

**Western Placer Unified School District**

**Regular Meeting of the Board of Trustees**

**September 20, 2016, 7:00 P.M.**

**WPUSD District Office/City Hall Building–3<sup>rd</sup> Floor Conference Room**

**600 Sixth Street, Lincoln, CA 95648**

**MINUTES**

**2016-2017 Goals & Objectives (G & O) for the Management Team:** **Component I:** Quality Student Performance; **Component II:** Curriculum Themes; **Component III:** Special Student Services; **Component IV:** Staff & Community Relations; **Component V:** Facilities/Administration/Budget.

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

**Board Members Present:**

Kris Wyatt, Vice President

Paul Long, Clerk

Brian Haley, Member

Paul Carras, Member

**Board Members Absent:**

Damian Armitage, President

**Others Present:**

Scott Leaman, Superintendent

Audrey Kilpatrick, Assistant Superintendent of Business Services

Kerry Callahan, Assistant Superintendent of Educational Services

Gabe Simon, Assistant Superintendent of Personnel Services

Rosemary Knutson, Secretary to the Superintendent

Janna McCoy, LHS Student Advisory

**6:15 P.M. START**

1. **CALL TO ORDER** – WPUSD District Office/City Hall Bldg. – 3<sup>rd</sup> Floor Conference Room

2. **COMMUNICATION FROM THE PUBLIC**

There was no communication from the public prior to closed session.

**6:20 P.M.**

3. **CLOSED SESSION** – WPUSD District Office – 4<sup>th</sup> Floor Overlook Room

3.1 **CONFERENCE WITH LABOR NEGOTIATOR**

Bargaining groups: WPTA & CSEA Negotiations

Agency Negotiators:

~Scott Leaman, Superintendent

~Gabe Simon, Assistant Superintendent of Personnel Services

~Audrey Kilpatrick, Assistant Superintendent of Business and Operations

~Kerry Callahan, Assistant Superintendent of Educational Services

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- 3.2 **CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION**  
1 Potential Case
- 3.3 **CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION**  
CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF-15-514477
- 3.4 **PERSONNEL**  
Public Employee Employment/Discipline/Dismissal/Release
- 3.5 **STUDENTS**  
Student Private Placement – Case No. 206080639

7:00 P.M.

- 4. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE** – District Office/City Hall Bldg. – 3<sup>rd</sup> Floor Conference Room  
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:
  - 4.1 **Page 10 - CONFERENCE WITH LABOR NEGOTIATOR**  
Bargaining groups: WPTA & CSEA Negotiations  
Agency Negotiators:  
~Scott Leaman, Superintendent  
~Gabe Simon, Assistant Superintendent of Personnel Services  
~Audrey Kilpatrick, Assistant Superintendent of Business and Operations  
~Kerry Callahan, Assistant Superintendent of Educational Services  
  
No action was taken
  - 4.2 **Page 11 - CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION**  
1 Potential Case  
  
No action was taken
  - 4.3 **Page 12 - CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION**  
CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF-15-514477  
  
No action was taken
  - 4.4 **Page 13 - PERSONNEL**  
Public Employee Employment/Discipline/Dismissal/Release  
  
No action was taken
  - 4.5 **Page 14 - STUDENTS**  
Student Private Placement – Case No. 206080639

Mr. Long reported the board took action in closed session, to approve student settlement agreement. It was 4-0 roll call vote.

**5. Page 16 – SPECIAL ORDER OF BUSINESS**

Lincoln Host Lions Club – Presentation of Checks to Site Principals

Lincoln Host Lions member, Cathy Noyes presented each principal with a check to be used for good behavior incentives. She asked the principal if they could please send us an email as to what was purchased for student incentives.

**6. Page 18 - 34 - CONSENT AGENDA**

6.1 Certificated Personnel Report

6.2 Classified Personnel Report

6.3 Approval of Out of State Travel

6.4 Acceptance of WPUSD Roofing Improvements at Various Campuses Project and Approval of Notice of Completion

6.5 Requests for school-sponsored trips involving out-of-state, out-of-country, or overnight travel.

Motion by Mr. Carras, seconded by Mr. Long, and passed by a 4-0 (**Ayes:** Long, Haley, Carras, Wyatt **No:** None) roll call vote to approve consent agenda as presented.

**7. COMMUNICATION FROM THE PUBLIC**

**Gregg Law** has been teaching in Western Placer for 20 years. He has never spoken to the board in his 20 years, he is asking for your help to make changes. He has reached his limit on changes as an elementary teacher. He believes the district office is making the changes. There are numerous changes, some on hold and bringing attention to the Language Arts program. We have been given a set of novels, and have been asked to create the rest. The team has been scrambling to put curriculum together. I'm not a curriculum writer. A couple of years ago the common core was adopted and during that time the district increased the depth in language arts. Just the same as surrounding districts. This new program was not piloted. This program was handed to us. We have tried talking to administration, and have gone to the union, and is now we are coming to the board. He is at his limit. He doesn't oppose change, but he needs to know why the change is happening.

**Jennifer Wright** is a 5<sup>th</sup> grade teacher at Lincoln Crossing. She shared a few concerns surrounding communication with the district, which would include curriculum. Teachers are given information at the last minute, copies of the report cards and grade cute off percentages were given the day of "back to school" to review with parents that night, which left no time to review or ask questions. When emails are sent to some administration, they are not answered or acknowledged. 4<sup>th</sup> and 5<sup>th</sup> grades were told last year that they would be moving from letter grades to standards base grades to align with the SBAC. When teachers expressed concerns, they were told they would deal with it at the beginning of this year. Which meaning it was not up for discussion. She reviewed the changes to the report card, these decisions were not discussed with teachers, and these changes were made at the district office level. Teachers who sit on committees have openly disagreed with how the district is creating language arts curriculum. Teachers are told by staff at the district office

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to continue working on these plans. When the work is put out to the teachers by the district office, the administration at the district office will say that the teachers had input, therefore it has a "stamp of approval". At a meeting last year, the district office presenter stated when they walk through the door to discuss these changes to create a curriculum that the teachers were not to ask questions, because she had another meeting to get to. When trying to bring up change with new proposed curriculum. She was told they were not going to bring up changes, even though there were significant concerns. Currently the situation with PowerSchool has been a frustration, and has caused additional work for teachers. I'm sure the district had their reasons for the change, but it disappoints me that this was not discussed with the teachers to see if this was the best for teachers and students. We feel like things are being thrown on our plate and not discussed with teachers. Teachers are feeling under appreciated. I have been in the district for 15 years, and I am a graduate of Lincoln High. I have loved my time in the district, but I am frustration by the lack of communication. Most importantly not being heard by the people who untimely make the decisions. Teachers have valid concerns about curriculum, but we feel those concerns fall on deaf ears. We hoping that tonight the district realizes that teachers feel underappreciated and just want to be heard.

**Jamie Cruice** has been in the district for 13 years, two years ago during the final staff meeting, we were informed that we would be visited by district personnel. When they arrived, we were informed that they only had 15 minutes to present their material and could not answer any questions, any concerns they had would be addressed at the beginning of the school year. It was then that our staff was informed they were not going to purchase a full language arts curriculum. Rather, the teachers were going to collaborate at sites to further develop on "Barebones Max" and some vocabulary words. As you can imagine, there were numerous questions that went unanswered, such as how are we going find the time to create curriculum; How do we create curriculum; is it possible to service the need of the students if we don't know where to start. How about all of the students with different needs (English Language students, IEP, 504). We were told numerous times during district day, that this was the year of fail. As teachers it is our job that we don't fail, and we hold ourselves high level of accountability. We want our teachers to succeed. We are now in the 2<sup>nd</sup> year without a published language arts curriculum. We were given three days to put together a language arts curriculum. If you contact curriculum publishing companies, it takes months, even years to preparing. There are many people involved in publishing curriculum. We are ready to put the year of fail behind us and embrace the future where we have a foundation, a complete language arts published curriculum to further navigate our students to a place of achievement. As a parent in the district, so thankful that my son was going through his foundational primary school years with a Language Arts curriculum.

**Lauretta Shelton** teacher in the district teach at LCE, here before the school board to assert the view that the English Language Arts curriculum available to the K-5 is not sufficient. She also provided the board members with a packet of letters sent to the district showing her concerns with this issue one year ago. For more than a year teachers have been challenged to establish and write a English language arts curriculum from the districts skeleton outline. The development of these insufficient materials have troubled her, because they are inferior to a comprehensive curriculum. The materials have been dubbed "Barebones", that is truly what they are, Barebones, and that is how they are referred to on our website, and that is truly what they are "Barebones" These materials are housed on the

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district website under "Staff" She held up the current K-5 English language curriculum, which consisted of paperback books and copied handouts. She also shared the past curriculum used, which was comprised of a wagon full of materials and components. This is only part of the materials provided for the past curriculum adoption. As the district continued to move forward in creating its own curriculum, it failed to meet the requirements of the Williams case. Feels a few days or weeks of materials do not constitute an entire school, therefore the materials should be deemed insufficient. She realizes the district is tried to take steps in the general direction, however aside from the barebones lesson plan, there has been no sharing of teacher generated materials between school sites. Who is overseeing these materials? Everyone is producing their own materials, and often times sites do not share with one another. She read from the state framework for curriculum. The students in this district deserve a functional and complete LEA and LED program now. Our students do not have two or three years to wait for teachers to become proficient in write a viable curriculum. Students need a program to ensure their success as proficient readers and writers. Thank you for giving us the freedom of creative pathways, however, our students deserve a well designed curriculum. Thank you for your time on this critical subject.

**8. REPORTS & COMMUNICATION**

➤Lincoln High School Student Advisory, Janna McCoy shared a little about herself with the board. She also shared the following updates from LHS:

- A new student rally was held on September 7th
- Club day was also held on September 7th
- Sports are doing alright
- Need more book lockers
- Football field is bad, dust is bad

➤Western Placer Teacher's Association, Tara McCroskey, will save comments for later

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

➤Superintendent, Scott Leaman reported the following:

- Has been busy speaking at several events, PCOE; LCE Clubhouse; Republic group
- Planning for Oct. 10<sup>th</sup> In-service, fun things planned, will be presenting service pins. The in-service will be held at 8:15 a.m. at Twelve Bridges Middle School.
- Another Leadership breakfast is planned for February 15<sup>th</sup> at Catta Vadera Country Club.
- Working with UPS to allow S.C.H.O.O.L. volunteer group to get fingerprinted and live-scanned at a minimal price to be able to volunteer in our schools.
- Meeting on PowerSchool today, brought everyone together today. In many ways the program is going as planned. The district was unaware that grade book changes were made over the summer. Teachers will have a variety of options for report cards and grade books.

**9. Page 36 - PUBLIC HEARING**

**Public Hearing - Sufficient Instructional Materials**

Education Code 60119 requires that the governing board of a school district hold an annual instructional materials public hearing to determine whether the district has

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sufficient standards aligned textbooks or instructional materials for student in each of its schools.

The Public hearing was opened at 7:50 p.m. The following spoke:

**Lori Williams** teacher at Lincoln Crossing, has taught for 11 years, and 3 years in our district. She started with using a 13 year old curriculum. She shared information on the development of the language arts curriculum along with components. She referenced the professionals listed in the books. The old program was not great but it was thorough. She reviewed the current curriculum. The action teams were scheduled to meet twice during the school year. They had nothing to aid them with how to teach writing, vocabulary, language or grammar, no tools. Wants the board to know how much she cares about her job and the students and families she services, they deserve the best she can give. She does not have what is needed from this district to do her job well. Students do not have proper materials, this is negligent and shameful, please hear their words tonight.

**Scott Beatty** is a 2<sup>nd</sup> grade teacher, he has been teacher in the district for years. Our whole language arts program had a sensible approach with regard to reading, literacy, and instruction. The district made them change for the sake of integration to an approach that doesn't make sense. Creating curriculum is a fulltime job, and he is very much aware because he has created curriculum on his own. Teachers are working 39 hour a week, doesn't understand where teachers are supposed to find the time to create the curriculum shown here. All teachers are working overtime just to create the curriculum. Has anyone at the district office ever stopped to realize just how much time you're asking of your teachers? You say you are doing this for integrated curriculum like that never happened before. Every commercial ELA program I've seen in 17 years has extension into other subjects. This district policy is not based on any research that he is aware of, this policy will lead to wildly inconsistent curriculum from site to site, and this is the exact opposite outcome from the LCAP. The district feels the teachers know what is best when it comes to what should be in the curriculum, and he is flattered. So why is the district so oddly when it comes to decision making? If teachers know best, then why didn't someone ask the teachers if they thought it was a good idea to not buy a new aligned common core curriculum? A strong English Language Arts is vital.

**Kerry Callahan** shared, she hears the concerns and is willing to work with Tara McCroskey and other members of the association. I does feel there is some research. There is a method to the madness that clearly has not been communicated as well it should have been. We have work to do in terms of the public hearing and resolution. We do have a window of time with ELA adoption, many districts are in this transition process, and have not purchased updated materials. Open to having dialog.

**Mr. Carras** shared he could sense the frustration. Language Arts is the most demanding job the teachers can have. Adoptions must be taken very seriously. He thanked the group for coming before the board to hear their frustration.

**Mr. Haley** feels the need of a good solution, he also thanked the teachers for voicing their concerns.

**Mrs. Wyatt** thanked those who presented, it has opened the door to further discussion. And thanked Dan for the invite to visit schools.

Public hearing closed at 8:10 p.m.

**Tara McCroskey** report: she couldn't say better than they did. Administrations job is to make sure we follow laws and stay in budget. Teachers' jobs are the kids' faces that we see every day. When one of those voices is out of balance, then we have a problem and I think the best balance is when all voices get heard and we get to work together. The past 18 months we keep hearing about changes coming and curriculum needs that have not been met. We have been hearing about class

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sizes, and have been hearing about P.E., and having to get those 200 minutes and document them. We have been hearing about technology changes. We've have communicated it and talked about it, but it's like the monster truck that's running people over. They're exhausted. And they're at their breaking points, and we can't do this. This isn't sustainable. This isn't why we're here. We're here because we love the kids, and they came because they care about the kids. This is about us. It's about them. I know we're going to work together. We don't know what the changes we be. We do know we have to do something. We're at the breaking point. Our plates are broken from how much is piled on. But we also need to make sure the vision that Kerry is talking about will get clearly explained, and clearly presented and we can all get onboard to move forward together. Because that's the only way we're going to be able to fix this. So look around the room and see the grey shirts with solidarity. Thanked the WPTA members for wearing them, and thanked them for coming.

**Mr. Leaman** – we are a district that does take these types of issues very personally. We want to acknowledge that everyone is working very hard. No one is saying that people are not working hard enough or focused enough on students. I feel as we move forward, our methodologies are different. I hear how decision are made in other districts, its amazing. When we have feedback we received tonight, we have a history of backing up and going back around. Some of the things are out of our control, like P.E. minutes. Aries was going down and we had to make a change, other things that just need to be shared around the subject in moving forward, we have great teachers in our district, they work really hard, we do our best to support them, I know Kerry has a heart and an understand, we have staff at the district office to help the teachers.

**Mrs. Wyatt** – shared being in the district to many years, being on your side, commination is extremely important and we all know that and it goes both ways. There were many years I never talked to the Superintendent, was not part of the teachers union, because of personnel reasons. But we did not work together like we work together now, you might feel like you're not being heard, you might feel like anyone is communication, just remember when you feeling that, say something, don't sit back and start talking to everybody else, address it with the school district, you may not want to, but that's the way things are going to get accomplished.

**10. ♦ACTION ♦DISCUSSION ♦INFORMATION****10.1 Action *Page 39 - RESOLUTION NO.16/17.8 INSTRUCTIONAL*****MATERIALS – Callahan (16-17 G & O Component I, II, III, IV, V)**

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

***Roll call vote:***

Mr. Leaman shared we need to take these concerns very dearly, when we move forward, and we have challenges, we have feedback. We have a history of backing up and going forward. There are challenges, with P.E., and the Attendance program. Kerry has a heart and is understanding. We now have the staff at the district office.

This item was tabled, and will be brought back at the next board meeting.

**10.2 Discussion/ Page 42 – APPROVAL OF THE 2015-16 UNAUDITED ACTUALS**

**Action** – **Kilpatrick** (16-17 G & O Component I, II, III, IV, V)

- Each year the district closes its books for all district funds that includes a final accounting for all revenues received and expenditures spent by program at June 30, 2016. Each program is reviewed and reconciled.

Audrey Kilpatrick presented unaudited actuals for approval. Motion by Mr. Haley, seconded by Mr. Long, and passed by a 4-0 (**Ayes:** *Carras, Haley, Long, Wyatt* **No:** *None*) vote to approve the 2015-16 Unaudited Actuals.

**10.3 Discussion/ Page 192 – APPROVE RESOLUTION 16/17.3 – TO ADOPT THE 2016-17 WESTERN PLACER UNIFIED SCHOOL DISTRICT**

**Action** **GANN LIMIT – Kilpatrick** (16-17 G & O Component I, II, III, IV, V)

- Shortly after Proposition 13, the 1978 Jarvis-Gann amendment was enacted. Proposition 4, adopted in November 1979, and established a constitutional limit on the allowable growth in state and local government spending. These appropriation limits, commonly called Gann Limits, allow government spending to grow at a rate no faster than inflation and change in population.

Audrey Kilpatrick presented Resolution 16/17.3 for approval. Motion by Mr. Carras, seconded by Mr. Haley, and passed by a 4-0 (**Ayes:** *Haley, Long, Carras, Wyatt* **No:** *None*) roll call vote to approve Resolution 16/17.3 to adopt the 2016-17 Western Placer Unified School District Gann Limit.

**10.4 Information Page 197 - CORRECTIVE ACTION FOR PI YEAR 3 – EVIDENCE OF PROGRESS – Callahan** (16-17 G & O Component I, II, III, IV, V)

- WPUD is in year three of Program Improvement (PI) and as a result has been assigned two corrective actions by the state department of education (CDE). Attached for your review is our 2015-2016 Evidence of Progress Report that is due to the California Department of Education (CDE) by October 14, 2016.

Kerry Callahan presented the corrective action in place for the final year for program improvement. She reviewed the performance goals. This was information only.

**10.5 Discussion/ Page 204 – APPROVE RESOLUTION 16/17.9 CE.5 REGARDING AUTHORIZATION TO TEACH ASSIGNED SUBJECTS**

**Action** **CALIFORNIA EDUCATION CODE 44258.3 – Simon** (16-17 G & O Component I, II, III, IV, V)

- Pursuant to Education Code 44258.3 and in order to ensure proper credentialing and teacher consistency for one of our assignments the District administration is making a recommendation that the Board approve Resolution No. 16/17.9 CE.5 which will allow one certificated teacher to teach Technology Essentials in a high school departmentalized settings at grades 9-12 at Lincoln High School.

Gabe Simon presented Resolution for approval. Motion by Mr. Haley, seconded by Mr. Long, and passed by a 4-0 (**Ayes:** *Carras, Long, Haley, Wyatt* **No:** *None*) roll call vote to approve Resolution 16/17.9 Authorization to teacher assigned subjects California Education Code 44258.3.

**10.6 Discussion/ Action** Page 207 – APPROVE RESOLUTION 16/17.10 CE.6 REGARDING AUTHORIZATION TO TEACH ASSIGNED SUBJECTS

CALIFORNIA EDUCATION CODE 44258.3 – Simon (16-17 G & O Component I, II, III, IV, V)

●Pursuant to Education Code 44258.3 ( ) and (d) and in order to ensure proper credentialing and teacher consistency for one of our assignments the District administration is making a recommendation that the Board approve Resolution No. 16/17.10 CE.6 which will allow one certificated teacher to teach Football Conditioning in a high school departmentalized setting at grades 9-12 at Lincoln High School.

Gabe Simon presented Resolution for approval. Motion by Mr. Carras, seconded by Mr. Haley, and passed by a 4-0 (**Ayes:** Long, Haley, Carras, Wyatt **No:** None) roll call vote to approve Resolution 16/17.10 Authorization to teach assigned subjects California Education Code 44258.3.

**10.7 Action** Page 210 – SUBJECT MATTER VERIFICATION ED. CODE 44258.3 AND 44256 (b) – Simon (16-17 G & O Component I, II, III, IV, V)

●With the involvement of appropriate subject matter specialist, the Superintendent or designee shall develop and employ procedures for verifying the subject matter knowledge of teachers assigned to teach in departmentalized classes outside their specific credential authorization pursuant to mentor teachers, curriculum specialists, resource teachers, classroom teachers certified to teach a subject, staff to regional subject matter projects or curriculum institutes, or college faculty.

Gabe Simon presented the subject matter for approval. Motion by Mr. Long, seconded by Mr. Carras, and passed by a 4-0 (**Ayes:** Carras, Haley, Long, Wyatt **No:** None) vote to approve the Subject Matter verification Ed Code 44258.3 and 44256 (b).

**11. BOARD OF TRUSTEES**

**11.1 FUTURE AGENDA ITEMS**

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

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

**11.2 BOARD MEMBER REPORTS/COMMENTS**

**Mr. Long** thanked all the teacher for coming to speak

**Mr. Haley** thanked the teachers

**Mr. Carras** shared the words that Scott shared with the county board

**Mrs. Wyatt** extended a thank you for staying and sharing your concerns. Hopefully it's a new beginning and sharing your concerns.

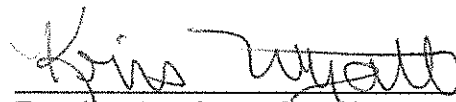
**12. ESTABLISHMENT OF NEXT MEETING(S)**


The President will establish the following meeting(s):

- **October 4, 2016 7:00 P.M.**, Regular Meeting of the Board of Trustees - District Office/City Hall Bldg., 3<sup>rd</sup> Floor Conference Room
- **October 18, 2016 7:00 P.M.**, Regular Meeting of the Board of Trustees – Twelve Bridges Middle School – Administrative Office

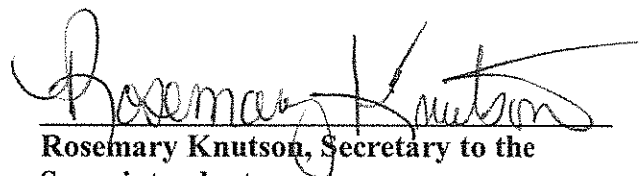
**13. ADJOURNMENT**

There being no further business, the meeting was adjourned at 8:48 p.m.

  
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Damian Armitage, President

  
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Paul Long, Clerk

  
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Scott Leaman, Superintendent

  
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Rosemary Knutson, Secretary to the Superintendent

**Adopted:** October 4, 2016

**Ayes:** Carras, Haley, Wyatt, Long

**Noes:**

**Absent:**

**Abstain:** Armitage

<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
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