

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

MEMBERS OF THE GOVERNING BOARD

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

DISTRICT ADMINISTRATION

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

STUDENT ENROLLMENT

<u>School</u>	<u>02/08/08</u>	<u>03/08/08</u>
Sheridan School (K-5)	79	78
First Street School (K-5)	440	437
Carlin C. Coppin Elementary (K-5)	394	397
Creekside Oaks Elementary (K-5)	610	617
Twelve Bridges Elementary (K-5)	666	670
Foskett Ranch Elementary (K-5)	456	457
Glen Edwards Middle (6-8)	694	694
Twelve Bridges Middle School (6-8)	732	723
Lincoln High School (9-12)	1,399	1,396
Phoenix High School (10-12)	81	75
Lincoln Crossing Elementary	565	563
PCOE Home School	0	0
TOTAL:	6,116	6,107

Preschool/Head Start

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

Adult Education 221

First-5 Program

Sheridan 23
First Street 30

GLOBAL DISTRICT GOALS

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

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES**

April 1, 2008 7:00 P.M.

**Lincoln High School – Performing Arts Theater
790 J Street, Lincoln, CA**

AGENDA

2007-2008 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.

6:00 P.M. OPEN SESSION – High School Office Conference Room

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

6:00 P.M. CLOSED SESSION – High School Office Conference Room

1. **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #07/08 N

2. **CONFERENCE WITH LABOR NEGOTIATOR**
Update on certificated negotiations

3. **ADJOURN TO OPEN SESSION**

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

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**
Student Discipline/Expulsion Pursuant To E.C. 48918 S
Student Expulsion #07/08 N
Roll Call Vote:

- 2.2 **CONFERENCE WITH LABOR NEGOTIATOR**
Update on certificated negotiations

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.

- 4.1 Approval of Minutes

April 1, 2008

Agenda

Regular Meeting of March 4th & March 18, 2008, and
Special Board Meeting, March 4, 2008.

- 4.2 Approval of Warrants.
- 4.3 Approve Classified Personnel Report.
- 4.4 Temporary Athletic Team Coaches.

Roll Call Vote:**5. COMMUNICATION FROM THE PUBLIC**

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

6. REPORTS & COMMUNICATION

- 6.1 Lincoln High School, Student Advisory – Joanna Loya
- 6.2 Western Placer Teacher's Association – Mike Agrippino
- 6.3 Western Placer Classified Employee Association – Chris Hawley
- 6.4 Superintendent, Scott Leaman
 - 6.4.1 *Response to Public Comment if any:*
- 6.5 Assistant Superintendent(s)
 - 6.5.1 Mary Boyle
 - 6.5.2 Terri Ryland
 - 6.5.3 Bob Noyes
 - 6.5.4 Cathy Allen

7. PUBLIC HEARING

A public hearing was held at the March 18, 2008 Board meeting at which comments were received by the Board in regards to the proposed boundary change of First Street and Creekside Oaks Schools. At the request of the Board, other alternatives were considered; the results of which will be discussed in detail during the meeting. A public hearing will follow the staff presentation.

8. ♦ACTION ♦DISCUSSION ♦INFORMATION

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

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

- 8.1 (D/A) **ADOPT NEW SCHOOL ATTENDANCE BOUNDARIES FOR FIRST STREET SCHOOL AND CREEKSIDE OAKS ELEMENTARY SCHOOL – Boyle/Allen (07-08 G & O Component IV - V)**

•Staff is proposing boundary changes that affect primarily First Street School and Creekside Oaks Elementary. A public hearing was held to solicit community input.

April 1, 2008

Agenda

-
- 8.2 (A) SINGLE PLAN FOR STUDENT ACHIEVEMENT – Boyle**
(07-08 G & O Component V)
- Each school site annually updates its Single Plan for Student Achievement (SPSA). We normally present those to the Board in May. However, the SPSA for First Street School and Phoenix High School are coming to the Board early, in order to comply with items needing resolution from our CPM visit in February.
- 8.3 (A) ADOPTION OF AMENDMENT TO POLICY BP 4212.42 – Noyes**
(07-08 G & O Component V)
- Recently, the California Highway Patrol conducted an annual inspection of specific board policy in the area of controlled substance and alcohol testing programs (VC 34520 & 49 CFR 382). It was found that the district's carrier policy on the misuse of alcohol and use of controlled substances for bus drivers did not include the identity of the person designated by the employer to answer driver questions about testing, records and disclosure of related materials.
- BP 4212.42 Drug and Alcohol Testing for School Bus Drivers
- Administration recommends that the amended policy indicate the person designated by the district be the Transportation Director.
- 8.4 (A) REVISION OF REASONABLE FLUENCY DEFINITION – Boyle**
(07-08 G & O Component V)
- We are required to define "reasonably fluency" for the benefit of the placement of English Learners in ELD and mainstream English programs. "Reasonable fluency" is suggested to be defined as a student scoring Intermediate, Early Advanced or Advanced on CELDT testing, thereby being prepared for placement in an English Mainstream Classroom, with ELD support services.
- 8.5 (I) ROLE OF SCHOOL NURSE – Horton/Boram**
(07-08 G & O Component V)
- Overview and clarification of the role of the School Nurse, as recommended by the National Association of School Nurses.
- 8.6 (A) ADOPTION OF REVISED POLICY OF THE WILLIAMS POLICY & ADMINISTRATIVE REGULATIONS – Boyle**
(07-08 G & O Component V)
- These revisions are now being presented for approval by the Board of Trustees.
 - AR 1312.4 Williams Complaint Procedure
- 8.7 (D/I) FIRST READING OF EXISTING POLICY AND ADMINISTRATIVE REGULATIONS – Boyle**
(07-08 G & O Component V)
- The Board of Trustees will review the proposed changes in the policy. This policy is being presented on a first reading basis only.
 - BP/AR 1330 Use of School Facilities.
- 8.8 (I/D) 2008 COP REFUNDING UPDATE – Ryland**
(07-08 G & O Component V)
- The District has five series of outstanding issuances of certificates of participation ("COPs") issued between 2003 and 2006. Annual debt service payments on these COPs was intended to be paid from a combination of CFD

April 1, 2008

Agenda

- 8.8 (I/D) 2008 COP REFUNDING UPDATE – Ryland (07-08 G & O Component V)**
•The District has five series of outstanding issuances of certificates of participation (“COPs”) issued between 2003 and 2006. Annual debt service payments on these COPs was intended to be paid from a combination of CFD special tax proceeds and developer fees. On November 20, 2007, a presentation was given reviewing each of the outstanding COPs and their scheduled repayment structures, along with the availability and timing of the revenue sources. Potential debt restructuring options were presented to the Board for discussion and/or direction. Tonight, we will update the Board on the status of the restructuring of the District’s outstanding Certificates of Participation (“COPs”) and provide an updated timeline as we continue through this process.

- 8.9 (D/A) APPROVAL OF CHANGE ORDER NOS. 4 & 5 FOR LINCOLN CROSSING ELEMENTARY SCHOOL – Allen (07-08 G & O Component V)**
•Change Order No. 4 represents an increase of \$25,402.87 to the revised contract amount (including Change Order Nos. 1, 2 & 3) of \$23,748,513.78. The items on Change Order No. 4 represent changes or unforeseen conditions that occurred during construction and use of contract allowances. Change Order No. 5 represents an increase of \$43,236.80. CO #5 contains items requested by the City of Lincoln. The change order amount will be billed back to the City of Lincoln. No additional days were added as a result of these change orders. The new contract sum (including both change orders) will be \$23,833,555.45. Copies of the Change Orders are attached for your review. A breakdown of total project costs will be presented to the Board at a later date.

- 8.10 (D/A) ADOPT LINCOLN CROSSING JOINT USE AGREEMENT BETWEEN THE DISTRICT AND THE CITY OF LINCOLN – Allen (07-08 G & O Component V)**
•An earlier agreement was brought to the Board for approval at approximately the same time the City Council was asked to approve the agreement. Due to a change in legal counsel, the City Council did not adopt the agreement. A few minor changes were made to the lease wording and the use of the park area if the school district were to ever go on a year-round schedule.

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

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

- Relationship with Sierra Community College
- Twelve Bridges High School
- Audio Visual Media Board Policy
- Gladding Parkway Carlin C. Coppin

9.2 BOARD MEMBER REPORTS/COMMENTS

April 1, 2008

Agenda

10. ESTABLISHMENT OF NEXT MEETING(S)

- The President will establish the following meeting(s):
 - April 15, 2008, Lincoln High School Performing Arts Theater

11. 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: 03/27/08

h:\wpfiles\board\agendas\040108

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

MEMBERS OF THE GOVERNING BOARD

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

DISTRICT ADMINISTRATION

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

STUDENT ENROLLMENT

<u>School</u>	<u>02/08/08</u>	<u>03/08/08</u>
Sheridan School (K-5)	79	78
First Street School (K-5)	440	437
Carlin C. Coppin Elementary (K-5)	394	397
Creekside Oaks Elementary (K-5)	610	617
Twelve Bridges Elementary (K-5)	666	670
Foskett Ranch Elementary (K-5)	456	457
Glen Edwards Middle (6-8)	694	694
Twelve Bridges Middle School (6-8)	732	723
Lincoln High School (9-12)	1,399	1,396
Phoenix High School (10-12)	81	75
Lincoln Crossing Elementary	565	563
PCOE Home School	0	0
TOTAL:	6,116	6,107

Preschool/Head Start

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

Adult Education 221

First-5 Program

Sheridan	23
First Street	30

GLOBAL DISTRICT GOALS

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

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

WESTERN PLACER UNIFIED SCHOOL DISTRICT

CLOSED SESSION AGENDA

PLACE: Lincoln High School Office – Conference Room

DATE: April 1, 2008

TIME: 6:00 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 #07-08 N

AGENDA ITEM AREA:

Action

REQUESTED BY:

John Wyatt
District Hearing Officer

ENCLOSURES:

MEETING DATE:

April 1, 2008

BACKGROUND:

The Board of Trustees will disclose any action taken during closed session in regards to the expulsion of Student #07-08 N

ADMINISTRATION RECOMMENDATION:

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

2.1

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

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Update on Certificated Negotiations

AGENDA ITEM AREA:

Disclosure of action taken in
closed session

REQUESTED BY:

Bob Noyes, Asst. Superintendent of Personnel
Scott Leaman, Superintendent
Terri Ryland, Interim Asst. Superintendent of Business

ENCLOSURES:

No

MEETING DATE:

April 1, 2008

BACKGROUND:

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

ADMINISTRATION RECOMMENDATION:

Administration recommends the board of trustees be updated on negotiations.

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:
March 4 & 18, 2008 Regular Meeting
March 11, 2008 Special Board Meeting

AGENDA ITEM AREA:

CONSENT AGENDA

REQUESTED BY:

Scott Leaman,
Superintendent

ENCLOSURES:

Yes

MEETING DATE:

April 1, 2008

BACKGROUND:

The Board of Trustees will consider adoption of the minutes of the March 4 & 18, 2008 Regular Board Meeting and March 11, 2008 Special Board Meeting.

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**

March 18, 2008 7:00 P.M.

**City Hall Community Meeting Room, First Floor
600 Sixth Street, Lincoln, CA**

MINUTES

2007-2008 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.

6:00 P.M. Open Session – District Office Conference Room, Fourth Floor

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

6:00 P.M. CLOSED SESSION – District Office Conference Room, Fourth Floor
1. STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918

- a. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #07/08 L.
- b. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #07/08 M.

2. CONFERENCE WITH LABOR NEGOTIATOR
Update on certificated negotiations

3. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

4. ADJOURN TO OPEN SESSION

7:00 P.M. OPEN SESSION – Community Meeting Room, First Floor

Members Present

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

Others Present

Scott Leaman, Superintendent
Mary Boyle, Assistant Superintendent of Educational Services
Terri Ryland, Interim Assistant Superintendent of Business

4.1.1

March 18, 2008

Minutes

Cathy Allen, Assistant Superintendent of Facilities and Maintenance Services

Rosemary Knutson, Secretary to the Superintendent

Student – Joanna Loya, Lincoln High Student Advisor

Press - Liz Keller, Lincoln News Messenger

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 #07/08 J

Motion by Mrs. Stevenson, seconded by Mr. Long, and passed by unanimous roll call vote to expel suspension with stated conditions.

b. Student Discipline/Expulsion Pursuant To E.C. 48918

Student Expulsion #07/08 M.

Motion by Mrs. Stevenson, seconded by Mr. Long, and passed by unanimous roll call vote to approve hearing panel's recommendation to expel student.

2.2 CONFERENCE WITH LABOR NEGOTIATOR

Update on certificated negotiations

No action was taken

2.3 CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

No action was taken

3. SPECIAL ORDER OF BUSINESS

The Board of Trustees recognized the following students, Jacquelyn Ackerson, Victoria Binning, Katherine Cayago, Collin Curry, Paul Griffith, Cayley Johnston, Sabrina Norton, Sammey La Porta, Athony Roldan, and Shalita Smith. These students participated in the Lincoln High School Academic Decathlon Team.

4. CONSENT AGENDA

4.1 Approve Classified Personnel Report.

4.2 Approve Certificated Personnel Report.

4.3 Mandate Reimbursement Services Agreement.

4.4 District Revolving Cash Account.

4.1.2

March 18, 2008

Minutes

Motion by Mr. Haley, seconded by Mr. McLeod, and passed by unanimous roll call vote to approve consent agenda as listed.

5. COMMUNICATION FROM THE PUBLIC

Andrea Stephenson reported she attended the educator's conference along with several workshops which included safety. The Library will hold an internet safety class on April 19th for ages 8-12. There were 25 class library visits, as well as the preschool students. Christina with parks and recreation will present April 2-11th for K, 1, and 2nd graders. The Library had 250 students to celebrate Dr. Seuss's Birthday.

Adrian Bridges addressed the board of trustees with concerns of teachers harassing students, and falsifying records. She asked how long investigations take when you present a formal complaint to the district, and how do you get rid of an employee? She indicated that other parents have sent in formal complaints, and nothing has been resolved.

Mr. Carras responded the board will ask the Superintendent to look into the complaint brought forward.

6. REPORTS & COMMUNICATION

6.1 Lincoln High School, Student Advisory – Joanna Loya reported this year's Prom will be on April 12th at Arden Hills Country Club. Sober grad tickets are on sale; Lincoln High will hold its career fair on April 26th; the Varsity Baseball team will play at Raley Field on April 24th; and the girls JV soccer team is currently undefeated. High School Principals will go into class rooms to talk with students about STAR testing.

6.2 Western Placer Teacher's Association – Mike Agrippino had no report.

6.3 Western Placer Classified Employee Association – Chris Hawley had no report.

6.4 Superintendent, Scott Leaman talked about the Bus accident that occurred earlier in the day on HWY 65. There were 3 students on the bus, one student was taken to the hospital for minor injuries and released. The bus driver was also taken to the hospital for observation and release. Scott went to the hospital to check on both the bus driver and the student who was taken in. The school bus was totaled. He reported on the move into the new office and expressed appreciation to the public for their patience allowing us to be closed on Friday and Monday. The move has allowed us to get off the LHS site so the Architects can get working on the site. He spent a day at PCOE interviewing underwriters for refinance purposes. Met with Sierra College, toured the twelve bridges site, will get back to us. Meeting on Friday was positive, and informed we would give them information.

6.4.1 *Response to Public Comment if any:*

6.5 Assistant Superintendent(s)

4.1.3

March 18, 2008

Minutes

- 6.5.1 Mary Boyle reported that Kindergarten Registration Packets were available on March 10th, and elementary school sites will start receiving them on March 18th.
- 6.5.2 Terri Ryland shared an article from USC on budget cuts.
- 6.5.3 Bob Noyes thanked the teacher's group for all their work on teacher's layoff process, and shared this is extremely difficult on all parties involved. He reported on the move that took place to the new office. Heather and Cathy did a spectacular job. Chuck and Eli did a great job in putting together our computers.
- 6.5.4 Cathy Allen expressed hats off to Heather, Maintenance, and the Computer group for everything going so smooth on the district office move.

7. PUBLIC HEARING

Please see the attached handout regarding proposed boundary changes that affect primarily First Street School and Creekside Oaks Elementary. Staff will present a brief report and give the community an opportunity to comment during a public hearing. Upon closing the public hearing, the Board of Trustees will be asked to vote on the matter.

Mary set up a map showing boundary changes, she also discussed the item that was brought up during our last audit. There was some discussion on making First Street an English Learner school could pose a problem. She reviewed the boundaries that are being considered.

Joel Williams – As a parent he has concerns on the boundary changes and feels this will leave a lasting impression, they really enjoy COE, it's economic disadvantage to attend LCE, he feels the district should not have to up root that many kids. The boundaries were not changed when Foskett was built. Why are you making these changes? And feels the district should allow the students to get grandfathered in.

Christina Van Vliet – All of her daughters have gone to COE, and has a Kindergartener, and would really appreciate the chance to leave her at Creekside where both of her sisters went, she would like to see the students grandfathered in.

Susie Williams – This will not affect her students now, but she is afraid her child will be affected next year. She does not put the blame on the school board, and feels the city planning was not good for all the apartments on First Street and Joiner. With only two schools both with all portables, she feels the district needs to focus on building a permanent school in the area. She feels the district needs to inform the parents that the meeting was moved. She feels the overflow should be sent to First Street and Foskett Ranch, but feels First Street is segregated. She feels it will be hard for First Street Students to be mainstreamed. Does not want

4.1.4

March 18, 2008

Minutes

the boundary changes to be approved, but if they are changed, allow the kids to be grandfathered in.

Denise – Spoke on behalf of her grandson who attends Glen Edwards. She has some concerns for her grandson. She lives in Sacramento and is unable to schedule a meeting to come to Lincoln. She asked to speak of her concerns. Mr. Carras agreed to have both Scott and Bob meet with her after the board meeting since she lives in Sacramento, and is unable to schedule a meeting.

Mr. Haley asked that we hold out, and a decision be made at the April 1st, board meeting.

Mr. Long said there will need to be a change. The State say's we have to change, we won't make everyone happy but this has been an ongoing process for the district.

Mrs. Stevenson had a concern about the change in meeting place, can this go to the next board meeting? Also grandfathering should be considered to not break up families.

Mr. McLeod asked how this was going to take place, and feels more work needs to be done on the boundary maps.

Scott expressed the district has done intra-districts for many years and to grandfather everyone in would be causing challenges in the neighborhoods.

Timeline is so abrupt you have other siblings wanting to go 10 years later, if the district went all the way to Joiner that makes the school boundary much larger.

- Look at 4 & 5th graders getting grandfathered in?
- Delineate the number of students this would affect?
- How many siblings are in school with them?

8. ♦ACTION ♦DISCUSSION ♦INFORMATION

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

8.1 (D/A) ADOPT NEW SCHOOL ATTENDANCE BOUNDARIES FOR FIRST STREET SCHOOL AND CREEKSIDE OAKS ELEMENTARY SCHOOL – Boyle/Allen (07-08 G & O Component IV - V)

•Staff is proposing boundary changes that primarily affect First Street School and Creekside Oaks Elementary. A public hearing was held to solicit community input.

There was a motion by Mr. Haley, seconded by Mrs. Stevenson, and passed to table the vote until the April 1st, board meeting and continue the public hearing.

8.2 (D/A) APPROVE THE FY 2007-08 SECOND INTERIM REPORT – Ryland (07-08 G & O Component IV - V)

4.1.5

- The FY 2007-08 Second Interim Report will be presented to the Board of Trustees for review and discussion.

Terri Ryland reviewed the second interim with the Board of Trustees. Motion by Mrs. Stevenson, seconded by Mr. Long, and passed by unanimous vote to approve 2nd Interim report. Mr. Carras asked if there was any talk about easing up on the 3%.

8.3 (A)

RETENTION POLICY CHANGES – Boyle (07-08 G & O Component IV - I)

- There are two suggested changes to Board Policy and Administrative Regulations regarding retention of students. The first change deals with notification of parents. Board policy currently requires four parental notifications during the year for students who are identified early in the school year as not making appropriate progress. The new language clarifies that four notifications are necessary, regardless of when the student is identified as being at risk of retention. The second change clarifies that a student on a 504 plan must meet regular promotion recommendations unless exceptions are made through the 504 Team process.

Motion by Mr. Haley, seconded by Mr. McLeod, and passed by unanimous vote to approve the changes to the retention policy as presented.

8.4 (D/A)

UNIFORM COMPLAINT PROCEDURES – Boyle (07-08 G & O Component IV)

- The WPUSD Uniform Complaint Procedures and Administrative Regulations are being updated to be compliant with state requirements.

This item was pulled.

8.5 (A)

TENTATIVE AGREEMENT BETWEEN WPUSD AND WPTA – Noyes (07-08 G & O Component IV - V)

- A tentative agreement has been reached between WPUSD and WPTA regarding Article XV – Work Year – 2008/2009.

Motion by Mr. Long, seconded by Mr. Haley, and passed by unanimous vote to approve the 2008-09 work calendar.

8.6 (D/A)

APPROVE RESOLUTION 07/08.15 ON INFORMAL BIDDING ACT – Allen (07-08 G & O Component IV - V)

- In light of the Attorney General's ruling with regard to "Piggyback Agreements" it has become extremely difficult to design, bid, and build small special projects in a timely manner.

4.1.6

Minutes

The California Legislature passed the California Uniform Public Construction Cost Accounting Act (Public Contract Code 22000 *et. seq.*) to promote uniformity of bidding procedures and cost accounting standards on projects performed or contracted by public entities in the State. The Act is a great tool for school districts and other public agencies that want to:

- Raise their bidding thresholds to \$30,000.
- Simplify the bidding process for projects valued at less than \$125,000.
- Increase the likelihood of receiving bids from responsible contractors.
- Minimize limits on using school district employees for public works.

Only public entities that have adopted the Act by resolution and have notified the State Controller of that election may use the procedures.

This Resolution will cut out a lot of time and cost, the Superintendent can designate someone to approve agreements up to \$75,000.00. This applies to bids only for \$125,000 like roofing, and school bus etc. Motion by Mr. McLeod, seconded by Mr. Haley, and passed by unanimous roll call vote to approve Resolution 07/08.15.

9. BOARD OF TRUSTEES

9.1 FUTURE AGENDA ITEMS

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

- Relationship with Sierra Community College.
- Twelve Bridges High School.
- Audio Visual Media Board Policy.
- Gladding Parkway Carlin C. Coppin.
- High School Farm/Ag Conservatory.

9.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Haley had no report.

Mr. McLeod would like to meet on boundary changes.

Mrs. Stevenson would like an organizational chart, and items sheets that show cost analysis.

4.1.7

March 18, 2008

Minutes

10. ESTABLISHMENT OF NEXT MEETING(S)

- The President will establish the following meeting(s):
 - April 1, 2008, City Hall/District Office Community Center

11. ADJOURNMENT

There being no further business the meeting was adjourned at 9:10 p.m.

Paul Carras, Board President

Ana Stevenson, Clerk

Scott Leaman, Superintendent

**Rosemary Knutson, Secretary
Superintendent**

Adopted:

Ayes:

Noes:

Absent:

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

h:\wpfiles\board\minutes\031808

4.1.8

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
SPECIAL MEETING OF THE BOARD OF TRUSTEES**

March 11, 2008 5:00 P.M.

LINCOLN HIGH SCHOOL - LIBRARY

790 J Street, Lincoln, CA

MINUTES

2007-2008 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.

5:00 P.M. OPEN SESSION – Lincoln High School Library

Members Present

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

Members Absent

James McLeod, Member

Others Present

Scott Leaman, Superintendent
Mary Boyle, Assistant Superintendent of Educational Services
Terri Ryland, Interim Assistant Superintendent of Business
Cathy Allen, Assistant Superintendent of Facilities and Maintenance Services
Rosemary Knutson, Secretary to the Superintendent
Student – Joanna Loya, Lincoln High Student Advisor
Press - Liz Keller, Lincoln News Messenger

1. Call to Order
2. **Adoption of Resolution 07/08.13 Governing Board Relative to the Order of Seniority of Certificated Staff First Rendering Paid Probationary Service on the Same Day.**

Motion by Mr. Long, seconded by Mrs. Stevenson and passed by unanimous roll call vote to approve resolution 07/08.13 Governing Board Relative to the Order of seniority of Certificated Staff first rendering paid probationary service on the same day.

4.1.9

3. **Public Communication:**

Adrienne Bridges addressed the Board with some concerns she has had with GEMS and has already discussed her situation with both site Principal and Vice Principal at GEMS. She feels nothing is being done, and has put in a formal complaint at the district office and asked the board of trustees to look into resolving her situation. Mr. Carras responded by telling her the Superintendent would look into the matter. She expressed to the Board of Trustees that training is needed for staff on diversity training as well as for students on their level.

- 4. Announce Closed Session Items
- 5. Adjourn to Closed Session

5:15 P.M. CLOSED SESSION – Lincoln High School Conference Room

1. **PERSONNEL**

Public Employee Discipline/Dismissal/Release

- a. Notice to Governing Board of Recommendation to reduce or discontinue Certificated Services for the 2008-09 School Year.
- b. Resolution No. 07/08.14 Reduction/Discontinuance of Certificated Services for the 2008-09 School Year.
- c. Non-Re-election of one (1) Probationary Employee.
- d. Administrator Release/Reassignment.

6:04 P.M. RESUMED TO OPEN SESSION

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

2.1 **PERSONNEL**

Public Employee Discipline/Dismissal/Release

- a. Notice to Governing Board of Recommendation to reduce or discontinue Certificated Services for the 2008-09 School Year.

Motion by Mr. Haley, seconded by Mr. Long, and passed by unanimous roll call vote to approve the reduction or discontinuation of Certificated Services for the 2008-09 School Year.

- b. Resolution No. 07/08.14 Reduction/Discontinuance of Certificated Services for the 2008-09 School Year.

4.1.10

Motion by Mr. Long, seconded by Mrs. Stevenson, and passed by unanimous roll call vote to approve Resolution 07/08.14 list of reductions.

Mike Agrippino read the following, "I wish I had the exact words to say that would dissuade you from taking this action," he said. "I have searched and can't find them. Perhaps the words are elusive because they just don't exist."

He pleaded with the trustees to preserve the district's uniqueness and identity despite the budget crisis.

"The programs we have piloted, the innovations this district has implemented – outdoor education programs, the high school farm, elementary prep time – the list is endless," he said. "These are the things worth fighting for."

"We do look forward to some of these decisions being reversed as the budget crisis eases," he concluded.

"Schools are in a squeeze play," Superintendent Scott Leaman said. "It's beyond unfortunate – it's a travesty."

Scott Leman shared it is really with heavy heart and agreed with Mike Agrippino to put this in place. He looked at every way possible to not have to do this, but could not avoid the cuts. He touched on a couple of things, based on law and credentials, notices will be less than some of the numbers tonight. But they will receive a notice, anyone getting a notice this Friday will be attending a meeting, and WPTA will be invited to attend. Names of the people receiving notices are confidential, this is a legal issue. He thanked his team, everyone who does receive a notice, there are still May notices that need to be given again.

Mr. Long expressed he feels it is a criminal act from the State of California and is very saddened.

Mr. Haley doesn't think it's as bad as they say.

- c. Non-Re-election of one (1) Probationary Employee.

This item was pulled from the agenda.

4.1.11

d. Administrator Release/Reassignment.

Motion by Mr. Haley, seconded by Mrs. Stevenson, and passed by unanimous roll call vote to approve the release/reassignment of one administrator.

3. **ADJOURNMENT**

There being no further business the meeting was adjourned at 6:20 p.m.

Paul Carras, Board President

Ana Stevenson, Clerk

Scott Leaman, Superintendent

**Rosemary Knutson, Secretary
Superintendent**

Adopted:

Ayes:

Noes:

Absent:

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

wpfiles\board\specialminutes 031108

4.1.12

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES**

March 4, 2008 7:00 P.M.

**Lincoln High School – Performing Arts Center
790 J Street, Lincoln, CA**

MINUTES

2007-2008 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.

6:00 P.M. OPEN SESSION – District Office Conference Room

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

6:00 P.M. CLOSED SESSION – District Office Conference Room

1. **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #07/08 K

2. **PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**

3. **CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION**

4. **ADJOURN TO OPEN SESSION**

7:00 P.M. OPEN SESSION – Lincoln High Performing Arts Center

Members Present

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

Others Present

Scott Leaman, Superintendent
Mary Boyle, Assistant Superintendent of Educational Services
Terri Ryland, Interim Assistant Superintendent of Business
Cathy Allen, Assistant Superintendent of Facilities and Maintenance Services
Rosemary Knutson, Secretary to the Superintendent
Student – Joanna Loya, Lincoln High Student Advisor
Press - Cheri March, Lincoln News Messenger

4.1.13

March 4, 2008

Minutes

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

Student Discipline/Expulsion Pursuant To E.C. 48918 S

Student Expulsion #07/08 K

Motion by Mrs. Stevenson, seconded by Mr. McLeod, and passed by unanimous roll call vote to approve hearing panel's recommendation of expulsion with stated conditions.

2.2 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

Motion by Mrs. Stevenson, seconded by Mr. Long, and passed by unanimous vote to approve the release of one non-reelect teacher.

2.3 CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

No action was taken.

3. SPECIAL ORDER OF BUSINESS

3.1 Placer County Spelling Bee Finalists

Recognize Tyler Kim (*fourth grade*), Becca Thich (*fifth grade*) from Lincoln Crossing Elementary School and Alexis Bagon (*seventh grade*) from Twelve Bridges Middle School. The following students will participate in the Spelling Bee finalists.

Mary introduced the students that will be advancing to the Placer County Oral Spelling Bee tomorrow. Both she and the principals presented each student with a certificate of recognition.

3.2 Zebra Housing

Recognize Glen Vineyard for all his assistance on the Zebra Housing.

Scott reported on the process of the Zebra Housing Program through Lincoln High School and how the students have built seven houses to date. He shared how the program has increased the students knowledge of constructing homes and how this will stay with them their whole lives. He introduced Glen Vineyard as one who behind the scenes has also put his time and expertise into the program for the sale of the homes, and presented him with a certificate of recognition.

4. CONSENT AGENDA

4.1 Approval of Minutes

Regular Meeting of February 5th & February 19, 2008

4.1.14

March 4, 2008

Minutes

Special Facility Workshop, February 19, 2008.

- 4.2 Approval of Warrants.
- 4.3 Approve Classified Personnel Report.
- 4.4 Approve Certificated Personnel Report.
- 4.5 Sunshine of Class Size Article.

Motion by Mr. Long, seconded by Mr. Haley, and passed by unanimous roll call vote to approve the consent agenda as presented.

5. COMMUNICATION FROM THE PUBLIC

There was no communication from the public.

6. REPORTS & COMMUNICATION

- 6.1 **Lincoln High School, Student Advisory** – Joanna Loya reported on the Point Break Program that was presented to the students, and it went very well. Students went to elementary sites to read for “Read Across America”. Lincoln High students raised \$850.00 in pennies for the “Pennies for Patience” program. The freshman orientation was held on March 4th.
- 6.2 **Western Placer Teacher’s Association**, Mike Agrippino had no report.
- 6.3 **Western Placer Classified Employee Association**, Chris Hawley had no report.
- 6.4 **Superintendent**, Scott Leaman updated the Board on the Budget Committee. Districts around the state have been in the same situation after the Governor talked about cuts. He discussed cuts that have been recommended to the committee and will be looking at different items forwarded to the district. These could also be options to look at for cuts. He will continue to update the Board of Trustees on the committee progress. He shared the Superintendent and the Board of Trustees are in charge with keeping the budget in place. A lot of these items will be going into June of next year (2008-2009). Everyone is hoping that things will be better than presented at this time. It is up to the district to keep on task and keep the budget in place. He has met with a group of teachers on Health Benefits to look at capping benefits.
- 6.5 **Assistant Superintendent(s)**
 - Mary Boyle**
 - *Compassionate Friends Recognition* – Mary asked Mike Agrippino to accompany her in congratulating Western Placer Unified School District for being a compassionate employer, which was one of 96 employers recognized in 2008 nationwide. The Compassionate Friends (TCF) honors employers that have shown exceptional caring and compassion when an employee has experienced the death of a child, sibling, or grandchild. The nomination came from Glen Edwards teacher, Linda Menge as a result of the response to her needs during the illness and the loss of her daughter. Mike Agrippino spoke on behalf of the Teacher’s Association, and

4.1.15

Minutes

thanked the board for helping all teachers that have gone through struggles.

- *Title III Accountability Report Update* – Mary shared the district is meeting our English Learner goals. She reviewed scores with the Board of Trustees and reported the district has met our objectives from last year and is currently proficient with English Learners. Although it continues to get tougher each year to make adequate yearly progress. *Categorical Program Monitoring Findings* – Mary reported the findings from the district's recent CPM Audit. There were sixteen auditors in ten areas of auditing, and they spent a total of one week with the district and reviewed everything thoroughly. The biggest area they reviewed was English Learners. After their visitation to First Street School they made recommendations. Mary explained the process they were looking for, and reported the district is in the process of looking how to better serve English learners within their neighborhood schools. This is something that is being reviewed, along with possible boundary changes. This would have the students that are currently on intradistrict students go back to their neighborhood schools. This is something that was discussed by the CPM, they didn't find a problem but felt this is an informal recommendation, and might be looked into. There is no issue with serving GATE students at First Street because we are able to serve these students in their neighborhood schools, the GATE program is an option. There should not be a problem serving EL students because most of our teachers have CLAD certificates. Scott shared that this is something the district has discussed in prior years to service students in their neighborhood schools.

6.5.2 Terri Ryland - *Budget Update*: Terry shared she didn't have much to report on except for a news break she got, where the bills that have been presented to the State within the last week are focused on education at the state level.

6.5.3 Bob Noyes was not present.

6.5.4 Cathy Allen - *Facilities Update*: She reported on the sterling fees collected in February of 2008. She talked about the move to the new office. She reported the punch list has been completed at the Lincoln Crossing Park. We received a draft contract on the architects that will be used to build our next school. Cathy reported that Heather, Frank and herself attended the CASH conference and received some good information. They discussed the bid process at the conference. She reported the boundary issue needs to be discussed soon, due to Kindergarten packets that will be available on March 10th.

7. ♦ACTION ♦DISCUSSION ♦INFORMATION

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

4.1.16

7.1 (I)**ENGLISH LANGUAGE DEVELOPMENT SUPPORT****SERVICES – Kelso** (07-08 G & O Component V)

- ELD Support services have provided a lot of staff development for English language development and sheltered instruction to help teachers instruct their English Language Learners this year. We have also instituted a bi-weekly assessment data collection system to track the progress of English Learners, and also students who have been redesignated for 2 years.

Lynn Kelso reported on what she has been working on with staff development for English Learners. She presented a list of staff development training being offered to teachers along with plans for next year's training. She also reported on how these programs are helping with the English Proficiency, English Learners, academic language, and how to help teachers with their language curriculum. She has scheduled site visits to offer any support with ELD. This was information only, no action was needed.

7.2 (A)**COMPREHENSIVE SAFE SCHOOL PLANS – Boyle** (07-08 G & O Component V)

- California Education Code Sections 32280-32288 requires all schools to have a comprehensive Safe School Plan which is updated annually through the School Based Leadership Team (Site Council). The comprehensive Safe School Plan consists of ten sections, including a section for "A safe and orderly environment conducive to learning" which is also known as the School Safety Plan. Each of the eleven schools in Western Placer Unified School District has such a comprehensive plan which has been written, reviewed, updated and approved for the SBLT's. The binder presented to each member of the Board of Trustees is a copy of the Comprehensive Safe School Plan, with each school's Safety Plan included under Tab 8.

Mr. Carras shared the binder, to show all the work that is gone into the safe school plan. He asked if there were any questions from the board. After a few questions, there was a motion by Mr. Long, seconded by Mrs. Stevenson, and passed by unanimous vote to approve the comprehensive safe school plan.

7.3 (I)**BUDGET ASSUMPTIONS (DRAFT) – Ryland** (07-08 G & O Component V)

- The Business Office is beginning the process of budget development, including assessing prior budget assumptions and adjusting assumptions in light of the current State budget situation. The assumptions provided are currently in draft form, waiting on final staffing and allocation decisions. A final version will be presented to the Board later this spring.

4.1.17

Terri Ryland reviewed budget assumptions, but expressed these are not facts. This was an information item only.

8 BOARD OF TRUSTEES

8.1 FUTURE AGENDA ITEMS

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

- Relationship with Sierra Community College.
- Twelve Bridges High School.
- Audio Visual Media Board Policy.
- Gladding Parkway Carlin C. Coppin.
- School Farm in Agriculture Preservation.

8.2 BOARD MEMBER REPORTS/COMMENTS

Mrs. Stevenson shared about a trip her 3rd grader made to LHS.

Mr. Haley reported on a meeting that took place between the Education Foundation and Sober Grad requesting the need to umbrella under their 504C. The foundation decided to add them and encourage them to get their own for next year's sober grad.

Mr. Long had no report.

Mr. McLeod had no report.

Mr. Carras had no report.

9. ESTABLISHMENT OF NEXT MEETING(S)

- The President will establish the following meeting(s):
 - March 18, 2008, City Hall Community Conference Room

10. ADJOURNMENT

There being no further business the meeting was adjourned at 8:20 p.m.

Paul Carras, Board President

Ana Stevenson, Clerk

4.1.18

March 4, 2008

Minutes

Scott Leaman, Superintendent

**Rosemary Knutson, Secretary
Superintendent**

Adopted:

Ayes:

Noes:

Absent:

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

h:\wpfiles\board\minutes\030408

4.1.19

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

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Approval of Warrants

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Terri Ryland
Interim Director Of Business Service

ENCLOSURES:

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

MEETING DATE:

April 1, 2008

BACKGROUND:

The Board of Trustees will consider approval of warrants paid since the March 4, 2008 board meeting.

ADMINISTRATION RECOMMENDATION:

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

PLACER COUNTY OFFICE OF EDUCATION
WARRANT REGISTER FOR WARRANTS DATED 03/20/2008
SCHOOLS COMMERCIAL REVOLVING FUND

03/20/08

PAGE 1

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT
80240771	011092	ACP	22 00	80240772	010539	BARBARA ALLEN	22 00	119.00
80240773	012199	AMERICAN FARMLAND TRUST	22 00	80240774	012785	BANANA SLUG STRING BAND	22 00	900.00
80240775	005142	BANK OF AMERICA	22 00	80240776	011747	EILEEN BINNING	22 00	49.95
80240777	010149	BRIGHT APPLE INC.	22 00	80240778	012741	BUSINESS EDUCATION PUBLIS	22 00	1,230.77
80240779	012786	D C CONNECT	22 00	80240780	009919	DELL	22 00	40,528.02
80240781	011682	DIRECT PRESS 2	22 00	80240782	004210	ELLISON EDUCATIONAL EQUIP	22 00	482.55
80240783	012423	FIRST GRYPHPRESSION	22 00	80240784	011102	FIRST STREET SCHOOL PTC	22 00	170.28
80240785	013040	FOLLETT LIBRARY RESOURCES	22 00	80240786	012569	FULL COMPASS SYSTEMS	22 00	255.00
80240787	000542	HOLT RINEHART & WINSTON	22 00	80240788	003281	HONE DEPOT	22 00	1,002.92
80240789	005735	INK LYNX INC	22 00	80240790	012048	CLELIA JOCOY	22 00	64.34
80240791	012767	LD PRODUCTS	22 00	80240792	003275	NCTE NATIONAL COUNCIL OF	22 00	105.00
80240793	010364	NORTH STATE SPRING CONFER	22 00	80240794	002559	NORTHERN ENERGY	22 00	263.92
80240795	002428	OFFICE DEPOT	22 00	80240796	004683	OFFICE DEPOT	22 00	1,477.31
80240797	028020	PLACER COUNTY OFFICE OF E	22 00	80240798	012160	POSTMASTER	22 00	164.00
80240799	029400	RAINBOW MARKET	22 00	80240800	008381	RAY MORGAN COMPANY INC	22 00	106.46
80240801	010717	SAFEWAY INC	22 00	80240802	000122	SCHOOL SPECIALTY INC	22 00	223.60
80240803	002891	SIERRA OFFICE SUPPLIES &	22 00	80240804	000834	TARGET BANK	22 00	99.36
80240805	012274	US SUBSCRIPTION MEDIA	22 00	80240806	012470	Utility Safe Guard	22 00	71.47
80240807	004683	OFFICE DEPOT	22 00	80240808	001778	THE DANIELSEN COMPANY	22 00	5,101.72
80240809	011727	ED JONES FOOD SERVICE	22 00	80240810	006580	JERICO INC	22 00	162.50
80240811	009147	NOR-CAL PRODUCE INC	22 00	80240812	029400	RAINBOW MARKET	22 00	39.56
80240813	012042	SARA LEE	22 00	80240814	011033	UNITED PIZZA INC	22 00	941.50
80240815	012260	ABILITIES	22 00	80240816	005801	APPROVED SAFE & LOCK	22 00	323.48
80240817	026400	AT&T	22 00	80240818	011323	AT&T - LONG DISTANCE SERV	22 00	111.32
80240819	002095	BANK OF AMERICA	22 00	80240820	011250	C & S TELECOMMUNICATIONS	22 00	1,504.65
80240821	007720	CITY OF LINCOLN	22 00	80240822	005298	CYBERGUYS!	22 00	49.57
80240823	009919	DELL	22 00	80240824	012787	HANKIN SPECIALTY EQUIPMEN	22 00	335.00
80240825	003056	THE HAMPTON-BROWN COMPANY	22 00	80240826	003344	J4 SYSTEMS	22 00	825.00
80240827	016160	HARCOURT INC	22 00	80240828	012746	BARBARA MATISKA	22 00	472.23
80240829	010984	LEADER SERVICES	22 00	80240830	011531	COLLEEN MOSS	22 00	575.70
80240831	008702	LAUREL MAYNARD	22 00	80240832	011189	NSS-NRS	22 00	179.00
80240833	010364	NORTH STATE SPRING CONFER	22 00	80240834	012250	BONNIE PELLOW	22 00	103.91
80240835	026400	PACIFIC GAS & ELECTRIC CO	22 00	80240836	006980	PURCHASE POWER	22 00	36.76
80240837	007787	PITNEY BOWES CREDIT CORP	22 00	80240838	006887	LORETTA SHEA	22 00	510.00
80240839	010717	SAFEWAY INC	22 00	80240840	009777	U.S. BANK BUSINESS EQUIPM	22 00	554.34
80240841	002891	SIERRA OFFICE SUPPLIES &	22 00	80240842	011624	AT&T	22 00	27.60
80240843	002659	VERIZON WIRELESS	22 00	80240844	026400	VERIZON WIRELESS	22 00	75.64
80240845	026400	AT&T	22 00	80240846	002669	CAPITOL PUBLIC FINANCE GR	22 00	900.00
80240847	026400	AT&T	22 00	80240848	012593	BANK OF AMERICA	22 00	90.00
80240849	002659	VERIZON WIRELESS	22 00	80240850	011561			

TOTAL AMOUNT OF ALL WARRANTS \$188,619.54***

4.2.1

PLACER COUNTY OFFICE OF EDUCATION
WARRANT REGISTER FOR WARRANTS DATED 03/13/2008
SCHOOLS COMMERCIAL REVOLVING FUND

03/13/08

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT
80239343	000059	ADVANCED INTEGRATED PEST	22 00	1,478.00	80239344	004071	AIRGAS	22 00	36.87
80239345	026400	AT&T	22 00	133.98	80239346	011763	AUBURN PLACER DISPOSAL SE	22 00	60.00
80239347	012644	BABY STEPS	22 00	19,750.00	80239348	005555	BELLWORK ENTERPRISES INC	22 00	182.57
80239349	010271	MARY BOYLE	22 00	46.51	80239350	012728	BRIGHT FUTURES LEARNING I	22 00	7,400.00
80239351	000205	BUS WEST - FRESNO	22 00	5,270.17	80239352	012291	MIKE CARLSON	22 00	180.29
80239353	009440	CDW GOVERNMENT INC	22 00	110.15	80239354	012705	CLEAN SOURCE	22 00	131.92
80239355	000884	CUMMINS WEST INC	22 00	247.29	80239356	005437	DAWSON OIL COMPANY	22 00	3,024.94
80239357	002863	DELTA WIRELESS	22 00	102.54	80239358	036880	VOIDED	22 00	
80239359	036880	G&S HARDWARE PURCHASING	22 00	1,168.08	80239360	015040	GOLD RUSH AUTO PARTS	22 00	12.34
80239361	001689	GOSETT ALARM INC	22 00	2,142.00	80239362	038620	GRAINGER	22 00	597.45
80239363	012658	GUIDING HANDS SCHOOL INC.	22 00	3,483.85	80239364	016160	HARCOURT INC	22 00	
80239365	011744	LaSHAWN HORTON	22 00	664.74	80239366	011926	JABBERGYM INC.	22 00	1,508.04
80239367	002286	KINKO'S INC.	22 00	105.11	80239368	000967	ROSEMARY KNUTSON	22 00	1,140.00
80239369	012755	LAW OFFICES OF DAVID W. G	22 00	6,865.25	80239370	010223	DEBORAH MCKINNON	22 00	26.98
80239371	012572	MEDICAB OF SACRAMENTO/SIE	22 00	2,988.40	80239372	000131	ROBERT NOYES	22 00	94.65
80239373	012599	PACIFIC AUTISM LEARNING S	22 00	2,658.35	80239374	026460	PACIFIC GAS & ELECTRIC CO	22 00	50.62
80239375	010637	PARAGON SCHOOL	22 00	2,126.41	80239376	009270	PLACER NEVADA SELPA	22 00	834.25
80239377	029400	RAINBOW MARKET	22 00	3.99	80239378	020880	RIEBES AUTO PARTS	22 00	90.00
80239379	012485	TERESA R. RYLAND C.P.A.	22 00	11,430.00	80239380	010938	SCHOOL NURSE SUPPLY INC.	22 00	22.13
80239381	002891	SIERRA OFFICE SUPPLIES &	22 00	2,102.47	80239382	011219	SPARK PROGRAM	22 00	245.97
80239383	010414	SPEECH & LANGUAGE THERAPY	22 00	400.00	80239384	001786	SPURR	22 00	106.51
80239385	001151	STATE OF CALIFORNIA	22 00	576.00	80239386	008647	T.W. SMITH COMPANY	22 00	8,875.71
80239387	012171	UHS - KEYSTONE SCHOOLS	22 00	5,189.34	80239388	008787	WAL-MART	22 00	18.88
80239389	012194	WEST TEL SERVICES	22 00	49.50	80239390	011756	ZEE MEDICAL COMPANY	22 00	555.56
80239391	036880	G&S HARDWARE PURCHASING	22 00	30.00	80239392	005801	APPROVED SAFE & LOCK	22 00	63.39
80239393	012593	CAPITOL PUBLIC FINANCE GR	22 00	1,800.00	80239394	012104	CLARK & SULLIVAN LLC	22 00	2,777.85
80239395	012755	LAW OFFICES OF DAVID W. G	22 00	5,760.00	80239396	012508	ROBERT HUNTER AARONSON	22 00	62,891.00
80239397	011561	BANK OF AMERICA	22 00	295.00	80239398	011534	DEXIA CREDIT LOCAL	22 00	2,062.50
80239399	001778	THE DANIELSEN COMPANY	22 00	2,052.36	80239400	011727	ED JONES FOOD SERVICE	22 00	29,728.79
80239401	006580	JERICO INC	22 00	203.83	80239402	023380	MISSION UNIFORM SERVICE I	22 00	4,271.98
80239403	009147	NOR-CAL PRODUCE INC	22 00	1,145.09	80239404	012042	SARA LEE	22 00	513.34
80239405	002891	SIERRA OFFICE SUPPLIES &	22 00	160.86	80239406	010084	SYSCO SACRAMENTO	22 00	489.90
80239407	011033	UNITED PIZZA INC	22 00	1,212.50	80239408	012761	ALFAX WHOLESALE FURNITURE	22 00	1,252.97
80239409	012779	ALLERGICCHILD.COM	22 00	41.30	80239410	004046	ATLAS PEN & PENCIL CORP.	22 00	313.88
80239411	005738	BORDER'S GROUP INC	22 00	284.46	80239412	001230	BOUND TO STAY BOUND BOOKS	22 00	203.19
80239413	000972	CALLOWAY HOUSE INC	22 00	119.70	80239414	006172	CMEA CONFERENCE	22 00	223.69
80239415	003219	DELL	22 00	3,126.93	80239416	005742	DISCOUNT MAGAZINE SUB SER	22 00	421.00
80239417	006573	ERISLEY NURSERY INC	22 00	411.80	80239418	001664	LAUREL ETCHEPARE	22 00	59.90
80239419	012423	FIRST GRYPRESSION	22 00	75.00	80239420	011983	FITNESS FINDERS	22 00	119.00
80239421	012784	FUN FITNESS COMPANY	22 00	288.37	80239422	005248	G&S HARDWARE PURCHASING	22 00	33.00
80239423	011237	HEINEMANN	22 00	69.39	80239424	010467	IN FOCUS	22 00	93.95
80239425	012124	LIGHTHOUSE COUNSELING & F	22 00	75.00	80239426	002428	OFFICE DEPOT	22 00	623.12
80239427	004683	OFFICE DEPOT	22 00	88.32	80239428	000068	ORIENTAL TRADING COMPANY	22 00	115.54
80239429	006899	POSITIVE PROMOTIONS	22 00	468.27	80239430	029100	QUILL CORPORATION	22 00	327.68
80239431	008381	RAY MORGAN COMPANY INC	22 00	215.18	80239432	010717	SAFEWAY INC	22 00	2,073.41
80239433	011096	SCANTRON	22 00	349.17	80239434	011243	SCHOOLMASTERS SAFETY	22 00	22.22
80239435	002891	SIERRA OFFICE SUPPLIES &	22 00	34.32	80239436	007212	STAPLES CREDIT PLAN	22 00	39.90
									257.68

4.2.2

APY220 H.02.03

PLACER COUNTY OFFICE OF EDUCATION
WARRANT REGISTER FOR WARRANTS DATED 03/13/2008
SCHOOLS COMMERCIAL REVOLVING FUND

03/13/08

PAGE 2

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	WARRANT NUMBER	AMOUNT	DIST NO DD	PAYEE NAME	WARRANT NUMBER	AMOUNT	DIST NO DD	AMOUNT
80239437	000834	TARGET BANK	80239438	542.46	22 00	TEACHER DIRECT	80239440	685.69	22 00	621.14
80239439	000798	TEACHER'S DISCOVERY	80239442	416.90	22 00	U.S. MAP & BOOK COMPANY	80239443	9.43	22 00	68.75
80239441	012754	WILSON LANGUAGE TRAINING				WISHING WELL ENTERPRISES				54.92
80239443	002891	SIERRA OFFICE SUPPLIES &								

TOTAL AMOUNT OF ALL WARRANTS \$223,972.83***

423

APY220 H.02.03

PLACER COUNTY OFFICE OF EDUCATION
 WARRANT REGISTER FOR WARRANTS DATED 03/11/2008
 SCHOOLS COMMERCIAL REVOLVING FUND

03/11/08 PAGE 1

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT
80238688	011972	ALL OCCASSION PARTY RENTA	22 00	80238689	011747	EILEEN BINNING	22 00	228.50
80238690	008110	CONDE NAST PUBLICATIONS	22 00	80238691	008750	CONSUMER REPORTS	22 00	24.00
80238692	012781	DALE MC COY	22 00	80238693	007262	DEMCO MEDIA	22 00	720.00
80238694	011682	DIRECT PRESS 2	22 00	80238695	006913	DISCOVERY MUSEUM	22 00	360.21
80238696	012780	FAMILY CIRCLE	22 00	80238697	007557	HARBOR FREIGHT TOOLS	22 00	9.97
80238698	003281	HOME DEPOT	22 00	80238699	012474	CINDY HOOD	22 00	438.60
80238700	010169	MAYO CLINIC HEALTH LETTER	22 00	80238701	012775	NEWEGG.COM	22 00	29.55
80238702	008108	NEWSWEEK	22 00	80238703	004683	OFFICE DEPOT	22 00	27.00
80238704	028020	PLACER COUNTY OFFICE OF E	22 00	80238705	012279	POPULAR MECHANICS	22 00	35.00
80238706	029400	RAINBOW MARKET	22 00	80238707	005196	THE SACRAMENTO BEE	22 00	21.69
80238708	011096	SCANTRON	22 00	80238709	001145	SPORTIME	22 00	59.77
80238710	008115	SPORTS ILLUSTRATED	22 00	80238711	000834	TARGET BANK	22 00	39.75
80238712	002399	TROXELL COMMUNICATIONS	22 00	80238713	011820	WESTERN BLUE CORP.	22 00	525.00
80238714	012777	WILEY PUBLISHING	22 00	80238715	006806	JEFF DARDIS	22 00	91.11
80238716	011622	LINDA LUCAS	22 00	80238717	012782	CECILIA RUIZ	22 00	857.23

TOTAL AMOUNT OF ALL WARRANTS \$6,150.71***

4.2.4

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT
80237505	012021	ADVANCED TECHNOLOGY GROUP	22 00	9,150.00	80237506	012228	CATHY ALLEN	22 00	282.39
80237507	005845	AUBURN PLACER DISPOSAL SE	22 00	7,628.45	80237508	012398	BETTY JO BORAM	22 00	38.23
80237509	010271	MARY BOYLE	22 00	44.64	80237510	011228	BURTON'S SUPERIOR CARPET	22 00	250.00
80237511	006200	CAPITOL CLUTCH AND BRAKE	22 00	140.73	80237512	012763	CELL ENERGY INC. **USE 11	22 00	429.00
80237513	007720	CITY OF LINCOLN	22 00	76.32	80237514	012705	CLEAN SOURCE	22 00	4.83
80237515	012483	JENNY CLEARWATER	22 00	2,487.23	80237516	005298	CYBERGUYS!	22 00	270.26
80237517	005437	DAWSON OIL COMPANY	22 00	24,271.20	80237518	002863	DELTA WIRELESS	22 00	50.00
80237519	004530	EMPLOYMENT DEVELOPMENT DE	22 00	564.05	80237520	012610	FAR WEST RENTS & READY MI	22 00	119.60
80237521	011465	FILTERFRESH	22 00	135.00	80237522	015040	GOLD RUSH AUTO PARTS	22 00	541.81
80237523	038620	GRAINGER	22 00	1,399.49	80237524	012395	KRISTI GRETLER	22 00	70.70
80237525	011550	HARCOURT ASSESSMENT INC.	22 00	1,656.76	80237526	016160	HARCOURT INC	22 00	2,229.10
80237527	000175	J & J SCREEN & GLASS	22 00	213.73	80237528	010454	LOWE'S	22 00	58.97
80237529	012330	HEATHER MARCIONE	22 00	140.40	80237530	023380	VOIDED	22 00	
80237531	023380	MISSION UNIFORM SERVICE I	22 00	3,383.27	80237532	002981	MORRISON LANDSCAPE	22 00	2,950.00
80237533	020840	MOUNTAIN CLEAR WATER COMP	22 00	23.50	80237534	002469	FRANK NICHOLS	22 00	90.30
80237535	012145	NORTH VALLEY DIESEL	22 00	1,438.00	80237536	004683	OFFICE DEPOT	22 00	71.18
80237537	026460	PACIFIC GAS & ELECTRIC CO	22 00	7,846.53	80237538	005020	PERSONNEL CONCEPTS LIMITE	22 00	835.26
80237539	007928	PLACER COUNTY PEER COURT	22 00	2,500.00	80237540	009270	PLACER NEVADA SELPA	22 00	45.00
80237541	029400	RAINBOW MARKET	22 00	46.98	80237542	008069	RAY MORGAN COMPANY INC	22 00	12,395.58
80237543	011723	RSD - REFRIGERATION SUPPL	22 00	351.29	80237544	004860	S & S WORLDWIDE	22 00	55.86
80237545	012441	SASS / MESTMAKER INSURANC	22 00	294.30	80237546	012198	DIANE SAUER	22 00	85.85
80237547	000122	SCHOOL SPECIALTY INC	22 00	66.27	80237548	002891	SIERRA OFFICE SUPPLIES &	22 00	300.22
80237549	012555	SHANNON STEEN	22 00	53.02	80237550	008494	TOTAL EDUCATION SOLUTIONS	22 00	2,181.40
80237551	002732	PEGGY VAN LENGEN	22 00	15.15	80237552	012454	WAVE BROADBAND	22 00	55.95
80237553	002373	WILSON WAY TIRE	22 00	501.63	80237554	000564	ZIEGELMANN'S REFRIGERATIO	22 00	386.10
80237555	012228	CATHY ALLEN	22 00	289.58	80237556	012593	CAPITOL PUBLIC FINANCE GR	22 00	6,825.00
80237557	002927	CONSOLIDATED PLASTICS CO	22 00	1,262.74	80237558	012446	MOBILE STORAGE GROUP INC.	22 00	147.34
80237559	012012	RUTLEDGE PLUMBING	22 00	654.50	80237560	012593	CAPITOL PUBLIC FINANCE GR	22 00	150.00
80237561	012326	BERNARD FOOD INDUSTRIES	22 00	401.05	80237562	009360	VOIDED	22 00	
80237563	009360	VOIDED	22 00		80237564	009360	D&P CREAMERY	22 00	14,203.55
80237565	001778	THE DANIELSEN COMPANY	22 00	5,497.79	80237566	011727	ED JONES FOOD SERVICE	22 00	3,392.34
80237567	012772	INTERNATIONAL ENGINEERING	22 00	150.00	80237568	012471	JUMBO CHINESE	22 00	680.00
80237569	009147	NOR-CAL PRODUCE INC	22 00	1,262.64	80237570	012042	SARA LEE	22 00	569.09
80237571	011585	STAFFORD MEAT COMPANY	22 00	332.00	80237572	010084	SYSCO SACRAMENTO	22 00	1,565.91
80237573	012132	TBMS STUDENT BODY	22 00	197.91	80237574	011033	UNITED PIZZA INC	22 00	1,427.50
80237575	011747	EILEEN BINNING	22 00	79.03	80237576	009440	CDW GOVERNMENT INC	22 00	44.09
80237577	013040	FOLLETT LIBRARY RESOURCES	22 00	936.74	80237578	005248	G&S HARDWARE PURCHASING	22 00	109.33
80237579	011253	GREAT LAKE SPORTS	22 00	182.28	80237580	008767	INNOVATIVE THERAPISTS INT	22 00	182.03
80237581	012774	JULIA O'CALLAGHAN	22 00	250.00	80237582	000389	LAKEHORE LEARNING MATERI	22 00	150.00
80237583	008156	GREGG LAW	22 00	6.10	80237584	024240	NASCO MODESTO	22 00	196.79
80237585	012770	NATIONAL THEATER FOR ARTS	22 00	3,575.00	80237586	004683	OFFICE DEPOT	22 00	1,201.24
80237587	028020	PLACER COUNTY OFFICE OF E	22 00	550.00	80237588	008946	PROVANTAGE	22 00	419.25
80237589	029400	RAINBOW MARKET	22 00	212.64	80237590	000128	SCHOLASTIC BOOK CLUBS	22 00	211.85
80237591	000122	SCHOOL SPECIALTY INC	22 00	80.23	80237592	011322	JOANN SKINNER KITA	22 00	68.19
80237593	000834	TARGET BANK	22 00	63.79	80237594	012773	SARAH VAN HOY	22 00	75.00
80237595	039880	WISHING WELL ENTERPRISES	22 00	70.32	80237596	006976	JOHN WYATT	22 00	171.34
80237597	004683	OFFICE DEPOT	22 00	82.65					

APY220 H.02.03

03/06/08

PAGE 2

PLACER COUNTY OFFICE OF EDUCATION
WARRANT REGISTER FOR WARRANTS DATED 03/06/2008
SCHOOLS COMMERCIAL REVOLVING FUND

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT
-------------------	------------------	------------	---------------	--------	-------------------	------------------	------------	---------------	--------

TOTAL AMOUNT OF ALL WARRANTS \$136,272.36***

4,26

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	WARRANT NUMBER	VENDOR NUMBER	AMOUNT	DIST NO DD	PAYEE NAME	WARRANT NUMBER	VENDOR NUMBER	AMOUNT	DIST NO DD	AMOUNT
80236830	011846	ACCENT RECONSTRUCTION	22 00	80236831	001230	22 00	BOUND TO STAY BOUND BOOKS	22 00	1,303.37			
80236832	006861	CHANNING L BETE CO INC	22 00	80236833	005298	22 00	CYBERGUYS!	22 00	210.73			
80236834	009919	DELL	22 00	80236835	011682	22 00	DIRECT PRESS 2	22 00	178.51			
80236836	012711	ESSES	22 00	80236837	009598	22 00	FARONICS	22 00	172.28			
80236838	013040	FOLLETT LIBRARY RESOURCES	22 00	80236839	004443	22 00	FRY'S ELECTRONICS	22 00	234.86			
80236840	007557	HARBOR FREIGHT TOOLS	22 00	80236841	003281	22 00	HOME DEPOT	22 00	598.83			
80236842	000396	HOUGHTON MIFFLIN COMPANY	22 00	80236843	000718	22 00	IMCO INDUSTRIAL MINERALS	22 00	564.78			
80236844	012764	INC. J.W. WOOD COMPANY	22 00	80236845	008702	22 00	LAUREL MAYNARD	22 00	20.37			
80236846	006107	NATIONAL GARDENING ASSOCI	22 00	80236847	004683	22 00	OFFICE DEPOT	22 00	987.35			
80236848	012664	INC. PATI DEWITT	22 00	80236849	028020	22 00	PLACER COUNTY OFFICE OF E	22 00	252.00			
80236850	012740	PROJECT WISDOM	22 00	80236851	002618	22 00	RISO PRODUCTS OF SAC INC	22 00	753.38			
80236852	010717	SAFEWAY INC	22 00	80236853	011096	22 00	SCANTRON	22 00	169.96			
80236854	000122	SCHOOL SPECIALTY INC	22 00	80236855	002891	22 00	SIERRA OFFICE SUPPLIES &	22 00	1,098.48			
80236856	003808	PAM SOHA	22 00	80236857	011817	22 00	TEACHER DIRECT	22 00	57.36			
80236858	012750	TRAINING WHEELS	22 00									

TOTAL AMOUNT OF ALL WARRANTS \$20,194.47***

4.2.7

WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	WARRANT NUMBER	VENDOR NUMBER	PAYEE NAME	DIST NO DD	AMOUNT
80235838	001778	THE DANIELSEN COMPANY	22 00	80235839	011727	ED JONES FOOD SERVICE	22 00	3,593.53
80235840	009147	NOR-CAL PRODUCE INC	22 00	80235841	012042	SARA LEE	22 00	478.96
80235842	010084	SYSCO SACRAMENTO	22 00	80235843	011033	UNITED PIZZA INC	22 00	1,094.79
80235844	003569	AMERICAN MESSAGING	22 00	80235845	011323	AT&T - LONG DISTANCE SERV	22 00	24.36
80235846	010271	MARY BOYLE	22 00	80235847	009440	CDW GOVERNMENT INC	22 00	141.69
80235848	008524	CIT TECHNOLOGY FIN SERV.	22 00	80235849	012705	CLEAN SOURCE	22 00	633.85
80235850	003609	DISCOUNT SCHOOL SUPPLY	22 00	80235851	000769	RAY GONZALES	22 00	156.44
80235852	038620	GRAINGER	22 00	80235853	008181	HANDWRITING WITHOUT TEARS	22 00	763.18
80235854	020840	MOUNTAIN CLEAR WATER COMP	22 00	80235855	000068	ORIENTAL TRADING COMPANY	22 00	104.75
80235856	012411	PEARSON SCOTT FORSEMAN	22 00	80235857	012440	QUALITY WINDOWS	22 00	743.56
80235858	029400	RAINBOW MARKET	22 00	80235859	008069	RAY MORGAN COMPANY INC	22 00	714.08
80235860	010717	SAFEMAY INC	22 00	80235861	000543	SAXON PUBLISHERS INC.	22 00	263.03
80235862	000122	SCHOOL SPECIALTY INC	22 00	80235863	002891	SIERRA OFFICE SUPPLIES &	22 00	906.72
80235864	008657	USA MOBILITY WIRELESS INC	22 00	80235865	031480	SIG EMPLOYEE BENEFITS TRU	22 00	452,428.60
80235866	011183	A & E HOME VIDEO	22 00	80235867	012527	BLACK DOG GRAPHICS	22 00	128.70
80235868	009440	CDW GOVERNMENT INC	22 00	80235869	009919	DELL	22 00	2,422.46
80235870	009988	DEVELOPMENTAL STUDIES CEN	22 00	80235871	000389	LAKESHORE LEARNING MATERI	22 00	324.96
80235872	010984	LEADER SERVICES	22 00	80235873	003026	LIFETOUGH PUBLISHING INC.	22 00	6,848.63
80235874	012522	NICKY'S COMMUNICATOR	22 00	80235875	002428	OFFICE DEPOT	22 00	122.29
80235876	004683	OFFICE DEPOT	22 00	80235877	020880	RIEBES AUTO PARTS	22 00	13.93
80235878	010717	SAFEMAY INC	22 00	80235879	000541	SAX ARTS & CRAFTS	22 00	114.97
80235880	001026	SCHOLASTIC NEWS	22 00	80235881	000122	SCHOOL SPECIALTY INC	22 00	887.82
80235882	011243	SCHOOLMASTERS SAFETY	22 00	80235883	011893	SCOE	22 00	1,250.00
80235884	001145	SPORTIME	22 00	80235885	012742	SPRIS WEST	22 00	79.86
80235886	000834	TARGET BANK	22 00	80235887	011606	ULTIMATE OFFICE	22 00	141.65
TOTAL AMOUNT OF ALL WARRANTS								\$485,228.68***

4-2.8

**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 AREA:

Classified Personnel Report

AGENDA ITEM:

Consent Agenda

REQUESTED BY:

Bob Noyes
Assist. Superintendent, Personnel Services

ENCLOSURES:

MEETING DATE:

April 1, 2008

BACKGROUND:

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

ADMINISTRATION RECOMMENDATION:

Administration recommends ratification of the classified personnel report.

43

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

April 1, 2008

CLASSIFIED

RESIGNATION

1. **Name: Sara Carrasco**
 Position: Campus/Café Supervisor
 Site: Foscett Ranch Elementary
 Hours: 2 Hours/Day
 Effective: 3/14/08

4.3.1

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

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


SUBJECT:

Temporary Athletic Team
Coaches

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Bob Noyes 
Assist. Superintendent, Personnel Services

ENCLOSURES:

Yes (3)

MEETING DATE:

April 1, 2008

BACKGROUND:

Title V, California Code of Regulations, Section 5594, requires by April 1st of each year, local governing school boards shall certify to the State Board of Education that the provisions of Section 5593 and 5594 (certification of temporary coaches) have been met.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees certify that the provisions of Sections 5593 and 5594 regarding temporary coaches for the 2007-2008 school year have been met.

Western Placer Unified School District

**CERTIFICATION 2007-2008
TEMPORARY ATHLETIC TEAM COACHES**

TO STATE BOARD OF EDUCATION:

Title 5, California Code of Regulations, Section 5594, requires:

By April 1 of each year, each local governing school board

**shall certify to the State Board of Education that the provisions of Section
5593 have been met.**

LOCAL SCHOOL BOARD CERTIFICATION:

**I hereby certify the school district has met the conditions set forth in Title
5, Sections 5593 and 5594.**

**President
Western Placer Unified School District**

Date

**Return to: State Board of Education
Department of Education
1430 N Street
Sacramento, CA 95814**

4.4.1

§ 5593. Temporary Athletic Team Coach Qualifications and Competencies

This section applies to any person serving at any grade level as a temporary athletic team coach.

(a) The district shall determine whether a temporary athletic team coach is knowledgeable and competent in the areas of:

(1) Care and prevention of athletic injuries, basic first aid and emergency procedures;

(2) Coaching techniques;

(3) Rules and regulations in the athletic activity being coached; and

(4) Child or adolescent psychology, whichever is appropriate to the grade level of the involved sports activity.

(b) The district shall establish a temporary athletic team coach's qualifications in each of the below specified four competency areas.

(1) Care and prevention of athletic injuries, basic sports injury first aid, and emergency procedures as evidenced by one or more of the following:

(A) Completion of a college-level course in the care and prevention of athletic injuries and possession of a valid cardiopulmonary resuscitation (CPR) card; or

(B) A valid sports injury certificate or first aid card, and a valid cardiopulmonary resuscitation CPR card; or

(C) A valid Emergency Medical Technician (EMT) I or II card; or

(D) A valid trainer's certification issued by the National or California Athletic Trainer's Association (NATA/CATA); or

(E) The person has had practical experience under the supervision of an athletic coach or trainer, or has assisted in team athletic training and conditioning, and has both valid CPR and first aid cards.

(2) Coaching theory and techniques in the sport or game being coached, as evidenced by one or more of the following:

(A) Completion of a college course in coaching theory and techniques; or

(B) Completion of in-service programs arranged by a

school district or a county office of education; or

(C) Prior service as a student coach or assistant athletic coach in the sport or game being coached; or

(D) Prior coaching in community youth athletic programs in the sport to be coached; or

(E) Prior participation in organized competitive athletics at high school level or above in the sport to be coached.

(3) Knowledge of the rules and regulations pertaining to the sport or game being coached, the league rules and, at the high school level, regulations of the CIF.

(4) Knowledge of child or adolescent psychology as it relates to sports participation as evidenced by one or more of the following:

(A) Completion of a college-level course in child psychology for elementary school positions and adolescent or sports psychology for secondary school positions; or

(B) Completion of a seminar or workshop on human growth and development of youth; or

(C) Prior active involvement with youth in a school or community sports program.

(c) The school district superintendent may waive compliance with any one or more of the competencies described in subsection (a) provided that the person is enrolled in a program leading to acquisition of a competency. Until the competencies are met, the prospective coach shall serve under the immediate supervision of a fully qualified temporary athletic team coach.

§ 5594. Local Board Certification of Athletic Coach

At the first regular board meeting or within 30 days after selection of a temporary athletic team coach, whichever is sooner, the district superintendent shall certify to the local board of trustees that the provisions in Section 5593 have been met. The board shall, by April 1 of each year, certify to the State Board of Education that the provisions of Section 5593 have been met. Said certification form shall be prescribed by the State Department of Education.

Twelve Bridges Coach List 2007-2008

Fall Sports:

- 7th Grade Flag Football (**Pat McAdam**)
- 8th Grade Flag Football (**Pat McAdam**)
- 7th Grade Girl's Volleyball (**Gina Ford**)
- 8th Grade Girl's Volleyball (**Gina Ford**)
- Cross Country (**Erik /JoAnn Kita**)
- Roller Hockey (**Ben**)

Winter Sports:

- 7th Grade Boy's Basketball (**Dave**)
- 8th Grade Boy's Basketball (**MJ**)
- 7th Grade Girl's Basketball (**April**)
- 8th Grade Girl's Basketball (**MJ**)
- 7th Grade Wrestling (**TBA**)
- 8th Grade Wrestling (**TBA**)

Spring Sports:

- 7th Grade Girl's Softball (**Kim Moss**)
- 8th Grade Girl's Softball (**Frank Pople**)
- 7th Grade Boy's Volleyball (**Meagan Brandon**)
- 8th Grade Boy's Volleyball (**Meagan Brandon**)
- Track (**April Davenport / Tamar Gruewel**)

4.4.4

Public Hearing

**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:

Establish School Attendance Boundaries
For First Street School and Creekside Oaks
Elementary School

SUBJECT AREA:

Public Hearing

REQUESTED BY:

Mary Boyle, Assistant Superintendent,
Educational Services

ENCLOSURES:

No

MEETING DATE:

April 1, 2008

BACKGROUND:

A public hearing was held at the March 18, 2008 Board meeting at which comments were received by the Board in regards to the proposed boundary change of First Street and Creekside Oaks Schools. At the request of the Board, other alternatives were considered; the results of which will be discussed in detail during the meeting. A public hearing will follow the staff presentation.

ADMINISTRATION RECOMMENDATION:

Board conduct public hearing. No action is required during the public hearing.

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:

Adopt New School Attendance Boundaries
For First Street School and Creekside Oaks
Elementary School

SUBJECT AREA:

Discussion/Action

REQUESTED BY:

Mary Boyle, Assistant Superintendent,
Educational Services

ENCLOSURES:

None

MEETING DATE:

April 1, 2008

BACKGROUND:

Staff is proposing boundary changes that affect primarily First Street School and Creekside Oaks Elementary. A public hearing was held to solicit community input.

ADMINISTRATION RECOMMENDATION:

Staff recommends the Board adopt new attendance boundaries as presented during the prior board item.

8.1

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

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Single Plan for Student Achievement

AGENDA ITEM AREA:

Action

REQUESTED BY:

Mary Boyle

ENCLOSURES:

SPSA – First Street School
SPSA – Phoenix High School

MEETING DATE:

April 1, 2008

BACKGROUND:

Each school site annually updates its Single Plan for Student Achievement (SPSA). We normally present those to the Board in May. However, the SPSA for First Street School and Phoenix High School are coming to the Board early, in order to comply with items needing resolution from our CPM visit in February.

Both First Street School and Phoenix High School have studied their student achievement data, discussed it with their staffs and with their Site Based Leadership Teams (site councils) and have formulated goals for improvement, aligning their categorical funds to support these goals.

ADMINISTRATION RECOMMENDATION:

Approval of Single Plan for Student Achievement for First Street School and Phoenix High School.

8.2

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT

FIRST STREET SCHOOL

31 66951 6117493

(CDS Code)



This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. **This plan covers two academic years, 2007/2008 and 2008/2009.** For additional information on school programs and how you may become involved, please contact the following person:

Ruben Ayala
Principal
(916) 645-6330
r_ayala@wpusd.k12.ca.us

First Street School
1400 First Street
Lincoln, CA 95648

Western Placer Unified School District

The District Governing Board approved this revision of the School Plan on April 15, 2008

8.2.1

School Vision and Mission

MISSION STATEMENT

The mission of First Street School is to create a quality educational environment where the unique gifts, abilities and culture of our students are acknowledged, affirmed, and developed. Students, faculty, parents and community work as a unifying force to create a safe, supportive and tolerant atmosphere where academic, emotional, social, artistic and physical development can reach their fullest potential. For our students to become productive members of society and life-long learners, our school promotes making responsible choices, embracing cultural diversity, and respecting one's self and others.

School Accountability Report Card

SCHOOL DESCRIPTION AND PROFILE

First Street School is located at 1400 First Street in Lincoln, California. The school is one of seven elementary schools in the Western Placer Unified School District. The school serves kindergarten through fifth grades; the enrollment is 437, with three to four classes at each grade level. The ethnic composition of the student body is 71% Hispanic, 26% Caucasian, and 3% other designations. English, Spanish and Portuguese are the most common languages spoken in the community. The school operates a Structured English Immersion (SEI) program for the school's English learners; it also houses the Elementary Academy which serves the district's Gifted and Talented Education (GATE) and high achieving elementary students. Support services include a Special Education Resource Program, Speech and Language, and a Title I reading intervention program for our primary students. In addition, an innovative collaboration between the district and California State University, Sacramento provides individual and small group counseling services to at-risk students.

Parents play important roles at First Street School through their active participation and involvement in Site Based Leadership Team (SBLT), Parent Teachers Club (PTC), annual events and regular volunteering in the classrooms. Parent volunteers fully implement a monthly art docent program. First Street School is becoming a focal point and community center for students and their parents.

DISCIPLINE & LEARNING CLIMATE

A student handbook was developed and dispersed to students and family members. Within the handbook is the discipline plan. The entire staff and SBLT worked to develop a discipline plan which is in concert with District Discipline Plan. The plan includes the following: school rules, parent notification, expected student behavior guidelines, violation of rules/behavior, student response, comments, action taken and parent signature/response section. The entire staff of First Street School takes classroom and playground discipline seriously.

SCHOOL LEADERSHIP

First Street School's principal, Mr. Ruben Ayala, holds a Professional Clear Administrative Services Credential in addition to a Specialist Credential in Bilingual Education, a Multiple Subject credential, a Single Subject credential and a Masters Degree in Education. He has served as principal of First Street School since the 2000-2001 school year. The school's leadership also includes the Site Based Leadership Team (SBLT) which includes administration, certificated staff, classified staff and parent members. Members of the SBLT are elected to the committee by their peer group.

8.2.2

MINIMUM DAYS

Minimum days were scheduled by the staff and SBLT of First Street School. In November, five days were utilized for parent/teacher conferences. In addition, one day was used prior to the Winter Break and two days are used for staff development purposes.

INSTRUCTIONAL MINUTES

Kindergarten classes meet 36,000 minutes per year. All other classes exceed the state mandated daily and yearly minutes requirements. The state requires 36,000 instructional minutes for kindergarten, 50,400 for grades 1-3, and 54,000 for grades 4-8.

SCHOOL FACILITIES AND SAFETY

In August of 2000, First Street School opened at its new site on 1400 First Street. The school houses a library, an administration building and twenty-six relocatable classrooms. There was extensive landscaping and renovation done to the site which had previously served as the District Office.

The campus is clean and secure. A campus-wide communication system with individual telephones in all areas and school-wide "all call" capabilities enables clear, effective announcements at any time. State-of-the-art security and fire prevention systems, including video surveillance, enhance the overall security of the campus. Consistent guest registration procedures provide further safety.

District maintenance staff regularly mows the lawns and maintains the overall exterior environment. All staff and students assist to pick up and dispose of litter from the grounds regularly. Students, teachers and all staff take great pride in the campus grounds and classrooms.

Trained crossing guards are employed to assist students in crossing the busy intersections of First and O Street and First Street and Hollingsworth Drive.

SAFE SCHOOL PLAN

Western Placer Unified School District has a full and comprehensive Safe School Plan for all district sites and facilities. A well planned and trained Crisis Response Support Team has been identified to respond to a full array of potential emergencies. Periodic drills are planned and carried out annually. A new district-wide communication system for emergency use only has been recently installed. A copy of the complete plan is on file at each site.

A safety plan was also developed for First Street School. A committee composed of administration, certificated and classified personnel, parents, and law enforcement reviews the plan annually and revises it as deemed necessary.

SCHOOL PROGRAMS AND PRACTICES THAT PROMOTE A POSITIVE LEARNING ENVIRONMENT

First Street School houses a number of programs unique to this site. The Structured English Immersion program (SEI) serves the English learners with the main focus of the program being the implementation of a successful immersion model that meets the specific needs of our English learner student population. First Street School also serves as the home to the district's Elementary Academy for students in third through fifth grade.

First Street School is also committed to integrating technology into everyday instruction. Each classroom at First Street School has a mini computer lab with four to five student-use computers that are Internet compatible. The teaching staff has received extensive training on the implementation of technology in the classroom and is encouraged to integrate computer use by the students as a daily activity.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

Alignment of curriculum, instruction and materials to content and performance standards:

All core subject area curriculum is aligned to California Content Standards as well as district adopted standards. Houghton-Mifflin, our language arts series, was selected by a district committee as our adoption based on its close alignment to state standards and because its different components meet the needs of our diverse student population. We have also experienced a high degree of success with Saxon Math. We have seen steady growth on standardized test scores and in student performance in the classroom. This math curriculum is very teacher-friendly and student-centered.

The district and school have also worked very diligently in aligning the curriculum in science, social studies, and the arts to state and district standards.

2. Availability of standards-based instructional materials appropriate to all student groups:

Houghton-Mifflin, our language arts adoption, includes curriculum extensions for English Learners, for advanced student groups and for the learning disabled student. To further accommodate the needs of English Learners our school uses Harcourt's Moving Into English ELD curriculum. Saxon Math also offers extensions for special student populations. These materials are closely aligned to California Content Standards and are used as basis to meet the needs of all student groups. Teachers also supplement their instruction with other proven standards-based material such as: The Wright Skills, Wildcats and High Point reading intervention curricula, SIPPS literacy support material and Great Source writing handbooks.

3. Alignment of staff development to standards, assessed student performance and professional needs:

In reviewing our STAR assessment results and student performance in the classroom, we determined that there was a need to address student writing. This year the staff has had the opportunity to attend a series of on-site workshops on writing. Several staff members have also attended workshops on the 6+1 Writing Traits method. Our District Office and the Placer County Office of Education have also offered a variety of workshops and training that have been well attended by the First Street School certificated staff. This year, our staff completed over 530 hours of staff development.

In an effort to address the California Content Standards more effectively in the classroom, each of the grade levels at First Street School have met regularly and have developed action plans to address increased student achievement through standards-based instruction. To assist the teachers in the development of the action plans, release time was provided throughout the year.

4. Services provided by the regular program to enable Underperforming students to meet standards:

A common practice at First Street School is to identify student performance levels and group for instruction according to the different levels. This strategy allows underperforming students to receive standards-based instruction at their level. Through analysis of assessment results from STAR, CBM and CRLP, we also identify those students most in need of intervention and provide them with services such as Title I Reading Intervention, after school tutoring, Homework Club, Cross-age tutoring and Newcomer ELD.

5. Services provided by categorical funds to enable Underperforming students to meet standards:

Some of the services available at First Street School that are funded with categorical monies include: Title I intervention for underperforming students in grades 1, 2, 3, 4, and 5; after school tutoring in mathematics and reading; and an RSP program for those students who qualify for special education services.

6. Use of state and local assessments to modify instruction and improve student achievement:

The staff and administration analyze STAR and CELDT results on a yearly basis to determine areas of

needed growth. In addition, most of the staff administers the assessments included in the CRLP Results program three times a year. Our English learners receive the ADEPT twice yearly to measure growth in English and to identify areas of deficiency. The District also administers a reading fluency and math test three times a year. All of these assessments help us to identify areas of need and to modify instruction in order to meet those needs and improve student achievement.

7. Number and percentage of teachers in academic areas experiencing low student performance:

By analyzing our student achievement data we have been able to identify the areas in which we have done well and the areas where we need to grow. Over the past two years, we have grown significantly in all areas, especially in mathematics as measured by standardized testing. We hope to see a similar growth pattern in Language Arts now that our curriculum is closely aligned to state standards and also due to the tireless efforts of our staff in providing our students with additional help and services.

Our teachers have also met regularly this year to develop action plans that address areas of need in respect to the state standards. Besides the mandated monthly grade level meetings, the staff has received release time to be able to accomplish our goal of improving student achievement.

8. Family, school, district and community resources available to assist these students:

We are very fortunate to have a great number of resources available to students in the Western Placer Unified School District and on our school site. The Lighthouse Resource Center is a district-based agency that offers a variety of services including: counseling for students and their families, parenting classes, low cost health coverage for children through Healthy Families/Medi-Cal Insurance, immunization and flu clinics, and other services. On our site, we have the C.A.R.E. After School Program which provides academic reinforcement, enrichment activities and physical education for our students. We also have the First Street School Homework Club three days per week. Students who attend the Homework Club have an opportunity to complete their homework in a quiet environment, free from distractions and staffed with certificated personnel to assist those students in need of help. Our school also sponsors a Community Based English Tutoring (CBET) program for parents of our district's English Learners. The goal of the CBET program is to empower adult learners of English to become tutors.

9. School, district and community barriers to improvements in student achievement:

There are several key issues that impair student achievement at First Street School. There is a strong correlation between student achievement and school attendance patterns. Many of our underperforming students have a high rate of absenteeism. Also noted as a barrier was the inability of many of our Spanish speaking parents to help their children with schoolwork in English. Many of our English learners and economically disadvantaged students lack access to books and appropriate print material at home.

10. Limitations of the current program to enable Underperforming students to meet standards:

The First Street School staff feels there is a need for SDAIE/CLAD training due to the number of English learners we serve at our school. There is also a need for a structured program specially designed to meet the needs of our underperforming students; in particular those enrolled in the Structured English Immersion program. The staff also expressed the need to continue to focus on aligning curriculum and instruction to the California standards. Enhanced communication between the school, district and community was also viewed as an area of need.

STUDENT PERFORMANCE DATA SUMMARY *(continued)*

School Demographic Characteristics

Data listed below are from the October CBEDS data collection and the STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (STAR)	Percent
African American not Hispanic	0	Percent with a response	83
American Indian or Alaska Native	0	Of those with a response:	
Asian	1	Not a high school graduate	19
Filipino	3	High school graduate	14
Hispanic or Latino	71	Some college	6
Pacific Islander	0	College graduate	10
White not Hispanic	26	Graduate school	50
Participants in Free or Reduced Price Lunch	68	Enrollment in grades 2-11 on first day of test	320
English Language Learners (STAR)	56	Students exempted from STAR testing	0
Multi-track year-round school? (CBEDS)	No		
School Mobility (STAR)	90		

Student Groups Performing Below Standards or Expectations

Group	Grade Level	Performance Gap
English learners	2 nd – 5 th	In English/Language Arts, 31.75% of our students scored proficient or above on the CST compared to 10.5% of English learners. In mathematics the numbers were 44% for the school and 31.25% for English learners.
Title I and SCE participants	2 nd – 5 th	The most needy below the 25%ile receive services through the Title I reading intervention program and after school tutoring groups.
Economically Disadvantaged	2 nd – 5 th	In English/Language Arts, 24% of our economically disadvantaged students scored proficient or above on the CST compared with 31.75% of overall student population. In mathematics, the numbers were 38.25% for economically disadvantaged and 44% all students.
Special Education participants	2 nd – 5 th	14.3% of our special education students are at proficient or above on the CST Eng./LA and 23.8% in mathematics compared to the numbers already shared for the general student population.
Other student groups: All Students	2 nd – 5 th	33.25% of all students scored below/far below basic in English/Language Arts and 33.5% scored at the same level in math.



California Standardized Testing and Reporting (STAR)

First Street School

All Students

Total Enrollment on First Day of Testing: 312
 Total Number Tested: 312
 Total Number Tested in Selected Subgroup: 312

County Name: Placer County
 District Name: Western Placer Unified District
 School Name: First Street School
 CDS Code: 31-66951-6117493

California Standards Test Scores - 2007

Grades

	2	3	4	5	6	7	8	9	10
Reported Enrollment	77	83	65	87					
CST English-Language Arts									
Students Tested	77	83	65	87					
% of Enrollment	100.0 %	100.0 %	100.0 %	100.0 %					
Students with Scores	75	83	65	87					
Mean Scale Score	324.6	307.8	343.2	332.0					
% Advanced	1 %	6 %	22 %	15 %					
% Proficient	32 %	8 %	22 %	21 %					
% Basic	33 %	41 %	35 %	40 %					
% Below Basic	27 %	30 %	9 %	13 %					
% Far Below Basic	7 %	14 %	12 %	11 %					
CST Mathematics									
Students Tested	76	83	65	87					
% of Enrollment	98.7 %	100.0 %	100.0 %	100.0 %					
Students with Scores	76	83	65	87					
Mean Scale Score	348.5	339.8	352.2	321.5					
% Advanced	16 %	13 %	15 %	13 %					
% Proficient	37 %	29 %	38 %	15 %					
% Basic	24 %	24 %	25 %	18 %					
% Below Basic	24 %	29 %	17 %	48 %					
% Far Below Basic	0 %	5 %	5 %	6 %					
CST Science - Grade 5, Grade 8, and Grade 10 Life Science									
Students Tested				87					
% of Enrollment				100.0 %					
Students with Scores				87					
Mean Scale Score				315.8					
% Advanced				3 %					
% Proficient				20 %					
% Basic				33 %					
% Below Basic				29 %					
% Far Below Basic				15 %					



California Department of Education

8.2.7



California Standardized Testing and Reporting (STAR)

First Street School

Hispanic or Latino

Total Enrollment on First Day of Testing: 312
 Total Number Tested: 312
 Total Number Tested in Selected Subgroup: 219

County Name: Placer County
 District Name: Western Placer Unified District
 School Name: First Street School
 CDS Code: 31-66951-6117493

California Standards Test Scores - 2007

Grades

	2	3	4	5	6	7	8	9	10
Reported Enrollment	77	83	65	87					
CST English-Language Arts									
Students Tested	58	62	46	53					
% of Enrollment	75.3 %	74.7 %	70.8 %	60.9 %					
Students with Scores	57	62	46	53					
Mean Scale Score	317.6	297.6	332.7	308.7					
% Proficient and Above	26 %	10 %	30 %	17 %					
CST Mathematics									
Students Tested	57	62	46	53					
% of Enrollment	74.0 %	74.7 %	70.8 %	60.9 %					
Students with Scores	57	62	46	53					
Mean Scale Score	337.7	329.6	346.0	291.4					
% Proficient and Above	46 %	39 %	50 %	15 %					
CST Science - Grade 5, Grade 8, and Grade 10 Life Science									
Students Tested				53					
% of Enrollment				60.9 %					
Students with Scores				53					
Mean Scale Score				287.6					
% Proficient and Above				2 %					



California Department of Education

©2008 California Department of Education
 Page generated 3/13/2008 9:52:29 AM

8.2.8

F

California Standardized Testing and Reporting (STAR)

First Street School

Economically Disadvantaged

Total Enrollment on First Day of Testing: 312
 Total Number Tested: 312
 Total Number Tested in Selected Subgroup: 220

County Name: Placer County
 District Name: Western Placer Unified District
 School Name: First Street School
 CDS Code: 31-66951-6117493

California Standards Test Scores - 2007

Grades

	2	3	4	5	6	7	8	9	10
Reported Enrollment	77	83	65	87					
CST English-Language Arts									
Students Tested	60	58	49	53					
% of Enrollment	77.9 %	69.9 %	75.4 %	60.9 %					
Students with Scores	58	58	49	53					
Mean Scale Score	323.0	296.7	339.1	310.2					
% Proficient and Above	33 %	9 %	35 %	19 %					
CST Mathematics									
Students Tested	59	58	49	53					
% of Enrollment	76.6 %	69.9 %	75.4 %	60.9 %					
Students with Scores	59	58	49	53					
Mean Scale Score	347.4	329.0	348.6	293.6					
% Proficient and Above	49 %	38 %	51 %	15 %					
CST Science - Grade 5, Grade 8, and Grade 10 Life Science									
Students Tested				53					
% of Enrollment				60.9 %					
Students with Scores				53					
Mean Scale Score				291.8					
% Proficient and Above				4 %					

Pi

California Department of Education

©2008 California Department of Education

Page generated 3/13/2008 9:53:53 AM

8.2.9

P

California Standardized Testing and Reporting (STAR)

First Street School

English Learners Enrolled in School in the U.S. 12 Months or More

Total Enrollment on First Day of Testing: 312
 Total Number Tested: 312
 Total Number Tested in Selected Subgroup: 160

County Name: Placer County
 District Name: Western Placer Unified District
 School Name: First Street School
 CDS Code: 31-66951-6117493

California Standards Test Scores - 2007

Grades

	2	3	4	5	6	7	8	9	10
Reported Enrollment	77	83	65	87					
CST English-Language Arts									
Students Tested	47	56	24	33					
% of Enrollment	61.0 %	67.5 %	36.9 %	37.9 %					
Students with Scores	47	56	24	33					
Mean Scale Score	314.3	294.5	308.0	298.2					
% Proficient and Above	23 %	7 %	8 %	3 %					
CST Mathematics									
Students Tested	47	56	24	33					
% of Enrollment	61.0 %	67.5 %	36.9 %	37.9 %					
Students with Scores	47	56	24	33					
Mean Scale Score	334.3	324.5	323.5	284.8					
% Proficient and Above	47 %	36 %	33 %	9 %					
CST Science - Grade 5, Grade 8, and Grade 10 Life Science									
Students Tested									33
% of Enrollment									37.9 %
Students with Scores									33
Mean Scale Score									279.2
% Proficient and Above									3 %

Pi

California Department of Education

©2008 California Department of Education
 Page generated 3/13/2008 10:09:09 AM

8.2.10

[DataQuest home](#) > [API home](#) > [Reports](#) > [Select School](#) > [School Reports](#) > [Current Page](#)

2006-07 Accountability Progress Reporting (APR)



School Report - API Growth and Targets Met

2007 Growth Academic Performance Index (API) Report

California Department of Education
Policy and Evaluation Division
2/13/2008

School: First Street
LEA: Western Placer Unified
County: Placer
CDS Code: 31-66951-6117493
School Type: Elementary

2007 Growth API Links:

- [School Chart](#)
 - [School Demographic Characteristics](#)
 - [School Content Area Weights](#)
 - [LEA List of Schools](#)
 - [County List of Schools](#)
- (An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2006-07 APR		2006-07 State API			2007 Federal AYP and PI	
Summary	Glossary	2006 Base	Guide	2007 Growth	AYP	PI

State Accountability: Academic Performance Index (API)

Number of Students Included in the 2007 Growth API	API	Met Growth Target
--	-----	-------------------

2007 Growth API	2006 Base	2006-07 Growth Target	2006-07 Growth	2007 Growth	Comparable Improvement (CI)	Both Schoolwide and CI
280	688	6	24	Yes	Yes	Yes

Similar Schools

Median API

2007 2006

Click on the median value heading to link to the list of 2006 Base API

8.2.1

Growth
772

Base
762

similar schools. This list contains schools which were selected specifically for the reported school for the 2006 Base API Report.

Subgroups

	Number of Students Included in 2007 API	Numerically Significant in Both Years	Subgroup API				Met Subgroup Growth Target
			2007 Growth	2006 Base	2006-07 Growth Target	2006-07 Growth	
African American (not of Hispanic origin)	1	No					
American Indian or Alaska Native	0	No					
Asian	1	No					
Filipino	5	No					
Hispanic or Latino	202	Yes	667	625	9	42	Yes
Pacific Islander	0	No					
White (not of Hispanic origin)	71	Yes	824	812	A	12	Yes
Socioeconomically Disadvantaged	202	Yes	678	645	8	33	Yes
English Learners	177	Yes	656	618	9	38	Yes
Students with Disabilities	26	No					

Click on the column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2007 Growth API is posted even if a school or LEA had no 2006 Base API or if a school had significant population changes from 2006 to 2007. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2006 or 2007. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2006.

"B" means the school did not have a valid 2006 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2006 Base API Report and has no target information even though the school is no longer an ASAM school.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2007 Growth API of 590 or a one-point increase from 2006 Base API to 2007 Growth API for a school or LEA.

8.2-2

DataQuest home > API home > Reports > Select School > School Reports > Current Page

2006-07 Accountability Progress Reporting (APR)



School Report 2007 Adequate Yearly Progress (AYP) Report

California Department of Education
Policy and Evaluation Division
2/14/2008

School: First Street
LEA: Western Placer Unified
County: Placer
CDS Code: 31-66951-6117493
School Type: Elementary

Direct Funded Charter School: No

2007 AYP and PI Links:

School Overview
School Chart
School PI Status
LEA List of schools
County List of Schools
(An LEA is a school district or county office of education.)

2006-07 APR		2006-07 State API			2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI
Federal Accountability: Adequate Yearly Progress (AYP)							

Made AYP: Yes
Met 21 of 21 AYP Criteria

Participation Rate

English-Language Arts Target 95% Met all participation rate criteria? Yes				Mathematics Target 95% Met all participation rate criteria? Yes			
Enrollment	Number	Met		Enrollment	Number	Met	
First	of	2007		First	of	2007	
Day of	Students	AYP	Alternative	Day of	Students	AYP	Alternative
Testing	Tested	Rate	Criteria Method	Testing	Tested	Rate	Criteria Method

GROUPS

2.13

Schoolwide

African American or Black (not of Hispanic origin)	312	1	100	Yes	312	1	100	Yes	311	100	Yes
American Indian or Alaska Native	0	0	--	--	0	0	--	--	0	--	--
Asian	1	1	100	--	1	1	100	--	1	100	--
Filipino	8	8	100	--	8	8	100	--	8	100	--
Hispanic or Latino	219	219	100	Yes	219	219	100	Yes	218	100	Yes
Pacific Islander	1	1	100	--	1	1	100	--	1	100	--
White (not of Hispanic origin)	82	82	100	Yes	82	82	100	Yes	82	100	Yes
Socioeconomically Disadvantaged	220	220	100	Yes	220	220	100	Yes	219	100	Yes
English Learners	185	185	100	Yes	185	185	100	Yes	185	100	Yes
Students with Disabilities	30	30	100	--	30	30	100	--	30	100	--

ER

ER

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 24.4 %				Mathematics Target 26.5 %			
	Met all percent proficient rate criteria? Yes				Met all percent proficient rate criteria? Yes			
	Valid Scores	Number At or Above Proficient	Percent Above Proficient	Met AYP Criteria	Valid Scores	Number At or Above Proficient	Percent Above Proficient	Met AYP Criteria
Schoolwide	280	89	31.8	Yes	279	122	43.7	Yes
African American or Black (not of Hispanic origin)	1	--	--	--	1	--	--	--
American Indian or Alaska Native	0	--	--	--	0	--	--	--
Asian	1	--	--	--	1	--	--	--
Filipino	5	--	--	--	5	--	--	--
Hispanic or Latino	202	44	21.8	Yes	201	77	38.3	Yes
Pacific Islander	0	--	--	--	0	--	--	--
White (not of Hispanic origin)	71	40	56.3	Yes	71	41	57.7	Yes
Socioeconomically Disadvantaged	202	49	24.3	Yes	201	79	39.3	Yes
English Learners	177	34	19.2	Yes	177	67	37.9	Yes
Students with Disabilities	27	3	11.1	--	27	2	7.4	--

Academic Performance Index (API) - Additional Indicator for AYP

2006 Base API	2007 Growth API	2006-07 Growth	Met 2007 API Criteria	Alternative Method
688	712	24	Yes	

2007 API Criteria for meeting federal AYP: A minimum "2007 Growth API" score of 590 OR "2006-07 Growth" of at least one point.

California English Language Development Test

Year: 2006-07

State: CaliforniaCounty: Placer County Code: 31District: Western Placer District Code: 66951School: First Street School Code: 6117493

CELDT Home Research Files

Assessment: Annual AssessmentSubGroup: All Students

Note: Subgroups vary by year.

Reports: Test Results

Performance Level		Annual Assessment - All Students												Total	
		Number and Percent of Students at Each Overall Performance Level													
		1	2	3	4	5	6	7	8	9	10	11	12		
Grades	K	1	2	3	4	5	6	7	8	9	10	11	12		
Advanced	0	1	0	1	3	2	0	0	0	0	0	0	0	7	
	0.0%	2.0%	0.0%	10.0%	6.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.0%	
Early Advanced	0	4	10	6	5	12	0	0	0	0	0	0	0	37	
	0.0%	9.0%	23.0%	14.0%	16.0%	39.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	19.0%	
Intermediate	0	22	20	22	16	12	0	0	0	0	0	0	0	92	
	0.0%	47.0%	45.0%	52.0%	52.0%	39.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	46.0%	
Early Intermediate	2	16	12	12	7	4	0	0	0	0	0	0	0	53	
	50.0%	34.0%	27.0%	29.0%	23.0%	13.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	27.0%	
Beginning	2	4	2	1	0	1	0	0	0	0	0	0	0	10	
	50.0%	9.0%	5.0%	2.0%	0.0%	3.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.0%	
Number Tested	4	47	44	42	31	31	0	0	0	0	0	0	0	199	
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	

*** Summary data are not provided for groups of three or less.

Notes:

1) CELDT Form F results, administered in 2006-07, are reported using a new common scale. Beginning with these results, the common scale will allow year to year comparisons to be made in the future. Summary Results for Form F are not to be compared with any CELDT results of previous years (Forms

8.2.16

Conclusions from Student Performance Data:

- More students are struggling in language arts than in mathematics. Our CST scores are higher in math at every grade level tested.
- Our third graders (currently in fourth grade) scored significantly lower than the other grade levels in the CST English/Language Arts while our promoted fifth graders scored lower than the other grades in the mathematics assessments.
- Our English learners and economically disadvantaged subgroups were able to meet their AYP targets for the 2006/2007 STAR testing cycle.
- Our fourth graders (currently in fifth grade) had the highest percentage of students scoring at proficient or advanced on the English/Language Arts portion of the California Standards Test while our current fifth and our current third graders had the highest percentage in mathematics (53%).

Conclusions from Parent, Teacher and Student Input:

- Student absences negatively affect achievement.
- Parents of English learners have expressed an inability to help their children with work in English.
- Our after school tutoring groups have had a positive impact on student achievement.
- There is a need for continued staff development in the areas of writing, early literacy, and ELD/SDAIE.
- Our early intervention programs (Title I) have been very effective in helping underperforming students achieve at a higher level.

School Goals for Improving Student Achievement:

Goal #1: Increase family involvement in student academic and attendance success.

Goal #2: Improve student performance in mathematics, particularly at grades 2, 3, 4 and 5.

Goal #3: Improve student performance in reading and writing.

Goal #4: Provide teachers with time to plan and implement a standards-based instructional program.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

GOAL # 1 for Improving Student Achievement: Increase family involvement in student attendance and academic success. Student groups participating in this goal: K – 5 students with more than 5 absences/year and low academic marks. Performance gains expected for these students: Reduce absences and increase academic performance. Means of evaluating progress toward this goal: Monthly attendance reports and trimester grade reports. Group data needed to measure academic gains: CBM, CRLP, SRI and STAR assessments.					
Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source	
Alignment of instruction with content standards:	N/A				
Improvement of instructional strategies and materials:	N/A				
Extended learning time: <ul style="list-style-type: none"> Offer reading and math tutoring after school for those students in need of academic support Offer Homework Club 	07-08 Fall and Spring Fall and Spring	Hourly teacher tutors Certificated Supervisor	\$12,000 \$5,000	State Funding SBCP	

8.2.18

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (continued)

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity:	N/A			
Staff development and professional collaboration: <ul style="list-style-type: none"> Identify, through SST's, grade level meetings and multi-grade articulation meetings, those students in need of academic support services Identification of truant students and strategies for monitoring and intervention 	07-08 Teaching staff Principal, Attendance clerk	Possible release time for teachers would require substitutes and compensation for an SST coordinator N/A	\$3,000 N/A	SBCP
Involvement of staff, parents and community: <ul style="list-style-type: none"> Parent/teacher conferences and on-going communication to discuss academics and if necessary truancy Use of student folders in the primary grades and student agendas in the intermediate grades (both items include school rules, procedures, etc.) Intervention for attendance issues (including chronic late arrivals to school) Effective SARB (School Attendance Review Board) intervention Regular and timely communication with parents via newsletters, reports, notices, etc. 	07-08 Teachers conference with parents regularly Students will use on a regular basis Attendance clerk, Principal Placer County Official Teaching staff	The cost of student folders and agendas The cost associated with the printing of documents & reports	\$600 \$2,000	SBCP SBCP
Auxiliary services for students and parents: <ul style="list-style-type: none"> We offer kindergarten Open House and a parent orientation prior to the opening of the school year English Learner Advisory Committee (ELAC) meetings are held at least 4 times a year We plan to offer two workshops/meetings to parents of Title I students. Parents would learn strategies on how to help their students and they 	07-08 Kindergarten teachers Principal, District Office personnel Title I teacher	The cost of coffee and snacks provided at meetings The cost of coffee and snacks for the workshops, stipends for the teachers and the cost of	\$600 \$482	Title III Title I

8.2.19

<ul style="list-style-type: none"> • would receive materials to take home to implement the strategies • FSS would like to provide students with the opportunity to participate in school sponsored trips and activities regardless of financial hardship 		materials. The cost of field trips and/or other activities for those students with financial need	\$500	SBCP
--	--	--	-------	------

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

GOAL # 2 for Improving Student Achievement: Improve student performance in math with special focus on grades 2 - 5.
 Student groups participating in this goal: All students (special emphasis on grades 2 - 5) including EL, Economically Disadvantaged and Sp. Ed.
 Performance gains expected for these students: Reduce the percentage of students at Below/Far Below Basic from 18% for all students to <15%; from 29% for English learners to <25%; and from 23% to <20% for economically disadvantaged.
 Means of evaluating progress toward this goal: Spring CST results.
 Group data needed to measure academic gains: CST results disaggregated by subgroups.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: <ul style="list-style-type: none"> • Curriculum mapping and calibration at each grade level that aligns instruction to California Standards • The school will develop and follow a schoolwide lesson pacing schedule for each grade level • As part of implementing the Professional Learning Community model, the school will develop a consistent assessment and monitoring system for the mathematics program 	07-08 Teachers Teaching staff 07/08 school year Teaching staff and principal	Teachers are able to meet in grade level teams during assemblies. Expenditures would be the cost for assemblies	\$4,000	SBCP

8.2.20

Extend learning time:	07-08	Teachers are paid at the hourly rate	State Funding SBCP
• After school math tutoring in grades 4 & 5	Certificated staff		\$3,500
• After school Homework Club	Certificated staff		\$5,000

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (continued)

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity: <ul style="list-style-type: none"> Supplement the Saxon Math program with additional manipulatives as needed Continue to support the Accelerated Math program The appropriate school, general and categorical funds will be used to support the mathematics program goals in the school plan The school will provide additional time in mathematics for students needing intervention (at least 15 minutes daily) 	07-08 Teachers Principal Teachers	Cost of additional manipulatives not included in the Saxon Math program Cost of materials (paper, ink cartridges) associated with running the program	\$1,500 \$2,000	SBCP SBCP
Staff development and professional collaboration: <ul style="list-style-type: none"> Provide planning time for teachers during planned assemblies and regularly scheduled grade level meetings As budget permits, allow staff the opportunity to attend related workshops or training The principal will attend AB 430 training which focuses on "Leadership and Support of Student Instructional Programs" The Teaching staff will participate in SB 472 training which features the district's adopted core program for mathematics The district has provided and will continue to 	07-08 Teachers on an on-going basis Principal Principal Teachers Summer 2007 Certificated staff	Cost of assemblies Cost of workshops or training Cost of training Cost of Training	\$4,000 \$2,000 \$5,000 \$1,000 per teacher	SBCP SBCP, Staff Dev. Title I Title I

<p>vide support to our certificated staff by offering monthly articulation meetings. Our staff will continue to participate in the district articulation effort.</p> <ul style="list-style-type: none"> As part of the Professional Learning Community model, the teachers will have increased opportunity to collaborate in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) 	Certificated Staff			
Auxiliary services for students and parents: N/A				

8.2.22

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

GOAL # 3 for Improving Student Achievement: **Improve student performance in reading and writing.**

Student groups participating in this goal: All students

Performance gains expected for these students: Reduce percentage of students scoring Below/Far Below Basic from 19% to <15%

Means of evaluating progress toward this goal: Annual CST testing cycle

Group data needed to measure academic gains: Whole group and significant subgroup data (EL, special ed, economically disadvantaged)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> Curriculum mapping and calibration at each grade level that aligns instruction to California Standards <i>The school will develop and follow a schoolwide lesson pacing schedule for each grade level</i> 	07-08 Teachers	Teachers are able to meet in grade level teams during assemblies. Expenditures would be the cost for assemblies	\$4,000	SBCP
<p>Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> Use of Renaissance's Accelerated Reader (AR) program in grades 1-5 Add AR leveled books to our library Introduce magazines as reading material in the classroom Support the classroom teachers by providing materials to enhance our standards-based curriculum Support classroom teachers with <i>English learners</i> by providing them with instructional aide time 	07-08 Teachers, principal Librarian Teachers Instructional Aides	<p>The cost of purchasing additional licensing from Renaissance and the purchase of books</p> <p>The cost of magazine subscriptions Cost of 15 hours a day of instructional aide time</p>	<p>\$7,500</p> <p>\$2,900</p> <p>\$87,000</p>	<p>SBCP</p> <p>SBCP</p> <p>EIA-LEP</p>

8.2.23

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (continued)

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Increased educational opportunity:</p> <ul style="list-style-type: none"> Title I reading intervention for at-risk students in grades K-2 Additional support provided by instructional aides in grades 1-5 We will provide students with supplemental materials to aid in the mastery of grade level standards Implementation of SRA Reading Mastery as an intervention program for struggling readers Set aside an additional 30-45 minutes for reading/language arts students participating in the intervention program 	<p>07-08 Title I teacher Instructional Aides Teachers Teachers Teachers</p>	<p>Cost of Title I teacher Instructional Aide hourly rate (4.5 hours per day) Cost of materials Cost of curriculum</p>	<p>\$87,191 \$22,406 \$4,200</p>	<p>Title I Title I SBCP SBCP</p>
<p>Staff development and professional collaboration:</p> <ul style="list-style-type: none"> Continue to offer district-sponsored training in the areas of reading and writing Continue to offer staff development opportunities to our certificated staff in the area of language arts and ELD Continue our association with CRLP Results As part of implementing the Professional Learning Community model, the school will develop a consistent assessment and monitoring system for the reading/language arts program The district has provided and will continue to provide support to our certificated staff by offering monthly articulation meetings. Our staff will continue to participate in the district articulation effort As part of the Professional Learning Community 	<p>07-08 District Office Teachers</p>	<p>Cost of presenters and snacks Cost associated with attending staff development opportunities</p>	<p>\$12,698 \$4,950</p>	<p>Staff Dev. Title I EIA-LEP</p>

8.2.24

iel, the teachers will have increased opportunity to collaborate in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data)					
Involvement of staff, parents and community: <ul style="list-style-type: none"> Dissemination of assessment results to parents Timely academic reports and referral for intervention if necessary 	07-08 Teachers	N/A	N/A	N/A	
Auxiliary services for students and parents: <ul style="list-style-type: none"> Student Study Team (SST) meetings for students who are experiencing difficulty with academic work 	07-08 SST participants	Stipend for the SST Chairperson	\$2000	SBCP	

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

8.2.25

GOAL # 4 for Improving Student Achievement: Provide teachers with the necessary time to plan and implement a standards-based instructional program.

Student groups participating in this goal: All students

Performance gains expected for these students: Increase the number of students who score at proficient or advanced on the CST.

Means of evaluating progress toward this goal: Spring CST administration

Group data needed to measure academic gains: Whole group and significant subgroups data (EL, special ed, economically disadvantaged)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: <ul style="list-style-type: none"> Allow the teachers to use prep time, grade level meetings and assemblies release time to develop a standards-based instructional program that meets the needs of all students 	07-08 Teachers	Cost of assemblies and possibly substitutes to provide release time	\$5,000	SBCP
Improvement of instructional strategies and materials: <ul style="list-style-type: none"> Mapping and calibration of our curriculum will allow our teachers to deliver instruction that is closely aligned to California Content Standards 	07-08 Teachers working with the principal	N/A	N/A	N/A

8.2.26

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (continued)

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity: N/A				
Staff development and professional collaboration: <ul style="list-style-type: none"> Use available time (prep, grade level meetings and release time) to develop an effective, standards-based instructional program for the students of First Street School Avail teachers of opportunities to attend appropriate workshops and conferences 	07-08 Teachers and principal Principal	Cost of assemblies and possibly substitutes to provide release time Cost of workshops and conferences	\$5,000 \$2,000	SBCP SBCP
Involvement of staff, parents and community: N/A				
Auxiliary services for students and parents: N/A				
Monitoring program implementation and results: <ul style="list-style-type: none"> A standards-based instructional program will better prepare our students to face the academic challenges of a rigorous curriculum Results of assessment such as CST, CBM, CRLP should show marked improvement as a result of a sound instructional program 	07-08 Teachers and principal	Cost of nutritional snack for students during STAR testing	\$350	SBCP

8.2.27

CENTRALIZED SERVICES EXPENDITURES

The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

Proposed Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Prepare the Consolidated Application. • Provide assistance in categorical program planning and implementation; budgeting; plan writing; revisions; and monitoring and evaluations. • Obtain and disseminate information necessary for the operation of programs. • Advise and assist school with program requirements. • Coordinate staff development. 	Total: \$0	School Based Coordinated Plan
<ul style="list-style-type: none"> • Serve as a liaison between District and Schools. • Prepare and submit various reports (CalWORKS, Title I Data, R-30 Language Census, etc.). • Advise and assist school with program requirements. • Coordinate staff development. 	Total: \$22,987	EIA-LEP
<ul style="list-style-type: none"> • Assist with the implementation of School Site Councils and Title I meetings. Attend meetings upon request. • Advise and assist school with program requirements. • Assist the school with Coordinated Compliance Reviews. • Coordinate staff development. 	Total: \$0	Title I Part A
<ul style="list-style-type: none"> • Serve as a liaison between District and Schools. • Prepare and submit various reports (CalWORKS, Title I Data, R-30 Language Census, etc.). • Advise and assist school with program requirements. • Coordinate staff development. 	Total: \$0	Title III (EIA/ELAP)

8.2.28

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with strict policy.

State Programs

Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	Amount: \$0
Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners.	Amount: \$91,950
Miller-Unruh Special Reading Program Purpose: Prevent and correct reading disabilities at the earliest time for all students.	Amount: \$0
Professional Development Purpose: Promote school improvement by long-term professional development of school staff.	Amount: \$0
School Library Improvement Block Grant (Res 3010) Purpose: Improve school response to educational, personal and career needs of all students.	Amount: \$33,840
Other State or Local funds (list and describe)	Amount: \$0

Federal Programs

Elementary and Secondary Education Act:	
Title I: Schoolwide Program Purpose: Upgrade the entire educational program of the school.	Amount: \$0
Title I: Targeted Assistance Program Purpose: Help educationally disadvantaged students achieve grade level proficiency.	Amount: \$126,978
Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students.	Amount: \$320
Other Federal Funds (list and describe):	
Title III: EL (Res 4201 or 4203)	Amount: \$0

Total amount of state and federal categorical funds allocated to this school: \$253,088

[illegible]

8.2.30

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Ruben Ayala	X				
Glenn Vineyard, Chairperson				X	
Felix Sanchez				X	
Holly Shima				X	
Maribel Vergara (alternate)			X		
María DeSantiago			X		
Mark Bryant		X			
Melissa Munno		X			
Patrick Stelma		X			
Numbers of members of each category	1	3	1	5	

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

8.2.32

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan.
 - ___ School Advisory Committee for State Compensatory Education Programs
 - ___ ✓ English Learner Advisory Committee
 - ___ Community Advisory Committee for Special Education Programs
 - ___ Gifted and Talented Education Program Advisory Committee
 - ___ Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: March 31, 2008

Attested:

Ruben Ayala

Typed name of school principal

Signature of school principal

3/31/08

Date

Glenn Vineyard

Typed name of SSC chairperson

Signature of SSC chairperson

3/31/08

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

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:

Amendment to Policy
BP 4212.42 Drug and Alcohol Testing for
School Bus Drivers

AGENDA ITEM AREA:

Action

REQUESTED BY:

Bob Noyes
Assistant Supt. of Personnel Services

ENCLOSURES:

Yes

MEETING DATE:

April 1, 2008

BACKGROUND:

Recently, the California Highway Patrol conducted an annual inspection of specific board policy in the area of controlled substance and alcohol testing programs (VC 34520 & 49 CFR 382). It was found that the district's carrier policy on the misuse of alcohol and use of controlled substances for bus drivers did not include the identity of the person designated by the employer to answer driver questions about testing, records and disclosure of related materials.

Administration recommends that the amended policy indicate the person designated by the district be the "Transportation Director".

ADMINISTRATION RECOMMENDATION:

The Board of Trustees approve the change as noted above.

RNIA

OF CALIFORNIA HIGHWAY PATROL

INSPECTION
 3D (Rev. 2-99) OPI 062

☐ This report contains CONFIDENTIAL pages.

Pages ____ of ____

NAME STERN PLACER UNIFIED SCHOOL DISTRICT	CA NUMBER 51252	LOC. CODE 220	SUBAREA 80
ADDRESS, CITY, STATE, ZIP CODE 2701 NICOLAUS RD, LINCOLN, CA 95648	PHONE NUMBER 916 645 6346	DATE 03/12/08	
CARRIER REPRESENTATIVE MARK DEROSSETT	TITLE DIR TRANSPORTATION	TIME IN	TIME OUT
INSPECTION LOCATION (IF OTHER THAN THE CARRIER'S PRINCIPAL PLACE OF BUSINESS)	U.S. DOT NUMBER	MC NUMBER	

On this date, the above named motor carrier was inspected by the California Highway Patrol. The inspection evaluated the carrier's compliance with the following requirements:

- ☒ CONTROLLED SUBSTANCE AND ALCOHOL TESTING PROGRAM [VC 34520 & 49 CFR 382]
☐ OTHER: _____

REMARKS


34520 VC (49 CFR 382.601)(b)(1) Carrier's policy on the misuse of alcohol and use of controlled substances does not include the identity of the person designated by the employer to answer driver questions about the materials.

As a result of the inspection noted above, this carrier was assigned a compliance rating of SATISFACTORY. This rating applies only to carrier requirements - Terminals are rated separately.

RATING HISTORY 1 S 2 S 3 S 4 S	NUMBER OF RECORDS INSPECTED 28	NUMBER OF VIOLATIONS 1	CHP 345 ISSUED <input type="checkbox"/>	SUSPENSE DATE <input checked="" type="checkbox"/> Auto <input type="checkbox"/> None	CHP 100D COLUMN NO.
INSPECTED BY (NAME) GERALD W. THOMPSON			ID NUMBER A09028	CARRIER TYPE <input type="checkbox"/> Truck <input checked="" type="checkbox"/> Bus	

MOTOR CARRIER CERTIFICATION

I hereby certify that all violations recorded hereon and on the attached pages 2 through _____ will be corrected in accordance with applicable provisions of the California Vehicle Code and the California Code of Regulations. I understand that I may request a review of an unsatisfactory rating by contacting the _____ Division Motor Carrier Safety Unit Supervisor at _____ within 5 calendar days of the rating.

CARRIER REPRESENTATIVE'S PRINTED NAME MARK DEROSSETT	TITLE DIR TRANSPORTATION	DRIVER LICENSE NUMBER AND STATE C1944571
CARRIER REPRESENTATIVE'S SIGNATURE 	CURRENT CARRIER RATING SATISFACTORY	DATE 03/12/08

Destroy previous editions

C343-D 10-99.XLS

8.3.1

All Personnel

BP 4112.42(a)

4212.42

DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS

4312.42

The Board of Trustees desires to ensure that district-provided transportation is safe for students, staff, and the public. To that end, the Superintendent or designee shall establish a drug and alcohol testing program for all district drivers and other employees who hold a commercial driver's license which is necessary to perform duties related to their employment with the district. This program shall be designed to fulfill the requirements of state and federal law.

(cf. 3540 - Transportation)

(cf. 3543 - Transportation Safety and Emergencies)

The district's testing program shall include pre-employment drug testing and reasonable suspicion, random, post-accident, return-to-duty, and follow-up drug and alcohol testing of drivers. (49 USC 31306)

The Superintendent or designee shall contract for testing services and shall ensure that testing contractors and procedures are certified by the U.S. Department of Health and Human Services to conduct drug specimen analysis and to conform to the requirements of federal law.

(cf. 3542 - School Bus Drivers)

(cf. 4020 - Drug and Alcohol-Free Workplace)

No driver may operate a district vehicle when his/her blood alcohol content is found to be .01 percent or greater. A driver shall not consume alcohol while on duty or for four hours prior to on-duty time and up to eight hours following an accident or until he/she undergoes a post-accident test, whichever occurs first. A driver shall not report for duty or remain on duty that requires performing safety-sensitive functions when the driver uses a controlled substance, unless so instructed by a physician. (49 CFR 382.205, 382.207, 382.209; Vehicle Code 34520.3; 13 CCR 1213.1)

Any driver who tests positive for alcohol or drugs or who refuses to submit to a test shall be removed from safety-sensitive functions and may be subject to disciplinary action up to and including dismissal in accordance with law, administrative regulations, and the district's collective bargaining agreement. **The district will designate the Transportation Director to answer driver questions about testing, records and disclosure of related materials.**

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

The Superintendent or designee **(Transportation Director)** shall ensure that each driver receives an explanation of the federal regulations and the district's policy and procedure in accordance with law. In addition, each driver shall sign a statement certifying that he/she has received a copy of the above materials. Representatives of employee organizations shall be notified of the availability of this information. (49 CFR 382.601)

8.3.2

BP 4112.42(b)
4212.42
4312.42

DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS (continued)

(cf. 4112.9 - Employee Notifications)

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

VEHICLE CODE

34500-34520.5 Safety regulations

CODE OF REGULATIONS, TITLE 13

1200-1293 Motor carrier safety, especially:

1213.1 Placing drivers out-of-service

UNITED STATES CODE, TITLE 49

31306 Alcohol and controlled substances testing

41501-41507 Transportation Employee Testing Act

CODE OF FEDERAL REGULATIONS, TITLE 49

40.1-40.413 Part 40, Procedures for transportation workplace drug and alcohol testing programs

382.101-382.605 Controlled substance and alcohol use and testing; especially:

382.205 On-duty use

382.207 Pre-duty use

382.209 Use following an accident

Management Resources:

WEB SITES

California Highway Patrol: <http://www.chp.ca.gov>

U.S. Department of Transportation, Office of Drug and Alcohol Policy and Compliance:

<http://www.dot.gov/ost/dapc>

**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:

Revision of Reasonable Fluency Definition
For English Learners

AGENDA ITEM AREA:

Action

REQUESTED BY:

Mary Boyle

ENCLOSURES:

Attached Notifications

MEETING DATE:

April 1, 2008

BACKGROUND:

We are required to define "reasonable fluency" for the benefit of and placement of English Learners in ELD and mainstream English programs. "Reasonable fluency" is suggested to be defined as a student scoring Intermediate, Early Advanced or Advanced on CELDT testing, thereby being prepared for placement in an English Mainstream Classroom, with ELD support services.

ADMINISTRATION RECOMMENDATION:

Approval of definition of "reasonable fluency".

8.4

Western Placer Unified School District Initial Parent Notification
State and Federal Title III Requirements
Initial Assessment Results and Program Placement for English Learners

To the parent(s)/guardian(s) of: _____ School: _____ Date: _____

Student ID #: _____ DOB: _____ Grade: _____ Primary language: _____

English Language Proficiency Assessment Results

Dear Parents: When you enrolled your child in school, you wrote a home language other than English on the Home Language Survey. According to California law, our school district must assess the English Language Proficiency of your child. The purpose of this form is to tell you of these assessments, your child's program placement, our recommendation, and the program options that are available to your child according to state law and Title III.

Your child was given the California English Language Development Test (CELDT) last fall on _____. The results are below.
date

Listening & Speaking	Reading	Writing	CELDT Overall Proficiency

Your child's score on the California English Language Development Test (CELDT) has identified him/her as:

- ☐ **English learner (EL) with *less than reasonable fluency in English*** and will be assigned to the Structured English Immersion Program.
- ☐ **English learner (EL) with *reasonable fluency in English*** and will be assigned to the English Mainstream Program.
- ☐ **Fluent English proficient (FEP) student** and will be placed in the district's regular program of instruction.
- **English learners, who are also identified as learning disabled students, will be assigned according to their individualized education Plan (IEP).** Describe how program will meet IEP objectives:

Program Placement Options for English Learners

CELDT Proficiency Level		Program Placement
Beginning	Less than reasonable fluency	Structured English Immersion**
Early Intermediate		
Intermediate	Reasonable fluency	English Mainstream Classroom**
Early Advanced		
Advanced		
		Other Instructional Setting as per IEP

**Or an Alternative Education Program with approved Parental Exception Waiver

Program Goals and Descriptions for English Learners

- All programs are designed to meet the educational needs of English learners by including English Language Development (ELD). Some programs may include the use of Specially Designed Academic Instruction in English (SDAIE) strategies.
- The goals of all programs are for students to learn English and meet age appropriate academic achievement standards for grade promotion and graduation.
- **Structured English Immersion (SEI):** provides instruction primarily in English and includes a sequential ELD program and instruction based on grade level standards. Instruction is provided by trained teachers utilizing effective teaching strategies, district-adopted textbooks and supplementary instructional materials. Sheltered English content with primary language support is provided as needed.

8.4.1

- **English Language Mainstream (ELM):** provides instruction in English only in a classroom of native English speakers. Students receive ELD and instruction based on grade level standards in core subjects. Trained teachers provide instruction utilizing effective teaching strategies, district adopted textbooks and supplementary instructional materials in order for the students to meet the requirements to be reclassified as fluent English proficient (FEP).
- **Alternative Program (Alt):** A bilingual program for English language acquisition for pupils in which much or all of the instruction, textbooks, and teaching materials are in the child's *native* language. If parents of 20 or more students in one grade level at the same school request the alternative program, the school is required to provide this program.***

*** California state law gives parents the option to place their child in an alternative program. To place your child in an alternative program, you must sign a parental exception waiver at your child's school each year, and he/she must meet one of the following criteria: a) knows English and academically performs at least at the 5th grade level, b) is 10 years of age or older, c) is a student under 10 years of age, was placed in an English language classroom for 30 calendar days, and special needs exist.

➤ **Note:** At any time during the school year, you may have your child moved into the English Mainstream Program.

Primary Language Assessment Results

Your child has also been given _____ in his/her primary language. The results are as follows:
Test name

Skill Area	Proficiency Level
Listening & Speaking	
Reading	
Writing	
Overall Proficiency	

Reclassification Criteria

1. The primary criterion for reclassification is the CELDT score. Pupils must have an overall proficiency level of Early Advanced or higher. A score of Intermediate or higher is allowed on the listening, speaking, read, or writing sections of the CELDT.
2. Review results of the latest California English-Language Arts Standards Test. A score in the middle range of Basic (325) or higher is required.
3. Teacher evaluation of student academic performance. A minimum score of "2" on or higher on the core academic portions of the elementary report card. A minimum grade of "C" or better is required on the secondary report card in the core academic areas.
4. Parent or guardian opinion and consultation about the reclassification process.

You have the right to request a parental exception waiver for an alternative program.

You must visit the school site to request it!

Please read the alternative program descriptions provided.

Please mark all that apply and return the completed form to your child's school.

- ☐ I received information about the English learner programs: Structured English Immersion, English Language Mainstream, and Alternative Programs offered in our school district.
- ☐ I understand that I have the right to apply for a Parental Exception Waiver for the purpose of selecting an Alternative Program.
- ☐ I will be visiting my child's school site to apply for a Parental Exception Waiver.
- ☐ I understand that I have the right to move my child into the English Language Mainstream Program at any time.

Please call the school at _____ if you would like to schedule a parent conference to discuss English language program options for your child.

Signature of parent or guardian

Telephone

Date

8.4.2

Western Placer Unified School District Annual Parent Notification

State and Federal Title III Requirements

Annual Assessment Results and Program Placement for English Learners

To the parent(s)/guardian(s) of: _____ School: _____ Date: _____

Student ID #: _____ DOB: _____ Grade: _____ Primary language: _____

Dear Parents: When you enrolled your child in school, you wrote a home language other than English on the Home Language Survey. According to California law, our school district must assess the English Language Proficiency of your child. The purpose of this form is to tell you of these assessments, your child's program placement, our recommendation, and the program options that are available to your child according to state law and Title III.

English Language Proficiency Assessment Results

Your child was given the California English Language Development Test (CELDT) last fall _____. The results are below.
date

Listening & Speaking	Reading	Writing	CELDT Overall Proficiency

Your child's score on the California English Language Development Test (CELDT) has identified him/her as:

- ☐ **English learner (EL) with *less than reasonable fluency in English*** and will be assigned to the Structured English Immersion Program.
- ☐ **English learner (EL) with *reasonable fluency in English*** and will be assigned to the English Mainstream Program.
- ☐ **Fluent English proficient (FEP) student** and will be placed in the district's regular program of instruction.
- English learners, who are also identified as learning disabled students, will be assigned according to their individualized education Plan (IEP).

Program Placement Options for English Learners

CELDT Proficiency Level		Program Placement
Beginning	Less than reasonable fluency	Structured English Immersion**
Early Intermediate		
Intermediate	Reasonable fluency	English Mainstream Classroom**
Early Advanced		
Advanced		
		Other Instructional Setting as per IEP

**Or an Alternative Education Program with approved Parental Exception Waiver

Program Goals and Descriptions for English Learners

- All programs are designed to meet the educational needs of English learners by including English Language Development (ELD). Some programs may include the use of Specially Designed Academic Instruction in English (SDAIE) strategies.
- The goals of all programs are for students to learn English and meet age appropriate academic achievement standards for grade promotion and graduation.
- **Structured English Immersion (SEI):** provides instruction primarily in English and includes a sequential ELD program and instruction based on grade level standards. Instruction is provided by trained teachers utilizing effective teaching strategies, district-adopted textbooks and supplementary instructional materials. Sheltered English content with primary language support is provided as needed.
- **English Language Mainstream (ELM):** provides instruction in English only in a classroom of native English speakers. Students receive ELD and instruction based on grade level standards in core subjects. Trained teachers provide instruction utilizing effective teaching strategies, district adopted textbooks and supplementary instructional materials in order for the students to meet the requirements to be reclassified as fluent English proficient (FEP).

8.4.3

- **Alternative Program (Alt):** A bilingual program for English language acquisition for pupils in which much or all of the instruction, textbooks, and teaching materials are in the child's native language. If parents of 20 or more students in one grade level at the same school request the alternative program, the school is required to provide this program.***

*** California state law gives parents the option to place their child in an alternative program. To place your child in an alternative program, you must sign a parental exception waiver at your child's school each year, and he/she must meet one of the following criteria: a) knows English and academically performs at least at the 5th grade level, b) is 10 years of age or older, c) is a student under 10 years of age, was placed in an English language classroom for 30 calendar days, and special needs exist.

➤ **Note:** At any time during the school year, you may have your child moved into the English Mainstream Program.

Reclassification Criteria

1. The primary criterion for reclassification is the CELDT score. Pupils must have an overall proficiency level of Early Advanced or higher. A score of Intermediate or higher is allowed on the listening, speaking, read, or writing sections of the CELDT.
2. Review results of the latest California English-Language Arts Standards Test. A score in the middle range of Basic (325) or higher is required.
3. Teacher evaluation of student academic performance. A minimum score of "2" or higher on the core academic portions of the elementary report card. A minimum grade of "C" or better is required on the secondary report card in the core academic areas.
4. Parent or guardian opinion and consultation about the reclassification process.

You have the right to request a parental exception waiver for an alternative program.

You must visit the school site to request it!

Please read the alternative program descriptions provided.

Please mark all that apply and return the completed form to your child's school.

- ☐ I received information about the English learner programs: Structured English Immersion, English Language Mainstream, and Alternative Programs offered in our school district.
- ☐ I understand that I have the right to apply for a Parental Exception Waiver for the purpose of selecting an Alternative Program.
- ☐ I will be visiting my child's school site to apply for a Parental Exception Waiver.
- ☐ I understand that I have the right to move my child into the English Language Mainstream Program at any time.

Please call the school at _____ if you would like to schedule a parent conference to discuss English language program options for your child.

Signature of parent or guardian

Telephone

Date

8.4.4

**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:

Role of School Nurse

AGENDA ITEM AREA:

Information

REQUESTED BY:

LaShawn Horton
Betty Jo Boram

ENCLOSURES:

NASN Issue Brief – Role of
School Nurse

MEETING DATE:

April 1, 2008

BACKGROUND:

Overview and clarification of the role of the School Nurse, as recommended by the National Association of School Nurses.

ADMINISTRATION RECOMMENDATION:

Information only.

wp/rk/factform

8.5



National Association of School Nurses

ISSUE BRIEF

School Health Nursing Services Role in Health Care

Role of the School Nurse

INTRODUCTION

The practice of school nursing began in the United States on October 1, 1902 when the initial role of the school nurse was to reduce absenteeism by intervening with students and families regarding health care needs related to communicable diseases. While the nurse's role has expanded greatly from its original focus, the essence of the practice remains the same. The school nurse supports student success by providing health care assessment, intervention, and follow-up for all children within the school setting.

BACKGROUND

In 1999, the National Association of School Nurses Board of Directors defined school nursing as:

A specialized practice of professional nursing that advances the well-being, academic success, and life-long achievement of students. To that end, school nurses facilitate positive student responses to normal development; promote health and safety; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self management, self advocacy, and learning.

Inherent in this definition is the framework that school nurses engage in professional nursing practice, use the nursing process for decision-making, document the care they provide, and assure confidentiality. Professional nurses address the physical, mental, emotional, and social health of their clients. In addition, professional school nurses have as the ultimate outcome of their practice, the support of student success in the learning process. In this context the school nurse provides services to the entire school population, which may include infants, toddlers, pre-schoolers, children with special needs, traditional school populations, and, to a limited degree, adults within the school community.

ROLE OF THE SCHOOL NURSE

Seven roles of the school nurse have evolved from this definition.

The school nurse provides direct health care to students and staff.

The school nurse provides care to students and staff who have been injured or who present with acute illnesses. Care may involve treatment of health problems within the scope of nursing practice, communication with parents for treatment, and referral to other providers. The school nurse uses the nursing process to assess, plan, implement, and evaluate care for students with chronic health conditions. This care should begin with the development of a nursing care plan (also known as an individualized health care plan) that should include an emergency action plan. The school nurse is responsible for medication administration and the performance of health care procedures that are within the scope of nursing practice and are ordered by an appropriately licensed health care provider. The school nurse also assists faculty and staff in monitoring chronic health conditions. As the scope of nursing practice expands to utilize the increasingly complex technology needed to provide up-to-date care for clients, the school nurse's body of knowledge grows through personal professional development.

The school nurse provides leadership for the provision of health services.

In addition to providing health services directly, the school nurse must take into account the nature of the school environment, including available resources. As the health care expert within the school, the school nurse assesses the overall system of care and develops a plan for assuring that health needs are met. This leadership role includes developing a plan for responding to emergencies and disasters and training staff to respond appropriately. It also involves the appropriate delegation of care within applicable laws. Delegation to others involves initial assessment, training, competency validation, supervision, and evaluation by the school nurse.

The school nurse provides screening and referral for health conditions.

In order to address potential health problems that are barriers to learning or symptoms of underlying medical conditions, the school nurse often engages in screening activities. Screening activities may include vision, hearing, postural, body mass index, or other screening. Determination of which screenings should be performed is based on several factors, including legal obligations, the validity of the screening test, the cost-effectiveness of the screening program, and the availability of resources to assure referral and follow-up.

The school nurse promotes a healthy school environment.

The school nurse provides for the physical and emotional safety of the school community. The school nurse monitors immunizations, assures appropriate exclusion from and re-entry into school, and reports communicable diseases as required by law. The school nurse provides leadership to the school in implementing precautions for blood borne pathogens and other infectious diseases. The school nurse also assesses the physical environment of the school and takes actions to improve health and safety.

Such activities may include an assessment of the playground, indoor air quality evaluation, or a review of patterns of illness or injury to determine a source of concern. Additionally, the school nurse addresses the emotional environment of the school to decrease conditions that may lead to bullying and violence and/or an environment not conducive to optimal mental health and learning.

The school nurse promotes health.

The school nurse provides health education by providing health information directly to individual students, groups of students, or classes or by providing guidance about the health education curriculum, encouraging comprehensive, sequential, and age appropriate information. They may also provide programs to staff, families, and the community on health topics. Other health promotion activities may include health fairs for students, families, or staff, consultation with other school staff such as food service personnel or physical education teachers regarding healthy lifestyles, and staff wellness programs. The school nurse is a member of the coordinated school health team that promotes the health and well-being of school members through collaborative efforts.

The school nurse serves in a leadership role for health policies and programs.

As the health care expert within the school system, the school nurse takes a leadership role in the development and evaluation of school health policies. The school nurse participates in and provides leadership to coordinated school health programs, crises/disaster management teams, and school health advisory councils. The school nurse promotes nursing as a career by discussions with students as appropriate, role modeling, and serving as a preceptor for student nurses or as a mentor for others beginning school nursing practice. Additionally, the school nurse participates in measuring outcomes or research, as appropriate, to advance the profession and advocates for programs and policies that positively affect the health of students or impact the profession of school nursing.

The school nurse serves as a liaison between school personnel, family, community, and health care providers.

The school nurse participates as the health expert on Individualized Education Plan and 504 teams and on student and family assistance teams. As case manager, the nurse communicates with the family through telephone calls, assures them with written communication and home visits as needed, and serves as a representative of the school community. The school nurse also communicates with community health providers and community health care agencies while ensuring appropriate confidentiality, develops community partnerships, and serves on community coalitions to promote the health of the community.

The school nurse may take on additional roles to meet the needs of the school community.

CONCLUSION

Healthy children are successful learners. The school nurse has a multi-faceted role within the school setting, one that supports the physical, mental, emotional, and social health of students and their success in the learning process.

REFERENCES

- Harrigan, J. F. (2002). *Overview of school health services*. Scarborough, ME: National Association of School Nurses.
- National Association of School Nurses (1999). *Definition of school nursing*. Castle Rock, CO: Author. Available at www.nasn.org
- National Association of School Nurses (2002). *Issue brief. Case management of children with special healthcare needs*. Castle Rock, CO: Author. Available at www.nasn.org
- National Association of School Nurses (2001). *Issue brief. Integrated service delivery*. Castle Rock, CO: Author. Available at www.nasn.org
- National Association of School Nurses (2000). *Issue brief. Mental health and illness*. Castle Rock, CO: Author. Available at www.nasn.org
- National Association of School Nurses (2002). *Issue brief. School nurses and the individuals with disabilities act*. Castle Rock, CO: Author. Available at www.nasn.org
- National Association of School Nurses (2000). *Issue brief. School Violence*. Castle Rock, CO: Author. Available at www.nasn.org
- National Association of School Nurses (2001). *Issue brief. Screening for vision impairment*. Castle Rock, CO: Author. Available at www.nasn.org
- National Association of School Nurses (2001). *Issue brief. Section 504 of the rehabilitation act of 1973*. Castle Rock, CO: Author. Available at www.nasn.org
- National Association of School Nurses (2001). *Position statement. Coordinated school health program*. Castle Rock, CO: Author. Available at www.nasn.org
- National Association of School Nurses (2002). *Position statement. Delegation of care*. Castle Rock, CO: Author. Available at www.nasn.org
- National Association of School Nurses (1998). *Position statement. Emergency care plans for students with special health care needs*. Castle Rock, CO: Author. Available at www.nasn.org
- National Association of School Nurses (1998). *Position statement. Government relations : public policy, legislative, and regulatory participation*. Castle Rock, CO: Author. Available at www.nasn.org
- National Association of School Nurses (1998). *Position statement. Healthy school environment*. Castle Rock, CO: Author. Available at www.nasn.org
- National Association of School Nurses (2001). *Position statement. Immunizations*. Castle Rock, CO: Author. Available at www.nasn.org
- National Association of School Nurses (1998). *Position statement. Individualized health care plans*. Castle Rock, CO: Author. Available at www.nasn.org
- National Association of School Nurses (2000). *Position statement. Indoor air quality*. Castle Rock, CO: Author. Available at www.nasn.org

- National Association of School Nurses (2001). *Position statement. Infectious diseases*. Castle Rock, CO: Author. Available at www.nasn.org
- National Association of School Nurses (1997). *Position statement. Medication administration in the school setting*. Castle Rock, CO: Author. Available at www.nasn.org
- National Association of School Nurses (2000). *Position statement. Mental health of students*. Castle Rock, CO: Author. Available at www.nasn.org
- National Association of School Nurses (2002). *Position statement. Overweight children and adolescents*. Castle Rock, CO: Author. Available at www.nasn.org
- National Association of School Nurses (2002). *Position statement. Regulations on blood borne pathogens in the school setting*. Castle Rock, CO: Author. Available at www.nasn.org
- National Association of School Nurses (2002). *Position statement. Reproductive health education*. Castle Rock, CO: Author. Available at www.nasn.org
- National Association of School Nurses (2001). *Position statement. Role of the school nurse in services to preschool children co-located on school campuses during school hours*. Castle Rock, CO: Author. Available at www.nasn.org
- National Association of School Nurses (1996). *Position statement. The school nurse and specialized health care services*. Castle Rock, CO: Author. Available at www.nasn.org
- National Association of School Nurses (2002). *Position statement. School nurse role in bio terrorism emergency preparedness*. Castle Rock, CO: Author. Available at www.nasn.org
- National Association of School Nurses (2001). *Position statement. School nurse role in care and management of the child with diabetes in the school setting*. Castle Rock, CO: Author. Available at www.nasn.org
- National Association of School Nurses (2001). *Position statement. School nurse role in emergency preparedness*. Castle Rock, CO: Author. Available at www.nasn.org
- National Association of School Nurses (2002). *Position statement. Soft drinks and candy in the school setting*. Castle Rock, CO: Author. Available at www.nasn.org
- National Association of School Nurses (2002). *Position statement. Using assistive personnel in school health services programs*. Castle Rock, CO: Author. Available at www.nasn.org
- National Association of School Nurses (2001). *Scope and Standards of Professional School Nursing Practice*. Scarborough, ME: Author.

November 2002

**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:

Williams Policy & Administrative Regulations

AGENDA ITEM AREA:

Action

REQUESTED BY:

Mary Boyle

ENCLOSURES:

AR 1312.4 (Williams Act)

MEETING DATE:

April 1, 2008

BACKGROUND:

In order to be compliant with CDE requirements for Williams Complaint Procedures, AR1312.4 needs to be updated as attached.

ADMINISTRATION RECOMMENDATION:

Approve proposed Board Policy changes.

8.6

WILLIAMS UNIFORM COMPLAINT PROCEDURES

Types of Complaints

The district shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred: (Education Code 35186; 5 CCR 4681, 4682)

1. Textbooks and instructional materials
 - a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
 - b. A student does not have access to textbooks or instructional materials to use at home or after school.
 - c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

2. Teacher vacancy or misassignment
 - a. A semester begins and a teacher vacancy exists.
 - b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner students in the class.

(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)

- c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester. (Education Code 35186; 5 CCR 4682)

Beginning of the year or semester means the first day classes necessary to serve all the students enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day students attend classes for that semester. (5 CCR 4600)

WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186; 5 CCR 4600)

(cf. 4112.2 - Certification)
(cf. 4113 - Assignment)

3. Facilities

A condition poses an emergency or urgent threat to the health or safety of students or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including but not limited to gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; or structural damage creating a hazardous or uninhabitable condition. (Education Code 17592.72)

Filing of Complaint

A complaint alleging any condition(s) specified above shall be filed with the principal or designee at the school in which the complaint arises. The principal or designee shall forward a complaint about problems beyond his/her authority to the Superintendent or designee in a timely manner, but not to exceed 10 working days. (Education Code 35186; 5 CCR 4680)

The school shall have a complaint form available for such Williams identified complaints. [T5CCR 4680, T5CCR 4621] The complainant need not use the Williams complaint form to file a complaint. [T5CCR 4680]

The principal or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 35186)

WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to the complaint, the principal or designee shall report the resolution of the complaint to him/her within 45 working days of the initial filing of the complaint. If a response is requested, the response shall be made to the mailing address of the complainant as indicated on the complaint form. At the same time, the principal or designee shall report the same information to the Superintendent or designee. (Education Code 35186; 5 CCR 4680)

If a complainant is not satisfied with the resolution of a complaint, he/she has the right to describe the complaint to the Board of Trustees at a regularly scheduled meeting. (Education Code 35186; 5 CCR 4686)

For any complaint concerning a facility condition that poses an emergency or urgent threat to the health or safety of students or staff as described in item #3 above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction (SPI) within 15 days of receiving the district's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632. (Education Code 35186; 5 CCR 4687)

All complaints and written responses shall be public records. (Education Code 35186; 5 CCR 4686)

If Section 48985 of the Education Code is applicable, the response, if requested, and report shall be written in English and the primary language in which the complaint was filed. [EC 35186]

(cf. 1340 - Access to District Records)

Reports

The Superintendent or designee shall report summarized data on the nature and resolution of all complaints to the Board and the County Superintendent of Schools on a quarterly basis. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting. (Education Code 35186; 5 CCR 4686)

Legal Reference: (see next page)

WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)

Forms and Notices

The Superintendent or designee shall ensure that the district's complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes. (Education Code 35186)

The Superintendent or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186. (Education Code 35186)

Legal Reference:

EDUCATION CODE

1240 County superintendent of schools, duties

17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account

33126 School Accountability Report Card

35186 Williams uniform complaint procedure

60119 Hearing on sufficiency of instructional materials

CODE OF REGULATIONS, TITLE 5

4600-4671 Uniform complaint procedures, especially:

4680-4687 Williams complaints

Management Resources:

WEB SITES

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

California Department of Education, Williams case: <http://www.cde.ca.gov/eo/ce/wc/index.asp>

WILLIAMS UNIFORM COMPLAINT PROCEDURES**NOTICE TO PARENTS/GUARDIANS, STUDENTS, AND TEACHERS:
COMPLAINT RIGHTS**

Parents/Guardians, Students, and Teachers:

Education Code 35186 requires that the following notice be posted in each classroom:

1. There should be sufficient textbooks and instructional materials. ~~For there to be sufficient textbooks and instructional materials,~~ **That means** each pupil, including English learners, must have a textbook or instructional material, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair. Good repair means that the facility is maintained in a manner that assures that it is clean, safe and functional as determined by the Office of Public School Construction.
3. There should be no teacher vacancies or misassignments, as defined in Education Code 35186(h)(2) and (3). **There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.**
Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.
Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.
4. **Pupils, including English Learners, who have not passed one or both parts of the high school exit examination by the end of the 12th grade are to be provided the opportunities to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12. [EC35186 (f)(4)]**
5. ~~To file A complaint regarding any of the above matters, complaint form can may be obtained at the principal's school office, or the district office, or can be downloaded from the school district's website at www.wpusd.k12.ca.us.~~ You may also download a copy of the California Department of Education complaint form from the following website: <http://www.cde.ca.gov/re/cp/uc>.

WILLIAMS UNIFORM COMPLAINT PROCEDURES

COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES

Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? ☐ Yes ☐ No

Contact Information:

Name: _____

Address: _____

Phone Number: Day: _____ Evening: _____

E-mail address, if any: _____

Location of the problem that is the subject of this complaint:

School: _____

Course title/grade level and teacher name: _____

Room number/name of room/location of facility: _____

Date problem was observed: _____

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply: A complaint may contain more than one allegation.)

1. Textbooks and instructional materials: (Education Code 35186; 5 CCR 4681)

- ☐ A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
- ☐ A student does not have access to instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each student.
- ☐ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- ☐ A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

Exhibit

version: September 4, 2007

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Lincoln, California

8.6.6

WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)

2. Teacher vacancy or misassignment: (Education Code 35186; 5 CCR 4681)
 - ☐ A semester begins and a teacher vacancy exists. A *teacher vacancy* is a position to which a single designated certificated employee has not been assigned at the beginning of the school year for an entire year or, if the position is for a one-semester course, a position of which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.
 - ☐ A teacher lacking credentials or training to teach English learners is assigned to teach a class with more than 20% English learners in the class.
 - ☐ A teacher is assigned to teach a class for which the teacher lacks subject matter competency.
3. Facility conditions:
 - ☐ A condition exists that poses an emergency or urgent threat to the health or safety of students or staff as defined in ~~AR 1312.4~~, **including gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff; or structural damage creating hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.** [T5CCR 4383]
 - ☐ A school restroom has not been cleaned or maintained regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
 - ☐ The school has not kept all restrooms open during school hours when pupils are not in classes and has not keep a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when closing of the restroom is necessary for pupil safety or to make repairs.
4. High school exit exam intensive instruction and services (Education Code 25186)
 - ☐ Pupils who have not passed the high school exit exam by the end of grade 12 were not provided the opportunity to receive intensive instruction and services pursuant to Education code 37254(d)(4) and (5) after the completion of grade 12

WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation. For complaints regarding facilities conditions, please describe the emergency or urgent facilities condition and how that condition poses a threat to the health or safety of students or staff.

Please file this complaint with the person specified below at the following location:

(principal or title of designee)

(address)

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

(signature)

(date)

8.6.8

**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:

Board Policy & Administrative Regulations 1330
Use of School Facilities

AGENDA ITEM AREA:

Discussion/Information

REQUESTED BY:

Mary Boyle

ENCLOSURES:

BP 1330; AR 1330

MEETING DATE:

April 2, 2008

BACKGROUND:

Board Policy & Administrative Regulations 1330 address the Use of School Facilities. The School District may charge for use of its facilities, per Ed Code 38130 – 38138. Our current Board Policy allows for free use of school facilities by non-profit groups. The proposed change in the policy separates non-profit groups' non-daily use of facilities (free of charge) from daily use of facilities (direct cost), allowing the district to charge a direct cost daily or weekly rate to non-profit organizations that use our facilities on a daily basis.

ADMINISTRATION RECOMMENDATION:

Discussion/first reading.

8.7

USE OF SCHOOL FACILITIES

The Board of Trustees recognizes that the school facilities of the district should be made available for community purposes under the supervision of responsible persons. This is provided that such use does not interfere with the educational program of the schools. The Board will permit the use of school facilities on a first-come, first-served basis when such request has been made in writing and been approved by the Superintendent or the principal.

In the event of competing requests, priority will be determined as follows:

1. Groups directly related to the schools and the operation of the schools including parent teacher groups.
2. Departments or agencies of the local, state or federal government.
3. Community organizations formed for educational, political, economic, artistic or moral interest of the citizens of the county.

The following guidelines will be strictly followed:

1. No use of school property shall be authorized until the applicant has completed and filed with the district an authorization to apply for use of school property, pursuant to Education Code 38133.
2. No use of school property shall be authorized until the applicant has completed and filed with the district a declaration regarding the prohibition of actions or activities prohibited by law, pursuant to Education Code 38133.
3. The use of school facilities shall not be granted to any individual, society, group or organization which commits any act intended to further any program or movement, the purpose of which is to accomplish the overthrow of the government by force, violence or other unlawful means while using school property pursuant to the provisions of Education Code 38132. A signed statement of information as authorized by Education Code 38133 shall be executed and filed by each user.
4. Use of equipment in conjunction with facilities must be specifically requested and may be granted by the procedure by which permission to use the facilities is granted. The user of equipment shall be liable for any damage or loss of such equipment that occurs while it is in his/her use or possession.
5. No use shall be inconsistent with the use of the buildings or grounds for school purposes or interfere with the regular conduct of schoolwork. (Education Code 38131.)

8.7.1

USE OF SCHOOL FACILITIES (continued)

6. No privilege of using the buildings or grounds shall be granted for a period exceeding one year by the district. The privilege is renewable and revocable at the discretion of the Board at any time.
7. The district shall grant without charge the use of any school facilities or grounds under its control when an alternative location is not available to non-profit organizations, clubs or associations organized to promote youth and school activities including but not limited to:
 - a. Girl Scouts, Boy Scouts, Campfire, etc.
 - b. Parent-Teacher Associations
 - c. School/Community advisory councils

This paragraph shall not apply to any group which uses school facilities or grounds for fund raising which are not beneficial to youth or public school activities of the district. **This paragraph shall not apply to any group which uses school facilities on a daily basis throughout the year.**

8. Except as set forth in item number **seven above and** nine below, for any other use of school property and grounds pursuant to the provisions of the Education Code or this policy and its rules and regulations, including uses for which charges may be made under Government Code 38131 the district shall charge for the use of said school houses, property, and grounds in a sum not to exceed an amount sufficient to pay **direct** the cost to the district employees necessitated by such use of school property and grounds.
9. The case of entertainment or meetings where admission fees are charged or contributions are solicited and the net receipts are not expended for the welfare of the pupils of the district or for charitable purposes, a charge shall be made for the use of the school property and grounds as determined by the Board. The fair rental value means the direct costs to the district, plus the amortized cost of the school facilities or grounds used for the duration of the activity. (Education Code 38131)
10. The Superintendent shall be delegated the right to revoke a request for use of school facilities at any time. The applicant retains the right of appeal from the Superintendent's revocation to the Board.
11. The district shall not authorize the use by any group under the Civic Center Act, or otherwise, if the costs incurred by the district in support of said requested use of school property will come out of program funds or of the General Fund for the district.

8.7.2

USE OF SCHOOL FACILITIES (continued)

Any group using school facilities shall be liable for any injuries resulting from its negligence during such use. The group shall bear the cost of insuring against the risk and defending itself against claims arising from this risk.

Groups other than free-use groups shall be required to include the district as additional insured on their policies.

The Superintendent or designee may require a hold harmless agreement when warranted by the type of activity or the specific facility being used.

Legal Reference:

EDUCATION CODE

10900-10914.5 Community recreation programs

32282 School safety plan

37220 School holidays

38130-38138 Civic Center Act, use of school property for public purposes

BUSINESS AND PROFESSIONS CODE

25608 Alcoholic beverage on school premises

MILITARY AND VETERANS CODE

1800 Definitions

UNITED STATES CODE, TITLE 20

7905 Equal access to public school facilities

COURT DECISIONS

Good News Club v. Milford Central School, (2001) 533 U.S. 98

Lamb's Chapel v. Center Moriches Union Free School District, (1993) 508 U.S. 384

Cole v. Richardson, (1972) 405 U.S. 676

Connell v. Higgenbotham, (1971) 403 U.S. 207

ACLU v. Board of Education of Los Angeles, (1961) 55 Cal.2d 167

Ellis v. Board of Education, (1945) 27 Cal.2d 322

ATTORNEY GENERAL OPINIONS

82 Ops.Cal.Atty.Gen. 90 (1999)

79 Ops.Cal.Atty.Gen. 248 (1996)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

1101.89 School District Liability and "Hold Harmless" Agreements, LO: 4-89

WEB SITES

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

California Department of Education: <http://www.cde.ca.gov>

USE OF SCHOOL FACILITIES

Application for Use of Facilities

Any persons applying for the use of any school facility or grounds on behalf of any society, group, or organization shall present written authorization from the group or organization to make the application.

Persons or organizations applying for the use of school facilities or grounds shall submit a statement of information indicating that the organization upholds the state and federal constitutions and does not intend to use school premises to commit unlawful acts.

Civic Center Use

Subject to district policies and regulations, school facilities and grounds shall be available to citizens and community groups as a civic center for the following purposes: (Education Code 32282, 38131)

1. Public, literary, scientific, recreational, educational, or public agency meetings
2. The discussion of matters of general or public interest
3. The conduct of religious services for temporary periods, on a one-time or renewable basis, by any church or religious organization
4. Child care programs to provide supervision and activities for children of preschool and elementary school age

(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 6300 - Preschool/Early Childhood Education)

5. The administration of examinations for the selection of personnel or the instruction of precinct board members by public agencies
6. Supervised recreational activities including, but not limited to, sports league activities that are arranged for and supervised by entities, including religious organizations or churches, and in which youths may participate regardless of religious belief or denomination
7. A community youth center

(cf. 1020 - Youth Services)

8. Mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

USE OF SCHOOL FACILITIES (continued)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Personnel Responsibilities

1. The Superintendent or designee shall:
 - a. Be responsible for the orderly administration of the public use of the facilities program.
 - b. Develop, print, and distribute the Use of Facilities application forms.
 - c. Make final approval or disapproval of Use of Facilities applications and inform requester of action taken.
 - d. Send to applicants, when pertinent, a copy of Board policies and regulations.
 - e. Maintain a file for at least 18 months of facilities request applications.
 - f. Ensure that where appropriate, use fees are collected.
 - g. Provide to the Board a financial report of user fees collected along with the associated expenses of the program.
2. Individual/Organization Requester shall:
 - a. Make request for use of school facilities on a form provided by the district.
 - b. Obtain forms at any school or the district office.
 - c. Submit a completed request form to the appropriate school principal at least two weeks in advance of the desired use date.
 - d. Have an adult sponsor submit the Use of Facilities application form on behalf of non-adult groups using school facilities.
 - e. Attach certificate of general liability and additional insured endorsement to the Use of Facilities form.
 - f. Resolve scheduling conflicts with the school principal.

USE OF SCHOOL FACILITIES (continued)

3. School principal shall:
 - a. Upon request, provide Use of Facility application to potential users.
 - b. Be responsible for maintaining a master-scheduling calendar of building and grounds.
 - c. Resolve scheduling conflicts on a first-come, first-served basis.
 - d. Review Use of Facility application forms for completeness, then schedule the event on the master calendar, sign form, and forward to the district's Business Office.
 - e. Assign school employees to ensure coverage of scheduled facility usage.
 - f. Maintain a log of employee's work hours expended on use of facility activities and indicate such on district employee time sheets.
4. School employees on duty during community use of facilities shall:
 - a. Serve as a representative of the district and as such be responsible for the proper use and safeguard of school property.
 - b. Ensure that the facilities requested are open and ready for use.
 - c. Not be responsible for the supervision of the participants. Supervision is the responsibility of the user organization.
 - d. Report to the Superintendent or designee any violations of Board policies and these regulations.
 - e. Be paid for services rendered on payroll warrants and shall be prohibited from accepting payment from individuals or organizations.
 - f. At the close of the activity, be responsible for making the final check of the facilities used.
5. Director of Maintenance and Operations shall:
 - a. During vacation periods of school principals perform their duties as related to the use of facilities program.

8.7.6

USE OF SCHOOL FACILITIES (continued)

- b. Work with school principals to assist in providing employee coverage of facilities.

Use of Facilities Application Form Shall

Contain a hold harmless and damages clause, statement of information and list of fee charges.

Require that each applicant affix their signature under penalty of perjury to the substance of the conditions set forth on the form and in the policy.

Require certification of applicant's liability insurance coverage.

Require a copy of the endorsement naming the district as an additional insured.

User Fees

Fees charges shall be in accordance with the schedule of fees adopted by the Board.

Invoices will be rendered within 15 days of the activity and payment must follow with 10 days of the billing date.

Bills not paid on time shall cause a user to be denied continued use of school facilities until delinquent payments are paid.

Restrictions

School facilities or grounds shall not be used for any of the following activities:

1. Any use by an individual or group for the commission of any crime or any act prohibited by law
2. Any use of school facilities or grounds which is inconsistent with their use for school purposes or which interferes with the regular conduct of school or school work
3. Any use which is discriminatory in the legal sense
4. Any use which involves the possession, consumption, or sale of alcoholic beverages or any restricted substances on school property

(cf. 3513.3 - Tobacco-Free Schools)

8.7.7

USE OF SCHOOL FACILITIES (continued)

Damage and Liability

Groups, organizations, or persons using school facilities or grounds shall be liable for any property damages caused by the activity. The Board may charge the amount necessary to repair the damages and may deny the group further use of school facilities or grounds.

Any group or organization using school facilities or grounds shall be liable for any injuries resulting from its negligence during the use of district facilities or grounds. The group shall bear the cost of insuring against this risk and defending itself against claims arising from this risk. (Education Code 38134)

Cancellations

If a group or organization finds it necessary to cancel a scheduled meeting, the appropriate principal should be notified as soon as possible and at least 24 hours prior to the meeting time.

Should a group or organization fail to comply with the provisions of the application, it will be charged for any expenses incurred in opening the facility.

Revocations

Any permit may be revoked without previous notice for violation of Board policy or regulations.

For other causes, permits may be revoked at any time upon reasonable notice.

All permits are terminated automatically on June 30th of each year.

Safety Precautions

In cases involving the use of larger indoor areas, the number of people admitted or seated shall not exceed the regular capacity as established in 19 CCR 3130.

No large room or area shall be occupied by more persons than indicated on posted signs.

No classroom or single portable shall be occupied by more than 40 persons.

Grounds Utilization

Horseback riding or the operation of equipment, which constitutes a hazard or public nuisance, is prohibited.

8.7.8

USE OF SCHOOL FACILITIES (continued)

No power driven vehicles of any nature shall be used on any play fields of the district except as necessary by school personnel in carrying out their assigned responsibilities.

The flying of motorized model airplanes shall not take place on any school play field.

Decorations

Arrangements for the decorating of school facilities must be made through the school principal.

Decorations shall be erected in a manner that will not be destructive of school property and such shall be approved by the custodian on duty.

All decorations shall be removed at the termination of the activity.

Use of Furniture and Equipment

1. Movement of Furniture and Equipment
 - a. Furniture and equipment shall not be moved from room-to-room by user without the expressed permission of the school principal or the school employee on duty during a scheduled activity.
 - b. Under no circumstances are pianos to be moved from room-to-room nor moved between a stage and cafeteria floor. If a piano relocation is essential, arrangements must be made prior to the event to provide sufficient time for school custodial or maintenance to move the piano.
2. Loan of School Furniture and Equipment
 - a. All such requests shall be in writing from the user to the school principal or the Superintendent or designee.
 - b. Such requests shall be made sufficiently in advance to allow enough time for necessary arrangements to be made.
 - c. It shall be the responsibility of the requester to provide for pick-up and return of the borrowed equipment. This shall include, but not limited to adequate transportation and manpower to effect the movement of the items borrowed.
 - d. School property must be protected from damage and mistreatment and ordinary precautions for cleanliness must be maintained.

8.7.9

USE OF SCHOOL FACILITIES (continued)

- e. The group borrowing school furniture or equipment will be charged for any damage or loss to school equipment while in their use.
- f. Loan of furniture and equipment shall be on a limited time basis which is considered to be normally one day.
- g. Such loan of furniture and equipment shall in no way conflict or degrade the educational function of the district.

Facility Use Classifications Definitions**Class I (Free Facility Use)**

- ~~Use by all nonprofit organizations, excluding use for fundraising activities, which are not beneficial to the youth, or public school activities of the district.~~
- ~~Use by organizations, clubs, or associations organized to promote youth or school facilities, (i.e., Girl/Boy Scouts, Camp Fire, Parent Teachers' Associations, school-community advisory councils, school clubs, booster clubs) excluding use of fundraising activities which are not beneficial to youth or public school activities of the district.~~

Class II (Direct Cost Charges)

- ~~Use by any church or religious organizations unless activity is a Class III activity, in which case Class III charges shall be imposed.~~
- ~~All groups for activities that do not come within the specifications for Class I or Class III.~~

Class III (Fair Rental Value Charges)

- ~~Use of school facilities or grounds by any group for entertainment or meetings where admission is charged or contributions solicited and net receipts are not to be expended for charitable purposes or for the welfare of the district's students.~~

Class I (Free Facility use)

- **Non-daily use by non-profit organizations, clubs or associations organized to promote youth or school activities (i.e., Girl/Boy Scouts, Parent-Teacher Clubs, school-community advisory councils, school clubs, booster clubs, etc.), excluding use for fundraising activities which are not beneficial to the youth or public school activities of the district.**
- **Non-daily use by non-profit organizations which are not directly beneficial to youth or public school activities of the district (i.e., City/County non-youth activities, Red Cross, AA, etc.), excluding use for fundraising activities which are not beneficial to the youth or public school activities of the district.**

Class II (Direct Cost Charges)

- **Use by any group in Class I which uses facilities on a daily basis.**

8.7.10

USE OF SCHOOL FACILITIES (continued)

- **Use by any church or religious organization unless activity is a Class III activity, in which case Class III charges shall be imposed.**
- **All groups for activities that do not come within the specifications for Class I or Class III.**

Class III (Fair Rental Value Charges)

- **Use of school facilities or grounds by any group for entertainment or meetings where admission is charged or contributions solicited and net receipts are not to be expended for charitable purposes or for the welfare of the district's students.**

Insurance Requirements

1. Liability Insurance of \$1,000,000 is required.

During the entire term of use of the school facilities, the applicant is required to maintain in effect, at its own cost and expense, a policy or policies of comprehensive general liability insurance, including coverage of owned, non-owned and hired automobiles providing a minimum combined single limit coverage of \$1,000,000 for defense of lawsuits and the payment of damages and the payment of damages arising from bodily injury, sickness or disease, and death to any person, and property loss, damage and destruction for each accident or occurrence. The insurance coverage shall provide that the insurance carrier or its representative shall process and respond to all claims from acts of applicant's employees and agents, and shall provide legal counsel for the defense of lawsuits.

2. Certificate of Insurance naming the district as additional insured must be on file with the office prior to the date of use.

Applicant shall cause the district, its officers, employees, agents and Board to be named as additional insured in the above insurance policies, and provide a certificate of insurance as evidence of the above insurance coverage's. The certificate of insurance shall be delivered to the school office prior to the actual commencement of the facility use. The certificate shall contain a provision that the district shall be given written notice 30 calendar days in advance of cancellation or any material change in the insurance policies of the applicant.

3. The applicant will maintain Workers' Compensation coverage.

Applicant, shall, at its own cost and expense, maintain Workers' Compensation insurance coverage for its employees including volunteer employees under the State Workers' Compensation Insurance Law.

8.7.11

USE OF SCHOOL FACILITIES (continued)

Regulations For Use

- There shall be **NO** alcohol consumed on school property and any one under the influence of alcohol shall be kept from the school property.
- There shall be **NO** smoking on school property.
- Kitchen facilities may be used by permission only.
- It shall be the responsibility of the group using the building to supervise all participants.
- Applicant shall leave the room used in the same condition in which it was found, turn of all lights and lock all doors.
- Costs: All organizations and persons using the facility will assume responsibility for damages occurring during or as a result of the scheduled event.

Fees

Board policy states that the Governing Board may grant without charge the use of school facilities or grounds to non-profit organizations, clubs, or associations organized to promote youth and school activities when an alternative location is not available. Such groups include: Girl Scouts, Boy Scouts, Campfire Inc., Parent-Teacher Associations, and School-Community Advisory Councils.

The district will not charge a fee to the above groups when an employee is already on duty. If use by the group would require an employee to be hired on overtime basis, the district may charge based on the schedule below. The district will charge a fee to any other group or organization.

USE OF SCHOOL FACILITIES (continued)**Schedule Of Facility Use Fees**

Facility Description	Direct Cost Per Hour	Direct Cost Weekly Rate	Fair Rental Per Hour
Classroom	\$ 10.00	\$ 100.00	\$ 16.00
Library	11.00	110.00	17.60
Computer Lab	22.00	220.00	35.20
Gymnasium	35.00	350.00	56.00
Kitchen	15.00	150.00	24.00
Multi-Purpose/Cafeteria	22.00	220.00	35.20
Theatre (Seating Only)	36.00	360.00	57.60
Theatre (Lights & Equipment)	45.00	450.00	72.00
Stage Only	11.00	110.00	17.60
Weight Room	15.00	150.00	24.00
Music Room	12.00	120.00	19.20
Football Stadium	90.00	900.00	144.00
Football Stadium with Lights	110.00	1,100.00	176.00
Showers/Locker Room	15.00	150.00	24.00
Baseball/Softball/Soccer Field	15.00	150.00	24.00
Tennis Courts (2)	10.00	100.00	16.00
Playfields and Hardcourt Areas	6.00	60.00	9.60

Equipment Rental

Chairs per 100	\$25.00/day
Tables per 5	\$15.00/day
PA System	\$10.00/hour

Fees

Personnel Fees	Per Hour Regular Rate	Per Hour Overtime Rate
Custodial	\$ 24.00	\$ 36.00
Food Services	18.75	28.00
Computer Lab Aide	18.75	28.00
Light/Sound Technicians	19.80	29.70
Teachers (Hourly Rate)	31.25	46.85

1. All rates are in addition to applicable personnel fees. Minimum charge for personnel fees is two hours. Overtime will apply on weekends, holidays, and after 10:00 p.m. on weekdays.
2. Add 25 percent to facility fee for use during non-school hours for heating and air conditioning.
3. A damage deposit equal to the total anticipated cost of the facility rental may be required.

Regulation
approved: September 4, 2007

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.7.13

**REQUEST FOR USE OF FACILITIES
MUST BE APPROVED 10 DAYS PRIOR TO EVENT**

Name of Requesting Organization _____ Date of Application _____

Facilities Requested _____
Specify School and/or Facility _____

Requested Dates _____

Number of Chairs _____ Number of Tables _____ Equipment _____

Number of People Expected: _____ Adults _____ Children under 16 Admission charged? _____

Special Arrangements _____

STATEMENT OF APPLICANT: The undersigned applicant is an authorized official of the group submitting this application. The applicant has read the district's rules and regulations.

It shall be distinctly understood, and agreed, that subject applicant and related organization making this application assume **ALL RISK FOR LOSS, DAMAGE, LIABILITY, INJURY, COST OR EXPENSE** that may arise during or be caused in any way by such use or occupancy of the facility.

The applicant further agrees that in consideration of being permitted to use said facilities, the applicant and or organization will save and hold the Western Placer Unified School District and their agents and employees free and harmless from any loss, liability, damages and or injuries to persons and property that in any way may be caused by the applicant's use or occupancy of said facilities.

I declare under penalty of perjury that the foregoing statement is true and current.

Signed _____ Address _____
Name/Title _____ Date _____ Phone _____
Liability Insurance Carrier & Policy Number _____
Additional insured endorsement attached Yes _____ No _____ if no, request.

APPLICATION STATUS

Permission for use of the facilities is: _____ APPROVED _____ DENIED

Reason for denial: _____

Principal or designee's signature _____

The following fees are payable in **ADVANCE** to the **Western Placer Unified School District**

Rental Fee	\$ _____	
Equipment Fee	\$ _____	
Personnel Fee	\$ _____	(_____ hours @ \$ _____ /hour)
Total	\$ _____	

Distribution: WHITE-School YELLOW-M&O Supervisor PINK-DO GOLDENROD-Applicant

Exhibit
version: September 4, 2007

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.7.14

WESTERN PLACER UNIFIED SCHOOL DISTRICT
810 J Street, Lincoln, CA 95648

TO: Potential Users of School District Facilities

FROM: Western Placer Unified School District

SUBJECT: Insurance Requirements

The purpose of this memo is to explain the specific documents that are required to use the facilities owned by the Western Placer Unified School District.

Document One: A certificate of general liability insurance showing minimum coverage limits of one million dollars. The certificate should be for a policy active during the date of use of facilities and must name the Western Placer Unified School District as the certificate holder. If the document specifies the date of a certain event the certificate is good only for that date and event. Certificates without specific dates/events are valid for the term of the policy provided the certificate holder receives no notice of cancellation.

Document Two: An Additional Insured Endorsement naming the Western Placer Unified School District as additional insured. Often times an insurance company will add this language to the bottom of the certificate. **This IS NOT VALID FOR THE USE OF OUR FACILITIES.** A separate additional insured endorsement is a must.

These documents should be received at least 10 days prior the event.

**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:
2008 COP Refunding Update

AGENDA ITEM AREA:
Information/Discussion

REQUESTED BY:
Terri Ryland
Interim Asst Supt Business

ENCLOSURES:
Memorandum Timeline

MEETING DATE:
April 1, 2008

BACKGROUND:

The District has five series of outstanding issuances of certificates of participation ("COPs") issued between 2003 and 2006. Annual debt service payments on these COPs was intended to be paid from a combination of CFD special tax proceeds and developer fees. On November 20, 2007, a presentation was given reviewing each of the outstanding COPs and their scheduled repayment structures, along with the availability and timing of the revenue sources. Potential debt restructuring options were presented to the Board for discussion and/or direction. Tonight, we will update the Board on the status of the restructuring of the District's outstanding Certificates of Participation ("COPs") and provide an updated timeline as we continue through this process.

ADMINISTRATION RECOMMENDATION:
Discussion/Update

8.8

MEMORANDUM

TO: BOARD OF TRUSTEES
FROM: TERRI RYLAND
SUBJECT: UPDATE ON 2008 REFUNDING COP
DATE: APRIL 1, 2008

The purpose of this memorandum is to update the Board on the status of the restructuring of the District's outstanding Certificates of Participation ("COPs"). As a recap, the District has five series of COPs outstanding.

On January 29, staff had an organizational meeting to discuss the strategies and objectives for refinancing the District's COPs, including the 2003 Series A: \$27 million (\$23.96 million outstanding), the 2003 Series B: \$12 million (\$11 million outstanding), and the 2004 Series A: \$35 million (\$32.635 million outstanding). The objectives of the refinancing are as follows:

- Refinance variable rate COPs into fixed rate COPs
- Maximize affordability from revenue sources other than General Fund to the greatest extent possible
- Structure a responsible financing that will allow the District to repay its debt
- Allow for transparent and thoughtful transactions

At this time, we are recommending that the District refinance the 2003 Series A and Series B COPs. We are recommending that the District refinance the 2004 Series A COPs later this year. Currently, large segments of the municipal bond market have been unstable as all but two municipal bond insurers have been implicated in large losses from insuring mortgage backed securities. The 2004 Series A is insured by FSA, one of the two bond insurers with a triple A credit rating. In order to avoid a difficult and crowded market, there is less risk in splitting the refinance into two different time periods.

We are recommending that the 2003 Series A and Series B COPs be refinanced through a negotiated sale with M.L. Stern & Company. The reason for recommending a negotiated sale is that the competitive bond market is illiquid with respect to unusual bond structures that do not possess high investment grade credit ratings. The District's COPs are expected to be rated "BBB+", have a 40 year term, and an escalating debt service. Given the current instability in the marketplace and lack of liquidity, we believe the District has a better chance of getting the best pricing through a negotiated sale. Capitol Public Finance Group, the District's Financial Advisor, conducted a competitive process to select an underwriter for the negotiated sale. The District received proposals and interviewed five qualified and knowledgeable underwriting firms. The interview panel

8.8.1

April 1, 2008

Update on 2008 Refunding Update

consisted of Scott Leaman, Jenine Windeshausen, the Placer County Treasurer-Tax Collector, Jeff Small of Capitol Public Finance Group, and me.

Of the firms interviewed, the panel selected M.L. Stern & Company ("M.L. Stern"). M.L. Stern is a full-service securities and investment banking firm who specializes in municipal securities. M.L. Stern was founded in 1966 by Milford ("Mickey") Lee Stern. They are headquartered in Beverly Hills with branch offices in San Francisco, Sacramento, San Diego, Carlsbad, Rancho Bernardo, Carmel, and Las Vegas. M.L. Stern distributes approximately \$3 billion of municipal securities annually and is well known for assisting other firms distribute municipal securities. M.L. Stern has over 30,000 high net worth, retail accounts, and actively trades with over 75 institutional and proprietary funds. While all firms were qualified and provided reasonable costs, the interview panel thought that M.L. Stern would deliver the best overall municipal underwriting services to the District.

The District's finance team is in the process of preparing the financing documents that will enable the District to refinance its 2003 Series A and 2003 Series B COPs. We have attached a Schedule of Issuance and anticipate returning for consideration and approval of financing documents by the Board on April 15. Staff will continue to monitor market conditions and will establish a preliminary refinancing of the 2004 COPs later this calendar year.

Please let me know if you have any questions or concerns regarding our selection.

8.8.2

PRELIMINARY ISSUANCE SCHEDULE

WESTERN PLACER UNIFIED SCHOOL DISTRICT
CERTIFICATES OF PARTICIPATION
(2008 Refinancing Project)

As of March 26, 2008

Timing	Task	Responsible Party
Complete	Confirm Financing Plan, Schedule and Team	District, SC, FA
Complete	Investment bankers submit underwriting proposals	FA
Complete	Interviews with prospective underwriters	District, CT, FA
Complete	Selection of Underwriter	District
Friday, March 28	First circulation of draft legal documents and Preliminary Official Statement (POS)	SC
Tuesday, April 1	Board update on status of COP refinancing	FA
Wednesday, April 2	Notice of COP issuance to Placer County Office of Education. Obtain Education Code 42133 compliance.	FA
Friday, April 4	Comments due on draft legal documents and POS	All Parties
Monday, April 7	Begin credit rating and bond insurance process	FA, UW
Tuesday, April 8	Second draft legal documents and POS delivered to District and Corporation for agenda deadlines	SC
Tuesday, April 15	District Board and Corporation Board adopt District/Corporation resolutions authorizing the issuance of 2008 Certificates	
Wednesday, April 16	Obtain authorization from LOC provider for refunding of 2003 Series A & B COPs	FA
Monday, April 21	Obtain credit ratings and bond insurance	FA, UW
Wednesday, April 23	Distribution of POS	SC, FA, UW

8.8.3

Timing	Task	Responsible Party
Wednesday May 7	Pricing of 2008 Refunding Certificates and execution of Certificate Purchase Agreement	District, FA, UW
Thursday, May 8	Notice of Redemption of 2003 COPs sent by Trustee	TT
Friday, May 9	Draft of Final Official Statement circulated	SC
Wednesday, May 14	Final legal documents and draft closing documents circulated for review	SC
Wednesday, May 14	Comments due on Final Official Statement	All Parties
Thursday, May 15	Final Official Statement distributed	SC
Friday, May 16	Final Closing wire instructions distributed	FA
Monday, May 19	Comments due on final legal documents and draft closing documents	All Parties
Tuesday, May 20	Final legal documents and closing documents distributed for execution	SC
Tuesday, May 27	Pre-Closing: Executed legal documents and closing documents returned to Special Counsel	All Parties
Wednesday May 28	Closing	SC, FA, TT, UW
Thursday, May 29	Series 2003A and Series 2003B COP's redeemed	TT

District – Western Placer Unified School District
Corporation – Public Property Financing Corporation of California

CT – Placer County Treasurer
SC – Special/Disclosure Counsel – Quint & Thimmig, LLP
FA – Financial Advisor – Capitol Public Finance Group, LLC
TT – Trustee – US Bank
UW – Underwriter – M.L. Stern & Co.

8.8.4

**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:

Approval of Change Order Nos. 4 & 5
for Lincoln Crossing Elementary School

SUBJECT AREA:

Discussion Action

REQUESTED BY:

Cathy Allen
Assistant Superintendent,
Facilities & Maintenance Services

ENCLOSURES:

Yes

MEETING DATE:

April 1, 2008

BACKGROUND:

Change Order No. 4 represents an increase of \$25,402.87 to the revised contract amount (including Change Order Nos. 1, 2 & 3) of \$23,748,513.78. The items on Change Order No. 4 represent changes or unforeseen conditions that occurred during construction and use of contract allowances. Change Order No. 5 represents an increase of \$43,236.80. CO #5 contains items requested by the City of Lincoln. The change order amount will be billed back to the City of Lincoln. No additional days were added as a result of these change orders. The new contract sum (including both change orders) will be \$23,833,555.45. Copies of the Change Orders are attached for your review. A breakdown of total project costs will be presented to the Board at a later date.

ADMINISTRATION RECOMMENDATION:

Board approve Change Order Nos. 4 and 5.

89



CHANGE ORDER

- ☒ Owner - Cathy Allen, WPUSD
- ☒ Contractor - Michael Echelmeier, C&S
- ☒ Inspector - Stan Taylor
- ☒ Consultant - Martin Harmon, COL
- ☒ Agency - DSA

Project: Lincoln Crossing North Elementary School
635 Groveland Way
Lincoln, CA 95648

CO No.: 4

Date:

Owner: Western Placer Unified School District
810 J Street
Lincoln, CA 95648

Project No.: 2001-0186-03

Agency App. No.: 02-107833

To: Clark & Sullivan
3612 Madison Avenue, Suite 25
North Highlands, CA 95660

Agency File No.: 31-42

Contract Date: 07/14/06

Contract For: New School and Site Construction

The Contract is changed as follows:

Description:

See Attached Description.

Attachments:

See Attached.

THIS DOCUMENT IS NOT VALID UNTIL SIGNED By OWNER, ARCHITECT, AND CONTRACTOR

The original Contract Sum was:	\$23,171,500.00
Net changed By previous authorized Change Orders:	\$577,015.78
The Contract Sum prior to this Change Order was:	\$23,748,515.78
The contract sum will be (increased) (decreased) By this Change Order in the amount of:	\$25,402.87
The new Contract Sum including this Change Order will be:	\$23,773,918.65
The Contract Time will be (increased) (decreased) (unchanged) By:	(0) days
The date of Substantial Completion as of the a date of this Change Order therefore is:	9/14/2007

Note: This summary does to reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized By Construction Change Directives (CCDs) not included in this or previous change orders.

Owner
Cathy Allen
Cathy Allen
Western Placer Unified School District
810 J Street
Lincoln, CA 95648

Date: 3/24/08

Architect
Jordan Knighton
Jordan Knighton
NTDStichler Architecture
200 Auburn Folsom Road, Ste. 200
Auburn, CA 95603

Date:

Contractor
Michael Echelmeier
Michael Echelmeier
Clark & Sullivan
3612 Madison Avenue, Suite 25
North Highlands, CA 95660

Date: 3.24.08

89.1

CHANGE ORDER NO. 4

School Site: Lincoln Crossing North Elementary School
District: Western Placer Unified School District
Contractor: Clark and Sullivan

Project: 2001-0186-03
Agency File No.: 31-42
Agency Application No.: 02-107833

DESCRIPTION

Item No. 1: Rock drilling for fencing per C&S COR #90 (rock allowance).
Reason: Allowance amount. (\$1,728.00)
Requested By: Owner
Cost:.....Rock Allowance \$0.00

Item No. 2: Remove dirt stockpile per C&S COR #93 (rock allowance).
Reason: Allowance amount. (\$17,024.00)
Requested By: Owner
Cost:.....Rock Allowance \$0.00

Item No. 3: Added drainage at interior campus per C&S COR #94 (rock allowance).
Reason: Provide and install additional drainage at interior of campus to mitigate ponding.
Requested By: Allowance amount. (\$8,259.00)
Cost:.....Rock Allowance \$0.00

Item No. 4: Rock crusher/rock-off haul per C&S COR #96 (rock allowance)
Reason: Utilized rock crusher to crush the rock from excavation of utility trenches, building, and plans.
Requested By: Allowance amount. (\$3,696.00)
Cost:.....Rock Allowance \$0.00

Item No. 5: Building and site signage per C&S COR #67 (signage allowance).
Reason: Allowance amount. (\$60,139.00)
Requested By: Owner
Cost:.....Signage Allowance \$0.00

Item No. 6: Monument sign per C&S COR #58 (signage allowance).
Reason: Allowance amount. (\$14,861.00)
Requested By: Owner
Cost:.....Signage Allowance \$0.00

Item No. 7: Mechanical well at Building C per C&S COR #26R.
Reason: Change wood stud wall to masonry and associated footing for each.
Requested By: Owner/Architect. (contingency amount \$12,340.00)
Cost:.....Owner/Contractor Contingency \$0.00

89.2

CHANGE ORDER NO. 4

School Site: Lincoln Crossing North Elementary School
District: Western Placer Unified School District
Contractor: Clark and Sullivan

Project: 2001-0186-03
Agency File No.: 31-42
Agency Application No.: 02-107833

Item No. 8: Eco drains at parking lot at school per C7S COR #81S.
Reason: Added drainage off of parking lot to avoid ponding water at parking lot #2.
Requested By: Owner (contingency amount \$2,164.00)
Cost:.....**Owner/Contractor Contingency** **\$0.00**

Item No. 9: Concrete curbs at DI's per C&S COR #84.
Reason: Added curbs required at sidewalk adjacent to parking lot and DI's.
Requested By: Architect/Contractor (contingency amount \$1,601.00)
Cost:.....**Owner/Contractor Contingency** **\$0.00**

Item No. 10: Locking cylinders for casework per C&S COR #79.
Reason: District request C&S to provide lock cylinders instead of using District's locksmith.
Requested By: Owner
Cost:..... **Add** **\$3,046.87**

Item No. 11: Sidewalk at east end of Building G per C&S COR #82.
Reason: Added sidewalk and fencing revisions at area between Building G and hardcourt area.
Requested By: Owner
Cost:..... **Add** **\$1,965.00**

Item No. 12: Concrete curbs at Buildings C & H per C&S COR #83.
Reason: Add 18" wide concrete per PR #56 to eliminate any areas of dirt against the buildings.
Requested By: Architect
Cost:..... **Add** **\$2,999.00**

Item No. 13: Gate repair with pickets per C&S COR #86.
Reason: Replace mesh with pickets at all decorative iron gates to allow access from both sides.
Requested By: Owner
Cost:..... **Add** **\$9,263.00**

Item No. 14: Tectum at ceiling in stage per C&S COR #87.
Reason: Install extra stock Tectum panels in ceiling and acoustical panels on wall.
Requested By: Owner
Cost:..... **Add** **\$898.00**

89.3

CHANGE ORDER NO. 4

School Site: Lincoln Crossing North Elementary School
District: Western Placer Unified School District
Contractor: Clark and Sullivan

Project: 2001-0186-03
Agency File No.: 31-42
Agency Application No.: 02-107833

Item No. 15: Condensate drains for mechanical equipment per C&S COR 89.
Reason: Provide condensate drains to mechanical equipment at Buildings A and C per RFI #264.
Requested By: Architect
Cost:..... **Add** **\$2,469.00**

Item No. 16: Chain-link fencing on school site per C&S COR #92.
Reason: Revisions to fencing per ASI #52.
Requested By: Owner/Architect
Cost:..... **Add** **\$5,057.00**

Item No. 17: Casework lock housing per C&S COR #95.
Reason: Casework locks were not indicated on the construction drawings.
Requested By: Contractor
Cost:..... **Add** **\$3,308.00**

Item No. 18: Rock crusher/rock-off haul per C&S COR #96. (Portion paid for under rock allowance, see item #4)
Reason: Utilized rock crusher to crush the rock from excavation of utility trenches, building, and pads.
Requested By: Owner/Contractor
Cost:..... **Add** **\$18,533.00**

Item No. 19: Soil testing back charge from owner per C&S COR 97.
Reason: Additional cost incurred by the owner for additional testing and inspection for the dirt and AC paving activities.
Requested By: Owner
Cost:..... **Deduct** **(\$22,136.00)**

Total Amount of Change Order No. 4

Total **\$25,402.87**

89.4



CHANGE ORDER

- ☒ Owner - Cathy Allen, WPUSD
- ☒ Contractor - Michael Echelmeier, C&S
- ☒ Inspector - Stan Taylor
- ☒ Consultant - Martin Harmon, COL
- ☒ Agency - DSA

Project: Lincoln Crossing North Elementary School
635 Groveland Way
Lincoln, CA 95648

CO No.: 5

Date:

Owner: Western Placer Unified School District
810 J Street
Lincoln, CA 95648

Project No.: 2001-0186-03

Agency App. No.: 02-107833

To: Clark & Sullivan
3612 Madison Avenue, Suite 25
North Highlands, CA 95660

Agency File No.: 31-42

Contract Date: 07/14/06

Contract For: New School and Site Construction

The Contract is changed as follows:

Description:

See Attached Description.

Attachments:


See Attached.

THIS DOCUMENT IS NOT VALID UNTIL SIGNED BY OWNER, ARCHITECT, AND CONTRACTOR

The original Contract Sum was:	\$23,171,500.00
Net changed By previous authorized Change Orders:	\$618,818.65
The Contract Sum prior to this Change Order was:	\$23,790,318.65
The contract sum will be (increased) (decreased) By this Change Order in the amount of:	\$43,236.80
The new Contract Sum including this Change Order will be:	\$23,833,555.45
The Contract Time will be (increased) (decreased) (unchanged) By:	(0) days
The date of Substantial Completion as of the a date of this Change Order therefore is:	9/14/2007

Note: This summary does to reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized By Construction Change Directives (CCDs) not included in this or previous change orders.


Owner


Cathy Allen
Western Placer Unified School District
810 J Street
Lincoln, CA 95648
Date: 3/24/08

Architect


Jordan Knighton
NTDStichler Architecture
200 Auburn Folsom Road, Ste. 200
Auburn, CA 95603
Date:

Contractor


Michael Echelmeier
Clark & Sullivan
3612 Madison Avenue, Suite 25
North Highlands, CA 95660
Date: 3-24-08

CHANGE ORDER NO. 5

School Site: Lincoln Crossing North Elementary School
District: Western Placer Unified School District
Contractor: Clark and Sullivan

Project: 2001-0186-03
Agency File No.: 31-42
Agency Application No.: 02-107833

DESCRIPTION

Item No. 1: CDS unit per PR #67 and C&S COR #80.
Reason: Installed CDS unit in parking lot #3.
Requested By: City of Lincoln
Cost:..... Add \$29,136.00

Item No. 2: Trench drain at parking lot #1 per C&S COR #85.
Reason: Added trench drain under sidewalk per PR #66.
Requested By: City of Lincoln
Cost:..... Add \$1,834.30

Item No. 3: Raise water meter boxes per C&S COR #88.
Reason: Requested by the City to accommodate compound meter.
Requested By: City of Lincoln
Cost:..... Add \$1,791.50

Item No. 4: Raised sideline fencing per C&S COR #91.
Reason: Change 8' fencing to 30' along Ferrari Ranch Road for additional safety.
Requested By: City of Lincoln
Cost:..... Add \$8,302.00

Item No. 5: Eco drains at parking lot at park per C&S COR 81P.
Reason: Provide concrete drains off of parking lot #1 at park.
Requested By: City of Lincoln
Cost:.....Add \$2,173.00

Total Amount of Change Order No. 5

Total \$43,236.80

City of Lincoln

Date

89.6

**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:

Adopt Lincoln Crossing Elementary
Joint Use Agreement between the
District and the City of Lincoln

SUBJECT AREA:

Discussion/Action

REQUESTED BY:

Cathy Allen, Assistant Superintendent,
Facilities & Maintenance Services

ENCLOSURES:

Yes

MEETING DATE:

April 1, 2008

BACKGROUND:

An earlier agreement was brought to the Board for approval at approximately the same time the City Council was asked to approve the agreement. Due to a change in legal counsel, the City Council did not adopt the agreement. A few minor changes were made to the lease wording and the use of the park area if the school district were to ever go on a year-round schedule.

ADMINISTRATION RECOMMENDATION:

Staff recommends approval of the Joint Use Agreement.

8.10

**AGREEMENT REGARDING THE JOINT
USE OF THE LINCOLN CROSSING ELEMENTARY
SCHOOL SITE AND CITY PARK SITE**

THIS JOINT USE AGREEMENT ("Agreement") is entered into as of 3-11, 2008, by and between the Western Placer Unified School District, a public school district organized and existing under the laws of the State of California ("District"), and the City of Lincoln, a municipal corporation existing under the laws of the State of California ("City"), together herein referred to as "Parties".

RECITALS

WHEREAS, Education Code Section 10900, et seq., authorizes the Parties hereto to enter into written agreements for community recreation programs; and

WHEREAS, the District is constructing an elementary school on approximately 11.4 acres, of which approximately 3.2 acres is being developed as park improvements in the Lincoln Crossing Development Plan Area, which is generally located at the southeast corner of Danbury Drive and Groveland Lane in Lincoln. The City is developing an adjoining 5 acre public park at the southwest corner of Ferrari Ranch Road and Danbury Drive (together known as the "Facility") in order to take advantage of jointly using the park and school sites for the general benefit of the public by reducing capital and operating costs; and

WHEREAS, the Parties wish to provide facilities that will be available for use by students, faculty, staff and general public for community purposes, in accordance with the provisions of the certain Master Agreement For Joint Use, entered into by the Parties on May 9, 2003, and the policies and procedures contained in this Agreement; and

WHEREAS, the Parties wish to specify the method of sharing capital and operating costs, their relative responsibilities for the operation and staffing of the Facility, and the manner in which the safety of school pupils will be maintained during school hours and other terms pertinent to the construction, operation and use of the Facility; and

WHEREAS, the Parties have determined that the Facility will result in both economic and operational benefits to both Parties that could not be fully realized if acting independently.

NOW, THEREFORE, in consideration of the mutual promises and agreements contained herein, the Parties agree as follows:

8.10.1

TERMS

1. Term of Agreement. The term of this Agreement shall commence upon the execution by both parties and shall remain in effect for 40 years. After the initial 40-year term, the agreement shall automatically renew every five (5) years, unless prior to an anniversary date a party provides written notice to the other that the agreement will not be renewed.
2. Description of Facility. The District owns the school buildings, which include the joint-use multipurpose building and kitchen facilities, classrooms, administrative building, and art and library building, as well as the hard-court area, and landscaping and parking lot areas as shown on Exhibit "A" attached hereto and incorporated by this reference. The District also owns the 3.2 acre property at the northwest corner of the site, on which is to be constructed park improvements to be owned by the city. The City owns the play fields, concession and restroom building, the playground apparatus and adjacent restroom building, parking lot and landscaping, as shown on Exhibit "A", attached hereto and incorporated by this reference. The Parties intend that the Facility will be constructed as depicted in Exhibit "A" and in accordance with the plans and specifications approved by the Division of the State Architect for the District's facilities and those plans and specifications for the City park site approved by the Director of Public Works for the City of Lincoln, which are both hereby incorporated by this reference and will supersede the attached Exhibit "A" to the extent they are inconsistent.
3. Construction of Facility. The District shall be fully responsible for the construction of the buildings and facilities located upon the District's site as shown in Exhibit "A" in accordance with all State and local laws relating to the construction of school facilities. The District in accordance with the provisions of Section 9, of the Master Agreement for Joint Use of City of Lincoln and Western Placer Unified School District Property, will also be responsible for the construction of the City park site, in accordance with plans and specifications approved by the City's Director of Public Works/City Engineer. The cost of park construction will not exceed \$2,462,272 based upon the Schedule of Values submitted by Clark and Sullivan, created November 2006. Change orders that would increase or decrease this amount must be approved by the City's Director of Public Works/City Engineer or his/her designee. The City agrees to reimburse the District for approved construction costs in accordance with the provisions set forth in Section 4 below. [As of March 11, 2008 approved change orders had brought the cost of park to \$2,608,624.]

8.10.2

During construction of the park improvements by the District, the City shall Lease to the District the property upon which said improvements will be made. The lease will commence on July 24, 2006 and expire when the final Notice of Completion is filed by the District with the County of Placer. (See Exhibit B for Lease)

The District shall Lease to the City 3.2 acres of land at the northwest corner of the site upon which park improvements will be constructed by the District. This Lease shall be for a period of forty (40) years. After the initial 40-year term, the agreement shall automatically renew every five (5) years, unless prior to an anniversary date a party provides written notice to the other that the agreement will not be renewed. This Lease shall be effective on the same date as expressed above in paragraph 1. (See Exhibit C for Lease)

4. City Reimbursement for Park Construction. The City has the financial responsibility to develop the park site; but in order to take advantage of the economies of having the District construct the park improvements in conjunction with the elementary school construction; the City agrees to reimburse the District in accordance with the following provisions. The City agrees to make progress payments to the District during the course of construction of City's park improvements. Progress payments will be made upon the City's receipt of a payment invoice submitted by the District. All submitted District invoices shall be accompanied by copies of the Application and Certification for Payment and Schedule of Values delineating work completed and stored to date. Such payments shall be at intervals not to exceed monthly and will be paid within 30 days of submittal. Progress payments will be made based upon an inspection and acceptance of the work by the City's Director of Public Works/City Engineer or his/her designee. The City shall retain 10% of the project costs until a final inspection and acceptance is granted by the City and a Notice of Completion filed by the District. The Western Placer Unified School District "District" agrees to warrant any and all improvements for which the District is obligated to the City of Lincoln "City" pursuant to the terms of this Agreement. Such warranty shall be upon the same terms, to the same extent and for the same period of time the District is entitled to any warranty recovery from any third party warrantor provided any such warranty reimbursement amount or other warranty payment arising out of or is related to the District's provision of improvements for the benefit of the City pursuant to this Agreement. Notwithstanding anything contained herein to the contrary, the District shall not be obligated to the City under this warranty provision unless and until the District receives warranty payment from a third party warrantor and only to such extent.

8.10.3

5. City to Pay for All Fees. The City shall be directly responsible for all plan check, building, inspection, and development impact fees associated with the park site and park improvements. These fees shall not be included in the not to exceed construction cost itemized in Section 3.
6. District Use of the Facilities. City hereby grants to District the right to use the 8.13 acre park property shown on Exhibit C attached hereto and incorporated by this reference for playfield purposes. Unless the park site is required for recreational activities, the District will generally have the exclusive right to use the City park during regular school hours (7:30 a.m. – 4:00 p.m.) during all days that school is in session (180 student days), unless otherwise changed by State law, from the week of August 15th through June, excluding school holidays. The District's right to use park playfields excludes that portion of the park designated for the children's play area, adjacent restroom and storage building, parking area and related trail system. These areas shall remain for the exclusive use of the City year round.
7. City Use of the Facilities. District hereby grants to City the right to use the adjoining school site for community recreational purposes when the site is not needed for school purposes. The City will have the exclusive right to use the District's outdoor hard-court areas and the multi-purpose facility in accordance with the terms and conditions of that certain Joint Use Agreement, dated May 24, 2006, and the parking lot area as shown on Exhibit A, attached hereto and incorporated by this reference. The City will have the right to use designated meeting rooms daily after school, weekends and during vacation periods. Designated rooms will be scheduled with the school Principal and City will have use after the requested use is confirmed in writing with the Principal. City will have use of the multi-purpose facility for City recreational programs when the facility is not scheduled by the District during the regular school year, on weekends, during school holidays and vacation periods including summer months.
8. Scheduling of Joint Use Facilities. The City and District will meet twice annually, in July and January to establish the schedule for the City's use of outdoor hard-courts, meeting rooms, multi-purpose facility, and the District's use of the playfields. Nothing contained herein shall limit the parties in their ability to agree to the use of other facilities not described in this agreement.
9. Bumping Rights. Each Party to the agreement is permitted a one-time bumping right during the course of a calendar year, allowing the party to bump the other party's event at its facility. In order to utilize this bumping right, the party to be removed from the schedule must receive, in writing, 10 days advance notice of the election to use the one-time bumping rights.

8.10.4

10. Maintenance of Joint Use Facilities. The annual pre-arranged use of facilities and play areas by either party is without cost, (i.e. custodial, utilities or staff time) to either party, except in the case of significant extraordinary clean-up costs, utility usage or wear on facilities associated with the particular activity of either party. In such a case the party using the facility and causing the extra-ordinary clean up, utility usage or wear, will be required to pay the extra expenses associated with their activity. Such costs do not include regular, routine maintenance of a facility or play area.

Once the overall site is developed, the City will maintain all of the turf areas and trees located on the City's park site, the playfield areas, play-ground equipment, parking lot and landscape strips associated with its portion of the parking lot. The District's use of the playfield areas will accommodate the City's schedule to conduct maintenance of these areas between the hours of 7:30 a.m. and 2:30 p.m. weekdays. The City will provide normal and routine maintenance of the turf areas including weekly mowing and irrigation repairs as necessary. The City will provide a minimum 14-day notice to the District for performance of aeration and fertilization of the turf areas. The City shall provide a schedule of proposed maintenance to the District in January and June of each year.

The District will maintain all educational buildings, hard court areas, parking lots and landscaped areas including lawn areas around school buildings, slope areas, and playfields on District property. Nothing herein shall be interpreted to preclude the District from separately contracting with the City for the maintenance of school parking lots, playfields and landscaped areas.

For purposes of this agreement maintenance includes keeping sites and facilities in a state of good order and condition, repairing and replacing portions of facilities that are damaged, worn or destroyed, including the removal of graffiti. Either party shall report any defects or dangerous conditions in or on the other party's facilities within twenty-four hours of discovery. In addition, either party may take immediate action to abate the hazard if such action is needed to protect the public health or safety.

The District has the responsibility to clean up the park area at the end of the school day, or after athletic practice sessions or games in order for the City to utilize the playfield property for recreation. The City has the responsibility to clean up the multi-purpose facility, hardcourt area and meeting rooms after evening or weekend use so the facilities are properly ready for school use. If vandalism or damage occurs in the school facilities during City use, the City will pay to replace the item(s) to district standards. If vandalism or damage occurs in the park during District use,

8.10.5

the District will pay to replace item(s) to City standards. It is the respective party's responsibility to reimburse the other party for expenses incurred for repair, or replacement of facilities damaged during use.

11. Indemnification. Each party shall defend, indemnify and hold harmless from liability the other party, its officers, agents, servants or employees from all damages, costs, expenses which either of them shall become obligated to pay by reason of any liability imposed by law because of property damage or injury or death of any person received or suffered as a result of the use or occupancy by either party of the City or District facilities pursuant to this Agreement. Further, each party shall be responsible for any and all damage to property of the other party resulting from such liable party's use of the facilities pursuant to this Agreement. Each party hereto shall take out a policy of liability insurance or establish a self-insurance program in the manner provided by law. City and District agree to maintain minimum limits of \$2,000,000 general liability insurance per occurrence, during the life of this agreement. The City and District also agree to maintain workers' compensation insurance for their respective employees.
12. Unforeseen Changes to District Schedules. If the District must implement a year-round school program, double session, or other special schedule to deliver educational services, this agreement shall be amended within sixty (60) days of a written request of either party. Both parties shall meet to reach an understanding consistent with the spirit of this Agreement and focus on the principle of maintaining the best joint use for both parties. If the City's use of the park is severely restricted for more than one year because of the District's scheduling change, the School District will buy out the City's interest in the park.
13. Supervision of Activities. All activities sponsored by the District shall be supervised and conducted by the District and all activities sponsored by the City shall be supervised and conducted by the City. The District and City shall be responsible, respectively, for said areas during the period of their respective sponsorship, and each will bear the cost of all necessary expendable equipment, supervising and teaching personnel needed during said period.
14. Insurance Provisions. The District and City shall each be separately and solely responsible for maintaining insurance coverage for their own facilities in accordance with the provisions of Section 11 and as otherwise deemed appropriate by District and City.
15. Amendments. This agreement may be amended at any time, provided either party is given written notice of the intent to open discussion for amendment purposes.

8.10.6

16. Notices. All notices or other communications required or permitted by this agreement shall be in writing and shall be duly served and given when personally delivered or deposited in the United States mail in certified or registered form, postage prepaid, addressed as follows:

District Western Placer Unified School District
600 Sixth Street
Lincoln, CA 95648

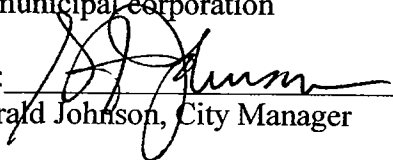
City City of Lincoln
600 Sixth Street
Lincoln, CA 95648

17. Legal Action. Either party may institute legal action to cure, correct or remedy any default to enforce any covenant or agreement herein, or to enjoin any threatened or attempted violation.
18. Entire Agreement. Except as otherwise provided for in subsequent agreements for individual joint use sites, the terms and provisions contained in this agreement constitute the entire agreement of the parties and shall supersede all previous communications, representations or agreements, either verbal or written, between the parties hereto with respect to the subject matter hereof.
19. Attorneys' Fees. Should any party hereto retain legal counsel for the purpose of enforcing or preventing the breach of any provision of this Agreement, including but not limited to, by instituting any action or proceeding to enforce any provision of this Agreement, for damages by reason of any alleged breach of any provision of this Agreement, for a declaration of such a party's rights or obligations hereunder, or for any other judicial remedy then, if said matter is settled by judicial determination (which term includes arbitration), the prevailing party (whether at trial or on appeal) shall be entitled, in addition to such other relief as may be granted, to be reimbursed by the losing party for all costs and expenses incurred thereby, including, but not limited to, all actual attorneys' fees and costs (as billed) for the services rendered to such prevailing party. As used herein, the term "prevailing party" shall include the definition set forth in California Code of Civil Procedure section 1032(a)(4); and also any party in whose favor declaratory relief is granted by any court. If some form of declaratory relief is granted to opposing parties in any action to enforce this Agreement, the court shall have discretion to apportion attorney's fees and costs between the opposing parties.

8.10.7

IN WITNESS WHEREOF, the City of Lincoln, a municipal corporation has authorized the execution of this Agreement in duplicate by its City Manager and attested to by its City Manager and attested to by its City Clerk; and the Western Placer Unified School, a public school district has authorized the execution of this Agreement in duplicate by its Superintendent.

CITY OF LINCOLN
A municipal corporation

By: 
Gerald Johnson, City Manager

WESTERN PLACER UNIFIED
SCHOOL DISTRICT

By: _____
Scott Leaman, District Superintendent

Attest:

By: 
City Clerk

By: _____
Secretary to the Board

APPROVED AS TO FORM:

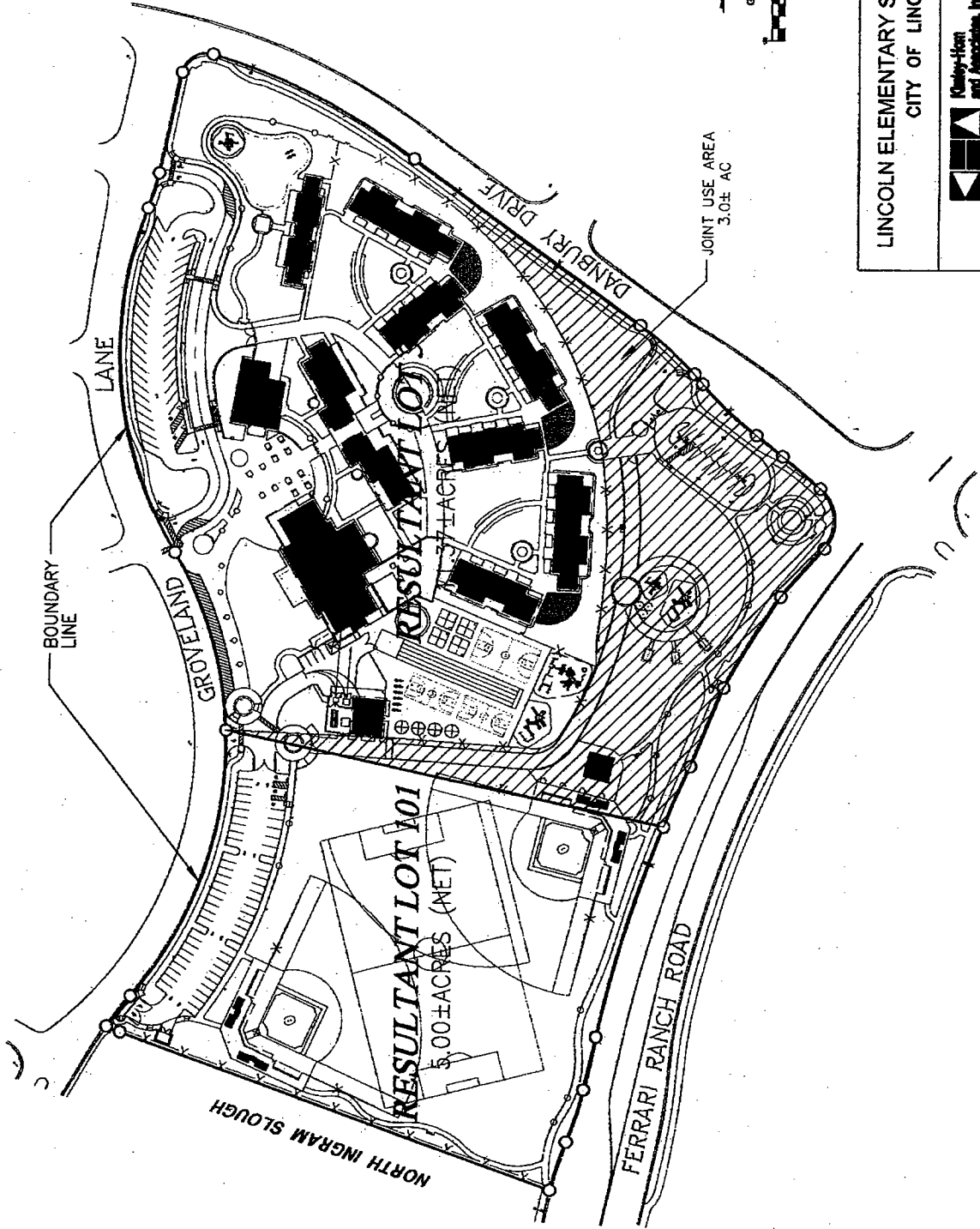
APPROVED AS TO FORM:

By: _____
City Attorney

By: _____
District Attorney

8.10.8

EXHIBIT A



8.10.9

LINCOLN ELEMENTARY SCHOOL EXHIBIT CITY OF LINCOLN

	Kuhn-Hen and Associates, Inc. Surveying, Planning, and Environmental Consulting 2000 Lincoln Road, Suite 100 Lincoln, NE 68502 402.441.1111
SCALE: 1"=100'	SHEET: 1
DATE: 12/27/2007	OF: 1
PROJECT NO: 097056000	

EXHIBIT B

The City of Lincoln (Lessor) hereby leases to the Western Placer Unified School District (Lessee) approximately 5 acres of land roughly located off of Ferrari Ranch Road and Groveland Lane for the purposes of constructing the City park site, in accordance with plans and specifications approved by the Division of State Architect and the City's Director of Public Works/City Engineer. The term of this lease shall commence on July 24, 2006 and will terminate thirty-five (35) days after the Notice of Completion is filed by the Lessee. The Notice of Completion will indicate that construction is complete on the park site. The completion date is anticipated to be January 2008. All other terms of this agreement remain in full force and affect.

8.10.10

EXHIBIT C

The Western Placer Unified School District (Lessor) hereby leases to the City of Lincoln (Lessee) approximately 3.2 acres generally located at the corner of Ferrari Ranch Road and Danbury Drive on the Lincoln Crossing Elementary School campus for the purposes of Lessee providing park and recreational services for the community of Lincoln. The term of the lease will be for forty (40) years. All other terms of this agreement remain in full force and affect.

8.10.11