

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
**810 J STREET, LINCOLN, CALIFORNIA 95648**  
**Phone: 916.645.6350 Fax: 916.645.06356**

**MEMBERS OF THE GOVERNING BOARD**

Paul Long - President  
James McLeod - Vice President  
Paul Carras - Clerk,  
Ana Stevenson - Member  
Brian Haley - Member

**DISTRICT ADMINISTRATION**

Scott Leaman, Superintendent  
Bob Noyes, Assistant Superintendent, Personnel Services  
Carrie Carlson, Assistant Superintendent, Business Services  
Mary Boyle, Assistant Superintendent, Educational Services  
Roger Yohe, Facilities Superintendent

**STUDENT ENROLLMENT**

| <u>School</u>                      | <u>03/01/07</u> | <u>4/01/07</u> |
|------------------------------------|-----------------|----------------|
| Sheridan School (K-5)              | 88              | 90             |
| First Street School (K-5)          | 459             | 471            |
| Carlin C. Coppin Elementary (K-5)  | 488             | 492            |
| Creekside Oaks Elementary (K-5)    | 691             | 680            |
| Twelve Bridges Elementary (K-5)    | 735             | 729            |
| Foskett Ranch Elementary (K-5)     | 479             | 479            |
| Glen Edwards Middle (6-8)          | 715             | 713            |
| Twelve Bridges Middle School (6-8) | 581             | 588            |
| Lincoln High School (9-12)         | 1282            | 1257           |
| Phoenix High School (10-12)        | 83              | 99             |
| PCOE Home School                   | 4               | 4              |
| <b>TOTAL:</b>                      | <b>5,605</b>    | <b>5,608</b>   |

**Phoenix Infant/Toddler** 18

**Preschool/Head Start**

*First & J Street* 24  
*Carlin Coppin* 24  
*Sheridan* 24

**Adult Education** 266

**GLOBAL DISTRICT GOALS**

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

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
REGULAR MEETING OF THE BOARD OF TRUSTEES  
May 1, 2007, 7:00 P.M.  
LINCOLN HIGH SCHOOL – PERFORMING ARTS THEATER  
790 J Street, Lincoln, CA**

## **AGENDA**

**2006-2007 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.

**6:30 P.M. OPEN SESSION – Administrative Conference Room – D.O.**

1. Call to Order
2. Announce Closed Session Items
3. Adjourn to Closed Session

**6:35 P.M. CLOSED SESSION – Administrative Conference Room – D.O.**

1. **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
  - a. Student Discipline/Expulsion Pursuant To E.C. 48918  
Student Expulsion #06/07 T
2. **ADJOURN TO OPEN SESSION**

**7:00 P.M. OPEN SESSION – Performing Arts Theater – LHS**

1. **CALL TO ORDER/PLEDGE OF ALLEGIANCE**
2. **DISCLOSURE OF ACTION TAKEN IN CLOSED SESSION, IF ANY**
  - 2.1 **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
    - a. Student Discipline/Expulsion Pursuant To E.C. 48918  
Student Expulsion #06/07 T

**3. 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.

- 3.1 Approval of Minutes  
Regular Meetings of April 3 & April 17, 2007
- 3.2 Approval of Warrants
- 3.3 Ratification of Personnel Items

May 1, 2007

Agenda**Classified:**

- a. ***Ratification of Classified Employment:***  
Tera Props – Campus/Café Supervisor – TBE
- b. ***Ratification of Classified Reclassification:***  
Ernesto Sanchez – from Custodian/Groundsman to Maintenance/  
Custodian effective 8/1/07
- c. ***Ratification of Classified Resignation:***  
Chauna Franco – Campus/Café Supervisor - TBE

**Certificated:**

- d. ***Request for Unpaid Leave for the 07/08 School Year:***  
Annette Darling – RSP Teacher – COE
- e. ***Ratification of Certificated Resignation:***  
Jennifer Jacobo – 8<sup>th</sup> Grade Language Arts/Soc. Science – GEMS  
Shirley Kaholokula – RSP Teacher – LHS

- 3.4 Approve Interscholastic Federation Application for 2007/08 school year at Lincoln High School.
- 3.5 Approve School and District Safety Plans.
- 3.6 Approve the Audit Agreement between the Western Placer Unified School District and Perry-Smith, LLP.
- 3.7 Approve Curriculum Adoption 6-8 Science.
- 3.8 Approve Curriculum Adoption K-5 Science.
- 3.9 Approve Curriculum Adoption K-5 Social Science.

**4. 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.

**5. REPORTS & COMMUNICATION**

- 5.1 Lincoln High School, Student Advisory – Laura DiGiordano
- 5.2 Western Placer Teacher's Association – Mike Agrippino
- 5.3 Western Placer Classified Employee Association – Joe Ross
- 5.4 Superintendent, Scott Leaman – Lincoln Police Dept./Placer Co. Sheriff  
Thank you letters.
- 5.5 Assistant Superintendent(S)
  - 5.5.1 Carrie Carlson
    - a. Budget Update:
  - 5.5.2 Mary Boyle
    - a. Program Focus Area: *Art, Music & PE Grant Awards*
  - 5.5.3 Bob Noyes
  - 5.5.4 Cathy Allen, Director of Site Development
    - a. Facilities Update:

May 1, 2007

Agenda

**6. ♦ACTION ♦DISCUSSION ♦INFORMATION**

**CODE: (A) = Action (D) = Discussion (I) = Information**

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

**6.1 (D/A) ADOPTION OF REVISED ADMINISTRATIVE REGULATION 5116.1 (INTRA-DISTRICT POLICY) –**

**Leaman** (06-07 G & O Component V-IV)

•Historically, Administrative Regulation 5116.1 (Intra-district Transfers) has been implemented in a variety of ways. Additionally, the opening of Lincoln Crossing Elementary and the reorganization of staff will have an effect on district openings next year. Research of surrounding area policies exhibited that districts use different methodologies to implement intra-district transfers.

**7. BOARD OF TRUSTEES**

**7.1 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
- Carlin C. Coppin Elementary School Land Plan/Gladding Parkway
- Twelve Bridges High School
- Audio Visual Media Board Policy

**7.2 BOARD MEMBER REPORTS/COMMENTS**

**8. ESTABLISHMENT OF NEXT MEETINGS(S)**

- The President will establish the following meetings(s):
  - May 15, 2007, 6:30 p.m., Sheridan School

**9. ADJOURNMENT**

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

Posted: 042607

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

# **WESTERN PLACER UNIFIED SCHOOL DISTRICT**

## **CLOSED SESSION AGENDA**

**PLACE:** School District Office - Conference Room  
**DATE:** May 1, 2007  
**TIME:** 6:30 P.M.

1. LICENSE/PERMIT DETERMINATION
2. SECURITY MATTERS
3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR
4. CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION
5. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION
6. LIABILITY CLAIMS
7. THREAT TO PUBLIC SERVICES OR FACILITIES
8. PERSONNEL
  - PUBLIC EMPLOYEE APPOINTMENT
  - PUBLIC EMPLOYEE EMPLOYMENT
  - PUBLIC EMPLOYEE PERFORMANCE EVALUATION
  - PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
  - COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE
9. CONFERENCE WITH LABOR NEGOTIATOR
10. **STUDENTS**
  - STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918
  - STUDENT PRIVATE PLACEMENT
  - INTERDISTRICT ATTENDANCE APPEAL
  - STUDENT ASSESSMENT INSTRUMENTS
  - STUDENT RETENTION APPEAL, Pursuant to BP 5123

1. LICENSE/PERMIT DETERMINATION
  - a. Specify the number of license or permit applications.
2. SECURITY MATTERS
  - a. Specify law enforcement agency
  - b. Title of Officer,
3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR
  - a. Property: specify the street address, or if no street address the parcel number or unique other reference to the property under negotiation.

- b. Negotiating parties: specify the name of the negotiating party, not the agent who directly or through an agent will negotiate with the agency's agent.
  - c. Under negotiations: specify whether the instructions to the negotiator will concern price, terms of payment or both.
- 4. **CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**
  - a. Name of case: specify by reference to claimant's name, names or parties, case or claim number.
  - b. Case name unspecified: specify whether disclosure would jeopardize service of process or existing settlement negotiations.
- 5. **CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION**
  - a. Significant exposure to litigation pursuant to subdivision (b) of Government Code section 54956.9 (if the agency expects to be sued) and also specify the number of potential cases.
  - b. Initiation of litigation pursuant to subdivision (c) of Government Code Section 54956.9 (if the agency intends to initiate a suit) and specify the number of potential cases.
- 6. **LIABILITY CLAIMS**
  - a. Claimant: specify each claimants name and claim number (if any). If the claimant is filing a claim alleging district liability based on tortuous sexual conduct or child abuse, the claimant's name need not be given unless the identity has already been publicly disclosed.
  - b. Agency claims against.
- 7. **THREATS TO PUBLIC SERVICES OR FACILITIES**
  - a. Consultation with: specify name of law enforcement agency and title of officer.
- 8. **PERSONNEL:**
  - A. **PUBLIC EMPLOYEE APPOINTMENT**
    - a. Identify title or position to be filled.
  - B. **PUBLIC EMPLOYEE EMPLOYMENT**
    - a. Identify title or position to be filled.
  - C. **PUBLIC EMPLOYEE PERFORMANCE EVALUATION**
    - a. Identify position of any employee under review.
  - D. **PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**
    - a. It is not necessary to give any additional information on the agenda.
  - E. **COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE, UNLESS EMPLOYEE REQUESTS OPEN SESSION**
    - a. No information needed
- 9. **CONFERENCE WITH LABOR NEGOTIATOR**
  - a. Name any employee organization with whom negotiations to be discussed are being conducted.
  - b. Identify the titles of unrepresented individuals with whom negotiations are being conducted.
  - c. Identify by name the agency's negotiator
- 10. **STUDENTS:**
  - A. **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
  - B. **STUDENT PRIVATE PLACEMENT**
    - Pursuant to Board Policy 6159.2
  - C. **INTERDISTRICT ATTENDANCE APPEAL**
    - a. Education Code 35146 and 48918
  - D. **STUDENT ASSESSMENT INSTRUMENTS**
    - a. Reviewing instrument approved or adopted for statewide testing program.
  - E. **STUDENT RETENTION/ APPEAL**
    - a. Pursuant to Board Policy 5123

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

**MISSION STATEMENT:** Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

**DISTRICT GLOBAL GOALS**

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

**SUBJECT:**

Student Discipline/  
Expulsion  
Student #06-07 T

**AGENDA ITEM AREA:**

Closed Session

**REQUESTED BY:**

John Wyatt  
District Hearing Officer

**ENCLOSURES:**

**MEETING DATE:**

May 1, 2007

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**BACKGROUND:**

The Board of Trustees will disclose any action taken during closed session in regards to the expulsion of Student #06-07T

**ADMINISTRATION RECOMMENDATION:**

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



**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:  
April 3 & 17, 2007 Regular Meetings

**AGENDA ITEM AREA:**

CONSENT AGENDA

**REQUESTED BY:**

Scott Leaman,  
Superintendent

**ENCLOSURES:**

Yes

**MEETING DATE:**

May 1, 2007

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**BACKGROUND:**

The Board of Trustees will consider adoption of the minutes of April 3, & April 17, 2007, regular Board Meetings.

**ADMINISTRATION RECOMMENDATION:**

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

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
REGULAR MEETING OF THE BOARD OF TRUSTEES  
April 3, 2007, 7:00 P.M.  
LINCOLN HIGH SCHOOL – PERFORMING ARTS THEATER  
790 J Street, Lincoln, CA**

**MINUTES**

**2006-2007 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.

**6:30 P.M. OPEN SESSION – Administrative Conference Room – D.O.**

1. Call to Order
2. Announce Closed Session Items
3. Adjourn to Closed Session

**6:35 P.M. CLOSED SESSION – Administrative Conference Room – D.O.**

**1. INTER-DISTRICT TRANSFER APPEAL**

a. Inter-district Request Appeal 07/08 7

b. Inter-district Request Appeal 07/08 8

**2. ADJOURN TO OPEN SESSION**

**7:00 P.M. OPEN SESSION – Performing Arts Theater – LHS**

**Members Present**

Paul Long, President  
James McLeod, Vice President  
Paul Carras, Clerk  
Ana Stevenson, Member  
Brian Haley, Member

**Others Present**

Carrie Carlson, Assistant Superintendent of Business Services  
Rosemary Knutson, Secretary to the Superintendent

**Press -** Dave Kerns, Lincoln News Messenger

**1. CALL TO ORDER/PLEDGE OF ALLEGIANCE**

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

3.1.1

**2.1 INTER-DISTRICT TRANSFER APPEAL**

a. Inter-district Request Appeal 07/08 7

Motion by Mr. McLeod, seconded by Mr. Haley, and passed to approve inter-district appeal 07/08 7.

b. Inter-district Request Appeal 07/08 8

Motion by Mr. Carras, seconded Mr. McLeod, and passed to uphold the denial of appeal 07/08 8.

**3. CONSENT AGENDA**

- 3.1 Approval of Minutes  
Regular Meetings of March 6<sup>th</sup> & March 20, 2007
- 3.2 Approval of Warrants
- 3.3 Ratification of Personnel Item

**Classified:**

- a. ***Ratification of Classified Employment:***  
Lisa Zygalinski – Attendance Clerk – FRE
- b. ***Ratification of Classified Retirement:***  
Manuel Garcia – Maintenance/Custodian - CCC

**Certificated:**

- c. ***Ratification of Certificated Temporary Employment:***  
Erin Kadel – 1<sup>st</sup> Grade Teacher – CCC

- 3.4 Resolution 06/07.27 for Reduction of one classified position.
- 3.5 Ratification of Certificated Decrease/Increase.

Motion by Mr. Carras, seconded by Mrs. Stevenson, and passed by unanimous roll call vote to approve consent agenda as listed.

**4. COMMUNICATION FROM THE PUBLIC**

There was no communication from the public.

**5. REPORTS & COMMUNICATION**

- 5.1 Lincoln High School, Student Advisory – Laura DiGiordano – Not present
- 5.2 Western Placer Teacher's Association – Mike Agrippino – No report
- 5.3 Western Placer Classified Employee Association – Joe Ross – Not present
- 5.4 Superintendent, Scott Leaman – Not present
- 5.5 Assistant Superintendent(S)
  - 5.5.1 Carrie Carlson
    - a. Budget Update: No report
  - 5.5.2 Mary Boyle – Not present
  - 5.5.3 Bob Noyes – Not present
  - 5.5.4 Cathy Allen, Director of Site Development – Not present

6. ♦ACTION ♦DISCUSSION ♦INFORMATION  
CODE: (A) = Action (D) = Discussion (I) = Information

6.1 (D/A) **ADOPTION OF REVISED ADMINISTRATIVE  
REGULATION 5116.1 (INTRADISTRICT POLICY) –**

**Leaman** (06-07 G & O Component V-IV)

•Historically, Administrative Regulation 5116.1 (Intradistrict Transfers) has been implemented in a variety of ways. Additionally, the opening of Lincoln Crossing Elementary and the reorganization of staff will have an effect on district openings next year. Research of surrounding area policies resulted in districts using different methodologies to implement intradistrict transfers.

This item was tabled for next board meeting.

6.2 (I/D) **2004 BUDGET SUSPENSION STATUS – Leaman** (06-07 G & O Component V)

•To assist with historical knowledge and frame the upcoming process to establish activities that will lead to a positive budget for 2007-08, a report on the results of the 2004 budget suspension will be presented.

This item was tabled for next board meeting.

7. **BOARD OF TRUSTEES**

7.1 **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
- Carlin C. Coppin Elementary School Land Plan/Gladding Parkway
- Twelve Bridges High School
- Audio Visual Media Board Policy

7.2 **BOARD MEMBER REPORTS/COMMENTS**

Mr. McLeod - no report

Mr. Haley - no report

Mrs. Stevenson - no report

Mr. Carras requested that the Audio Visual Media Board Policy be brought for discussion.

Paul Long reported that Harry Edwards had passed away he worked for WPUSD for many years.

**8. ESTABLISHMENT OF NEXT MEETINGS(S)**

- The President will establish the following meetings(s):
  - April 17, 2007, 7:00 p.m., Lincoln High School Theater

**9. ADJOURNMENT**

With no further business, the meeting was adjourned at 7:15 P.M.

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**Paul Long, Board President**

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**Paul Carras, Clerk**

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**Scott Leaman, Assistant Superintendent**

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**Rosemary Knutson, Secretary to  
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  
April 17, 2007, 7:00 P.M.  
LINCOLN HIGH SCHOOL – PERFORMING ARTS THEATER  
790 J Street, LINCOLN, CA**

## **MINUTES**

**2006-2007 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.

**6:30 P.M.      OPEN SESSION – Administrative Conference Room – D.O.**

1.      Call to Order
2.      Announce Closed Session Items
3.      Adjourn to Closed Session

**6:30 P.M.      CLOSED SESSION – Administrative Conference Room - D.O.**

1.              **LIABILITY CLAIMS**  
                Claim (Perfino) pursuant to Government Code 910 and 910.2
2.              **INTER-DISTRICT TRANSFER APPEAL**  
                a.      Inter-district Request Appeal 07/08 9
3.              **ADJOURN TO OPEN SESSION**

**7:00 P.M.      OPEN SESSION – Performing Arts Theater**

**Members Present**

Paul Long, President  
Paul Carras, Clerk  
Ana Stevenson, Member  
Brian Haley, Member

**Members Absent**

James McLeod, Vice President

**Others Present**

Scott Leaman, Superintendent  
Bob Noyes, Assistant Superintendent of Personnel Services  
Carrie Carlson, Assistant Superintendent of Business Services  
Rosemary Knutson, Secretary to the Superintendent

**Press -** Dave Kerns, Lincoln News Messenger

**Student –** Laura DiGiordano, Lincoln High Student Advisor

April 17, 2007

Minutes

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**1. CALL TO ORDER/PLEDGE OF ALLEGIANCE**

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

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

**2.1 INTER-DISTRICT TRANSFER APPEAL**

**a. Inter-district Request Appeal 07/08 9**

Motion by Mr. Carras, seconded by Mrs. Stevenson, and passed to approve the inter-district appeal 07/08 9.

**2.2 LIABILITY CLAIMS**

Claim (Perfino) pursuant to Government Code 910 and 910.2

Motion by Mr. Carras, seconded by Mrs. Stevenson, and passed to deny the claim.

**3. CONSENT AGENDA**

**3.1 Ratification of Personnel Items**

**Classified:**

***a. Ratification of Classified Employment:***

Dona Jones – Campus/Café. Supervisor – GEMS

Norma Vita – Attendance Clerk - FRE

**Certificated:**

***b. Ratification of Certificated Employment:***

Sheralyn Vaughn – RSP Teacher – CCC/COE

3.2 Resolution 06/07.28 Establishing a Reduction of Classified Position Hours.

3.3 Report of Disclosure Requirements for Quarterly Reports of Investments.

3.4 Request to Meet and Negotiate

Motion by Mr. Carras, seconded by Mrs. Stevenson, and passed by unanimous roll call vote to approve consent agenda as listed.

**4. COMMUNICATION FROM THE PUBLIC**

There was no communication from the public.

**5. REPORTS & COMMUNICATION**

5.1 Lincoln High School, Student Advisory – Laura DiGiordano reported on every 15 minutes program and felt it made an impact on some of the students. Reminders will be used from the every 15 minutes program with prom days ahead. Career Fair is next week and many students look forward to this event because it helps out with summer employment.

5.2 Western Placer Teacher's Association – Mike Agrippino asked to speak during budget suspensions.

3.1.6



- 5.3 Western Placer Classified Employee Association – Joe Ross reported a request to meet was submitted to open negotiations. He is in the process of scheduling some dates for negotiations. He also reported on the Spring Concert he attended at Lincoln High and congratulated Cindy Hagmen for a job well done.
- 5.4 Superintendent, Scott Leaman apologized for not being able to attend the last board meeting due to illness. He talked about other programs that are being offered at the different school sites, there is pressure to have a Pre-Kindergarten program at the Lincoln Crossing Elementary, however, feels it is important to house our elementary students first. Scott reviewed a power point presentation on an update for options at Twelve Bridges High School. He reminded the board of Curt Pollack's report, and the current work that Bruce Kerns is doing. We hope to get a report in early May for review and bring it to the Board of Trustees in June. Scott reviewed the different options of funding; Career/Technical Grant, Small high school funding, increased funding through hardship, these are just a few options. He also discussed Lincoln High Schools enrollment which is currently 1,260.
- 5.5 Assistant Superintendent(s)
  - 5.5.1 Carrie Carlson reported we're in a qualified budget. Kaiser rates increased 15% a little higher then we expected. The district has not received the audit report for the 05-06 school year from Gilbert and Associates; we requested an extension from the state. Carrie talked about bringing in another Audit Company. This will be brought back before the board.
  - 5.5.2 Mary Boyle
    - a. Program Focus Area: *First Five Grant* – Kris Knutson spoke about the First Five Grant in the amount of \$320,000.00 that was awarded to Western Placer Unified School District. The two sites included in the grant will be First Street School and Sheridan School. This will be a Parent Education Preschool Program which consists of parents attending adult education classes that assist them in parenting skills and in understanding how to support their children's academic, social, emotional and behavioral development. Sacramento City currently has the First Five Program and it is great.
    - b. Program Focus Area: *After-School Program* – Getta Dolinsek gave a briefing about the after school program, then introduced Amy Riga, After School Program Coordinator. Amy talked about the program that is currently serving 300 students, this program includes enrichment, recreation, cooking, academics, and this program also includes students who are in need of academic help. There is no charge for the after school program and referrals are on a first come first serve basis. Referrals also come from the teacher because of a need with academics. Prop 49 has the source of funding as well as funding from Kiwanis,

Lowe's Store, and Kaiser. Most of the funding is based on the student's attendance to the program. Cathy Cristo reviewed a survey that was given to students, parents, and teachers involved in the after school program.

5.5.3 Bob Noyes – No report

6. ♦ACTION ♦DISCUSSION ♦INFORMATION

CODE: (A) = Action (D) = Discussion (I) = Information

6.1 (D/A) **ADOPTION OF REVISED ADMINISTRATIVE REGULATION 5116.1 (INTRA-DISTRICT POLICY) –**

**Leaman** (06-07 G & O Component V-IV)

•Historically, Administrative Regulation 5116.1 (Intra-district Transfers) has been implemented in a variety of ways. Additionally, the opening of Lincoln Crossing Elementary and the reorganization of staff will have an effect on district openings next year. Research of surrounding area policies resulted in districts using different methodologies to implement intra-district transfers.

Scott talked about how Intra-district agreements have been handled in the past. He reviewed three different options listed.

- 1) Each Intra-district is decided at the site level between principals on a space available basis.
- 2) Almost all Intra-districts are approved with the understanding that students will need to leave the school if a student in the attendance area moves in and needs the space when school begins.
- 3) District office approves Intra-districts.

We are currently looking at 500 students attending Lincoln Crossing. Currently the only intra-districts being granted are programmatic. Mr. Carras stated he feels a student should be allowed to stay at a school they have been attending for the past 2-3 years.

**Tom Hogan** a grandfather of two students currently attending Sheridan Elementary spoke on behalf of an intra-district request that is currently in place to transfer from Sheridan to Foscett Ranch. He is concerned about the education of his grandchildren, and feels they should have the opportunity to transfer to Foscett. He asked that the board approve the transfer as requested.

**Adam Carpineta** spoke on behalf of his two students that are currently enrolled at Sheridan Elementary. He indicated his

3.1.8

reasons for transferring his children out of Sheridan Elementary and hoped that Mr. Leaman would approve his request for transfer.

Mr. Carras asked to include a provision for students attending a school on intra-district transfer to establish residing and that this policy be brought back for the May 1<sup>st</sup> Board of Trustees meeting, no action was taken.

**6.2 (I/D) 2004 BUDGET SUSPENSION STATUS – Leaman (06-07 G & O Component V)**

- To assist with historical knowledge and frame the upcoming process to establish activities that will lead to a positive budget for 2007-08, a report on the results of the 2004 budget suspension will be presented.

Scott talked about budget cuts, there were a couple of other times that he have had a qualified budget, one is back in 1999, and also again in 2003. He reviewed the cut's that were made in 2003.

**Mike Agrippino** brought before the board his concerns that some of the previous cuts made in 2003 were made maliciously. He has concerns about cutting, and urges the school board that if cuts need to be made, they be made far away from the classroom.

Mr. Carras feels we need to keep in mind that we also need to add more administration help and not cut at that level. It is important to have adequate staffing to prevent mistakes.

**7. BOARD OF TRUSTEES**

**7.1 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
- Carlin C. Coppin Elementary School Land Plan/Gladding Parkway
- Twelve Bridges High School
- Audio Visual Media Board Policy

Mr. Carras asked that the Audio Visual Media Board Policy be brought back. Darla, the new city librarian asked that Andrea be part of the committee. It is important for policies between the schools and new library to be aligned.

**7.2 BOARD MEMBER REPORTS/COMMENTS**

3.19

**Brian Haley** – No report

**Ana Stevenson** thanked the principals that allowed her site visits.

**Paul Carras** – No report

**Paul Long** talked about the OLE property, and asked if anyone was familiar with the Ramona Pageant, in Pomona) it's the longest running pageant. He suggested the OLE property is a great place for a Nature Pageant Theater and with the talent within the community the district could come up with a program of our own. This is something that would be great for the community.

Darla Wegener with the City of Lincoln suggested Mr. Long contact Shirley Russell, regarding a new group from Lincoln called the "Voices of Lincoln" that might be interested in helping put something together for a community pageant.

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

- The President will establish the following meeting(s):
  - May 1, 2007, 7:00 p.m., Lincoln High School Theater
  - May 15, 2007, 6:30 p.m., Sheridan Elementary School

**9. ADJOURNMENT**

There being no other business the meeting was adjourned at 9:20.

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**Paul Long, Board President**

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**Paul Carras, Clerk**

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**Scott Leaman, Superintendent**

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**Rosemary Knutson, Secretary to  
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\041707

3.1.10

**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:**

Carrie Carlson,  
Assistant Supt. of Business Service

**ENCLOSURES:**

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

**MEETING DATE:**

May 1, 2007

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**BACKGROUND:**

The Board of Trustees will consider approval of warrants paid since the April 3, 2007 board meeting.

**ADMINISTRATION RECOMMENDATION:**

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

| WARRANT<br>NUMBER | VENDOR<br>NUMBER | PAYEE NAME                | DIST<br>NO DD | AMOUNT    | WARRANT<br>NUMBER | VENDOR<br>NUMBER | PAYEE NAME                | DIST<br>NO DD | AMOUNT    |
|-------------------|------------------|---------------------------|---------------|-----------|-------------------|------------------|---------------------------|---------------|-----------|
| 80159679          | 026400           | AT&T                      | 22 00         | 889.25    | 80159680          | 002095           | BANK OF AMERICA           | 22 00         | 262.09    |
| 80159681          | 008189           | BANK OF AMERICA/BUSINESS  | 22 00         | 54.57     | 80159682          | 008595           | BANK OF AMERICA/BUSINESS  | 22 00         | 138.26    |
| 80159683          | 008599           | BANK OF AMERICA/BUSINESS  | 22 00         | 71.18     | 80159684          | 010271           | MARY BOYLE                | 22 00         | 105.81    |
| 80159685          | 002878           | BUREAU OF EDUCATION & RES | 22 00         | 370.00    | 80159686          | 012291           | MIKE CARLSON              | 22 00         | 570.36    |
| 80159687          | 002037           | CINGULAR WIRELESS         | 22 00         | 14.49     | 80159688          | 007720           | CITY OF LINCOLN           | 22 00         | 18,652.99 |
| 80159689          | 006476           | DAVIS PUBLICATIONS INC    | 22 00         | 184.17    | 80159690          | 004150           | GILBERT ASSOCIATES INC.   | 22 00         | 675.00    |
| 80159691          | 002027           | GIRARD VINSON & TRUJILLO  | 22 00         | 8,207.25  | 80159692          | 001689           | GOSSETT ALARM INC         | 22 00         | 1,157.00  |
| 80159693          | 038620           | GRAINGER                  | 22 00         | 809.24    | 80159694          | 012322           | GRAND SIERRA RESORT       | 22 00         | 212.36    |
| 80159695          | 019720           | KRONICK MOSKOVITZ TIEDEMA | 22 00         | 58.50     | 80159696          | 012347           | LAUREATE LEARNING CENTER  | 22 00         | 828.78    |
| 80159697          | 010984           | LEADER SERVICES           | 22 00         | 144.55    | 80159698          | 007516           | TRACEY LILLIE             | 22 00         | 264.44    |
| 80159699          | 012245           | LINCOLN HIGH SCHOOL - SAT | 22 00         | 2,080.00  | 80159700          | 001762           | MCGRAW-HILL               | 22 00         | 2,488.40  |
| 80159701          | 004683           | OFFICE DEPOT              | 22 00         | 1,212.35  | 80159702          | 026460           | PACIFIC GAS & ELECTRIC CO | 22 00         | 11,738.91 |
| 80159703          | 010637           | PARAGON SCHOOL            | 22 00         | 14,642.03 | 80159704          | 007787           | PITNEY BOWES CREDIT CORP  | 22 00         | 984.00    |
| 80159705          | 006439           | PLACER COUNTY TREASURER   | 22 00         | 8,061.24  | 80159706          | 029400           | RAINBOW MARKET            | 22 00         | 18.67     |
| 80159707          | 012317           | JEREMY RAMPAS             | 22 00         | 305.53    | 80159708          | 000804           | SAC VAL JANITORIAL SALES  | 22 00         | 477.26    |
| 80159709          | 005730           | SACRAMENTO THEATRICAL LIG | 22 00         | 277.11    | 80159710          | 011616           | DIANE SAUER               | 22 00         | 184.30    |
| 80159711          | 000543           | SAXON PUBLISHERS INC.     | 22 00         | 824.16    | 80159712          | 011408           | HOLLY SHIMA               | 22 00         | 145.50    |
| 80159713          | 002891           | SIERRA OFFICE SUPPLIES &  | 22 00         | 1,588.93  | 80159714          | 011122           | THE SPEECH PATHOLOGY GROU | 22 00         | 10,465.00 |
| 80159715          | 012210           | STATE OF CALIFORNIA       | 22 00         | 150.00    | 80159716          | 012348           | THOMAS WEST PAYMENT CENTE | 22 00         | 48.26     |
| 80159717          | 006354           | UPS - UNITED PARCEL SERV. | 22 00         | 58.40     | 80159718          | 006591           | CHUCK YOUTSEY             | 22 00         | 245.99    |
| 80159719          | 002891           | SIERRA OFFICE SUPPLIES &  | 22 00         | 213.74    | 80159720          | 026400           | AT&T                      | 22 00         | 62.00     |
| 80159721          | 011129           | BANC OF AMERICA SECURITIE | 22 00         | 6,657.53  | 80159722          | 011579           | QUALITY SOUND SYSTEMS     | 22 00         | 1,208.00  |
| 80159723          | 003016           | SWRCE/STATE WATER RESOURC | 22 00         | 1,659.00  | 80159724          | 010712           | NORTHERN CALIF. CONSTRUCT | 22 00         | 82,385.00 |
| 80159725          | 011731           | APPLIED GRAPHICS INC      | 22 00         | 350.43    | 80159726          | 004920           | BULBMAN - SACRAMENTO      | 22 00         | 1,374.52  |
| 80159727          | 000161           | CAROLINA BIOLOGICAL SUPPL | 22 00         | 199.21    | 80159728          | 000604           | THE COLLEGE BOARD         | 22 00         | 65.32     |
| 80159729          | 012119           | CSEA - CA STATE ELEMENTAR | 22 00         | 396.00    | 80159730          | 010944           | MEGAN CURRY               | 22 00         | 160.00    |
| 80159731          | 007861           | D & h DISTRIBUTING        | 22 00         | 1,189.75  | 80159732          | 011682           | DIRECT PRESS 2            | 22 00         | 277.42    |
| 80159733          | 005742           | DISCOUNT MAGAZINE SUB SER | 22 00         | 167.62    | 80159734          | 011982           | DISCOVERY EDUCATION       | 22 00         | 1,741.00  |
| 80159735          | 011278           | FARONICS TECHNOLOGIES USA | 22 00         | 599.48    | 80159736          | 013040           | FOLETT LIBRARY RESOURCES  | 22 00         | 496.32    |
| 80159737          | 007840           | G.W. SCHOOL SUPPLY        | 22 00         | 51.66     | 80159738          | 000596           | GLADDING MC BEAN INC      | 22 00         | 122.81    |
| 80159739          | 011206           | TRACY GRUBER              | 22 00         | 82.37     | 80159740          | 011128           | HAL LEONARD CORPORATION   | 22 00         | 59.07     |
| 80159741          | 008181           | HANDWRITING WITHOUT TEARS | 22 00         | 56.50     | 80159742          | 005736           | INK LYNX INC              | 22 00         | 232.75    |
| 80159743          | 005966           | INTEGRATIVE LEARNING SYST | 22 00         | 52.66     | 80159744          | 010976           | J.W. PEPPER & SON INC     | 22 00         | 132.41    |
| 80159745          | 008989           | KEVIN                     | 22 00         | 149.70    | 80159746          | 011012           | LAKESHORE LEARNING        | 22 00         | 293.68    |
| 80159747          | 000156           | LIBRARY VIDEO COMPANY     | 22 00         | 789.46    | 80159748          | 020820           | LINCOLN HIGH SCHOOL       | 22 00         | 566.01    |
| 80159749          | 002619           | THE MASTER TEACHER        | 22 00         | 143.15    | 80159750          | 012295           | MASTERWORKS PRESS         | 22 00         | 96.40     |
| 80159751          | 001762           | MCGRAW-HILL               | 22 00         | 2,002.21  | 80159752          | 002917           | MCGRAW-HILL               | 22 00         | 1,518.28  |
| 80159753          | 003294           | NAPA AUTO PARTS           | 22 00         | 206.18    | 80159754          | 024240           | NASCO MODESTO             | 22 00         | 874.14    |
| 80159755          | 012240           | NATIONAL GEOGRAPHIC VIDEO | 22 00         | 39.57     | 80159756          | 012102           | CLINT NELSON              | 22 00         | 62.64     |
| 80159757          | 004683           | OFFICE DEPOT              | 22 00         | 1,248.75  | 80159758          | 000068           | ORIENTAL TRADING COMPANY  | 22 00         | 145.09    |
| 80159759          | 011233           | PESI HEALTHCARE           | 22 00         | 169.00    | 80159760          | 028020           | PLACER COUNTY OFFICE OF E | 22 00         | 467.00    |
| 80159761          | 011153           | POPPLERS MUSIC INC.       | 22 00         | 229.31    | 80159762          | 006899           | POSITIVE PROMOTIONS       | 22 00         | 239.20    |
| 80159763          | 003967           | PRESTWICK HOUSE INC       | 22 00         | 424.32    | 80159764          | 029400           | RAINBOW MARKET            | 22 00         | 17.05     |
| 80159765          | 001818           | THE REPORT CARD           | 22 00         | 86.00     | 80159766          | 020880           | RIEBES AUTO PARTS         | 22 00         | 77.73     |
| 80159767          | 002618           | RISO PRODUCTS OF SAC INC  | 22 00         | 753.38    | 80159768          | 010717           | SAFEMAY INC               | 22 00         | 39.99     |
| 80159769          | 011096           | SCANTRON                  | 22 00         | 235.43    | 80159770          | 000128           | SCHOLASTIC INC            | 22 00         | 236.38    |
| 80159771          | 010320           | SCHOOL MATE               | 22 00         | 498.00    | 80159772          | 000122           | SCHOOL SPECIALTY INC      | 22 00         | 418.07    |

APY220 H.02.03

PLACER COUNTY OFFICE OF EDUCATION  
WARRANT REGISTER FOR WARRANTS DATED 04/19/2007  
SCHOOLS COMMERCIAL REVOLVING FUND

04/18/07

PAGE 2

| WARRANT<br>NUMBER            | VENDOR<br>NUMBER | PAYEE NAME                | DIST<br>NO DD | WARRANT<br>NUMBER | VENDOR<br>NUMBER | PAYEE NAME                | DIST<br>NO DD | AMOUNT          | AMOUNT   |
|------------------------------|------------------|---------------------------|---------------|-------------------|------------------|---------------------------|---------------|-----------------|----------|
| 80159773                     | 011893           | SCOE                      | 22 00         | 80159774          | 002891           | SIERRA OFFICE SUPPLIES &  | 22 00         | 45.00           | 421.73   |
| 80159775                     | 010958           | SUNBURST TECHNOLOGY CORP  | 22 00         | 80159776          | 011817           | TEACHER DIRECT            | 22 00         | 926.59          | 324.42   |
| 80159777                     | 007798           | TEACHERS' MEDIA           | 22 00         | 80159778          | 000160           | WARD'S NATURAL SCIENCE    | 22 00         | 191.49          | 469.41   |
| 80159779                     | 006482           | WARD'S NATURAL SCIENCE    | 22 00         | 80159780          | 039880           | WISHING WELL ENTERPRISES  | 22 00         | 38.83           | 47.33    |
| 80159781                     | 006105           | WOODWORKER'S SUPPLY INC   | 22 00         | 80159782          | 006806           | JEFF DARDIS               | 22 00         | 3,057.94        | 50.00    |
| 80159783                     | 012147           | JULIE REPEC               | 22 00         | 80159784          | 006425           | STATE BOARD OF EQUALIZATI | 22 00         | 75.18           | 137.40   |
| 80159785                     | 012351           | AVASOFT INC               | 22 00         | 80159786          | 009350           | VOIDED                    | 22 00         | 200.00          |          |
| 80159787                     | 009360           | CRYSTAL CREAM & BUTTER CO | 22 00         | 80159788          | 001778           | THE DANIELSEN COMPANY     | 22 00         | 12,584.27       | 4,080.50 |
| 80159789                     | 011727           | ED JONES FOOD SERVICE     | 22 00         | 80159790          | 009147           | NOR-CAL PRODUCE INC       | 22 00         | 5,075.30        | 1,022.22 |
| 80159791                     | 007758           | SACRAMENTO RENDERING CO.  | 22 00         | 80159792          | 012042           | SARA LEE                  | 22 00         | 27.00           | 605.92   |
| 80159793                     | 010084           | SYSCO SACRAMENTO          | 22 00         | 80159794          | 011033           | INC. UNITED PIZZA         | 22 00         | 37.12           | 860.00   |
| TOTAL AMOUNT OF ALL WARRANTS |                  |                           |               |                   |                  |                           |               | \$231,962.67*** |          |

3.2.2

APY220 H.02.03

PLACER COUNTY OFFICE OF EDUCATION  
WARRANT REGISTER FOR WARRANTS DATED 04/12/2007  
SCHOOLS COMMERCIAL REVOLVING FUND

04/11/07 PAGE 1

| WARRANT<br>NUMBER | VENDOR<br>NUMBER | PAYEE NAME                | DIST<br>NO DD | WARRANT<br>NUMBER | VENDOR<br>NUMBER | PAYEE NAME                | DIST<br>NO DD | AMOUNT    |
|-------------------|------------------|---------------------------|---------------|-------------------|------------------|---------------------------|---------------|-----------|
| 80158214          | 005855           | A-Z BUS SALES INC         | 22 00         | 80158215          | 004188           | ACSA PLACER COUNTY        | 22 00         | 480.00    |
| 80158216          | 000059           | ADVANCED INTEGRATED PEST  | 22 00         | 80158217          | 012021           | ADVANCED TECHNOLOGY GROUP | 22 00         | 6,730.00  |
| 80158218          | 004071           | AIRGAS                    | 22 00         | 80158219          | 005845           | AUBURN PLACER DISPOSAL SE | 22 00         | 175.00    |
| 80158220          | 006867           | B-Z SERVICE STATION       | 22 00         | 80158221          | 000205           | BUS WEST - FRESNO         | 22 00         | 824.96    |
| 80158222          | 011250           | C & S TELECOMMUNICATIONS  | 22 00         | 80158223          | 009440           | CDM GOVERNMENT INC        | 22 00         | 1,005.95  |
| 80158224          | 008620           | CED CONSOLIDATED ELECTRI  | 22 00         | 80158225          | 004817           | CITY OF LINCOLN           | 22 00         | 4,140.00  |
| 80158226          | 009919           | DELL                      | 22 00         | 80158227          | 010910           | DR. ROBERT A. HOFFMAN     | 22 00         | 48.26     |
| 80158228          | 011729           | EAGLE SOFTWARE            | 22 00         | 80158229          | 012610           | FAR WEST RENTS & READY MI | 22 00         | 1,115.13  |
| 80158230          | 036880           | VOIDED                    | 22 00         | 80158231          | 036880           | G&S HARDWARE PURCHASING   | 22 00         | 8,482.50  |
| 80158232          | 006889           | GOLD RUSH CEVROLET        | 22 00         | 80158233          | 011926           | JABBERGYM INC.            | 22 00         | 55.84     |
| 80158234          | 012338           | JOSEPHSON INSTITUTE OF ET | 22 00         | 80158235          | 010223           | DEBORAH MCKINNON          | 22 00         | 3,621.35  |
| 80158236          | 023380           | VOIDED                    | 22 00         | 80158237          | 023380           | MISSION UNIFORM SERVICE I | 22 00         | 812.78    |
| 80158238          | 011189           | COLLEEN MOSS              | 22 00         | 80158239          | 026460           | PACIFIC GAS & ELECTRIC CO | 22 00         | 335.97    |
| 80158240          | 012336           | REGION 9 TECHNICAL ASSIST | 22 00         | 80158241          | 002891           | SIERRA OFFICE SUPPLIES &  | 22 00         | 8,662.50  |
| 80158242          | 010414           | SPEECH & LANGUAGE THERAPY | 22 00         | 80158243          | 011122           | THE SPEECH PATHOLOGY GROU | 22 00         | 250.00    |
| 80158244          | 001786           | SEURR                     | 22 00         | 80158245          | 006447           | TAG / AMS INC             | 22 00         | 49.50     |
| 80158246          | 002732           | PEGGY VAN LENGEN          | 22 00         | 80158247          | 012194           | WEST TEL SERVICES         | 22 00         | 378.86    |
| 80158248          | 002373           | WILSON WAY TIRE           | 22 00         | 80158249          | 011220           | THE WYNDHAM PALM SPRINGS  | 22 00         | 175.23    |
| 80158250          | 012339           | ZOOMERANG                 | 22 00         | 80158251          | 036880           | G&S HARDWARE PURCHASING   | 22 00         | 705.51    |
| 80158252          | 011561           | BANK OF AMERICA           | 22 00         | 80158253          | 011534           | DEXIA CREDIT LOCAL        | 22 00         | 30,250.73 |
| 80158254          | 012047           | RESILITE SPORTS PRODUCTS  | 22 00         | 80158255          | 003281           | HOME DEPOT                | 22 00         | 98.73     |
| 80158256          | 012343           | JACKIE BANDERAS           | 22 00         | 80158257          | 005738           | BORDER'S GROUP INC        | 22 00         | 23.95     |
| 80158258          | 011656           | CHRISTINE, BROWN          | 22 00         | 80158259          | 009392           | ENSLOW PUBLISHERS INC.    | 22 00         | 1,178.67  |
| 80158260          | 008951           | FOOTHILL SKATE-INN        | 22 00         | 80158261          | 012344           | KELLY-MOORE PAINTS        | 22 00         | 44.84     |
| 80158262          | 011070           | BRANDON LOPEZ             | 22 00         | 80158263          | 012321           | MAY/CAL                   | 22 00         | 135.00    |
| 80158264          | 004683           | OFFICE DEPOT              | 22 00         | 80158265          | 007787           | PITNEY BOWES CREDIT CORP  | 22 00         | 822.55    |
| 80158266          | 028610           | POSTMASTER                | 22 00         | 80158267          | 003568           | LORI REITMAN              | 22 00         | 286.13    |
| 80158268          | 012332           | RUBBER STAMP CHAMP.COM    | 22 00         | 80158269          | 000128           | SCHOLASTIC INC            | 22 00         | 627.03    |
| 80158270          | 000122           | SCHOOL SPECIALTY INC      | 22 00         | 80158271          | 002891           | SIERRA OFFICE SUPPLIES &  | 22 00         | 39.59     |
| 80158272          | 003808           | PAM SOHA                  | 22 00         | 80158273          | 000834           | TARGET BANK               | 22 00         | 5,000.00  |
| 80158274          | 011339           | VERDE VALLEY SCHOOL SUPPL | 22 00         | 80158275          | 002829           | EAST BAY RESTAURANT SUPPL | 22 00         | 14.28     |
| 80158276          | 012326           | BERNARD FOOD INDUSTRIES   | 22 00         | 80158277          | 010598           | D & P CREAMERY            | 22 00         | 1,123.98  |
| 80158278          | 001778           | THE DANIELSEN COMPANY     | 22 00         | 80158279          | 009829           | EAST BAY RESTAURANT SUPPL | 22 00         | 1,146.41  |
| 80158280          | 011727           | ED JONES FOOD SERVICE     | 22 00         | 80158281          | 006580           | JERICO INC                | 22 00         | 1,165.41  |
| 80158282          | 023380           | MISSION UNIFORM SERVICE I | 22 00         | 80158283          | 009147           | NOR-CAL PRODUCE INC       | 22 00         | 151.27    |
| 80158284          | 012042           | SARA LEE                  | 22 00         | 80158285          | 002891           | SIERRA OFFICE SUPPLIES &  | 22 00         | 1,928.92  |
| 80158286          | 008021           | SUPERIOR SCHOOL SUPPLIES  | 22 00         | 80158287          | 010084           | SYSCO SACRAMENTO          | 22 00         |           |
| 80158288          | 011033           | INC. UNITED PIZZA         | 22 00         |                   |                  |                           |               |           |

TOTAL AMOUNT OF ALL WARRANTS \$141,124.99\*\*\*



PLACER COUNTY OFFICE OF EDUCATION  
WARRANT REGISTER FOR WARRANTS DATED 04/05/2007  
SCHOOLS COMMERCIAL REVOLVING FUND

| WARRANT<br>NUMBER | VENDOR<br>NUMBER | PAYEE NAME                | DIST<br>NO DD | AMOUNT   | WARRANT<br>NUMBER | VENDOR<br>NUMBER | PAYEE NAME                | DIST<br>NO DD | AMOUNT                                      |
|-------------------|------------------|---------------------------|---------------|----------|-------------------|------------------|---------------------------|---------------|---|
| 80156793          | 011972           | ALL OCCASION PARTY RENTA  | 22 00         | 150.40   | 80156794          | 012329           | BALDWIN BAND INST. SVC    | 22 00         | 95.00                                       |
| 80156795          | 011776           | BURKETT'S OFFICE          | 22 00         | 99.38    | 80156796          | 010151           | CALCP                     | 22 00         | 115.00                                      |
| 80156797          | 005443           | COSTCO                    | 22 00         | 89.91    | 80156798          | 005298           | CYBERGUYS!                | 22 00         | 21.19                                       |
| 80156799          | 007262           | DEMCO MEDIA               | 22 00         | 79.22    | 80156800          | 011729           | EAGLE SOFTWARE            | 22 00         | 325.00                                      |
| 80156801          | 000393           | FREY SCIENTIFIC           | 22 00         | 55.47    | 80156802          | 007745           | GIBSON RANCH PARK         | 22 00         | 978.00                                      |
| 80156803          | 000113           | GLEN EDWARDS MIDDLE SCHOO | 22 00         | 37.34    | 80156804          | 000769           | RAY GONZALES              | 22 00         | 106.70                                      |
| 80156805          | 010102           | MIKE HANKINS              | 22 00         | 296.00   | 80156806          | 002834           | HAWKILL ASSOCIATES INC.   | 22 00         | 95.23                                       |
| 80156807          | 003281           | HOME DEPOT                | 22 00         | 72.80    | 80156808          | 005736           | INK LYNK INC              | 22 00         | 323.35                                      |
| 80156809          | 004736           | INSECT LORE               | 22 00         | 121.10   | 80156810          | 009059           | INSTANT IMPACT            | 22 00         | 193.05                                      |
| 80156811          | 011280           | CORIE KODET               | 22 00         | 35.60    | 80156812          | 012334           | KUSTOM IMPRINTS           | 22 00         | 1,731.99                                    |
| 80156813          | 000389           | LAKEHORE LEARNING MATERI  | 22 00         | 175.60   | 80156814          | 006933           | LEARNING RESOURCES INC    | 22 00         | 80.35                                       |
| 80156815          | 002619           | THE MASTER TEACHER        | 22 00         | 52.00    | 80156816          | 004683           | OFFICE DEPOT              | 22 00         | 1,783.05                                    |
| 80156817          | 008175           | OLD SIERRA CAMPS          | 22 00         | 954.00   | 80156818          | 000088           | ORIENTAL TRADING COMPANY  | 22 00         | 118.70                                      |
| 80156819          | 000137           | LINDA PEZANOSKI           | 22 00         | 56.62    | 80156820          | 005685           | PITNEY BOWES INC          | 22 00         | 105.60                                      |
| 80156821          | 028020           | PLACER COUNTY OFFICE OF E | 22 00         | 3,035.00 | 80156822          | 006887           | PURCHASE POWER            | 22 00         | 2,018.99                                    |
| 80156823          | 029400           | RAINBOW MARKET            | 22 00         | 29.48    | 80156824          | 002518           | RISO PRODUCTS OF SAC INC  | 22 00         | 753.38                                      |
| 80156825          | 009511           | SACRAMENTO CONVENTION CEN | 22 00         | 1,990.00 | 80156826          | 012154           | SAFETY KIDS INC           | 22 00         | 1,065.20                                    |
| 80156827          | 000128           | SCHOLASTIC INC            | 22 00         | 286.46   | 80156828          | 003808           | PAM SOHA                  | 22 00         | 4.88  |
| 80156829          | 002976           | STILLWATER COVE RANCH     | 22 00         | 1,886.75 | 80156830          | 000834           | TARGET BANK               | 22 00         | 24.77                                       |
| 80156831          | 012132           | TBMS STUDENT BODY         | 22 00         | 70.00    | 80156832          | 011817           | TEACHER DIRECT            | 22 00         | 74.61                                       |
| 80156833          | 003569           | AMERICAN MESSAGING        | 22 00         | 128.05   | 80156834          | 011323           | AT&T - LONG DISTANCE SERV | 22 00         | 19.54                                       |
| 80156835          | 005845           | AUBURN PLACER DISPOSAL SE | 22 00         | 6,855.40 | 80156836          | 006060           | CALTRONICS BUSINESS SYSTE | 22 00         | 147.24                                      |
| 80156837          | 006200           | CAPITOL CLUTCH AND BRAKE  | 22 00         | 324.32   | 80156838          | 009440           | CDW GOVERNMENT INC        | 22 00         | 23.01                                       |
| 80156839          | 008524           | CITICORP VENDOR FINANCE I | 22 00         | 713.58   | 80156840          | 005437           | DAWSON OIL COMPANY        | 22 00         | 17,155.17                                   |
| 80156841          | 011455           | FILTERFRESH               | 22 00         | 135.00   | 80156842          | 015040           | GOLD RUSH AUTO PARTS      | 22 00         | 1,072.89                                    |
| 80156843          | 012335           | GABRIEL GONZALES          | 22 00         | 229.08   | 80156844          | 038630           | GRAINGER                  | 22 00         | 67.57                                       |
| 80156845          | 011290           | INTEGRATIONS              | 22 00         | 1,945.94 | 80156846          | 001762           | MCGRAW-HILL               | 22 00         | 131.83                                      |
| 80156847          | 020840           | MOUNTAIN CLEAR WATER COMP | 22 00         | 30.50    | 80156848          | 004272           | NORMAC                    | 22 00         | 342.15                                      |
| 80156849          | 026460           | PACIFIC GAS & ELECTRIC CO | 22 00         | 5,959.25 | 80156850          | 008069           | RAY MORGAN COMPANY INC    | 22 00         | 10,759.39                                   |
| 80156851          | 033020           | SERVICENTER RADIATOR WORK | 22 00         | 125.00   | 80156852          | 002891           | SIERRA OFFICE SUPPLIES &  | 22 00         | 101.03                                      |
| 80156853          | 006075           | SIERRA PACIFIC TURF SUPPL | 22 00         | 259.55   | 80156854          | 010816           | STARSTREAM COMMUNICATIONS | 22 00         | 55.95                                       |
| 80156855          | 010739           | BOLLARD ACOUSTICAL CONSU  | 22 00         | 2,700.00 | 80156856          | 011138           | SCHOOL CONSTRUCTION COMPL | 22 00         | 5,115.90                                    |
| 80156857          | 002891           | SIERRA OFFICE SUPPLIES &  | 22 00         | 14.97    | 80156858          | 011878           | STANLEY TAYLOR            | 22 00         | 11,900.00                                   |
|                   |                  |                           |               |          |                   |                  |                           |               | TOTAL AMOUNT OF ALL WARRANTS \$85,899.48*** |

324

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

**SUBJECT AREA:**

Ratification of Classified  
Employment

**AGENDA ITEM:**

Consent Agenda

**REQUESTED BY:**

Bob Noyes   
Assist. Superintendent, Personnel Services

**ENCLOSURES:**

**MEETING DATE:**

May 1, 2007

---

**BACKGROUND:**

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

Tera Props - Campus/Café Supervisor (.10 FTE) – TBE

**ADMINISTRATION RECOMMENDATION:**

Administration recommends ratification of employment for the individual listed above.

339

WESTERN PLACER UNIFIED SCHOOL DISTRICT  
PERSONNEL DEPARTMENT  
810 J STREET, LINCOLN, CA 95648  
(916) 645-5293

*hvi man ok*

**NOTIFICATION** OF CLASSIFIED EMPLOYMENT

ATTENTION: Personnel Department

DATE: 4/23/07

You are hereby notified that: Tera Props  
(applicant's name)

has been offered employment. The offer of employment is based on the following criteria:

POSITION TITLE: Campus/Cafeteria Supervisor

EFFECTIVE DATE OF ASSIGNMENT: 4/27/07  
(To be determined by Personnel department)

ASSIGNMENT LOCATION: Twelve Bridges Elementary School

RANGE: 13 STEP: A AMOUNT \$ 11.59 (As per WPCSEA contract)

NUMBER OF HOURS ASSIGNED PER DAY: .34 (2:40-3:00)

NEWLY APPROVED POSITION: \_\_\_\_\_ OR REPLACEMENT XXXXXXX

IF REPLACEMENT, NAME OF PRIOR EMPLOYEE: Chauna Franco

FUNDING SOURCE: GENERAL FUND: XXXXXXX

CATEGORICAL: \_\_\_\_\_  
(specify)

I have instructed the applicant to contact the Personnel Department regarding new employee orientation, health and welfare benefits, **T.B. clearance**, fingerprints, and pre-employment physical if applicable.

**\*\* If this position is for an instructional aide, applicant must have passed screening test.**

Tera Props 4-23-07  
Applicant's signature Date

\_\_\_\_\_  
Address (City/Zip) Telephone #

Jerry Lyle 4/23/07  
Administrator's signature Date

WESTERN PLACER UNIFIED SCHOOL DISTRICT  
PERSONNEL DEPARTMENT  
810 J STREET, LINCOLN, CA 95648  
(916) 645-5293

*line item ok*

**NOTIFICATION** OF CLASSIFIED EMPLOYMENT

ATTENTION: Personnel Department

DATE: 4/23/07

You are hereby notified that: Tera Props  
(applicant's name)

has been offered employment. The offer of employment is based on the following criteria:

POSITION TITLE: Campus/Cafeteria Supervisor

EFFECTIVE DATE OF ASSIGNMENT: 4/25/07  
(To be determined by Personnel department)

ASSIGNMENT LOCATION: Twelve Bridges Elementary School

RANGE: 13 STEP: A AMOUNT \$ 11.59 (As per WPCSEA contract)

NUMBER OF HOURS ASSIGNED PER DAY: .5 (7:45-8:15)

NEWLY APPROVED POSITION: \_\_\_\_\_ OR REPLACEMENT XXXXXXX

IF REPLACEMENT, NAME OF PRIOR EMPLOYEE: Chauna Franco

FUNDING SOURCE: GENERAL FUND: XXXXXXX

CATEGORICAL: \_\_\_\_\_  
(specify)

I have instructed the applicant to contact the Personnel Department regarding new employee orientation, health and welfare benefits, **T.B. clearance**, fingerprints, and pre-employment physical if applicable.

**\*\* If this position is for an instructional aide, applicant must have passed screening test.**

Tera E. Props  
Applicant's signature

4-23-07  
Date

Address \_\_\_\_\_ (City/Zip) \_\_\_\_\_

Telephone # \_\_\_\_\_

Jerry Lye  
Administrator's signature

4/23/07  
Date

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

**MISSION STATEMENT:** Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

**DISTRICT GLOBAL GOALS**

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


**SUBJECT AREA:**

Ratification of Classified  
Reclassification

**AGENDA ITEM:**

Consent Agenda

**REQUESTED BY:**

Bob Noyes   
Assist. Superintendent, Personnel Services

**ENCLOSURES:**

**MEETING DATE:**

May 1, 2007

---

**BACKGROUND:**

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

Ernesto Sanchez – from Custodian/Groundsman to Maintenance/Custodian  
Effective 8/1/07

**ADMINISTRATION RECOMMENDATION:**

Administration recommends ratification of classified reclassification for the individual listed above.

3.3 b

**Western Placer Unified School District**  
**Maintenance Department**  
2701 Nicolaus Road  
Lincoln, CA 95648  
**Phone: (916) 645-5169**  
**Fax: (916) 645-5170**

April 19, 2007

To: Bob Noyes

From: Frank Nichols

Re; Ernesto Sanchez

Bob,

As you are aware there is going to be an opening for a Maintenance Custodian at Carlin C. Coppin school due to the retirement of Manual Garcia.

I would like to place my recommendation that Ernesto be placed in the open Maintenance Custodian position at that site. Since Ernesto has been employed he has shown "above and beyond" initiative to take on any "maintenance" related items including electrical, mechanical, and plumbing issues even though this work is not included in his present job description. He maintains very good work ethics, attitude, and initiative and continues to be a very good employee.

I am also very confident that the site staff will agree with this recommendation.

Thank you,  
Frank

3,3 b.1

Faxed; 4/19/2007 8:11 AM

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

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

**SUBJECT AREA:**

Ratification of Classified  
Resignation

**AGENDA ITEM:**

Consent Agenda

**REQUESTED BY:**

Bob Noyes   
Assist. Superintendent, Personnel Services

**ENCLOSURES:**

**MEETING DATE:**

May 1, 2007

---

**BACKGROUND:**

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

Chauna Franco – Campus/Café Supervisor - TBE

**ADMINISTRATION RECOMMENDATION:**

Administration recommends ratification of classified resignation for the individual listed above.

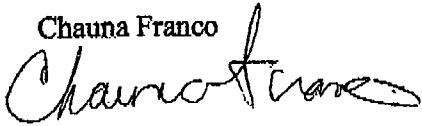
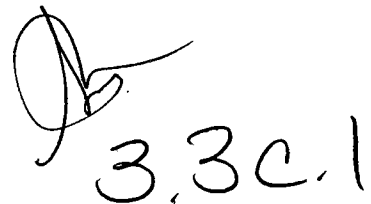
3.3c

4/11/07

To Whom It May Concern:

I am resigning from my current position as campus supervisor at TBE. I work 7:40 to 8:15 a.m. and 2:40 to 3:00 in the afternoon.

Chauna Franco

A handwritten signature in cursive script, appearing to read "Chauna Franco", written in black ink.Handwritten initials "JB" in a stylized cursive font, followed by the number "3,30.1" in a similar cursive style.



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

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**SUBJECT:**

Certificated Request for Unpaid  
Leave for the 07/08 School Year

**AGENDA ITEM AREA:**

Closed Session

**REQUESTED BY:**

Bob Noyes   
Assist. Superintendent, Personnel Services

**ENCLOSURES:**

**MEETING DATE:**

May 1, 2007

---

**BACKGROUND:**

The Board of Trustees will take action on a request for Unpaid Leave of Absence from:

Annette Darling – RSP Teacher - COE

**SUPERINTENDENT'S RECOMMENDATION:**

Administration recommends the Board of Trustees disclose action regarding the above leave of absence request.

3.3d

April 9, 2007

To Whom it May Concern,

My name is Annette Darling and I have served in the District for many years. When my young family moved here in 1988, I spent several hours a week volunteering in my children's classrooms. Before the District had a formal music program I came every week and taught music classes. I helped put on plays, musicals and other programs. I also was an art docent for years. When an opportunity opened for me to be an employee for the district, I was very happy to take a position as a Special Education teacher. I taught Special Day Class for two years and this is my seventh year as a Resource Specialist.

The reason for my letter is to request an unpaid leave of absence for the 2007-2008 school year. There are three main reasons I need the time.

First, as we are all aware, the district is rapidly growing. This means an influx in all students and of course Special Education students. Two years ago my class, with a 28 student cap, grew to 38 children by the end of the year. Last year another RSP teacher in the district went over capacity. This year I am the case coordinator for 36 children so far, and we have several months until the end of the school year. I have heard the phrases "hang in there" and "growing pains" more times than I can count.

The reality is that I am unable to do my job well with so many students over the caseload maximum. I do recognize the difficult position the district has in filling positions mid-year. At the end of last year I informed the Director of Special Education that my case load would start with 26 students at the beginning of this school year. The response was that we will wait and see and fix the problem when it becomes a problem.

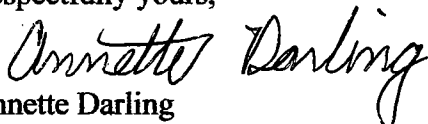
The district has brought in "help" to try to be compliant with the law. So far, since January 3<sup>rd</sup>, the district has hired seven different people in an attempt to relieve the case load pressures. This has caused a disruption in instruction to students who require consistency and structure in their learning environment. I was informed today that on Wednesday of this week another major change is being made. The stress caused by the large caseload and the constant changes in staffing is overflowing into my family life.

Second, my daughter is suffering from an unknown medical condition, which requires doctor, specialist, and hospital care. This is ongoing as a definite diagnosis has yet to be made. If the symptoms continue to linger, I want to be available to pursue more in-depth medical care for her as necessary.

Last of all, my mobility has greatly decreased over the last two years. After many months on crutches I finally resorted to the use of a wheelchair in December of 2006. I started using a wheelchair so I could continue working. I need to see specialists to make proper fitting braces or research other options that can help me be more mobile. A typical workday for me is from 7:30 to 5:30 or 6:00 at night. That limits the opportunity to invest the time required for doctor appointments and fittings for braces, etc.

I have enjoyed my time serving the needs of the special education students of the district and I hope to keep the door open for further employment after my and my daughter's medical needs are met and the district's "growing pains" subside.

Respectfully yours,



Annette Darling  
RSP - Creekside Oaks Elementary School

3.3d.1

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

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

**SUBJECT AREA:**

Ratification of Certificated  
Resignation

**AGENDA ITEM:**

Consent Agenda

**REQUESTED BY:**

Bob Noyes   
Assist. Superintendent, Personnel Services

**ENCLOSURES:**

**MEETING DATE:**

May 1, 2007

---

**BACKGROUND:**

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

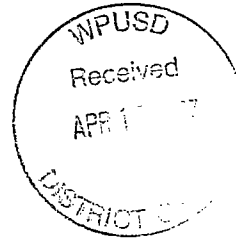
Jennifer Jacobo – 8<sup>th</sup> Grade Lang. Arts/Soc. Sci. - GEMS  
Shirley Kaholokula – RSP Teacher - LHS

**ADMINISTRATION RECOMMENDATION:**

Administration recommends ratification of resignation for the individuals listed above.

3.3e

April 16, 2007

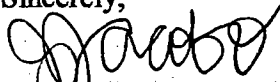


Mr. Robert Noyes  
Assistant Superintendent, Personnel Services  
Western Placer Unified School District


Dear Mr. Noyes,

I am writing to inform you of my resignation from my teaching position with the Western Placer Unified School District. My husband's job transfer is requiring us to move out of the area, so I will not be able to teach at Glen Edwards next school year. My time spent working in this district has been wonderful, and I appreciate all of the training, support, and opportunities I have been given over the past two years. It is with great regret that I resign from this district; thank you for allowing me to be a part of it as I started my teaching career.

Sincerely,

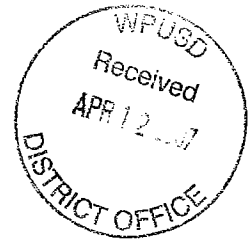


Jennifer Jacobo



3.3e.1

Shirley L. Kaholokula  
224 Wild Oak Ct.  
Lincoln, CA 95648  
Kaholokula\_slk@yahoo.com



April 12, 2007

Western Placer Unified School District  
790 J. St.  
Lincoln, CA 95648

Attn: S. Lehman

Dear Mr. Lehman,

Please accept this as a formal resignation from my position at Lincoln High School.

I cannot express enough gratitude to the district for the opportunity to serve students in this community. It truly has been a blessing to work with students in Lincoln. My experience here has been both positive and enlightening.

If at any time I can be of service to WPUSD feel free to contact me. I am willing and open to consult or answer any questions that may arise in my absence.

Again, thank you!

Sincerely,

Shirley L. Kaholokula  
Child Advocate

Cc: D. Butler  
T. Murphy  
B. Noyes  
Peggy Vanlengen

Together We Can

  
3.3e.2

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

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**SUBJECT:**

California Interscholastic  
Federation application for  
2007-2008 at Lincoln High School

**AGENDA ITEM AREA:**

Consent

**REQUESTED BY:**

Scott Leaman,  
Superintendent

**ENCLOSURES:**

Yes

**MEETING DATE:**

May 1, 2007

---

**BACKGROUND:**

The Board of Trustees will approve Mrs. Donna Tofft, and Ms. Jan Smith as the California Interscholastic Federation representatives for Lincoln High School during the 2007-08 school year.

**ADMINISTRATION RECOMMENDATION:**

Administration recommends the Board of Trustees approve Mrs. Donna Tofft, and Ms. Jan Smith as the California Interscholastic Federation representatives for Lincoln High School during the 2007-08 school year.



# California Interscholastic Federation

Marie Ishida, Executive Director

STATE OFFICE

1320 Harbor Bay Parkway, Suite 140, Alameda, CA 94502-6578

Tel: (510) 521-4447 - FAX: (510) 521-4449

www.cifstate.org

**TO: SUPERINTENDENT OF PUBLIC SCHOOLS  
PRINCIPAL OF PRIVATE SCHOOLS**

**FROM: MARIE ISHIDA**

**RE: ENCLOSED FORM TO RECORD DISTRICT AND/OR SCHOOL REPRESENTATIVES TO  
LEAGUES**

**DATE: APRIL 10, 2007**

Enclosed is a form upon which to record your district and/or school representatives to leagues for next year 2007-2008. It is a form sent every year to you in order to obtain the names of league representatives to every league in the state and to make sure that the league representatives are designated by school district (or school) governing boards. It is a legal requirement that league representatives be so designated.

The education code gives the authority for high school athletics to high school governing boards. The code also requires that the boards, after joining CIF, designate their representatives to CIF leagues. This is a necessity! (Ed. Code 33353 (a) (1) )

We are asking that, after action by the governing board, you **send the names of league representatives to your CIF Section office**. Obviously, the presumption behind this code section is that the representatives of boards are the only people who will be voting on issues, at the league and section level, that impact athletics.

If a governing board does not take appropriate action to designate representatives or this information is not given to Section offices within the required time frame, CIF is required to suspend voting privileges (CIF Constitution, Article 2, Section 25, p.16) for the affected schools.

At the State Federated Council level we will be asking that Sections verify that their representatives are designated in compliance with this Ed. Code section.

I hope this gives you a bit of background. Thank you for all you do to help support high school athletics. It is a valuable program in all high schools and we appreciate the support you give to the program and to CIF.

Please return the enclosed form by the date indicated on the form. Please contact us if we can give you further information.

:am

3.4.1



# California Interscholastic Federation

Marie Ishida, Executive Director  
STATE OFFICE

1320 Harbor Bay Parkway, Suite 140, Alameda, CA 94502-6578  
Tel: (510) 521-4447 - FAX: (510) 521-4449

www.cifstate.org

## 2007-2008 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE** (ADDRESS ON REVERSE SIDE) no later than July 2, 2007.

Western Placer Unified School District/Governing Board at its May 1, 2007 meeting,  
(name of school district/governing board) (date)

appointed the following individual(s) to serve for the 2007-2008 school year as the school's league representative:

### PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Lincoln High School  
NAME OF REPRESENTATIVE Jan Smith POSITION Vice Principal  
ADDRESS 790 J Street CITY Lincoln ZIP 95648  
PHONE (916) 645-6360 FAX (916) 645-6349 E-MAIL j\_smith@wpusd.k12.ca.us

NAME OF SCHOOL Lincoln High School  
NAME OF REPRESENTATIVE Donna Tofft POSITION Athletic Director  
ADDRESS 790 J Street CITY Lincoln ZIP 95648  
PHONE (916) 645-6384 FAX (916) 645-6349 E-MAIL donnatofft@hotmail.com

NAME OF SCHOOL \_\_\_\_\_  
NAME OF REPRESENTATIVE \_\_\_\_\_ POSITION \_\_\_\_\_  
ADDRESS \_\_\_\_\_ CITY \_\_\_\_\_ ZIP \_\_\_\_\_  
PHONE \_\_\_\_\_ FAX \_\_\_\_\_ E-MAIL \_\_\_\_\_

NAME OF SCHOOL \_\_\_\_\_  
NAME OF REPRESENTATIVE \_\_\_\_\_ POSITION \_\_\_\_\_  
ADDRESS \_\_\_\_\_ CITY \_\_\_\_\_ ZIP \_\_\_\_\_  
PHONE \_\_\_\_\_ FAX \_\_\_\_\_ E-MAIL \_\_\_\_\_

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. NOTE: League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's Name (print) Scott Leaman Superintendent's Signature \_\_\_\_\_  
Address 810 J Street City Lincoln Zip 95648  
Phone (916) 645-6350 Fax (916) 645-6356

**PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION, SEE REVERSE SIDE FOR CIF SECTION OFFICES** → → →

3.4.2



**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:**

School Safety

**AGENDA ITEM AREA:**

Consent

**REQUESTED BY:**

Mary Boyle

**ENCLOSURES:**

District Crisis Response Plan  
Site Safe School Plans

**MEETING DATE:**

May 1. 2007

---

**BACKGROUND:**

Student safety is always a priority. Annually, districts and schools are required to update their Safe School Plans in order to plan and prepare for emergencies. All WPUSD sites and the District Office have updated their plans, which cover situations from fire drills to lock-down and evacuation situations.

**ADMINISTRATION RECOMMENDATION:**

Approve District Crisis Response Plan and Site Safe School Plans

3.5

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**

**SCHOOL SAFETY PLANS**

**FOR 2006-07**

| <b>SCHOOL</b>                    | <b>RECEIVED</b> |
|----------------------------------|-----------------|
| District Office                  | ✓               |
| Lincoln High School              | ✓               |
| Creekside Oaks Elementary School | ✓               |
| Sheridan Elementary School       | ✓               |
| Phoenix High School              | ✓               |
| First Street Elementary School   | ✓               |
| Twelve Bridges Middle School     | ✓               |
| Foskett Ranch Elementary School  | ✓               |
| Twelve Bridges Elementary School | ✓               |
| Carlin Coppin Elementary School  | ✓               |
| Glen Edwards Middle School       | ✓               |

3.5.1

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

**MISSION STATEMENT:** The Western Placer Unified School District is committed to the pursuit of excellence in all of its endeavors.

**BOARD OF TRUSTEES/GLOBAL DISTRICT GOALS**

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students.
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations etc. as partners in the education of the students.

**AGENDA ITEM:**

Approve the Audit Agreement Between the Western Placer Unified School District and Perry-Smith, LLP

**SUBJECT AREA:**

Consent Agenda

**REQUESTED BY:**

Carrie L. Carlson  
Assistant Superintendent, Business Services

**ENCLOSURES:**

Yes

**BOARD MEETING DATE:**

May 1, 2007

---

**BACKGROUND:**

The attached agreement satisfies the statutory requirement for a yearly independent audit of the District's financial records and practices. The three-year contract will not exceed \$44,500 for 2006-07, \$51,175 for 2007-08 and \$53,750 for 2008-09.

**SUPERINTENDENT'S RECOMMENDATION:**

Administration recommends the Board of Trustees approve the audit agreement between the Western Placer Unified School District and Perry-Smith, LLP.

3.6

March 8, 2007

Mrs. Carrie Carlson  
Assistant Superintendent, Business and  
Support Services  
Western Placer Unified School District  
810 J Street  
Lincoln, California 95648

Dear Mrs. Carlson:

This letter is to explain our understanding of the services we are to perform for Western Placer Unified School District for the years ending June 30, 2007, 2008 and 2009. We ask that you either confirm or amend this understanding.

#### AUDIT SERVICES

We will perform an audit of the financial statements of Western Placer Unified School District as of and for each of the years ending June 30, 2007, 2008 and 2009. We understand that the financial statements will be prepared in accordance with accounting principles generally accepted in the United States of America. The objective of an audit of financial statements is to express an opinion on those statements.

We will conduct the audit in accordance with (1) auditing standards generally accepted in the United States of America, (2) the standards for financial and compliance audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, (3) OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and (4) *Standards and Procedures for Audits of California K-12 Local Educational Agencies*, prescribed by the State of California. Those standards require that we plan and perform the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement whether caused by error, fraudulent financial reporting or misappropriation of assets. Accordingly, a material misstatement, whether caused by error, fraudulent financial reporting or misappropriation of assets, may remain undetected. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. As a result, an audit is not designed to detect errors or fraud that are immaterial to the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit will provide a reasonable basis for our report.

The financial statements are the responsibility of Western Placer Unified School District's management. Our responsibility is to express an opinion on the financial statements based on our audit. If our opinion is other than unqualified, we will fully discuss the reasons with you in advance. If for any reason, we are unable to complete the audit, we will not issue a report as a result of this engagement.

3.6.1

### **AUDIT SERVICES (Continued)**

If circumstances arise relating to the condition of your records, the availability of sufficient, competent evidential matter, or indications of a significant risk of material misstatement of the financial statements because of error, fraudulent financial reporting, or misappropriation of assets which in our professional judgment prevent us from completing the audit, we retain the unilateral right to take any course of action permitted by professional standards, including declining to express an opinion or issue a report, or withdrawal from the engagement.

The assistance to be supplied by your personnel, including the preparation of schedules and analyses of accounts, will be discussed and coordinated with management. The timely and accurate completion of this work is an essential condition to our completion of the audit and issuance of our audit report.

### **MANAGEMENT'S RESPONSIBILITY**

We understand that you will provide us with the basic information required for our audit and that you are responsible for the accuracy and completeness of that information. We will advise you about appropriate accounting principles and their application and will assist in the preparation of your financial statements, but the responsibility for the financial statements remains with you. Accordingly, you acknowledge that management is responsible for (1) the preparation of the District's financial statements, (2) selecting and applying accounting principles, (3) establishing and maintaining effective internal control over financial reporting and safeguarding assets, and for informing us of all significant deficiencies in the design or operation of such controls of which it has knowledge, (4) properly recording transactions in the records, (5) identifying and ensuring that the District complies with the laws and regulations applicable to its activities, and for informing us about all known material violations of such laws or regulations, (6) the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the District involving management, employees who have significant roles in internal control and others where the fraud could have a material effect on the financial statements, (7) informing us of its knowledge of any allegations of fraud or suspected fraud affecting the District received in communications from employees, regulators, or other, (8) making all financial records and related information available to us and (9) for adjusting the financial statements to correct material misstatements.

As part of our engagement, we may also propose standard, adjusting, or correcting journal entries to your financial statements. Management, however, has final responsibility for reviewing the proposed entries and understanding the nature and impact of the proposed entries to the financial statements. It is our understanding that management has designated qualified individuals with the necessary expertise to be responsible and accountable for overseeing the services performed as part of this engagement.

At the conclusion of our audit, we will request certain written representations from management about the financial statements and matters related thereto. We will also require that management affirm to us that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

3.6.2

### MANAGEMENT'S RESPONSIBILITY (Continued)

It is also management's responsibility to ensure that Western Placer Unified School District has not caused Perry-Smith LLP's independence to be impaired by hiring a former or current Perry-Smith LLP partner, principal, or professional employee in a key position, as defined in the *Code of Professional Conduct* of the American Institute of Certified Public Accountants (AICPA), that would cause a violation of the AICPA *Code of Professional Conduct* or other applicable independence rules. Any employment opportunities with Western Placer Unified School District for a former or current Perry-Smith LLP partner, principal, or professional employee should be discussed with Mr. David Becker before entering into substantive employment conversations with the former or current Perry-Smith LLP partner, principal, or professional employee.

The Board of Education is responsible for informing us of its views about the risks of fraud within the District, and its knowledge of any fraud or suspected fraud affecting the District. We will also determine that certain matters related to the conduct of the audit are communicated to the Board of Education, including (1) fraud involving senior management and fraud (whether caused by senior management or other employees) that causes a material misstatement of the financial statements, (2) illegal acts that come to our attention (unless they are clearly inconsequential), (3) disagreements with management and other serious difficulties encountered in performing the audit and (4) various matters related to the District's accounting policies and financial statements.

Our audit is not specifically designed and cannot be relied on to disclose significant deficiencies in the design or operation of the internal control. However, during the audit, if we become aware of significant deficiencies in internal control or ways that we believe management practices can be improved, we reserve the right to advise you of these matters in a letter to management.

Western Placer Unified School District hereby indemnifies Perry-Smith LLP and its partners, principals and employees and holds them harmless from all claims, liabilities, losses and costs arising in circumstances where there has been a known misrepresentation by a member of Western Placer Unified School District's management, regardless of whether such person was acting in Western Placer Unified School District's interest. This indemnification will survive termination of this letter.

During the course of our engagement, we may accumulate records containing data which should be reflected in your books and records. You will determine that all such data, if necessary, will be so reflected. Accordingly, the District will not expect us to maintain copies of such records in our possession.

From time to time and depending upon the circumstances, we may use third-party service providers to assist us in providing professional services to you. In such circumstances, it may be necessary for us to disclose confidential client information to them. We enter into confidentiality agreements with all third-party service providers and we are satisfied that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others.

3.6.3

## MANAGEMENT'S RESPONSIBILITY (Continued)

We may be asked to provide access to our working papers to the regulators upon request for their regulatory oversight purposes. If such a request is made, we will inform you prior to providing such access. The working papers for this engagement are the property of Perry-Smith LLP and constitute confidential information. Access to the requested working papers will be provided to the extent required by law or regulation to regulators of the District under the supervision of Perry-Smith LLP audit personnel and at a location designated by our Firm. All professional and administrative services relating to such access will be charged as an additional expense to this engagement.

In the event we are requested or authorized by Western Placer Unified School District or are required by government regulation, subpoena, or other legal process to produce our documents or our personnel as witnesses with respect to our engagements for Western Placer Unified School District, Western Placer Unified School District will, so long as we are not a party to the proceeding in which the information is sought, reimburse us for our professional time and expenses, as well as the fees and expenses of our counsel, incurred in responding to such requests.

Professional standards and our Firm policies require that we perform certain additional procedures whenever our reports are included, or we are named as accountants, auditors, or "experts" in a document used in a public or private offering of equity or debt securities. Accordingly, you agree that you will not include our reports, or otherwise make reference to us, in any public or private securities offering without first obtaining our consent. Any request to consent is a matter for which separate arrangements will be necessary. After obtaining our consent, you also agree to provide us with printer's proofs or masters of such offering documents for our review and approval before printing, and with a copy of the final reproduced material for our approval before it is distributed. In the event our auditor/client relationship has been terminated when you seek such consent, we will be under no obligation to grant such consent or approval.

## PROFESSIONAL FEES

We estimate that our fees for the services described above will be as follows:

|               |           |
|---------------|-----------|
| June 30, 2007 | \$ 44,500 |
| June 30, 2008 | \$ 51,175 |
| June 30, 2009 | \$ 53,750 |

The proposed fees for the District beginning for the year ending June 30, 2008, reflect our estimate of the increase in the level of audit procedures necessary to comply with the new risk assessment standards issued in 2006 by the Auditing Standards Board of the American Institute of Certified Public Accountants. These risk based auditing standards include Statement on Auditing Standards ("SAS") No.'s 104-111 and are required for all entities for fiscal years beginning on or after December 15, 2006. These standards will have a significant impact on the planning and supervision of the audit, understanding the entity and its environment and assessing the risk of a material misstatement in financial reporting, assessing risk and materiality, designing audit procedures in response to the risk assessment, and evaluating the audit evidence obtained. We have included the estimated hours resulting from the implementation of these standards as part of our proposed fees to provide the District with a complete representation of the scope of the work required to be performed. In the event that the actual hours associated with the implementation of these auditing standards differs more than 5% of our total estimated fees, we will present an amended engagement letter adjusting our fees for 2008 and 2009.

36.4

### PROFESSIONAL FEES (Continued)

The fee estimate is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we expend the additional time. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. In accordance with Education Code Section 14505, the District will not be expected to pay the final 10% of the agreed-upon audit fee until the audit report is accepted by the Office of the State Controller.

The nature of an audit engagement is such that an aggregate fee is difficult to ascertain. In any event, absent some unusual uncertainty or change in the scope of our engagement, our aggregate fees for the services previously described will not exceed the amount specified. Our proposed aggregate fee does not include any time for the performance of accounting services, to include account reconciliation, preparation of resulting journal entries, assistance in closing year-end accounts and implementation of GASB 34. The fees previously presented are for the hours necessary to complete the audit process and prepare our report on the financial statements.

### MEDIATION AND ARBITRATION

If any dispute arises among the parties hereto, Western Placer Unified School District and Perry-Smith LLP agree first to try in good faith to settle the dispute by mediation administered by the American Arbitration Association under its Rules for Professional Accounting and Related Services Disputes before resorting to litigation.

If the parties are unable to resolve the dispute through mediation within 60 days from the date notice is first given from one party to the other as to the existence of a dispute and the demand to mediate, then they may proceed to resolve the matter by arbitration if this agreement provides that the particular dispute is subject to arbitration, or by whatever other lawful means are available to them if this agreement does not provide for arbitration of the particular dispute. Costs of any mediation proceeding shall be shared equally by all parties.

Western Placer Unified School District and Perry-Smith LLP agree that any dispute over fees charged for professional services provided will be submitted for resolution by arbitration in accordance with the Rules for Professional Accounting and Related Services Disputes of the American Arbitration Association (or other association). Such arbitration shall be binding and final. The arbitration shall take place at Sacramento, California. Any award rendered by the Arbitrator pursuant to this Agreement may be filed and entered and shall be enforceable in the Superior Court of the County in which the arbitration proceeds.

In agreeing to arbitration, we both acknowledge that, in the event of a dispute over fees charged by Perry-Smith LLP, each of us is giving up the right to have the dispute decided in a court of law before a judge or jury and instead, we are accepting the use of arbitration for resolution. The prevailing party shall be entitled to an award of reasonable attorneys' fees and costs incurred in connection with the arbitration of the dispute in an amount to be determined by the arbitrator.

3.6.5



**MEDIATION AND ARBITRATION (Continued)**

It is agreed by Western Placer Unified School District and Perry-Smith LLP or any successors in interest that no claim arising out of services rendered pursuant to this agreement by or on behalf of Western Placer Unified School District shall be asserted more than two years after the date of the last audit report issued by Perry-Smith LLP.

This letter constitutes the complete and exclusive statement of agreement between Perry-Smith LLP and Western Placer Unified School District, superseding all proposals, oral or written, and all other communication, with respect to the terms of the engagement between the parties.

It is our policy to keep work papers related to such engagements for seven years. Upon the expiration of the seven year period, Western Placer Unified School District agrees that we shall be free to destroy our work papers.

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,

*Perry-Smith LLP*

**RESPONSE:**

The terms of this letter correctly set forth our understanding of the professional services to be provided by Perry-Smith LLP to Western Placer Unified School District.

By: *Carrie Carlson*

Title: *Asst. Superintendent*

Date: *3/16/07*

*3.6.6*

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

|  |   |
|--|---|
| <b>MISSION STATEMENT:</b> Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World |   |
| <b>DISTRICT GLOBAL GOALS</b>   |   |
| 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:**

Curriculum Adoption – 6 - 8 Science

**AGENDA ITEM AREA:**

Consent

**REQUESTED BY:**

Mary Boyle

**ENCLOSURES:**

Packet

**MEETING DATE:**

May 1, 2007

---

**BACKGROUND:**

Following the State of California's Schedule for Curriculum Framework Development and Adoption of K – 8 Instructional Materials, a WPUSD 6 – 8<sup>th</sup> Grades Science Curriculum Team has worked together for several months to preview, review, evaluate and recommend a single publisher's curriculum for adoption which meets California content standards. Following is a packet outlining the timeline, process and committee membership leading to the following adoption recommendation. This adoption will be in place for six years until the next adoption cycle.

**ADMINISTRATION RECOMMENDATION:**

Adopt Pearson Prentice Hall's "Focus on Science" series – California Edition.

WPUSD  
6 - 8 Science Adoption Process & Results  
May 2007

Timeline:

- Making Decisions and Purchasing This Year (06 - 07)
- Implement Next Year (07 - 08)
- Inservice Next Year (07 - 08)

Process:

1. Adoption Process Meeting - January 29
2. Publishers' Preview Presentations - Staff Development Rm
  - Monday, February 9 - 8:00 - 3:00
  - Publishers' Presentations & Discussion
  - Review Kits - Take Parts to Sites to Review with Colleagues
  - Communicate with Colleagues - Feb/March
3. Science Materials Review Day @ Staff Development Rm
  - Friday, February 23 - 8:00 - 3:00
  - Review Kits - Dig into components; compare to standards
  - Complete Standards Map Basic Comprehensive Program for Each Publisher
  - Complete Adoption Rating Sheet for Each Publisher
  - Final Decision, if possible

Committee Members:

Krystal Arnold - TBMS - 6

Sue Hoffman - TBMS - 7

Chant Leavell - TBMS - 8

Ron Buda - GEMS - 7

Theresa Landon - GEMS - 6, 7, 8

Recommendation: Pearson Prentice Hall's "Focus on Science" series -  
California Edition

3.7.1

# WPUSD

## Science Textbook Adoption Process 6<sup>th</sup> - 8<sup>th</sup> Grades February / March 2007

We streamlined the process by utilizing:

- Publishers' presentations on the state-approved series adoptions
- Early elimination of unacceptable series
- Advance individual previewing of each remaining textbook series
- Common time for review
- California State standards for science
- Standards Map - Basic Comprehensive Program Evaluation on each remaining published materials
- An objective rating sheet based on state criteria for evaluation

The following documents our process and results.

**SCIENCE ADOPTION  
Grades 6 – 8**

**February 9, 2007  
PCOE Annex - Placer A&B Rooms**

| <b>Publisher Presentation Schedule</b> |   |
|--|---|
| <b>8:30 AM - 9:30 AM</b>               | <b>McDougal Little – Al Merino</b><br>800-323-4068 Ext. 4233 – Al_Merino@hmco.com           |
| <b>9:30 AM - 9:45 AM</b>               | <b>Set-up/Switch back to presentation room</b>  |
| <b>9:45 AM – 10:45 AM</b>              | <b>Pearson Prentice-Hall – Bill Quinn</b><br>916—961-8763 - William.Quinn@PHSchool.com      |
| <b>10:45 AM – 11:00 AM</b>             | <b>Set-up/Switch back to presentation room</b>  |
| <b>11:00 PM - 12:00 PM</b>             | <b>Holt, Rinehart and Winston – Barbara Orloff</b><br>707-421-8823 – Barbara.orloff@hrw.com |
| <b>1200 PM – 1:00 PM</b>               | <b>Lunch – on your own</b>  |
| <b>1:00 PM – 2:00 PM</b>               | <b>Glenco McGraw Hill – Virginia Reese</b><br>877-571-5666 - Virginia_Reesemcgraw-hill.com  |
| <b>2:00 PM – 2: 15 PM</b>              | <b>Set-up/Switch back to presentation room</b>  |
| <b>2:15 PM – 3:15 PM</b>               | <b>It's About Time – Larry Parton</b><br>877-357-0085 – leparton@herffjones.com             |
| <b>3:15 PM – 3:30 PM</b>               | <b>Set-up/Switch back to presentation room</b>  |
| <b>3:30 PM – 4:30 PM</b>               | <b>CPO Science – Steve Krieshok</b><br>866-474-5500 – skrieshok@cpo.com                     |

## Reasons for Initial Eliminations of Three Science Publishers 6<sup>th</sup> - 8<sup>th</sup> Grades

### **CPO Science:**

- ☐ Too few materials
- ☐ No differentiated instruction
- ☐ Not a strong curriculum for earth and life science
- ☐ Boring book / not interesting to students
- ☐ Assessment / test preparation is not up to standard
- ☐ Too simple

### **Holt, Rinehart & Winston Science**

- ☐ Poor customer service
- ☐ Few support materials
- ☐ Book not interesting to students
- ☐ No homework component
- ☐ Appears to be a language arts program over a science program
- ☐ Limited labs

### **Glenco McGraw Hill Science**

- ☐ Very little information on plants and animals
- ☐ Does not meet all state standards for science

**Teachers / Schools:** Krystal Arnold (TBMS), Theresa Landon (GEMS), Sue Hoffman (TBMS),  
Chant Leavell (TBMS)

Publisher: *Prentice Hall*  
 Program Title: *Focus on Earth Science*  
 Components:

Standards Map – Basic Comprehensive Program  
 Science  
 Grade – Six  
 Focus on Earth Sciences

|                                       |                   | LESSON COVERAGE  |  | Meets Standard         |   | NOTES  |
|---------------------------------------|-------------------|--|--|------------------------|---|--|
| Grade                                 | Standard #        | Text of Standard   | ASSESSMENTS<br>Y/N                         | LABS/ACTIVITIES<br>Y/N | Y |  |
| PLATE TECTONICS AND EARTH'S STRUCTURE |                   |  |  |                        |   |  |
| 6                                     | 1                 | Plate tectonics accounts for <u>important features of Earth's surface and major geologic events</u> . As a basis for understanding this concept:   | yes - leveled in book of exam view program | yes - lab zone         | ✓ | Vocabulary words highlighted<br>Keys for Grading |
| 6                                     | 1.a               | Students know evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and midocean ridges; and the distribution of fossils, rock types, and ancient climatic zones. |  |                        | ✓ | Aligned with E-LA Standards                      |
| 6                                     | Unit 1.b<br>1.7.5 | Students know Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core.  |  |                        | ✓ |  |
| 6                                     | 1.c               | Students know lithospheric plates  |  |                        | ✓ |  |

| Grade                   | Standard # | Text of Standard   | LESSON COVERAGE    |                        |  | Meets Standard |   | NOTES |
|-------------------------|------------|--|--------------------|------------------------|--|----------------|---|-------|
|                         |            |  | ASSESSMENTS<br>Y/N | LABS/ACTIVITIES<br>Y/N |  | Y              | N |       |
|                         |            | the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle.  |                    |                        |  |                |   |       |
| 6                       | 1.d        | <i>Students know</i> that earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface.  |                    |                        |  | ✓              |   |       |
| 6                       | 1.e        | <i>Students know</i> major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions.   |                    |                        |  | ✓              |   |       |
| 6                       | 1.f        | <i>Students know</i> how to explain major features of California geology (including mountains, faults, volcanoes) in terms of plate tectonics.   |                    |                        |  | ✓              |   |       |
| 6                       | 1.g        | <i>Students know</i> how to determine the epicenter of an earthquake and know that the effects of an earthquake on any region vary, depending on the size of the earthquake, the distance of the region from the epicenter, the local geology, and the type of construction in the region. |                    |                        |  | ✓              |   |       |
| SHAPING EARTH'S SURFACE |            |  |                    |                        |  |                |   |       |
| 6                       | 2          | <u>Topography is reshaped by the</u>   |                    |                        |  | ✓              |   |       |



| Grade  | Standard # | Text of Standard  | LESSON COVERAGE    |                        |   | Meets Standard |   | NOTES |
|--|------------|---|--------------------|------------------------|---|----------------|---|-------|
|  |            |   | ASSESSMENTS<br>Y/N | LABS/ACTIVITIES<br>Y/N |   | Y              | N |       |
|  |            | <u>weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept:</u>                                 |                    |                        |   |                |   |       |
| 6  | 2.a        | <i>Students know</i> water running downhill is the dominant process in shaping the landscape, including California's landscape.                                     |                    |                        | ✓ |                |   |       |
| 6  | 2.b        | <i>Students know</i> rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns. |                    |                        | ✓ |                |   |       |
| 6  | 2.c        | <i>Students know</i> beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves.                          |                    |                        | ✓ |                |   |       |
| 6  | 2.d        | <i>Students know</i> earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.  |                    |                        | ✓ |                |   |       |
| <b>HEAT (THERMAL ENERGY) (PHYSICAL SCIENCES)</b> |            |   |                    |                        |   |                |   |       |
| 6  | 3          | <u>Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are</u>   |                    |                        |   |                |   |       |

| Grade                      | Standard # | Text of Standard   | LESSON COVERAGE    |                        |   | Meets Standard |   | NOTES |
|----------------------------|------------|--|--------------------|------------------------|---|----------------|---|-------|
|                            |            |  | ASSESSMENTS<br>Y/N | LABS/ACTIVITIES<br>Y/N |   | Y              | N |       |
|                            |            | <u>at the same temperature. As a basis for understanding this concept:</u>   |                    |                        |   |                |   |       |
| 6                          | 3.a        | Students know energy can be carried from one place to another by heat flow or by waves, including water, light and sound waves, or by moving objects.              |                    |                        | ✓ |                |   |       |
| 6                          | 3.b        | Students know that when fuel is consumed, most of the energy released becomes heat energy.   |                    |                        | ✓ |                |   |       |
| 6                          | 3.c        | Students know heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter). |                    |                        | ✓ |                |   |       |
| 6                          | 3.d        | Students know heat energy is also transferred between objects by radiation (radiation can travel through space).   |                    |                        | ✓ |                |   |       |
| ENERGY IN THE EARTH SYSTEM |            |  |                    |                        |   |                |   |       |
| 6                          | 4          | <u>Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents. As a basis for</u>                          |                    |                        |   |                |   |       |

| Grade                          | Standard # | Text of Standard   | LESSON COVERAGE    |                        |  | Meets Standard |   | NOTES |
|--------------------------------|------------|--|--------------------|------------------------|--|----------------|---|-------|
|                                |            |  | ASSESSMENTS<br>Y/N | LABS/ACTIVITIES<br>Y/N |  | Y              | N |       |
|                                |            | <b>understanding this concept:</b>   |                    |                        |  |                |   |       |
| 6                              | 4.a        | <i>Students know</i> the sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle. |                    |                        |  | ✓              |   |       |
| 6                              | 4.b        | <i>Students know</i> solar energy reaches Earth through radiation, mostly in the form of visible light.  |                    |                        |  | ✓              |   |       |
| 6                              | 4.c        | <i>Students know</i> heat from Earth's interior reaches the surface primarily through convection.  |                    |                        |  | ✓              |   |       |
| 6                              | 4.d        | <i>Students know</i> convection currents distribute heat in the atmosphere and oceans.   |                    |                        |  | ✓              |   |       |
| 6                              | 4.e        | <i>Students know</i> differences in pressure, heat, air movement, and humidity result in changes of weather.                                       |                    |                        |  | ✓              |   |       |
| <b>3.7.9</b>                   |            |  |                    |                        |  |                |   |       |
| <b>ECOLOGY (LIFE SCIENCES)</b> |            |  |                    |                        |  |                |   |       |
| 6                              | 5          | <u>Organisms in ecosystems exchange energy and nutrients among themselves and with the</u>   |                    |                        |  |                |   |       |

| Grade | Standard # | Text of Standard   | LESSON COVERAGE    |                        |  | Meets Standard |   | NOTES |
|-------|------------|--|--------------------|------------------------|--|----------------|---|-------|
|       |            |  | ASSESSMENTS<br>Y/N | LABS/ACTIVITIES<br>Y/N |  | Y              | N |       |
|       |            | <b><u>environment. As a basis for understanding this concept:</u></b>  |                    |                        |  |                |   |       |
| 6     | 5.a        | <i>Students know energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.</i>  |                    |                        |  | ✓              |   |       |
| 6     | 5.b        | <i>Students know matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.</i>   |                    |                        |  | ✓              |   |       |
| 6     | 5.c        | <i>Students know populations of organisms can be categorized by the functions they serve in an ecosystem.</i>  |                    |                        |  | ✓              |   |       |
| 6     | 5.d        | <i>Students know different kinds of organisms may play similar ecological roles in similar biomes.</i>   |                    |                        |  | ✓              |   |       |
| 6     | 5.e        | <i>Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.</i> |                    |                        |  | ✓              |   |       |

3.7.10

| Grade                             | Standard # | Text of Standard   | LESSON COVERAGE    |                        |   | Meets Standard |  | NOTES |
|-----------------------------------|------------|--|--------------------|------------------------|---|----------------|--|-------|
|                                   |            |  | ASSESSMENTS<br>Y/N | LABS/ACTIVITIES<br>Y/N | Y | N              |  |       |
| RESOURCES                         |            |  |                    |                        |   |                |  |       |
| 6                                 | 6          | <u>Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept:</u>  |                    |                        |   | ✓              |  |       |
| 6                                 | 6.a        | <i>Students know</i> the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.                              |                    |                        |   | ✓              |  |       |
| 6                                 | 6.b        | <i>Students know</i> different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable. |                    |                        |   | ✓              |  |       |
| 6                                 | 6.c        | <i>Students know</i> the natural origin of the materials used to make common objects.  |                    |                        |   | ✓              |  |       |
| INVESTIGATION AND EXPERIMENTATION |            |  |                    |                        |   |                |  |       |
| 6                                 | 7          | <u>Scientific progress is made by asking meaningful questions</u>  |                    |                        |   |                |  |       |

| Grade | Standard # | Text of Standard  | LESSON COVERAGE |                     |   | Meets Standard |   | NOTES           |
|-------|------------|---|-----------------|---------------------|---|----------------|---|-----------------|
|       |            |   | ASSESSMENTS Y/N | LABS/ACTIVITIES Y/N |   | Y              | N |                 |
|       |            | <u>and conducting careful investigations. As a basis for understanding this concept and other three strands, students should develop their own questions and perform investigations. Students will:</u> |                 |                     |   |                |   |                 |
| 6     | 7.a        | Develop a hypothesis.   |                 |                     | ✓ |                |   |                 |
| 6     | 7.b        | Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.              |                 |                     | ✓ |                |   |                 |
| 6     | 7.c        | Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.  |                 |                     | ✓ |                |   |                 |
| 6     | 7.d        | Communicate the steps and results from an investigation in written reports and oral presentations.  |                 |                     | ✓ |                |   | Success Tracker |
| 6     | 7.e        | Recognize whether evidence is consistent with a proposed explanation.   |                 |                     | ✓ |                |   |                 |
| 6     | 7.f        | Read a topographic map and a geologic map for evidence  |                 |                     | ✓ |                |   |                 |

| Grade    | Standard # | Text of Standard   | LESSON COVERAGE    |                        |  | Meets Standard |   | NOTES |
|----------|------------|--|--------------------|------------------------|--|----------------|---|-------|
|          |            |  | ASSESSMENTS<br>Y/N | LABS/ACTIVITIES<br>Y/N |  | Y              | N |       |
|          |            | provided on the maps and construct and interpret a simple scale map.   |                    |                        |  |                |   |       |
| 6        | 7.g        | Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions).                                  |                    |                        |  | ✓              |   |       |
| 6        | 7.h        | Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hillslope). |                    |                        |  | ✓              |   |       |
| Appendix |            |  |                    |                        |  |                |   |       |

3.7.13

| <b><u>Sixth Grade</u></b>        | <b><u>McDougal Littell</u></b> | <b><u>Prentice Hall</u></b> |
|----------------------------------|--------------------------------|-----------------------------|
| Alignment with Standards/Content | 7.5                            | 10                          |
| Organization                     | 7.75                           | 10                          |
| Assessment                       | 9                              | 10                          |
| Universal Access                 | 8.5                            | 10                          |
| Instructional Planning/Support   | 9.5                            | 10                          |
| Average                          | <b>8.45</b>                    | <b>10</b>                   |

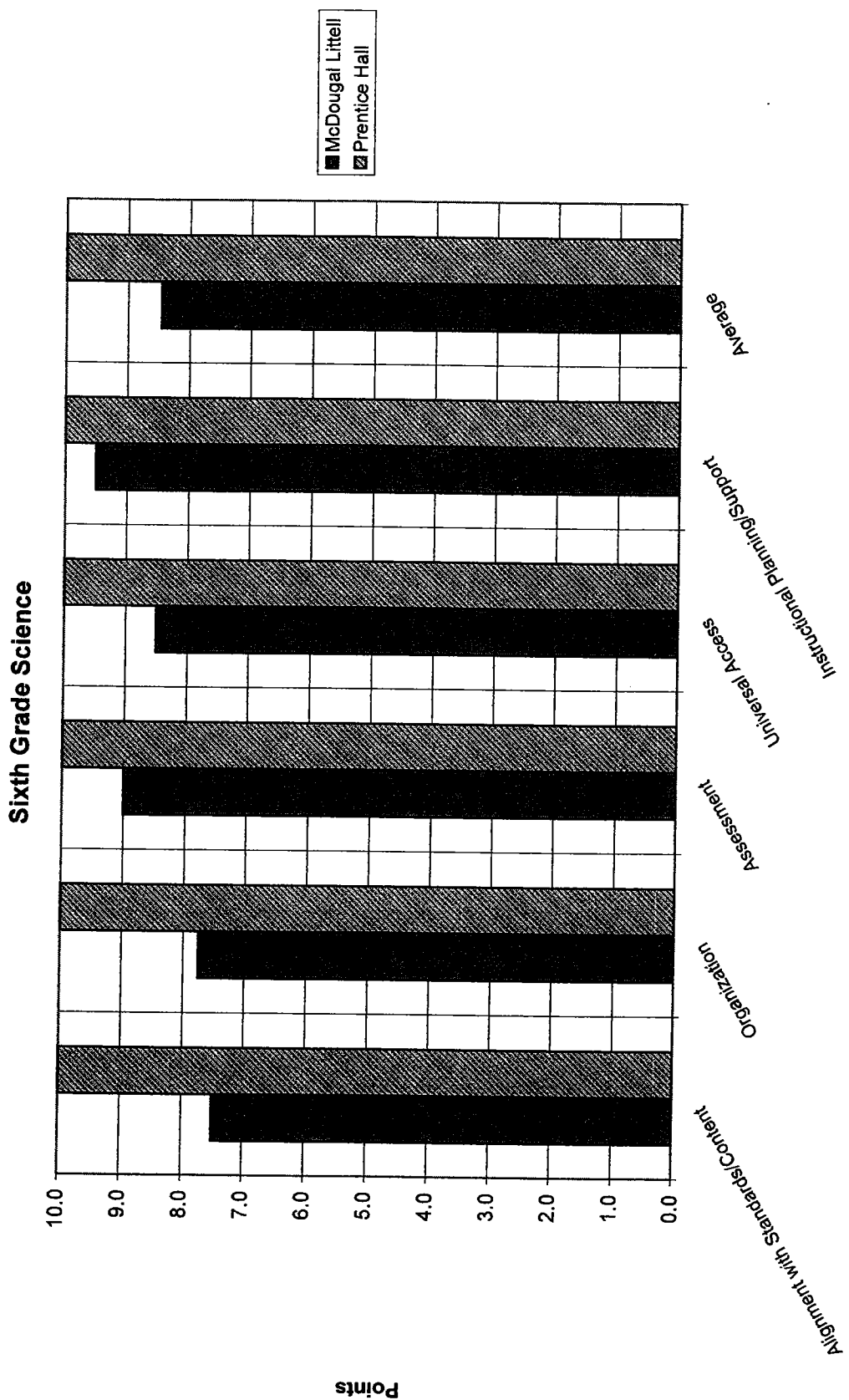
| <b><u>Seventh Grade</u></b>      | <b><u>McDougal Littell</u></b> | <b><u>Prentice Hall</u></b> |
|----------------------------------|--------------------------------|-----------------------------|
| Alignment with Standards/Content | 8                              | 10                          |
| Organization                     | 7.5                            | 10                          |
| Assessment                       | 9                              | 10                          |
| Universal Access                 | 8                              | 10                          |
| Instructional Planning/Support   | 10                             | 10                          |
| Average                          | <b>8.5</b>                     | <b>10</b>                   |

| <b><u>Eighth Grade</u></b>       | <b><u>McDougal Littell</u></b> | <b><u>Prentice Hall</u></b> |
|----------------------------------|--------------------------------|-----------------------------|
| Alignment with Standards/Content | 7.5                            | 9.75                        |
| Organization                     | 7.75                           | 10                          |
| Assessment                       | 8                              | 10                          |
| Universal Access                 | 8.5                            | 10                          |
| Instructional Planning/Support   | 9.5                            | 10                          |
| Average                          | <b>8.25</b>                    | <b>9.95</b>                 |

| <b><u>All Grades 6 - 8</u></b>   | <b><u>McDougal Littell</u></b> | <b><u>Prentice Hall</u></b> |
|----------------------------------|--------------------------------|-----------------------------|
| Alignment with Standards/Content | 7.67                           | 9.92                        |
| Organization                     | 7.67                           | 10                          |
| Assessment                       | 8.67                           | 10                          |
| Universal Access                 | 8.33                           | 10                          |
| Instructional Planning/Support   | 9.67                           | 10                          |
| Average                          | <b>8.40</b>                    | <b>9.98</b>                 |

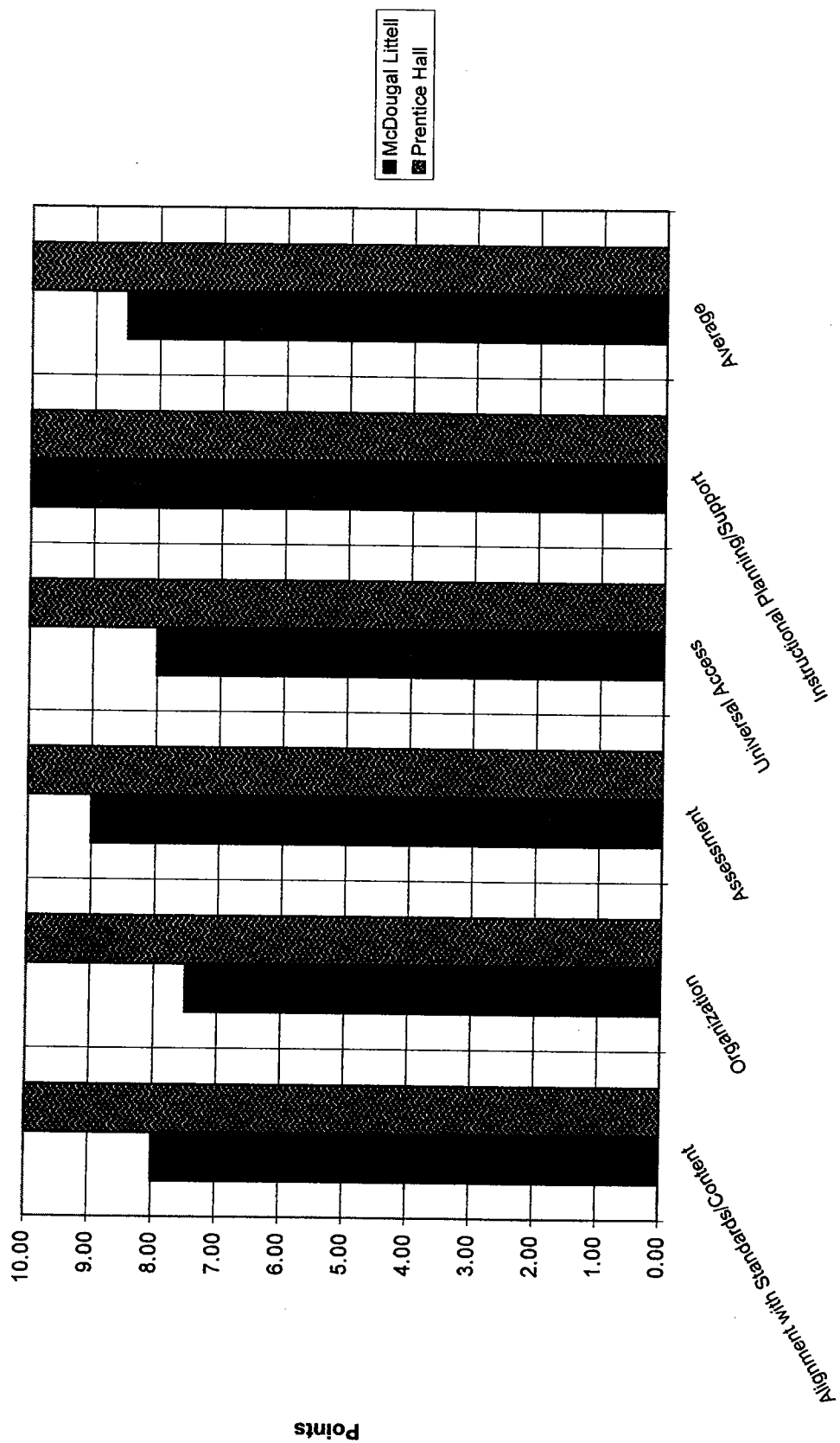
3.7.14





3.7.15

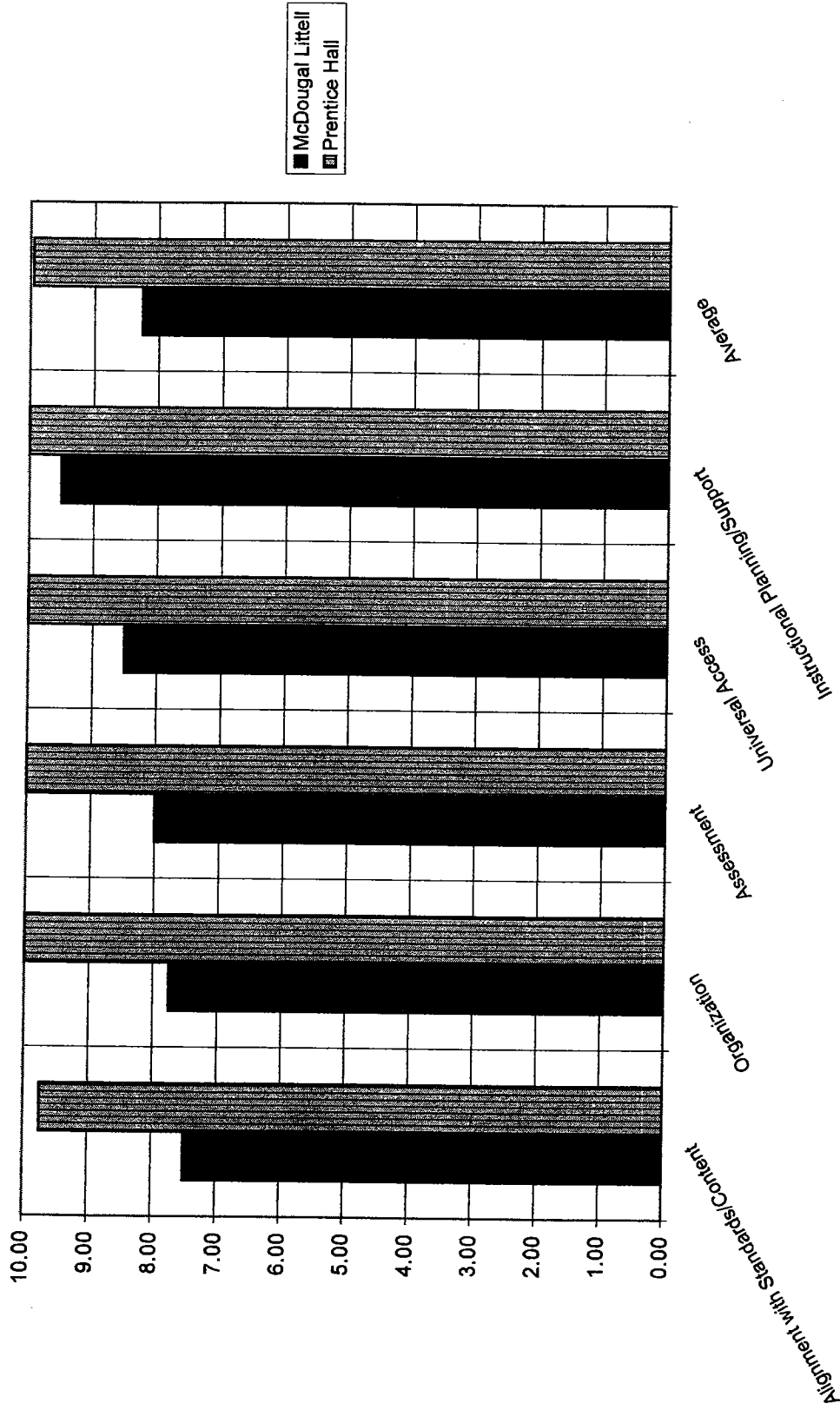
# Seventh Grade Science



Criteria

3.7.16

# 8th Grade Science

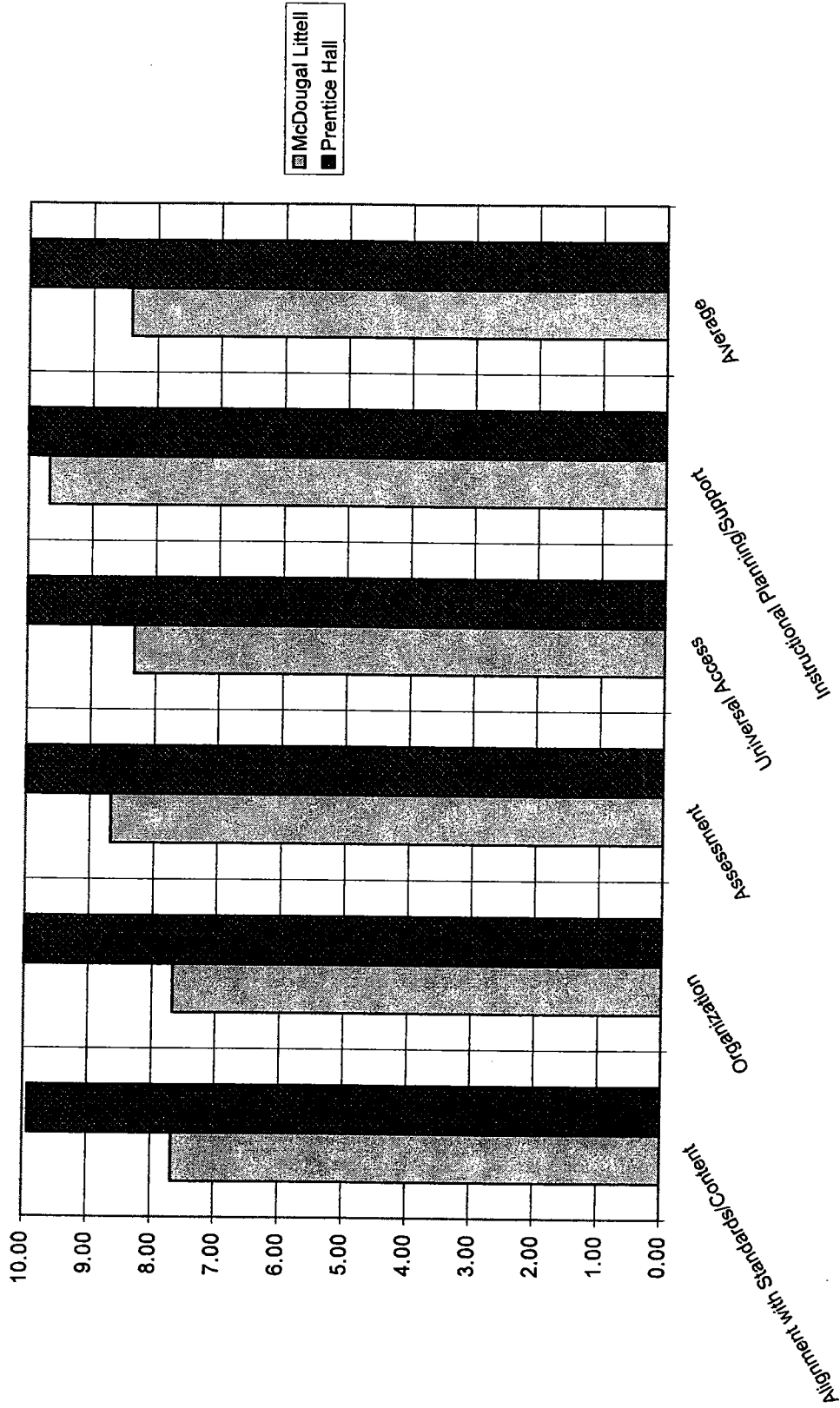


Criteria

Points

3.7.17

# 6th - 8th Science



Criteria

Points

3.7.18

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

|   |   |
|---|---|
| <b>MISSION STATEMENT:</b> Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World. |   |
| <b>DISTRICT GLOBAL GOALS</b>  |   |
| 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:**

Curriculum Adoption – K – 5 Science

**AGENDA ITEM AREA:**

Consent

**REQUESTED BY:**

Mary Boyle

**ENCLOSURES:**

Packet

**MEETING DATE:**

May 1, 2007

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**BACKGROUND:**

Following the State of California's Schedule for Curriculum Framework Development and Adoption of K – 8 Instructional Materials, a WPUSD K – 5 Science Curriculum Team has worked together for several months to preview, review, evaluate and recommend a single publisher's curriculum for adoption which meets California content standards. Following is a packet outlining the timeline, process and committee membership leading to the following adoption recommendation. This adoption will be in place for six years until the next adoption cycle.

**ADMINISTRATION RECOMMENDATION:**

Adopt Delta Education (FOSS) Science curriculum for K – 5 Science.

WPUUSD  
K - 5 Science Adoption Process & Results  
May 2007

Timeline:

- Making Decisions this Year (06 - 07)
- Purchasing Next Year (07 - 08)
- Implementing in 08 - 09 (due to K - 5 Social Studies Implementation in 07 - 08)

Process:

1. Adoption Process Meeting - January 29
2. Publishers' Preview Presentations @ PCOE Annex, Auburn-
  - Friday, February 16, 8:30 - 3:15 - Grades K - 5
3. Science Curriculum Materials Review Day @ Staff Develop Rm
  - Friday, February 23 - K - 5
  - Review Kits - Dig into components; compare to standards
  - Complete Standards Review and Science Adoption Rating Sheet for each publisher
  - Take parts to sites to share with colleagues
4. Communicate with Colleagues - Feb - March
5. Discussion/Final Decision Process Day Thursday, April 12

Committee Members:

|               |                     |
|---------------|---------------------|
| Shannon Burns | Will Middleton      |
| Megan Curry   | Jennifer Tarabochia |
| Bill Justice  | Tom Toy             |
| Mary Boyle    |                     |

Recommendation:

Delta Education (FOSS) Science

38.1

**SCIENCE ADOPTION**  
**Grades K - 6**

**February 16, 2007**  
**PCOE Annex - Placer A&B Rooms**

| <b>Publisher Presentation Schedule</b> |  |
|--|--|
| <b>8:30 AM - 9:30 AM</b>               | <b>Delta Education – Comer Johnson</b><br>530-672-1233 – cjohnson@delta-edu.com                      |
| <b>9:30 AM - 9:45 AM</b>               | <b>Set-up/Switch back to presentation room</b>   |
| <b>9:45 AM – 10:45 AM</b>              | <b>Macmillan McGraw-Hill – Brenda Williamson</b><br>530-305-5359 – Brenda_Williamson@mcgraw-hill.com |
| <b>10:45 AM – 11:00 AM</b>             | <b>Set-up/Switch back to presentation room</b>   |
| <b>11:00 PM - 12:00 PM</b>             | <b>Scott Foresman – Page Bastie</b><br>916-399-9232 – page.bastie@scottforesman.com                  |
| <b>1200 PM – 1:00 PM</b>               | <b>Lunch – on your own</b>   |
| <b>1:00 PM – 2:00 PM</b>               | <b>Harcourt – Linda Bunn</b><br>(916) 721-1152 – Linda.bunn@harcourt.com                             |
| <b>2:00 PM – 2: 15 PM</b>              | <b>Set-up/Switch back to presentation room</b>   |
| <b>2:15 PM – 3:15 PM</b>               | <b>Houghton Mifflin – Pat Ray</b><br>707-996-5560 – Pat_Ray@hmco.com                                 |

# WPUSD

## Science Textbook Adoption Process Kindergarten - 5<sup>th</sup> Grades February / March 2007

We streamlined the process by utilizing:

- Publishers' presentations on the state-approved series adoptions
- Early elimination of unacceptable series
- Advance individual previewing of each remaining textbook series
- Common time for review
- California State standards for science
- Standards Map - Basic Comprehensive Program Evaluation on each remaining published materials
- An objective rating sheet based on state criteria for evaluation

The following documents our process and results.



## Reasons for Initial Eliminations of Three Science Publishers Kindergarten - 5<sup>th</sup> Grades

### Harcourt Science

- ☐ Very boring science labs
- ☐ Not enough change from the current book
- ☐ Not enough hands on
- ☐ They didn't send their kits

### Pearson / Scott Foresman

- ☐ Not enough hands-on / lab activities
- ☐ Not as many support materials as other publishers
- ☐ Cognitive overload in the book - too much
- ☐ Literature book with science thrown in

### Houghton Mifflin

- ☐ More literacy book with some science integrated
- ☐ Not enough hands-on activities / labs
- ☐ Too busy, overwhelming

**Teachers / Schools:** Bill Justice (FSS), Will Middleton (CCC), Carol Anderson (FRE),  
Megan Curry (FRE), Jennifer Tarabochia (COES)

| <b><u>First Grade</u></b>        | <b><u>Foss / Delta</u></b> | <b><u>Macmillan / McGraw</u></b> |
|----------------------------------|----------------------------|----------------------------------|
| Alignment with Standards/Content | 9.5                        | 10                               |
| Organization                     | 9                          | 9                                |
| Assessment                       | 9                          | 9                                |
| Universal Access                 | 10                         | 9                                |
| Instructional Planning/Support   | 10                         | 9                                |
| Average                          | <b>9.50</b>                | <b>9.2</b>                       |

| <b><u>Second Grade</u></b>       | <b><u>Foss / Delta</u></b> | <b><u>Macmillan / McGraw</u></b> |
|----------------------------------|----------------------------|----------------------------------|
| Alignment with Standards/Content | 9.5                        | 8                                |
| Organization                     | 6                          | 8                                |
| Assessment                       | 9                          | 9                                |
| Universal Access                 | 3                          | 9                                |
| Instructional Planning/Support   | 8                          | 9                                |
| Average                          | <b>7.1</b>                 | <b>8.6</b>                       |

| <b><u>Third Grade</u></b>        | <b><u>Foss / Delta</u></b> | <b><u>Macmillan / McGraw</u></b> |
|----------------------------------|----------------------------|----------------------------------|
| Alignment with Standards/Content | 10                         | 5                                |
| Organization                     | 9                          | 5                                |
| Assessment                       | 6                          | 9                                |
| Universal Access                 | 7                          | 10                               |
| Instructional Planning/Support   | 10                         | 7                                |
| Average                          | <b>8.4</b>                 | <b>7.20</b>                      |

| <b><u>Fourth Grade</u></b>       | <b><u>Foss / Delta</u></b> | <b><u>Macmillan / McGraw</u></b> |
|----------------------------------|----------------------------|----------------------------------|
| Alignment with Standards/Content | 10                         | 8.5                              |
| Organization                     | 8.5                        | 8                                |
| Assessment                       | 8                          | 9                                |
| Universal Access                 | 8                          | 9                                |
| Instructional Planning/Support   | 9                          | 8.5                              |
| Average                          | <b>8.7</b>                 | <b>8.60</b>                      |

| <b><u>Fifth Grade</u></b>        | <b><u>Foss / Delta</u></b> | <b><u>Macmillan / McGraw</u></b> |
|----------------------------------|----------------------------|----------------------------------|
| Alignment with Standards/Content | 10                         | 8                                |
| Organization                     | 7                          | 10                               |
| Assessment                       | 5                          | 10                               |
| Universal Access                 | 10                         | 8                                |
| Instructional Planning/Support   | 5                          | 8                                |
| Average                          | <b>7.4</b>                 | <b>8.80</b>                      |

| <b><u>All Grades K-5</u></b>     | <b><u>Foss / Delta</u></b> | <b><u>Macmillan / McGraw</u></b> |
|----------------------------------|----------------------------|----------------------------------|
| Alignment with Standards/Content | 9.8                        | 7.9                              |
| Organization                     | 7.9                        | 8                                |
| Assessment                       | 7.4                        | 9.2                              |
| Universal Access                 | 7.6                        | 9                                |
| Instructional Planning/Support   | 8.4                        | 8.3                              |
| Average                          | <b>8.22</b>                | <b>8.48</b>                      |

### **Foss / Delta Comments**

**1st Grade:** This program is basic in its presentation, but more science oriented. Great Labs with in-depth thinking. Great for the science lab. Would probably take some in-service for classroom teachers.

**2nd Grade:** Teacher guides not teacher friendly. Blacklines - copying will be required, limited reading, where is EL support, many hands-on experiments. No fast-track experiments / labs for teachers with limited time in the classroom. Will take time for set up / planning. Experiments will take time, classroom teachers will need training.

**3rd Grade:** I clearly like Foss. It is scientifically simple and straight forward. It starts at the beginning of a concept and builds on that concept. For instance - Energy: talks about where it comes from and then gets into sources. Versus Macmillan talks about electric energy without the background of where energy comes from.

**4th Grade:** Would need teacher training

**5th Grade:** FOSS is the superior curriculum of choice. The labs and textbook are ideal for producing scientific thinkers.

### **Macmillan / McGraw**

**1st Grade:** Very literature / literacy based. Not all the labs are very in-depth, but teacher friendly. Better for a classroom teacher, not a science lab.

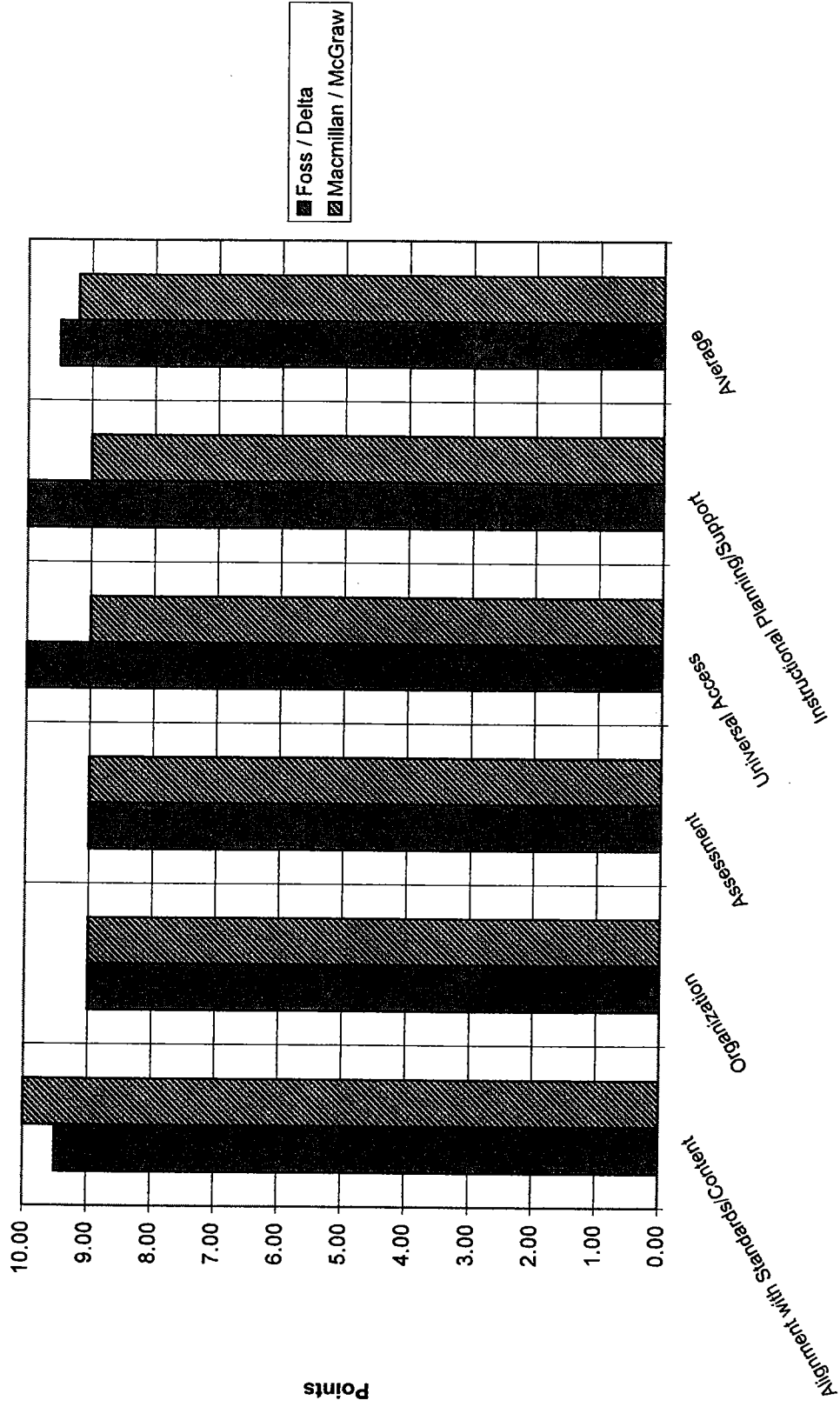
**2nd Grade:** Assessments are similar to standardize test format. Online assessments available, ongoing observation assessments.

**3rd Grade:** Inspiring students & labs

**4th Grade:** More literature based than science.

**5th Grade:** The Macmillan/McGraw Hill is best of the "cookie cutter" science curriculums. It has lots of bells and whistles but it does not differ from our current curriculum much.

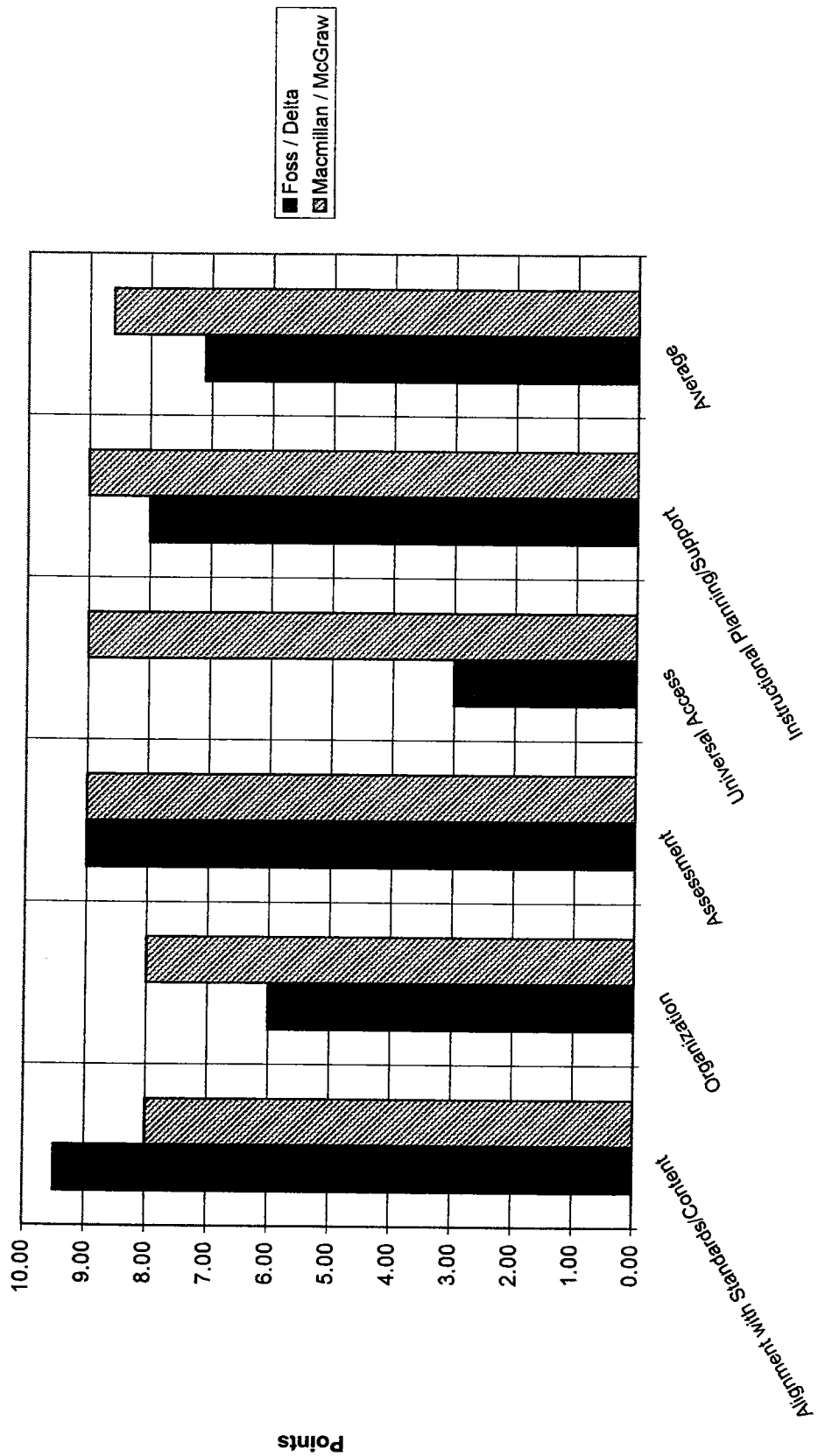
# First Grade Science



Criteria

3.8.7

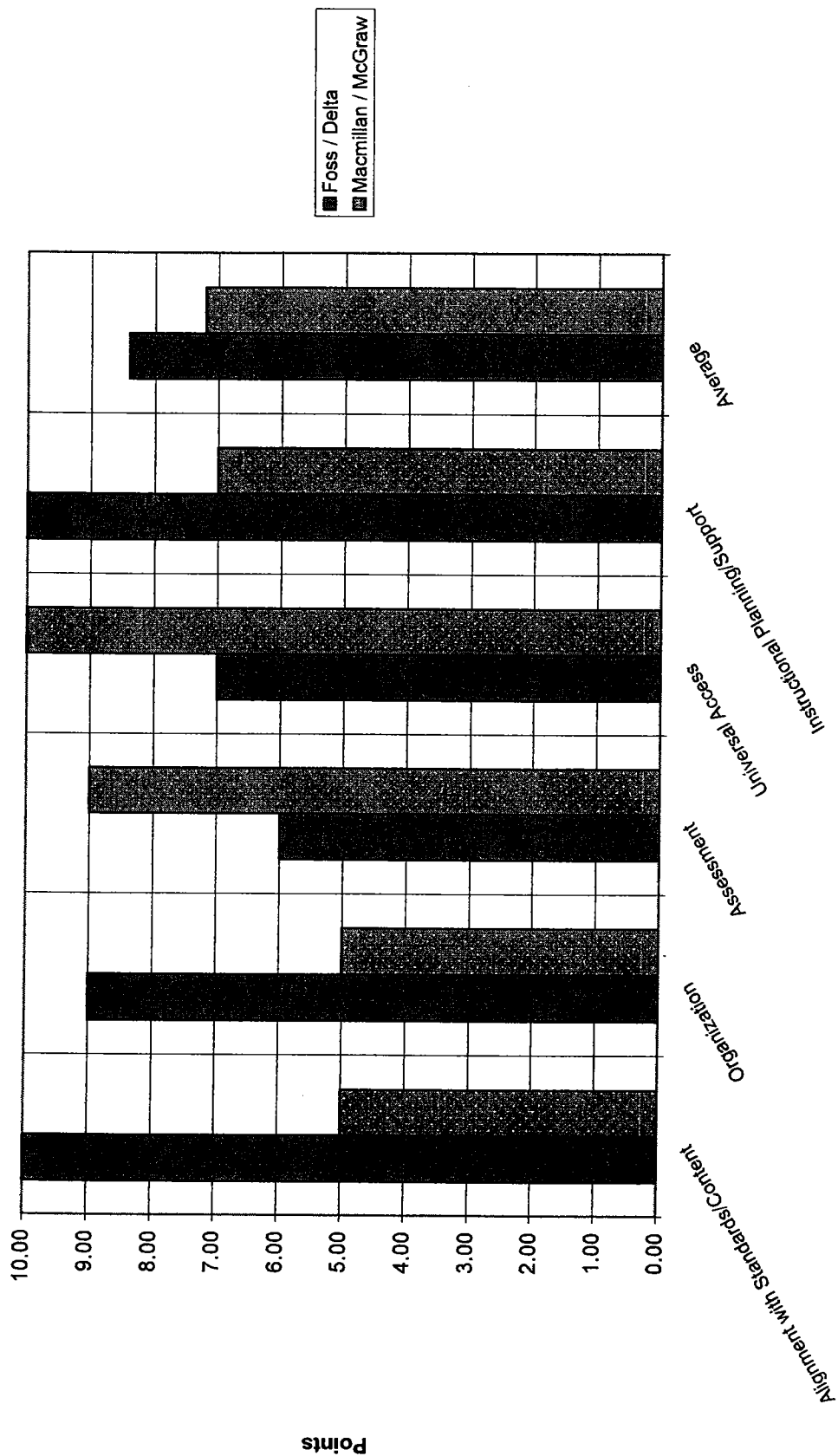
# Second Grade Science



Criteria

3.8.8

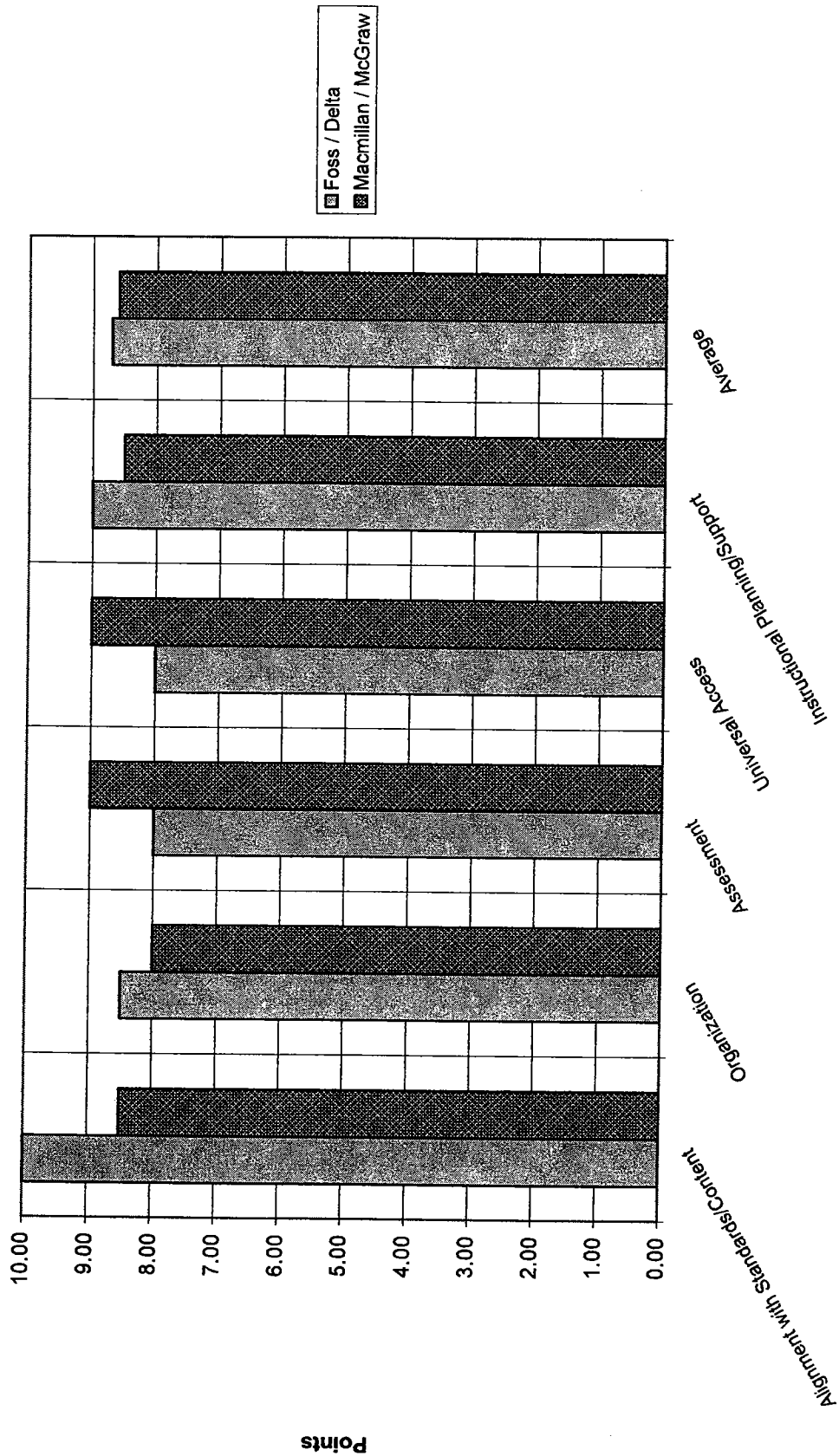
# Third Grade Science



38.9

Criteria

# Fourth Grade Science

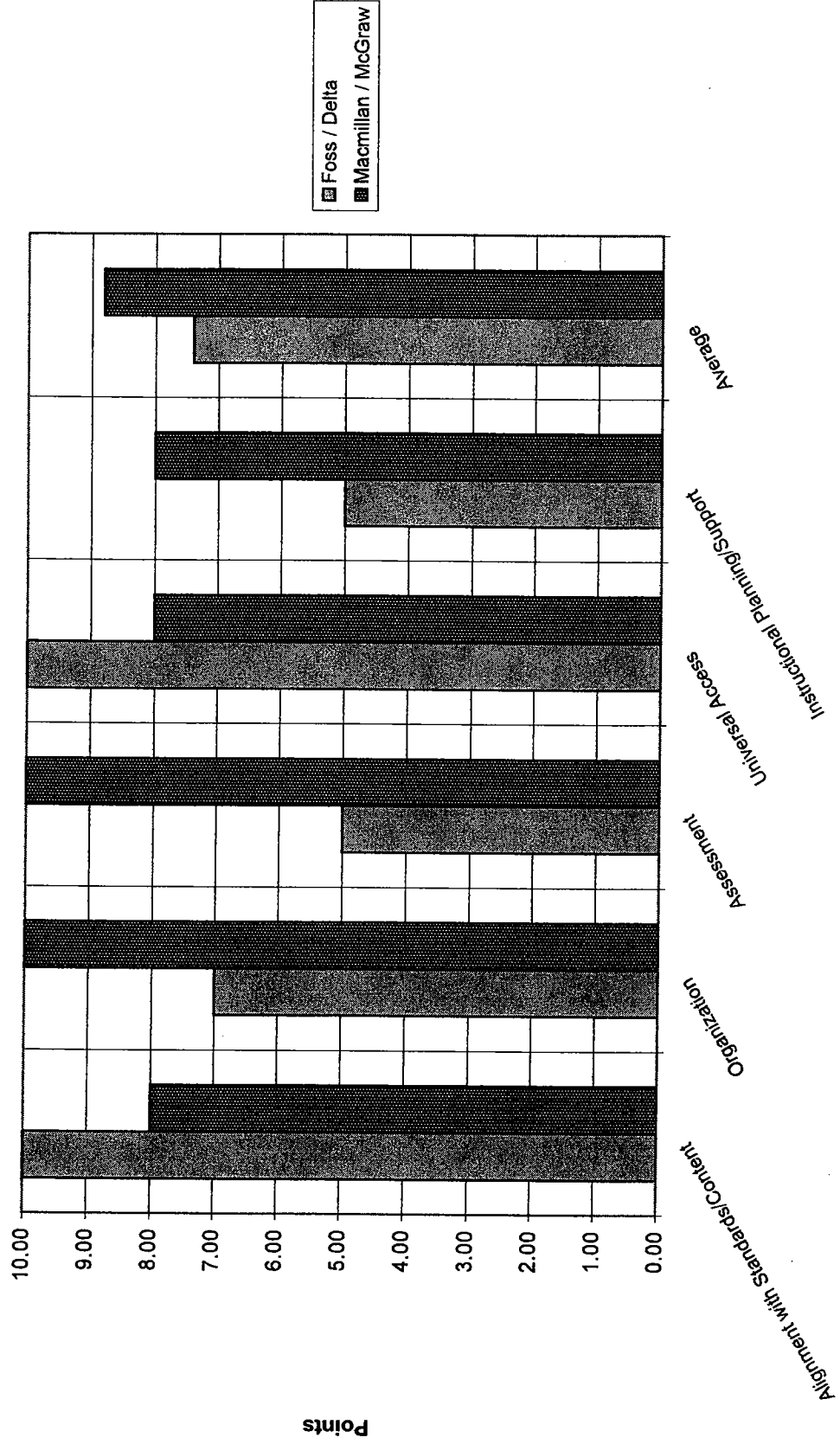


Criteria

01.810

3.8.11

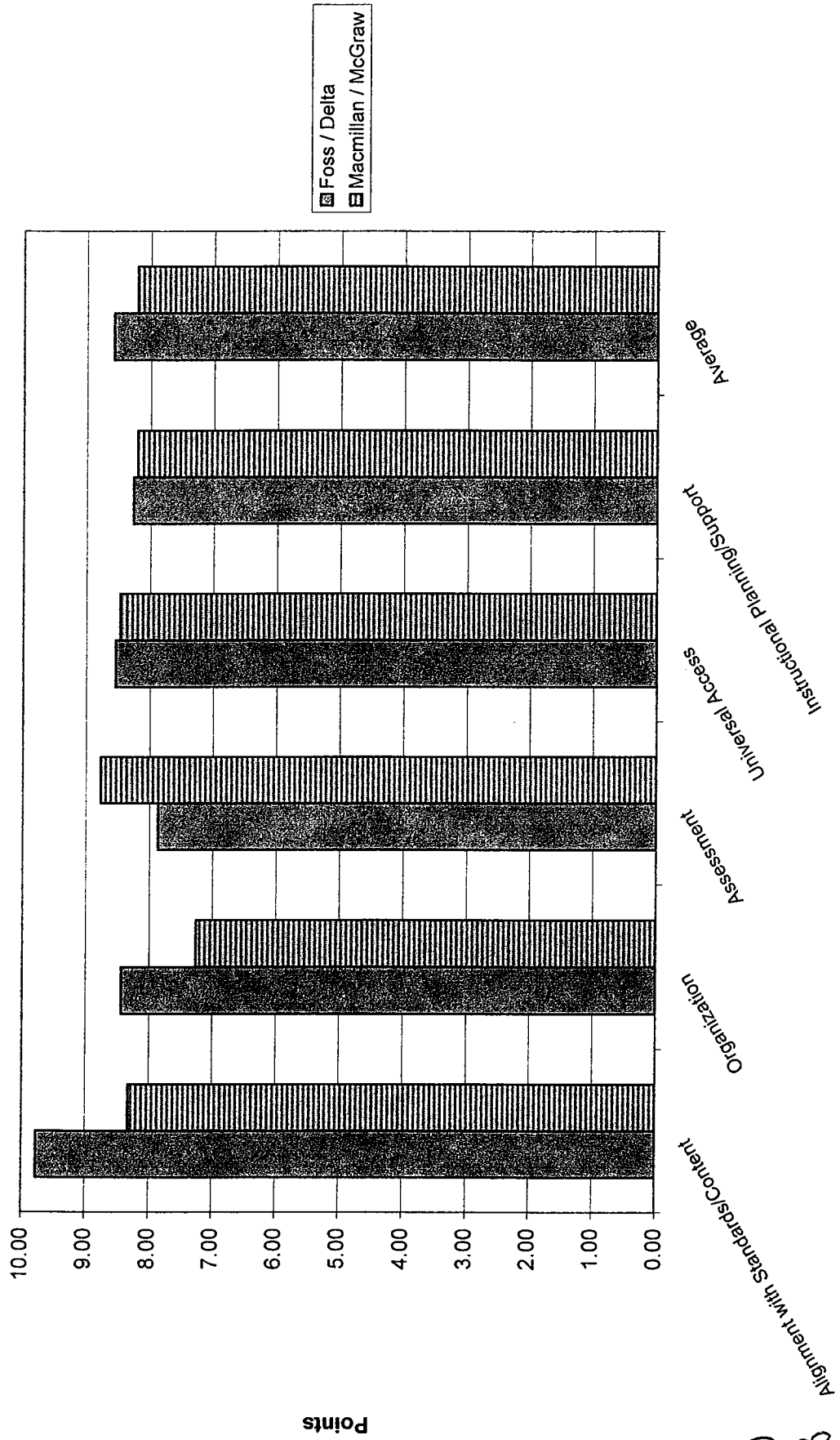
# Fifth Grade Science



Criteria



# Kindergarten - Fifth Grade Science



3.8.12

**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:**

Curriculum Adoption – K – 5 Social Science

**AGENDA ITEM AREA:**

Consent

**REQUESTED BY:**

Mary Boyle

**ENCLOSURES:**

Packet

**MEETING DATE:**

May 1, 2007

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**BACKGROUND:**

Following the State of California's Schedule for Curriculum Framework Development and Adoption of K – 8 Instructional Materials, a WPUUSD K – 5 Social Science Curriculum Team has worked together for several months to preview, review, evaluate and recommend a single publisher's curriculum for adoption which meets California content standards. Following is a packet outlining the timeline, process and committee membership leading to the following adoption recommendation. This adoption will be in place for six years until the next adoption cycle.

**ADMINISTRATION RECOMMENDATION:**

Adopt Pearson Scott Foresman's "Scott Foresman History-Social Science for California" series for Social Science K – 5.

3.9

WPUSD  
K - 5 Social Science Adoption Process & Results  
May 2007

Timeline:

- Making Decisions and Purchasing This Year (06 - 07)
- Implement Next Year (07 - 08)
- Inservice Next Year (07 - 08)

Process:

1. Adoption Process Meeting - January 29
2. Publishers' Preview Presentations - Staff Development Rm
  - Monday, February 26 - 8:00 - 3:00
  - Publishers' Presentations & Discussion
  - Review Kits - Take Parts to Sites to Review with Colleagues
  - Communicate with Colleagues - Feb/March
3. Social Studies Materials Review Day @ Staff Development Rm
  - Monday, March 26 - 8:00 - 3:00
  - Review Kits - Dig into components; compare to standards
  - Complete Standards Map Basic Comprehensive Program for Each Publisher
  - Complete Adoption Rating Sheet for Each Publisher
4. Elementary Administration Review/Final Decision April 20

Committee Members:

|                        |                             |
|------------------------|-----------------------------|
| Cheryl Wall - K        | Jamie Mandel - 4            |
| Dale Hannum - 1        | Jenny Flanagan - 4          |
| Kelli Willard - 2      | Julie Shackelford - SDC 4/5 |
| Michelle Livermore - 2 | Bonnie Blazier - 4          |
| Carolyn Nelson - 2     | Megan Magee - 5             |
| Jaclyn Crook - 3       | Dan Burbage-Macaluso - 5    |

Administration Team Members:

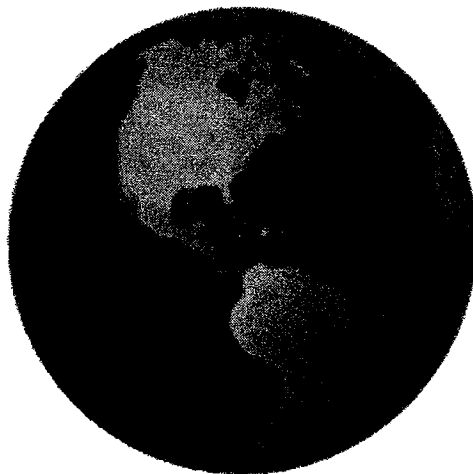
|                    |                |
|--------------------|----------------|
| John Bliss - K - 5 | Jeremy Lyche   |
| Linda Pezanoski    | Kris Knutson   |
| Ruben Ayala        | Kelli Castillo |

Recommendation: Pearson Scott Foresman's "Scott Foresman History-Social Science for California" series for Social Science K - 5.

# SOCIAL STUDIES PUBLISHERS' PRESENTATIONS

Grades K - 5  
Monday, February 26  
8:00 am - 3:30 pm  
WPUSD Staff Development Room

8:00 Meet, Greet & Eat; Review Process  
9:00 Houghton Mifflin - Pat Ray  
10:00 Harcourt School Publishers - Linda Bunn  
11:00 Discussion  
12:00 Lunch  
1:00 Pearson Scott Foresman - Page Bastie  
2:00 McMillan McGraw Hill - Brenda Williamson  
3:00 Discussion



3.9.2

# Social Science Standards

K - 5

39.3



# Kindergarten

## History-Social Science Content Standards.

### Learning and Working Now and Long Ago

Students in kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

#### **K.1 Students understand that being a good citizen involves acting in certain ways.**

1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.

#### **K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.**

#### **K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.**

#### **K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.**

1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.
3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).
4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.

#### **K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.**

#### **K.6 Students understand that history relates to events, people, and places of other times.**

1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).
2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.

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3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

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## Grade One

### History-Social Science Content Standards.

#### A Child's Place in Time and Space

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

##### 1.1 Students describe the rights and individual responsibilities of citizenship.

1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community.
2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

##### 1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.

1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.
2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.
3. Construct a simple map, using cardinal directions and map symbols.
4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

##### 1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.

1. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "America").
2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them.
3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.

##### 1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.

1. Examine the structure of schools and communities in the past.
2. Study transportation methods of earlier days.
3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the

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home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

**1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.**

1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.
2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.
3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.

**1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.**

1. Understand the concept of exchange and the use of money to purchase goods and services.
2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.

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## Grade Two

### History-Social Science Content Standards.

#### People Who Make a Difference

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.

##### 2.1 Students differentiate between things that happened long ago and things that happened yesterday.

1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
2. Compare and contrast their daily lives with those of their parents, grandparents, and/ or guardians.
3. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).

##### 2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).
2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.
3. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.
4. Compare and contrast basic land use in urban, suburban, and rural environments in California.

##### 2.3 Students explain governmental institutions and practices in the United States and other countries.

1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
2. Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.

##### 2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
3. Understand how limits on resources affect production and consumption (what to produce and what to consume).

##### 2.5 Students understand the importance of individual action and character and explain how heroes from long

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ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

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## Grade Three

History-Social Science Content Standards.

### Continuity and Change

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

**3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.**

1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

**3.2 Students describe the American Indian nations in their local region long ago and in the recent past.**

1. Describe national identities, religious beliefs, customs, and various folklore traditions.
2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).
3. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.
4. Discuss the interaction of new settlers with the already established Indians of the region.

**3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.**

1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.
3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

**3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.**

1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.
2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.

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3. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).
4. Understand the three branches of government, with an emphasis on local government.
5. Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.
6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

**3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.**

1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
4. Discuss the relationship of students' "work" in school and their personal human capital.

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## Grade Four

### History-Social Science Content Standards.

#### California: A Changing State

Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

#### **4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.**

1. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.
2. Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.
3. Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.
4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.
5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.

#### **4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.**

1. Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.
2. Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.
3. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).
4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.
5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.
6. Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.
7. Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.
8. Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.

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**4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.**

1. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.
2. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).
3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).
4. Study the lives of women who helped build early California (e.g., Biddy Mason).
5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.

**4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.**

1. Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.
2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.
3. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).
4. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).
5. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.
6. Describe the development and locations of new industries since the nineteenth century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.
7. Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.
8. Describe the history and development of California's public education system, including universities and community colleges.
9. Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).

**4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.**

1. Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).
2. Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.
3. Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.
4. Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.
5. Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).

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## Grade Five

### History-Social Science Content Standards.

#### United States History and Geography: Making a New Nation

Students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people, that has gone through a revolution, that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course, and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

**5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.**

1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.
2. Describe their varied customs and folklore traditions.
3. Explain their varied economies and systems of government.

**5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.**

1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).
2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).
3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.
4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.

**5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.**

1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).
3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).

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4. Discuss the role of broken treaties and massacres and the factors that led to the Indians defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).
5. Describe the intermecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).
6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).

**5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.**

1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.
2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).
3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).
4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.
5. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.
6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.
7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

**5.5 Students explain the causes of the American Revolution.**

1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).
2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.
3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.
4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

**5.6 Students understand the course and consequences of the American Revolution.**

1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.
2. Describe the contributions of France and other nations and of individuals to the out-come of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Ko'sciuszko, Baron Friedrich Wilhelm von Steuben).
3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).
4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.
7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

**5.7 Students describe the people and events associated with the development of the U.S. Constitution and**

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**analyze the Constitution's significance as the foundation of the American republic.**

1. List the shortcomings of the Articles of Confederation as set forth by their critics.
2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.
5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
6. Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").

**5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.**

1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).
2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).
3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).
4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.
6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.

**5.9 Students know the location of the current 50 states and the names of their capitals.**

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Publisher:

Program Title:

Teacher(s):

**Standards Map – Basic Comprehensive Program  
Grade Kindergarten – History Social Science  
Learning and Working Now and Long Ago**

Students in kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

| Grade | Standard # | Text of Standard  | EVIDENCE OF: |                         |  | Meets Standard |   | NOTES |
|-------|------------|---|--------------|-------------------------|--|----------------|---|-------|
|       |            |   | Instruction  | Student Work/Activities |  | Y              | N |       |
| K     | K.1        | Students understand that being a good citizen involves acting in certain ways.  |              |                         |  |                |   |       |
| K     | K.1.1      | Follow rules, such as sharing and taking turns, and know the consequences of breaking them.   |              |                         |  |                |   |       |
| K     | K.1.2      | Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. |              |                         |  |                |   |       |
| K     | K.1.3      | Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.               |              |                         |  |                |   |       |
| K     | K.2        | Students recognize national and state symbols and icons such as the national and state flags, the bald  |              |                         |  |                |   |       |

For questions, contact the CFIR Division, California Department of Education, (916) 319-0881.

| Grade | Standard # | Text of Standard   | EVIDENCE OF: |                         |   | Meets Standard |  | NOTES |
|-------|------------|--|--------------|-------------------------|---|----------------|--|-------|
|       |            |  | Instruction  | Student Work/Activities | Y | N              |  |       |
|       |            | eagle, and the Statue of Liberty.  |              |                         |   |                |  |       |
| K     | K.3        | Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.   |              |                         |   |                |  |       |
| K     | K.4        | Students compare and contrast the locations of people, places, and environments and describe their characteristics.  |              |                         |   |                |  |       |
| K     | K.4.1      | Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.   |              |                         |   |                |  |       |
| K     | K.4.2      | Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.   |              |                         |   |                |  |       |
| K     | K.4.3      | Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).   |              |                         |   |                |  |       |
| K     | K.4.4      | Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines. |              |                         |   |                |  |       |
| K     | K.4.5      | Demonstrate familiarity with the school's layout, environs, and the jobs people do there.  |              |                         |   |                |  |       |
|       | K.5        | Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.   |              |                         |   |                |  |       |

For questions, contact the CFIR Division, California Department of Education, (916) 319-0881.

| Grade   | Standard # | Text of Standard  | EVIDENCE OF:  |                         |  | Meets Standard |   | NOTES |
|---|------------|---|---|-------------------------|--|----------------|---|-------|
|   |            |   | Instruction   | Student Work/Activities |  | Y              | N |       |
| K   | K.6        | Students understand that history relates to events, people, and places of other times.  |   |                         |  |                |   |       |
| K   | K.6.1      | Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day). |   |                         |  |                |   |       |
| K   | K.6.2      | Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.   |   |                         |  |                |   |       |
| K   | K.6.3      | Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).  |   |                         |  |                |   |       |
| <b>Historical and Social Sciences Analysis Skills</b><br>The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed <i>only in conjunction with</i> the content standards in kindergarten through grade five.<br><i>In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.</i> |            |   |   |                         |  |                |   |       |
| 3   |            |   | CHRONOLOGICAL AND SPATIAL THINKING  |                         |  |                |   |       |
| 9   |            |   | (1) Students place key events and people of the historical era they are studying in a |                         |  |                |   |       |
| 20  |            |   |   |                         |  |                |   |       |

| Grade | Standard # | Text of Standard   | EVIDENCE OF: |                         |  | Meets Standard |   | NOTES |
|-------|------------|--|--------------|-------------------------|--|----------------|---|-------|
|       |            |  | Instruction  | Student Work/Activities |  | Y              | N |       |
|       |            | chronological sequence and within a spatial context; they interpret time lines.  |              |                         |  |                |   |       |
| K     | (2)        | Students correctly apply terms related to time, including <i>past</i> , <i>present</i> , <i>future</i> , <i>decade</i> , <i>century</i> , and <i>generation</i> .                                      |              |                         |  |                |   |       |
| K     | (3)        | Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.          |              |                         |  |                |   |       |
| K     | (4)        | Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.            |              |                         |  |                |   |       |
| K     | (5)        | Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.          |              |                         |  |                |   |       |
|       |            | <b>RESEARCH, EVIDENCE, AND POINT OF VIEW</b>   |              |                         |  |                |   |       |
| K     | (1)        | Students differentiate between primary and secondary sources.  |              |                         |  |                |   |       |
| K     | (2)        | Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. |              |                         |  |                |   |       |
|       | (3)        | Students distinguish fact from fiction by comparing documentary sources on   |              |                         |  |                |   |       |

30  
5  
2

| Grade           | Standard # | Text of Standard   | EVIDENCE OF: |                         | Meets Standard |   | NOTES |
|-----------------|------------|--|--------------|-------------------------|----------------|---|-------|
|                 |            |  | Instruction  | Student Work/Activities | Y              | N |       |
|                 |            | historical figures and events with fictionalized characters and events.  |              |                         |                |   |       |
|                 |            | <b>HISTORICAL INTERPRETATION</b>   |              |                         |                |   |       |
| K               | (1)        | Students summarize the key events of the era they are studying and explain the historical contexts of those events.  |              |                         |                |   |       |
| K               | (2)        | Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places. |              |                         |                |   |       |
| K               | (3)        | Students identify and interpret the multiple causes and effects of historical events.  |              |                         |                |   |       |
| K               | (4)        | Students conduct cost-benefit analyses of historical and current events.   |              |                         |                |   |       |
| <b>Appendix</b> |            |  |              |                         |                |   |       |

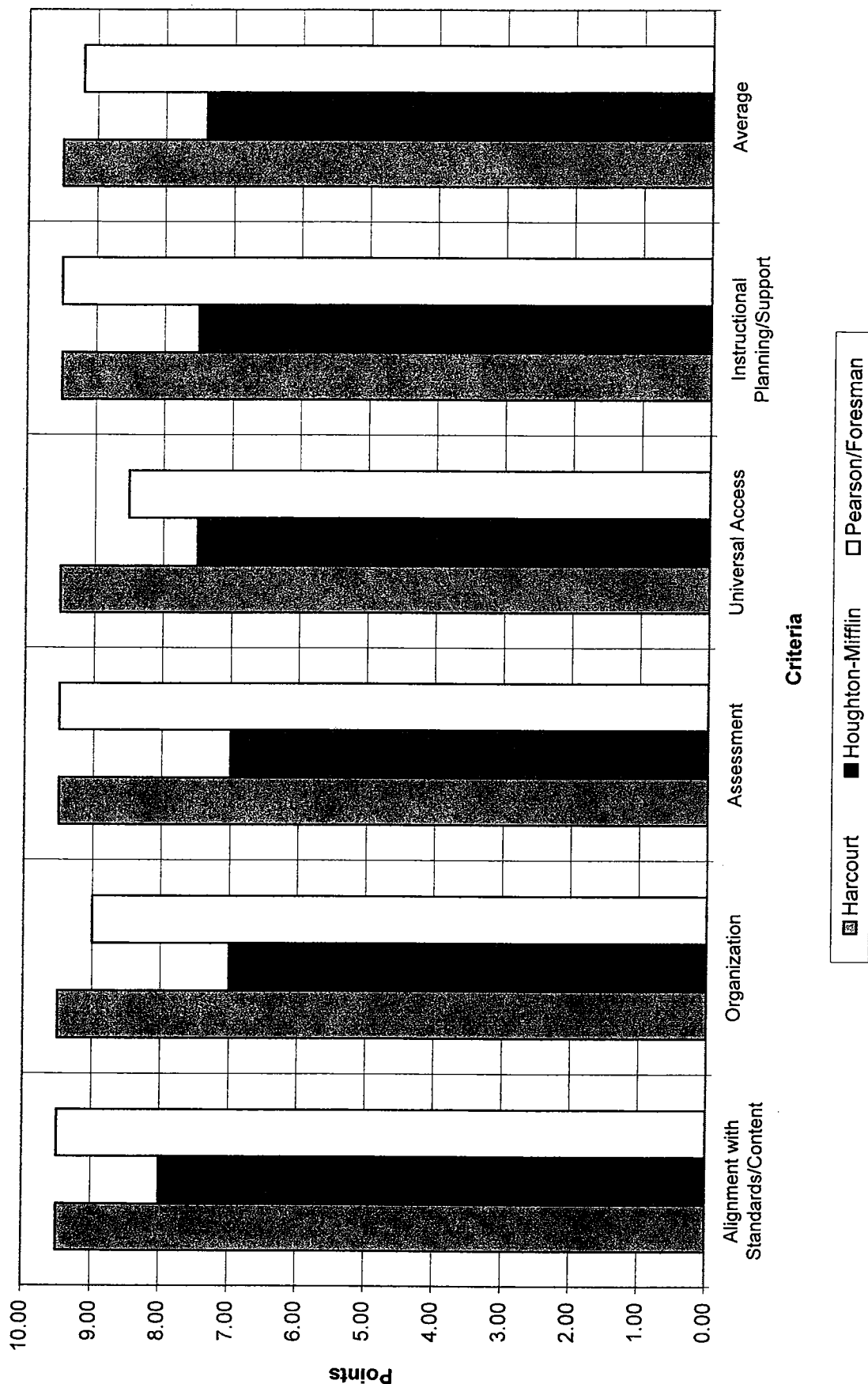
3.9.22



| <u>First Grade</u>               |             |             |             |  | <u>Fourth Grade</u>              |             |             |              |  |
|----------------------------------|-------------|-------------|-------------|--|----------------------------------|-------------|-------------|--------------|--|
| Alignment with Standards/Content | 9.5         | 8           | 9.5         |  | Alignment with Standards/Content | 8           | 7.63        | 9.75         |  |
| Organization                     | 9.5         | 7           | 9           |  | Organization                     | 7           | 6.25        | 8.5          |  |
| Assessment                       | 9.5         | 7           | 9.5         |  | Assessment                       | 8           | 7.75        | 8.25         |  |
| Universal Access                 | 9.5         | 7.5         | 8.5         |  | Universal Access                 | 6           | 6.25        | 8            |  |
| Instructional Planning/Support   | 9.5         | 7.5         | 9.5         |  | Instructional Planning/Support   | 7.75        | 7           | 8.25         |  |
| Average                          | <b>9.50</b> | <b>7.40</b> | <b>9.2</b>  |  | Average                          | <b>7.35</b> | <b>6.98</b> | <b>8.55</b>  |  |
| <u>First Grade</u>               |             |             |             |  | <u>Fifth Grade</u>               |             |             |              |  |
| Alignment with Standards/Content | 10          | 10          | 10          |  | Alignment with Standards/Content | 8.33        | 6.33        | 10           |  |
| Organization                     | 10          | 7           | 6           |  | Organization                     | 3           | 3           | 10           |  |
| Assessment                       | 7           | 10          | 6           |  | Assessment                       | 3.33        | 4.67        | 10           |  |
| Universal Access                 | 7           | 8           | 6           |  | Universal Access                 | 2.33        | 2.33        | 10           |  |
| Instructional Planning/Support   | 5           | 8           | 6           |  | Instructional Planning/Support   | 3.33        | 2.67        | 10           |  |
| Average                          | <b>7.80</b> | <b>8.6</b>  | <b>6.8</b>  |  | Average                          | <b>4.06</b> | <b>3.80</b> | <b>10.00</b> |  |
| <u>Second Grade</u>              |             |             |             |  | <u>All Grades K-5</u>            |             |             |              |  |
| Alignment with Standards/Content | 10          | 8.67        | 8           |  | Alignment with Standards/Content | 9.39        | 8.11        | 9.54         |  |
| Organization                     | 10          | 7           | 4.67        |  | Organization                     | 8.17        | 6.38        | 7.86         |  |
| Assessment                       | 10          | 7.67        | 5           |  | Assessment                       | 8.06        | 7.35        | 7.63         |  |
| Universal Access                 | 9.67        | 8           | 5           |  | Universal Access                 | 7.17        | 6.51        | 7.42         |  |
| Instructional Planning/Support   | 10          | 6.67        | 4.67        |  | Instructional Planning/Support   | 7.51        | 6.47        | 7.57         |  |
| Average                          | <b>9.93</b> | <b>7.60</b> | <b>5.47</b> |  | Average                          | <b>8.06</b> | <b>6.96</b> | <b>8.00</b>  |  |

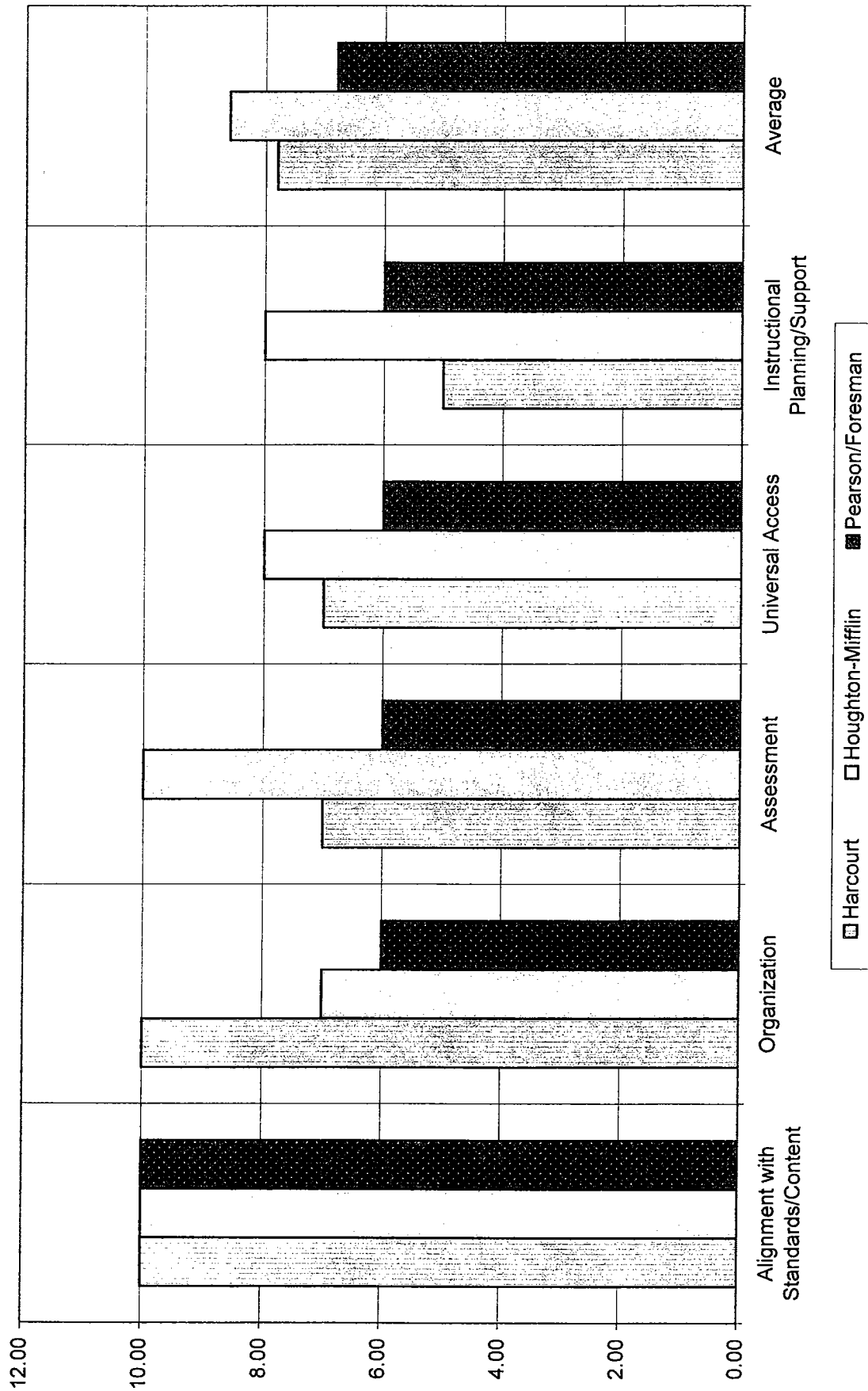
3.9.23

# Kindergarten Social Science



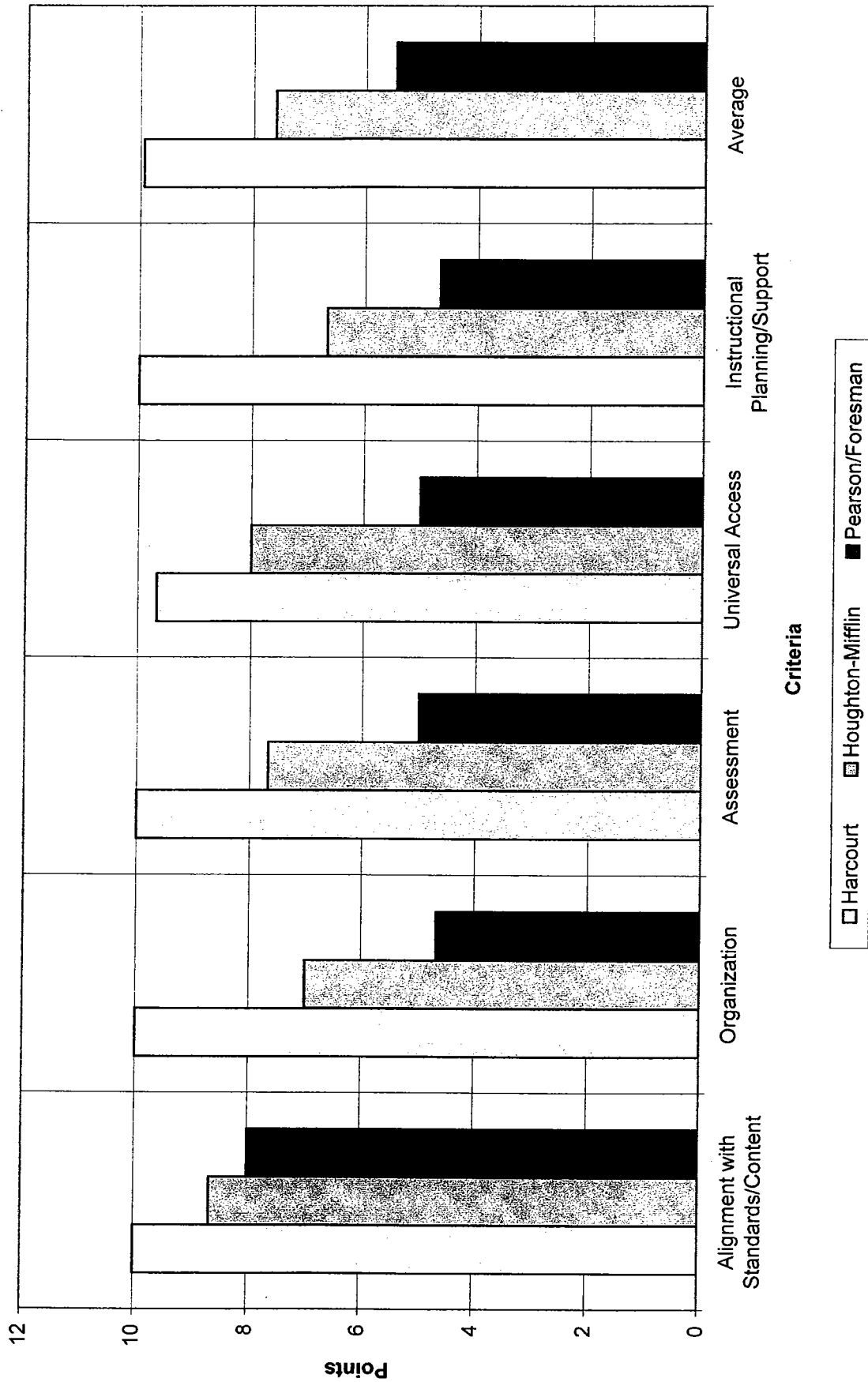
3.9.24

# First Grade Social Science



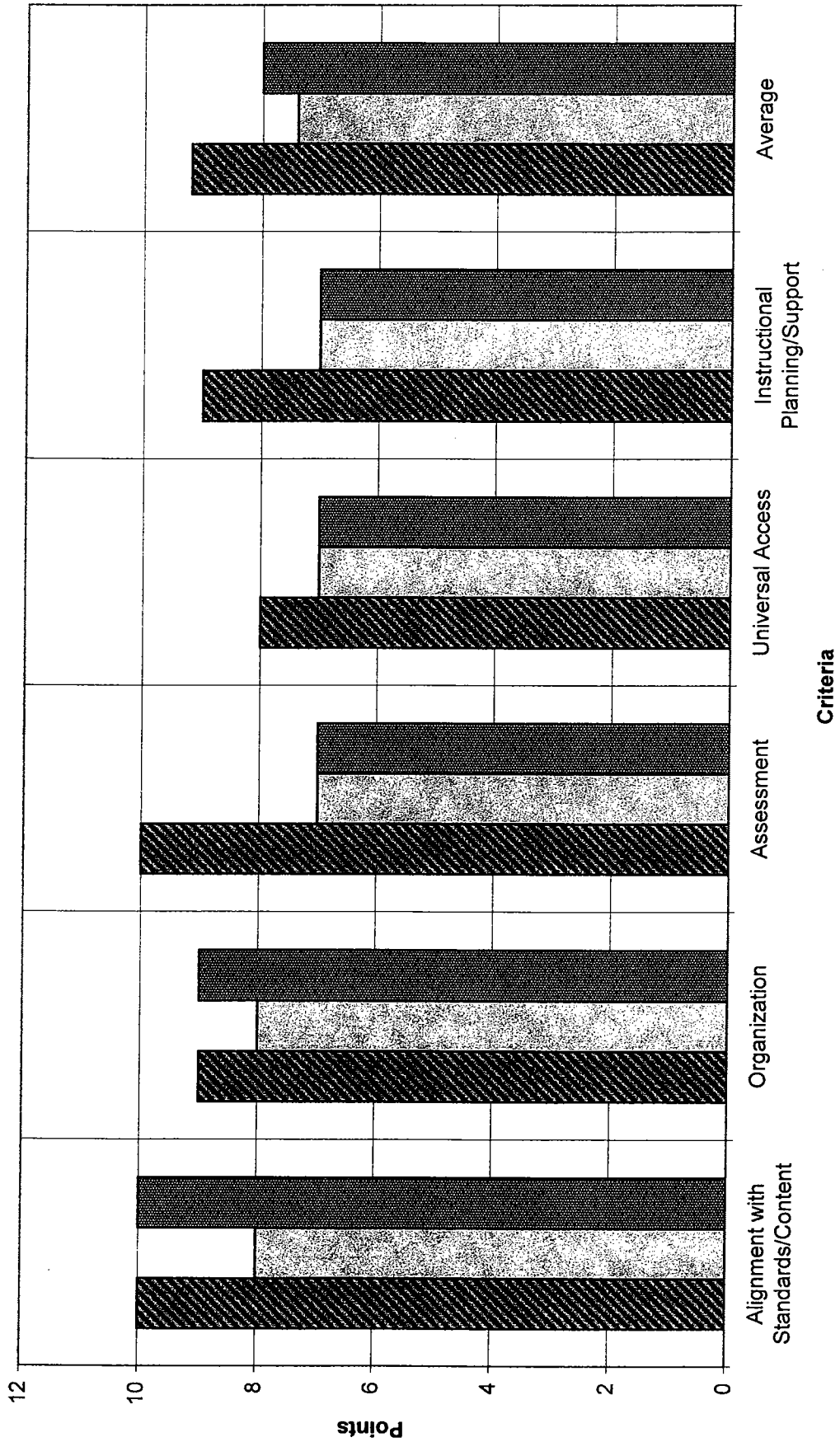
3.9.25

## Second Grade Social Science



3.9.26

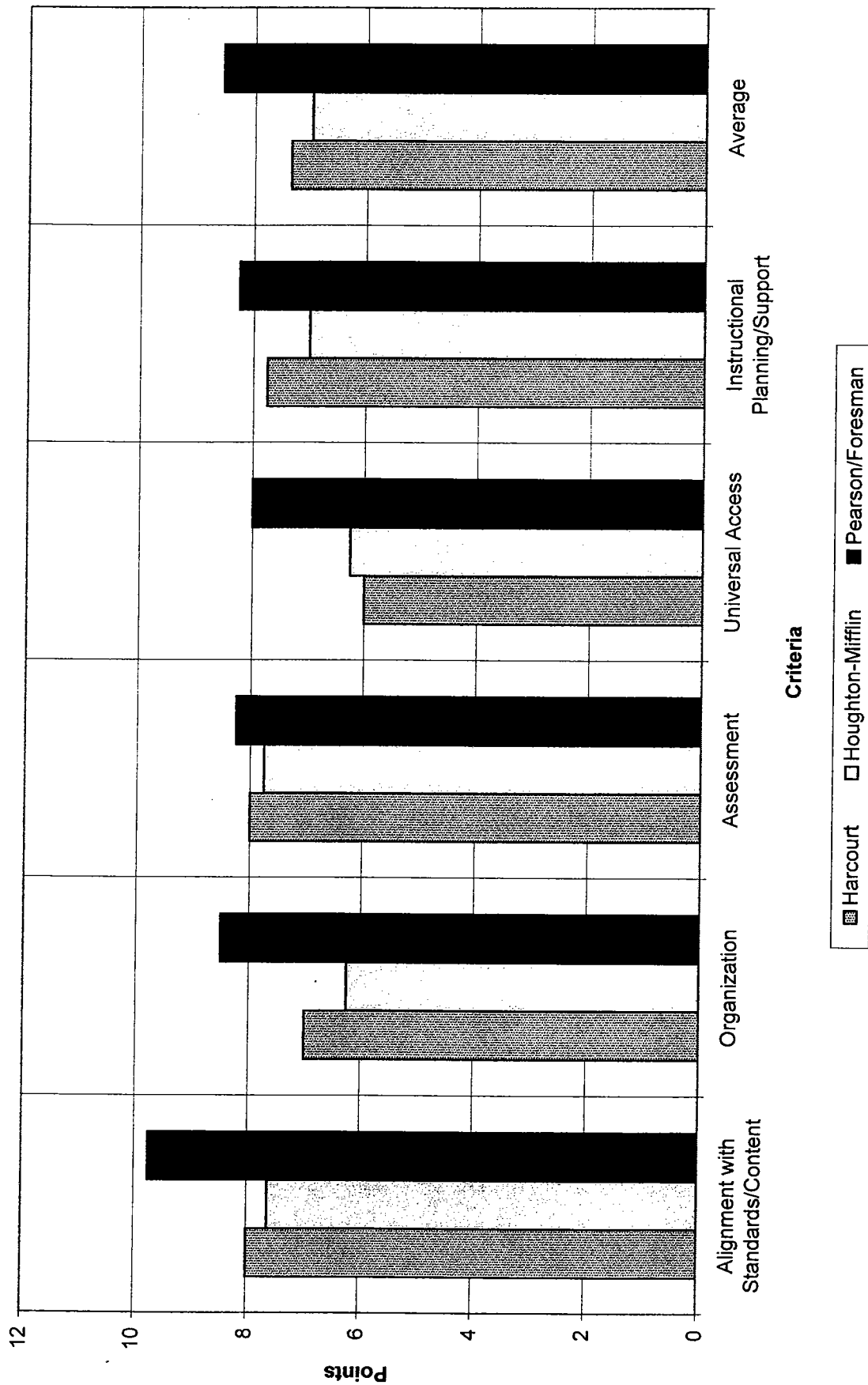
# Third Grade Social Science



 Harcourt
  Houghton-Mifflin
  Pearson/Foresman

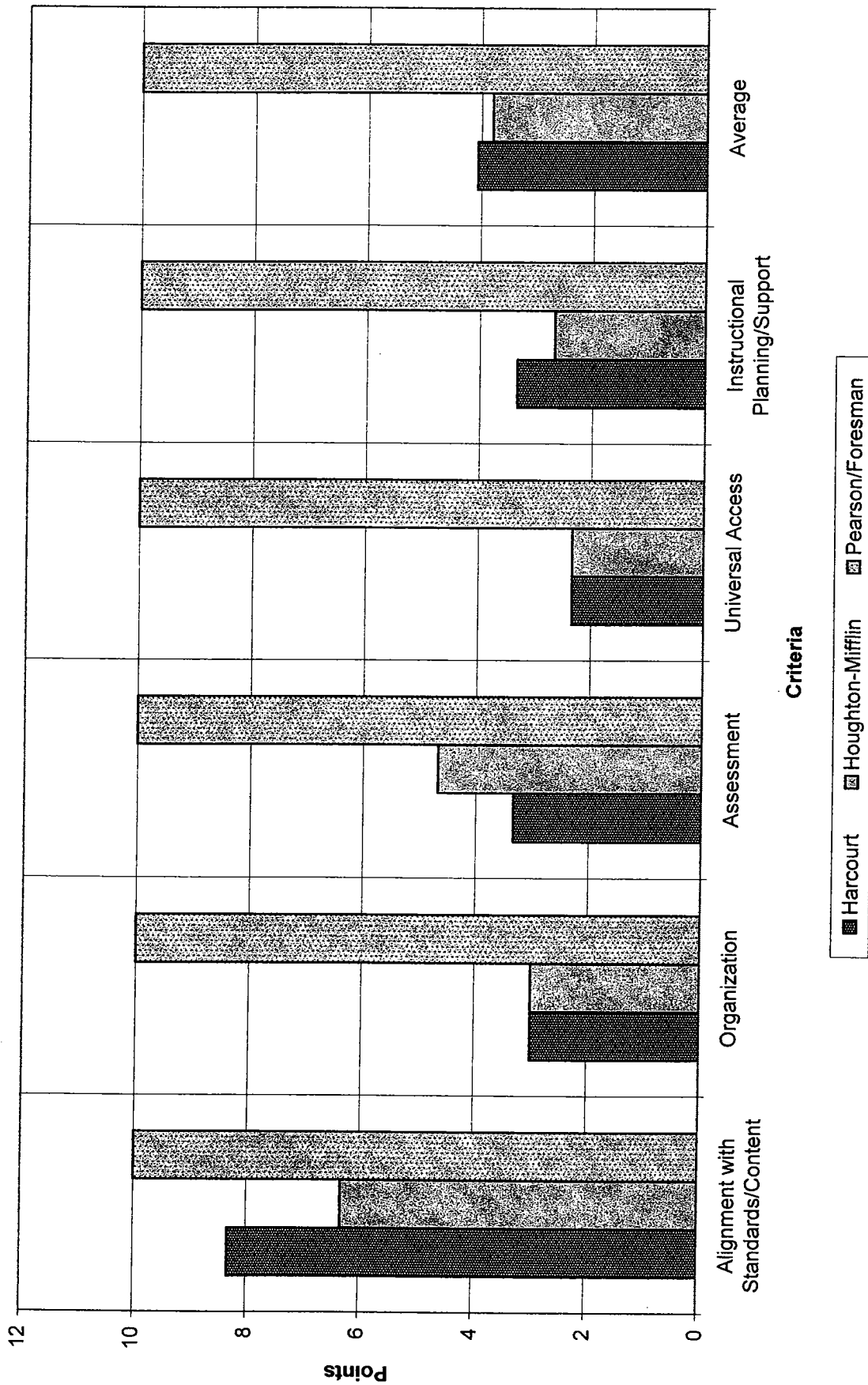
3.9.27

# Fourth Grade Social Science



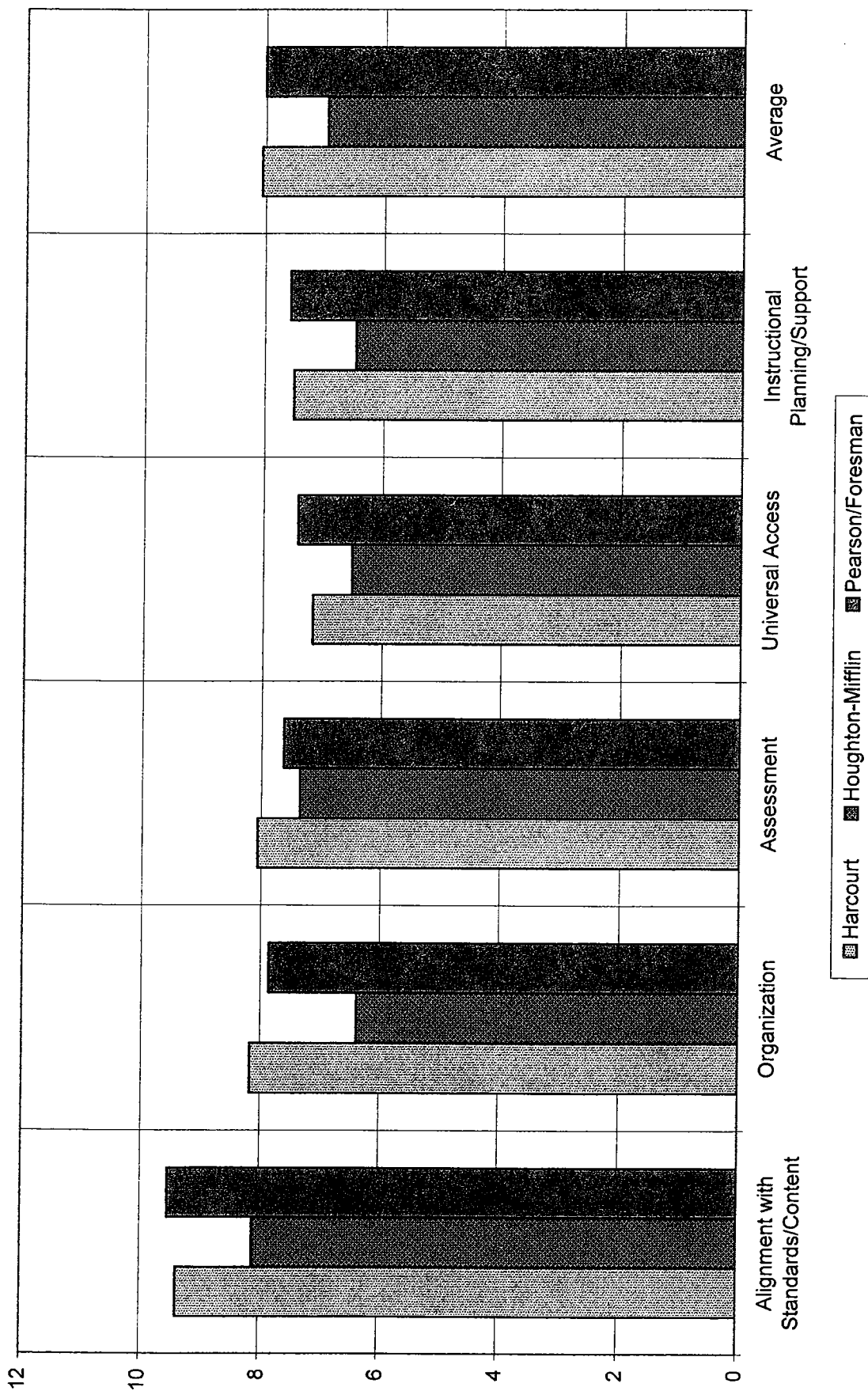
39.28

# Fifth Grade Social Science



3.9.29

# Kindergarten - Fifth Grade Social Science



3.9.30



**REPORTS**

**AND**

**COMMUNICATION**

**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:**

Lincoln Police Department & Placer  
County Sheriff Thank you

**AGENDA ITEM AREA:**

Report

**REQUESTED BY:**

Scott Leaman,  
Superintendent

**ENCLOSURES:**

Yes

**MEETING DATE:**

May 1, 2007

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**BACKGROUND:**

Thank you letters were sent to Lincoln Police Department and Placer County Sheriff's Department for their service to Western Placer Unified School District during the recent events of April 19<sup>th</sup> regarding a suspect from Sutter County.

**ADMINISTRATION RECOMMENDATION:**

Information only.



**WESTERN  
PLACER  
UNIFIED  
SCHOOL  
DISTRICT**

810 "J" Street  
Lincoln, CA 95648

(916) 645-6350  
(916) 645-6356 FAX

*Superintendent*

*Scott Leaman*

*Board of Trustees*

*Paul Carras  
Brian Haley  
Paul Long  
James McLeod  
Ana Stevenson*

*Asst. Superintendent,  
Business Services*

*Carrie Carlson*

*Asst.  
Superintendent,  
Educational  
Services*

*Mary Boyle*

*Asst. Superintendent,  
Personnel Services*

*Robert Noyes*



April 25, 2007

Placer County Sheriff's Department  
Ed Bonner, Sheriff  
P.O. Box 6990  
Auburn, CA 95604

Dear Ed,

On behalf of the Western Placer Unified School District, I would like to thank the Placer County Sheriff Department for their service during the recent events concerning the suspect from Sutter County.

As the incident unfolded, I received unparalleled support from the entire department from start to finish. The best indication of their superior efforts was when I inquired about law enforcement presence at our Sheridan campus and the possibility of having an officer at the site. While making my request, it was shared a Sergeant was already on the campus and would remain there the entire day. I know personnel were pulled from every corner of your department to make this happen for us.

Every time I contacted the Sheriff's Department, I was given clear information about their actions. I most appreciated the phone call from Under Sheriff D'Arcy.

Sometimes it takes an incident like this to test the interaction between agencies as they formulate actions to new situations. I am pleased to know I can rely on the Placer County Sheriff Department to respond with the highest level of concern, responsiveness, and insight should I need their services again.

Thank you,

Scott Leaman  
Superintendent

SL:rk

cc: Robert Weygant, District 2 Supervisor

5.4.1

"DISTRICT ON THE MOVE"



**WESTERN  
PLACER  
UNIFIED  
SCHOOL  
DISTRICT**

810 "J" Street  
Lincoln, CA 95648

(916) 645-6350  
(916) 645-6356 FAX

*Superintendent*

*Scott Leaman*

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*Asst.  
Superintendent,  
Educational  
Services*

*Mary Boyle*

*Asst. Superintendent,  
Personnel Services*

*Robert Noyes*

April 25, 2007

Lincoln Police Department  
Brian Vizzusi, Chief  
770 7<sup>th</sup> Street  
Lincoln, CA 95648

Dear Brian:

On behalf of the Western Placer Unified School District, I would like to thank the Lincoln Police Department for their service during the recent events concerning the suspect from Sutter County.

As the incident unfolded, I received unparalleled support from the entire department from start to finish. The best indication of their superior efforts was when I inquired about police presence at our campuses and the possibility of having an officer at each site. Upon making this request, I realized the monumental feat this would be given the number of officers required. The police response to my inquiry was, "Already have that done."

This attitude permeated the entire day as I spoke with police personnel constantly and updated them on our actions. We decided on responses jointly as more information about the situation was released. Another big decision for us was not offering students at Lincoln High School off campus lunch. The department forwarded clear and decisive information that assisted me in making this decision. Every time I communicated with the department, it was obvious the care for our students was of the utmost concern.

Sometimes it takes an incident like this to test the interaction between agencies as they formulate actions to new situations. I am pleased to know I can rely on the Lincoln Police Department to respond with the highest level of concern, responsiveness, and insight should I need their services again.

Thank you,

Scott Leaman  
Superintendent

SL:rk

cc: Kent, City Mayor  
Jerry, City Manager



5.4.2

"DISTRICT ON THE MOVE"

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

|   |   |
|---|---|
| <b>MISSION STATEMENT:</b> Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World. |   |
| <b>DISTRICT GLOBAL GOALS</b>  |   |
| 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:**

Art, Music & PE Grant Awards

**AGENDA ITEM AREA:**

Report

**REQUESTED BY:**

Mary Boyle

**ENCLOSURES:**

Packet

**MEETING DATE:**

May 1, 2007

---

**BACKGROUND:**

The State of California allocated a significant amount of monies in the form of one-time funding to benefit school programs in the areas of Arts, Music and Physical Education. Approximately \$400,000 is being allocated to Western Placer Unified School District. A workshop regarding the funding was offered to all teachers, followed by a grant application process to request funding. A number of WPUSD teachers submitted grants to purchase additional materials, supplies, equipment or offer staff development to benefit their programs. Grant applications were reviewed by the WPUSD administrative team, with the attached awards being granted.

**ADMINISTRATION RECOMMENDATION:**

Information only.

**WPUSD**  
**Staff Development**

Buyback \$ or  
Prof Growth

# Arts, Music, PE Grant—Information & Funding Opportunities

---

**DATE & TIME:** Friday, March 16 3:30—4:30 pm

**LOCATION:** District Office Staff Development Room

**PRESENTER:** Mary Boyle

**TO SIGN UP:** Email presenter— [boylemar@wpusd.k12.ca.us](mailto:boylemar@wpusd.k12.ca.us)

## AGENDA

1. Purpose—One-time expenditures to support /initiate WPUSD Arts, Music, PE Programs to create equitable programs across school campuses
2. Review of Funding—Amount, Restrictions, Details
3. Explanation of Process to Apply for Funds
  - Application Form
  - Return to Building Principal
  - Principals Review Applications Collectively
  - District Decisions in April
4. Discussion/Q & A

5.5.2.1

ART, MUSIC, PE GRANT REQUESTS  
- ONE-TIME CATEGORICAL MONIES FROM STATE - Resource Code 6761  
C I Admin Team Decisions - April 19 - 20, 2007

| SCHOOL         | AREA          | STAFF REQUESTING          | # Students Benefitting | PURPOSE   | AMOUNT   | NOTES Y/N/?  |
|----------------|---------------|---------------------------|------------------------|---|----------|--|
| FSS            | Music         | Peter Schram              | 100                    | 30 instruments for elementary band  | \$17,070 | YES  |
| FSS            | Music/Reading | Taryn Gordon              | 471                    | 1 concert of reading and music - Story/Reading Night                                    | \$575    | NO - doesn't meet grant restrictions                         |
| FSS            | Art           | Arts, Music, PE Committee | 471                    | Kiln/Kiln furniture kit   | \$2,558  | YES  |
| FSS Subtotal:  |               |                           |                        |   | \$19,823 | Approved \$ ONLY   |
| TBES           | Music         | John Kovach               | 100                    | 30 instruments for elementary band  | \$17,070 | YES  |
| TBES           | PE            | London                    | 740+/-                 | Rock climbing walls (2)   | \$4,000  | YES  |
| TBES Subtotal: |               |                           |                        |   | \$21,070 | Approved \$ ONLY   |
| CCC            | Music         | Azar                      | 200+                   | Recorders for in-class music, guitars for after-school program, materials, hanging mics | \$6,850  | YES to \$4450 - No to salaries/hot within grant restrictions |
| CCC            | Art           | Bliss                     | 400+                   | Art docent CD's & videos  | \$500    | YES  |
| CCC            | PE            | Binning                   | 400+                   | SPARK PE Premium Package - materials and 2 days training for 40 teachers                | \$4,499  | YES - Include @ 20 T's from other schools                    |
| CCC            | Perf Arts     | Binning                   | 400+                   | Musical plays - reproducible  | \$2,000  | YES  |
| CCC            | Art           | Bliss                     | 400+                   | Art supplies for Art Night  | \$2,500  | YES  |
| CCC            | PE            | Trimmer                   | 400+                   | Scrape track/spray/ decomposed granite - materials                                      | \$1,500  | YES - No labor   |
| CCC Subtotal:  |               |                           |                        |   | \$15,449 | Approved \$ ONLY   |

5.5.2.2

ART, MUSIC, PE GRANT REQUESTS  
- ONE-TIME CATEGORICAL MONIES FROM STATE - Resource Code 6761  
CI Admin Team Decisions - April 19 - 20, 2007

|                           |                                      |                                |          |   |          |  |
|---------------------------|--------------------------------------|--------------------------------|----------|---|----------|--|
| All Elementaries          | Art                                  | Ray Gonzales                   | 2500+    | Smart Art Classrooms - As below (See TBMS) - 1 per elementary site @ \$3800 each  | \$38,000 | YES to \$28,000 - All but sound system |
| 2 Elementaries - Which?   | Art                                  | Ray Gonzales                   | 1000 +/- | 2 New Kilns, Fan, Vented door @ \$7000 ea   | \$14,000 | HOLD - Need more info; Ray/John W      |
| Elementaries - Which?     | Art                                  | Ray Gonzales                   | ??       | Art Textbooks and resource materials for new teachers/sites                       | \$8,000  | YES                                    |
| All Elementaries          | Art                                  | Ray Gonzales                   | 2500+    | Industrial sink retrofitting @ \$1000 ea  | \$10,000 | NO - facilities                        |
| All Elementaries Subtotal |                                      |                                |          |   | \$36,000 | Approved \$ ONLY                       |
| GEMS                      | PE                                   | Nichols, Boynton, Hankins      | 720      | Wood chips & rope course improvements   | \$3,500  | YES                                    |
| GEMS                      | PE                                   | Nichols, Boynton, Hankins      | 720      | Sound system  | \$1,500  | YES                                    |
| GEMS                      | PE                                   | Nichols, Boynton, Hankins      | 720      | VB Standards, Weight rack & weights, pedometers, geofitness mats                  | \$5,300  | YES                                    |
| GEMS                      | Music                                | Peter Schram                   | 150+     | 50 music stands & 30 instruments  | \$18,570 | YES                                    |
| GEMS Subtotal             |                                      |                                |          |   | \$28,870 | Approved \$ ONLY                       |
| TBMS                      | Performing Arts - Drama, Choir, Band | Dyadchenko, McClanahan & Brown | 570      | Side/rear curtains, tracks & hardware for stage curtains                          | \$5,750  | YES                                    |
| TBMS                      | Art                                  | Ray Gonzales                   | 576      | Portable sink with clay trap for art room.  | \$1,430  | YES                                    |
| TBMS                      | Art                                  | Ray Gonzales                   | 576      | Smart Art Classroom - Document Camera, LCD Projector, Color Printer/Scanner, etc. | \$3,800  | YES to \$2800 - all but sound system   |

55.23



ART, MUSIC, PE GRANT REQUESTS  
- ONE-TIME CATEGORICAL MONIES FROM STATE - Resource Code 6761  
C I Admin Team Decisions - April 19 - 20, 2007

|               |   |                        |       |  |           |  |
|---------------|---|------------------------|-------|--|-----------|--|
| TBMS          | Art   | Ray Gonzales           | \$576 | Exterior Storage Shed                                | \$4,700   | HOLD - Need more info; Stacey/Ray to check |
| TBMS          | Art   | Ray Gonzales           | 576   | Clay Mixer   | \$5,260   | YES  |
| TBMS Subtotal |   |                        |       |  | \$15,240  | Approved \$ ONLY                           |
| LHS           | Music                                       | Cindy Hagman           | 100+  | Music for Band & Choir                               | \$5,700   | YES  |
| LHS           | Music                                       | Cindy Hagman           | 100+  | Music Stand Holder & Piano Accompanist               | \$2,400   | YES to \$2000 music - No to accompanist    |
| LHS           | Music                                       | Cindy Hagman           | 100+  | Drumline Coach Stipend                               | \$2000/yr | NO - doesn't meet grant restrictions       |
| LHS           | Music                                       | Cindy Hagman           | 100+  | Instrument Repair, Drum Heads, Music Storage Cabinet | \$3,400   | YES  |
| LHS           | Music                                       | Cindy Hagman           | 100+  | Sound System   | \$11,800  | YES  |
| LHS           | Music                                       | Cindy Hagman           | 100+  | Piano wheels & new instruments                       | \$4,200   | YES  |
| LHS           | Music                                       | Cindy Hagman           | 100+  | Baby Grand Piano w/ cabinet & locks                  | \$25,000  | YES  |
| LHS           | Music                                       | Cindy Hagman           | 100+  | Uniforms   | \$20,000  | YES  |
| LHS           | Home Ec, Int Design, Cul Arts, Cloth Design | Sjoldal, Foley, Hagman | 502   | 14 sewing machines; 1 embroidery machine             | \$4,335   | NO - doesn't meet grant restrictions       |
| LHS           | Home Ec, Int Design, Cul Arts, Cloth Design | Sjoldal, Foley, Hagman | 502   | 18 sewing machine cabinets                           | \$2,700   | NO - doesn't meet grant restrictions       |
| LHS           | Home Ec, Int Design, Cul Arts, Cloth Design | Sjoldal, Foley, Hagman | 502?  | Leadership & Mgt Conference - Palm Springs - for 3   | \$2,150   | NO - doesn't meet grant restrictions       |

5.5.2.4

ART, MUSIC, PE GRANT REQUESTS  
- ONE-TIME CATEGORICAL MONIES FROM STATE - Resource Code 6761  
C I Admin Team Decisions - April 19 - 20, 2007

|              |   |                           |       |   |          |   |
|--------------|---|---------------------------|-------|---|----------|---|
| LHS          | Home Ec, Int Design,<br>Cul Arts, Cloth<br>Design | Sjoldal, Foley,<br>Hagman | 502?  | Computer cart, teacher cart,<br>magazine rack, DVD player   | \$748    | NO - doesn't meet<br>grant restrictions |
| LHS          | Home Ec, Int Design,<br>Cul Arts, Cloth<br>Design | Sjoldal, Foley,<br>Hagman | 502?  | Interior Design workbooks   | \$1,000  | YES                                     |
| LHS          | Home Ec, Int Design,<br>Cul Arts, Cloth<br>Design | Sjoldal, Foley,<br>Hagman | 502?  | 5 electric ranges; 6 mixers; 1<br>commercial freig; 1 commercial<br>freezer; 6 griddles   | \$10,914 | NO - doesn't meet<br>grant restrictions |
| LHS          | Home Ec, Int Design,<br>Cul Arts, Cloth<br>Design | Sjoldal, Foley,<br>Hagman | 502?  | 1 washer; 1 dryer; dressing room<br>mirror; 2 cutting tables; ladder;<br>window coverings for Rms 3 & 4                                 | \$1,285  | NO - doesn't meet<br>grant restrictions |
| LHS          | Home Ec, Int Design,<br>Cul Arts, Cloth<br>Design | Sjoldal, Foley,<br>Hagman | 502?  | Window coverings for Rms 3 & 4<br>(Art Room) + ladder   | \$4,225  | YES                                     |
| LHS          | Visual Arts                                       | Foley & Steuck            | 800+  | Matt cutter, video library, 2 DVD<br>players, clay storage & wedging<br>table, ladder, Art Gallery hanging<br>system, blackout curtains | \$6,050  | YES                                     |
| LHS          | Drama, Dance,<br>Theater                          | Cummins                   | 1350+ | mics, mic stands, clear com<br>sets, wireless mics, speakers for<br>theater replacement/upgrade   | \$9,600  | YES                                     |
| LHS Subtotal |   |                           |       |   | \$92,975 | Approved \$<br>ONLY                     |

55,25

ART, MUSIC, PE GRANT REQUESTS  
 - ONE-TIME CATEGORICAL MONIES FROM STATE - Resource Code 6761  
 C I Admin Team Decisions - April 19 - 20, 2007

|   |  |           |   |
|---|--|-----------|---|
| Grand Total Grants<br>To Date - April<br>2007 |  | \$229,232 | Approved \$<br>ONLY                       |
| Earlier Allocations<br>to Site - \$2500 ea    |  | \$25,000  | Already<br>Allocated                      |
| Approximate Total<br>Funding to WPUUSD        |  | \$400,000 | Awaiting Final<br>Exact Amt from<br>State |
| Remaining Funds<br>for Future Grant<br>Awards |  | \$145,768 | Applications taken<br>monthly to C & I    |

5.5.2.6

**INFORMATION**

**DISCUSSION**

**ACTION**

**ITEMS**

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

**MISSION STATEMENT:** Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

**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.

**AGENDA ITEM:**

Adoption of revised Administrative Regulation  
5116.1 (Intradistrict Policy)

**SUBJECT AREA:**

Discussion/Action

**REQUESTED BY:**

Scott Leaman, District Superintendent

**ENCLOSURES:**

Yes

**MEETING DATE:**

May 1, 2007

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**BACKGROUND:**

Historically, Administrative Regulation 5116.1 (Intradistrict Transfers) has been implemented in a variety of ways. Additionally, the opening of Lincoln Crossing Elementary and the reorganization of staff will have an effect on district openings next year. Research of surrounding area policies exhibited that districts use different methodologies to implement intradistrict transfers.

Based on Board discussion, the draft policy includes the establishment of priorities to meet the interest of students attending the same school multiple years. It is hoped priorities, instead of the establishment of residency, will assist in following the intent of the law which mandates school districts to enroll students that pay into a community facilities district to attend schools built with these funds first.

**ADMINISTRATION RECOMMENDATION:**

Approve the revised policy.

6.1

## WESTERN PLACER UNIFIED SCHOOL DISTRICT

AR 5116.1 (a)

### STUDENTS

#### Intradistrict Open Enrollment

##### Enrollment Under the No Child Left Behind Act

Within a reasonable amount of time, not to exceed 10 school days, after a student becomes the victim of a violent criminal offense while on school grounds, the student's parents/guardians shall be offered an option to transfer their child to an eligible school identified by the Superintendent or designee. The Superintendent or designee shall consider the student's needs and parent/guardian preferences in making the school assignment. If the parents/guardians choose to transfer their child, the transfer shall be completed as soon as practicable.

Within 10 school days after learning that a school has been designated as "persistently dangerous," the Superintendent or designee shall notify parents/guardians of the school's designation. Within 20 school days after learning of the school's designation, the Superintendent or designee shall notify parents/guardians of their option to transfer.

(cf. 0450 - Comprehensive Safety Plan)

Parents/guardians who desire to transfer their child out of a "persistently dangerous" school shall provide written notification to the Superintendent or designee and shall rank-order their preferences from among all schools identified by the Superintendent or designee as eligible to receive transfer students. The Superintendent or designee may establish a reasonable timeline, not to exceed 10 school days, for the submission of parent/guardian requests.

The Superintendent or designee shall notify parents/guardians of their school assignment within 10 school days of the date that submissions are due. The Superintendent or designee shall consider the needs and preferences of students and parents/guardians before making an assignment, but is not obligated to accept the parent/guardian's preference if the assignment is not feasible due to space constraints or other considerations. Upon assignment, the transfer shall be completed as soon as practicable. If parents/guardians decline the assigned school, the student may remain in his/her current school.

6.1.1

## STUDENTS

AR 5116.1 (b)

### Intradistrict Enrollment

The transfer shall remain in effect as long as the student's school of origin is identified as "persistently dangerous." The Superintendent or designee may choose to make the transfer permanent based on the educational needs of the student, parent/guardian preferences, and other factors affecting the student's ability to succeed if returned to the school of origin.

The Superintendent or designee shall cooperate with neighboring districts to develop an interdistrict transfer program in the event that space is not available in a district school.

(cf. 5117.1 - Interdistrict Attendance Agreements)

(cf. 5117.2 - Alternative Interdistrict Attendance Program)

### Other Intradistrict Enrollment

No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area.

(Ed. Code 35160.5)

To implement intradistrict open enrollment pursuant to Education Code 35160.5:

1. **By the end of the prior school year,** ~~The Superintendent or designee shall identify those schools which may have space available for additional non-programmatic transfer students. A list of these schools and enrollment applications shall be available at all school offices.~~ **at the district office. A final list shall be available no later than two weeks after the school year begins. Applications will be available no later than June 1st for the next school year. Parents will be notified of the status of their request no later than ten days prior to the school year.**
2. Students who submit applications to the district ~~by March 15~~ shall be considered for admission to their school of choice the following school year under the district's enrollment policy.
3. Enrollment in a school of choice shall be determined by lot **if there is more than one applicant for school placement using the priorities stated in this regulation.** ~~from the eligible applicant pool, and a waiting list shall be established to indicate the order in which applicants may be accepted if openings occur during the year. Late applicants shall not be added to the waiting list for the current year.~~

6.1.2

## STUDENTS

AR 5116.1 (c)

### Intradistrict Enrollment

4. The Superintendent or designee shall inform applicants by mail **or telephone** ~~prior to July 15~~ as to whether their applications have been approved or denied or placed on a waiting list. If the application is denied, the reasons for denial shall be stated.

5. Applicants who receive approval must confirm their enrollment within ~~two~~ **one** weeks.

6. Admission to a particular school shall not be influenced by a student's academic or athletic performance except insofar as academic standards are required for admission to specialized schools or programs such as programs for gifted and talented students. Such standards shall be uniformly applied to all students. (Education Code 35160.5)

*(cf. 6172 - Gifted and Talented Student Program)*

7. It is the responsibility of the parent/guardian to supply adequate information to the district to make a decision on the Intradistrict request. False information used as a basis for securing an Intradistrict Attendance Change Request, will result in immediate disenrollment (all categories will invalidate the approval and require the return of the student to his/her regular attendance area.)

**8. Students residing in a community facilities district shall have priority, to the extent provided by law, for attendance at school financed in whole or in part by the community facilities district.**

**9. Approved intradistrict transfers shall be effective for one school year. Students wishing to continue attending their preferred school on an intradistrict transfer shall be required to submit a new application for the following school year. Approval for one year does not guarantee for subsequent years.**

*(Gov. Code 53312.7)*

Any complaints regarding the selection process should be directed to the Superintendent or designee.

*(cf. 1312 - Complaints Concerning the Schools)*

6.1.3



**STUDENTS**  
Intradistrict Enrollment

AR 5116.1 (d)

**Priorities for Enrollment**

Approval of intradistrict transfer requests will be based on the following priorities:

- 1. First priority for intradistrict enrollment will be given to students whose parent or guardian is employed at that school. If the number of students in this category exceeds the number of positions available, enrollment will be determined by lot.**
- 2. Second priority for intradistrict enrollment will be given to students who attended the preferred school the prior school year on an approved intradistrict transfer. If the number of students in this category exceeds the number of positions available, enrollment will be determined by lot.**
- 3. Third priority for intradistrict enrollment will be given to siblings of children already attending a school on an approved intradistrict transfer. If the number of students in this category exceeds the number of positions available, enrollment will be determined by lot.**
- 4. A student may be given any order of priority for intradistrict enrollment, at the sole discretion of the Superintendent or designee, because of unusual, unique and compelling circumstances. A determination may be based upon at least one of the following: (1) A written statement from a representative of any appropriate state or local agency, including, but not limited to, a law enforcement official, social worker, or properly licensed or registered professional psychiatrist, psychologist, marriage, family and child counselor, or other professional; or (2) a court order, including a temporary restraining order and injunction. Upon making such a finding, the Superintendent or designee may approve the student's transfer to a district school that is at capacity and otherwise closed to transfers.**

**Notifications**

Notifications shall be sent to parents/guardians at the beginning of each year describing all current statutory attendance options and local attendance options available in the district, including:

1. All options for meeting residency requirements for school attendance.

*(cf. 5111.1 - District Residency)*

*(cf. 5111.11 - Residency of Students with Caregiver)*

6.1.4

**STUDENTS**  
**Intradistrict Enrollment**

**AR 5116.1 (e)**

*(cf. 5111.12 - Residency Based on Parent/Guardian Employment)*  
*(cf. 5111.13 – Residency for Homeless Children)*

2. Program options offered within local attendance areas.
3. A description of any special program options available on both an interdistrict and intradistrict basis.
4. A description of the procedure for application for alternative attendance areas or programs and the appeals process available, if any, when a change of attendance is denied.
5. A district application form for requesting a change of attendance.
6. The explanation of attendance options under California law as provided by the California Department of Education. (Education Code 48980)

*(cf. 5145.6 - Parental Notifications)*

Adopted: 5/19/95  
Revised: 3/5/96, 01/04/00, 1/6/04  
New - 1994/1995 School Year (Total District Policy Book Review)  
q:5000\ar5116.1

6.1.5

## INTRADISTRICT ATTENDANCE CHANGE REQUEST

Western Placer Unified School District

810 "J" Street

Lincoln, CA 95648

Phone: (916) 645-6350 • Fax: (916) 645-6356

☐ New Applicant

**Please Complete One Form Per Child**

☐ Renewal

The Board of Trustees of the Western Placer Unified School District, hereby agree to permit the within named student, while residing in the \_\_\_\_\_ School attendance area, to attend

\_\_\_\_\_ School during the school year ending June 30, 20\_\_ subject to the following terms:

1. Student will maintain good attendance and proper behavior as determined by the principal of the school of attendance.
2. No transportation will be provided except as required by P.L. 107-110, Section 116 and Board Policy 5116.

### STUDENT

Name: \_\_\_\_\_

Grade: \_\_\_\_\_ DOB: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Other: \_\_\_\_\_

Reason for Request \_\_\_\_\_

### PARENT/GUARDIAN

Name: \_\_\_\_\_

Physical Address: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Work Phone: \_\_\_\_\_

### THIS SECTION FOR SCHOOL/DISTRICT USE ONLY

Granted: \_\_\_\_\_

Denied: \_\_\_\_\_ Date: \_\_\_\_\_

PRINCIPAL (Releasing School)

Granted: \_\_\_\_\_

Denied: \_\_\_\_\_ Date: \_\_\_\_\_

PRINCIPAL (School of Destination)

Granted: \_\_\_\_\_

Denied: \_\_\_\_\_ Date: \_\_\_\_\_

SUPERINTENDENT

**NOTE:** Intradistrict Change Requests are valid for one year only and must be applied for each new school year. Intradistrict students may be asked to return to their school of residency to permit new students to enroll in their neighborhood school. Shifts will usually happen within the first 10 days of the beginning of the school year, or at the trimester/semester. Exceptions are seen in BP 5116.1

WHITE: District Office copy

YELLOW: School copy

PINK: Parent

copyq:5000\ar5116.1Attachment - Revised 1/04

Deleted: 1

6.1.6