posts.
- A student should NEVER post personal information on the web (including, but not limited to, last names, personal details including address or phone numbers, or photographs). Do not, under any circumstances, agree to meet someone you have met over the Internet.
- Never link to web sites from your digital environment without reading the entire article to ensure it is appropriate for a school setting.
- Students using such tools agree to not share their user name or password with anyone besides their teachers and parents and treat digital spaces as classroom spaces. Speech that is inappropriate for class is also inappropriate online.
- Students who do not abide by these terms and conditions may lose their opportunity to

take part in the project and/or be subject to consequences appropriate to misuse according to the school discipline policy.

<sup>3</sup> (e-mail, chat, forums, blogs, social networking, instant message, wikis, and other forms of collaborative software)

### **Teacher Responsibilities**

- Teachers will provide developmentally appropriate guidance to students as they make use of telecommunications and electronic information resources to conduct research and other studies related to the district curriculum.
- Classroom use of networked resources will be in support of educational goals.
- Teachers will provide alternate activities for students who do not have permission to use the Internet.

### **Cyberbullying**

WPUSD expressly forbids cyberbullying. For the purposes of this policy, "cyberbullying" shall mean using messaging services<sup>2</sup> and/or other digital communication devices to bully others by:

- Sending or posting cruel messages or images;
- Threatening others;
- Excluding or attempting to exclude others from activities or organizations;
- Starting or passing on rumors about others or the school system;
- Harassing or intimidating others;
- Sending angry, rude or vulgar messages directed at a person or persons privately or to an online group;
- Sending or posting harmful, untrue or cruel statements about a person to others;
- Pretending to be someone else and sending or posting material that makes that person look bad or places that person in potential danger;
- Sending or posting material about a person that contains sensitive, private or embarrassing information, including forwarding private messages or images;
- Engaging in tricks to solicit embarrassing information that is then made public.
- Using camera and/or video enabled devices to bully another person or to invade another person's privacy.

### **Privacy, Plagiarism, Piracy and Copyright Infringement**

- An image taken by any camera or video enabled device may not be published, broadcast, or transmitted to any other person, by any means, without the knowledge and consent of each person appearing in that image who had a reasonable expectation of privacy at the time the image was recorded or the person who owns the copyright in the material appearing in that image.
- Camera and/or video enabled devices may not be used in any classroom without a teacher's written permission.
- Students will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours. Plagiarism could result in loss of grade for the assignment in addition to other consequences.
- Students will not download or install pirated software, music, video or files that infringe on copyright laws onto computers. Possession of unlicensed or pirated software is illegal.
- Students will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, you should follow the expressed

requirements.

- If you are unsure whether or not you can use a work, you should request permission from the copyright owner. Copyright law can be very confusing. If you have questions ask a teacher.

#### Use of School Hardware<sup>4</sup>

- School hardware will not be left unattended.
- In the event of any damage to school hardware at any time while it is in the student's possession, the student agrees to inform the appropriate WPUSD Technology Service Center so that repairs can be performed.

<sup>4</sup>(Hardware systems include laptops, digital camera/video equipment and/or other technologies).

#### Consequences

- In the event there is a claim that a student has violated this policy in the use of the WPUSD network system, the student will be provided with a written notice of the suspected violation and an opportunity to present an explanation before an administrator.
- If a student is found to have violated this Policy, the consequences will be, but not limited to, warnings, usage restrictions being placed on their network account, or disciplinary action at the discretion of the site administration.
- A violation of Federal, State or local laws or ordinances may result in legal proceedings.

# WESTERN PLACER UNIFIED SCHOOL DISTRICT

## Student Instructional Technology Acceptable Use and Internet Safety Policy Agreement

I understand and will abide by the Acceptable Use and Internet Safety Policy. Should I commit a violation, I understand that consequences of my actions could include suspension of computer privileges, school disciplinary action, and/or referral to law enforcement.

Student's Name (please print): \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date \_\_\_\_\_

### Parent or Guardian:

As the parent or guardian of this student, I have read the Acceptable Conduct and Use Agreement. I understand that computer access is provided for educational purposes in keeping with the academic goals of the Western Placer Unified School District (WPUSD), and that student use for any other purpose is inappropriate. I recognize it is impossible for WPUSD to restrict access to all controversial materials and I agree to not hold the district or any district staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or users' mistakes or negligence. I understand that my children's computer activities at home should be supervised as they can affect the academic environment at school and acknowledge WPUSD accepts no responsibility for supervision outside the school setting. I agree to indemnify and hold harmless the district and district personnel for any damages or costs incurred. I hereby give permission for my child to use computer resources at WPUSD, including web or Internet based services provided by other companies or institutions which have been approved by WPUSD for student use.

I hereby give permission for my child to use computer resources at WPUSD.

Parent or Guardian's Name (please print)

\_\_\_\_\_  
Parent or Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix G: Staff AUP

# WESTERN PLACER UNIFIED SCHOOL DISTRICT

## Staff Computer, Network, and Internet Safety Acceptable Use Policy

**Technology provides a wealth of educational opportunities for staff and students. Access to these vast resources requires responsible use by each individual. It is important that you understand your rights, privileges and responsibilities when using the Western Placer Unified School District (WPUSD) technology resources in this environment. This document describes the computer, network, and Internet resources made available by the District and your responsibilities and obligations in the use of these resources.**

### 1. Educational and Business Objectives

District computers, networks, software applications, electronic mail, voice mail, and other computer, electronic and telecommunication technologies and facilities are to be used solely for WPUSD business and educational purposes. Staff members are responsible for appropriate behavior on the WPUSD's computers, business systems, network, and the Internet, and must adhere to all relevant federal, state, and local laws, as well as WPUSD policies and procedures.

### 2. WPUSD Property

All technology devices, software, and equipment configurations are owned by WPUSD. All files stored on District equipment and back-up devices are considered property of WPUSD. All equipment, software and business files must be returned immediately upon termination of employment. Neither hardware nor software configuration can be changed without permission from the Technology Department. Any intentional damage to software configuration or equipment may result in appropriate disciplinary actions. If the technology issued to a user is stolen, whether on WPUSD property or in the user's personal possession, the user is responsible to immediately notify their supervisor and police. A copy of the police report must be submitted to your supervisor. All required equipment and software repairs should be reported to the Tech Department through the Trouble Ticket System and repaired only by WPUSD technology personnel.

### 3. Use is a Privilege

Use of the District's computing and networking resources is a privilege. The WPUSD and the individual schools reserve the right to restrict or terminate network and Internet access at any time. Excessive use of district computer resources for personal activities is inappropriate.

### 4. WPUSD Messaging Services<sup>1</sup>

WPUSD employees must exclusively use their WPUSD-provided email account (@wpusd.k12.ca.us) for email correspondence related to WPUSD business or student/educational information. Employees may not use personal email accounts or private websites for communication and interaction with students, parents and the community that relate to district/school/student matters. District e-mail is considered a public record and will be retained for 180 days to comply with federal requirements. E-mail senders and recipients are responsible for identifying and saving documents that must be retained in order to comply with federal, state, or local laws, district policies, or other directives. Any classroom or work related messaging applications require superintendent or designee approval before posting.

<sup>1</sup> (e-mail, chat, forums, blogs, social networking, instant message, SMS and other forms of messaging services)

**5. No Expectation of Privacy**

Network and Internet access is provided as a tool for education. The District reserves the right to monitor, inspect, copy, review, and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. **NO USER SHALL HAVE ANY EXPECTATION OF PRIVACY USING DISTRICT TECHNOLOGY RESOURCES.**

Any or all uses of the system and all files on the system may be intercepted, recorded, monitored, copied, deleted, audited, inspected and disclosed to authorized personnel as well as any other person or entity permitted access under the law. WPUSD shall cooperate with law enforcement agencies investigating illegal activity on the WPUSD network. Unless otherwise stated, submission of a Trouble Ticket will authorize technicians to access individual's e-mail or files as it may be necessary for technical support personnel to review the information during the course of problem resolution.

**6. Data Storage**

Staff should not store personal data in their "My documents" folder because this folder synchronizes to the staff file server. Personal data which does not infringe on copyright or could be considered offensive may be stored locally on the employee's computer but the employee is solely responsible for maintaining and backing up those files. It is the user's responsibility to back up critical business data and files.

**7. Internet Access**

While the District has deployed Internet content filtering technology in the interest of keeping harmful and inappropriate content from being accessed, Internet content filtering is not a perfect science and it may be possible for Internet users to access an offensive site. If this occurs, you must disconnect from that site immediately and notify the Technology Department to block the site.

While on District property, staff must access the Internet only through WPUSD's network. All Internet traffic must pass through the WPUSD network where access controls and related security mechanisms will be applied. Staff may not use any service to bypass the WPUSD network, security mechanism, or content filtering policies.

**8. Promoting Safe Use by Students**

Staff will model proper use of network resources and educate students on using technology safely including: safety and security when using electronic mail, chat rooms, social networking, and other forms of direct electronic communications, avoiding plagiarism, significance of copyright, privacy of personal information, and cyberbully prevention.

**9. Confidentiality of Information**

During your employment with the District, you may have access to confidential student, employee, or business information. WPUSD requires staff maintain absolute confidentiality in all electronic student, employee, and application matters. Access to confidential information REGARDING DISTRICT STAFF OR STUDENTS is authorized ONLY when staff have a legitimate business need to access the information to fulfill his or her professional responsibility, and for which they have been explicitly authorized to access. Staff must not store any sensitive or personal information about staff or students on any portable storage system (e.g. USB memory stick, portable hard drive, Smart Phone, or personal computer) unless the storage system is encrypted and approved for use by the District. **UNAUTHORIZED ACCESS TO OR DISSEMINATION OF CONFIDENTIAL INFORMATION SHALL BE GROUNDS FOR DISCIPLINE UP TO AND INCLUDING TERMINATION.**

Access to the Aeries student information system, though accomplished through a web browser, is to be guarded as you would guard access to your bank account. Never leave a session in the student system without logging out and closing the browser window, no matter how brief the interruption. Only employees have access to the Aeries student information system. **Staff must never delegate responsibility for posting student work to students.**

**10. Liability**

WPUSD makes no assurances of any kind, expressed or implied, regarding any computer or Internet services provided. The District will not be responsible for any damage or financial obligations from use of the network. WPUSD is not responsible for the accuracy or quality of the information obtained through or stored on the system.

**11. Appropriateness of Materials**

Access to the Internet provides opportunities for staff and students to explore resources outside of the walls of their schools or offices. WPUSD acknowledges the fact that inappropriate materials exist and will make what it judges to be reasonable and appropriate efforts to avoid such materials, including the use of filtering software. However, no software or appliance can filter out all materials that are inappropriate or unacceptable for academic purposes and it should be clearly understood by all staff, students, and students' parents/guardians that intentional access to such material, in any form, is strictly forbidden. The network is designed to achieve and support the WPUSD's business and instructional goals and any information that does not support the goals is to be avoided. If a staff or student unintentionally accesses such information while doing legitimate research, he/she should contact the Tech Department. It is the responsibility of all users to ensure WPUSD computers, the network, and the Internet are being used for educational or WPUSD business purposes.

**12. Copyright and Piracy**

Unless it is otherwise stated, users should assume that all materials on the Internet, including web sites and graphics, are copyrighted. Existing copyright guidelines, such as those involving photocopying, multimedia, and fair use apply. Copyrighted material shall be posted online only in accordance with applicable copyright laws. Staff and students may not copy software on any WPUSD computer and may not bring software from outside sources for installation or use on WPUSD equipment without the prior approval of the Technology Department. The District shall not be responsible or liable for unauthorized use or distribution of copyrighted materials and reserves the right to seek indemnification from the user for the inappropriate use, distribution or possession of copyrighted material on the District computers or network facilities. Staff will not download or install pirated software, music, video or files that infringe on copyright laws onto computers. Possession of unlicensed or pirated software is illegal. WPUSD reserves the right to remove unauthorized software from school computers. Peer-to-Peer file sharing is expressly prohibited.

**13. User Accounts and Passwords**

A user is responsible for the proper use of their network account and agrees to access the system only under their account name assigned to him/her. **Staff must not allow a student to have individual use of a staff account.** Passwords must never be shared. Users must take reasonable steps to ensure the security/privacy of their passwords, including changing the password periodically, selecting a password that is complex and known only to the user, and never displaying the password in a public place. Based on your position and your supervisor's authorization, you may be provided with access levels which allow you to view, create, alter, delete, print, and transmit information.

#### **14. Security**

To ensure proper configuration and safeguard network security, users are not allowed to attach computers, printers, wireless access points, or any other types of hardware to the district network without approval and support of the Technology Department. Attaching personally owned technology to the District network, with the exception of a USB memory stick, is not allowed and will be disconnected immediately. Users may not establish any network connection that could allow unauthorized access to WPUSD's systems and information including, but not limited to, remote access software. No proxies or personal firewalls are allowed

#### **15. Mobile Devices**

PDAs, Pocket PCs, cell phones, storage devices, and other hardware that can contain sensitive information must be secured in the same manner as desktop and laptop computers. These devices will be issued and returned according to WPUSD equipment procedures. If equipment issued to a user is lost or stolen, it is the user's responsibility to report the loss immediately. Failure to take reasonable and appropriate steps to secure sensitive information shall be grounds for discipline, including possible termination. No personal devices (e.g. iPads, laptops, smart phones, etc.) are allowed on the district network.

#### **16. Staff Responsibilities**

Employees working with students are responsible for supervising students' use of WPUSD technology and enforcing the Acceptable Use Policy. Teachers will provide developmentally appropriate guidance to students as they use network resources to conduct research and other studies related to the district curriculum. Classroom use of networked resources will be in support of educational goals. Teachers will provide alternate activities for students who do not have permission to use the Internet. Staff should understand expectations for professional conduct extend into the online world of social networking, blogs, and other applications. Staff is discouraged from "friending" current students using social networking and messaging sites such as Facebook, MySpace, and Twitter except in the context of a school project. Conduct which reflects poorly upon personnel may be grounds for disciplinary review or action.

#### **17. Web Applications<sup>2</sup>**

Staff use of digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others is a key performance indicator of 21st Century Skills. Staff may interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. In a digital environment, staff will follow all established Internet safety guidelines including, but not limited to, the following conditions:

- The use of digital media is considered an extension of your classroom. Any speech that is considered inappropriate in the classroom is also inappropriate in all digital environments. This includes but is not limited to profanity; racist, sexist or discriminatory remarks.
- Students using digital media are expected to act safely by keeping ALL personal information out of their posts.
- Staff should NEVER post personal student or staff information on the web (including, but not limited to, last names, personal details including address or phone numbers, photographs, or videos).
- Never link to web sites from your digital environment without reading the entire article to ensure it is appropriate for a school setting.
- Staff using such tools agrees to treat digital spaces as classroom spaces.
- Staff using collaborative tools with students must receive permission from the principal and provide them activity access. The activity must be monitored and provided closure at the activity conclusion.

<sup>2</sup> (e-mail, chat, forums, blogs, social networking, instant message, wikis, and other forms of collaborative software)

**18. Confidentiality and Privacy**

An image taken by any camera or video enabled device may not be published, broadcast, or transmitted to any other person, by any means, without the knowledge and consent of each person appearing in that image who had a reasonable expectation of privacy at the time the image was recorded or the person who owns the copyright in the material appearing in that image. The confidentiality of school data must also be maintained in online communication and postings. Personal equipment may not be used to take photographs of any kind without the informed consent of their supervisor. Staff must respect the privacy of the WPUSD community and not share or post online any personal identifying information about any WPUSD community member without permission (e.g. names, addresses, phone numbers, e-mail addresses, photos, videos, etc.).

**19. Consequences of Violations**

Any violation of the requirements and guidelines in the Acceptable Use Policy may be cause for restriction or revocation of network access privileges. The revocation will not inhibit the District's authority to impose disciplinary action as deemed appropriate, up to and including termination. If a staff member is accused of any of the violations listed above, he/she has all of the rights and privileges that a staff member would have if he/she were subject to any other type of disciplinary action. Users assume personal responsibility and liability, both civil and criminal, for uses of the network not authorized by this policy and WPUSD's guidelines. The district does not sanction any use of its computer systems or the Internet that is not authorized by or conducted strictly in compliance with this policy. WPUSD retains the right to remove from its information systems any material it views as offensive or potentially illegal.

## WESTERN PLACER UNIFIED SCHOOL DISTRICT

### Staff Computer, Network, and Internet Safety Acceptable Use Policy

PLEASE SIGN BELOW IF YOU AGREE TO THE FOLLOWING STATEMENTS:

- I have read, understand, and agree to the WPUSD Staff Computer, Network, and Internet Safety Acceptable Use Policy. I agree to follow all of the rules contained in this six-paged document. I understand that if I violate the rules, my account can be terminated, my access to computers revoked, and I may face disciplinary measures up to and including termination.
- I have read and understand Board Policy 4040 and Administrative Regulation 4040 regarding Employee Use of Technology.
- I understand Internet sites are filtered and that my District email, Internet use, network use, and data files may be monitored by the District as described above.
- I hereby release WPUSD, its personnel, and any institutional affiliations from any and all claims and damages of any nature arising from my use of, or inability to use, WPUSD's network and computer systems, including but not limited to claims that may arise from the unauthorized use of the system.

Staff working with students:

- I agree to enforce the Acceptable Use Policy with students under my supervision.

---

Please Print First and Last Name

Signature

---

Date

School/Location

---

Position

## APPENDIX H

### WPUSD COMPUTER AVAILABILITY AFTER HOURS 2011 – 2012

ALL school sites can assist parents in looking up assignments and/or grades that are available online if the parent does not have computer/internet access at home. Public library computers are also an option. Additionally, COES, FSS, SES & GEMS have after-school CARE programs that provide student with computer access; TBES, LCES, COES, FRES have after-school STAR programs that provide students with computer access; CCC has after-school SPRINGBOARD that provides students with computer access; LHS has after-school Peer Tutoring that provides students with computer access.

Individual school sites also report the following:

**SCHOOL:** Carlin C. Coppin

**DAYS/HOURS for AFTER-SCHOOL USE OF COMPUTERS:** 30 minutes before school; SPRINGBOARD program after school

**LOCATIONS:** Classrooms

**SCHOOL:** Creekside Oaks

**DAYS/HOURS for AFTER-SCHOOL USE OF COMPUTERS:** 30 minutes before school; CARE Program after school

**LOCATIONS:** Classrooms

**SCHOOL:** First Street School

**DAYS/HOURS for AFTER-SCHOOL USE OF COMPUTERS:** 30 minutes before school; Library after school; CARE Program after school

**LOCATIONS:** Classrooms & Library

**SCHOOL:** Foskett Ranch Elementary

**DAYS/HOURS for AFTER-SCHOOL USE OF COMPUTERS:** 30 minutes before school; STAR Program after school

**LOCATIONS:** Classrooms

**SCHOOL:** Sheridan

**DAYS/HOURS for AFTER-SCHOOL USE OF COMPUTERS:** Monday-Friday (2:15-6:00) – CARE Program after school; 30 minutes before school

**LOCATIONS:** Computer Lab A computer is available for parents (in the office) from 7:30-4:30 Monday through Friday.

q.s.74

**SCHOOL:** Twelve Bridges Elementary

**DAYS/HOURS for AFTER-SCHOOL USE OF COMPUTERS:** 30 minutes before school; STAR Program after school

**LOCATIONS:** Classrooms

**SCHOOL:** Glen Edwards Middle School

**DAYS/HOURS for AFTER-SCHOOL USE OF COMPUTERS:** 30 minutes before school in classrooms; After school through CARE Program.

**LOCATIONS:** Classrooms

**SCHOOL:** Twelve Bridges Middle School

**DAYS/HOURS for AFTER-SCHOOL USE OF COMPUTERS:** 30 minutes before school in classrooms.

**LOCATIONS:** Classrooms

**SCHOOL:** Lincoln High School

**DAYS/HOURS for AFTER-SCHOOL USE OF COMPUTERS:** Monday-Thursday, 3:15 – 5:30; Peer Tutoring After School; 30 minutes before school.

**LOCATIONS:** Library & Computer Lab

**SCHOOL:** Phoenix High School

**DAYS/HOURS for AFTER-SCHOOL USE OF COMPUTERS:** Monday – Friday, 1:00 – 3:00 (Students' day ends at 1:00); 30 minutes before school

**LOCATIONS:** Classrooms

8.S.7S

# WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES 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:**

Disposal of Surplus Buses

**AGENDA ITEM AREA:**

Action

**REQUESTED BY:**

Joyce Lopes  
Assistant Superintendent of Business Services

**ENCLOSURES:**

No

**DEPARTMENT:**

Business Services

**FINANCIAL INPUT/SOURCE:**

General Fund

**MEETING DATE:**

June 5, 2012

**ROLL CALL REQUIRED:**

No

**BACKGROUND:**

Board Policy 3270 provides that the Board of Trustees may authorize the disposal of surplus equipment when the equipment becomes unusable, obsolete or no longer needed.

During the last several years, the District Transportation Department has changed significantly in response to budget reductions. We have eliminated routes inside city limits; taking 12 routes down to 5. We now provide special education transportation in house. These changes have had a significant impact on our fleet. We presently have 33 buses in our fleet with 15 being used on a daily basis. The majority of the large 88 passenger buses are not used regularly. Therefore, we are requesting surplus for 5 in our fleet.

The following buses are no longer in use and have not been retrofitted for clean air emissions:

Bus #	Year	Model	VIN#	Blue Book Value
11	2003	Collins	1GBJG31U331165434	\$6,100
3	1993	Bluebird	1HVB BPUM1PH550886	\$1,100
2	1990	Bluebird	1HVB BNEM7MH307551	\$700
15	2007	Bluebird	1BABNBXA18F248586	\$30,700
24	2006	Thomas	1T7YU4C2761160281	\$26,300

8.6

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEES MEETING**

Total Blue Book Value for the buses recommended for surplus is \$64,900. A-Z Bus Sales, Inc., has offered to purchase the lot for \$89,750.

**RECOMMENDATION:**

Administration recommends the Board of Trustees declare the attached list of vehicles as surplus, authorize the sale of the vehicles to A-Z Bus Sales, Inc., and authorize the removal of these items from the fixed assets inventory list.

# WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES 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:**

Increase Lunch Fees

**AGENDA ITEM AREA:**

Action

**REQUESTED BY:**

Joyce Lopes  
Assistant Superintendent of Business Services

**ENCLOSURES:**

none

**DEPARTMENT:**

Business Services/Nutrition Services

**FINANCIAL INPUT/SOURCE:**

Nutrition Services, Fund 13

**MEETING DATE:**

June 5, 2012

**ROLL CALL REQUIRED:**

No

---

**BACKGROUND:**

On December 13, 2010, President Obama signed into law Public Law 111-296, the Healthy, Hunger-Free Kids Act of 2010 (HHFKA). The last update to school meals standards was over 15 years ago. Since that time, advancements in our understanding of human nutrition have occurred requiring an update to school meal nutrition standards to reflect the most current dietary science.

The healthier meal requirements are a key component of the Healthy, Hunger-Free Kids Act, which was championed by the First Lady as part of her *Let's Move!* Campaign. The timing of this legislation and USDA's standards are needed to help combat childhood obesity as well as childhood hunger. Nearly 1 in 3 children are at risk for preventable diseases like diabetes and heart disease due to obesity. If left unaddressed, health experts tell us that our current generation of children may have a shorter lifespan than their parents. Additionally, during 2010 over 17 million households in the United States, representing over 32 million adults and over 16 million children, struggled to put enough food on the table. For many of these children, a school meal is the only nutritious source of food they can count on.

The new lunch meal pattern is effective July 1, 2012. With the exception of the new milk requirement, changes to the breakfast program will be phased-in beginning July 1, 2013.

8.7

## **WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING**

The key changes to the meals for children in grades K - 12 are:

### **National School Lunch Program (NSLP)**

- A daily serving of fruits
- Increased quantity of combined fruits and vegetables. A daily serving of vegetables plus a weekly requirement for dark green, red/orange, beans/pea (legumes), starchy, and "other" vegetables
- Weekly meat/meat alternate ranges plus a daily requirement
- In the first year of implementation, at least half of the grains offered during the school week must be whole grain-rich

### **School Breakfast Program (SBP)**

- Meat/meat alternate may be offered after minimum grains requirement is met
- In the second year of rule implementation, at least half of the grains offered during the school week must be whole grain-rich
- In the third year of implementation, increase fruit quantity at breakfast
- Breakfast is included in administrative reviews

### **NSLP and SBP**

- One food-based menu planning approach and same age/grade groups
- Fruits and vegetables are two separate food components
- Daily fruit requirement
- Under offer versus serve, student must select at least ½ cup of the fruit or the vegetable component as part of the reimbursable meal
- Weekly bread/grain ranges plus a daily minimum requirement
- On the third year of rule implementation, all grains offered during the school week must be whole grain-rich
- Fat-free (unflavored or flavored) and unflavored low-fat milk only
- Calorie minimum and maximum levels
- Intermediate (Target 1 and Target 2) and final sodium reductions
- Trans fat limit
- Limit on saturated fat only (not on total fat)
- 3-year administrative review cycle

These new requirements focus on meal components that have a higher base cost. Current estimates from national nutrition services professionals and consortiums indicate food costs for the new meal patterns will be at least 10 percent. Based on that information, district management is proposing a 10 percent increase to lunch program fees for 2012-13. Breakfast program fees will be kept at the current rate as the phase in for the breakfast program is July 1, 2013.

8.7.1

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEES MEETING**

**PROPOSED LUNCH PROGRAM FEES Effective July 1, 2012:**

<b>Grade Range</b>	<b>Current Fee</b>	<b>Proposed Fee</b>	<b>Increase</b>
<b>K-5</b>	\$2.50	\$2.75	\$0.25
<b>6-8</b>	\$2.75	\$3.00	\$0.25
<b>9-12</b>	\$3.00	\$3.25	\$0.25
<b>Reduced Lunch</b>	\$0.40	\$0.40	\$0.00
<b>Adult</b>	\$3.50	\$3.75	\$0.25
<b>Headstart Program</b>	\$2.75	\$2.75	\$0.00
<b>Milk Only</b>	\$0.40	\$0.50	\$0.10

**RECOMMENDATION:**

Approve new fee schedule for lunch program for 2012-13.

8.7.2

# WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES 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:**

Preliminary Budget Data

**AGENDA ITEM AREA:**

Information

**REQUESTED BY:**

Joyce Lopes  
Assistant Superintendent, Business Services

**ENCLOSURES:**

Yes

**DEPARTMENT:**

Business Services

**FINANCIAL INPUT/SOURCE:**

N/A

**MEETING DATE:**

June 5, 2012

**ROLL CALL REQUIRED:**

No

---

**BACKGROUND:**

District staff is preparing the 2012-13 budget documents for Board approval at the June 19, 2012, Board of Trustees meeting. The State's May Budget Revise has impact on our 2012-13 budget assumptions along with our multi-year projections. Enclosed are the budget assumptions for 2012-13 for Board review and input.

**RECOMMENDATION:**

Board of Trustees review the budget assumptions for the 2012-13 budget and provide input.

# WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING

Per California Education Code 42127, on or before July 1 of each year, the governing Board of each school district shall adopt the budget for the subsequent fiscal year. The 2012-13 budget will be presented for Board of Trustee approval on June 19, 2012. The budget reflects assumptions provided by Placer County Office of Education, School Services of California, WPUSD Board approved budget reductions and the State May Budget Revise.

## BUDGET ASSUMPTIONS:

The following budget assumptions will be used for the 2012-13 adopted budget.

	2011/12 Estimated Act.	2012/13 Projection	2013/14 Projection	2014/15 Projection
<b>REVENUES</b>				
<b>Revenue Limit Sources:</b>				
Projected Increase in Enrollment	37	0	66	67
Projected Enrollment	6,588	6,588	6,654	6,720
Projected ADA Funded	6,279	6,292	6,368	6,452
Enrollment vs ADA Factor	95.3%	95.5%	95.7%	96.0%
Percent Increase in Student Enrollment (CBEDS)	0.0%	0.0%	1.0%	1.0% Updated projections
Total ADA	6,310	6,323	6,399	6,483
less: County Program ADA	31.66	31.66	31.66	31.66
<b>ADA less County ADA</b>	<b>6,279</b>	<b>6,292</b>	<b>6,368</b>	<b>6,452</b>
Percent Increase in ADA	0.8%	1.0%	1.2%	1.3%
State COLA	2.24%	3.24%	2.50%	2.70% Per SSC Dartboard
State Deficit	-20.602%	-22.272%	-22.272%	-22.272%
Mid-year cut	0.000%	0.000%	-2.500%	-2.700% Per SSC Dartboard
Deficit Factor	0.79398	0.77728	0.77728	0.77728
Prior Year Revenue Limit (before deficit)	\$6,348.07	\$6,491.07	\$6,698.07	\$6,698.07
COLA Applied	<b>\$143.00</b>	<b>\$207.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Additional cut (applied before deficit)	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Other Revenue Limit Adjustments (applied before deficit)	<b>\$25.97</b>	<b>\$26.81</b>	<b>\$27.48</b>	<b>\$28.22</b>
Deficit Applied	(1,342.64)	(1,497.77)	(1,497.91)	(1,498.08)
Additional cut	<b>0.00</b>	<b>(441.00)</b>	<b>(441.00)</b>	<b>(441.00)</b>
Equalization	\$0.00	\$0.00	\$0.00	\$0.00
Other Revenue Limit Adjustments	\$0.00	\$0.00	\$0.00	\$0.00
Funded Revenue Limit per ADA	\$5,174.40	\$4,786.12	\$4,786.64	\$4,787.21
Basic Aid/Charter School Revenue Adjustment	\$0	\$1,120,403	\$1,095,188	\$1,038,661
<b>Federal Revenue</b>				
Statutory COLA	0.000%	0.000%	0.000%	0.000%
<b>State Revenue</b>				
State Categorical COLA	0.00%	0.00%	2.50%	2.70%
Lottery-Unrestricted (RS 1100)	\$118.00	\$118.00	\$118.00	\$118.00
Lottery-Restricted (RS 6300)	\$23.75	\$23.75	\$23.75	\$23.75
<b>Transfers In</b>				
Adult Ed (Fund 11)	\$7,700	\$7,000	\$7,000	\$7,000
Preschool (Fund 12)	\$12,700	\$12,700	\$12,700	\$12,700
Cafeteria (Fund 13)	\$83,700	\$98,100	\$98,100	\$98,100
Deferred Maintenance (Fund 14)	\$2,012,430			

PCOE and School Services have recommended we plan for a \$441 per ADA on-going revenue limit budget reduction for 2012-13. The deficiated revenue limit for 2011-12 is \$5,174. We are planning for a revenue limit of \$4,786. This will allow us to plan for mid-year trigger cuts. If the November Tax Initiative passes, we will not have to incorporate those cuts in 2012-13.

8.8.1

# WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING

	2011/12 Estimated Act.	2012/13 Projection	2013/14 Projection	2014/15 Projection
<b>EXPENDITURES</b>				
<b>Certificated Salaries</b>				
New Hires FTE - Growth	0.0FTE	0.0FTE	0.0FTE	0.0FTE
Reductions in Force	1 FTE	21.2 FTE	to be determined	to be determined
Program (Music, PE, Special Ed)	3.0 FTE	0 FTE	0 FTE	0 FTE
New Hires Admin FTE	0 FTE	0 FTE	0 FTE	0 FTE
Estimated Retirements/resignations	(11.5) FTE	0 FTE	0 FTE	0 FTE
Staffing Ratio K	25:1	25:1	25:1	25:1
Staffing Ratio 1-3	22:2	28:1	28:1	28:1
Staffing Ratio 4-5	30:2	31:1	31:1	31:1
Staffing Ratio 6-8	25:2	26:1	26:1	26:1
Staffing Ratio 9-12	28:2	29:1	29:1	29:1
Step/Column	2.50%	1.50%	2.50%	2.50%
Average teacher salary/benefits	\$82,483	\$83,721	\$85,814	\$87,959
Expenditures for Extra Duty (xx20)	\$288,000	\$288,000	\$290,900	\$293,800
Substitutes (xx10)	\$265,000	\$265,000	\$267,700	\$270,400
<b>EXPENDITURES (continued)</b>				
<b>Classified Salaries</b>				
Additional Classified Staff - DO	(0.5 FTE)	0.0 FTE	0.0 FTE	0.0 FTE
Additional Classified Staff - school sites	0.0 FTE	0.0 FTE	0.0 FTE	0.0 FTE
Reductions in staffing	0.0 FTE	11.75	to be determined	to be determined
Estimated Retirements/resignations	(3.0) FTE	0.0 FTE	0.0 FTE	0.0 FTE
Step/Column	1.00%	0.00%	1.00%	1.00%
Expenditures for OT/Subs	\$149,000	\$149,000	\$150,000	\$152,000
<b>Benefits</b>				
Health and Welfare benefits are projected to increase 5% per year in 13/14 and 14/15. Statutory benefits are projected to remain relatively stable at: OASDI (6.2%), Medicare (1.45%), Unemployment (1.61%), PERS Reduction (1.82%), and Workers' Comp (1%). Retirement benefits: STRS (8.25%) and PERS (11.20%). PERS is expected to increase at a rate of approximately 1% per year. STRS rates may increase in two years.				
<b>Site Allocations</b>				
<b>Unrestricted</b>				
Per Elementary Student	\$47.00	\$37.60	\$37.60	\$37.60
Per Middle School Student	\$58.50	\$46.80	\$46.80	\$46.80
Per High School Student	\$83.75	\$67.00	\$67.00	\$67.00
<b>SLIG (School and Library Improvement Grant)</b>				
K-6	\$49.79	\$17.43	\$17.43	\$17.43
7-8	\$18.16	\$6.36	\$6.36	\$6.36
<b>MAA (Medical Administrative Activities)</b>				
Annual allocation distributed among sites (estim \$	100,000	\$ 165,000	\$ 165,000	\$ 165,000
<b>Lottery per Teacher</b>	\$500.00	\$0.00	\$500.00	\$500.00
<b>Services &amp; Operating Expenses</b>				
Estimate/California CPI	2.30%	2.10%	2.40%	2.40%
Twelve Bridges Library Contribution	\$62,000	\$72,000	\$72,000	\$72,000
<b>Indirect Cost Rate</b>	6.37%	n/a	n/a	n/a
<b>TRANSFERS OUT (761x)</b>				
Adult Ed (Fund 11)	\$ 23,000	\$ 23,000	\$ 23,000	\$ 23,000
<b>Designated for Economic Uncertainty</b>				
	3%	3%	3%	3%
<b>Basic Aid Reserve</b>	\$ -	\$ 1,219,050	\$ 1,164,230	\$ 1,075,647

8.8.2

## **WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING**

Expenditures assumptions also include the Board approved budget reductions and agreed upon concessions with our bargaining units as approved by the Board previously in MOUs. Assumptions for the 2012-13 budget year and the multi-years are conservative with plans for mid-year trigger cuts, zero COLA, and very little enrollment growth. Those reductions are summarized on Attachment A.

### **MAY BUDGET REVISION**

The Governor's 2012-13 May Revision largely maintains his January positions regarding K-14 education. If the Governor's tax proposal is approved by voters in November 2012, K-12 spending remains flat at roughly the 2011-12 level. If the tax initiative fails, schools lose approximately \$5.5 billion. The major changes reflect the current economic reality that, since January, the budget gap has increased from \$9.2 billion to \$15.7 billion. The Governor cites three major reasons for the difference: lower revenues, an increase in Proposition 98 obligations, and adverse court decisions regarding some of the Governor's proposals.

The Governor's proposal includes language regarding mandates, redevelopment agencies, transportation, transitional kindergarten and funding flexibility. While the details are still vague, the Governor is proposing significant changes to the way schools are funded. A new "Weighted Student Formula" that combines revenues limit and funding from 40 state categorical programs would replace the current funding system. Funds would be distributed according to a base funding amount per ADA and a supplemental amount for each English Learner and Free/Reduced-Price Meals Program eligible student. It is a little early to tell what impact this may have on individual districts. Some of the details are still being discussed, debated, and determined. We will continue to watch the legislation outlining the Weighted Student Formula.

The May Revision leaves a fair amount of uncertainty regarding the 2012-13 budget. However, as we plan for the 2012-13 budget adoption, we will use the best information available and bring budget revisions and updates to the Board of Trustees throughout the year as necessary.

# WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING

Budget Committee Information					District Recommendation		
Non Negotiable/No Personnel Involved			Dollar Amount Saved	Notes from Budget Committee	Proposed Amount	Proposed Action	Comments
30	Staffing - Employment	Immediately stop using outside consultants to save permanent jobs.	\$264,000	Provide last 3 years of consultant expenses.	\$25,000	Most items in the consultant category are mandatory.	"Consultants" usually include activities that are mandated or bring in additional income.
46	Reserves	Count the \$750,000 wetland reserve as part of the reserve for economic uncertainty.	\$750,000		\$750,000	Transfer funds from restricted reserve.	Transfer back for 2013-14 school year.
52	Staffing - Training	Eliminate all travel and conferences.	\$38,000	Does not include subs.	\$10,000	Reduce budget by \$10,000.	Vital activities will be attended.
63	Efficiency	Reduce district office department budgets by 5-10%.	\$38,000	Dollar amount saved reflects 5% reduction. Not all areas can be reduced (i.e. audit).	\$137,680	Reduce district office, maintenance, and custodial supply budgets 20%.	
72	Efficiency	Aggressively enforce utilities costs. Usage of stadium lights, gym lights, personal microwaves, heaters, fans, refrigerators, etc. Shut off lights when leaving room.	\$40,000	Most classrooms and ancillary spaces are on sensors for lights; exception are multis and gyms. Most exterior lights operate through the Energy Management System. The schedule throughout the District for HVAC start and stop times are: Classrooms: 6:45 am - 3:15 pm & Administration: 6:00 am - 4:00 pm. Electricity costs are \$1 million per year or \$150 per square foot. Dollar amount saved reflects a 1% reduction in electricity costs.	\$85,000	HVAC automatically begins 45 minutes before school day and ends at dismissal. No automatic HVAC on weekends.	Overrides are available for those present after HVAC turns off.
88	Reserves	Pull \$50,000 from deferred maintenance and return to general budget.	\$50,000		\$50,000	Transfer \$50,000	May have impact on some projects.
90	Technology	Suspend computer replacements for one year.	\$300,000	(Reduced budget to 200,000)	\$150,000	Reduce budget to \$150,000	
93	Programs & Services	Reduce Lighthouse funding by \$5,000.	\$5,000	Reduced by \$5000 in 2011-12	\$25,000	Contract in a different manner	Will be funded through another restricted source
122	Extra Curricular	Allow individual freshmen teams or programs to fundraise for officials and or transportation costs.	\$10,000	Dollar amount saved is stipends for freshmen sports.	\$15,000	Sports are self funding except for \$15,000 for equipment and stipends, which are negotiable.	Sports will be required to continue to be self funded excluding stipends.
133	Programs & Services	Eliminate SRO position.	\$140,000		\$140,000	Eliminate SRO position.	
134	Facilities	Charge each employee that wants a refrigerator or microwave in their classroom \$50 per appliance.	\$5,000		\$1,000	Represents 20 appliances.	Only curriculum related appliances will be allowed.
143	Programs & Services	Reduce general fund provided site funds by 10%.	\$63,500		\$127,000	Reduced 20%	Will impact site activities.
A	Programs & Services				\$12,400	Increase transportation fees 10%.	
B	Programs & Services				\$17,400	Charge Food Services a utilities fee.	

8.8.4

# WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING

<i>Cert. Mangmt. Budget Reduction Document</i>		<i>Actual Budget Reductions</i>		<i>Balance</i>
<i>Item</i>	<i>Savings</i>	<i>Item</i>	<i>Savings</i>	
<u>Staffing Reductions:</u>		<u>Staffing Reductions:</u>		
Reduce Psychologist position .5 FTE	\$54,000	Reduce Psychologist position .5 FTE	\$54,000	
Reduce elementary vice principal .5 FTE	\$25,400	Reduce elementary vice principal .5 FTE	\$25,400	
Subtotal	\$79,400	Subtotal	\$79,400	
<u>Other Items:</u>		<u>Other Items:</u>		
Eight furlough days	\$94,704	Eight furlough days	\$94,704	
Eliminate district contribution for professional dues	\$22,732	Eliminate district contribution for professional dues	\$22,732	
Subtotal	\$117,436	Subtotal	\$117,436	
Total Savings	\$196,836	Total Savings	\$196,836	\$0

<i>Confidential Budget Reduction Document</i>		<i>Actual Budget Reductions</i>		<i>Balance</i>
<i>Item</i>	<i>Savings</i>	<i>Item</i>	<i>Savings</i>	
<u>Staffing Reductions:</u>		<u>Staffing Reductions:</u>		
Reduce one position .5 FTE	\$30,000	Reduce one position .5 FTE	\$30,000	
Subtotal	\$30,000	Subtotal	\$30,000	
<u>Other Items:</u>		<u>Other Items:</u>		
Eight furlough days	\$17,880	Eight furlough days	\$17,880	
Subtotal	\$17,880	Subtotal	\$17,880	
Total Savings	\$47,880	Total Savings	\$47,880	\$0

8.8.5

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEES MEETING**

<i>Classified Mangmt. Budget Reduction Document</i>		<b>Actual Budget Reductions</b>		<i>Balance</i>
<i>Item</i>	<i>Savings</i>	<i>Item</i>	<i>Savings</i>	
<u>Staffing Reductions:</u>		<u>Staffing Reductions:</u>		
Reduce one tech position 1 FTE	\$59,188	Reduce one tech position 1 FTE	\$59,188	
Subtotal	\$59,188	Subtotal	\$59,188	
<u>Other Items:</u>		<u>Other Items:</u>		
Eight furlough days	\$25,368	Eight furlough days	\$25,368	
Subtotal	\$25,368	Subtotal	\$25,368	
Total Savings	\$84,556	Total Savings	\$84,556	\$0

<i>Supt./Dept. Supt./Asst. Supt. Budget Reduction</i>		<b>Actual Budget Reductions</b>		<i>Balance</i>
<i>Item</i>	<i>Savings</i>	<i>Item</i>	<i>Savings</i>	
<u>Staffing Reductions:</u>		<u>Staffing Reductions:</u>		
Subtotal	\$0	Subtotal	\$0	
<u>Other Items:</u>		<u>Other Items:</u>		
Eight furlough days	\$13,488	Eight furlough days	\$13,488	
Eliminate district contribution for professional dues	\$4,116	Eliminate district contribution for professional dues	\$4,116	
Subtotal	\$17,604	Subtotal	\$17,604	
Total Savings	\$17,604	Total Savings	\$17,604	\$0

8.8.6

# WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING

<i>Budget Reduction Document</i>		<i>WPTA Suggestions with Staff Reductions</i>		<i>Balance</i>
<i>Item</i>	<i>Savings</i>	<i>Item</i>	<i>Savings</i>	
<u>Staffing Reductions:</u>		<u>Staffing Reductions:</u>		
Reduce 3 teaching positions at LHS	\$151,875	Reduce 4 teaching positions at LHS	\$202,500	
Reduce 2 teaching positions at each middle school	\$202,500	Reduce 2 teaching positions at each middle school	\$202,500	
Reduce 12 elementary teaching positions	\$607,500	Reduce 11 elementary teaching positions	\$556,875	
Reduce 1 middle school counselor	\$93,500	Reduce 1 middle school counselor	\$93,500	
Subtotal	\$1,055,375	Subtotal	\$1,055,375	
<u>Other Items:</u>		<u>Other Items:</u>		
Eight furlough days	\$1,035,000	Six Furlough Days	\$775,824	
Freeze certificated health benefit cap	\$166,000	Eliminate Lottery Allocations	\$160,000	
		No Employee Column Movement	\$67,500 *	
		Eliminate Class Size Overages	\$137,000	
		Members pay 1.5% benefit cap increase	\$49,800	
		PAR Sweep	\$23,749	
Subtotal	\$1,201,000	Subtotal	\$1,213,873	
Total Savings	\$2,256,375	Total Savings	\$2,269,248	-\$12,873

8.8.7

# WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING

Budget Reduction Document		CSEA Suggestions		Balance
Item	Savings	Item	Savings	
<u>Staffing Reductions:</u>		<u>Staffing Reductions:</u>		
Cut kindergarten aides	\$88,000	Reinstated	\$0	
Reduce campus supervisor ratio by 12.5%	\$25,625	Reduce campus supervisor ratio by 12.5%	\$25,625	
Eliminate health clerks	\$130,000	Realign front office clerks	\$130,000	
Reduce library technician hours from 8 to 6	\$72,000	Reduce library tech hours from 8 to 6 at elementary only. Reduce each middle school library tech .5 hours	\$55,350	
Reduce one hour special education clerk time	\$8,504	Reduce one hour special education clerk time	\$0	
Reduce one hour special education secretary time	\$7,818	Reduce one hour special education secretary time	\$0	
		Freeze longevity	\$8,800	
		Minimum overtime reduced to 1 hour	\$26,000	
		Freeze step/column/professional growth	\$88,000	
Subtotal	\$331,947	Subtotal	\$333,775	
<u>Other Items:</u>		<u>Other Items:</u>		
Eight furlough days	\$281,192	Eight Furlough Days	\$281,192	
Subtotal	\$281,192	Subtotal	\$281,192	
Total Savings	\$613,139	Total Savings	\$614,967	-\$1,828

8.8.8

# WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES 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:**

Facility Use Fees

**AGENDA ITEM AREA:**

Information

**REQUESTED BY:**

Joyce Lopes  
Assistant Superintendent of Business Services

**ENCLOSURES:**

Yes

**DEPARTMENT:**

Business Services

**FINANCIAL INPUT/SOURCE:**

**MEETING DATE:**

June 5, 2012

**ROLL CALL REQUIRED:**

No

---

**BACKGROUND:**

Every public school facility is considered a civic center where citizens, school-community councils, and clubs as well as senior, recreation, education, political, artistic, and other organizations may meet. The school district may grant the use of school facilities and grounds upon certain terms and conditions deemed proper by the governing board and subject to specified limitations, requirements, and restrictions set forth within the law. (EC 38130)

During these difficult economic times, we have many community groups requesting facility use. Educational programs are given first access to facilities. Community groups should be given equal access to facilities and cover additional costs incurred by the district. The current board policy charges direct costs to non-profit activities soliciting donations. However, no charge is assessed to non-profit activities if donations or fees are not solicited.

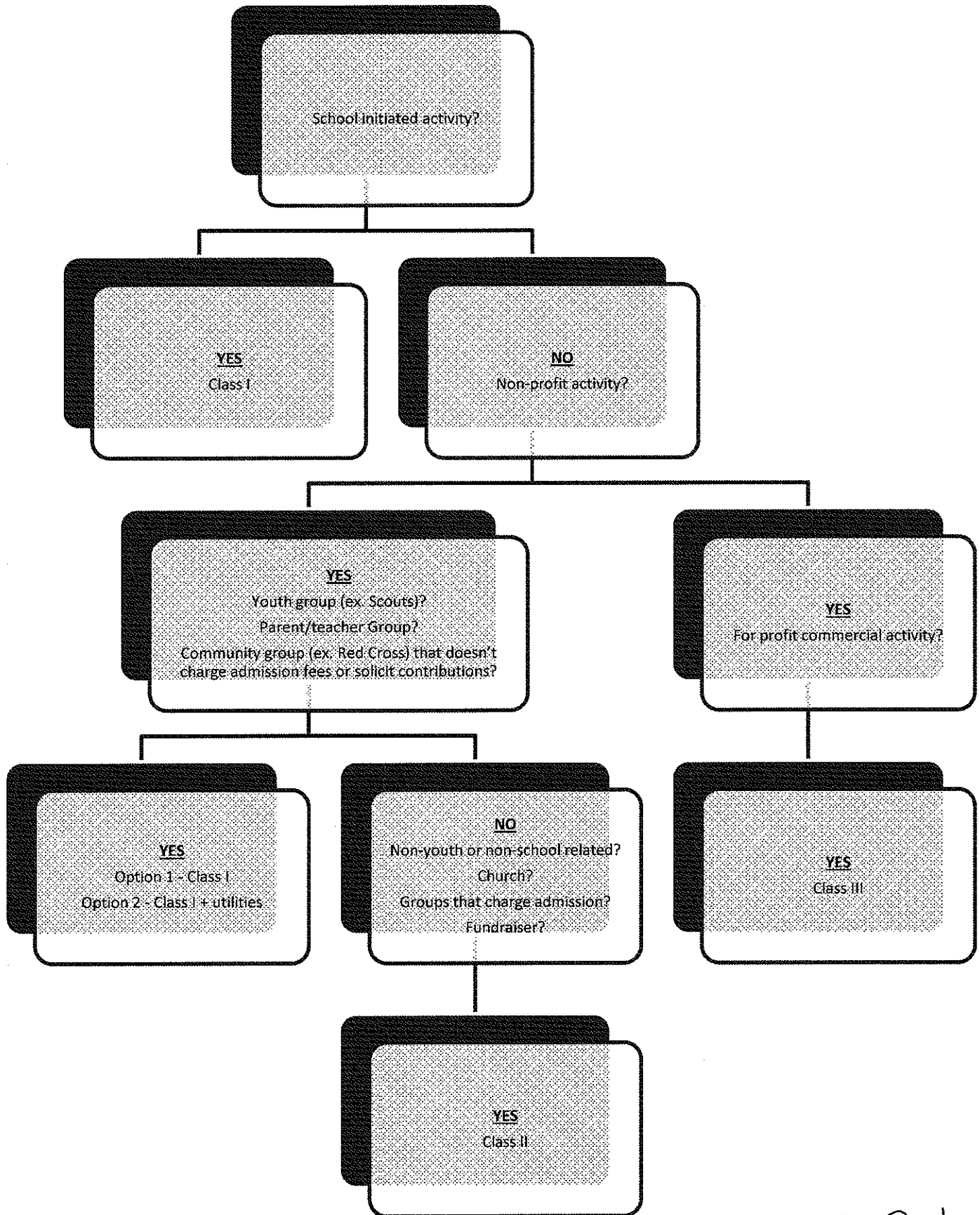
The attached flow chart outlines the current fee structure.

**RECOMMENDATION:**

District management requests Board of Trustee input on the fee structure for community group facility fees.

8.9

# Facility Use Flow Chart



8.9.1