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

MEMBERS OF THE GOVERNING BOARD

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

DISTRICT ADMINISTRATION

Scott Leaman, Superintendent
Ryan Davis, Assistant Superintendent of Personnel Services
Audrey Kilpatrick, Assistant Superintendent of Business & Operations
Kerry Callahan, Assistant Superintendent of Educational Services

	STUDENT ENROLLMENT		
School	**2013-14 CALPADS**	**12/1/2014**	**1/1/2015**
Sheridan Elementary (K-5)	86	80	77
First Street Elementary (K-5)	492	459	460
Carlin C. Coppin Elementary (K-5)	402	394	399
Creekside Oaks Elementary (K-5)	635	617	618
Twelve Bridges Elementary (K-5)	682	634	632
Foskett Ranch Elementary (K-5)	529	475	475
Lincoln Crossing Elementary (K-5)	701	660	654
Glen Edwards Middle School (6-8)	732	793	782
Twelve Bridges Middle School (6-8)	824	804	799
Lincoln High School (9-12)	1,610	1,620	1,612
Phoenix High School (10-12)	62	73	73
TOTAL	**6755**	**6,609**	**6,581**

Fee Based Programs
Twelve B.E. 21 A.M.
First Street 12 A.M./10 P.M.

Parent Education 119

State Preschool
First & L Street 24 A.M. /24 P.M.
Carlin Coppin 24 A.M.
Sheridan 10 A.M.

Pre-K/Special Ed
Foskett 14
First Street 8
FSS PPPIP 41

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

January 20, 2015, 7:00 P.M.

Glen Edwards Middle School – Spirit Center

204 L Street, Lincoln, CA 95648

AGENDA

2014-2015 Goals & Objectives (G & O) for the Management Team: Component I: Quality Student Performance; **Component II:** Curriculum Themes; **Component III:** Special Student Services; **Component IV:** Staff & Community Relations; **Component V:** Facilities/Administration/Budget.

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

6:30 P.M. START

1. **CALL TO ORDER** – Glen Edwards Middle School – Spirit Center

6:35 P.M.

2. **CLOSED SESSION** – Glen Edwards Middle School – Staff Room

   2.1 **CONFERENCE WITH LABOR NEGOTIATOR**
   Bargaining groups: WPTA & CSEA Negotiations
   Agency Negotiators:
   ~Scott Leaman, Superintendent
   ~Ryan Davis, Assistant Superintendent of Personnel Services
   ~Audrey Kilpatrick, Assistant Superintendent of Business and Operations
   ~Kerry Callahan, Assistant Superintendent of Educational Services

   2.2 **PERSONNEL**
   Public Employee Employment/Discipline/Dismissal/Release

7:00 P.M.

3. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE**– Glen Edwards Middle School, Spirit Center
   The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

   3.1 **CONFERENCE WITH LABOR NEGOTIATOR**
   Bargaining groups: WPTA & CSEA Negotiations
   Agency Negotiators:
   ~Scott Leaman, Superintendent
   ~Ryan Davis, Assistant Superintendent of Personnel Services
   ~Audrey Kilpatrick, Assistant Superintendent of Business and Operations
   ~Kerry Callahan, Assistant Superintendent of Educational Services

   3.2 **PERSONNEL**
   Public Employee Employment/Discipline/Dismissal/Release

4. **SPECIAL ORDER OF BUSINESS**
   4.1 **School Being Featured:** Glen Edwards Middle School

4.2 Receipt of the 2013-14 Audited Financial Statements:
The 2013-14 Unaudited Actuals were presented to the Board of Trustees in September. The firm of Crowe Horwath, LLP, has performed the required independent annual audit and submitted our audit report to the State Controller's Office by December 15 as required by Law. The auditors will be present at the Board Meeting to present highlights of the Audited Financial Statements.

5. CONSENT AGENDA

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

5.1 Approval of Meeting Minutes for:
- December 2, 2014 Regular Board of Trustee Meeting
- December 16, 2014 Annual Organization Board of Trustee Meeting

5.2 Approval of Warrants
5.3 Certificated Personnel Report
5.4 Classified Personnel Report
5.5 Ratification of Contract with Sutter County Superintendent of Schools and Western Placer Unified School District –Medi-Cal Administrative Claiming Services
5.6 Ratification of Contract with Placer County Office of Education and Western Placer Unified School District - State Preschool Program at Sheridan Elementary School – January 1, 2015 through June 30, 2015.
5.7 Ratification of Purchase of Used 2006 Ford E150 Super Duty Passenger XL Van for the Transportation Department
5.8 Approval of Out of State Travel
5.9 Ratification of Contract with Silverado Stages – Transportation Services Shakespeare Festival, Lincoln High School Field Trip
5.10 Approval of Construction Change Directive #2 (CCD 2) for Lincoln High School Kitchen HVAC Project.
5.11 Waiver Request and Affidavit – Request for Allowance of Attendance Credit During Periods of Emergency Severe Storm Weather Conditions for Western Placer Unified School District on December 11, 2014.
Roll call vote:

6. COMMUNICATION FROM THE PUBLIC

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

7. REPORTS & COMMUNICATION

7.1 Lincoln High School Student Advisory – Jillian Loya
7.2 Western Placer Teacher's Association – Tara McCroskey
7.3 Western Placer Classified Employee Association – Mike Kimbrough
7.4 Superintendent - Scott Leaman

8. ♦ACTION ♦DISCUSSION ♦INFORMATION

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

8.1 Information **GOVERNOR'S STATE BUDGET PROPOSALS 2015-16 - Kilpatrick**
(14-15 G & O Component I, II, III, V, IV)
•The governor's January Budget was release on January 9, 2015. Staff attended the School Services of California Governor's Budget Workshop on January 15, 2015. For K-12 schools, the Governor is proposing: (*See list of proposals in board packet*)

8.2 Action **APPROVE RESOLUTION 14/15.13 CONFIRMING CERTIFICATION OF ELECTION RESULTS AND ENTRY UPON MINUTES OF FAVORABLE VOTE - Kilpatrick** *(14-15 G & O Component I, II, III, V, IV)*
•Western Placer Unified School District, through the Governing Board, submitted to the electors of the District, its general obligation bond proposal in the amount of Sixty Million Dollars ($60,000,000) for the election that was held on November 4, 2014.
Roll call:

8.3 Action **APPROVE RESOLUTION 14/15.14 ESTABLISHING MEASURE "A" CITIZENS' OVERSIGHT COMMITTEE AND ADOPTING OVERSIGHT COMMITTEE BYLAWS AND OPERATIONAL GUIDELINES - Kilpatrick** *(14-15 G & O Component I, II, III, V, IV)*
•Based on Canvass and Statement of Results for Placer County, more than fifty-five percent of the votes cast on Measure "A" were in favor of issuing the aforementioned Bonds. As stated in Resolution 14/15.14, the Board must establish and appoint member to an independent Citizens' Oversight Committee as an additional accountability measure for the voters and taxpayers of the District. The purpose of the Oversight Committee is to inform the public concerning the expenditure and bond revenues.
Roll call:

8.4 Information **HORIZON CHARTER SCHOOL'S 2013-14 ANNUAL FINANCIAL STATEMENTS AND AUDIT REPORT - Kilpatrick** *(14-15 G & O Component I, II, III, V, IV)*
•Western Placer Unified School District, as the sponsoring authority for Horizon Charter School, is responsible for fiscal oversight. Accordingly, their annual financial statements and audit report are provided for your review.

8.5 Action **APPROVAL OF ELEMENTARY EDUCATIONAL SPECIFICATIONS - Adell** *(14-15 G & O Component I, II, III, V, IV)*
•Educational specifications are a vital component in the planning and design of new schools and modernization of existing schools. The District has committed to updating its outdated Educational

8.6 Action **APPROVAL OF DEVELOP FEE REPORT FOR THE 2013-2014 FISCAL YEAR - Adell** *(14-15 G & O Component I, II, III, V, IV)*

•Government Code Section 66006 requires any District collecting developer fees (Stirling Fees) to annually report the activity in the Capital Facilities Fund, which is commonly referred to as the Develop Fee Report.

8.7 Action **LOCAL EDUCATIONAL AREA PLAN (LEAP) - Callahan** *(14-15 G & O Component I, II, III, V, IV)*

•In May, 2002, the CA State Board of Education (SBE) adopted five goals and twelve performance indicators for No Child Left Behind as part of California's commitment to the development of an accountability system to achieve the goals of NCLB. CDE has advised district to continue updating their LEAP plans as we await new and/or revised NCLB regulations from the federal government.

8.8 Discussion/ Action **INTERDISTRICT PROCESS (Board Policy 5117) RESIDENCY BASED ON EMPLOYMENT (BOARD POLICY 5111.12) – Leaman** *(14-15 G & O Component I, II, III, IV, V)*

•The District will begin to accept applications for interdistrict attendance February 2, 2015. The district Board Policy and handbook are attached. Although no changes to the interdistrict policy are being forwarded at this time, a Board discussion is being requested to confirm the criteria for approval.

8.9 Action **ADOPTION OF REVISED/NEW POLICIES/REGULATIONS/ EXHIBITS – Leaman** *(14-15 G & O Component I, II, III, IV, V)*

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

- BP/AR 0420 – School Plans/Site Councils
- BP/AR 0520.1 – High Priority Schools Grant Program
- AR 0520.2 – Title I Program Improvement Schools
- BP/AR 1113 – District and School Web Sites
- AR 1340 – Access to District Records
- BP 1431 – Waivers
- AR 3515.2 – Disruptions
- BP/AR 5111 – Admission
- AR 5111.2 – Nonresident Foreign Students
- AR 5111.13 – Residency for Homeless Children
- BP/AR 5112.3 – Student Leave of Absence
- BP/AR 5113 – Absences and Excuses
- BP/AR 5116.1 – Intradistrict Open Enrollment
- AR/E 5125.1 – Release of Directory Information
- BP/AR 5126 – Awards for Achievement
- BP 5141.33 – Head Lice
- AR 5142.1 – Identification and Reporting of Missing Children
- BP/AR 6143 – Courses of Study
- BP 6145.2 – Athletic Competition
- AR 6146.2 – Certificate of Proficiency/High School Equivalency
- BP 6161 – Equipment, Books and Materials
- AR 6161.1 – Selection and Evaluation of Instructional Materials
- BP/AR 6162.51 – State Academic Achievement Tests
- BP 6163.1 – Library Media Centers
- BP 6177 – Summer Learning Programs
- BB 9321 – Closed Session Purposes and Agendas

8.10 Action **COMPREHENSIVE SAFE SCHOOL PLANS - Kilpatrick** *(14-15 G & O Component I, II, III, V, IV)*

•School safety is paramount in Western Placer Unified School District. Each of our eleven school sites and the district office practice safety on a daily basis by implementing processes and procedures to safeguard our students and staff as well as scheduling regular safety drills to practice responses to potential fire, lock-down and/or shelter-in-place situations. The District communicates with local law enforcement to determine and communicate best safety practices at

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.

- Twelve Bridges High School
- Lincoln Crossing Elementary South/Facilities Update
- Foreign Exchange Students Criteria
- Community Information Breakfast (*Springtime*)

9.2 BOARD MEMBER REPORTS/COMMENTS

10. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

➢**February 3, 2015** 7:00 P.M., Regular Meeting of the Board of Trustees – Lincoln High School - Performing Arts Theater

➢**February 17, 2015** 7:00 P.M., Regular Meeting of the Board of Trustees – 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

DISCLOSURE

OF ACTION

TAKEN IN

CLOSED SESSION,

IF ANY

Western Placer Unified School District
CLOSED SESSION AGENDA

Place: **Glen Edwards Middle School – Staff Room**
Date: **Tuesday, January 20, 2015**
Time: **6:35 P.M.**

1. LICENSE/PERMIT DETERMINATION

2. SECURITY MATTERS

3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR

4. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

5. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

6. LIABILITY CLAIMS

7. THREAT TO PUBLIC SERVICES OR FACILITIES

8. PERSONNEL

* PUBLIC EMPLOYEE APPOINTMENT
* PUBLIC EMPLOYEE EMPLOYMENT
* PUBLIC EMPLOYEE PERFORMANCE EVALUATION
* **PUBLIC EMPLOYEE EMPLOYMENT/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
* DISCLOSURE OF CONFIDENTIAL STUDENT RECORD INFORMATION

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 EMPLOYMENT/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**
   a. 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

F **DISCLOSURE OF CONFIDENTIAL STUDENT RECORD INFORMATION**
   a. Prevent the disclosure of confidential student information.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
Bargaining Groups:
WPTA & CSEA Negotiations
Agency Negotiators:
Scott Leaman, Superintendent
Ryan Davis, Assistant Superintendent of Personnel Services
Audrey Kilpatrick, Assistant Superintendent Business and Operations
Kerry Callahan, Assistant Superintendent of Educational Services

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
Ryan Davis
Assistant Superintendent
of Personnel Services

ENCLOSURES:
No

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
January 20, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:

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

ADMINISTRATION RECOMMENDATION:

Administration recommends the board of trustees be updated on negotiations.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
PUBLIC EMPLOYEE EMPLOYMENT/DISCIPLINE/ DISMISSAL/RELEASE

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Ryan Davis
Assistant Superintendent of Personnel Services

ENCLOSURES:
No

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
January 20, 2015

ROLL CALL REQUIRED:
Yes

BACKGROUND:

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

RECOMMENDATION:

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

wp/rk/factform

3.2

SPECIAL

ORDER

OF

BUSINESS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
Featured School:
Glen Edwards Middle School

AGENDA ITEM AREA:
Special Order of Business

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
January 20, 2015

ROLL CALL VOTE:
No

BACKGROUND:

Glen Edwards Middle School will share a short presentation to the Board of Trustees.

RECOMMENDATION:

Administration recommends the Board of Trustees enjoy the presentation.

wp/rk/PPPfactform

Glen Edwards Middle School

WPUSD Board Meeting
Tuesday, January 20, 2015
7:00 P.M.
GEMS Spirit Center

I. Welcome to GEMS – Stacey Brown / Principal

II. Program

a. OLE – Josh O'Geen
   i. Joint Middle School 6th Grade Science Program

b. Ag Science – Jessica Armistead
   i. Joint Middle School articulation to High School Program

4.1.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
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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:

Receipt of the 2013-14 Audited Financial Statements

AGENDA ITEM AREA:

Discussion

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business Services and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

January 20, 2015

ROLL CALL REQUIRED:

No

BACKGROUND:

The 2013-14 Unaudited Actuals were presented to the Board of Trustees in September. The firm of Crowe Horwath, LLP, has performed the required independent annual audit and submitted our audit report to the State Controller's Office by December 15 as required by law. The auditors will be present at the Board meeting to present highlights of the Audited Financial Statements.

RECOMMENDATION:

Administration recommends the Board of Trustees receive the 2013-14 Audited Financial Statements.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

FINANCIAL STATEMENTS
June 30, 2014

4.2.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT

FINANCIAL STATEMENTS
WITH SUPPLEMENTARY INFORMATION

For the Year Ended June 30, 2014

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WESTERN PLACER UNIFIED SCHOOL DISTRICT

FINANCIAL STATEMENTS
WITH SUPPLEMENTARY INFORMATION

For the Year Ended June 30, 2014

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Crowe Horwath.

Crowe Horwath LLP
Independent Member Crowe Horwath International

INDEPENDENT AUDITOR'S REPORT

Board of Education
Western Placer Unified School District
Lincoln, California

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Western Placer Unified School District, as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise Western Placer Unified School District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Western Placer Unified School District, as of June 30, 2014, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the *Management's Discussion and Analysis* on pages 3 to 11 and the General Fund Budgetary Comparison Schedule and Schedule of Other Postemployment Benefits (OPEB) Funding Progress on pages 47 and 48 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Western Placer Unified School District's basic financial statements. The accompanying Schedule of Expenditure of Federal Awards as required by *U.S. Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations* and the supplementary information listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The Schedule of Expenditure of Federal Awards and supplementary information as listed in the table of contents are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information, except for the Schedule of Financial Trends and Analysis, has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedule of Expenditure of Federal Awards and supplementary information as listed in the table of contents, except for the Schedule of Financial Trends and Analysis, are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

The Schedule of Financial Trends and Analysis has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 12, 2014 on our consideration of Western Placer Unified School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Western Placer Unified School District's internal control over financial reporting and compliance.

Crowe Horwath LLP

Crowe Horwath LLP

Sacramento, California
December 12, 2014

The management's discussion and analysis of Western Placer Unified School District's (the District) financial performance provides an overview of the District's financial activities for the fiscal year ended June 30, 2014. Management has prepared the financial statements and the related footnote disclosures along with this discussion and analysis. The intent of this discussion and analysis is to look at the District's financial performance as a whole.

To provide a complete understanding of the District's financial performance, please read it in conjunction with the Independent Auditor's Report on pages 1 and 2, notes to the financial statements on pages 20-47, and the District's financial statements, which begin on page 12.

FINANCIAL HIGHLIGHTS

- In 2013-14 the District's Total Assets decreased by $2,552,943 which represents a 1.21% decrease from the 2012-13 fiscal year. The decrease was primarily due to depreciation expense exceeding capital asset additions.

- The District's Net Position decreased by $2,455,070 or 5.46% from June 30, 2013. Overall Total Revenues were $63,386,128 as compared to $65,841,198 of expenditures.

- The fund balance of the General Fund decreased overall by $535,000 from the prior year. The fund balance in the unassigned fund balance category decreased by $878,298, having begun the year with a balance of $3,525,383. The decrease in fund balance from the prior year was projected in both the original and revised budgets adopted by the Board.

- District enrollment in 2013-14 was 6,712 at Second Period reporting, an increase of 114 students, or 1.7%, and increased by 126 ADA, or 2.0%, over the prior year. The District's enrollment has decreased by 54 students in 2014-15. Fortunately, due to a California Education Code provision that allows Districts to be funded on the greater of current-year or prior-year attendance, funded ADA in 2014-15 will remain the same as in 2013-14. Enrollment is projected to increase by 67 students while ADA decreases by 3 (due to the fact that 14-15 will be funded at 13-14 ADA while 15-16 will be funded at that year's ADA) in 2015-16. The District attendance rate is projected to remain stable at 95.5% in the next two years.

- Over the past number of years the housing crisis has had a significant impact on District demographics and enrollment growth, and it is unlikely that significant growth will be seen until the housing market begins to fully recover. Developers have been pulling housing permits for the past couple of years, and new homes have begun to appear within District boundaries. Administration is optimistic that this new housing will begin an increase in student enrollment.

OVERVIEW OF THE FINANCIAL STATEMENTS

The financial statements are organized to provide the reader first with a look at the financial status of the entire Western Placer Unified School District. The statements then proceed to provide an increasingly detailed look at specific financial activities. This annual report consists of three parts:

- Management's Discussion and Analysis – this section which provides an overall review of the financial activity for the past fiscal year as well as a look at the future years.

- Basic Financial Statements – a look at Western Placer Unified School District's financial statement as a whole for the entire operating entity. The financial statements also include notes that explain some of the information in the statements and provide more detailed data.

- Required Supplementary Information – detailed information for specific financial activities including required supplementary information that further explains and supports the financial statements with a comparison of the District's budget for the year.

Reporting on the District as a Whole
Statement of Net Position and Statement of Activities

These two statements provide information about the District as a whole using the accrual accounting methods similar to those used by private-sector companies. They help answer the question, "How did we do financially during 2013-14?"

The change in net position is reported in the Statement of Net Position. This change in net position is important because it tells the reader whether the financial position of the District has improved or diminished. The causes of this change may be the result of many factors, some of them financial and some not. Over time, the increases or decreases in the District's net position, as reported in the Statement of Activities, are one indicator of whether its financial health is improving or deteriorating.

All current year revenues and expenses are accounted for in the Statement of Activities regardless of when cash is received or paid. The relationship between revenues and expenses indicates the District's operating results. It is important to remember, the District's goal is to provide services to its students, not to generate profits as is necessary in commercial entities. One must consider many other non-financial factors, such as the quality of education provided and the safety of the schools in order to assess the overall health of the District.

In the District-wide financial statements, the District's activities are divided into two categories:

- Governmental Activities – All of the District's services are reported here, including regular and special education, general administration, transportation, food services, plant services, facilities acquisition and construction, interest, and long-term debt. State support from LCFF and categorical apportionments finance most of these activities.

- Business-type Activities – The District does not currently have any business type activities.

Reporting the District's Most Significant Funds
Fund Financial Statements

The fund financial statements provide more detailed information about the District's most significant funds. Funds are accounting devices the District uses to keep track of specific sources of funding and spending on particular programs:

- Some funds are required to be established by State law, bond covenants, or through grant or program restrictions.

- The District establishes other funds to control and manage money for specific purposes (like repaying its long-term debts) or to show that it is properly using certain revenues (like federal grants).

A District may have three kinds of funds:

- Governmental Funds – Most of the District's activities are reported in governmental funds. The major governmental funds of the District are the General Fund, and the Mello-Roos Fund. Governmental funds focus on how money flows into and out of the funds and the balances that remain at the end of the year. They are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the District's operations and services that help determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs.

- Proprietary Funds – Services for which the District charges a fee are generally reported in proprietary funds. Proprietary funds use the full accrual basis of accounting, the same as the District-wide statements. The District does not have programs classified in this category.

- Fiduciary Funds – The District is the trustee, or fiduciary, for assets that belong to others, such as the student activities funds. The District is responsible for ensuring that the assets that are reported in these funds are used only for their intended purposes and by those to whom the assets belong. The District's fiduciary activities are reported in a separate statement of fiduciary net assets and a statement of changes in fiduciary net assets. We exclude these activities from the District-wide financial statements because the District cannot use these assets to finance its operations.

FINANCIAL ANALYSIS OF THE GOVERNMENT-WIDE STATEMENTS
The District as a Whole

Statement of Net Position

The District's total assets decreased by $2,552,943 to $207,838,827 during the 2013-14 fiscal year. Cash and cash equivalent accounts increased $1,563,656 from FY 2012-13. This increase to the cash accounts was primarily due to the reduction in accounts receivable and increase in accounts payable.

Total liabilities decreased slightly, while long-term liabilities decreased $1.4 million primarily due to principal debt service payments on long term debt and payments on post-employment benefits/PARS. Accounts payable increased by $1.3 million due in part to an increase of $400k each for payables to Placer County Office of Education for educating certain special education students, and in-lieu property tax payments to the District's charter schools.

The District's net position for FY 2013-14 was $42,552,432, a decrease of $2,455,070 from FY 2012-13. Of this balance, $19,561,198 was restricted while $1,045,500 was unrestricted. Net investment in capital assets accounted for $21,915,734 of the total net position.

The Statement of Net Position is included in the table below and provides the detail information for 2012-13 and 2013-14 along with the variances between the years.

Table 1
Net Position
June 30, 2013 and 2014

	Governmental Activities			
	2012-13	**2013-14**	**$ Difference**	**% Difference**
Assets:				
Cash and equivalents	$ 28,957,772	$ 30,521,428	$ 1,563,656	5.40%
Receivables	4,068,454	2,204,899	(1,863,555)	-45.80%
Prepaid expenditures	391,440	405,573	14,133	3.61%
Other current assets	-	4,948	4,948	100.00%
Stores inventory	19,488	19,488	-	0.00%
Capital assets (net of accumulated depreciation)	176,954,616	174,682,491	(2,272,125)	-1.28%
Total assets	**210,391,770**	**207,838,827**	**(2,552,943)**	**-1.21%**
Liabilities:				
Accounts payable and other current liabilities	6,301,629	7,678,976	1,377,347	21.86%
Deferred revenue	94,363	55,418	(38,945)	-41.27%
Long-term liabilities				
Due within one year	2,228,498	2,258,164	29,666	1.33%
Due after one year	156,789,778	155,323,837	(1,465,941)	-0.93%
Total liabilities	**165,414,268**	**165,316,395**	**(97,873)**	**-0.06%**
Net Position				
Invested in capital assets, net of related debt	23,073,112	21,915,734	(1,157,378)	-5.02%
Restricted	18,310,494	19,561,198	1,250,704	6.83%
Unrestricted	3,593,896	1,045,500	(2,548,396)	-70.91%
Net Investment in Capital Assets	**$ 44,977,502**	**$ 42,522,432**	**$ (2,455,070)**	**-5.46%**

4.29

Statement of Activities

The District's total expenses were $65,841,198; $4,189,195 greater in 2013-14 than 2012-13. Program revenues were $10,123,582; $983,631 greater in 2013-14 than 2012-13. General revenues were $53,262,546; $5,140,940 higher than 2012-13.

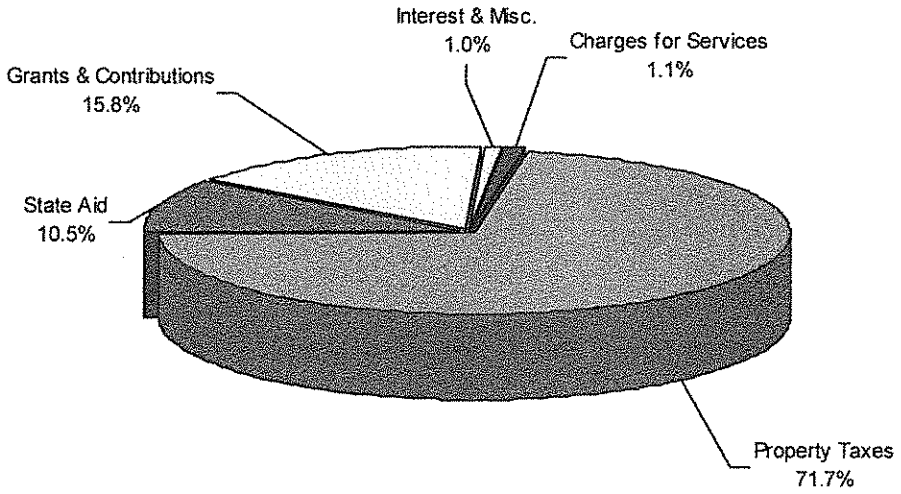
Table 2
Net Position
June 30, 2013 and 2014

	Governmental Activities			
	2012-13	2013-14	$ Difference	% Difference
General Revenues				
Taxes Levied for General Purposes	$ 32,396,317	$ 35,549,570	$ 3,153,253	9.73%
Taxes Levied for Debt Service	1,821,900	2,004,661	182,761	10.03%
Taxes Levied for Specific Purposes	5,364,587	5,483,550	118,963	2.22%
Unrestricted Federal and State Aid	5,453,088	6,304,092	851,004	15.61%
Interest and Investment Earnings	310,394	333,159	22,765	7.33%
Interagency Revenues	120,141	236,801	116,660	97.10%
Miscellaneous	2,655,179	3,350,713	695,534	26.20%
Total General Revenues	**48,121,606**	**53,262,546**	**5,140,940**	**10.68%**
Program Revenues				
Charges for Services	707,163	643,455	(63,708)	-9.01%
Operating Grants & Contributions	8,388,425	9,455,853	1,067,428	12.73%
Capital Grants & Contributions	44,363	24,274	(20,089)	-45.28%
Total Program Revenues	**9,139,951**	**10,123,582**	**983,631**	**10.76%**
Total Revenues	**57,261,557**	**63,386,128**	**6,124,571**	**10.70%**
Expenses				
Instruction	33,523,212	32,291,825	(1,231,387)	-3.67%
Supervision of Instruction	1,204,021	4,652,578	3,448,557	286.42%
Instructional Library, Media & Technology	448,510	454,536	6,026	1.34%
School Administration	3,310,593	3,555,782	245,189	7.41%
Pupil Support Services	1,472,735	1,503,812	31,077	2.11%
Home-to-School Transportation	1,454,009	1,444,377	(9,632)	-0.66%
Food Service	1,573,773	1,625,918	52,145	3.31%
General Administration	3,252,439	3,910,351	657,912	20.23%
Plant Services	4,372,505	5,236,214	863,709	19.75%
Ancillary Services	951,070	989,172	38,102	4.01%
Community Services	57,178	31,076	(26,102)	-45.65%
Enterprise activities	-		-	0.00%
Transfer Between Agencies	2,349,888	1,823,720	(526,168)	-22.39%
Interest on Debt and Fiscal Charges	7,682,070	8,321,837	639,767	8.33%
Total Expenses	**61,652,003**	**65,841,198**	**4,189,195**	**6.79%**
Change in Net Position	**(4,390,446)**	**(2,455,070)**	**1,935,376**	**-44.08%**
Net Position - Beginning	**49,367,948**	**44,977,502**	**(4,390,446)**	**-8.89%**
Net Position - Ending	**$ 44,977,502**	**$ 42,522,432**	**$ (2,455,070)**	**-5.46%**

4.2.10

The users of the District's programs paid $643,455 of the cost. This revenue was generated through cafeteria sales of $565,488 and other miscellaneous revenue of $77,967. The federal and state governments subsidized certain programs with grants and contributions of $9,455,853. Most of the governmental activities were paid with $43,037,781 in property taxes, $6,304,392 of unrestricted state aid based on the statewide education aid formula, and $339,159 of investment earnings. The Miscellaneous Revenues of $3,350,713 is comprised of a number of items, including interest revenue, facilities use fees, developer fees, Mello-Roos receipts and site co-curricular revenues.

Sources of Western Placer USD's Revenue for the 2013-14 Fiscal Year
Figure 1



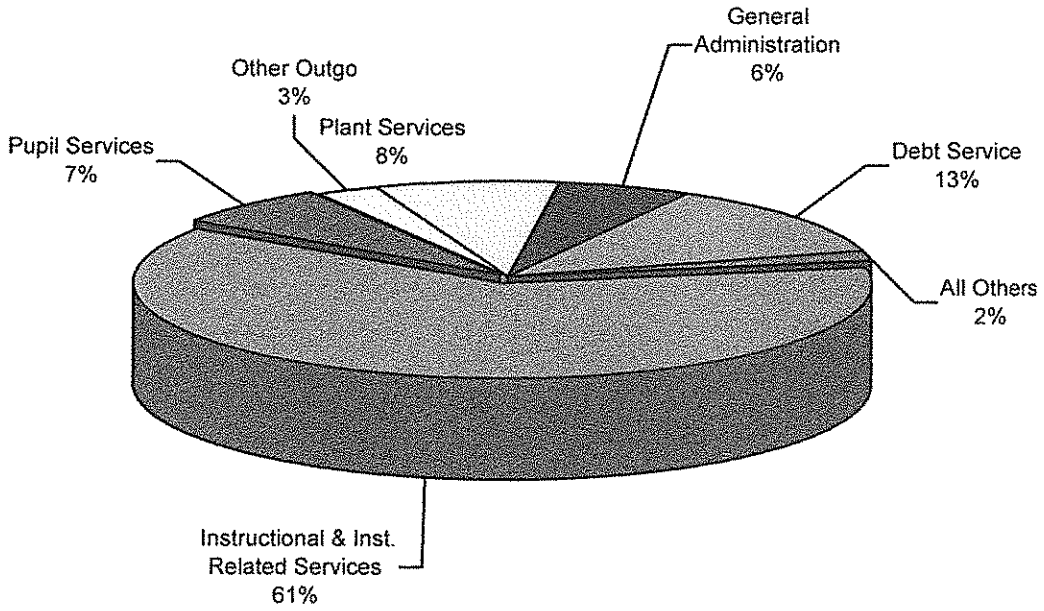
As reported in the Statement of Activities, the cost of all of the District's governmental activities this year was $65,841,198.

Instruction, instructional library, media & technology, and pupil services expenses made up approximately 61% of total 2013-14 expenditures. This is a 1% decrease from the 62% expended in FY 2012-13. General administration accounted for approximately 6% of the expenditure budget, up 1% from the prior year. As in 2012-13, interest on debt and fiscal charges expenditures represented 13% of all outgo, and pupil services accounted for 7% of expenditures. Plant maintenance and operations accounted for 8% of the expenditure budget, up 1% from 2012-13.

4.2.11

Figure 2 charts the Districts expenditures for the 2013-14 school year.

Western Placer USD's Expenses for the Fiscal Year 2013-14
Figure 2



FINANCIAL ANALYSIS OF THE FUND STATEMENTS

The fund financial statements focus on individual parts of the District's operations in more detail than the government-wide statements. The individual fund statements provide information on inflows and outflows and balances of spendable resources. The District's Governmental Funds reported a combined fund balance of $28.1 million, a decrease of $2.1 million from the previous fiscal year's combined ending balance of $30.2 million. The fund with greatest change was the Mello-Roos Fund (decrease of $1.6 million due to debt service payments).

General Fund Budgetary Highlights
Over the course of the year, the District revised the annual operating budget regularly. Significant budget adjustments fell into the following categories:

- Budget revisions acknowledging the inclusion of restricted ending balances, deferred revenue, and carryover from the prior year.
- Budget revisions to update revenues to actual enrollment information and to update expenditures for staffing adjustments related to actual enrollments.
- Budget revisions to reflect salary settlements.
- Other budget revisions are routine in nature, including adjustments to categorical revenues and expenditures based on final awards, and adjustments between expenditure categories for school and department budgets.

The final revised budget for the General Fund reflected a net decrease to the ending balance of approximately $2.3 million. Actual audited activity reflected a net decrease to the ending balance of $.5 million. The difference between the final budget and the actual ending balance is due primarily to District and school site federal and state categorical unspent program fund carryovers. This is not uncommon, particularly in categorical programs that carry balances over from year to year.

4.212

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

By the end of the 2013-14 fiscal year, the District had invested $174.7 million in a broad range of capital assets, including school sites, school buildings, site improvements, vehicles, equipment, and work in progress regarding the construction of new schools. This amount represents a decrease of $2.3 million from the previous fiscal year, which consists of additional capital outlay of $1.3 million net of deletions and depreciation expense in the current fiscal year of $3.7 million.

Table 3
Capital Assets
(net of depreciation)

	2012-13	2013-14	$ Difference	% Difference
Land	$ 38,662,548	$ 39,262,548	$ 600,000	1.55%
Site Improvement	1,057,322	1,243,659	186,337	17.62%
Buildings	124,567,179	121,340,261	(3,226,918)	-2.59%
Equipment & Vehicles	1,885,345	1,270,221	(615,124)	-32.63%
Work in Progress (WIP)	10,782,222	11,565,802	783,580	7.27%
Total	$ 176,954,616	$ 174,682,491	$ (2,272,125)	-8.77%

The District did not begin or complete any major construction projects during 2013-14. Expenditures for Twelve Bridges High School make up the majority of the June 30, 2014 WIP balance.

Long-Term Debt

At June 30, 2014, the District had $157,582,001 in long-term debt outstanding.

Table 4
Outstanding Liabilities
June 30, 2013 and 2014

	2013	2014
General Obligation Bonds	$ 4,816,103	$ 4,021,205
Accreted Interest on G.O. Bonds	9,753,093	10,360,175
Special Tax Bond	12,720,000	12,330,000
Other Post Employment Benefits	843,390	899,549
PARS	1,151,422	767,614
Compensated Absences	136,900	128,958
Cerfiticates of Participation	129,575,000	129,070,000
Capital Leases	22,368	4,500
TOTAL	**$ 159,018,276**	**$ 157,582,001**

4.2.13

PARS represents the five-year payment of an early retirement incentive the District offered in 2010-11. Twenty-two employees took the opportunity to retire early under this plan. PARS debt represents one half of one percent of the District's long-term liabilities at June 30, 2014. Other post-employment benefits are approximately .6% of the long-term liability balance. The General Obligation Bonds are financed by the local taxpayers and represent 2.6% of the District's long-term debt. Certificates of Participation (COPs) are defeased through Mello-Roos special taxes and developer fees. COPs represent an additional 81.9% of the District long-term debt.

FACTORS BEARING ON THE DISTRICT'S FUTURE

For several years, the District saw rapid growth as new housing developments were completed and new homeowners moved into the District. The housing crisis and the economic downturn have had a significant impact on this development. Enrollment in 2013-14 increased 114 students (or 1.7%) over 2012-13, but 2014-15 has so far seen enrollment decreases by 54 students districtwide. The District currently anticipates that enrollment will increase by approximately 1.00% annually over the next few years and will increase steadily once developers begin building houses in Lincoln again.

The District has taken a balanced approach to manage the state imposed budget cuts of the past several years. The primary interest of the Board of Trustees and the various District constituencies has been to maintain jobs and maintain a positive certification.

The District's greatest challenge continues to be maintaining a viable relationship between its revenues and expenditures while at the same time expanding its infrastructure and services to address the educational and technology needs of its existing and future students. The District is committed to a balanced budget and also to maintain a reserve of at the minimum least 3% for economic uncertainties and those reserves recommended by the Placer County Office of Education and other outside educational agencies.

In 2014-15, the District adopted a General Fund budget with an effective cost of living adjustment (COLA) for revenue of .85%. The District made $1.25 million in budget reductions for 2014-15, which was made up completely of one-time reductions and resulted in a net projected increase of $84,420 to the unrestricted general fund.

The 2014-15 State Budget was approved before the deadline of June 30, 2014. The State Budget is balanced. The structural deficit has been eliminated, at least for the duration of Proposition 30. The Governor has used the Proposition 98 revenues to increase gap funding for the LCFF in 2014-15, funding for one-time purposes to buy down deferrals and support a one-time allocation of prior year State-mandate cost program reimbursements. One the expenditure side, the State increased STRS employer contribution rates from 8.25% in 2013-14 to 19.1% over the next seven years.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, customers, investors, and creditors with a general overview of the District's finances and to demonstrate the District's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the Business Office, Western Placer Unified School District, 600 Sixth Street, Suite 400, Lincoln, CA 95648, (916) 645-6350.

4.2.14

BASIC FINANCIAL STATEMENTS

4.2.15

WESTERN PLACER UNIFIED SCHOOL DISTRICT

STATEMENT OF NET POSITION

June 30, 2014

	Governmental Activities
ASSETS	
Cash and investments (Note 2)	$ 30,521,428
Receivables	2,204,899
Prepaid expenses	405,573
Other current assets	4,948
Stores inventory	19,488
Non-depreciable capital assets (Note 4)	50,828,350
Depreciable capital assets, net of accumulated depreciation (Note 4)	123,854,141
Total assets	207,838,827
LIABILITIES	
Accounts payable	7,678,976
Unearned revenue	55,418
Long-term liabilities (Note 5):	
Due within one year	2,258,164
Due after one year	155,323,837
Total liabilities	165,316,395
NET POSITION	
Net investment in capital assets	21,915,734
Restricted (Note 6)	19,561,198
Unrestricted	1,045,500
Total net position	$ 42,522,432

See accompanying notes to financial statements.

4.2.16

WESTERN PLACER UNIFIED SCHOOL DISTRICT

STATEMENT OF ACTIVITIES

For the Year Ended June 30, 2014

	Expenses	Program Revenues: Charges For Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position: Governmental Activities
Governmental activities:					
Instruction	$ 32,291,825	$ 32,592	$ 4,704,443	$ 24,274	$ (27,530,516)
Instruction-related services:					
Supervision of instruction	4,652,578	-	678,171	-	(3,974,407)
Instructional library, media and technology	454,536	-	8,561	-	(445,975)
School site administration	3,555,782	12,605	82,988	-	(3,460,189)
Pupil services:					
Home-to-school transportation	1,444,377	-	15,324	-	(1,429,053)
Food services	1,625,918	565,488	1,065,861	-	5,431
All other pupil services	1,503,812	-	354,902	-	(1,148,910)
General administration:					
Data processing	1,465,606	-	1,302,888	-	(162,718)
All other general administration	2,444,745	32,770	482,153	-	(1,929,822)
Plant services	5,236,214	-	130,000	-	(5,106,214)
Ancillary services	989,172	-	346,295	-	(642,877)
Community services	31,076	-	5,836	-	(25,240)
Other outgo	1,823,720	-	278,431	-	(1,545,289)
Interest on long-term liabilities	8,321,837	-	-	-	(8,321,837)
Total governmental activities	$ 65,841,198	$ 643,455	$ 9,455,853	$ 24,274	(55,717,616)
General revenues:					
Taxes and subventions:					
Taxes levied for general purposes					35,549,570
Taxes levied for debt service					2,004,661
Taxes levied for other specific purposes					5,483,550
Federal and state aid not restricted to specific purposes					6,304,092
Interest and investment earnings					333,159
Interagency revenues					236,801
Miscellaneous					3,350,713
Total general revenues					53,262,546
Change in net position					(2,455,070)
Net position, July 1, 2013					44,977,502
Net position, June 30, 2014					$ 42,522,432

See accompanying notes to financial statements.

4.2.17

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BALANCE SHEET

GOVERNMENTAL FUNDS

June 30, 2014

	General Fund	Mello-Roos Fund	All Non-Major Funds	Total Govern-mental Funds
ASSETS				
Cash and investments:				
Cash in County Treasury	$ 9,645,866	$ 10,539,603	$ 7,311,836	$ 27,497,305
Cash in revolving fund	5,000	-	-	5,000
Cash with Fiscal Agent	-	3,019,123	-	3,019,123
Receivables	1,948,857	9,260	246,782	2,204,899
Prepaid expenditures	405,150	-	423	405,573
Stores inventory	-	-	19,488	19,488
Due from other funds	11,450	-	38,571	50,021
Other current assets	3,523	-	1,425	4,948
Total assets	$ 12,019,846	$ 13,567,986	$ 7,618,525	$ 33,206,357
LIABILITIES AND FUND BALANCES				
Liabilities:				
Accounts payable	$ 4,584,736	$ 5,500	$ 406,486	$ 4,996,722
Unearned revenue	54,206	-	1,212	55,418
Due to other funds	38,571	-	11,450	50,021
Total liabilities	4,677,513	5,500	419,148	5,102,161
Fund balances:				
Nonspendable	410,150	-	19,911	430,061
Restricted	1,818,458	13,562,486	7,179,466	22,560,410
Assigned	2,466,640	-	-	2,466,640
Unassigned	2,647,085	-	-	2,647,085
Total fund balances	7,342,333	13,562,486	7,199,377	28,104,196
Total liabilities and fund balances	$ 12,019,846	$ 13,567,986	$ 7,618,525	$ 33,206,357

See accompanying notes to financial statements.

4.2.18

WESTERN PLACER UNIFIED SCHOOL DISTRICT

RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET - TO THE STATEMENT OF NET POSITION

June 30, 2014

Total fund balances - Governmental Funds		$ 28,104,196
Amounts reported for governmental activities in the statement of net position are different because:		
Capital assets used for governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds. The cost of the assets is $212,513,876 and the accumulated depreciation is $37,831,385 (Note 4).		174,682,491
In governmental funds, interest on long-term debt is not recognized until the period in which it matures and is paid. In the government-wide statements, it is recognized in the period that it is incurred.		(2,682,254)
Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the governmental funds. Long-term liabilities at June 30, 2014 consisted of (Note 5):		
Special Tax Bonds	$ (12,330,000)	
General Obligation Bonds	(4,021,205)	
Accreted interest	(10,360,175)	
Certificates of Participation	(129,070,000)	
Capitalized lease obligations	(4,500)	
Public Agency Retirement System (PARS) Supplementary Retirement Plan	(767,614)	
Other postemployment benefits (Note 8)	(899,549)	
Compensated absences	(128,958)	
		(157,582,001)
Total net position - governmental activities		$ 42,522,432

See accompanying notes to financial statements.

4.2.19

WESTERN PLACER UNIFIED SCHOOL DISTRICT

STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES

GOVERNMENTAL FUNDS

For the Year Ended June 30, 2014

	General Fund	Mello-Roos Fund	All Non-Major Funds	Total Govern-mental Funds
Revenues:				
Local Control Funding Formula:				
State apportionment	$ 14,705,248	$ -	$ -	$ 14,705,248
Local sources	26,045,815	-	-	26,045,815
Total LCFF	40,751,063	-	-	40,751,063
Federal sources	2,651,495	-	1,033,293	3,684,788
Other state sources	3,500,718	-	399,735	3,900,453
Other local sources	3,936,382	5,832,256	5,281,172	15,049,810
Total revenues	50,839,658	5,832,256	6,714,200	63,386,114
Expenditures:				
Certificated salaries	24,830,748	-	50,610	24,881,358
Classified salaries	6,657,359	-	985,655	7,643,014
Employee benefits	10,079,627	-	469,748	10,549,375
Books and supplies	2,693,794	464	755,042	3,449,300
Contract services and operating expenditures	4,679,703	32,120	476,906	5,188,729
Capital outlay	314,155	-	1,369,951	1,684,106
Other outgo	1,803,123	-	-	1,803,123
Debt service:				
Principal retirement	388,676	895,000	807,898	2,091,574
Interest	449	7,176,828	1,045,102	8,222,379
Total expenditures	51,447,634	8,104,412	5,960,912	65,512,958
(Deficiency) excess of revenues (under) over expenditures	(607,976)	(2,272,156)	753,288	(2,126,844)
Other financing sources (uses):				
Operating transfers in	111,336	680,000	38,360	829,696
Operating transfers out	(38,360)	-	(791,336)	(829,696)
Total other financing sources (uses)	72,976	680,000	(752,976)	-
Change in fund balances	(535,000)	(1,592,156)	312	(2,126,844)
Fund balances, July 1, 2013	7,877,333	15,154,642	7,199,065	30,231,040
Fund balances, June 30, 2014	$ 7,342,333	$ 13,562,486	$ 7,199,377	$ 28,104,196

See accompanying notes to financial statements.

4.2.20

WESTERN PLACER UNIFIED SCHOOL DISTRICT

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS - TO THE STATEMENT OF ACTIVITIES

For the Year Ended June 30, 2014

Net change in fund balances - Total Governmental Funds		$ (2,126,844)
Amounts reported for governmental activities in the statement of activities are different because:		
Acquisition of capital assets is an expenditure in the governmental funds, but increases capital assets in the statement of net position (Note 4).	$ 1,553,944	
Depreciation of capital assets is an expense that is not recorded in the governmental funds (Note 4).	(3,668,105)	
Planned capital project canceled and will not be completed, costs previously capitalized as work in progress must be written off to expense (Note 4).	(157,964)	
Repayment of principal on long-term liabilities is an expenditure in the governmental funds, but decreases the long-term liabilities in the statement of net position (Note 5).	2,091,574	
Accreted interest is not accrued in the governmental funds, but is recognized over the life of the debt in the government-wide financial statements (Note 5).	(607,082)	
Unmatured interest on long-term liabilities is not recorded in the governmental funds until it becomes due, but increases the liabilities in the statement of net position.	507,624	
In the statement of activities, expenses related to other postemployment benefits and compensated absences are measured by the amounts earned during the year. In the governmental funds, expenditures are measured by the amount of financial resources used (Notes 5 and 8).	(48,217)	(328,226)
Change in net position of governmental activities		$ (2,455,070)

See accompanying notes to financial statements.

4.2.21

WESTERN PLACER UNIFIED SCHOOL DISTRICT

STATEMENT OF FIDUCIARY NET POSITION

TRUST AND AGENCY FUNDS

June 30, 2014

	Trust Funds		Agency Fund
	Scholarship	Retiree Benefits	Student Body
ASSETS			
Cash and investments (Note 2):			
Cash in County Treasury	$ 159,845	$ 6,645	$ -
Cash on hand and in banks	-	-	230,032
Receivables	152	6	-
Total assets	159,997	6,651	230,032
LIABILITIES			
Due to student groups	-	-	230,032
NET POSITION			
Restricted (Note 6)	$ 159,997	$ 6,651	$ -

See accompanying notes to financial statements.

4.2.22

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Western Placer Unified School District (the "District") accounts for its financial transactions in accordance with the policies and procedures of the California Department of Education's *California School Accounting Manual.* The accounting policies of the District conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The following is a summary of the more significant policies:

Reporting Entity

The Board of Education is the level of government which has governance responsibilities over all activities related to public school education in the District. The Board is not included in any other governmental "reporting entity" as defined by the Governmental Accounting Standards Board since Board members have decision-making authority, the power to designate management, the responsibility to significantly influence operations and primary accountability for fiscal matters.

Mello-Roos Community Facilities District

The District and the Mello-Roos Community Facilities District (the "CFD") have a financial and operational relationship that meets the reporting entity definition criteria of GASB Codification Section 2100, *The Financial Reporting Entity*, for inclusion of the CFD as a blended component unit of the District. Accordingly, the financial activities of the CFD have been included in the financial statements of the District within the Mello-Roos Fund, a capital projects fund. Special tax bonds issued by the CFD are included in long-term liabilities on the government-wide financial statements.

Western Placer Unified School District Financing Corporation

The District and the Western Placer Unified School District Financing Cooperation (the Corporation) have a financial and operational relationship that meets the reporting entity definition criteria of GASB Codification Section 2100, *The Financial Reporting Entity*, for inclusion of the Corporation as a blended component unit of the District. Accordingly, the financial activities of the Corporation have been included in the general-purpose financial statements of the District within the Building Fund, a capital projects fund. The certificates of participation issued by the Corporation are included in long-term liabilities on the government-wide financial statements.

4.2.24

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Western Placer Unified School District Financing Corporation

The following are those aspects of the relationship between the District and the Corporation and the District and the CFD & Corporation which satisfy *Codification of Governmental Accounting and Financial Reporting Standards, Section 2100*, as amended by criteria:

A - Accountability:

1. The CFD & Corporation's Board of Directors were appointed by the District's Board of Education.

2. The CFD & Corporation have no employees. The District's Assistant Superintendent, Business and Operations functions as the agent of the CFD & Corporation and does not receive additional compensation for work performed in this capacity.

3. The District's Board exercises significant influence over operations of the CFD & Corporation as the District is the sole lessee of all facilities owned by the CFD & Corporation.

4. All major financing arrangements, contracts, and other transactions of the CFD & Corporation must have the consent of the District.

5. Any deficits incurred by the CFD & Corporation will be reflected in the lease payments of the District. Any surpluses of the CFD & Corporation revert to the District at the end of the lease period.

6. The District's lease payments are the sole revenue source of the CFD & Corporation.

7. The District has assumed a "moral obligation," and potentially a legal obligation, for any debt incurred by the CFD & Corporation.

B - Scope of Public Service:

The CFD & Corporation were formed for the sole purpose of financially assisting the District. The CFD & Corporation were formed to provide financing assistance to the District for construction, rehabilitation and acquisition of major capital facilities to support the student population.

C - Financial Presentation:

For financial presentation purposes, the CFD & Corporation's financial activity have been blended with the financial data of the District. The basic financial statements present the CFD & Corporation's financial activity within the Mello-Roos and Building Funds.

4.2.25

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of Presentation - Financial Statements

The basic financial statements include a Management's Discussion and Analysis (MD & A) section providing an analysis of the District's overall financial position and results of operations, financial statements prepared using full accrual accounting for all of the District's activities, including infrastructure, and a focus on the major funds.

Basis of Presentation - Government-Wide Financial Statements

The Statement of Net Position and the Statement of Activities displays information about the reporting government as a whole. Fiduciary funds are not included in the government-wide financial statements. Fiduciary funds are reported only in the Statement of Fiduciary Net Position and the Statement of Change in Fiduciary Net Position at the fund financial statement level.

The Statement of Net Position and the Statement of Activities are prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues, expenses, gains, losses, assets and liabilities resulting from exchange and exchange-like transactions are recognized when the exchange takes place. Revenues, expenses, gains, losses, assets and liabilities resulting from nonexchange transactions are recognized in accordance with the requirements of Governmental Accounting Standards Board Codification Section (GASB Cod. Sec.) N50.118-.121.

Program revenues: Program revenues included in the Statement of Activities derive directly from the program itself or from parties outside the District's taxpayers or citizenry, as a whole; program revenues reduce the cost of the function to be financed from the District's general revenues.

Allocation of indirect expenses: The District reports all direct expenses by function in the Statement of Activities. Direct expenses are those that are clearly identifiable with a function. Depreciation expense is specifically identified by function and is included in the direct expense of each function. Interest on general long-term liabilities is considered an indirect expense and is reported separately on the Statement of Activities.

42.26

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of Presentation - Fund Accounting

The accounts of the District are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues, and expenditures or expenses, as appropriate. District resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent and the means by which spending activities are controlled.

A - Major Funds

1. General Fund:

   The General Fund is the general operating fund of the District and accounts for all revenues and expenditures of the District not encompassed within other funds. All general tax revenues and other receipts that are not allocated by law or contractual agreement to some other fund are accounted for in this fund. General operating expenditures and the capital improvement costs that are not paid through other funds are paid from the General Fund. The activities of the Special Reserve for Other Than Capital Outlay Fund have been included in the General Fund for financial reporting purposes.

2. Mello-Roos Fund:

   The Mello-Roos Fund is used to account for resources used for the acquisition or construction of capital facilities by the District.

B - Other Funds

1. Special Revenue Funds:

   The Special Revenue Funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes. This classification includes the Adult Education, Child Development and Cafeteria Funds.

2. Capital Projects Funds:

   The Capital Projects Funds are used to account for resources used for the acquisition or construction of capital facilities by the District. This classification includes the Building, Capital Facilities, County School Facilities and Special Reserve Funds.

1. **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** (Continued)

Basis of Presentation - Fund Accounting (Continued)

B - Other Funds (Continued)

3. Bond Interest and Redemption Fund:

The Bond Interest and Redemption Fund is used to account for the accumulation of resources for, and the payment of, general long-term debt principal, interest, and related costs.

4. Trust Fund:

The Trust Funds are used to account for assets held by the District as Trustee. The District maintains two expendable trust funds, the Scholarship Trust, which is to be used to provide financial assistance to students of the District, and the Retiree Benefits Fund, which is used by the District to reserve for funds to pay for retiree benefits.

5. Agency Funds:

The Student Body Funds are used to account for revenues and expenditures of the various student body organizations. All cash activity, assets and liabilities of the various student bodies of the District are accounted for in Student Body Funds.

Basis of Accounting

Basis of accounting refers to when revenues and expenditures or expenses are recognized in the accounts and reported in the basic financial statements. Basis of accounting relates to the timing of the measurement made, regardless of the measurement focus applied.

Accrual

The governmental activities in the government-wide financial statements and the fiduciary fund financial statements are presented on the accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

Modified Accrual

The governmental funds financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual; i.e., both measurable and available. "Available" means collectible within the current period or within 60 days after year end. Expenditures are generally recognized under the modified accrual basis of accounting when the related liability is incurred. The exception to this general rule is that principal and interest on general obligation long-term liabilities, if any, is recognized when due.

H 2.28

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Budgets and Budgetary Accounting

By state law, the Board of Education must adopt a final budget by July 1. A public hearing is conducted to receive comments prior to adoption. The Board of Education complied with these requirements.

Receivables

Receivables are made up principally of amounts due from the State of California for Local Control Funding Formula and Categorical programs. The District has determined that no allowance for doubtful accounts was needed as of June 30, 2014.

Capital Assets

Capital assets purchased or acquired, with an original cost of $5,000 or more, are recorded at historical cost or estimated historical cost. Contributed assets are reported at fair market value as of the date received. Additions, improvements and other capital outlay that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Capital assets are depreciated using the straight-line method over 5 - 50 years depending on asset types.

Compensated Absences

Compensated absences totaling $128,958 are recorded as a liability of the District. The liability is for the earned but unused benefits.

Accumulated Sick Leave

Sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as a operating expenditure or expense in the period taken since such benefits do not vest nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits for certain STRS and CalPERS employees, when the employee retires.

Unearned Revenue

Revenue from federal, state, and local special projects and programs is recognized when qualified expenditures have been incurred. Funds received but not earned are recorded as unearned revenue until earned.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Net Investment in Capital Assets

Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by outstanding related debt and adjusted for unspent cash related to debt issuances and deferred outflows/inflows resulting from refunding debt instruments.

Restricted Net Position

Restrictions of the ending net position indicate the portions of net position not appropriable for expenditure or amounts legally segregated for a specific future use. The restriction for unspent categorical program revenues represent programs where the revenue received is restricted for expenditures only in that particular program. The restriction for special revenues represents the portion of net position restricted for special purposes. The restriction for debt service repayments represents the portion of net position which the District plans to expend on debt repayment. The restriction for capital projects represents the portion of net position restricted for capital projects. The restriction for scholarships represents the portion of net position to be used to provide financial assistance to students of the District. The restriction for retiree benefits represents the portion of net position to be used by the District to pay for retiree benefits. It is the District's policy to use restricted net position first when allowable expenditures are incurred.

Fund Balance Classifications

Governmental Accounting Standards Board Codification Sections 1300 and 1800, *Fund Balance Reporting and Governmental Fund Type Definitions* (GASB Cod. Sec. 1300 and 1800) implements a five-tier fund balance classification hierarchy that depicts the extent to which a government is bound by spending constraints imposed on the use of its resources. The five classifications, discussed in more detail below, are nonspendable, restricted, committed, assigned and unassigned.

A - Nonspendable Fund Balance:

The nonspendable fund balance classification reflects amounts that are not in spendable form, such as revolving fund cash, prepaid expenditures and stores inventory.

B - Restricted Fund Balance:

The restricted fund balance classification reflects amounts subject to externally imposed and legally enforceable constraints. Such constraints may be imposed by creditors, grantors, contributors, or laws or regulations of other governments, or may be imposed by law through constitutional provisions or enabling legislation. These are the same restrictions used to determine restricted net position as reported in the government-wide and fiduciary trust fund statements.

4.2.30

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fund Balance Classifications (Continued)

C - Committed Fund Balance:

The committed fund balance classification reflects amounts subject to internal constraints self-imposed by formal action of the Board of Education. The constraints giving rise to committed fund balance must be imposed no later than the end of the reporting period. The actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements. Formal action by the Board of Education is required to remove any commitment from any fund balance. At June 30, 2014, the District had no committed fund balances.

D - Assigned Fund Balance:

The assigned fund balance classification reflects amounts that the District's Board of Education has approved to be used for specific purposes, based on the District's intent related to those specific purposes. The Board of Education can designate personnel with the authority to assign fund balances, however, as of June 30, 2014, no such designation has occurred.

E - Unassigned Fund Balance:

In the General Fund only, the unassigned fund balance classification reflects the residual balance that has not been assigned to other funds and that is not restricted, committed, or assigned to specific purposes.

In any fund other than the General Fund, a positive unassigned fund balance is never reported because amounts in any other fund are assumed to have been assigned, at least, to the purpose of that fund. However, deficits in any fund, including the General Fund that cannot be eliminated by reducing or eliminating amounts assigned to other purposes are reported as negative unassigned fund balance.

Fund Balance Policy

The District has an expenditure policy relating to fund balances. For purposes of fund balance classifications, expenditures are to be spent from restricted fund balances first, followed in order by committed fund balances (if any), assigned fund balances and lastly unassigned fund balances.

While GASB Cod. Sec. 1300 and 1800 do not require districts to establish a minimum fund balance policy or a stabilization arrangement, GASB Cod. Sec. 1300 and 1800 do require the disclosure of a minimum fund balance policy and stabilization arrangements, if they have been adopted by the Board of Education. At June 30, 2014, the District has established a minimum General Fund fund balance policy of 5% of General Fund total outgo. As of June 30, 2014, the District has an unassigned balance of $2,647,085 or 16.7%.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Property Taxes

Secured property taxes are attached as an enforceable lien on property as of March 1. Taxes are due in two installments on or before December 10 and April 10. Unsecured property taxes are due in one installment on or before August 31. The County of Placer bills and collects taxes for the District. Tax revenues are recognized by the District when received.

Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. All encumbrances are liquidated as of June 30.

Eliminations and Reclassifications

In the process of aggregating data for the Statement of Net Position and the Statement of Activities, some amounts reported as interfund activity and balances in the funds were eliminated or reclassified. Interfund receivables and payables were eliminated to minimize the "grossing up" effect on assets and liabilities within the governmental activities column.

Estimates

The preparation of basic financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reporting period. Accordingly, actual results may differ from those estimates.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

New Accounting Pronouncements

In March 2012 GASB issued Statement No. 66, Technical Corrections – 2013, an amendment of GASB Statements No. 10 and No. 61. The objective of this Statement is to improve accounting and financial reporting for a governmental financial reporting entity by resolving conflicting guidance that resulted from the issuance of two pronouncements, Statements No. 64, Fund Balance Reporting and Governmental Fund Type Definitions, and Statement No. 62, Codification of Accounting and Financial Reporting Guidance Contained in Pre- November 30, 1989 FASB and AICPA Pronouncements. This Statement amends Statement No. 10, Accounting and Financial Reporting for Risk Financing and Related Insurance Issues, by removing the provision that limits fund based reporting of an entity's risk financing activities to the general fund and the internal service fund type. As a result, Districts should base their decisions about fund type classification on the nature of the activity to be reported, as required in Statement No. 54 and Statement No. 34, Basic Financial Statements-and Management's Discussion and Analysis-for State and Local Governments. This Statement also amends Statement No. 62 by modifying the specific guidance on accounting for (1) operating lease payments that vary from a straight line basis, (2) the difference between the initial investment (purchase price) and the principal amount of a purchased loan or group of loans, and (3) servicing fees related to mortgage loans that are sold when the stated service fee rate differs significantly from a current (normal) servicing fee rate. These changes clarify how to apply Statement No. 13, Accounting for Operating Leases with Scheduled Rent Increases, and result in guidance that is consistent with the requirements in Statement No. 48, Sales and Pledges of Receivables and Future Revenues and Intra-Entity Transfers of Assets and Future Revenues, respectively. This statement was adopted for the District's fiscal year ended June 30, 2014, with no material impact on the District.

In June 2012, GASB issued Statement 67, Financial Reporting for Pension Plans. This Statement replaces the requirements of Statement No. 25, Financial Reporting for Defined Benefit Pension Plans and Note Disclosures for Defined Contribution Plans and Statement No. 50 as they relate to pension plans that are administered through trusts or similar arrangements meeting certain criteria. The Statement builds upon the existing framework for financial reports of defined benefit pension plans, which includes a statement of fiduciary net position (the amount held in a trust for paying retirement benefits) and a statement of changes in fiduciary net position. Statement No. 67 enhances note disclosures and RSI for both defined benefit and defined contribution pension plans. Statement No. 67 also requires the presentation of new information about annual money-weighted rates of return in the notes to the financial statements and in 10-year RSI schedules. This statement was adopted for the District's fiscal year ended June 30, 2014, with no material impact in the District.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

New Accounting Pronouncements (continued)

In June 2012 GASB issued Statement No. 68, Accounting and Financial Reporting for Pensions. This Statement replaces the requirements of Statement No. 27, Accounting for Pensions by State and Local Governmental Employers and Statement No. 50, Pension Disclosures, as they relate to governments that provide pensions through pension plans administered as trusts or similar arrangements that meet certain criteria. Statement No. 68 requires governments providing defined benefit pensions to recognize their long-term obligation for pension benefits as a liability for the first time, and to more comprehensively and comparably measure the annual costs of pension benefits. The Statement also enhances accountability and transparency through revised and new note disclosures and required supplementary information (RSI). This Statement is effective for the District's financial period ending June 30, 2015. Management has not determined what impact this GASB statement will have on its financial statements, however it is expected to be significant.

In November 2013 GASB issued Statement No. 71, Pension Transition for Contributions Made Subsequent to the Measurement Date. The objective of this Statement is to address an issue regarding application of the transition provisions of Statement No. 68. The issue relates to amounts associated with contributions, if any, made by a state or local government employer or nonemployer contributing entity to a defined benefit pension plan after the measurement date of the government's beginning net pension liability. This Statement amends paragraph 137 of Statement No. 68 to require that, at transition, a government recognize a beginning deferred outflow of resources for its pension contributions, if any, made subsequent to the measurement date of the beginning net pension liability. Statement No. 68, as amended, continues to require that beginning balances for other deferred outflows of resources and deferred inflows of resources related to pensions be reported at transition only if it is practical to determine all such amounts. The provisions of this Statement are required to be applied simultaneously with the provisions of Statement No. 68 and are effective for the District's fiscal year ending June 30, 2015. Management has not determined what impact this GASB statement will have on its financial statements.

2. CASH AND INVESTMENTS

Cash and investments at June 30, 2014 are reported at fair value and consisted of the following:

	Governmental Activities	Fiduciary Activities
Pooled Fund:		
Cash in County Treasury	$ 27,497,305	$ 166,490
Deposits:		
Cash on hand and in banks	-	230,032
Cash in revolving fund	5,000	-
Investments:		
Cash with Fiscal Agent	3,019,123	-
Total cash and investments	$ 30,521,428	$ 396,522

Pooled Funds

In accordance with Education Code Section 41001, the District maintains substantially all of its cash in the Placer County Treasury. The County pools these funds with those of school districts in the County and invests the cash. These pooled funds are carried at cost which approximates fair value. Interest earned is deposited monthly into participating funds. Any investment losses are proportionately shared by all funds in the pool.

Because the District's deposits are maintained in a recognized pooled investment fund under the care of a third party and the District's share of the pooled investment fund does not consist of specific, identifiable investment securities owned by the District, no disclosure of the individual deposits and investments or related custodial credit risk classifications is required.

In accordance with applicable state laws, the Placer County Treasurer may invest in derivative securities. However, at June 30, 2014, the Placer County Treasurer has represented that the Treasurer's pooled investment fund contained no derivatives or other investments with similar risk profiles.

2. CASH AND INVESTMENTS (Continued)

Deposits - Custodial Credit Risk

The District limits custodial credit risk by ensuring uninsured balances are collateralized by the respective financial institution. Cash balances held in banks are insured up to $250,000 by the Federal Deposit Insurance Corporation (FDIC) and are collateralized by the respective financial institution. At June 30, 2014, the carrying amount of the District's accounts was $235,032 and the bank balance was $262,143, all of which was insured.

Investments

The Cash with Fiscal Agent of $3,019,123 in the Mello-Roos Fund represents debt proceeds that have been set aside for capital projects and the repayment of long-term liabilities. These amounts are held by a third party custodian in the District's name.

Interest Rate Risk

The District does not have a formal investment policy that limits cash and investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. At June 30, 2014, the District had no significant interest rate risk related to cash and investments held.

Credit Risk

The District does not have a formal investment policy that limits its investment choices other than the limitations of state law.

Concentration of Credit Risk

The District does not place limits on the amount it may invest in any one issuer. At June 30, 2014, the District had no concentration of credit risk.

Interfund Activity

Transactions between funds of the District are recorded as interfund transfers, except for the Self-Insurance Fund activity which is recorded as income and expenditures of the Self-Insurance Fund and the funds which incur payroll costs, respectively. The unpaid balances at year end, as a result of such transactions, are shown as due to and due from other funds.

3. INTERFUND TRANSACTIONS

Interfund Receivables/Payables

Individual interfund receivable and payable balances at June 30, 2014 were as follows:

Fund	Interfund Receivables	Interfund Payables
Major Fund:		
General	$ 11,450	$ 38,571
Non-Major Funds:		
Adult Education	23,360	11,450
Child Development	13,178	-
Cafeteria	33	-
Special Reserve	2,000	-
Totals	$ 50,021	$ 50,021

Interfund Transfers

Interfund transfers consist of operating transfers from funds receiving revenue to funds through which the resources are to be expended.

Interfund transfers for the 2013-2014 fiscal year were as follows:

Transfer from the Child Development Fund to the General Fund for State Preschool indirect costs.	$ 14,582
Transfer from the Adult Education Fund to the General Fund for First Five indirect costs.	11,450
Transfer from the Cafeteria Fund to the General Fund for indirect costs.	85,304
Transfer from the General Fund to the Child Development Fund to fund debt payments.	13,000
Transfer from the General Fund to the Special Reserve Fund for insurance deductible payments.	2,000
Transfer from the General Fund to the Adult Education Fund for Transition Partnership Program match.	23,360
Transfer from the Capital Facilities Fund to the Mello-Roos Fund for developer fee revenues.	680,000
	$ 829,696

4.237

4. CAPITAL ASSETS

A schedule of changes in capital assets for the year ended June 30, 2014 is shown below:

Governmental Activities	Balance July 1, 2013	Transfers and Additions	Transfers and Deductions	Balance June 30, 2014
Non-depreciable:				
Land	$ 38,662,548	$ 600,000	$ -	$ 39,262,548
Work-in-process	10,782,222	941,544	157,964	11,565,802
Depreciable:				
Buildings	154,107,309	-	54,464	154,052,845
Equipment	4,660,683	-	-	4,660,683
Site improvements	2,959,598	12,400	-	2,971,998
Totals, at cost	211,172,360	1,553,944	212,428	212,513,876
Less accumulated depreciation:				
Buildings	(29,540,130)	(3,226,918)	(54,464)	(32,712,584)
Equipment	(3,051,921)	(338,541)	-	(3,390,462)
Site improvements	(1,625,693)	(102,646)	-	(1,728,339)
Total accumulated depreciation	(34,217,744)	(3,668,105)	(54,464)	(37,831,385)
Capital assets, net	$ 176,954,616	$ (2,114,161)	$ 157,964	$ 174,682,491

Depreciation expense was charged to governmental activities as follows:

Instruction	$ 3,306,402
Instruction Library, Media and Technology	2,080
Home-to-School transportation	319,739
Food services	17,600
General administrative	4,403
Centralized data processing	6,228
Plant services	11,653
Total depreciation expense	$ 3,668,105

4.2.38

5. LONG-TERM LIABILITIES

Special Tax Bonds

In 2005, the District issued Community Facilities District No. 1 Special Tax Bonds in the amount of $15,000,000, to pay for the acquisition and construction of certain school facilities. The bonds bear interest rates ranging from 3.0% to 5.0% and are scheduled to mature in September 2034.

Scheduled payments on Series 2005 Special Tax Bond are as follows:

Year Ended June 30,	Principal	Interest	Total
2015	$ 405,000	$ 534,521	$ 939,521
2016	420,000	519,034	939,034
2017	435,000	501,934	936,934
2018	450,000	484,234	934,234
2019	470,000	465,834	935,834
2020-2024	2,650,000	2,023,566	4,673,566
2025-2029	3,245,000	1,406,199	4,651,199
2030-2034	3,855,000	579,826	4,434,826
2035	400,000	10,000	410,000
	$ 12,330,000	$ 6,525,148	$ 18,855,148

General Obligation Bonds

In 1999, the District issued General Obligation Capital Appreciation Bonds in the amount of $15,052,284, to construct, repair and expand local schools. Repayment of the bonds will be made from property taxes levied. The bonds bear interest rates ranging from 4.6% to 6.05% and are scheduled to mature in June 2019.

Year Ended June 30,	Principal	Interest	Total
2015	$ 810,899	$ 1,189,101	$ 2,000,000
2016	821,052	1,328,948	2,150,000
2017	832,116	1,492,884	2,325,000
2018	845,720	1,664,280	2,510,000
2019	711,418	1,533,582	2,245,000
	$ 4,021,205	$ 7,208,795	$ 11,230,000

42.39

5. LONG-TERM LIABILITIES (Continued)

Certificates of Participation (COP)

In June 2008, the District issued $32,370,000 Refinancing Project COP, with interest rates ranging from 3.4% to 5.0%, maturing in 2048. The 2008 refinancing COP was used to pay the 2003 Series A COP and the 2003 Series B COP. In August 2008, the District issued $36,725,000 Refinancing Project COP, with interest rates ranging from 4.0% to 5.13%, maturing in 2048. The 2008B refinancing COP was used to pay the 2004 Series A COP. In December 2009, the District issued $53,035,000 Refinancing Project COP, with interest rates ranging from 3.0% to 5.75%, maturing in 2050. The 2009 refinancing COPs was used to pay the 2006 Series B COP. In November 2011, the District issued $8,620,000 Refinancing Project COP, with interest rates between 2.0% and 5.2% and maturing in 2042, for the advance refunding of the District's 2006 Series A COP.

The 2008, Refinancing Project COP matured as follows:

Year Ended June 30,	Principal	Interest	Total
2015	$ -	$ 1,569,505	$ 1,569,505
2016	95,000	1,567,890	1,662,890
2017	95,000	1,564,613	1,659,613
2018	345,000	1,556,740	1,901,740
2019	495,000	1,541,125	2,036,125
2020-2024	3,600,000	7,321,783	10,921,783
2025-2029	2,110,000	6,581,244	8,691,244
2030-2034	1,600,000	6,237,506	7,837,506
2035-2039	6,690,000	5,495,750	12,185,750
2040-2044	12,625,000	2,799,375	15,424,375
2045-2048	4,715,000	262,875	4,977,875
	$ 32,370,000	$ 36,498,406	$ 68,868,406

4.2.40

5. LONG-TERM LIABILITIES (Continued)

Certificates of Participation (COP) (Continued)

The 2008, Series B COP matured as follows:

Year Ended June 30,	Principal	Interest	Total
2015	$ -	$ 1,843,194	$ 1,843,194
2016	210,000	1,837,944	2,047,944
2017	210,000	1,827,444	2,037,444
2018	215,000	1,816,819	2,031,819
2019	215,000	1,806,069	2,021,069
2020-2024	2,385,000	8,814,103	11,199,103
2025-2029	540,000	8,447,131	8,987,131
2030-2034	3,225,000	8,045,445	11,270,445
2035-2039	6,820,000	6,841,818	13,661,818
2040-2044	11,430,000	4,456,177	15,886,177
2045-2048	11,475,000	1,213,472	12,688,472
	$ 36,725,000	$ 46,949,616	$ 83,674,616

The 2009, Refinancing Project COP matured as follows:

Year Ended June 30,	Principal	Interest	Total
2015	$ 365,000	$ 2,802,764	$ 3,167,764
2016	250,000	2,792,914	3,042,914
2017	240,000	2,784,039	3,024,039
2018	340,000	2,773,079	3,113,079
2019	410,000	2,758,419	3,168,419
2020-2024	1,370,000	13,563,572	14,933,572
2025-2029	7,230,000	12,506,512	19,736,512
2030-2034	8,630,000	10,534,988	19,164,988
2035-2039	4,555,000	8,385,506	12,940,506
2040-2044	1,270,000	7,991,925	9,261,925
2045-2049	19,220,000	5,741,088	24,961,088
2050	7,800,000	224,250	8,024,250
	$ 51,680,000	$ 72,859,056	$124,539,056

4.241

5. LONG-TERM LIABILITIES (Continued)

Certificates of Participation (COP) (Continued)

The 2011, Refinancing Project COP matured as follows:

Year Ended June 30,	Principal	Interest	Total
2015	$ 160,000	$ 397,732	$ 557,732
2016	165,000	392,857	557,857
2017	170,000	387,832	557,832
2018	175,000	382,548	557,548
2019	180,000	376,776	556,776
2020-2024	-	1,868,685	1,868,685
2025-2029	1,905,000	1,738,755	3,643,755
2030-2034	1,955,000	1,149,350	3,104,350
2035-2039	2,060,000	674,133	2,734,133
2040-2042	1,525,000	121,811	1,646,811
	$ 8,295,000	$ 7,490,479	$ 15,785,479

Capitalized Lease Obligations

The District leases various buildings and equipment under agreements that have been capitalized and recorded as a long term liability in the financial statements. The District will receive no sublease rental revenues nor pay any contingent rentals for this equipment. The following is a schedule of future lease payments:

Year Ending June 30,	Lease Payments
2015	$ 4,887
Less amount representing interest	(387)
Net minimum lease payments	$ 4,500

4.2.42

5. LONG-TERM LIABILITIES (Continued)

PARS Supplementary Retirement Plan

The District implemented a Public Agency Retirement System (PARS) Supplementary Retirement Plan, which was available to employees that satisfied all the requirements outlined in the execution agreement with an effective date of April 5, 2011. There are 33 participants in the Plan. The District will make non-elective employer contributions to the participants' 403(b) annuity contract held with Pacific Life Insurance Company. The following is a schedule of the future payments for the PARS Supplementary Retirement Plan:

Year Ending June 30,	Annual Payments
2015	$ 383,807
2016	383,807
Total payments remaining	$ 767,614

Schedule of Changes in Long-Term Liabilities

A schedule of changes in long-term liabilities for the year ended June 30, 2014 is shown below:

	Balance July 1, 2013	Additions	Deletions	Balance June 30, 2014	Amounts Due Within One Year
Governmental activities:					
Special Tax Bonds	$ 12,720,000	$ -	$ 390,000	$ 12,330,000	$ 405,000
General Obligation Bonds	4,816,103	-	794,898	4,021,205	810,899
Accreted interest	9,753,093	607,082	-	10,360,175	-
Certificates of Participation	129,575,000	-	505,000	129,070,000	525,000
Capitalized lease obligations	22,368	-	17,868	4,500	4,500
PARS	1,151,422	-	383,808	767,614	383,807
Other postemployment benefits (Note 8)	843,390	259,473	203,314	899,549	-
Compensated absences	136,900	-	7,942	128,958	128,958
Total	$ 159,018,276	$ 866,555	$ 2,302,830	$ 157,582,001	$ 2,258,164

Payments on the Special Tax Bonds are made from the Mello-Roos Fund. Payments on the General Obligation Bonds are made from the Bond Interest and Redemption Fund. Payments on the Certificates of Participation are made from the Mello-Roos Fund. Payments on the capitalized lease obligations are made from the General and Child Development Funds. Payments for the PARS are made from the General Fund. Payments for the other postemployment benefits and the compensated absences are made from the fund for which the related employee worked.

6. NET POSITION / FUND BALANCES

Restricted net position consisted of the following at June 30, 2014:

	Governmental Activities	Fiduciary Funds
Restricted for unspent categorical program revenues	$ 1,818,458	$ -
Restricted for special revenues	298,222	-
Restricted for capital projects	15,857,291	-
Restricted for debt service	1,587,227	-
Restricted for scholarships	-	159,997
Restricted for retiree benefits	-	6,651
Total restricted net position	$ 19,561,198	$ 166,648

4.2.44

6. NET POSITION / FUND BALANCES (Continued)

Fund balances, by category, at June 30, 2014 consisted of the following:

	General Fund	Mello-Roos Funds	All Non-Major Funds	Total
Nonspendable:				
Revolving cash fund	$ 5,000	$ -	$ -	$ 5,000
Prepaid expenditures	405,150	-	423	405,573
Stores inventory	-	-	19,488	19,488
Subtotal nonspendable	410,150	-	19,911	430,061
Restricted:				
Unspent categorical revenues	1,818,458	-	-	1,818,458
Child development	-	-	7,906	7,906
Adult education	-	-	43,853	43,853
Cafeteria	-	-	226,552	226,552
Capital projects	-	13,562,486	5,313,928	18,876,414
Debt service	-	-	1,587,227	1,587,227
Subtotal restricted	1,818,458	13,562,486	7,179,466	22,560,410
Assigned:				
Deferred maintenance	1,320,915	-	-	1,320,915
Reserve for unrestricted carryover	998,717	-	-	998,717
Reserve for WTPA concessions payable	96,000	-	-	96,000
Lottery carryover	51,008	-	-	51,008
Subtotal assigned	2,466,640	-	-	2,466,640
Unassigned:				
Designated for economic uncertainty	1,541,240	-	-	1,541,240
Undesignated	1,105,845	-	-	1,105,845
Subtotal unassigned	2,647,085	-	-	2,647,085
Total fund balances	$ 7,342,333	$ 13,562,486	$ 7,199,377	$ 28,104,196

7. EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the State Teachers' Retirement System (STRS), and classified employees are members of the California Public Employees' Retirement System (CalPERS).

Plan Description and Provisions

California Public Employees' Retirement System (CalPERS)

Plan Description

The District contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 Q Street, Sacramento, California 95811.

Funding Policy

Active plan members are required to contribute 7.0% of their salary and the District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal year 2013-2014 was 11.442% of annual payroll. The contribution requirements of the plan members are established by state statute. The District's contributions to CalPERS for the fiscal years ending June 30, 2012, 2013 and 2014 were $706,932, $700,663 and $752,269 respectively, and equal 100% of the required contributions for each year.

State Teachers' Retirement System (STRS)

Plan Description

The District contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. STRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the STRS annual financial report may be obtained from the STRS Executive Office, 100 Waterfront Place, West Sacramento, California 95605.

4, 2.46

7. EMPLOYEE RETIREMENT SYSTEMS (Continued)

Plan Description and Provisions (Continued)

State Teachers' Retirement System (STRS) (Continued)

Funding Policy

Active plan members are required to contribute 8.0% of their salary. The required employer contribution rate for fiscal year 2013-2014 was 8.25% of annual payroll. The contribution requirements of the plan members are established by state statute. The District's contributions to STRS for the fiscal years ending June 30, 2012, 2013 and 2014 were $1,967,588, $1,878,652 and $2,018,571, respectively, and equal 100% of the required contributions for each year. On June 24, 2014 the Governor signed Assembly Bill 1469 which will increase the member contribution to 19.1% over the next seven years.

8. OTHER POSTEMPLOYMENT BENEFITS

In addition to the pension benefits described in Note 7, the District provides postretirement health care benefits to certificated employees (under three distinct agreements between the District and the Western Placer Teachers Association) and classified employees (under an agreement between the District and the Western Placer Classified Employees Association) as follows:

A. The District pays the full cost of health care benefits to age 65 for employees who retired prior to June 30, 1990 and had reached age 60. The full cost of benefits is limited to the amount the District was paying as of June 30, 1990. After age 65, the District continues to pay 50% of the current certificate cap and the retiree pays the remainder. As of June 30, 2014, there were 7 retirees receiving benefits under this agreement.

B. The District's certificated retirees who had at least fifteen years of service and had reached a minimum age of 55 and retire after July 1, 2001 receive up to $6,455 per year in health care benefits for a maximum of 10 years or until age 65, whichever comes first. As of June 30, 2014, there were 16 retired employees receiving benefits under this agreement.

C. The District pays up to $2,775 per year in healthcare benefits for classified employees who had at least fifteen years of service and had reached age 55 and retired after July 1, 2003. These benefits cease after a maximum of five years or at age 65, whichever comes first. As of June 30, 2014, there were 2 retired employees receiving benefits under this agreement.

8. **OTHER POSTEMPLOYMENT BENEFITS** (Continued)

The District's annual other postemployment benefit (OPEB) cost (expense) is calculated based on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the parameters of GASB Cod. Sec. P50.108-.109. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial liabilities (or funding excess) over a period not to exceed thirty years. The following table shows the components of the District's annual OPEB cost for the year, the amount actually contributed to the plan, and changes in the District's net OPEB obligation:

Annual required contribution	$ 349,921
Interest on net OPEB obligation	64,182
Adjustment to annual required contribution	(154,630)
Annual OPEB cost (expense)	259,473
Contributions made	(203,314)
Change in net OPEB obligation	56,159
Net OPEB obligation - beginning of year	843,390
Net OPEB obligation - end of year	$ 899,549

The District's annual OPEB cost, the percentage of annual OPEB cost contributed to the plan, and the net OPEB obligation for the year ended June 30, 2014 and preceding two years were as follows:

Fiscal Year Ended	Annual OPEB Cost	Percentage of Annual OPEB Cost Contributed	Net OPEB Obligation
June 30, 2012	$ 349,502	65%	$ 618,507
June 30, 2013	$ 467,242	52%	$ 843,390
June 30, 2014	$ 259,473	78%	$ 899,549

As of July 1, 2013, the most recent actuarial valuation date, the plan was partially funded. The actuarial accrued liability for benefits was $3.7 million and the actuarial value of plan assets was $3.1 million, resulting in an unfunded liability of $0.7 million. The covered payroll (annual payroll of active employees covered by the Plan) was $29.3 million, and the ratio of the UAAL to the covered payroll was 2 percent.

4.2.48

8. OTHER POSTEMPLOYMENT BENEFITS (Continued)

Actuarial valuations of an ongoing plan involve estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality, and the healthcare cost trend. Amounts determined regarding the funded status of the plan and the annual required contributions of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future. The schedule of funding progress, shown as required supplementary information, presents multiyear trend information about whether the actuarial value of plan assets is increasing or decreasing over time relative to the actuarial accrued liabilities for benefits.

Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and the plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations.

In the July 1, 2013 actuarial valuation, the entry age actuarial cost method was used. The actuarial assumptions included a 7.61 percent investment rate (net of administrative expenses), which is a blended rate of the expected long-term investment returns on plan assets and on the employer's own investments calculated based on the funded level of the plan on the valuation date, and an annual healthcare cost trend rate of 4.0 percent. The actuarial value of assets was determined using a 15 year smoothing formula with a 20% corridor around market value, based on the market value of the assets as of June 30, 2013.

9. JOINT POWERS AGREEMENT

Schools Insurance Group

The District is a member with other school districts of a Joint Powers Authority, Schools Insurance Group (SIG), for the operation of a common risk management and insurance program for property and liability coverage. Settled claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three fiscal years. The following is a summary of financial information for SIG at June 30, 2014:

Total assets	$ 86,315,315
Total liabilities	$ 31,253,582
Total net position	$ 55,061,733
Total revenues	$ 82,124,047
Total expenses	$ 80,784,567
Change in net position	$ 1,339,480

4.249

9. JOINT POWERS AGREEMENT (Continued)

Schools Insurance Group (Continued)

The relationship between the District and the Joint Powers Authority is such that the Joint Powers Authority is not component unit of the District for financial reporting purposes.

10. CONTINGENCIES

The District is subject to legal proceedings and claims which arise in the ordinary course of business. In the opinion of management, the amount of ultimate liability with respect to these actions will not materially affect the financial position or results of operations of the District.

The District has received federal and state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could result in expenditure disallowances under terms of the grants, it is management's opinion that any required reimbursements of future revenue offsets subsequently determined will not have a material effect on the District's financial position or results of operations.

11. SUBSEQUENT EVENT

Tax and Revenue Anticipation Notes

On September 3, 2014, the District issued $4,000,000 of TRANs, maturing on September 2, 2015, with a coupon interest rate of 1.00% and a yield of 0.13%, to provide for anticipated cash flow deficits from operations. The TRANs are a general obligation of the District, and are payable solely from taxes, income, revenue, cash receipts and other moneys generated by the District during the fiscal year 2014-15 and legally available for payment thereof.

4.2.50

REQUIRED SUPPLEMENTARY INFORMATION

WESTERN PLACER UNIFIED SCHOOL DISTRICT

GENERAL FUND

BUDGETARY COMPARISON SCHEDULE

For the Year Ended June 30, 2014

	Budget			Variance Favorable (Unfavorable)
	Original	Final	Actual	
Revenues:				
Local Control Funding Formula:				
State apportionment	$ 11,322,733	$ 14,615,045	$ 14,705,248	$ 90,203
Local sources	22,842,425	26,112,988	26,045,815	(67,173)
Total LCFF	34,165,158	40,728,033	40,751,063	23,030
Federal sources	2,288,388	2,991,727	2,651,495	(340,232)
Other state sources	7,182,687	3,451,125	3,500,718	49,593
Other local sources	3,604,328	3,757,889	3,936,382	178,493
Total revenues	47,240,561	50,928,774	50,839,658	(89,116)
Expenditures:				
Certificated salaries	24,352,260	24,870,789	24,830,748	40,041
Classified salaries	6,426,396	6,687,659	6,657,359	30,300
Employee benefits	10,146,131	10,137,376	10,079,627	57,749
Books and supplies	3,231,307	4,181,337	2,693,794	1,487,543
Contract services and operating expenditures	3,931,431	4,756,121	4,679,703	76,418
Capital outlay	12,000	132,500	314,155	(181,655)
Other outgo	1,816,066	2,139,040	1,803,123	335,917
Debt service:				
Principal retirement	389,868	388,708	388,676	32
Interest	425	425	449	(24)
Total expenditures	50,305,884	53,293,955	51,447,634	1,846,321
Deficiency of revenues under expenditures	(3,065,323)	(2,365,181)	(607,976)	1,757,205
Other financing sources (uses):				
Operating transfers in	20,400	3,000	111,336	108,336
Operating transfers out	(23,360)	23,360	(38,360)	(61,720)
Total other financing sources (uses)	(2,960)	26,360	72,976	46,616
Change in fund balance	(3,068,283)	(2,338,821)	(535,000)	1,803,821
Fund balance, July 1, 2013	7,877,333	7,877,333	7,877,333	-
Fund balance, June 30, 2014	$ 4,809,050	$ 5,538,512	$ 7,342,333	$ 1,803,821

See accompanying notes to required supplementary information.

4.2.52

WESTERN PLACER UNIFIED SCHOOL DISTRICT

SCHEDULE OF OTHER POSTEMPLOYMENT BENEFITS (OPEB)
FUNDING PROGRESS

For the Year Ended June 30, 2014

Schedule of Funding Progress

Actuarial Valuation Date	Actuarial Value of Assets	Actuarial Accrued Liability (AAL)	Unfunded Actuarial Accrued Liability (UAAL)	Funded Ratio	Covered Payroll	UAAL as a Percentage of Covered Payroll
March 1, 2010	$ 2,400,000	$ 3,000,000	$ 600,000	80%	$ 29,100,000	2%
June 30, 2011	$ 2,561,858	$ 3,064,036	$ 502,178	84%	$ 30,316,435	2%
July 1, 2013	$ 3,120,874	$ 3,665,931	$ 688,760	85%	$ 29,274,548	2%

See accompanying notes to required supplementary information.

4.2.53

1. PURPOSE OF SCHEDULES

A - Budgetary Comparison Schedule

The District employs budget control by object codes and by individual appropriation accounts. Budgets are prepared on the modified accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The budgets are revised during the year by the Board of Education to provide for revised priorities. Expenditures cannot legally exceed appropriations by major object code. The originally adopted and final revised budgets for the General Fund are presented as Required Supplementary Information. The basis of budgeting is the same as GAAP.

Excess of expenditures over appropriations in individual funds for the year ended June 30, 2014 were as follows:

General Fund:	
Capital Outlay	$ 181,655

Budget revisions for expenditures in excess of budgeted amounts were not made at the end of the fiscal year.

B - Schedule of Other Postemployment Benefits Funding Progress

The Schedule of Funding Progress presents multi-year trend information which compares, over time, the actuarially accrued liability for benefits with the actuarial value of accumulated plan assets.

4,254

SUPPLEMENTARY INFORMATION

WESTERN PLACER UNIFIED SCHOOL DISTRICT

COMBINING BALANCE SHEET

ALL NON-MAJOR FUNDS

June 30, 2014

	Adult Education Fund	Child Development Fund	Cafeteria Fund	Building Fund	Capital Facilities Fund	County School Facilities Fund	Special Reserve Fund	Bond Interest and Redemption Fund	Total
ASSETS									
Cash in County Treasury	$ 17,149	$ (12,709)	$ 76,363	$ 2,101,032	$ 1,457,820	$ 1,904,349	$ 182,022	$ 1,585,810	$ 7,311,836
Receivables	17,914	11,256	158,999	2,004	6,516	1,814	46,862	1,417	246,782
Stores inventory	-	-	19,488	-	-	-	-	-	19,488
Due from other funds	23,360	13,178	33	-	-	-	2,000	-	38,571
Prepaid expenditures	-	-	423	-	-	-	-	-	423
Other current assets	-	-	1,425	-	-	-	-	-	1,425
Total assets	$ 58,423	$ 11,725	$ 256,731	$ 2,103,036	$ 1,464,336	$ 1,906,163	$ 230,884	$ 1,587,227	$ 7,618,525
LIABILITIES AND FUND BALANCES									
Liabilities:									
Accounts payable	$ 3,120	$ 2,607	$ 10,268	$ 84,002	$ 19,743	$ 286,746	$ -	$ -	$ 406,486
Unearned revenue	-	1,212	-	-	-	-	-	-	1,212
Due to other funds	11,450	-	-	-	-	-	-	-	11,450
Total liabilities	14,570	3,819	10,268	84,002	19,743	286,746	-	-	419,148
Fund balances:									
Nonspendable	-	-	19,911	-	-	-	-	-	19,911
Restricted	43,853	7,906	226,552	2,019,034	1,444,593	1,619,417	230,884	1,587,227	7,179,466
Total fund balances	43,853	7,906	246,463	2,019,034	1,444,593	1,619,417	230,884	1,587,227	7,199,377
Total liabilities and fund balances	$ 58,423	$ 11,725	$ 256,731	$ 2,103,036	$ 1,464,336	$ 1,906,163	$ 230,884	$ 1,587,227	$ 7,618,525

WESTERN PLACER UNIFIED SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES

ALL NON-MAJOR FUNDS

For the Year Ended June 30, 2014

	Adult Education Fund	Child Development Fund	Cafeteria Fund	Building Fund	Capital Facilities Fund	County School Facilities Fund	Special Reserve Fund	Bond Interest and Redemption Fund	Total
Revenues:									
Federal sources	$ 35,342	$ -	$ 997,951	-	$ -	-	$ -	$ -	$ 1,033,293
Other state sources	-	194,658	75,077	-	-	-	130,000	-	399,735
Other local sources	96,218	61,123	644,945	26,765	2,094,990	24,274	320,043	2,012,814	5,281,172
Total revenues	131,560	255,781	1,717,973	26,765	2,094,990	24,274	450,043	2,012,814	6,714,200
Expenditures:									
Certificated salaries	7,590	43,020	-	-	-	-	-	-	50,610
Classified salaries	107,142	113,929	656,775	-	107,809	-	-	-	985,655
Employee benefits	45,903	69,338	311,883	-	42,624	-	-	-	469,748
Books and supplies	14,129	15,009	610,474	108,228	1,502	-	5,700	-	755,042
Contract services and operating expenditures	2,057	592	27,317	251,088	111,284	41,447	43,121	-	476,906
Capital outlay	-	-	-	71,805	-	913,026	385,120	-	1,369,951
Debt service:									
Principal retirement	-	13,000	-	-	-	-	-	794,898	807,898
Interest	-	-	-	-	-	-	-	1,045,102	1,045,102
Total expenditures	176,821	254,888	1,606,449	431,121	263,219	954,473	433,941	1,840,000	5,960,912
(Deficiency) excess of revenues (under) over expenditures	(45,261)	893	111,524	(404,356)	1,831,771	(930,199)	16,102	172,814	753,288
Other financing sources (uses):									
Operating transfers in	23,360	13,000	-	-	-	-	2,000	-	38,360
Operating transfers out	(11,450)	(14,582)	(85,304)	-	(680,000)	-	-	-	(791,336)
Total other financing sources (uses)	11,910	(1,582)	(85,304)	-	(680,000)	-	2,000	-	(752,976)
Net change in fund balances	(33,351)	(689)	26,220	(404,356)	1,151,771	(930,199)	18,102	172,814	312
Fund balances, July 1, 2013	77,204	8,595	220,243	2,423,390	292,822	2,549,616	212,782	1,414,413	7,199,065
Fund balances, June 30, 2014	$ 43,853	$ 7,906	$ 246,463	$ 2,019,034	$ 1,444,593	$ 1,619,417	$ 230,884	$ 1,587,227	$ 7,199,377

LS 2 H

WESTERN PLACER UNIFIED SCHOOL DISTRICT

COMBINING STATEMENT OF CHANGES IN ASSETS AND LIABILITIES

ALL AGENCY FUNDS

For the Year Ended June 30, 2014

	Balance July 1, 2013	Additions	Deductions	Balance June 30, 2014
Student Body Funds				
Lincoln High School				
Assets:				
Cash on hand and in banks	$ 134,147	$ 555,675	$ 556,835	$ 132,987
Liabilities:				
Due to student groups	$ 134,147	$ 555,675	$ 556,835	$ 132,987
Middle Schools				
Assets:				
Cash on hand and in banks	$ 83,068	$ 122,151	$ 108,174	$ 97,045
Liabilities:				
Due to student groups	$ 83,068	$ 122,151	$ 108,174	$ 97,045
Total Agency Funds				
Assets:				
Cash on hand and in banks	$ 217,215	$ 677,826	$ 665,009	$ 230,032
Liabilities:				
Due to student groups	$ 217,215	$ 677,826	$ 665,009	$ 230,032

4.2.58

WESTERN PLACER UNIFIED SCHOOL DISTRICT

ORGANIZATION

June 30, 2014

Western Placer Unified School District, a political subdivision of the State of California, was established in 1966 and is comprised of an area of approximately 170 square miles located in Placer County. There were no changes in the boundaries of the District during the year. The District currently operates seven elementary schools, two middle schools, one high school, one continuation school and one adult school.

GOVERNING BOARD

Name	Office	Term Expires
Kris Wyatt	President	November 2014
Brian Haley	Vice President	November 2014
Damian Armitage	Clerk	November 2014
Paul Carras	Member	November 2016
Paul Long	Member	November 2016

ADMINISTRATION

Scott Leaman
Superintendent

Michele Schuetz
Interim Deputy Superintendent, Educational Services

Audrey Kilpatrick
Assistant Superintendent, Business and Operations

4.2.59

WESTERN PLACER UNIFIED SCHOOL DISTRICT

SCHEDULE OF AVERAGE DAILY ATTENDANCE

For the Year Ended June 30, 2014

	Second Period Report	Annual Report
Elementary:		
Transitional Kindergarten through Third	2,262	2,263
Fourth through Sixth	1,642	1,641
Seventh and Eighth	963	960
Special Education	15	15
Total Elementary	4,882	4,879
Secondary:		
Ninth through Twelfth	1,471	1,461
Continuation Education	61	60
Special Education	11	10
Total Secondary	1,543	1,531
ADA Totals	6,425	6,410

H.2.60

WESTERN PLACER UNIFIED SCHOOL DISTRICT

SCHEDULE OF INSTRUCTIONAL TIME

For the Year Ended June 30, 2014

Grade Level	Statutory Minutes Requirement	Reduced Minutes Requirement	2013-2014 Actual Minutes	Number of Days Traditional Calendar	Status
Kindergarten	36,000	35,000	36,000	180	In Compliance
Grade 1	50,400	49,000	54,820	180	In Compliance
Grade 2	50,400	49,000	54,820	180	In Compliance
Grade 3	50,400	49,000	54,820	180	In Compliance
Grade 4	54,000	52,500	55,680	180	In Compliance
Grade 5	54,000	52,500	55,680	180	In Compliance
Grade 6	54,000	52,500	62,290	180	In Compliance
Grade 7	54,000	52,500	62,290	180	In Compliance
Grade 8	54,000	52,500	62,290	180	In Compliance
Grade 9	64,800	63,000	65,045	180	In Compliance
Grade 10	64,800	63,000	65,045	180	In Compliance
Grade 11	64,800	63,000	65,045	180	In Compliance
Grade 12	64,800	63,000	65,045	180	In Compliance

See accompanying notes to supplementary information.

4, 2.61

WESTERN PLACER UNIFIED SCHOOL DISTRICT

SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS

For the Year Ended June 30, 2014

Federal Catalog Number	Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Pass-Through Entity Identifying Number	Federal Expend-itures
U.S. Department of Education - Passed through California Department of Education			
	Special Education Cluster:		
84.027	Special Ed: IDEA Basic and Local Assistance Entitlement, Part B, Sec 611 (Formerly 94-142)	13379	$ 995,436
84.027A	Special Ed: IDEA Preschool Local Entitlement, Part B, Sec 611 (Age 3-5)	13682	82,222
84.027A	Special Ed: IDEA Mental Health Services, Part B, Sec 611	14468	116,463
84.173	Special Ed: IDEA Preschool Grants, Part B, Sec 619	13430	27,851
	Subtotal Special Education Cluster		1,221,972
	Title I Programs:		
84.010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	14329	1,143,616
84.010	NCLB: Title I, Program Improvement LEA Corrective Action	14957	20,970
	Subtotal Title I Programs		1,164,586
84.365	NCLB: Title III, Limited English Proficiency Student Program	14346	50,490
84.367	NCLB: Title II, Part A, Improving Teacher Quality Local Grants	14341	85,159
84.048	Carl D. Perkins Career and Technical Education: Secondary, Section 131	14894	35,112
84.158	Department of Rehabilitation: Workability II, Transitions Partnership	10006	35,342
84.196	Education for Homeless Children and Youth	60973	14,216
	Total U.S. Department of Education		2,606,877
U.S. Department of Agriculture - Passed through California Department of Education			
	Child Nutrition Cluster:		
10.553	Especially Needy School Breakfast	13526	175,963
10.555	National School Lunch	13523	821,989
	Total Child Nutrition Cluster and U.S. Department of Agriculture		997,952

(Continued)

4, 2.62

WESTERN PLACER UNIFIED SCHOOL DISTRICT

SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS
(Continued)

For the Year Ended June 30, 2014

Federal Catalog Number	Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Pass-Through Entity Identifying Number	Federal Expend-itures
U.S. Department of Health and Human Services - Passed through California Department of Education			
93.778	Department of Health Care Services (DHCS): Medi-Cal Billing Option	10013	$ 97,274
	Total Federal Awards		$ 3,702,103

See accompanying notes to supplementary information.

4.2.63

WESTERN PLACER UNIFIED SCHOOL DISTRICT

RECONCILIATION OF UNAUDITED ACTUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

For the Year Ended June 30, 2014

There were no audit adjustments proposed to any funds of the District.

See accompanying notes to supplementary information.

4.2.64

WESTERN PLACER UNIFIED SCHOOL DISTRICT

SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS

For the Year Ended June 30, 2014

(UNAUDITED)

	(Budget) 2015	2014	2013	2012
General Fund				
Revenues and other financing sources	$ 52,871,608	$ 50,950,994	$ 45,673,424	$ 49,190,052
Expenditures	52,977,548	51,447,634	47,146,363	49,493,015
Other uses and transfers out	23,360	38,360	26,419	213,226
Total outgo	53,000,908	51,485,994	47,172,782	49,706,241
Change in fund balance	$ (129,300)	$ (535,000)	$ (1,499,358)	$ (516,189)
Ending fund balance	$ 7,213,033	$ 7,342,333	$ 7,877,333	$ 9,376,691
Available reserves	$ 1,786,428	$ 2,647,085	$ 3,525,383	$ 8,273,708
Designated for economic uncertainties	$ 1,590,027	$ 1,541,240	$ 1,412,509	$ 1,499,954
Undesignated fund balance	$ 196,401	$ 1,105,845	$ 2,112,874	$ 6,773,754
Available reserves as percentages of total outgo	3.37%	5.14%	7.5%	16.7%
All Funds				
Total long-term liabilities	$ 155,323,837	$ 157,582,001	$ 159,018,278	$ 160,141,007
Average daily attendance at P-2,	6,495	6,425	6,299	6,278

The General Fund fund balance has decreased by $2,550,547 over the past three years. The fiscal year 2014-2015 budget projects a decrease of $129,300. For a district this size, the state recommends available reserves of at least 3% of total General Fund expenditures, transfers out, and other uses. For the year ended June 30, 2014, the District met this requirement.

The District has incurred operating deficits in each of the past three years, and anticipates an operating deficit in fiscal year 2015.

Total long-term liabilities have decreased by $2,559,006 over the past two years.

Average daily attendance has increased by 147 over the past two years. An increase of 70 ADA is projected for the 2014-2015 fiscal year.

See accompanying notes to supplementary information.

4.2.65

WESTERN PLACER UNIFIED SCHOOL DISTRICT

SCHEDULE OF CHARTER SCHOOLS

For the Year Ended June 30, 2014

Charter Schools Chartered by District	Included in District Financial Statements, or Separate Report
Horizon Charter School	Separate report
Partnerships for Student Centered Learning	Separate report

See accompanying notes to supplementary information.

4.2.66

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTES TO SUPPLEMENTARY INFORMATION

1. PURPOSE OF SCHEDULES

A - Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

B - Schedule of Instructional Time

The District has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. This schedule presents information on the amount of instructional time offered by the District, and whether the District complied with the provisions of Education Code Sections 46201 through 46206.

C - Schedule of Expenditure of Federal Awards

OMB Circular A-133 requires a disclosure of the financial activities of all federally funded programs. This schedule was prepared to comply with A-133 requirements, and is presented on the modified accrual basis of accounting.

The following schedule provides a reconciliation between revenues reported on the Statement of Revenues, Expenditures and Change in Fund Balances and the related expenditures reported on the Schedule of Expenditure of Federal Awards. The reconciling amounts represent Federal funds that have been recorded as revenues that have not been expended by June 30, 2014.

Description	CFDA Number	Amount
Total Federal revenues, Statement of Revenues, Expenditures and Change in Fund Balances		$ 3,684,788
Add: Medi-Cal Billing Funds expended in excess of revenues	93.778	18,483
Less: Advanced Placement (AP) Program Test Fee; Advanced Placement Incentive Program Grants expenditures	84.330	(1,168)
Total Schedule of Expenditure of Federal Awards		$ 3,702,103

(Continued)

4.2.67

1. PURPOSE OF SCHEDULES (Continued)

D - Reconciliation of Unaudited Actual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the Unaudited Actual Financial Report to the audited financial statements.

E - Schedule of Financial Trends and Analysis - Unaudited

This schedule provides information on the District's financial condition over the past three years and its anticipated condition for the 2014-2015 fiscal year, as required by the State Controller's Office. The information in this schedule has been derived from audit information.

F - Schedule of Charter Schools

This schedule provides information for the California Department of Education to monitor financial reporting by Charter Schools.

2. EARLY RETIREMENT INCENTIVE PROGRAM

Education Code Section 14502 requires certain disclosure in the financial statements of districts which adopt Early Retirement Incentive Programs pursuant to Education Code Sections 22714 and 44929. For the fiscal year ended June 30, 2014, the District did not adopt this program.

4.2.68

Crowe Horwath

Crowe Horwath LLP
Independent Member Crowe Horwath International

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH STATE LAWS AND REGULATIONS

Board of Education
Western Placer Unified School District
Lincoln, California

Report on Compliance with State Laws and Regulations

We have audited Western Placer Unified School District's compliance with the types of compliance requirements described in the State of California's Standards and Procedures for Audits of California K-12 Local Educational Agencies (the "Audit Guide") to the state laws and regulations listed below for the year ended June 30, 2014.

Description	Audit Guide Procedures	Procedures Performed
Attendance Reporting	6	Yes
Teacher Certification and Misassignments	3	Yes
Kindergarten Continuance	3	Yes
Independent Study	23	No, see below
Continuation Education	10	Yes
Instructional Time	10	Yes
Instructional Materials	8	Yes
Ratio of Administrative Employees to Teachers	1	Yes
Classroom Teacher Salaries	1	Yes
Early Retirement Incentive Program	4	No, see below
Gann Limit Calculation	1	Yes
School Accountability Report Card	3	Yes
Juvenile Court Schools	8	No, see below
Local Control Funding Formula Certification	1	Yes
California Clean Energy Jobs Act	3	Yes
After School Education and Safety Program:		
General requirements	4	Yes
After school	5	Yes
Before school	6	No, see below
Education Protection Account Funds	1	Yes
Common Core Implementation Funds	3	Yes
Unduplicated Local Control Funding Formula Pupil Counts	3	Yes
Contemporaneous Records of Attendance, for charter schools	8	No, see below
Mode of Instruction, for charter schools	1	No, see below
Nonclassroom-Based Instruction/Independent Study, for charter schools	15	No, see below
Determination of Funding for Nonclassroom-Based Instruction, for charter schools	3	No, see below
Annual Instructional Minutes - Classroom-Based, for charter schools	4	No, see below
Charter School Facility Grant Program	1	No, see below

4.2.69

We did not perform testing for Independent Study because the ADA was under the level which required testing.

We did not perform any procedures related to the Early Retirement Incentive Program because the District did not offer this program in the current year.

We did not perform procedures related to Juvenile Court Schools because the District does not offer Juvenile Court Schools.

We did not perform procedures related to the After School Education and Safety Program - Before School, as the District does not operate a before school program.

We did not perform procedures for the charter school section because the charter schools sponsored by the District have separate reports.

Management's Responsibility

Management is responsible for compliance with the requirements of state laws and regulations, as listed above.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance with state laws and regulations, as listed above of Western Placer Unified School District. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the State of California's Standards and Procedures for Audits of California K-12 Local Educational Agencies. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the state laws and regulations listed above occurred. An audit includes examining, on a test basis, evidence about Western Placer Unified School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance with state laws and regulations. However, our audit does not provide a legal determination of Western Placer Unified School District's compliance.

Opinion with State Laws and Regulations

In our opinion, Western Placer Unified School District complied, in all material respects, with the state laws and regulations referred to above for the year ended June 30, 2014. Further, based on our examination, for items not tested, nothing came to our attention to indicate that Western Placer Unified School District had not complied with the state laws and regulations.

Purpose of this Report

The purpose of this report on compliance is solely to describe the scope of our testing of compliance and the results of that testing based on the requirements of the *State of California's Standards and Procedures for Audits of California K-12 Local Educational Agencies*. Accordingly, this report is not suitable for any other purpose.

Crowe Horwath LLP

Crowe Horwath LLP

Sacramento, California
December 12, 2014

4.2.70

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Education
Western Placer Unified School District
Lincoln, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Western Placer Unified School District as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise Western Placer Unified School District's basic financial statements, and have issued our report thereon dated December 12, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Western Placer Unified School District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Western Placer Unified School District's internal control. Accordingly, we do not express an opinion on the effectiveness of Western Placer Unified School District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

We identified a deficiency involving internal control that were communicated to management as identified in the accompanying Schedule of Audit Findings and Questioned Costs Finding 2014-001.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Western Placer Unified School District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

District's Response to Finding

Western Placer Unified School District's response to the finding identified in our audit is described in the accompanying Schedule of Audit Findings and Questioned Costs. Western Placer Unified School District's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Crowe Horwath LLP

Crowe Horwath LLP

Sacramento, California
December 12, 2014

H 2.72

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE

Board of Education
Western Placer Unified School District
Lincoln, California

Report on Compliance for Each Major Federal Program

We have audited Western Placer Unified School District's compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of Western Placer Unified School District's major federal programs for the year ended June 30, 2014. Western Placer Unified School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Western Placer Unified School District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Western Placer Unified School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Western Placer Unified School District's compliance.

Opinion on Each Major Federal Program

In our opinion, Western Placer Unified School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2014.

4.2.73

Report on Internal Control Over Compliance

Management of Western Placer Unified School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Western Placer Unified School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Western Placer Unified School District's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Purpose of this Report

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Crowe Horwath LLP

Crowe Horwath LLP

Sacramento, California
December 12, 2014

FINDINGS AND RECOMMENDATIONS

4.2.75

WESTERN PLACER UNIFIED SCHOOL DISTRICT

SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS

Year Ended June 30, 2014

SECTION I - SUMMARY OF AUDITOR'S RESULTS

FINANCIAL STATEMENTS

Type of auditor's report issued:	Unmodified	
Internal control over financial reporting:		
Material weakness(es) identified?	____ Yes	__X__ No
Significant deficiency(ies) identified not considered to be material weakness(es)?	____ Yes	__X__ None reported
Noncompliance material to financial statements noted?	____ Yes	__X__ No

FEDERAL AWARDS

Internal control over major programs:		
Material weakness(es) identified?	____ Yes	__X__ No
Significant deficiency(ies) identified not considered to be material weakness(es)?	____ Yes	__X__ None reported
Type of auditor's report issued on compliance for major programs:	Unmodified	
Any audit findings disclosed that are required to be reported in accordance with Circular A-133, Section .510(a)?	____ Yes	__X__ No

Identification of major programs:

CFDA Number(s)	Name of Federal Program or Cluster
84.027, 84.027A, 84.173	Special Education Programs
84.010	NCLB: Title I Programs

Dollar threshold used to distinguish between Type A and Type B programs:	$ 300,000	
Auditee qualified as low-risk auditee?	__X__ Yes	____ No

STATE AWARDS

Type of auditor's report issued on compliance for state programs:	Unmodified

4.2.76

SECTION II - FINANCIAL STATEMENT FINDINGS

2014-001 DEFICIENCY - STUDENT BODY ACCOUNTING (30000)

Criteria

Education Code Section 48930 (and California Department of Education's "Accounting Procedures for Student Organizations Handbook") requires student body organizations to follow the regulations set by the Governing Board of the school district.

Condition

At Glen Edwards School, the following was noted:

- Deposit verification worksheets lacked dual signatures for cash counts.
- Student store inventories were not being counted.

Effect

ASB funds could potentially be misappropriated.

Cause

Adequate internal control procedures have not been implemented and enforced.

Fiscal Impact

Not determinable.

Recommendation

- Deposit verifications should have dual signatures for cash counts.
- Student store inventories should be counted on a continual basis.

Corrective Action Plan

Management acknowledged the lack of a controls documented above and noted that these controls will be implemented in the subsequent year.

4.2.77

WESTERN PLACER UNIFIED SCHOOL DISTRICT

SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
(Continued)
Year Ended June 30, 2014

SECTION III- FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

No matters were reported.

4.2.78

WESTERN PLACER UNIFIED SCHOOL DISTRICT

SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
(Continued)
Year Ended June 30, 2014

SECTION IV - STATE AWARD FINDINGS AND QUESTIONED COSTS

No matters were reported.

4.2.79

STATUS OF PRIOR YEAR

FINDINGS AND RECOMMENDATIONS

4.2.80

WESTERN PLACER UNIFIED SCHOOL DISTRICT

STATUS OF PRIOR YEAR FINDINGS AND RECOMMENDATIONS

Year Ended June 30, 2014

Finding/Recommendation	Current Status	District Explanation If Not Implemented
No matters were reported.		

4.2.81

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:
- 12/02/14 Regular Board of Trustee Meeting
- 12/16/14 Annual Organizational Board of Trustee Meeting

AGENDA ITEM AREA:
CONSENT AGENDA

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
January 20, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:

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

- December 2, 2014 Regular Board of Trustee Meeting
- December 16, 2014 Annual Organizational Board of Trustee Meeting

RECOMMENDATION:

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

wp/rk/factform

Western Placer Unified School District
Regular Meeting of the Board of Trustees
December 2, 2014, 7:00 P.M.
LINCOLN HIGH SCHOOL – LIBRARY
790 J Street, Lincoln, CA 95648

MINUTES

2013-2014 Goals & Objectives (G & 0) for the Management Team: Component I: Quality Student Performance; **Component II:** Curriculum Themes; **Component III:** Special Student Services; **Component IV:** Staff & Community Relations; **Component V:** Facilities/Administration/Budget.

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

Board Members Present:
Kris Wyatt, President
Brian Haley, Vice President
Damian Armitage, Clerk
Paul Carras, Member
Paul Long, Member

Others Present:
Scott Leaman, Superintendent
Audrey Kilpatrick, Assistant Superintendent of Business & Operations
Ryan Davis, Assistant Superintendent of Personnel Services
Kerry Callahan, Assistant Superintendent of Educational Service
Mike Adell, Director of Facilities
Rosemary Knutson, Secretary to the Superintendent
Carol Percy, Lincoln News Messenger

6:00 P.M. START

1. **CALL TO ORDER** – Lincoln High School - Library

6:05 P.M.

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

2.1 CONFERENCE WITH LABOR NEGOTIATOR
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators: Scott Leaman, Superintendent, Ryan Davis, Assistant Superintendent of Personnel Services, Audrey Kilpatrick, Assistant Superintendent of Business and Operations, Kerry Callahan, Assistant Superintendent of Educational Services

2.2 PERSONNEL
Public Employee Employment/Discipline/Dismissal/Release

2.3 CONFERENCE WITH REAL PROPERTY NEGOTIATOR
Property Designated as School Site within Village 1 in City of Lincoln General Plan

2.4 CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION
Case 34-2014-80001762

7:00 P.M.

3. ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE–Lincoln High Theater
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

3.1 CONFERENCE WITH LABOR NEGOTIATOR
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators: Scott Leaman, Superintendent, Ryan Davis, Assistant Superintendent of Personnel Services, Audrey Kilpatrick, Assistant Superintendent of Business and Operations, Kerry Callahan, Assistant Superintendent of Educational Services

No action was taken

3.2 PERSONNEL
Public Employee Employment/Discipline/Dismissal/Release

No action was taken

3.3 CONFERENCE WITH REAL PROPERTY NEGOTIATOR
Property Designated as School Site within Village 1 in City of Lincoln General Plan

No action taken

3.4 CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION
Case 34-2014-80001762

No action taken

4. CONSENT AGENDA

4.1 Approval of Meeting Minutes for:
- November 18, 2014 Regular Board of Trustee Meeting

4.2 Approval of Warrants
4.3 Classified Personnel Report
4.4 Williams Uniform Quarterly Complaint Report.
4.5 Ratification of Contract with Browner Mechanical – HVAC Services – Creekside Oaks Elementary School
4.6 Ratification of Contract with Health-e Meal Planner – Western Placer Unified School District.
4.7 Ratification of Contract with Crusader Fence Co. for Fencing Repair Services at Glen Edwards Middle School.
4.8 Ratification of Professional Services Authorization with LPA, Inc. for Site Plan Assistance at Lincoln High School Farm.
4.9 Ratification of Professional Services Authorization with LPA, Inc. for Lincoln High School Farm.

4.10 Ratification of Contract – WAVE Business Solutions Point to Point Transport – Western Placer Unified School District

Motion by Mr. Long, seconded by Mr. Carras, and passed by a 5-0 (**Ayes**: *Haley, Long, Armitage, Carras, Wyatt,* **No:** *None*) roll call vote to approve consent agenda as presented.

5. COMMUNICATION FROM THE PUBLIC

Jeff Duer read the following: I am a teacher at LHS and I appreciate the opportunity to be here to speak to you tonight. You may be wondering what all these staff members from Lincoln High School are doing here on a Tuesday night? We are not here to ask for a salary or benefits increase. We simply have one request… We would like to invite the WPUSD School board members and Administration to come to Lincoln High School to participate in a series of forums to discuss how we all can improve the educational delivery system at LHS.

As you are aware, Lincoln high school is going through the WASC accreditation this year. This has created some lively discussions among teachers, administrators, and classified personnel on how to improve LHS. One of the questions that has come up within our focus groups is what is actually done with the WASC report once the process is complete? We want to make sure that it is not just filed with no real attempts at improving LHS in a meaningful way.

We understand that WPUSD is just that… a unified district, however, many staff members strongly believe emphasis needs to be placed on Lincoln High School since it is the only comprehensive high school in the district. LHS necessitates special consideration and attention; it cannot be viewed as just 1 of the 11 schools in WPUSD. Please, invest in LHS!

I would like to emphasize…this is NOT a union movement. And this is not administrative action. We're also not here to gripe and complain to you tonight. No individual is leading this grass-roots effort to improve LHS… it has sprung up naturally out of necessity … and many, many staff members share in this vision to improve LHS.

Imagine workers in a factory. They use their specific skills to build a product on the assembly line. One day after work, several of these workers started sharing ideas on how to improve the finished product. Many of them had good ideas. All they needed was the opportunity to sit down with the factory managers to explain their ideas. All we, the staff members at LHS, are asking for is the opportunity to sit down and discuss how to improve Lincoln High School… because we're not talking about a "finished Product" in a factory, we are talking about students' education! Please, invest in LHS student! Thank you.

Mary McQueen teacher at LHS for 20 years, she discussed the growth at LHS, need emphasis at the high school, we're a unified district, but we need to put the emphasis at LHS. We have programs no other schools have, so we need to focus on who we are. Staff ratios have not increased with the student ratio. We have talked about inviting board members and district administration, invited board to take a tour of LHS.

Jennifer Horton, Science teacher at LHS for the past 10 years, and would like to piggyback on the wonderful growth, feeling over shadowed by all the elementary schools. Feels like they are in the shadow of all the growth, teachers, secretaries, custodial, feels we need a career and college center. One that can help students find good colleges and careers. It's a good school, and good staff, and would also like board members to visit the school and classrooms.

Mrs. Wyatt shared meeting with Scott would be the start of there first, than board members.
Mr. Carras shared he has many years in education. He feels a meeting with Mr. Leaman is a good place to begin talking.
Mr. Armitage offered to come and visit LHS as well as classrooms
Mr. Long asked if there have been discussions with Mr. Berns
Mr. Haley offered to visit LHS also
Mr. Leaman shared a meeting process will begin

6. REPORTS & COMMUNICATION

6.1 Lincoln High School, Student Advisory – Jillian Loya was absent
6.2 Western Placer Teacher's Association – Tara McCroskey
6.3 Western Placer Classified Employee Association, Mike Kimbrough had no report
6.4 Superintendent - Scott Leaman reported the following:

- No Board meeting on January 6th
- During vacation an employee newsletter will be going out with dates that the office will be open
- Next meeting is reorganization, and first interim

7. ♦ACTION ♦DISCUSSION ♦INFORMATION

7.1 Action **ACCEPTANCE OF BID FROM HOMETOWN CONSTRUCTION FOR THE DISTRICT OFFICE DATA ROOM HVAC PROJECT– Kilpatrick** *(14-15 G & O Component I, II, III, IV, V)*

•To relieve the ongoing issue of inadequate cooling within the Data (or Server) Room at the District Office on the 4th Floor of city Hall Building, we have solicited bids for the improvement work that is outlined in plans and specification by Rainforth Grau Architects.

Audrey Kilpatrick introduced Mike Adell as the new Director of Facilities for the district, who will be starting on December15th. She also presented a bid for hometown construction for a bigger HVC system to be put in the Server Room at the District Office. Motion by Mr. Armitage, seconded by Mr. Carras, and passed by a 5-0 (**Ayes**: *Armitage, Haley, Long, Carras, Wyatt,* **No:** *None*) vote to approve the bid from Hometown Construction.

7.2 Information/ Discussion **ELEMENTARY EDUCATIONAL SPECIFICATION UPDATE– Kilpatrick** *(14-15 G & O Component I, II, III, IV, V)*

•The District has committed to renewing our vastly outdated Educational Specifications for all grade levels, but beginning with Elementary. In addition to this being an integral part of planning out any future sites, or modernizations to current sites, it also is a requirement for submission to California Department of Education Prior to approval of any changes to school sites or construction of new school sites.

Audrey Kilpatrick reported they have been meeting timelines, which shows what needs to be done. This item is for information only, the Proposal will be coming for approval in January.

7.3 Action **APPROVE RESOLUTION #14/15.12 – WPUSD – INTENT TO REIMBURSE CERTAIN EXPENDITURES FROM THE PROCEEDS OF TAX-EXEMPT INDEBTEDNESS– Kilpatrick** *(14-15 G & O Component I, II, III, IV, V)*

•Resolution No. 14/15.12is adopted solely for the purposes of establishing compliance with the requirements of section 1.150-2 of the Treasury Regulations as amended. The Board expects the District will pay certain project costs prior to the issuance of tax-exempt indebtedness for the project. With this resolution the Board declares the District's official intent is to use proceeds of tax-exempt indebtedness to reimburse the District for certain project costs, in such amounts and at such times as may be necessary or convenient, and as allowed by applicable law.

Audrey Kilpatrick presented the Resolution for approval due to the bond. This will allow use of expenditures and any monies used can be paid back with the bond. This could include design, or professional fees. Motion by Mr. Haley, seconded by Mr. Armitage, and passed by a 5-0 (**Ayes**: *Long, Armitage, Carras, Haley, Wyatt,* **No:** *None*) roll call vote to approve Resolution #14/15.12 for Intent to reimburse certain expenditures from the proceeds of tax-exempt indebtedness.

7.4 Information/ Discussion **MEASURE A BOND UPDATE – TIMELINE OF ELECTION RESULTS CERTIFICATION AND GENERAL OBLIGATION BOND CITIZENS' BOND OVERSIGHT COMMITTEE APPOINTMENT– Leaman/Kilpatrick** *(14-15 G & O Component I, II, III, IV, V)*

•With the successful passage of the Measure A General Obligation Bond, the District must undertake actions relating to the issuance and sale of bonds authorized by Measure A. Staff will present an overview of the necessary actions and timelines related to the bond to include certain resolutions, certifications and establishment of a Citizen's Bond Oversight Committee.

Mr. Leaman reported that Measure A did pass with 61% of the vote. The district is excited that this bond will improve LHS, there is a plan that was put together by architects it shows how LHS can be improved. There have been inquires about the oversight committee. Dan Muroche with Lozano Smith is here to discuss the process of the Bond oversight committee, created by Prop39. Mr. Muroche reviewed the following committee guidelines:

- One bond committee would provide oversight over both projects which include the one bond
- Spends money on the project list
- Actively reviews
- Reviews annual audits, annual requirement by independent auditor
- Their role is to communicate to the public
- To review expenditures that are made by board and staff
- Size of committee, minimum of 7
- Timeline of establishment oversight committee is within 60 days of passing a Resolution on passing certification of the bond

- Must have business representative, senior representative, parent of student, PTO representative, tax payer representative, at large members. Who can't serve – district employees, board members, contractors, and consultants.
- In January Capital Finance will come and discuss how the sell the bonds.

Next step is certification

Tara McCrowskey WPTA President shared she is excited about the bond, and the show of community support, building the community we want Lincoln to be. She thanked the school board for putting the bond out. Thanked the community for their support. Let's celebrate!

7.5 Action **ADOPTION OF REVISED/NEW POLICIES, REGULATIONS AND EXHIBITS – Leaman** *(14-15 G & O Component I, II, III, IV, V)*

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

- BP/AR 0450 – Comprehensive Safety Plan
- BP/AR 3350.1 - Guidelines for use of Bank Credit Cards
- BP/AR 3511.1 - Integrated Waste Management
- AR 3516.3 – Earthquake Emergency Procedure System

Motion by Mr. Long, seconded by Mr. Carras, and passed by a 5-0 (**Ayes:** *Armitage, Haley, Long, Carras, Wyatt,* **No:** *None*) vote to approve revised and new polices/regulations/exhibits.

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.

- Twelve Bridges High School
- Lincoln Crossing Elementary South/Facilities Update
- Foreign Exchange Students Criteria
- Community Information Breakfast (*Springtime*)

8.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Carras invited members to watch the lighted boat parade on Saturday
Mr. Armitage last night attended the Placer County School District Organization meeting, they approved minutes, elected president and vice, they meet once a year.
Mr. Long reported it was a wonderful board meeting, and this is what it's all about. We need to celebrate what is happening here at LHS.
Mr. Haley this was a great board meeting, positive staff, and comments.

Mr. Wyatt thanked the committee, David Hill and Mark for inviting her to WASC, work on miss interpret. She thanked Eric for stay for the duration of the meeting. She welcomed Mike Adell to Western Placer. She read a letter received a letter from Captain Robert J. Thomas who gave a presentation in November at TBE School, and thanked the district.

9. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

- **December 16, 2014 7:00 P.M.**, Regular Meeting of the Board of Trustee – Lincoln High School – Performing Arts Theater

10. ADJOURNMENT

There being no further business the meeting was adjourned at 8:35

Kris Wyatt, President

Damian Armitage, Clerk

Scott Leaman, Superintendent

Rosemary Knutson, Secretary to the Superintendent

Adopted:

Ayes:

Noes:

Absent:

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

Western Placer Unified School District
Annual Organizational Meeting of the Board of Trustees
December 16, 2014, 7:00 P.M.
Lincoln High School – Performing Arts Building
790 J Street, Lincoln, CA 95648

MINUTES

2013-2014 Goals & Objectives (G & 0) for the Management Team: Component I: Quality Student Performance; **Component II:** Curriculum Themes; **Component III:** Special Student Services; **Component IV:** Staff & Community Relations; **Component V:** Facilities/Administration/Budget.

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

Board Members Present:
Brian Haley
Damian Armitage
Paul Carras
Kris Wyatt
Paul Long

Others Present:
Scott Leaman, Superintendent
Audrey Kilpatrick, Assistant Superintendent of Business & Operations
Ryan Davis, Assistant Superintendent of Personnel Services
Kerry Callahan, Assistant Superintendent of Educational Services
Mike Adell, Director of Facilities
Rosemary Knutson, Secretary to the Superintendent

6:30 P.M. START

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

6:35 P.M.

2. **CLOSED SESSION** – Lincoln High School – Library

2.1 **CONFERENCE WITH LABOR NEGOTIATOR**
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators:
~Scott Leaman, Superintendent
~Ryan Davis, Assistant Superintendent of Personnel Services
~Audrey Kilpatrick, Assistant Superintendent of Business and Operations
~Kerry Callahan, Assistant Superintendent of Educational Services

2.2 **PERSONNEL**
Public Employee Employment/Discipline/Dismissal/Release

7:00 P.M.

3. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE**–Lincoln High School, Performing Arts Building
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

3.1 CONFERENCE WITH LABOR NEGOTIATOR
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators:
~Scott Leaman, Superintendent
~Ryan Davis, Assistant Superintendent of Personnel Services
~Audrey Kilpatrick, Assistant Superintendent of Business and Operations
~Kerry Callahan, Assistant Superintendent of Educational Services

No action was taken

3.2 PERSONNEL
Public Employee Employment/Discipline/Dismissal/Release

No action was taken

4. SPECIAL ORDER OF BUSINESS

Oath of Office

The Superintendent will administer the Oath of Office to Damian Armitage, Brian Haley and Kris Wyatt, as uncontested candidates of the Board of Trustees to serve until the end of their terms.

Mr. Leaman administered the Oath of Office to the following board members:

- Damian Armitage
- Brian Haley
- Kris Wyatt

5. REORGANIZATION OF THE BOARD OF TRUSTEES

As per Board Bylaw 9100 the Board shall hold an annual organization meeting within the time limits prescribed by law (Education Code 35143). At this meeting the Board shall:

5.1 Elect a President, Vice President, and Clerk from its Members

~As per Education code 35143 and Board Bylaw 9100 the Board of Trustees shall hold an annual organizational meeting to elect a President, Vice President and Clerk from its members.

Mr. Leaman presided over the board meeting to elect new officers for 2015.
President – Motion by Mr. Long, seconded by Mrs. Wyatt, and passed by a 5-0 (**Ayes**: *Armitage, Carras, Haley, Long, Wyatt,* **No:** *None*) vote to elect Mr. Haley for President.
Vice President – Motion by Mr. Long, seconded by Mr. Carras, and passed by a 5-0 (**Ayes**: *Armitage, Carras, Haley, Long, Wyatt,* **No:** *None*) vote to nominate Damian Armitage for Vice President.
Clerk – Motion by Mr. Carras, seconded by Mr. Armitage, and passed by a 5-0 (**Ayes**: *Haley, Carras, Haley, Long, Wyatt,* **No:** *None*) vote to nominate Kris Wyatt for Clerk.

At this time Mr. Haley took over the meeting as Board President

5.2 Appoint a Secretary to the Board

~According to Board Bylaw 9122, the Superintendent shall act as Secretary of the Governing Board.

Motion by Mr. Carras, seconded by Mr. Armitage, and passed by a 5-0 (**Ayes:** *Armitage, Carras, Haley, Long, Wyatt,* **No:** *None*) vote to appoint Mr. Leaman as Board Secretary.

5.3 Authorization of Signatures

~As per Board Bylaw 9100, the board of Trustees will authorize district officials as those who are authorized to sign district documents.

Motion by Mrs. Wyatt, seconded by Mr. Long, and passed by a 5-0 (**Ayes:** *Armitage, Carras, Haley, Long, Wyatt,* **No:** *None*) vote to approve the authorized signature listed.

5.4 Develop a Schedule of Regular Meetings for the Year

~The Board of Trustees must annually develop a schedule of regular meetings for the upcoming year.

Motion by Mr. Damian, seconded by Mr. Carras, and passed by a 5-0 (**Ayes:** *Armitage, Carras, Haley, Long, Wyatt,* **No:** *None*) vote to approve the 2015 meeting schedule.

5.5 Appoint Committee Assignments

~The Board of Trustees will discuss committee assignments.

Education – Mr. Armitage and Mr. Haley
Farm Foundation – Mrs. Wyatt and Mr. Long
Wellness – Mrs. Wyatt
Policy – Mr. Long
School Committee – Mr. Carras and Mr. Haley

6. CONSENT AGENDA

6.1 Classified Personnel Report

Motion by Mr. Carras, seconded by Mrs. Wyatt, and passed by a 5-0 (**Ayes:** *Wyatt, Long, Armitage, Carras, Haley* **No:** *None*) vote to approve consent agenda as presented.

7. COMMUNICATION FROM THE PUBLIC

No communication from the public

8. REPORTS & COMMUNICATION

8.1 Lincoln High School Student Advisory – Jillian Loya reported the following:

- having a sober grad fundraiser at Red Robin, receiving 10% of the proceeds
- Ugly sweater today, and tomorrow Christmas sock day
- Financial Aide meeting
- Girls Basketball team beat Pioneer
- Pascual Marques received a full ride scholarship to MIT
- The drama class put on a great play

8.2 Western Placer Teacher's Association – Tara McCroskey gave a shout out to the teachers, regarding the storm situation, with many students absent, and finals going on. Schoology has been a great resource, and it's been frustrating with network problems due to the storm, especially during finals. There really needs to be some problem solving.

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

8.4 Superintendent - Scott Leaman reported the following:

- We will not have a board meeting on the January 5, 2015.
- DO office hours will change during the holidays
- We are having Technology issues, with slow connections. They are working on the problem tonight.
- Storm didn't hit as bad, but we were down 20% on enrollment on Thursday

9. ♦ACTION ♦DISCUSSION ♦INFORMATION

9.1 Action **<u>2014-15 FIRST INTERIM REPORT</u> - Kilpatrick** *(13-14 G & O Component V, IV)*

•The district's Board of Trustees shall certify in writing whether or not the district is able to meet its financial obligations for the remainder of the fiscal year and, based on current forecasts, for the two subsequent fiscal years. The certification shall be classified as positive, qualified, or negative, pursuant to standards and criteria adopted by the State Board of Education (EC §33127).

Audrey presented a power point presentation on the 2014-15 First Interim. She reviewed areas of expenditures and revenues and discussed declining enrollment adjustments. This was due to the County by December 15th, the board will need to approve that the district will meet its financial obligations for the remainder of the fiscal year and based on current forecasts, for the two subsequent fiscal years. After some discussion and questions there was a motion. Mr. Carras suggested WPUSD needs to market our programs, and it also needs to be included in our goals. Motion by Mr. Carras, seconded by Mr. Long, and passed by a 5-0 (**Ayes**: *Armitage, Carras, Long, Wyatt, Haley,* **No:** *None*) vote to approve the 2014-15 First Interim Report.

9.2 Action **<u>DISTRICT VOTING REPRESENTATIVE</u> - Leaman** *(13-14 G & O Component V, IV)*

•Placer County Office of Education requires a voting representative from each district to vote on the Placer County Committee. The district Board of Trustees is required to select one voting representative from the current Board of Trustees.

Motion by Mrs. Wyatt, seconded by Mr. Long, and passed by a 5-0 (**Ayes**: *Armitage, Carras, Long, Wyatt, Haley* **No:** *None*) vote to nominate Paul Carras to serve as a voting representative for the Placer County Committee.

9.3 Discussion/ Action **CONSIDER APPROVING NEW JOB DESCRIPTION FOR MIDDLE SCHOOL FOOD SERVICE LEAD - Davis** *(13-14 G & O Component V, IV)*

- As a part of the ongoing review of job descriptions and needs of the District by both the District and CSEA there exists a need to approve a new job description for the Middle School Food Service Lead position to accommodate some of the essential job duties and requirements that are unique to the middle school setting and needed by the Food Services Department.

Ryan Davis reported on the new job description for middle school food service lead position. Motion by Mrs. Wyatt, seconded by Mr. Armitage and passed by a 5-0 (**Ayes**: *Armitage, Carras, Long, Wyatt, Haley* **No:** *None*) vote to approve the new job description for Middle School Food Service Lead.

9.4 Action **ADOPTION OF REVISED/NEW POLICIES, REGULATIONS AND EXHIBITS – Leaman** *(14-15 G & O Component I, II, III, IV, V)*

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

  - BP 1250 – Visitors/Outsiders
  - BP 4111 – Recruitment and Selection
  - AR 4112.6 – Personnel Files
  - BP/AR/E 4112.9 – Employee Notifications
  - BP 4119.1 – Civil and Legal Rights
  - BP/AR 5022 – Student and Family Privacy Rights
  - BP/AR 6112 – School Day
  - BP 6163.1 - Library Media Centers
  - BP/AR 6163.2 - Animals At School
  - BP/AR 6164.6 - Identification and Education Under Section 504

Motion by Mr. Carras, seconded by Mr. Long, and passed by a 5-0 (**Ayes**: *Armitage, Carras, Long, Wyatt, Haley* **No:** *None*) vote to approve new and revised policies/regulations/exhibits.

10. BOARD OF TRUSTEES

10.1 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.

- Twelve Bridges High School
- Lincoln Crossing Elementary South/Facilities Update
- Foreign Exchange Students Criteria

Kerry Callahan gave an update on foreign exchange academics. CSBA also recommended a new policy. Students must be certificated by homeland security. An MOU will be presented for board approval.

- Community Information Breakfast (*Springtime*)

10.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Wyatt attended the Farm Foundation meeting last week, also attended City Economic Development Committee. Also attended the WASC meeting at LHS, shared that LHS needs to sell themselves as a great school.
Mr. Long we need to discuss going paperless, bring back information.
Mr. Armitage attending the Education Foundation meeting, approved grants, many pertaining to our schools.
Mr. Carras also mentioned going paperless
Mr. Haley thanked Audrey for the presentation.

11. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

➢**January 20, 2015** 7:00 P.M., Regular Meeting of the Board of Trustees – Glen Edwards School – Multi-Purpose Room

12. ADJOURNMENT

There being no further business the meeting was adjourned at 8:33 p.m.

Brian Haley, President

Kris Wyatt, Clerk

Scott Leaman, Superintendent

Rosemary Knutson, Secretary to the Superintendent

Adopted:

Ayes:

Noes:

Absent:

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

WESTERN PLACER UNIFIED SCHOOL DISTRICT
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:
Audrey Kilpatrick
Assistant Superintendent of
Business and Operations

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

DEPARTMENT:
Business Services

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
January 20, 2015

ROLL CALL REQUIRED:
N/A

BACKGROUND:

The Board of Trustees will consider approval of warrants paid since the December 2, 2014 board meeting.

RECOMMENDATION:

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

wp/rk/factsheetwarrants

Checks Dated 01/09/2015

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85409698	01/09/2015	"DANIELSEN COMPANY, THE"	13-4380	140.61	
			13-4710	3,214.85	
			Unpaid Sales Tax	2.03-	3,353.43
85409699	01/09/2015	CROWN DISTRIBUTING INC.	13-4380		1,902.18
85409700	01/09/2015	D & P CREAMERY	13-4710		6,927.82
85409701	01/09/2015	OLD TOWN PIZZA	01-4300		227.38
85409702	01/09/2015	PIZZA GUYS	13-4710		1,018.42
85409703	01/09/2015	PROPACIFIC FRESH	13-4710		266.37
85409704	01/09/2015	SARA LEE	13-4710		27.42
85409705	01/09/2015	SYSCO SACRAMENTO	13-4380	397.54	
			13-4710	482.76	880.30
85409706	01/09/2015	ELIZABETH MAY	13-4710		71.50
85409707	01/09/2015	PACIFIC GAS & ELECTRIC CO	01-5510		20,569.98
85409708	01/09/2015	RECOLOGY FMRLY AUBURN PLACER DISPOSAL	01-5540		469.13
85409709	01/09/2015	VERIZON WIRELESS	01-5560	935.09	
			11-5560	6.74	
			12-5560	6.73	
			13-5560	14.67	
			21-5560	10.47	973.70
85409710	01/09/2015	WAVE DIVISION HOLDINGS	01-5560		79.84
85409711	01/09/2015	Amanda Y. Burch	01-5200		102.48
85409712	01/09/2015	Amber N. Hichborn	01-5200		87.30
85409713	01/09/2015	Sara J. Hodgen	01-5200		46.48
85409714	01/09/2015	Rosemary Knutson	01-5200		16.80
85409715	01/09/2015	Kevin D. Kurtz	01-4300		89.22
85409716	01/09/2015	Tracey N. Lillie	01-5200	43.12	
			11-5200	37.52	80.64
85409717	01/09/2015	Wendy K. Meagher	01-5200		80.64
85409718	01/09/2015	Jessica L. Rogers	01-5200		82.88
85409719	01/09/2015	Keyonna M. Williams	01-5200		75.60
85409720	01/09/2015	Rhianon R. Zinzun	01-5800		150.00
85409721	01/09/2015	A-Z BUS SALES INC	01-4365		180.70
85409722	01/09/2015	ADVANCED INTEGRATED PEST	01-5800		1,218.00
85409723	01/09/2015	ALAN S BROOKS	35-6290		150.00
85409724	01/09/2015	ALL ELECTRIC MOTORS INC	01-4300	31.22	
			01-5600	255.00	286.22
85409725	01/09/2015	BLACKBURN CONSULTING	01-5800		2,235.00
85409726	01/09/2015	BUREAU OF EDUCATION & RESEARCH	01-5200		239.00
85409727	01/09/2015	C & S TELECOMMUNICATIONS INC	01-5600		110.00
85409728	01/09/2015	CAPITOL CLUTCH AND BRAKE INC	01-4365		355.27
85409729	01/09/2015	CHRISTINE MIELE DBA - YOGA MINDED	01-4300		152.75
85409730	01/09/2015	CITRUS HEIGHTS SAW & MOWER	01-4365		171.72
85409731	01/09/2015	CRA - CALIFORNIA READING ASSOC	01-5200		380.00
85409732	01/09/2015	DECKER EQUIPMENT	01-4300	230.49	
			Unpaid Sales Tax	14.11-	216.38

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ESCAPE ONLINE

Checks Dated 01/09/2015

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85409733	01/09/2015	DISCOVERY OFFICE SYS/US BANK EQUIPMENT FINANCE	01-5600		587.73
85409734	01/09/2015	DISCOVERY OFFICE SYSTEMS	01-5600		166.06
85409735	01/09/2015	ECONOMIC & PLANNING SYS. INC.	49-5800		157.50
85409736	01/09/2015	EXCELCHEM ENVIRONMENTAL LAB	01-5800		77.50
85409737	01/09/2015	FLEX-PLAN SERVICES, INC.	01-5800		121.00
85409738	01/09/2015	GRAINGER .	01-4300		1,505.63
85409739	01/09/2015	INSTITUTE ON DISABILITY UNIVERSITY OF NEW HAMPSHIRE	01-4300	161.82	
			Unpaid Sales Tax	10.87-	150.95
85409740	01/09/2015	INTEGRATED FIRE SYSTEMS INC	01-5800		1,540.00
85409741	01/09/2015	JCI JOHNSON CONTROLS INC.	35-6270		136,552.00
85409742	01/09/2015	JOHN DEERE LANDSCAPES	01-4300		44.11
85409743	01/09/2015	KRISTINE N CORN DBA SIERRA PEDIATRIC THERAPY CLINIC	01-5800		546.25
85409744	01/09/2015	Loomis Union School Dist	01-4300		555.00
85409745	01/09/2015	LPA INC.	01-6210	37,777.28	
			21-5800	1,550.00	39,327.28
85409746	01/09/2015	MAXIM HEALTHCARE SERVICES DBA MAXIM STAFFING SOLUTIONS	01-5800		584.64
85409747	01/09/2015	MEDISCAN, INC.	01-5800		3,750.00
85409748	01/09/2015	MISSION UNIFORM SERVICE INC	01-4300	108.09	
			01-5800	1,824.34	1,932.43
85409749	01/09/2015	NASP - NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS	01-5200		1,626.00
85409750	01/09/2015	PCOE - PLACER CO OFFICE OF ED	01-5800		50,970.02
85409751	01/09/2015	PITNEY BOWES CREDIT CORP ACCOUNT #16271873867	01-5600		1,996.00
85409752	01/09/2015	PLACER LEARNING CENTER	01-5800		29,963.80
85409753	01/09/2015	POSTMASTER / SPECIAL ED.	01-4300		98.00
85409754	01/09/2015	RAINFORTH GRAU ARCHITECTS	21-5800	3,895.00	
			35-6210	6,968.42	10,863.42
85409755	01/09/2015	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		187.44
85409756	01/09/2015	SAC VAL JANITORIAL SALES	01-4300		2,454.22
85409757	01/09/2015	SASS/Mestmaker Insurance	01-5800		390.30
85409758	01/09/2015	SCHOOL SERVICES OF CA INC	01-4300		250.00
85409759	01/09/2015	SIERRA OFFICE SUPPLIES &	01-4300		308.88
85409760	01/09/2015	SIG SCHOOLS INSURANCE GROUP	01-5400		251,488.34
85409761	01/09/2015	STATE OF CALIFORNIA - DOJ	01-5821		32.00
85409762	01/09/2015	SUPER DUPER SCHOOL COMPANY	01-4300	41.79	
			Unpaid Sales Tax	2.39-	39.40
85409763	01/09/2015	WEST COAST ENVIRONMENTAL	21-5800		14,574.15
85409764	01/09/2015	WESTERN BLUE AN NWN COMPANY	01-4300		216.08
85409765	01/09/2015	GERRY ADAMS	01-5821		15.00
85409766	01/09/2015	Laurel A. Etchepare	01-4300		47.98
85409767	01/09/2015	Karen A. Roberts	01-4300		30.27
85409768	01/09/2015	Eric B. Williams	01-5200		45.00

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ESCAPE ONLINE

Checks Dated 01/09/2015

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85409769	01/09/2015	BANK OF AMERICA #2696	01-4300	104.12	
			01-5200	1,026.43	
			01-5800	149.00	1,279.55
85409770	01/09/2015	BEST BUY FOR BUSINESS	01-4300	150.80	
			01-4400	552.93	703.73
85409771	01/09/2015	BIG CERAMIC STORE. COM	01-4300	261.83	
			Unpaid Sales Tax	18.27-	243.56
85409772	01/09/2015	CALIFORNIA ODYSSEY OF THE MIND	01-5800		75.00
85409773	01/09/2015	CAPITAL GOLD REGION ODYSSEY OF THE MIND	01-5800		140.00
85409774	01/09/2015	CROWN AWARDS	01-4300	27.56	
			Unpaid Sales Tax	1.93-	25.63
85409775	01/09/2015	DE LAGE LANDEN	01-5600		127.63
85409776	01/09/2015	DEMCO MEDIA	01-4300		214.25
85409777	01/09/2015	DISCOVERY OFFICE SYSTEMS	01-4300	551.74	
			01-5600	148.29	700.03
85409778	01/09/2015	FIRST BOOK	01-4200	150.38	
			Unpaid Sales Tax	10.50-	139.88
85409779	01/09/2015	FOLLETT LIBRARY RESOURCES	01-4300		82.59
85409780	01/09/2015	FOLLETT SCHOOL SOLUTIONS, INC.	01-4300		14.60
85409781	01/09/2015	GOPHER SPORT	01-4300		41.44
85409782	01/09/2015	HEIDI SONGS.COM	01-4300		262.58
85409783	01/09/2015	HUMAN KINETICS	01-4300		28.94
85409784	01/09/2015	K S TELECOM INC	01-4400		27,395.00
85409785	01/09/2015	MAGNET STREET	01-4300	420.62	
			Unpaid Sales Tax	27.95-	392.67
85409786	01/09/2015	MJB WELDING SUPPLY, INC.	01-4300		18.00
85409787	01/09/2015	NASCO MODESTO	01-4300		4.75
85409788	01/09/2015	NSTA	01-5300		75.00
85409789	01/09/2015	OFFICE DEPOT	01-4300		634.53
85409790	01/09/2015	PC & MacExchange	01-4400		2,557.85
85409791	01/09/2015	RAY MORGAN CO. / CHICO	01-4300		.02
85409792	01/09/2015	RISO PRODUCTS OF SAC INC	01-4300		906.16
85409793	01/09/2015	SCHOLASTIC BOOKS	01-4300		149.46
85409794	01/09/2015	SCHOOL SPECIALTY INC	01-4300		508.10
85409795	01/09/2015	STAPLES ADVANTAGE	01-4300	3,135.76	
			13-4300	107.50	3,243.26
85409796	01/09/2015	SUPER DUPER SCHOOL COMPANY	01-4300	151.19	
			Unpaid Sales Tax	10.55-	140.64
85409797	01/09/2015	TARGET BANK	01-4300		120.77
85409798	01/09/2015	THE COLLEGE BOARD	01-4200		2,342.95
85409799	01/09/2015	TROXELL COMMUNICATIONS	01-4300	31.82	
			01-4400	2,719.75	2,751.57
85409800	01/09/2015	UNIVERSITY OF OREGON	01-5800		400.00
85409801	01/09/2015	WEST MUSIC	01-4300	338.63	
			Unpaid Sales Tax	23.63-	315.00
85409802	01/09/2015	WESTERN BLUE AN NWN COMPANY	01-4300	513.58	
			01-4400	1,216.89	1,730.47

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ESCAPE ONLINE

5.2.3

Checks Dated 01/09/2015

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
		Total Number of Checks	105		644,234.54

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	92	465,876.60
11	Adult Education Fund	2	44.26
12	Child Development Fund	1	6.73
13	Cafeteria Fund	10	14,571.64
21	Building Fund #1	4	20,029.62
35	Schools Facilities (Prop 1A)	3	143,670.42
49	Mello Roos Capital Projects	1	157.50
	Total Number of Checks	105	644,356.77
	Less Unpaid Sales Tax Liability		122.23-
	Net (Check Amount)		**644,234.54**

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Checks Dated 12/19/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85408197	12/19/2014	"DANIELSEN COMPANY, THE"	13-4380	102.83	
			13-4710	3,731.73	
			Unpaid Sales Tax	1.83-	3,832.73
85408198	12/19/2014	CROWN DISTRIBUTING INC.	13-4380		700.37
85408199	12/19/2014	ED JONES FOOD SERVICE	13-4710		5,763.58
85408200	12/19/2014	MILLERS CITRUS GROVE	13-4710		255.00
85408201	12/19/2014	PIZZA GUYS	13-4710		1,634.62
85408202	12/19/2014	PROPACIFIC FRESH	13-4710		339.44
85408203	12/19/2014	SARA LEE	13-4710		587.74
85408204	12/19/2014	VENDMART OF SACRAMENTO	13-4710		547.20
85408205	12/19/2014	Ramey Dern	01-4300		97.75
85408206	12/19/2014	Therese M. Dorow	01-4300	67.59	
			01-5200	29.00	96.59
85408207	12/19/2014	Scott M. Leaman	01-5200		85.80
85408208	12/19/2014	Jennifer S. Smith	01-4300		243.27
85408209	12/19/2014	ABLE NET INC.	01-4300		439.89
85408210	12/19/2014	ACI SPECIALTY BENEFITS ACI ENTERPRISES INC	01-3901		2,475.00
85408211	12/19/2014	AIRGAS	01-4300		21.60
85408212	12/19/2014	AMERICAN OCCUPATIONAL THERAPY	01-5200		373.54
85408213	12/19/2014	AMERIPRIDE SERVICES INC	01-4300		63.75
85408214	12/19/2014	CALIFORNIA TRANSITION ALLIANCE	01-5200		790.00
85408215	12/19/2014	CALTRONICS BUSINESS SYSTEMS	01-5800		264.99
85408216	12/19/2014	CAPITOL PUBLIC FINANCE GROUP	21-5800		4,650.00
85408217	12/19/2014	CDW GOVERNMENT INC	01-4300		52.76
85408218	12/19/2014	DSA - DIVISION OF THE STATE ARCHITECT	01-6220		32,850.00
85408219	12/19/2014	ESS ENVIRONMENTAL	21-5800		1,190.00
85408220	12/19/2014	GCR TIRES & SERVICE	01-4360		328.32
85408221	12/19/2014	GRAINGER .	01-4300		385.58
85408222	12/19/2014	HOLT OF CALIFORNIA	01-4365	683.03	
			01-5600	1,596.94	2,279.97
85408223	12/19/2014	JABBERGYM INC.	01-5800		2,018.75
85408224	12/19/2014	JOHN DEERE LANDSCAPES	01-4300		197.73
85408225	12/19/2014	KRONICK MOSKOVITZ TIEDEMANN	01-5810		3,914.69
85408226	12/19/2014	LOVE AND LOGIC INSTITUTE, INC	01-4300	2,569.25	
			Unpaid Sales Tax	179.25-	2,390.00
85408227	12/19/2014	LOWE'S	01-4300	1,638.57	
			21-4300	12,962.14	14,600.71
85408228	12/19/2014	LOZANO SMITH, LLP	01-5810	15,412.61	
			25-5810	7,170.00	22,582.61
85408229	12/19/2014	LPA INC.	21-5800		313.44
85408230	12/19/2014	MEDICAB OF SACRAMENTO/SIERRA	01-5800		913.00
85408231	12/19/2014	PJ'S MAIL & PARCEL SERVICE	01-4300	213.25	
			01-9500	36.14	249.39
85408232	12/19/2014	RAY MORGAN CO. / CHICO	01-5600		22.15
85408233	12/19/2014	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600	585.64	

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Checks Dated 12/19/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85408233	12/19/2014	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-7438	15.76	
			01-7439	427.24	1,028.64
85408234	12/19/2014	REHABMART, LLC	01-4300	744.01	
			Unpaid Sales Tax	49.11-	694.90
85408235	12/19/2014	RIEBES AUTO PARTS	01-4365		1,871.27
85408236	12/19/2014	SCHOOL HEALTH CORPORATION	01-4400		6,352.23
85408237	12/19/2014	SENSORY EDGE	01-4300		580.44
85408238	12/19/2014	SIERRA OFFICE SUPPLIES &	01-4300		52.89
85408239	12/19/2014	SIG EMPLOYEE BENEFITS TRUST	76-9554		629,978.30
85408240	12/19/2014	TOWN & COUNTRY RESORT HOTEL	01-5200		871.45
85408241	12/19/2014	UNIVERSITY OF OREGON EDUCATIONAL COMMUNITY SUPPORT	01-5200		75.00
85408242	12/19/2014	US BANK CORP TRUST SERVICE	49-7438		3,095,650.31
85408243	12/19/2014	WESTERN BLUE AN NWN COMPANY	01-4300		385.93
85408244	12/19/2014	WILCO SUPPLY	01-4300		1,764.34
85408245	12/19/2014	YOGA CALM	01-4300	547.65	
			Unpaid Sales Tax	37.65-	510.00
85408246	12/19/2014	CITY OF LINCOLN	01-5540	5,257.56	
			01-5550	4,163.68	
			01-5570	17,860.73	27,281.97
85408247	12/19/2014	CITY OF LINCOLN / PG&E REIMB	01-5510		1,783.98
85408248	12/19/2014	PACIFIC GAS & ELECTRIC CO	01-5510		51,186.68
85408249	12/19/2014	WAVE DIVISION HOLDINGS	01-5560		8,279.84
85408250	12/19/2014	Christy L. Aday	01-4300		86.41
85408251	12/19/2014	Elena T. Bessette	01-4300		6.95
85408252	12/19/2014	Stacey Brown	01-4300		136.10
85408253	12/19/2014	Jennifer A. Clark	01-4300		39.95
85408254	12/19/2014	Jeffrey T. Dardis	13-5300		45.00
85408255	12/19/2014	Rene McGrath	01-4300		304.78
85408256	12/19/2014	Kristin N. Noriega	01-4300		125.72
85408257	12/19/2014	Karen A. Roberts	01-4300		12.65
85408258	12/19/2014	Joseph Uptain-Villa	01-4300		67.38
85408259	12/19/2014	ADORAMA INC	01-4300	370.72	
			Unpaid Sales Tax	25.87-	344.85
85408260	12/19/2014	AIRGAS	01-4300		66.45
85408261	12/19/2014	ATHLETICS UNLIMITED	01-4300		3,326.54
85408262	12/19/2014	B&H PHOTO VIDEO	01-4300	313.89	
			Unpaid Sales Tax	21.90-	291.99
85408263	12/19/2014	BIO CORPORATION	01-4300	282.26	
			Unpaid Sales Tax	15.75-	266.51
85408264	12/19/2014	BURKETT'S OFFICE	01-4300		6,328.08
85408265	12/19/2014	CALIFORNIA ODYSSEY OF THE MIND	01-5300		75.00
85408266	12/19/2014	CALTRONICS BUSINESS SYSTEMS	01-5600		215.96
85408267	12/19/2014	CARRIE PEREIRA DBA - STARSTRUCK SHOWCASE	01-5800		3,500.00
85408268	12/19/2014	CHALLENGE WORKS INC	01-5800		700.00
85408269	12/19/2014	CITY OF LINCOLN/NON UTILITY	01-5300		75.00

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85408270	12/19/2014	CORWIN PRESS	01-4300		70.40
85408271	12/19/2014	DE LAGE LANDEN	01-5600		320.35
85408272	12/19/2014	DISCOVERY OFFICE SYSTEMS	01-5600		235.76
85408273	12/19/2014	FOLLETT SCHOOL SOLUTIONS, INC.	01-4300		286.51
85408274	12/19/2014	GLENCOE DIVISION MCGRAW-HILL	01-4300		245.41
85408275	12/19/2014	GOPHER SPORT	01-4300		697.86
85408276	12/19/2014	HANDWRITING WITHOUT TEARS	01-4100		68.55
85408277	12/19/2014	HAWKINS OFFICIATING SERVICE	01-5800		140.00
85408278	12/19/2014	HILLYARD / SACRAMENTO	01-4400		843.80
85408279	12/19/2014	K S TELECOM INC	01-5800		150.00
85408280	12/19/2014	LAKESHORE LEARNING MATERIALS	01-4200	49.42	
			11-4300	228.86	
			12-4300	114.97	393.25
85408281	12/19/2014	LEARNING PLUS ASSOCIATES	01-4200		686.95
85408282	12/19/2014	MJB WELDING SUPPLY, INC.	01-4300		122.54
85408283	12/19/2014	NSTA	01-5200		440.00
85408284	12/19/2014	OFFICE DEPOT	01-4300		1,334.20
85408285	12/19/2014	ORIENTAL TRADING COMPANY INC	11-4300	35.04	
			12-4300	122.11	
			Unpaid Sales Tax	9.78-	147.37
85408286	12/19/2014	PJ'S MAIL & PARCEL SERVICE	01-4300		20.61
85408287	12/19/2014	RAY MORGAN CO. / CHICO	01-5600		82.36
85408288	12/19/2014	REALLY GOOD STUFF	01-4300	652.34	
			Unpaid Sales Tax	40.27-	612.07
85408289	12/19/2014	RIEBES AUTO PARTS	01-4300		23.44
85408290	12/19/2014	RISO PRODUCTS OF SAC INC	01-4300		755.13
85408291	12/19/2014	ROSEVILLE THEATER ARTS ACADEMY	01-5800		50.00
85408292	12/19/2014	SCHOOLOGY	01-5800		1,454.88
85408293	12/19/2014	STAPLES ADVANTAGE	01-4300		2,526.48
85408294	12/19/2014	SUPER DUPER SCHOOL COMPANY	01-4300	370.88	
			Unpaid Sales Tax	25.88-	345.00
85408295	12/19/2014	SUTTER CO SUPERINTENDENT	01-5800		10,657.50
85408296	12/19/2014	TOLEDO P.E. SUPPLY	01-4300	235.12	
			Unpaid Sales Tax	14.40-	220.72
85408297	12/19/2014	US BANK BUSINESS EQUIPMENT	01-5600		499.38
85408298	12/19/2014	WESTERN BLUE AN NWN COMPANY	01-4300		129.00
85408299	12/19/2014	WOODWIND & BRASSWIND	01-4300		1,720.00
		Total Number of Checks	**103**		**3,977,194.97**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	88	211,493.98
11	Adult Education Fund	2	263.90
12	Child Development Fund	2	237.08
13	Cafeteria Fund	9	13,707.51
21	Building Fund #1	4	19,115.58
25	Capital Facilities Fund	1	7,170.00

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

ESCAPE ONLINE

Checks Dated 12/19/2014

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

Fund Summary

Fund	Description	Check Count	Expensed Amount
49	Mello Roos Capital Projects	1	3,095,650.31
76	Payroll Fund	1	629,978.30
	Total Number of Checks	103	3,977,616.66
	Less Unpaid Sales Tax Liability		421.69-
	Net (Check Amount)		**3,977,194.97**

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

Checks Dated 12/12/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85406666	12/12/2014	JIVE COMMUNICATIONS, INC.	01-5560		184.68
85406667	12/12/2014	SPURR	01-5530		5,048.42
85406668	12/12/2014	"DANIELSEN COMPANY, THE"	13-4380	77.96	
			13-4710	3,596.97	
			Unpaid Sales Tax	2.03-	3,672.90
85406669	12/12/2014	CROWN DISTRIBUTING INC.	13-4380		1,138.27
85406670	12/12/2014	DISCOUNT SCHOOL SUPPLY	01-4300		574.19
85406671	12/12/2014	ED JONES FOOD SERVICE	13-4710		7,145.55
85406672	12/12/2014	GOLDEN STATE EQUIPMENT REPAIR	13-5600		1,150.66
85406673	12/12/2014	MILLERS CITRUS GROVE	13-4710		255.00
85406674	12/12/2014	MISSION UNIFORM SERVICE INC	13-5800		496.63
85406675	12/12/2014	PIZZA GUYS	13-4710		1,162.41
85406676	12/12/2014	PROPACIFIC FRESH	13-4710		313.24
85406677	12/12/2014	SARA LEE	13-4710		520.72
85406678	12/12/2014	STAFFORD MEAT COMPANY	13-4710		288.00
85406679	12/12/2014	Leah M. Contaxis	01-5200		18.48
85406680	12/12/2014	Diane M. Metzelaar	01-4300		48.94
85406681	12/12/2014	Nancyann M. Rowell	01-5200		126.56
85406682	12/12/2014	ACTIVE FOREVER	01-4300	1,011.61	
			Unpaid Sales Tax	69.96-	941.65
85406683	12/12/2014	AMERIPRIDE SERVICES INC	01-4300		4,891.38
85406684	12/12/2014	BACK TO LIFE AUTOMOTIVE	01-5800		325.75
85406685	12/12/2014	CAPITOL PUBLIC FINANCE GROUP	01-5800	900.00	
			21-5800	7,800.00	
			25-5800	999.54	9,699.54
85406686	12/12/2014	CB&I INC.	01-4400	636.17	
			Unpaid Sales Tax	42.63-	593.54
85406687	12/12/2014	COLONIAL MEDICAL ASSISTED DEVICES	01-4300	212.27	
			Unpaid Sales Tax	13.42-	198.85
85406688	12/12/2014	DAWSON OIL COMPANY	01-4345	5,135.32	
			01-4350	14,363.44	19,498.76
85406689	12/12/2014	DECKER EQUIPMENT	01-4300	82.53	
			Unpaid Sales Tax	4.85-	77.68
85406690	12/12/2014	DELL	01-4300		311.74
85406691	12/12/2014	DISCOVERY OFFICE SYS/US BANK EQUIPMENT FINANCE	01-5600		1,634.66
85406692	12/12/2014	KINKO'S INC. FEDEX ACCOUNT# 0579238461 0001	01-4300		245.41
85406693	12/12/2014	LOY MATTISON DBA LOY MATTISON ENTERPRISES	01-5800		551.25
85406694	12/12/2014	LOZANO SMITH, LLP	01-5810		817.00
85406695	12/12/2014	MEDICAL BILLING TECHNOLOGIES	01-5800		643.00
85406696	12/12/2014	MEDISCAN, INC.	01-5800		4,800.00
85406697	12/12/2014	MISSION UNIFORM SERVICE INC	01-4300	102.58	
			01-5800	1,526.88	1,629.46
85406698	12/12/2014	MYTANA	01-4300	70.07	
			Unpaid Sales Tax	4.12-	65.95
85406699	12/12/2014	ODYSSEY LEARNING CENTER, INC.	01-5800		5,222.44

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Checks Dated 12/12/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85406700	12/12/2014	PEARSON EDUCATION	01-4100		659.84
85406701	12/12/2014	PLACER COUNTY SELPA	01-5200		50.00
85406702	12/12/2014	PLACER LEARNING CENTER	01-5800		28,726.20
85406703	12/12/2014	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		189.48
85406704	12/12/2014	SAFEWAY INC	01-4300		161.42
85406705	12/12/2014	SARATOGA VEHICLE MANAGEMENT DBA: WHYBUYNEWAUTOS.COM	01-6400		15,202.50
85406706	12/12/2014	SCHOOL INNOVATION & ACHIEVEMENT	01-5800		9,800.00
85406707	12/12/2014	SCHOOL SPECIALTY INC	01-4300		298.83
85406708	12/12/2014	SCHOOL STEPS, INC.	01-5800		11,362.50
85406709	12/12/2014	SIERRA FOOTHILLS ACADEMY	01-5800		18,257.40
85406710	12/12/2014	SIERRA OFFICE SUPPLIES &	01-4300		99.90
85406711	12/12/2014	SUTTER MEDICAL FOUNDATION	01-5800		136.00
85406712	12/12/2014	TARGET BANK	01-4300		1,048.37
85406713	12/12/2014	TOTAL EDUCATIONAL SYS SUPPORT	01-5800		2,700.00
85406714	12/12/2014	TROXELL COMMUNICATIONS	01-4300	483.75	
			01-4400	531.05	1,014.80
85406715	12/12/2014	UNIVERSAL SPECIALTIES, INC.	01-4300		476.91
85406716	12/12/2014	WESTERN BLUE AN NWN COMPANY	01-4300	8,098.25	
			01-4400	1,281.85	9,380.10
85406717	12/12/2014	WESTERN PLACER WASTE	01-5540		15.00
85406718	12/12/2014	WILCO SUPPLY	01-4300		217.66
85406719	12/12/2014	Courtney H. Eller	01-4300		102.95
85406720	12/12/2014	Wendy S. Hamasaki	01-4300		23.39
85406721	12/12/2014	Karen A. Roberts	01-4300		46.08
85406722	12/12/2014	Melissa B. Willes	12-4300		56.37
85406723	12/12/2014	APPLE COMPUTER INC	01-4300		50.00
85406724	12/12/2014	BALFOUR	01-4300		2,853.42
85406725	12/12/2014	BLACK DOG GRAPHICS	01-4300		388.07
85406726	12/12/2014	CENTER FOR EDUCATION & EMP.	01-4300		284.95
85406727	12/12/2014	CEV MULTIMEDIA, LTD.	01-4300		850.00
85406728	12/12/2014	CRA - CALIFORNIA READING ASSOC	01-5200		270.00
85406729	12/12/2014	DISCOUNT MAGAZINE SUB SERVICE	01-4300		169.65
85406730	12/12/2014	DISCOVERY OFFICE SYSTEMS	01-4300		464.42
85406731	12/12/2014	EASTBAY / FOOTLOCKER.COM	01-4300		395.08
85406732	12/12/2014	FLINN SCIENTIFIC INC	01-4300		760.33
85406733	12/12/2014	FOLLETT SCHOOL SOLUTIONS, INC.	01-4300		165.88
85406734	12/12/2014	GBC TECHNICAL SERVICE & ACCO BRANDS USA LLC	01-5800		465.92
85406735	12/12/2014	LOOMIS UNION SCHOOL DISTRICT	01-4300		40.00
85406736	12/12/2014	MJB WELDING SUPPLY, INC.	01-4300		36.00
85406737	12/12/2014	NASCO MODESTO	01-4300		275.03
85406738	12/12/2014	OFFICE DEPOT	01-4300		162.20
85406739	12/12/2014	ORIENTAL TRADING COMPANY INC	01-4300	234.70	
			Unpaid Sales Tax	15.48-	219.22
85406740	12/12/2014	PCOE - PLACER CO OFFICE OF ED	01-4300		210.00

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Checks Dated 12/12/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85406741	12/12/2014	PRO-ED	01-4300	26.98	
			Unpaid Sales Tax	1.73-	25.25
85406742	12/12/2014	RAY MORGAN CO. / CHICO	01-4300	15.87	
			01-5600	68.97	84.84
85406743	12/12/2014	RISO PRODUCTS OF SAC INC	01-4300		946.45
85406744	12/12/2014	SAFEWAY INC	01-4300		322.91
85406745	12/12/2014	SCHOLASTIC BOOKS	01-4300		472.99
85406746	12/12/2014	SCHOLASTIC MAGAZINE	01-4300		291.17
85406747	12/12/2014	SCHOOL SPECIALTY INC	01-4300		101.87
85406748	12/12/2014	SIERRA HAY & FEED	01-4300		40.93
85406749	12/12/2014	SIGN EFFECTS, INC.	21-5800		3,421.09
85406750	12/12/2014	STAPLES ADVANTAGE	01-4300		6,039.60
85406751	12/12/2014	TARGET BANK	01-4300		44.03
85406752	12/12/2014	TEACHERS PAY TEACHERS	01-4300		347.00
85406753	12/12/2014	THE LIBRARY STORE INC.	01-4300		192.64
85406754	12/12/2014	TIME FOR KIDS	01-4300		606.56
85406755	12/12/2014	TROXELL COMMUNICATIONS	01-4300	174.15	
			01-4400	1,116.61	1,290.76
85406756	12/12/2014	U.S. BANK NATIONAL ASSOCIATIONU.S. BANCORP PURCHASING CARD	01-4300	374.61	
			01-5200	1,389.20	
			01-5300	275.00	
			01-5800	2,355.00	
			13-4300	339.58	
			13-4710	150.08	
			25-5200	2,024.37	6,907.84
85406757	12/12/2014	VERNIER SOFTWARE & TECHNOLOGY	01-4300		104.53
85406758	12/12/2014	WESTERN BLUE AN NWN COMPANY	01-4300	904.55	
			01-4400	1,166.38	2,070.93
85406759	12/12/2014	WOODWIND & BRASSWIND	01-4300		646.84
		Total Number of Checks	**94**		**206,336.81**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	82	175,554.59
12	Child Development Fund	1	56.37
13	Cafeteria Fund	11	16,635.07
21	Building Fund #1	2	11,221.09
25	Capital Facilities Fund	2	3,023.91
	Total Number of Checks	**94**	206,491.03
	Less Unpaid Sales Tax Liability		154.22-
	Net (Check Amount)		**206,336.81**

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

Checks Dated 12/05/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85405172	12/05/2014	PACIFIC GAS & ELECTRIC CO	01-5510		29,491.13
85405173	12/05/2014	RECOLOGY FMRLY AUBURN PLACER DISPOSAL	01-5540		334.13
85405174	12/05/2014	Stacey Brown	01-4300		16.06
85405175	12/05/2014	Cheryl A. Dyok	01-4300		36.09
85405176	12/05/2014	Rene McGrath	01-4300		24.30
85405177	12/05/2014	Jamie A. Nelson	01-4300		19.03
85405178	12/05/2014	Deanna L. Sousa	12-4300		14.84
85405179	12/05/2014	ALL METALS SUPPLY INC	01-4300		160.28
85405180	12/05/2014	ATHLETICS UNLIMITED	01-4300		1,476.28
85405181	12/05/2014	BANK OF AMERICA #2696	01-4300	195.42	
			01-5200	1,852.13	
			01-5800	59.95	2,107.50
85405182	12/05/2014	BARCO PRODUCTS COMPANY	01-4300	633.79	
			Unpaid Sales Tax	34.14-	599.65
85405183	12/05/2014	BEVERLY FABRICS INC	01-4300		282.38
85405184	12/05/2014	BRAIN POP	01-5800		220.00
85405185	12/05/2014	BUREAU OF EDUCATION & RESEARCH	01-5200		956.00
85405186	12/05/2014	CALTRONICS BUSINESS SYSTEMS	01-5600		83.66
85405187	12/05/2014	CAROLINA BIOLOGICAL SUPPLY	01-4300		768.09
85405188	12/05/2014	CHALLENGE WORKS INC	01-4300		136.06
85405189	12/05/2014	CHERRY BROS LLC - DBA CHERRYDALE FARMS	01-4300		4,454.20
85405190	12/05/2014	CHEVRON	01-4300	59.90	
			01-4345	78.09	137.99
85405191	12/05/2014	CLMS - CA LEAGUE OF MIDDLE SCHOOLS	01-5200		309.00
85405192	12/05/2014	CREATIVE COMPETITIONS INC.	01-5300		177.50
85405193	12/05/2014	DE LAGE LANDEN	01-5600		137.82
85405194	12/05/2014	DISCOVERY OFFICE SYSTEMS	01-4300	250.31	
			01-5600	455.51	705.82
85405195	12/05/2014	GREENFIELD LEARNING INC	01-5800		9,350.00
85405196	12/05/2014	HAWKINS OFFICIATING SERVICE	01-5800		280.00
85405197	12/05/2014	J.W. PEPPER & SON INC	01-4300		134.39
85405198	12/05/2014	K S TELECOM INC	01-4400	2,870.00	
			01-5800	1,050.00	3,920.00
85405199	12/05/2014	LEARNING PLUS ASSOCIATES	01-4300		1,549.75
85405200	12/05/2014	NASCO MODESTO	01-4300		215.47
85405201	12/05/2014	OFFICE DEPOT	01-4300		1,188.91
85405202	12/05/2014	ORIENTAL TRADING COMPANY INC	01-4300	114.58	
			Unpaid Sales Tax	7.30-	107.28
85405203	12/05/2014	PITNEY BOWES CREDIT CORP ACCOUNT #16271873867	01-5600		118.56
85405204	12/05/2014	PLACER COUNTY WATER AGENCY	01-4300		424.19
85405205	12/05/2014	PURCHASE POWER	01-4300		75.71
85405206	12/05/2014	RAY MORGAN CO. / CHICO	01-4300	156.08	
			01-5600	234.78	390.86
85405207	12/05/2014	RENAISSANCE LEARNING INC.	01-5800		6,374.00
85405208	12/05/2014	SCHOLASTIC BOOKS	01-4300		100.00

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Checks Dated 12/05/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85405209	12/05/2014	SCHOOL OUTFITTERS.COM	01-4300		642.17
85405210	12/05/2014	SCHOOL SPECIALTY INC	01-4300		198.62
85405211	12/05/2014	STAPLES ADVANTAGE	01-4300		6,390.02
85405212	12/05/2014	TWELVE BRIDGES ELEMENTARY PTC	01-4300		901.03
85405213	12/05/2014	WESTERN BLUE AN NWN COMPANY	01-4300	268.75	
			01-4400	670.12	938.87
85405214	12/05/2014	Cody MacCracken	01-5800		250.00
85405215	12/05/2014	Victoria J. Bortolus	01-9550		218.90
85405216	12/05/2014	Amanda Y. Burch	01-5200		105.84
85405217	12/05/2014	Amber N. Hichborn	01-5200		238.28
85405218	12/05/2014	Sara J. Hodgen	01-5200		29.12
85405219	12/05/2014	Jessica L. Rogers	01-5200		100.24
85405220	12/05/2014	Keyonna M. Williams	01-5200		72.24
85405221	12/05/2014	ADVANCED INTEGRATED PEST	01-5800		1,288.00
85405222	12/05/2014	AIRGAS	01-4300		22.32
85405223	12/05/2014	BANK OF AMERICA #4408	01-4300	195.85	
			01-5200	100.34	296.19
85405224	12/05/2014	BLACKBURN CONSULTING	01-6240		13,691.73
85405225	12/05/2014	BRCO CONSTRUCTION, INC.	01-5600		24,260.37
85405226	12/05/2014	BROWER MECHANICAL INC	01-5600		8,642.00
85405227	12/05/2014	BUS WEST - FRESNO	01-4365		1,549.38
85405228	12/05/2014	C.A.S.H. COALITION FOR	25-5200		681.00
85405229	12/05/2014	CAPITOL CLUTCH AND BRAKE INC	01-4365		232.16
85405230	12/05/2014	CARNEGIE LEARNING, INC.	01-4100	217,529.37	
			01-5200	5,000.00	222,529.37
85405231	12/05/2014	CB&I INC.	01-4400	595.86	
			Unpaid Sales Tax	39.82-	556.04
85405232	12/05/2014	CHEMSEARCH	01-4300		518.57
85405233	12/05/2014	CLEVERBRIDGE, INC.	01-4300		299.00
85405234	12/05/2014	COMMITTEE FOR CHILDREN	01-4300	407.42	
			Unpaid Sales Tax	28.42-	379.00
85405235	12/05/2014	CRAM-A-LOT JV MANUFACTURING, INC.	01-4300		119.52
85405236	12/05/2014	DAWSON OIL COMPANY	01-4345		1,387.77
85405237	12/05/2014	DELL	01-4400		706.48
85405238	12/05/2014	DISCOVERY OFFICE SYSTEMS	01-5600		114.51
85405239	12/05/2014	FAR WEST CONSTRUCTION INC.	01-5800		1,000.00
85405240	12/05/2014	FAR WEST RENTS & READY MIX	01-5600		320.88
85405241	12/05/2014	FERGUSON ENTERPRISES #686	01-4300		109.21
85405242	12/05/2014	FLEX-PLAN SERVICES, INC.	01-5800		121.00
85405243	12/05/2014	FUN AND FUNCTION	01-4300	457.87	
			Unpaid Sales Tax	28.49-	429.38
85405244	12/05/2014	GCR TIRES & SERVICE	01-4360		538.74
85405245	12/05/2014	GRAINGER .	01-4300		1,299.21
85405246	12/05/2014	GUIDING FITNESS	01-5800		1,500.00
85405247	12/05/2014	HD SUPPLY FACILITIES MAINTENENCE, LTD.	01-4300		112.29

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5.2.13

Checks Dated 12/05/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85405248	12/05/2014	HOLT OF CALIFORNIA	01-5600		6,950.65
85405249	12/05/2014	J & J SCREEN & GLASS	01-5600		210.46
85405250	12/05/2014	JCI JOHNSON CONTROLS INC.	01-5600	335.00	
			21-5800	28,580.00	28,915.00
85405251	12/05/2014	JOHN DEERE LANDSCAPES	01-4300		111.35
85405252	12/05/2014	K S TELECOM INC	01-5600		160.00
85405253	12/05/2014	KENNEDY PLUMBING CORP.	01-5600		2,376.75
85405254	12/05/2014	KRISTINE N CORN DBA SIERRA PEDIATRIC THERAPY CLINIC	01-5800		983.25
85405255	12/05/2014	KRONICK MOSKOVITZ TIEDEMANN	01-5810		1,657.68
85405256	12/05/2014	LOOMIS UNION SCHOOL DISTRICT	01-4300		656.00
85405257	12/05/2014	LOWE'S	01-4300		1,825.37
85405258	12/05/2014	LOZANO SMITH LLP	01-5200		130.00
85405259	12/05/2014	LOZANO SMITH, LLP	01-5810	22,524.52	
			21-5810	2,335.74	
			25-5810	512.54	25,372.80
85405260	12/05/2014	LPA INC.	01-6240	29,863.01	
			21-5800	9,315.40	39,178.41
85405261	12/05/2014	LUIS FRASER DBA-DON'T TREAD ON ME REPTILE REMOVAL	01-5800		150.00
85405262	12/05/2014	MEDICAB OF SACRAMENTO/SIERRA	01-5800		249.00
85405263	12/05/2014	MEDICAL BILLING TECHNOLOGIES	01-5800		2,197.50
85405264	12/05/2014	MEDISCAN, INC.	01-5800		4,800.00
85405265	12/05/2014	MPS - HOLTZBRINCK PUBLISHERS	01-4100		5,686.84
85405266	12/05/2014	ORIENTAL TRADING COMPANY INC	01-4300	138.69	
			Unpaid Sales Tax	8.70-	129.99
85405267	12/05/2014	PCOE - PLACER CO OFFICE OF ED	01-5800		1,096.62
85405268	12/05/2014	PLACER COUNTY SELPA	01-5200	475.00	
			01-5300	150.00	625.00
85405269	12/05/2014	PLATT ELECTRIC SUPPLY, INC.	01-4300		77.68
85405270	12/05/2014	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		60.81
85405271	12/05/2014	ROCKLIN UNIFIED SCHOOL DIST.	01-4300		478.64
85405272	12/05/2014	ROY R. RADTKE - DBA APPROVED SAFE & LOCK	01-4300		202.78
85405273	12/05/2014	RSD - REFRIGERATION SUPPLIES	01-4300		89.66
85405274	12/05/2014	SAC VAL JANITORIAL SALES	01-4300		32.20
85405275	12/05/2014	SCHOOL CONNECT LLC	01-4300	1,142.14	
			Unpaid Sales Tax	74.81-	1,067.33
85405276	12/05/2014	SCHOOL HEALTH CORPORATION	01-4300		522.93
85405277	12/05/2014	SCHOOL IMPROVEMENT NETWORK	01-4300		2,995.00
85405278	12/05/2014	SERVPRO OF AUBURN/ROCKLIN	21-5800		2,552.88
85405279	12/05/2014	SIERRA OFFICE SUPPLIES &	01-4300		223.16
85405280	12/05/2014	SIG EMPLOYEE BENEFITS TRUST	76-9554		630,064.85
85405281	12/05/2014	SOLUTION TREE	01-4300		194.52
85405282	12/05/2014	STANLEY F. BURMICH - DBA GORILLA SPANISH	01-4300		1,000.00
85405283	12/05/2014	SUMMIT PROFESSIONAL EDUCATION	01-5200		678.00

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

Checks Dated 12/05/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85405284	12/05/2014	TAG / AMS INC	01-5800		65.00
85405285	12/05/2014	THE PERSONNEL ADVISOR	01-5800		199.00
85405286	12/05/2014	US BANK CORP TRUST SERVICE	49-5800		1,680.00
85405287	12/05/2014	WESTERN BLUE AN NWN COMPANY	01-4300	677.54	
			01-5800	13,905.00	14,582.54
85405288	12/05/2014	ZEP SALES & SERVICE	01-4300		2,533.25
85405289	12/05/2014	Lauren M. Quinn	01-4300	12.90	
			01-5200	276.64	289.54
85405290	12/05/2014	"DANIELSEN COMPANY, THE"	13-4380	72.32	
			13-4710	2,126.40	
			Unpaid Sales Tax	2.03-	2,196.69
85405291	12/05/2014	BERNARD FOOD INDUSTRIES	13-4710		636.14
85405292	12/05/2014	CROWN DISTRIBUTING INC.	13-4380		709.61
85405293	12/05/2014	D & P CREAMERY	13-4710		6,392.28
85405294	12/05/2014	ED JONES FOOD SERVICE	13-4710		10,923.21
85405295	12/05/2014	GOLDEN STATE EQUIPMENT REPAIR	13-5600		2,223.38
85405296	12/05/2014	MILLERS CITRUS GROVE	13-4710		255.00
85405297	12/05/2014	MINDWARE BRAINY TOYS	01-4300	826.42	
			Unpaid Sales Tax	57.67-	768.75
85405298	12/05/2014	PIZZA GUYS	13-4710		1,546.84
85405299	12/05/2014	PROPACIFIC FRESH	13-4710		331.10
85405300	12/05/2014	SAFEWAY INC	01-4300		416.27
85405301	12/05/2014	SARA LEE	13-4710		625.16
85405302	12/05/2014	SYSCO SACRAMENTO	13-4380		60.82
85405303	12/05/2014	VENDMART OF SACRAMENTO	13-4710		1,251.89
85405304	12/05/2014	WPUSD PETTY CASH FUND	01-4100	19.00	
			01-4300	547.00	
			01-5800	398.25	
			01-8675	243.75	
			01-8699	112.00	
			13-4300	236.00	
			13-4710	101.00	1,657.00
		Total Number of Checks	**133**		**1,172,712.96**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	116	469,765.94
12	Child Development Fund	1	14.84
13	Cafeteria Fund	13	27,491.15
21	Building Fund #1	4	42,784.02
25	Capital Facilities Fund	2	1,193.54
49	Mello Roos Capital Projects	1	1,680.00
76	Payroll Fund	1	630,064.85
	Total Number of Checks	133	1,172,994.34
	Less Unpaid Sales Tax Liability		281.38-
	Net (Check Amount)		**1,172,712.96**

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

5.2.15

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
Certificated Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Ryan Davis
Assistant Superintendent of Personnel Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
Categorical/General

MEETING DATE:
January 20, 2015

ROLL CALL REQUIRED:

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the certificated personnel report.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

January 20, 2015

CERTIFICATED/MANAGEMENT

RESIGNATIONS:

1. Name: Alice Bartley
   Position: RSP Teacher
   FTE: 1.0
   Effective Date: June 30, 2015
   Site: Lincoln High School

2. Name: Diana Christy McCracken
   Position: Temporary 2nd Grade Teacher
   FTE: 1.0
   Effective Date: January 30, 2015
   Site: Creekside Oaks

WPUSD
Received
JAN - 5 2014
Personnel Department

To Board: 1/20/15
To Payroll: 1/5/15

WESTERN PLACER
UNIFIED SCHOOL DISTRICT

Ryan Davis <rdavis@wpusd.k12.ca.us>

Retirement

Alice Bartley <abartley@wpusd.k12.ca.us> Mon, Jan 5, 2015 at 8:43 AM
To: Ryan Davis <rdavis@wpusd.k12.ca.us>

Dear Mr. Davis,

This is to inform you and the district that I will retire at the end of this school year. I want to take advantage of the Health Insurance option for myself until I reach the age of 65.

--
Mrs. Bartley
Lincoln High School
Lincoln, CA 95648
RSP

PS
Could you please give me the exact date that my contract ends.

1/5/15

5.3.2

To Board: 1/20/15
To Payroll:

WPUSD
Received
JAN 12 2015
Personnel Department

Christy McCracken
302 Horizon Circle
Grass Valley, CA 95945

January 13, 2015

WPUSD
600 6th Street, Suite 400.
Lincoln, California 95648

Dear Mr. Scott Leaman,

Please accept my letter of resignation as of January 30th, 2015.

Sincerely,

Christy McCracken

1/13/15
5.3.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Classified Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Ryan Davis
Assistant Superintendent, Personnel Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund/Categorical

MEETING DATE:
January 20, 2015

ROLL CALL REQUIRED:

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the classified personnel report.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT

January 20, 2015

CLASSIFIED/MANAGEMENT

NEW HIRES

1. **Name:** JC Branney — **Effective: 1/9/15**
   Position: Custodian/Groundsman — **Site: TBMS/GEMS**
   Salary: CSEA, Range 22, Step B — **Replacement**
   Hours: 8 Hours/Day
   Days: 12 Months/Year

2. **Name:** Debra Snook — **Effective: 1/5/15**
   Position: Bus Driver — **Site: Transportation**
   Salary: CSEA, Range 24, Step B — **Replacement**
   Hours: 4.96 Hours/Day
   Days: 10 Months/Year

RESIGNATION

1. **Name:** Julie Miller
   Position: Library Media Technician
   Site: Foskett Ranch Elementary
   Hours: 6 Hours/Day
   Effective: 1/23/15

2. **Name:** Cassandra Moore
   Position: Program Facilitator
   Site: First Street School
   Hours: 4 Hours/Day
   Effective: 1/23/15

RETIREMENT

1. **Name:** David T. Zinzun
   Position: Custodian/Groundsman
   Site: First Street School
   Hours: 8 Hours/Day
   Effective: 1/2/15

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL DEPARTMENT
600 SIXTH STREET, 4th FLOOR
LINCOLN, CA 95648
(916) 645-5293

NOTIFICATION OF CLASSIFIED/CLASSIFIED MANAGEMENT EMPLOYMENT

You are hereby notified that: JC Branney (Applicant's name) has been offered employment. The offer of employment is based on the following criteria:

Position Title: Custodian/Groundsman

Effective Date of Assignment: 1/9/15 (To Be Determined By Personnel Department)

Assignment Location: GEMS/TBM

Range: 22 Step: B Amount $ 17.03 (As Per WPCSEA Contract)

Number of Hours Assigned Per Day: 8

☐ Newly Approved Position

☑ Replacement:

If Replacement, Name of Prior Employee: Karla Harder

The Personnel Department will contact applicant regarding new employee orientation, health and welfare benefits, ***T.B. clearance***, fingerprints, and pre-employment physical if applicable.

***** If this position is for an instructional aide, applicant must pass NCLB test.***

JC Branney — Applicant's signature — 1/8/2015 — Date

Administrator's signature — 1/12/15 — Date

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL DEPARTMENT
600 SIXTH STREET, 4th FLOOR
LINCOLN, CA 95648
(916) 645-5293

NOTIFICATION OF CLASSIFIED/CLASSIFIED MANAGEMENT EMPLOYMENT

You are hereby notified that: Debra Snook has
(Applicant's name)
been offered employment. The offer of employment is based on the following criteria:

Position Title: Bus Driver

Effective Date of Assignment: 1/5/15
(To Be Determined By Personnel Department)

Assignment Location: Transportation

Range: 24 Step: B Amount $ 17.92 (As Per WPCSEA Contract)

Number of Hours Assigned Per Day: 4.96

☐ Newly Approved Position
☑ Replacement:

If Replacement, Name of Prior Employee: Karen Elmquist

The Personnel Department will contact applicant regarding new employee orientation, health and welfare benefits, ***T.B. clearance***, fingerprints, and pre-employment physical if applicable.

*** If this position is for an instructional aide, applicant must pass NCLB test.***

Debra Snook 12/18/14
Applicant's signature Date

12/18/14
Administrator's signature Date

class_notification.doc
Revised 9/00

5.4.3

Julie Miller
2673 Honeysuckle Dr.
Lincoln Ca, 95648
916-847-9328
Sjmiller6@msn.com

WPUSD
Received
JAN - 9 2015
Personnel Department

Dear Western Placer School District,

I'm writing to announce my resignation from Foskett Ranch Library Media Technician position, effective two weeks from January 9th 2015. My last day will be January 23, 2015.

This was not an easy decision to make. The past three years have been very rewarding. I've enjoyed working for your district and with everyone at Foskett Ranch Elementary School

Thank you for the opportunities for growth that you have provided me.

Sincerely

Julie Miller

Julie Miller 1-9-15

5.4.4 1/12/14

Cassandra Moore
3425 Cobblestone Dr.
Rocklin Ca, 95765
January 6, 2015

Lauren Quinn
After-School Coordinator
600 Sixth Street, Suite 400
Lincoln, CA 95648

Dear Lauren Quinn:

With sorrow, I am notifying you that my employment with the After School Care Program must end. My last day of employment will be January 23, 2015.

My spouse has received a job offer that advances his career significantly and provides a wonderful opportunity for our family. Consequently, this is my official resignation letter.

I have enjoyed working the After School C.A.R.E. program and would not be resigning except for the need to relocate in response to my husband's new job. I will miss my employers and coworkers greatly, who have become more like friends and family than coworkers to me over the years.

Best wishes to you, my coworkers and the C.A.R.E. program for continued success and a positive future. I will miss you and think of you often.

I am anxious to help with the smooth transition of my job and responsibilities to another employee. Please let me know if there is anything I can do to help ease the transfer of my work or to help train your new employee.

Again, I am sorry to leave and wish you all the best.

Regards,

Cassandra Moore

5.4.5 1/7/15

David T. Zinzun
1610 5th Street
Lincoln, CA 95648
December 2, 2014



Ryan Davis
600 6th Street, Suite 400
Lincoln, CA 95648

Dear Mr. Davis:

Please accept this letter as my notice of retirement. I will be retiring from my position as the Custodian/Groundsman at First Street School effective January 5, 2015, with my last day worked being January 2, 2015. I am truly grateful for the opportunity to have worked for Western Placer Unified School District and would like to remain on the sub list as a Custodian/Groundsman and will be available to work for any site that may need a sub after my retirement waiting period has been met on July 6, 2015.

Sincerely,

David T. Zinzun

12/5/14
5.4.6

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
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4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:

Ratification of Contract with Sutter County Superintendent of Schools and Western Placer Unified School District – Medi-Cal Administrative Claiming Services

AGENDA ITEM AREA

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business Services and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

Medi-Cal Administrative Activities (MAA) Program

MEETING DATE:

January 20, 2015

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract is for services with Sutter County Superintendent of Schools for Medi-Cal Administrative Claiming Services for Sheridan Elementary School. The services will be funded with Medi-Cal Administrative Activities (MAA) Program.

RECOMMENDATION:

Administration recommends that the Board ratify the contract agreement between Sutter County Superintendent of Schools and Western Placer Unified School District – Medi-Cal Administrative Claiming Services.

Sutter County Superintendent of Schools

MEDI-CAL ADMINISTRATIVE CLAIMING AGREEMENT

This Agreement is made and entered into this 1st day of **July, 2014**, by and between the ***Western Placer Unified School District*** (hereinafter referred to as "local educational agency" or "LEA") having an address at ***600 6th Street Suite 400 Lincoln, CA 95648-1787***and the Sutter County Superintendent of Schools, Region 3 Local Educational Consortium (hereinafter referred to as "LEC") having an address at 970 Klamath Lane, Yuba City, CA 95993; (hereinafter referred to individually, the "Party" and collectively, the "Parties").

RECITALS

A. The Department of Health Care Services ("DHCS") is the single State agency responsible for administering the California Medical Assistance Program ("Medi-Cal") and the School-based Medi-Cal Administrative Activities Program ("SMAA") for Local Educational Consortia, Region 3, in accordance with California Welfare and Institutions Code Section 14132.4(c)(1). The catalog of Federal Domestic Assistance ("CFDA") number for this federal program is 93.778, Medical Assistance Program ("Medi-Cal").

B. LEC in accordance with California Welfare and Institutions Code Section 14132.47, subdivision (q)(1), is the agency responsible for coordination of SMAA for the California County Superintendents Educational Services Association ("CCSESA") LEC Region 3.

C. LEC has entered into that certain Agreement (Contract # 14-90203) with DHCS for Administrative Services Related to Medi-Cal Administrative Activities, dated July 1, 2014, and effective through June 30, 2017.

D. Pursuant to the DHCS Contract, LEC has agreed to act as the administrative agency for matters on behalf of the local educational agencies claiming reimbursement of federal monies for Medi-Cal Administrative Activities ("MAA") services in accordance with California Welfare & Institutions Code Section 14132.47.

E. LEA is located within the LEC Region 3 and regularly makes claims under Medi-Cal. LEC and LEA desire to enter into an agreement memorializing the respective obligations of the Parties in connection with the submission of the Medi-Cal invoices to the DHCS for reimbursement from the Federal government.

F. Four regional Local Educational Consortiums formed the Central California SMAA Consortia (hereinafter referred to "CCSC") to share the duties associated with the preparation of quarterly time studies using the RMTS (Random Moment Time Study) methodology. The CCSC is comprised of the following Regional Local Educational Consortiums:

- Region 3 (Sutter County Superintendent of Schools)
- Region 4 (Contra Costa County Office of Education)
- Region 5 (Santa Cruz County Office of Education)
- Region 6 (Stanislaus County Office of Education)

5.5.1

G. While the CCSC will combine Local Educational Consortiums for the purpose of creating a viable sample pool that can create a statistically valid random sample of moments, the claiming units will continue to individually invoice DHCS through their respective Local Educational Consortiums. DHCS will continue to enter into signed agreements with the individual Local Educational Consortiums and not enter into any agreement(s) with any consortia as a whole.

- Each quarter's survey moments will be randomly distributed among the consortia's claiming unit participants. All of the claiming units within the consortia that have satisfied the established participant standards will use the quarter's RMTS results for calculation on their individual invoice to be submitted to DHCS.

NOW, THEREFORE, in consideration of the foregoing Recitals, and the terms and conditions contained herein, the Parties hereby agree as follows:

1. COMMENCEMENT, DURATION AND TERMINATION OF SERVICES

This Agreement shall be effective for twelve (12) consecutive months commencing **July 1st, 2014** for preparing SMAA claims for LEA on a quarterly basis. The quarters are the three-month periods of July through September, October through December, January through March, and April through June. The first claim shall be submitted for the July through September quarter, 2014.

This Agreement shall automatically renew for additional periods of twelve (12) months unless one Party has provided written notice of cancellation to the other Party not less than ninety (90) days prior to the renewal date.

LEA may terminate this agreement, with or without cause, ninety (90) days prior to the beginning of any RMTS applicable quarter as defined above. However, once the LEA has submitted a "Time Study Participant Roster Report" according to the DHCS SMAA manual guidelines and requirements, they may not terminate until the next quarter survey period. The LEA will be responsible for maintaining participation during these quarters. If the LEA terminates on or before July 1st of any fiscal school year, the LEA will be responsible for the LEC fees for the next averaged quarter. Written notice must be sent to LEC and the LEA agrees to pay all LEC fees for services provided by the LEC through the effective date of termination.

2. OPERATING PROCEDURES/SERVICES PROVIDED

LEC shall be responsible for supporting the processing of all those RMTS claims for services rendered by LEA and its employees or agents as incorporated in this agreement as Exhibit A.

A. Services Provided: LEC will provide the following services to LEA's. The LEC shall:

(1) Coordinate, schedule, and provide necessary training to representatives of each LEA according to the DHCS SMAA RMTS requirements.

(2) Review and code all SMAA RMTS "moments", reviewing the moments to ensure they are complete and assist participating LEA's to finalize the

"moments".

(3) Process RMTS moments for invoicing.

(4) Provide the required SMAA documents for operational plans and give direction to LEA's for gathering necessary audit materials for each claiming unit for each quarter.

(5) Prepare invoices for submittal to the Department of Health Care Services for each participating LEA for each survey quarter.

(6) Provide the LEA a "hard copy" RMTS methodology to capture the moments for those Time Survey Participants (TSP) who cannot access the SSP for completing the assigned moment.

(7) Provide the "tape match percentage" from data submitted by LEA's.

(8) Assist LEAs to prepare for Center for Medicare and Medicaid Services and Department of Health Care Services site reviews and audits.

(9) Perform all aspects of the Random Moment Time Study (RMTS) methodology processing and provide all necessary support, programs and processes for LEA participation.

(10) LEC reserves the right to not certify invoices that do not comply with LEC, State and Federal SMAA requirements.

(11) LEC shall certify to DHCS the amount of LEA general funds or other funds allowed under Federal law and regulation expended on the allowable SMAA activities.

(12) LEC shall be the exclusive service provider for all SMAA Claiming Activities within Region 3 LEC Service Region, including but not limited to the administration of the State-approved time survey methodology, participant training, invoice preparation, program monitoring and audit compliance.

(13) LEC shall delegate certain administrative activities to vendors to assist with the administration of the program.

(14) LEC shall certify to DHCS:

a. The availability and expenditure of funds for all non-Federal share costs of performing Program activities.

b. The expenditures of LEA that represent costs eligible for Federal financial participation in the fiscal year.

(15) Issue reimbursement to District on claims approved and paid by DHCS within 30 days of receipt.

(16) Maintain LEC SMAA Audit Binder, pursuant to the State-approved SMAA Claiming Plan.

(17) LEC will act as the liaison between LEA and DHCS.

B. LEA shall provide the following and as incorporated in this agreement as Exhibit A.

(1) Adhere to all timelines established by LEC and DHCS. Submit all forms, documentation, and fiscal data in a manner prescribed by LEC and as required for the successful preparation and submission of SMAA RMTS claims pursuant to California law.

(2) Initially and for every quarter thereafter, provide a list of participants with job titles and standardized work hours or "shifts" as defined for the RMTS System Software Platform (SSP) uploads and updates.

(3) Yearly and quarterly, provide the LEC approved school calendars and notify the LEC of any changes in the approved school calendar throughout the school year.

(4) Arrange for LEA Time Survey Participant (TSP) staff to have access to the SSP Vendor website for moment completion or provide a hard copy version to satisfy the moments.

(5) Arrange for the LEA MAA Coordinator(s) or Designee to attend required training sessions related to the SSP and RMTS methodology and oversees the completion of the RMTS process.

(6) Provide a contact person who shall serve as coordinator for all programmatic and fiscal LEA SMAA RMTS activities.

(7) Notify LEC of any errors and/or omissions in information sent to LEC so that LEC may process a claim adjustment for submission to Medi-Cal.

(8) During each time study quarter, the LEA will be required to maintain a minimum response rate of 85% of the moments assigned the LEA TSP's. If the LEA is unable to maintain a return rate of 85% of valid moments assigned, the LEA will have sanctions applied according to Section 11, SANCTIONS of this agreement.

(9) Federal regulations require that a LEA maintain all records in support of allowable MAA activities for a minimum of five (5) fiscal years after the end of the quarter in which the LEC receives reimbursement from DHCS for the expenditures incurred. If an audit is in progress, or is identified as forthcoming, all records relevant to the audit must be retained throughout the audit's duration or final resolution of all audit exceptions, deferrals, and/or disallowances whichever is greater. All records retained must be stored ready-to-review in an Audit file: these files must be available to LEC, State, and Federal reviewers and auditors upon request in accordance with record retention requirements set forth under Title 42 of the Code of Federal Regulations (CFR), Section 433.32. Similarly, the documents that support the construction of a MAA claim must be kept five years after the last claim revision.

(10) LEA will ensure that invoice claims conform to all DHCS requirements at the time such claims are processed.

(11) In the event an LEA reimbursement is disallowed after disbursement, the LEA must repay the disallowed amount to DHCS via the LEC and develop a revised invoice for LEC's review and submittal to DHCS. LEC will submit the revised invoice and repayment to DHCS for reconsideration pursuant to California Welfare & Institutions Code Section 14132.47, subsection (k). Should LEC take action to collect disallowed costs not paid by the LEA, the LEA shall reimburse LEC for all costs associated with such action, including, but not limited to any attorney's fees.

3. FEE SCHEDULE

LEA shall pay the LEC a quarterly fee according to the following structure:

1. LEA shall pay to LEC, a fee equivalent to 9% of the SMAA RMTS quarterly invoices paid by the Department of Health Care Services (DHCS) to the LEA. This fee includes the DHCS Participation Fee and all the services outlined above in the agreement. LEA fees will be deducted by the LEC from the DHCS reimbursements prior to disbursement to the LEA.

2. The DHCS administrative fee, including the LEC obligation to DHCS, may be reviewed and/or adjusted on a yearly basis so that the fees collected cover both the LEC and DHCS obligations.

3. LEA acknowledges that, as a result of this fee arrangement, the LEA **will not be entitled** to recover any of the fees charged by the LEC as SMAA reimbursable costs on the LEA invoices.

4. OWNERSHIP OF PROGRAMS AND CONFIDENTIALITY OF REPORTS

All computer hardware supplied by LEC, operating system software, application software, programs, documentation, specifications, tapes, instruction manuals and similar material utilized and/or developed solely by LEC in connection with its systems and all patents, trade secrets, copyrights, trademarks, and other intellectual property rights are, as between LEC and LEA, the sole and exclusive property of LEC. LEA agrees to make no unauthorized use of these materials and systems and to preserve these materials and maintain the confidentiality of any and all of these materials in its possession. All such material developed jointly with LEC and LEA shall remain the property of LEC.

LEC is the licensee of certain software and billing tools including, but not limited to, a web-site from a third-party contractor ("SSP Vendor"). In an agreement with the Vendor ("SSP Vendor Agreement") LEC, as the licensee, has agreed not to interfere with SSP Vendor's proprietary rights, to maintain the confidentiality of certain information and to restrictions on use of the SSP Vendor's product. LEC shall allow the LEA to use the licensed software and/or tools on the condition that the LEA also agrees to be bound by and comply with the licensee's obligations as set forth in Section 8 of the SSP Vendor Agreement. Section 8 of the SSP Vendor Agreement is attached hereto and incorporated herein as Exhibit "C."

5. CONFIDENTIALITY OF DATA

The Parties agree that, because of the sensitive nature of data and in view of the proprietary nature of medical information, it is essential that all information, data and materials, whether transmitted in hard copy or in electronic media form, be maintained in each Party's confidence. Each Party agrees for itself, its employees, agents and independent contractors, that all information and/or data and/or materials received from the other Party shall be held in confidence to the extent held by law and each Party agrees not to reproduce, disclose, or relinquish any data, information or materials to any party other than an authorized representative of the other Party except as required by law.

The Parties agree that, because of the unique nature of the data and/or information and/or materials to be transmitted that money damages for breach of the foregoing provision shall be wholly inadequate to fully compensate the aggrieved Party and therefore the aggrieved Party shall be entitled to full temporary and/or permanent injunctive relief against any breach or threat of breach of the foregoing provisions.

6. INPUT DATA

Accurate, complete, and correct data necessary for LEC to perform its services hereunder shall be the sole responsibility of LEA. LEC shall not be responsible for any delays or failure to prepare a claim because of incomplete, inaccurate, or incorrect data provided by LEA.

LEC shall be responsible for the input of all information given to LEC by LEA in a reasonably accurate, complete and correct form provided same is provided to LEC by LEA. Any errors, mistakes or liability in connection with the failure of LEC to input such data, provided such data has been accurately, completely and correctly transmitted to LEC, shall be the sole responsibility of LEC and shall be corrected by LEC.

7. DESIGNATION AND RESPONSIBILITIES OF LEA FOR IT'S AUTHORIZED USERS.

LEA shall designate those employees and other personnel ("Users") who shall be given access to the LEC approved SSP web-site for completion of the RMTS moments. LEA shall ensure that its Users are familiar with and will comply with the terms and conditions for use of the web-site as set forth in this Agreement. LEA shall be responsible for any unauthorized use by its employees and other personnel. LEA agrees that unauthorized use of passwords issued by LEC or SSP vendor is prohibited. LEA understands that Users and the LEA may be held liable for any unauthorized use and distribution of passwords.

8. LIMITATION OF LIABILITY ARISING FROM DEFAULT IN SERVICES

LEC shall not be liable or deemed to be in default for any delays or failure in performance or non-performance or interruption of service under this agreement resulting from any cause beyond the reasonable control of LEC. LEC's liability, under this agreement, is limited to the amount paid by LEA for the services under this agreement. LEC shall not be liable for any indirect, consequential, or incidental damages arising out of this agreement.

9. WORKERS' COMPENSATION

For the purpose of workers' compensation coverage, LEC shall be the employer and shall bear the responsibility of providing workers' compensation insurance or coverage for any person providing services covered by this Agreement.

10. HOLD HARMLESS AND MUTUAL INDEMNIFICATION

LEC and LEA shall each defend, indemnify, and hold the other Parties and their officials, officers, employees, consultants, subcontractors, volunteers, and agents free and harmless from any and all claims, demands, causes of action, costs, expenses, liability, loss, damage or injury, in law or equity, to property or persons, including wrongful death, to the extent arising out or incident to any negligent acts, omissions, or willful misconduct of the indemnifying Party or its officials, officers, employees, consultants, subcontractors, volunteers, and agents arising out of or in connection with the performance of this Agreement, including without limitation, the payment of consequential damages and attorney's fees and other related costs and expenses.

11. SANCTIONS

The SMAA RMTS methodology requires that the overall pool of moments have at least an 85% return rate of valid moments. If the return rate of valid moments is less than 85%, then all non-returned moments will be coded as non-allowable (Code 1).

To ensure that enough moments are met for the entire pool of moments, the moments assigned each LEA must have a minimum of 85% compliance. If the LEA has non-returns greater than 15% of the total moments assigned for a quarter, the claiming unit will receive a warning letter. The LEA's Superintendent or equivalent will be copied on all warning letters sent to the LEA Coordinator. If the LEA is in default the next quarter after being warned, they will not be able to participate for the remainder of that fiscal year.

12. GENERAL

A. ENTIRE AGREEMENT - This Agreement constitutes the entire Agreement between the Parties pertaining to the subject matter hereof, and supersedes all prior and contemporaneous agreements and understandings of the Parties in connection therewith.

B. SUCCESSORS - This Agreement shall be binding upon and inure to the benefit of the successors, assigns and legal representatives of the respective Parties hereto. Each Party agrees that there are no third party beneficiaries to this Agreement except to the extent provided herein. Neither Party may assign this Agreement in whole or in part, without the prior written consent of the non-assigning Party except in connection with the sale of all or substantially all of its assets or outstanding capital stock.

C. SEVERABILITY - In the event that any term or provision of this Agreement is held to be illegal, invalid or unenforceable under the laws, regulations or ordinances of the federal, state or local government, such term or provision shall be deemed severed from this Agreement and the remaining terms and provisions shall remain unaffected thereby.

D. NOTICES - Any notice sent pursuant to this Agreement shall be sent by certified mail to the Parties at their respective addresses.

E. STATE LAW - This Agreement shall be governed by and construed in accordance with the laws of California.

F. ANTI-FRAUD AND ABUSE - Notwithstanding anything to the contrary herein, this Agreement shall be subject to all applicable federal, state and local laws, regulations and directives concerning the Medicare and Medicaid and other medical reimbursement fraud and abuse limitations. To the extent anything contained herein purportedly or actually violates or is challenged as violating any of the above laws, statutes, regulations or interpretations, then the provision in question or this entire Agreement, if necessary, shall be automatically void and of no effect whatsoever.

G. DESCRIPTIVE HEADINGS - The descriptive headings in this Agreement are for convenience and reference only and in no way affect or alter the intent or effect of this Agreement.

H. DEFINITIONS OF SUBRECIPIENTS AND VENDORS – Pursuant to Department of Health Care Services, PPL No. 13-004, dated May 17, 2013, *Notification of Contractual Agreement Language changes to add the Catalog of Federal Domestic Assistance Number 93.778 and Definitions of Subrecipients and Vendors,* attached as Exhibit B and incorporated into this agreement.

I. INTEGRATION – This agreement, including all exhibits and other documents incorporated herein or made applicable by reference, contains the complete and final understanding of the Parties' rights, duties and obligations with respect to the transaction discussed in the agreement and supersedes all prior Contracts, understandings and commitments, whether written or oral.

13. CONTRACTS WITH THIRD PARTY FOR SOFTWARE

A. Pursuant to California Welfare & Institutions Code Section 14132.47, subdivision (d), the LEC may subcontract with one or more third-party vendors for the provision of administrative activities necessary for the proper and efficient administration of the Medi-Cal program. These services may include software and/or tools including, but not limited to, a web-site, which can be used by LEC and LEA for the collection of data, records and information, for the maintenance of the data, records and information, and for other SMAA RMTS services provided pursuant to this Agreement.

B. LEA understands and acknowledges that the LEC has heretofore entered into a license agreement with a third-party vendor ("Vendor") for the provision of software and/or tools including, but not limited to, a web-site, which may be utilized by both Parties to transmit and store information in connection with this Agreement. Notwithstanding the foregoing, LEC shall not be in breach of this Agreement in the event that the current Vendor Agreement is terminated for any reason.

C. If LEC enters into another third-party contract for the provision of software and/or tools and that third-party contractor will have access to LEA's student records or be required to maintain the student records of LEA, LEC shall include in the third-party contract the same provisions, or provisions substantially similar to those set forth in Exhibit "C" attached hereto and incorporated herein.

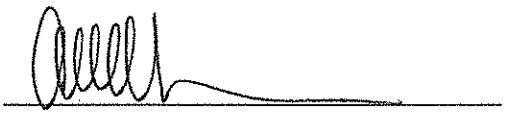
14. WARRANTY LIMITATION

LEC makes no representation or warranties expressed or implied, including, but not limited to, the warranties of merchantability and fitness for a particular purpose, arising by operation of law or otherwise, except as expressly stated herein.

15. LEA GOVERNING BOARD AUTHORIZATION

If applicable, the LEA affirms that this Agreement has been approved by the Governing Board of the LEA at its meeting of _____ and that the individual signing on behalf of the LEA below is authorized by the Governing Board to execute this Agreement.

IN WITNESS WHEREOF, the Parties hereto have set their hands and seals the day and year below written.

LEA:	**SCHOOL DISTRICT**	**LEC:**	**SUTTER COUNTY SUPERINTENDENT OF SCHOOLS**
By:		**By:**	
Name:	Audrey Kilpatrick	**Name:**	**Bill Cornelius**
Title:	Asst Supt of Business Svs and Operations	**Title:**	**Superintendent**
Date:	12/17/14	**Date:**	

5.5.9

EXHIBIT A – Medi-Cal Administrative Claiming Agreement

	Task Operating Procedures with LEC as Invoicing facilitator	LEC Coordinator	LEA Coordinator
1.	Evaluate LEA MAA program to ensure appropriate participation	✓	✓
2.	Develop and review audit files	✓	
3.	Maintain audit files and store data required to support operational plan		✓
4.	Review operational plan for quality assurance and compliance	✓	✓
5.	Provide and/or ensure RMTS training for coordinators	✓	
6.	Provide web-based RMTS Software System Platform (SSP) for RMTS moment completion	✓	
7.	Provide 100% coding of moments and clarification of moments if necessary	✓	
8.	Provide "Best Practices" - Hard Copy RMTS Moment (if applicable)	✓	✓
9.	Provide LEC an Approved School Calendar annually and every quarter thereafter as changes occur or upon request. Certify calendar in system after it has been entered by LEC		✓
10.	Input LEA Calendar into SSP, update periodically and certify	✓	
11.	Rosters: First period of RMTS implementation: TSP roster, including staff schedules must be uploaded using a template.	✓	
12.	Rosters: All subsequent quarters TSP roster/schedules must be updated quarterly		✓

5.5.10

13.	LEA/LEC to certify Coding Report	✓	✓
14.	Offer support both programmatically and fiscally	✓	
15.	Supply RMTS results for invoice process	✓	
16.	Generate/provide LEA Medi-Cal percentage (tape match)	✓	
17.	Provide fiscal training, materials and forms	✓	
18.	Review and provide all fiscal data necessary to process RMTS invoice	✓	
19.	Review LEA fiscal data and prepare invoice for reimbursement	✓	
20.	Prepare and submit invoice to DHCS for payment	✓	
21.	Process DHCS invoice reimbursements send reimbursement payments to LEAs	✓	

5.5.11

EXHIBIT B – Medi-Cal Administrative Claiming Agreement

Revised Contractual Agreement Language for Subrecipients and Vendors in Accordance with the Catalog of Federal Domestic Assistance Number 93.778 for School Based Medi-Cal Administrative Activities Program and Definitions for Subrecipients and Vendors incorporated into the contract between Sutter County Superintendent of Schools and Department of Health Care Services.

Definitions

A. The following definitions are applicable to this Contract.

1) "CFDA number" means the number assigned to a federal program in the Catalog of Federal Domestic Assistance (CFDA).

2) "Federal award" means federal financial assistance and federal cost-reimbursement contracts that non-federal entities receive directly from federal awarding agencies or indirectly from pass-through entities. It does not include procurement contracts, under grants or contracts, used to buy goods or services from vendors.

3) "Federal awarding agency" means the federal agency that provides an award directly to the recipient.

4) "Federal program" means all federal awards to a non-federal entity assigned to a single number in the CFDA.

5) "Pass-through entity" means a non-federal entity that provided a federal award to a subrecipient to carry out a federal program.

6) "Recipient" means a non-federal entity that expends federal awards received directly from a federal awarding agency to carry out a federal program.

7) "Subrecipient" means a non-federal entity that expends federal awards received from a pass-through entity to carry out a federal program, but does not include an individual that is a beneficiary of such a program. A subrecipient may also be a recipient of other federal awards directly from a federal awarding agency. Guidance on distinguishing between a subrecipient and a vendor is provided in OMB Circular A-133.

A. "Vendor" means a dealer, distributor, merchant, or other seller providing goods or services that are required for the conduct of a federal program. These goods or services may be for an organization's own use or for the use of beneficiaries of the federal program. Additional guidance on distinguishing between a subrecipient and a vendor is provided in OMB Circular A-133.

B. The definitions in Section 8, Item 8.A. shall be included in all of Contractor's contracts with subrecipients and vendors.

5.5.12

PROPRIETARY RIGHTS; PROTECTION OF CONFIDENTIAL INFORMATION; DATA STORAGE.

1.1. **Ownership.** LEA and LEC acknowledges that PCG owns the System Service, that the System Service is not generally published, and that the System Service embodies the Confidential Information of PCG. All right, title, and interest in and to the System Service, including, without limitation, all copyrights, trade secret rights, and other intellectual property rights pertaining in and to the System Service shall remain vested in PCG and its third-party licensors. PCG acknowledges that LEA and LEC owns all of the data inputted by each LEA and LEC User and any and all reports produced as a result of using the System Service. LEA and LEC acknowledge that PCG shall have the right to aggregate any data input by LEA and LEC Users for PCG's own purposes, but shall not use or disclose personal or individual identifying information.

1.2. **Confidentiality Obligations.** Each Party agrees that: (i) neither Party will disclose to any third party any of the other Party's Confidential Information except to the receiving Party's employees and contractors with a need to know and who have agreed in writing to confidentiality obligations substantially the same as those set forth herein; (ii) each Party will use the same degree of care it uses to maintain the confidentiality of its own information of similar importance in its possession or control, but in no event less than a reasonable degree of care; and (iii) neither Party will use or authorize the use of Confidential Information for any purpose other than to fulfill such Party's obligations hereunder. Each Party agrees that neither Party will disclose to any third party any of the terms of this Agreement, which will be treated as Confidential Information, except to the receiving Party's employees, contractors, and advisors with a need to know and who have agreed in writing to confidentiality obligations substantially the same as those set forth herein, and neither Party will use the terms of this Agreement for any purpose other than to fulfill such Party's obligations under this Agreement, except as either Party is otherwise required by law. The Parties may modify these obligations through express written agreements.

This section is referenced in Section 13.

5.5.13

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Ratification of Contract Placer County Office of Education and WPUSD – State Preschool Program At Sheridan Elementary School – January 1, 2015 Through June 30, 2015

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business Services and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

Fund 12 – State Preschool Program

MEETING DATE:

January 20, 2015

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract is with Placer County Office of Education to purchase State Preschool program services at Sheridan Elementary School. The contract is from January 1, 2015 through June 30, 2015. The total contract funds $25,150 in State Preschool funds are detailed in the contract.

RECOMMENDATION:

Administration recommends that the Board ratify the Placer County Office of Education and Western Placer Unified School District to purchase State Preschool program services at Sheridan Elementary School.

5.6

Placer County Office of Education and Western Placer

Annual Contract

FY 14/15

This contract entered into between Placer County Office of Education, Early Childhood Education, hereinafter referred to as PCOE, and Western Placer Unified School District, hereinafter referred to as Western Placer.

Term: The term of this contract shall commence on January 1, 2015 and shall end on June 30, 2015.

PCOE and Western Placer do mutually agree as follows:

1. Jointly fund a State Preschool (SPS) program at:
   a. Western Placer Unified School District $25,150.00
      Sheridan Elementary School
      4730 H Street
      Sheridan, CA 95681
2. Upon receipt of invoice, PCOE agrees to purchase these services, which will serve up to 12 students at the above location at a rate of $22.28 base rate per child, per day, less 5% administrative cost for services provided for 99 student days, not to exceed $25,150.00 in the contracted period. Payments shall be payable quarterly based on actual enrollment and due April 1st and July 1st.
3. All notices and demands of any kind which either party may require or desire to serve on the other in connection with this contract must be served in writing either by personal service or by registered or certified mail, return receipt requested, and shall be deposited in the United States mail, with postage thereon fully prepaid, and addressed to the party so to be served as follows:

If to PCOE: Placer County Office of Education
Attn: Catherine Goins
365 Nevada Street
Auburn, CA 95603
P: (530) 745-1381
E: cgoins@placercoe.k12.ca.us

If to Western Placer: Western Placer Unified School District
Attn: Melissa Willes, Principal
Sheridan Elementary School

5.6.1

4730 H Street
Sheridan, CA 95681
P: (530) 633-2591
E: mwilles@wpusd.k12.ca.us

PCOE agrees to:

1. Submit Form 801A to State Department of Education, Early Education and Support Division.

Western Placer agrees to:

1. Complete a developmental profile for each child following the required intervals, and utilize the results to individualize each child's education program.
2. Provide an educational program that is developmentally, culturally, and linguistically appropriate with activities that will facilitate each child's physical, cognitive, social and emotional development.
3. Provide parents with two educationally-focused parent conferences per year.
4. Conduct monthly parent meetings.
5. Encourage participation in parent policy group.
6. Adopt an open door policy that encourages parents to participate in their child's daily activities.
7. Track, verify and calculate child absences in accordance with Sections 18065 and 18066 of Title V, as well as provide PCOE with monthly attendance reports to be received by the 5th of each month.
8. Follow California State Preschool Program (CSPP) guidance in establishing income eligibility.
9. Provide PCOE with Form 801A data monthly, by the 5th, for submission to State Department of Education, Early Education and Support Division.
10. Transfer all student records to the school of attendance prior to June 30, 2015.
11. Provide a nutritional program for children that is consistent with United States Department of Agriculture (USDA) Standards and Child and Adult Care Food Program (CACFP) regulations.
12. Collaborate with PCOE in providing in-service training for staff.

Termination: Either party may terminate this contract for any reason by giving 30 calendar days written notice to the other party and sent by registered mail.

Indemnification: Nothing herein shall be construed as a limitation of either party's liability and each party shall indemnify, defend, and hold harmless the other and its officers, officials, losses,

and expenses (including without limitation defense costs and attorney fees of litigation) which may arise, or which such party may incur as a consequence of any occurrence occasioned in whole or in part, by reason of the willful misconduct, or negligent actions or omissions of the indemnifying party's directors, officers, agents, employees, or volunteers, reduced in proportion to and to the extent such claims are caused in whole or in part by any negligent or willful act or omission of the party being indemnified, or its directors, officers, agents, servants, employees or volunteers.

Modification: This contract is the entire agreement between the parties. No alteration or variation of the terms of this contract shall be valid unless made in writing and signed by both PCOE and Western Placer. All changes shall be mutually communicated, discussed, and agreed to prior to implementation.

IN WITNESS WHEREOF the parties hereto have executed this contract effective on the date first above written.

APPROVED BY:

Placer County Office of Education

Gayle Garbolino-Mojica, Superintendent
365 Nevada Street
Auburn, CA 95603
P: (530) 889-5922
E: ggarbolino-mojica@placercoe.k12.ca.us

Date: 12/19/14

APPROVED BY:

Western Placer Unified School District

Scott Leaman, Superintendent
600 Sixth Street, Suite 400
Lincoln, CA 95648
P: (916) 645-6350
E: sleaman@wpusd.k12.ca.us

Date: 1/13/15

5.6.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Ratification of Purchase of Used 2006 Ford E150 Super Duty Passenger XL Van For the Transportation Department

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Audrey Kilpatrick
Assistant Superintendent of Business & Operations

ENCLOSURES:
Yes

DEPARTMENT:
Business

FINANCIAL INPUT/SOURCE:
Transportation Program

MEETING DATE:
January 20, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:

Over the last few months the Transportation Director has been searching for a replacement vehicle for their department. The Transportation Director found an appropriate use vehicle replacement with very low mileage at an economical price. The attached purchase order and quote are for the purchase of a used 2006 Ford E150 Super Duty Passenger XL van. The van will be used by the Transportation department and also available to teachers for small group student field trips. The purchase price of $15,202.50 will be funded from Transportation program funds with savings achieved by the elimination of a school bus route.

RECOMMENDATION:

Staff recommends that the Board of Trustees approve the purchase of the used 2006 Ford E150 Super Duty Passenger XL van.

WhyBuyNewAutos.com
Phone (916) 624-8100
Fax (916) 624-8102

Sales Quote

O'Sullivan, Joseph (Salesman)

Buyer(s)	Co-Buyer(s)
Western Placer U S D, .	
600 6 Th St, Ste 400 Lincoln, CA 95648 Ph: (916) 645-6346	

Loan Proposal

Interest	Add-On	APR	Term	Payment
☐ Add-On ☒ Simple		0.000%	1 Months	$ 15,202.50 Final Pmt:15,202.50

Payments are estimates and APR is subject to negotiation

WhyBuyNewAutos.com

A Valued Member of AutoSoft NET

Sales Information

Price	**$13,980.00**
Accessories	$0.00
Doc Fee	$80.00
Smog	$58.25
Tax 7.50 %	$1,058.25
Warranty	$0.00
Gap	$0.00
DMV	$0.00
Other	$26.00
Insurance	$0.00
Total	**$15,202.50**
Deferred	$0.00
Cash Down	$0.00
Total Down	$0.00
Trade Allowance	$0.00
Trade Lien	$0.00
Total Net Down	**$0.00**
Amt Financed	**$15,202.50**

Trade Information

Trade 1:
Trade 2:

Vehicle Profile

Stock Number	**3308**	Air Conditioning, Rear	ABS (4-Wheel)	Air Conditioning
Vehicle	**2006 Ford E150 Super Duty Passe XL Van 3D Silver**	Power Steering	Power Windows	Power Door Locks
		CD (Single Disc)	Tilt Wheel	AM/FM Stereo
V.I.N.	**1FMRE11W66DA65045**	Towing Pkg	Dual Air Bags	8-Passenger Seating
			Steel Wheels	Wide Tires

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5.7.1

Western Placer Unified School District

PURCHASE ORDER
NO: PO15-01306
DATE 12/08/2014

Business
600 6th Street, Suite 400
Lincoln, CA 95648
(916) 645-6387 FAX (916) 645-5295

SHIP TO:
Transportation/Maintenance
2701 Nicolaus Road
Lincoln, CA 956048
Phone:

ORDERED FROM: Fax:

SARATOGA VEHICLE MANAGEMENT
DBA: WHYBUYNEWAUTOS.COM
4429 GRANITE DRIVE
ROCKLIN, CA 95677

Phone: (916) 624-8100

IMPORTANT INSTRUCTIONS TO VENDOR

1. Itemized INVOICES in Duplicate.
2. Enclose PACKING LIST (including PO #) with ALL shipments.
3. Deviation in PRICE or SUBSTITUTION in kind only permitted with APPROVAL.
4. All deliveries F.O.B. Destination unless otherwise specified. If freight is to be charged, prepay, and add to invoice.
5. THE LAW REQUIRES MATERIAL SAFETY DATA SHEETS FOR PRODUCTS ON THIS ORDER. PLEASE ENCLOSE WITH INVOICE.
6. No Payments will be made until ENTIRE order has been completed and accepted, unless special arrangements are made.
7. Any work performed for the District must comply with public contract code and prevailing wage requirements. Compliance is the responsibility of the vendor.
8. Vendor shall comply with the lawful requirements of the District, the State of California, and all applicable requirements of the City of Lincoln and Placer County regarding discharges to the storm drain system and watercourses, including applicable requirements specified in local municipal storm water management programs or plans.

ORDER LOCATION	ORDER TYPE	VENDOR #	REQUISITIONER	REQUISITION #
9008 - Transportation/Maintenance	PO without receiving	002961/1	Bonnie Pellow	VR15-01575

DATE REQUIRED	F.O.B.	TERMS OF PAYMENT	SHIP VIA	BUYER	RPQ #

ITEM	QTY	UNIT	DESCRIPTION	UNIT COST	EXTENSION
1	1	EACH	#3308 2006 FORD E150 VAN	15,500.00	$15,500.00
			Order Sub-Total		$15,500.00
			Sales Tax		.00
			Shipping		.00
			Adjustment		.00
			Order Total		**$15,500.00**

ACCOUNT DISTRIBUTION	AMOUNT
01. 0000. 0. 6400. 00. 0000. 3600. 031. 00. 000. 00	$15,500.00

**** End of Order ****

AUTHORIZED BY: Carin Carlson

Accounts Payable

5.7.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:

Approval of Out of State Travel

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Susan Watkins
Director of Special Education

ENCLOSURES:

Yes

DEPARTMENT:

Special Education

FINANCIAL INPUT/SOURCE:

Mental Health Fund

MEETING DATE:

February 17-20, 2014

ROLL CALL REQUIRED:

No

BACKGROUND:

Per District Administrative Regulation 3350- Travel Expenses, all out-of-state travel shall be presented to the Board for approval with a complete explanation of the school business purpose to be served.

Liz Wilson and Victoria Galvan will be attending the National Association of School Psychologists Conference in Florida. This year's conference is devoting a significant amount of time to mental health education and prevention. Topics include: Provision of mental health services in schools, bullying prevention, social-emotional learning, crisis prevention and intervention, multitiered service delivery systems and partnerships with families. Liz and Victoria will present information to districts psychologists in the district.

The total cost will be approximately $3800.00 which will include airfare, hotel, conference and food per day.

RECOMMENDATION: Administration recommends Board approval for this out of state travel request to attend the NASP conference.

NASP 2015 ANNUAL CONVENTION REGISTRATION FORM

February 17–20, 2015 • *Walt Disney World®* Swan and Dolphin Resort

Please print or type all information and send to NASP Convention Registration, 11208 Waples Mill Road, Suite 112, Fairfax, VA 22030. Please make a copy of this form for your records. *Accepted credit cards include Visa and MasterCard only. Checks and money orders must be made payable to "NASP" in U.S. dollars. Please note that NASP is unable to accept checks covering more than one person's registration fee or any Purchase Orders.*

Name: (First) ELIZABETH (Last) WILSON

NASP Member Number: _____ E-mail Address: LWILSON@WPUSD.K12.CA.US

Address: (Work or Home) 6001 SIXTH STREET SUITE 4001

City: LINCOLN State/Province: CA Zip/Postal Code: 95648

Phone: (Home) 530-686-4312 (Work 916-434-5007 Fax: 916-645-9267

Number of Years Working in School Psychology: 2.5

If you would like to receive text message alerts regarding program changes and cancellations during the NASP convention, please provide your cell phone number. (This number will not be used for any other purpose.) 530-686-4312

SECTION 1: REGISTRATION FEES [REG]

(Not including Documented Sessions in Section 3, NASP Convention Workshops in Section 4, Session Recording Packages in Section 5, or Special Events in Section 6)

Check One:

	Member	Student Member	*Nonmember
Early (Available through 11/12/14)	$239 ☐	$99 ☐	$449 ☐
Preconvention (Available 11/13/14–1/21/15)	$259 ☐	$109 ☐	$469 ☑
Full (Available after 1/21/15)	$289 ☐	$119 ☐	$499 ☐
School Principals	N/A	N/A	$100 ☐

School Principals:

School Name: _____

School Psychologist Attending With You:

Name: _____

His/Her Registration ID #: _____

Section 1 Subtotal $ 469

SECTION 2: NASP Membership—Save on Convention Registration Fees!

If you are not yet a NASP member, join today to receive the discounted member convention registration rates. Visit www.nasponline.org/membership to access membership category descriptions and information on the many other benefits of NASP membership.

Select your membership expiration date depending on the time of year you are submitting your dues.

Membership Category	Membership Through June 30, 2015 Available Through December 31, 2014		Membership Through June 30, 2016 Available January 1–March 31, 2015	
Regular	M1	$199 ☐	M2	$299 ☐
Student	S1	$70 ☐	S2	$105 ☐
Early Career-1st Year	E1	$130 ☐	E2	$195 ☐
Early Career-2nd Year	F1	$160 ☐	F2	$240 ☐
Retired	R1	$80 ☐	R2	$120 ☐
Canadian	C1	$199 ☐	C2	$299 ☐
International	I1	$215 ☐	I2	$320 ☐
Associate	A1	$199 ☐	A2	$299 ☐
Student Associate	B1	$70 ☐	B2	$105 ☐
Common Address	Y1	$155 ☐	Y2	$230 ☐
Leave of Absence	L1	$65 ☐	L2	$95 ☐

Student Members:

Name of University _____

Expected Graduation Year (Terminal Degree)

_____

Common Address Members:

Name of Regular Member With Whom You Reside

_____

Regular Member's Member Number

_____

Leave of Absence Members:

Explanation of Leave of Absence

_____

Section 2 Subtotal $ 0

5.8.1

SECTION 3: DOCUMENTED SESSIONS

(Available with payment of convention registration fee only. The $5 fee for each Documented Session includes an entrance ticket, guaranteed seat—on a first-come, first-served basis—and documentation of attendance for NASP-, and APA-approved CPD. For additional information on sessions, visit www.nasponline.org/NASP2015.)

Tuesday, 2/17/15	Wednesday, 2/18/15	Thursday, 2/19/15	Friday, 2/20/15
DS01 ☐	DS03 ☐	DS05 ☐	DS07 ☐
DS02 ☐	DS04 ☐	DS06 ☐	DS08 ☐

Section 3 Subtotal $ 0

SECTION 4: NASP CONVENTION WORKSHOPS

(Available with payment of convention registration fee only. Workshop fee includes an entrance ticket, guaranteed seat—on a first-come, first-served basis—and a certificate of attendance documenting NASP- and APA-approved CPD credit.)

HALF-DAY WORKSHOPS: Member: $90; Nonmember: $125

Please indicate your first and second choices. (Pay for your first choice sessions only.)

TUES	1st	2nd	WED	1st	2nd	THURS	1st	2nd	FRI	1st	2nd
10 a.m.–1 p.m.			7–10 a.m.			8:30–11:30 a.m.			8:30–11:30 a.m.		
WS01			WS09			WS21			WS33		
WS02			WS10			WS22			WS34		
WS03			WS11			WS23			WS35		
			WS12	✓		WS24			WS36		
2–5 p.m.			WS13								
WS04			WS14			12:30–3:30 p.m.			12:30–3:30 p.m.		
						WS25			WS37		
5:30–8:30 p.m.			2–5 p.m.			WS26			WS38		
WS05			WS15			WS27					
WS06			WS16			WS28					
			WS17								
			WS18			4:30–7:30 p.m.					
			WS19			WS29					
			WS20			WS30		✓			

FULL-DAY WORKSHOPS: Member: $120; Nonmember: $194

Please indicate your first and second choices. (Pay for your first choice sessions only.)

TUES	1st	2nd	THURS	1st	2nd	FRI	1st	2nd
10 a.m.–5 p.m.			8:30 a.m.–3:30 p.m.			8:30 a.m.–3:30 p.m.		
WS07			WS31			WS39		
WS08			WS32			WS40		

PREPaRE WORKSHOPS:

Please indicate your preferences. (Fees include participant materials.)

	Member:	Nonmember:
WS41 (Workshop 1):	$130	$204
WS42 (Workshop 2):	$185	$244
WS43 (ToT Workshop 1):	$160	$234
WS44 (ToT Workshop 2):	$225	$284

TUE	1st	TUE & WED	1st	WED, THU, & FRI	1st	FRI & SAT	1st
WS41		WS43		WS42	✓	WS44	

Section 4 Subtotal $ 369

5.8.2

SECTION 5: SESSION RECORDING PACKAGES

Watch convention sessions right from your desk! Session Recording Packages let you get top content and documented NASP- and APA-approved CPD through NASP's Online Learning Center after the convention. ***Session recordings will be available in April 2015 as online streaming content only.***

Packages are comprised of workshops and documented sessions from the 2015 convention. You'll watch video of nationally known experts alongside synchronized PowerPoint presentations. After completion of the session, you can print out your CPD documentation at your convenience. **NCSPs:** Purchasing a Session Recording Package and the Legal Regulations Add On will give you the 10 documented hours needed for renewal and even will take care of your ethics and legal requirement! View the full list of packages with detailed session descriptions at **www.nasponline.org/NASP15**.

Be sure you take advantage of package prices that are available to convention attendees only by adding these to your convention registration. NASP members save even more!

Selection	Session Recording Packages	Member	Nonmember
	Assessment Package (7.25 hours) [PKG1]	$149	$219
	Behavioral and Mental Health Package (7.25 hours) [PKG2]	$149	$219
	Innovative Practices Package (7.25 hours)	$149	$219
	Legal Regulations Add On (3 hours) [LRAO]*	$69	$99

*Available only with purchase of package 1, 2, or 3.

Section 5 Subtotal $ 0

SECTION 6: SPECIAL EVENTS

Special Events:
Preregistration and processing fees are required for the four special events listed below. Visit **www.nasponline.org/conventions** for more details about these and other special events.

Red Cross Training: Foundations of Disaster Mental Health [SE01] ____ × $20 = $____

5K Walk/Run [SE02] ____ × $35 = $____ ($45 on site)

Select one T-shirt size: S____ M____ L____ XL____ XXL____

NASP Children's Fund Auction [SE03] ____ × $10 = $____

Section 6 Subtotal $ 0

SECTION 7: DONATIONS

Contribution to the Children's Fund [CON1] $ ____

Contribution to the Minority Scholarship Fund [CON2] $ ____

Section 7 Subtotal $ 0

SECTION 8: LIABILITY WAIVER AND CANCELLATION POLICY

Please Read and Sign

I acknowledge that I am physically able to take part in all convention activities (such as educational sessions and special events). I assume full responsibility for my own well-being, have chosen to participate in the NASP 2015 Annual Convention of my own free will, and agree not to allow any other individual to participate in my place. In case of damage or injury to myself or my personal property, I will indemnify and hold harmless NASP and its officers, directors, employees, agents, and members and bear all costs they incur for all loss, expense, damage, causes of action, claims, or demands of whatever kind and nature, including judgments and interest.

A $50 processing fee will be deducted from all registration refunds. Cancellations will not be accepted after January 21, 2015, or on site.

I have read, understand, and agree to abide by the cancellation policies included on the NASP website and in the preliminary program as well as the two Section 8 paragraphs above.

Signature: Liz Wilson Date: 12-19-2014

SECTION 9: PAYMENT METHODS

Please complete for your registration to be processed. Purchase Orders cannot be accepted.

SECTION 1 (required) $ 469 SECTION 2 $ 0 SECTION 3 $ 0 SECTION 4 $ 369 SECTION 5 $ 0 SECTION 6 $ 0 SECTION 7 $ 0

☒ Check No. ____ ☐ Credit Card No. | | | | | | | | | | | | | | | | ☐ Visa ☐ MC Exp. Date | | | | | | (M M D D Y Y)

Name as it appears on credit card: ____ ☐ Billing address same as page one.

Authorized Cardholder's Signature: ____

Cardholder Billing Address: ____

TOTAL ENCLOSED (Sections 1-7) $ 838

NASP
NATIONAL ASSOCIATION OF School Psychologists

5.8.3

NASP 2015 ANNUAL CONVENTION REGISTRATION FORM

February 17–20, 2015 • *Walt Disney World®* Swan and Dolphin Resort

Please print or type all information and send to NASP Convention Registration, 11208 Waples Mill Road, Suite 112, Fairfax, VA 22030. Please make a copy of this form for your records. *Accepted credit cards include Visa and MasterCard only. Checks and money orders must be made payable to "NASP" in U.S. dollars. Please note that NASP is unable to accept checks covering more than one person's registration fee or any Purchase Orders.*

Name: (First) VICTORIA (Last) GALVAN

NASP Member Number: _____ E-mail Address: VGALVAN@WPUSD.K12.CA.US

Address: (Work or Home) 6001 SIXTH STREET SUITE 4001

City: LINCOLN State/Province: CA Zip/Postal Code: 95614-8110

Phone: (Home) 209-606-3890 (Work 916-645-6370 Fax: 916-645-9267

Number of Years Working in School Psychology: 2.5

If you would like to receive text message alerts regarding program changes and cancellations during the NASP convention, please provide your cell phone number. (This number will not be used for any other purpose.) ___-___-____

SECTION 1: REGISTRATION FEES [REG]

(Not including Documented Sessions in Section 3, NASP Convention Workshops in Section 4, Session Recording Packages in Section 5, or Special Events in Section 6)

Check One:

	Member	Student Member	*Nonmember
Early (Available through 11/12/14)	$239 ☐	$99 ☐	$449 ☐
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Full (Available after 1/21/15)	$289 ☐	$119 ☐	$499 ☐
School Principals	N/A	N/A	$100 ☐

School Principals:

School Name: _____

School Psychologist Attending With You:

Name: _____

His/Her Registration ID #: _____

Section 1 Subtotal $ 469

SECTION 2: NASP Membership—Save on Convention Registration Fees!

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Select your membership expiration date depending on the time of year you are submitting your dues.

Membership Category	Membership Through June 30, 2015 Available Through December 31, 2014		Membership Through June 30, 2016 Available January 1–March 31, 2015	
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Student Associate	B1	$70 ☐	B2	$105 ☐
Common Address	Y1	$155 ☐	Y2	$230 ☐
Leave of Absence	L1	$65 ☐	L2	$95 ☐

Student Members:

Name of University _____

Expected Graduation Year (Terminal Degree)

_____

Common Address Members:

Name of Regular Member With Whom You Reside

_____

Regular Member's Member Number

_____

Leave of Absence Members:

Explanation of Leave of Absence

_____

Section 2 Subtotal $ 0

5.8.4

SECTION 3: DOCUMENTED SESSIONS

(Available with payment of convention registration fee only. The $5 fee for each Documented Session includes an entrance ticket, guaranteed seat—on a first-come, first-served basis—and documentation of attendance for NASP-, and APA-approved CPD. For additional information on sessions, visit www.nasponline.org/NASP2015.)

Tuesday, 2/17/15	Wednesday, 2/18/15	Thursday, 2/19/15	Friday, 2/20/15
DS01 ☐	DS03 ☐	DS05 ☐	DS07 ☐
DS02 ☐	DS04 ☐	DS06 ☐	DS08 ☐

Section 3 Subtotal $ Ø

SECTION 4: NASP CONVENTION WORKSHOPS

(Available with payment of convention registration fee only. Workshop fee includes an entrance ticket, guaranteed seat—on a first-come, first-served basis—and a certificate of attendance documenting NASP- and APA-approved CPD credit.)

HALF-DAY WORKSHOPS: Member: $90; Nonmember: $125
Please indicate your first and second choices. (Pay for your first choice sessions only.)

TUES	1st	2nd	WED	1st	2nd	THURS	1st	2nd	FRI	1st	2nd
10 a.m.–1 p.m.			7–10 a.m.			8:30–11:30 a.m.			8:30–11:30 a.m.		
WS01			WS09			WS21			WS33		
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WS04			WS14	✓		12:30–3:30 p.m.			12:30–3:30 p.m.		
						WS25			WS37		
5:30–8:30 p.m.			2–5 p.m.			WS26			WS38		
WS05			WS15		✓	WS27					
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WS07	✓		WS31			WS39		
WS08			WS32			WS40		✓

PREPaRE WORKSHOPS:
Please indicate your preferences. (Fees include participant materials.)

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WS42 (Workshop 2):	$185	$244
WS43 (ToT Workshop 1):	$160	$234
WS44 (ToT Workshop 2):	$225	$284

TUE	1st	TUE & WED	1st	WED, THU, & FRI	1st	FRI & SAT	1st
WS41		WS43		WS42		WS44	

Section 4 Subtotal $ 319

5.8.5

SECTION 5: SESSION RECORDING PACKAGES

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Packages are comprised of workshops and documented sessions from the 2015 convention. You'll watch video of nationally known experts alongside synchronized PowerPoint presentations. After completion of the session, you can print out your CPD documentation at your convenience. **NCSPs:** Purchasing a Session Recording Package and the Legal Regulations Add On will give you the 10 documented hours needed for renewal and even will take care of your ethics and legal requirement! View the full list of packages with detailed session descriptions at **www.nasponline.org/NASP15.**

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	Innovative Practices Package (7.25 hours)	$149	$219
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*Available only with purchase of package 1, 2, or 3.

Section 5 Subtotal $ Ø

SECTION 6: SPECIAL EVENTS

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5K Walk/Run [SE02] ____ × $35 = $_____ ($45 on site)

Select one T-shirt size: S ____ M ____ L ____ XL ____ XXL ____

NASP Children's Fund Auction [SE03] ____ × $10 = $_____

Section 6 Subtotal $ Ø

SECTION 7: DONATIONS

Contribution to the Children's Fund [CON1] $ _____

Contribution to the Minority Scholarship Fund [CON2] $ _____

Section 7 Subtotal $ Ø

SECTION 8: LIABILITY WAIVER AND CANCELLATION POLICY

Please Read and Sign

I acknowledge that I am physically able to take part in all convention activities (such as educational sessions and special events). I assume full responsibility for my own well-being, have chosen to participate in the NASP 2015 Annual Convention of my own free will, and agree not to allow any other individual to participate in my place. In case of damage or injury to myself or my personal property, I will indemnify and hold harmless NASP and its officers, directors, employees, agents, and members and bear all costs they incur for all loss, expense, damage, causes of action, claims, or demands of whatever kind and nature, including judgments and interest.

A $50 processing fee will be deducted from all registration refunds. Cancellations will not be accepted after January 21, 2015, or on site.

I have read, understand, and agree to abide by the cancellation policies included on the NASP website and in the preliminary program as well as the two Section 8 paragraphs above.

Signature: Victoria Hale Date: 12-19-2014

SECTION 9: PAYMENT METHODS

Please complete for your registration to be processed. Purchase Orders cannot be accepted.

SECTION 1 (required) $ 469 SECTION 2 $ 0 SECTION 3 $ 0 SECTION 4 $ 319 SECTION 5 $ 0 SECTION 6 $ 0 SECTION 7 $ 0

☐ Check No. _____ ☐ Credit Card No. |_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_| ☐ Visa ☐ MC Exp. Date |_|_|_|_| (M M D D Y Y)

Name as it appears on credit card: _____

☐ Billing address same as page one.

Authorized Cardholder's Signature: _____

Cardholder Billing Address: _____

_____

TOTAL ENCLOSED (Sections 1-7) $ 788

NASP
NATIONAL ASSOCIATION OF School Psychologists

5.8.6

REGISTER BY **NOV. 12** TO **SAVE $50.**

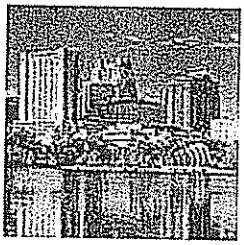
STUDENT SUCCESS
MENTAL HEALTH MATTERS
ORLANDO ★ FLORIDA

NASP 2015
ANNUAL CONVENTION

February 17–20, 2015 • *Walt Disney World®* Resort, Florida



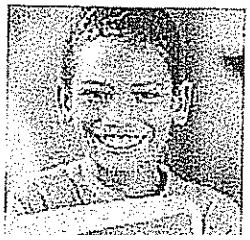
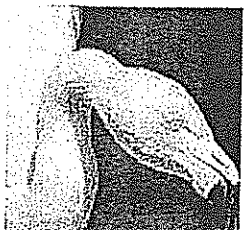
www.nasponline.org/NASP15



NASP
NATIONAL ASSOCIATION OF School Psychologists

"Attending the convention will transform your practice."
— JOHN, OSWEGO, NY

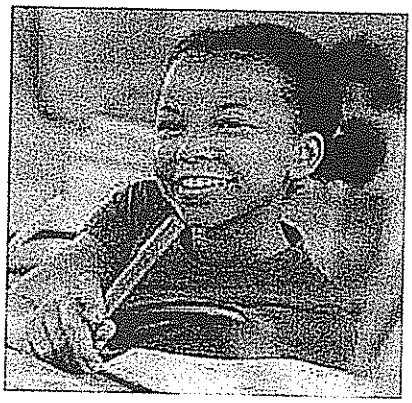





5.8.7

COME TO THE NASP 2015 ANNUAL CONVENTION

Thousands of school psychologists will be updating their skills, learning new strategies, and rediscovering their passion for school psychology at this year's convention. Be one of them!



REVIVE YOUR PRACTICE

Described as "exciting," "motivating," and "inspiring," the convention is an opportunity to take a break from your routine and reinvigorate your practice. You'll connect with school psychologists from around the country to learn what is working in their districts.

GROW PROFESSIONALLY

The convention has more than 1,000 sessions specifically designed to provide school psychologists with the most up-to-date information in the field. Hear from authorities in the profession as you get in-person training that will improve the quality of the services you provide.

Want help talking to your supervisor about attending? Looking for ways to save money on your trip? We've got the tools you need at **www.nasponline.org/NASP15**.

Register by November 12 to save $50 and be entered to win a $500 Visa gift card!

"I love meeting so many other people who are unabashedly enthusiastic about school psychology."

— ALEX, MORGANTON, NC









5.8.8

SCHEDULE OF EVENTS

MONDAY, FEBRUARY 16

4:00–7:00 p.m.	Registration

TUESDAY, FEBRUARY 17

7:00 a.m.–7:00 p.m.	Registration
8:00–9:00 a.m.	Welcome Orientation
10:00 a.m.–5:50 p.m.	Educational Sessions
10:00 a.m.–8:30 p.m.	NASP Convention Workshops
9:00 p.m.–12:00 a.m.	Florida Welcome Party

WEDNESDAY, FEBRUARY 18

6:30 a.m.–5:00 p.m.	Registration
7:00–10:00 a.m.	NASP Convention Workshops
8:30–10:20 a.m.	Educational Sessions
10:30 a.m.–12:30 p.m.	Opening General Session
12:30–6:30 p.m.	Exhibit Hall Open
1:00–6:30 p.m.	Poster Presentations
2:00–5:00 p.m.	NASP Convention Workshops
2:30–5:20 p.m.	Educational Sessions

THURSDAY, FEBRUARY 19

7:00 a.m.–5:00 p.m.	Registration
8:00 a.m.–5:50 p.m.	Educational Sessions
8:30 a.m.–7:30 p.m.	NASP Convention Workshops
9:00 a.m.–5:00 p.m.	Exhibit Hall Open
9:30 a.m.–5:00 p.m.	Poster Presentations

FRIDAY, FEBRUARY 20

7:00 a.m.–5:00 p.m.	Registration
8:00 a.m.–5:50 p.m.	Educational Sessions
8:30 a.m.–3:30 p.m.	NASP Convention Workshops
9:00 a.m.–1:00 p.m.	Exhibit Hall Open
9:30 a.m.–1:00 p.m.	Poster Presentations

Dates and times are subject to change.

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NASP MISSION

The National Association of School Psychologists empowers school psychologists by advancing effective practices to improve students' learning, behavior, and mental health.

5.8.9

EDUCATIONAL SESSIONS

The convention is an invaluable opportunity for you to get the training you need, earn continuing professional development credits, and reenergize your work.

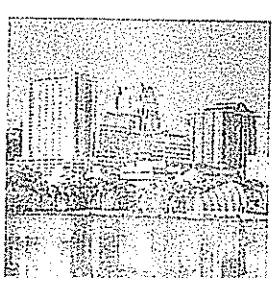
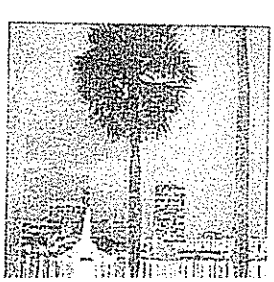
This year's convention will include sessions on these topics and many more:

- Effective progress monitoring
- Support for English language learners
- Positive school discipline
- Provision of mental health services in schools
- Bullying prevention
- Social–emotional learning
- Multicultural competence
- Ethics in everyday practice
- Crisis prevention and intervention
- Cognitive, academic, and social–emotional assessment
- Excellence in supervision
- Practical strategies for needs assessment
- Consultation and problem solving
- Multitiered service delivery systems
- Advocacy for marginalized youth
- Social media, technology, and student safety
- NASP Practice Model and advocacy
- Partnership with families
- Evidence-based academic and behavioral interventions

See a List of Sessions at This Year's Convention
www.nasponline.org/NASP15

"One day back on the job and I'm already putting what I learned at the convention into practice."

— JANE, CENTREVILLE, MD


5.8.10

INCLUDED IN YOUR REGISTRATION

What Your Registration Includes

When you register for the convention, you'll be able to attend more than 1,000 sessions and events, including:

- Keynote Address
- Mini-skills presentations
- Practitioner Conversation sessions
- Interest Group Networking sessions
- Symposia presentations
- Featured sessions
- Special sessions
- Paper presentations
- Poster presentations
- Convention Mentoring Program

Sessions That Require an Additional Fee

You can expand your convention experience by adding these selections to your registration:

- Documented Sessions
- NASP Convention Workshops
- Certain special events
- Session Recording Packages

GETTING DOCUMENTED CPD

Earn the documented NASP- and APA-approved continuing professional development you need at the convention. Sessions that offer documented, approved CPD are indicated with a ✓.

NASP Convention Workshops ✓

3 or 6 hours each

Documented Sessions ✓

Just $5!

1.25 hours each

Session Recording Packages ✓

Up to 10.25 hours each

NCSPs

Sessions with a ✓ count toward the 10 hours of NASP-approved CPD required for renewal. You can even fulfill your ethical practice and legal regulation requirement!

5.8.11

SESSION TYPES

Everyone learns differently. That's why NASP has created a dynamic program that will appeal to all attendees, no matter their experience levels or how they learn.

Mini-Skills Presentations (MS)
110 minutes

- In-depth, hands-on training
- Focused on delivering useable skills
- Perfect for practitioners!

Paper Presentations (PA)
50 minutes

- Cover a wide range of topics
- Present research, data, and innovative practices

Special Sessions (SS)
50 to 110 minutes

- Sponsored by NASP workgroups and committees
- Address priorities of the association

Featured Sessions (FS)
50 or 80 minutes

- Experts invited by the convention committee
- Relate to the convention theme

Poster Presentations (PO)
90 minute blocks

- Organized by theme and displayed concurrently
- Visual presentation of information
- Informal and interactive format

Practitioner Conversation Sessions (PC) NEW
50 minutes

- Sharing of real world experiences
- Small groups of participants
- Structured discussions
- Seats available on a first-come, first-served basis

Symposium Presentations (SY)
80 minutes

- Present opposing views on a topic
- Debate between panelists

NASP Convention Workshops (WS)
3 or 6 hour sessions

- Intensive skills development
- Hands-on learning and discovery
- Documented, NASP-approved CPD
- Require an additional fee

Documented Sessions (DS)
80 minutes

- Advanced level content
- Documented, NASP-approved CPD
- Just $5!

Look for the two letters in the parentheses when you're choosing sessions. They will tell you what type of session you're picking.

5.8.12

KEYNOTE SPEAKER



THE HONORABLE PATRICK J. KENNEDY

Former United States Representative, Rhode Island; Cofounder, One Mind for Research; and Founder, Kennedy Forum

Wednesday, February 18
During the Opening General Session

Few policy leaders, let alone families, have done more to advance the causes of mental health and special needs than the Kennedys. From President Kennedy's signing of the Community Mental Health Act in 1963 to Eunice Kennedy Shriver's founding of the Special Olympics to Senator Edward Kennedy's championship of children and families' health and welfare to Representative Patrick Kennedy's current-day leadership on mental health, the Kennedys have significantly improved the mental health, learning, and life outcomes of children and youth across the United States.

The Honorable Patrick Kennedy served 16 years in the U.S. House of Representatives, where he was founder of the Congressional Down Syndrome Caucus and the 21st Century Healthcare Caucus, and author and lead sponsor of the Mental Health Parity and Addiction Equity Act of 2008. This historic piece of legislation provides tens of millions of Americans who were previously denied care with access to mental health treatment. Since leaving Congress, Rep. Kennedy has continued his leadership advocacy on behalf of those with mental illness as cofounder of One Mind for Research, a national coalition seeking new treatments and cures for neurologic and psychiatric diseases of the brain afflicting one in every three Americans. He is also founder of the Kennedy Forum on Community Mental Health, which builds on the work of the Community Mental Health Act and advocates for parity implementation.

Rep. Kennedy's work is vital to reducing stigma and improving services, directly impacting both the national context within which school psychologists meet the needs of students and our understanding of the importance of advocating for improved policies.

"The convention is an opportunity to learn from experts in the field and refuel my passion."

— MEREDITH, ENOLA, PA

5.8.13

FEATURED SESSIONS

Featured Sessions highlight key issues facing the profession from the perspective of leaders in school psychology, related fields in education and mental health, and policy makers. This year's featured speakers address important forces shaping student prevention and intervention services with an emphasis on the leadership role that school psychologists can play in ensuring that both systems-level and direct services effectively support student success.

PRESENTERS INCLUDE

George Batsche, EdD, University of Southern Florida, will give the Legends Address, sharing his experiences as a pioneer in the problem-solving model and response to intervention approaches to learning supports.

Distinguished Lecturer, **Mike Furlong, PhD, NCSP,** University of California Santa Barbara, will discuss advancements in the effort to address students' mental health through the lens of social-emotional wellness based on the Social Emotional Health Survey System (SEHSS).

Noted school safety researcher, **Dewey Cornell, PhD,** University of Virginia, will discuss the latest research and strategies related to keeping schools safe, including efforts around school climate, school-based mental health services, and threat assessment.

Mark R. Shinn, PhD, National Louis University, Skokie, IL, and **Michelle M. Shinn, NCSP,** School District 67, Lake Forest, IL, will present strategies to better anticipate and manage the potential effects of the Common Core on functional screening, progress monitoring, and evidence-based interventions required for successful implementation of RTI.

Janine Jones, PhD, NCSP, University of Washington, will share insights on multicultural issues in school-based mental health services critical to ensuring that schools are genuinely meeting the needs all students.

T. Chris Riley-Tillman, PhD, and a team of experts from the **National Center for Intensive Interventions** will review strategies to support students who do not respond to Tier 1 and 2 interventions through data-based individualization (DBI), a process for adapting academic and behavioral interventions.

PRESIDENT'S STRAND

Sessions in the President's Strand focus on practices essential to creating access to successful learning and development for ALL children through collaboration, advocacy, and leadership. It will include featured, special, and peer-reviewed sessions.

Student Success: Mental Health Matters

The relationship between mental health and student success in all aspects of school life is well established. Simply put, mentally healthy children are more likely to experience school success. Unfortunately, according to the Centers for Disease Control and Prevention, up to 1 out of every 5 children living in the United States experiences a mental disorder in a given year. Compounding this challenge is the fact that the majority of youth who need mental health care never receive such assistance. Of those who do, the majority find schools as their common access point for health services. Consequently, the topic of school-based mental health services is a critical one, especially for educators who have responsibilities for providing school psychological services. This strand includes sessions that will facilitate the development of knowledge and skills important to the provision of school-based mental health services. Attendance at any one of these sessions will help participants to meet the mental health needs of the students they serve.



MEET THE NASP PRESIDENT

Stephen E. Brock, PhD, NCSP, LEP, President of the National Association of School Psychologists, is a professor and the school psychology program coordinator in the College of Education at California State University, Sacramento (CSUS). Prior to joining the CSUS faculty, Dr. Brock worked for 18 years as a school psychologist with the Lodi, CA Unified School District. He has been a member of NASP since 1985 and is a contributing editor to *Communiqué*, on the editorial advisory board of *School Psychology Review*, a member of the National Emergency Assistance Team, and lead developer of the PREPaRE Crisis Prevention and Intervention Training Curriculum.

5.8.14

DOCUMENTED SESSIONS

Just $5!

Earn 1.25 hours of documented, NASP- and APA-approved CPD credit for each documented session that you attend. Each 80-minute session requires preregistration and a $5 fee.

DS01: One Step at a Time: Using the NASP Practice Model to Improve Your Role

Tuesday, February 17, 11:00 a.m.–12:20 p.m.

This session explores how embracing the NASP Practice Model can help attendees advocate for job roles that use more of their skills. Participants will examine their current practice and potential for change and will learn about strategies and resources available in the NASP Practice Model Implementation Guidebook.

Stacy Skalski, PhD, NASP; and Kathleen M. Minke, PhD, NCSP, University of Delaware

DS02: Helping Transgender Students Succeed at School and at Home

Tuesday, February 17, 3:00–4:20 p.m.

Transgender students face myriad challenges that affect their abilities to succeed at school and at home. The purpose of this session is to optimize participants' potential to work successfully with this population. Direct instruction, videos, and small- and large-group interactions are used to enhance participant learning. This session is cosponsored by the Convention Committee and the Committee on Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Issues.

Todd A. Savage, PhD, NCSP, University of Wisconsin; and Leslie Lagerstrom, BS, Transparenthood.net

DS03: Making Technology Work for School Psychologists: Applications for Success

Wednesday, February 18, 9:00–10:20 a.m.

This session focuses on how to use technology to increase practice knowledge and effectiveness. The lecture reviews numerous apps for smartphones, Internet services, and various Internet sites. The session wraps up with a discussion about using technology in an ethical and secure manner.

Dan Florell, PhD, NCSP, Eastern Kentucky University

DS04: From the Ethics Committee's Inbox

Wednesday, February 18, 4:30–5:50 p.m.

The NASP Ethical and Professional Practices Committee often receives inquiries from school psychologists seeking guidance about challenging situations. Questions posed by NASP members can result in lively discussion and debate, as issues may involve competing or unclear ethical principles. This session opens the committee's inbox to share questions recently raised by NASP members and invites participants to join a panel of committee members in exploring and debating contemporary issues such as digital communication and record keeping, privileged communication, consent for school psychological services, population-based screening, and related topics. This session is cosponsored by the Convention Committee and the NASP Ethical and Professional Practices Committee.

Leigh Armistead, EdD, NCSP, Winthrop University; Susan Jacob, PhD, and Fred Provenzano, PhD, NCSP, private practice; Melissa Pearrow, PhD, University of Massachusetts; Juliette Madigan, NCSP, Cleveland Municipal School District; Laurie Klose, PhD, Texas State University; and NASP EPPC At-Large Members Nate Jones, PhD, NCSP, SERESC; Emily S. Klein, MA, NCSP, Colonial School District; and Dana E. Boccio, PhD, Adelphi University

DS05: Integrating RTI With Cognitive Neuropsychology: A Scientific Approach to Reading

Thursday, February 19, 10:00–11:20 a.m.

This session examines literacy from a brain-based educational perspective and classifies reading disorders into four distinct subtypes. The discussion will match each reading subtype with evidence-based interventions. The merits of using neuropsychological assessment within an RTI model to identify and remediate learning disorders also will be discussed.

Steven G. Feifer, DEd, ABSNP, NCSP, Monocacy Neurodevelopmental Center

DS06: Designing, Implementing, and Understanding School-Based Randomized Trials

Thursday, February 19, 1:30–2:50 p.m.

This session provides an overview of designing school-based group randomized prevention and intervention trials. Attention to overall design, fidelity to intervention, data collection and management, and lessons learned from the field are discussed. Participants will understand critical features of randomized controlled trials and become effective consumers of research when making decisions about using evidence-based programs and practices in schools. This session is cosponsored by the Convention Committee and the Society for the Study of School Psychology (SSSP).

Wendy M. Reinke, PhD, and Keith C. Herman, PhD, University of Missouri; Mark D. Weist, PhD, University of South Carolina

DS07: Using Single-Subject Design to Demonstrate Positive Impacts on Student Outcomes

Friday, February 20, 11:00 a.m.–12:20 p.m.

This session presents a single-subject research design to measure positive impact on student learning and behavioral outcomes. Using lecture and case study examples, the session provides methods for identifying and analyzing the problem, developing an intervention, and evaluating its effectiveness.

Barbara Bole Williams, PhD, NCSP, Rowan University; and Sawyer Hunley, PhD, NCSP, University of Dayton

DS08: The Coalition to Support Grieving Students: Previewing a New Resource

Friday, February 20, 3:00–4:20 p.m.

NASP, a founding member of the Coalition to Support Grieving Students, is 1 of 11 school professional organizations involved in the creation of a website featuring video and print resources to help school staff support grieving students. This session presents a discussion about the content selected and ways the information can be used by school psychologists.

Thomas DeMaria, PhD, NCSCB, Long Island University

5.8.15

NASP CONVENTION WORKSHOPS

Adding a workshop to your convention registration is a great way to delve deeper into topics and earn documented CPD.

Workshops offer:

- Field-tested strategies for practitioners
- Intensive half- and full-day sessions
- 3 or 6 hours of documented CPD

You can find full descriptions, speaker information, pricing, and details on the NASP Practice Model domains (PMD), skill levels, and grade levels covered in each workshop at **www.nasponline.org/NASP15**.

Workshops require preregistration and an additional fee, which guarantees you a seat in the session on a first come, first served basis.

An excellent addition to the 1,000 sessions included in your registration!

SPONSORED SESSIONS

Presenters of sponsored workshops and special sessions often are the sponsoring organizations' employees or authors. Attendees should understand that authors' published materials may be emphasized.

TUESDAY, FEBRUARY 17

10:00 a.m.–1:00 p.m.

WS01: Prevention, Diagnosis, and Evidence-Based Intervention for Behavioral-Emotional Issues via BASC-3

Sponsored by Pearson

The workshop covers recent research on prevention of behavioral and emotional problems and intervention. The BASC-3 assessment tools will be used as examples to address these latest evidence-based practice trends.

Randy W. Kamphaus, PhD, University of Oregon; Cecil R. Reynolds, PhD, Texas A&M University

WS02: The Ethics of Scientific Thinking: Avoiding Errors in RTI/MTSS Decision Making

This workshop considers ethical aspects of decision making in the context of RTI/MTSS frameworks. In a brief overview of standards and principles, the workshop emphasizes scientific thinking as an antidote to common myths, biases, and errors.

Kathy M. McNamara, PhD, NCSP, Cleveland State University

WS03: Best Practices in Assessment of Intellectual Disability in School Settings

This presentation addresses state- and national-level criteria for identifying intellectual disability in children and adolescents and offers techniques for facilitating the highest quality nondiscriminatory assessments.

Randy G. Floyd, PhD, University of Memphis

10:00 a.m.–5:00 p.m.

WS07: Medical Aspects of Autism Spectrum Disorder in the Classroom

This workshop covers educationally relevant medical aspects of ASD as they affect learning, classroom behavior, and outcome, including psychopharmacology, mental health, family function, and other factors.

James Coplan, MD, Neurodevelopmental Pediatrics of the Main Line

WS08: Response to Intervention: The Next Generation of Reading Comprehension Interventions

This workshop focuses on the next generation of reading comprehension interventions within an RTI framework for elementary and secondary students with poor comprehension.

Sharon Vaughn, PhD, University of Texas at Austin; Amy Elizabeth Barth, PhD, University of Missouri-Columbia; Amy E. Grills, PhD, Boston University; Melodee Walker, MEd, University of Texas at Austin

5.8.16

2:00–5:00 p.m.

WS04: Pediatric Validity Testing: What Every School Psychologist Should Know

Students' efforts during cognitive assessments are sometimes not valid. This workshop provides a rationale for including validity tests in school-based evaluations and presents methods to detect such invalid performance.

Michael W. Kirkwood, PhD, ABPP/CN, Children's Hospital Colorado

5:30–8:30 p.m.

WS05: The Homework Trap: Addressing Chronic Homework Problems

This workshop identifies misunderstandings about homework noncompliance. It presents a model for remediation that can be used by parents and teachers and in formulating 504 and IEP plans.

Kenneth Goldberg, PhD, The Starting Point

WS06: Contemporary School-Based Assessment and Supports for Students With ADHD

This workshop focuses on assessment and diagnosis of ADHD in school settings. Discussion also covers academic and behavioral supports designed to promote school success for students with ADHD.

Gary Stoner, PhD, University of Rhode Island

WEDNESDAY, FEBRUARY 18

7:00–10:00 a.m.

WS09: Advances in Child Psychopharmacology: Roles and Opportunities for School Psychologists

This workshop reviews empirical research regarding psychotropic medication effects on child and adolescent functioning, with an emphasis on school outcomes. Potential roles and opportunities for school psychologists, such as collaboration with physicians, will be discussed.

George J. DuPaul, PhD, Lehigh University

WS10: Building Positive Relationships Through Effective Communication of Assessment Findings

In this workshop, participants will learn ways to renew and reenergize their practice by learning new strategies to effectively communicate assessment findings.

Laurie Ford, PhD, University of British Columbia

WS11: Advanced Mindfulness and Acceptance Practice in the Schools

This advanced workshop explores current research and practical skills surrounding the use of mindfulness and acceptance practices in the schools. Handouts highlight concepts and practical interventions.

Melissa L. Holland, PhD, and Hilary F. Sisson, California State University, Sacramento

WS12: Implementing DBT Emotion Regulation Skills for Tier 2–3 Students

This workshop provides school psychologists with an initial exposure to the skills and strategies used in dialectical behavior therapy (Linehan, 1993) that have been adapted for school-based settings.

James J. Mazza, PhD, University of Washington; James B. Hanson, Portland Public Schools

WS13: School Psychologists' Guide to Implementation of Common Core State Standards

This workshop gives an overview of the Common Core State Standards, new classroom instructional methods, new assessments, and proactive professional advocacy strategies for school psychologists to use as the standards are adopted in most states.

Kathy Pluymert, PhD, NCSP, Palatine Community Consolidated School District 15

WS14: Hot Topics in Special Education Law: Recent Cases and Agency Decisions

This workshop brings school psychologists up to date on recent and significant special education legal happenings, including court decisions and U.S. agency interpretations.

Julie J. Weatherly, Esq., Resolutions in Special Education, Inc.

2:00–5:00 p.m.

WS15: Legal and Ethical Challenges: From Court to the Schools

School psychologists face growing legal challenges. Approximately one third are challenged in court at some time. Practitioners need new skills, from assessments to counseling, to minimize practitioners' risk. This workshop examines rulings and provides those skills.

*Tony D. Crespi, EdD, ABPP, University of Hartford*WS16:

58.17

Written Expression: Curriculum and Standards, Instruction and Interventions, and Best Practices for Assessment

This workshop discusses written expression curriculum and standards, instructional practices, intervention strategies, and several methods of assessing students' writing. Strategies for planning, writing, and editing are addressed, as well as assessments that use curriculum-based measures.

Jennifer Jewell, PhD, Metamora Township High School and Woodford County Special Education Association

WS17: WISC-V: Insights Into Clinical Utility and Psychometric Foundations

Sponsored by Pearson

Attendees will analyze why changes were made to the WISC-V and the resulting impact on work with students. The workshop emphasizes the revised structure and scores for interpretation.

Susan Engi Raiford, PhD; Amy Dilworth Gabel PhD, NCSP; and James Holdnack, PhD, Pearson

WS18: Cognitive-Behavioral Group Play Interventions

School practitioners will learn the theory, design elements, and implementation of effective cognitive-behavioral group play interventions for children. Session examples and video sessions are used to enhance learning.

Linda A. Reddy, PhD, Rutgers University

WS19: Practical Clinical Mental Health Update for School Psychologists

This workshop addresses the most relevant and compelling disorders affecting children's behavior and learning in the school setting. The discussion of child and adolescent psychiatry will include leading diagnoses, trends within the field, controversies, updates on medications, practical behavioral strategies, tips, and resources for school psychologists.

Peggy Scallon, MD, University of Wisconsin

WS20: Evaluating Hearing Impaired Students: Concrete Strategies for the General Practitioner

Workshop participants will learn subcultural communication skills, what tests to give, how to interpret scores without cultural bias, and what to include in the psychoeducational report when evaluating students who are hearing impaired.

Brenda Walde, EdS, NCSP, IPE, Perry Township Schools

THURSDAY, FEBRUARY 19

8:30–11:30 a.m.

WS21: Using Race and Culture in Testing and Assessment

Tools are provided for moving beyond the practice of merely describing racial/ethnic group disparities to understanding how racial constructs affect the testing process from test selection to interpretation.

Janet E. Helms, PhD, Institute for the Study and Promotion of Race and Culture

WS22: Strategies for School Safety: Understanding, Listening, Connecting

This workshop presents the results of a study investigating the experiences of students and families who participated in safety assessments in an urban public school. Implications for school psychologists are discussed.

Nancy Rappaport, MD; William S. Pollack, PHD, ABPP; Sarah Schwartz, PhD, MEd; and Courtney McMickens, MD, Cambridge Health Alliance/Harvard Medical School

WS23: Comprehensive Diagnostic Assessments for Autism Spectrum Disorders

This workshop focuses on best practices in the diagnostic evaluation of autism spectrum disorders using a multidisciplinary approach. Discussion includes implications for treatment and intervention.

Celine A. Saulnier, PhD, Marcus Autism Center, Children's Healthcare of Atlanta, and Emory University School of Medicine

WS24: Effective Behavioral Interventions: Consultation Tools for School Psychologists

This workshop focuses on enhancing school psychologists' behavioral consultation skills. Topics include teacher strategies to prevent behavior problems, expand in-class behavioral consequences, connect with disengaged students, and teach students behavioral self-monitoring.

Jim A. Wright, MS, Self-Employed

5.8.18

8:30 a.m.–3:30 p.m.

WS31: The Power of Groups: A Skills-Based Workshop on Group Counseling

In this interactive workshop, participants will learn how to create and lead solution-focused counseling groups in schools. Brief, solution-focused counseling is the foundation; lasting change is the goal.

Leslie A. Cooley, PhD, California State University

WS32: Building Effective and Efficient Problem Solving in All School Teams

Are your schools effective at removing barriers to learning or at running effective and efficient meetings? This workshop addresses these gaps through activities that build skills to support team-based problem solving.

Dale L. Cusumano, PhD, NCSP, and Angela Preston, MEd, University of North Carolina

12:30–3:30 p.m.

WS25: Mindfulness Tactics and Strategies for Children With Developmental Disabilities

This workshop on mindfulness in developmental disabilities brings together cutting-edge information to equip participants with tactics and strategies to teach mindfulness. Lecture, case studies, videos, and role-playing will be used.

Ramasamy Manikam, PhD, University of Kentucky Medical School

WS26: Universal Screening to Inform Interventions for Behavioral and Emotional Concerns

Participants will learn how to implement universal screening for emotional and behavioral risk in classrooms and to identify strategies for linking assessment results to evidence-based interventions within a multitiered system of supports.

Katie R. Eklund, PhD, University of Arizona

WS27: Tough Kids, Cool Counseling: Top Techniques for Influencing Challenging Students

Counseling middle and high school students can be challenging. This workshop focuses on 4 essential principles for addressing resistance and 10 specific evidence-informed techniques that will enhance practitioners' effectiveness.

John Sommers-Flanagan, PhD, University of Montana

WS28: Finding the Spark: How to Give Students the Tools to Manage Their Own Learning

This workshop presents strategies for training students to be their own learning managers. Strategies include how to promote responsibility in student conferences, select student-delivered interventions, and strengthen general academic survival skills.

Jim A. Wright, MS, Self-Employed

4:30–7:30 p.m.

WS29: Implementing Effective Educational Strategies for Students With Autism Spectrum Disorders

This workshop will provide participants with a contemporary understanding of the current state of practice. Using practice case studies, participants will learn evidence-based educational strategies for students with autism spectrum disorders.

Frank J. Sansosti, PhD, NCSP, Kent State University

WS30: Mayday, Mayday! Addressing the Challenging Behavior Associated With Mental Health Disorders

This workshop introduces a variety of mental health disorders that commonly affect youth in school settings and provides practical information related to effective behavior intervention with this population of students.

Richard Van Acker, EdD, University of Illinois

FRIDAY, FEBRUARY 20

8:30–11:30 a.m.

WS33: Reaching the Student Labeled "Unmotivated": The Power of a Strength-Based Approach

Are so-called unmotivated students truly unmotivated? This workshop examines the question and describes a strengths-based approach for reinforcing motivation, learning, responsibility, and resilience in students.

Robert Brooks, PhD, Harvard Medical School

5.8.19

WS34: Neuropsychology for Nonneuropsychologists

This session addresses basic theoretical and applied principles of neuropsychological evaluation, intervention, and practice for school psychologists. The neurodevelopmental model of brain organization illustrates school assessment and intervention.

Elaine Fletcher-Janzen, PhD, NCSP, Chicago School of Professional Psychology

WS35: Learn It on Friday and Use It on Monday: Practical Interventions for Students With Executive Function Deficits

Students can learn situational awareness, forethought, task initiation, task motivation, time management, task completion, and timely transition making. This workshop gives participants strategies for teaching organization and time management to help students manage their assignments, homework, and long-term projects.

Sarah Ward, Cognitive Connections, LLP

WS36: Keys to Effective Brief Interventions to Address Adolescent Drug Abuse

Brief interventions (BIs) make developmental sense for young people, who often are not long-term drug abusers and thus not very amenable to disease-oriented treatment approaches. Young people are likely to be receptive to the fundamental approaches of BIs—self-guided behavior change strategies that are based on motivational interviewing. This workshop builds skills that a practitioner can use with an adolescent who may have a drug problem.

Ken C. Winters, PhD, University of Minnesota

8:30 a.m.–3:30 p.m.

WS39: Assessment and Intervention for Students With Traumatic Brain Injury

This workshop presents the latest research and best practices regarding students with acquired or traumatic brain injury (TBI), including assessment, eligibility determinations for special education, educational interventions, and reintegration to school.

Jarice Butterfield, PhD, Santa Barbara County Special Education Local Plan Area (SELPA); Barbara J. D'Incau, PhD, NCSP, ChildSource Educational Consulting

WS40: Current Best Practices in Assessment and Intervention With English Learners

This workshop will focus on challenges in evaluating English learners, limitations of current methods, and procedures that promote best practice and enhance validity, support equitable interpretation, and guide intervention efforts.

Salvador H. Ochoa, PhD, University of New Mexico; Samuel O. Ortiz, PhD, St. John's University

12:30–3:30 p.m.

WS37: Translating High School LD/ADHD Evaluations Into Accommodations, Intervention, and Transition Planning

Workshop participants will learn about the research on using evaluations. The workshop shows what should be included in a quality evaluation and how results can be translated into accommodations, interventions, and transition recommendations for high school students.

Robert L. Mapou, PhD, ABPP, The Stixrud Group

WS38: School Psychologists in School-Based Gang Prevention and Intervention

This workshop describes an alternative to suspension programs for gang offenders that fosters attendance and graduation. Participants will consider how such a program could be implemented in their own schools.

Rosario C. Pesce, PhD, NCSP, Loyola University Chicago; James D. Wilczynski, PhD, NCSP, Evanston Township High School District 202

PREPaRE TRAINING

The PREPaRE curriculum provides training for school personnel in crisis prevention, preparation, intervention, response, and recovery procedures, with a special emphasis on the role of school-based mental health professionals. PREPaRE workshop fees include participant materials. For additional information, visit **www.nasponline.org/prepare.**

WS41: PREPaRE Workshop 1—Prevention and Preparedness: Comprehensive School Safety Planning (Second Edition)

Tuesday, February 17, 8:00 a.m.–4:00 p.m.

This workshop provides the knowledge critical to crisis preparedness. Participants learn how to develop, exercise, and evaluate safety/crisis teams and plans. Media, special needs students, culture, technology, memorials, and collaboration are discussed.

Melissa A. Reeves, PhD, NCSP, Winthrop University; Brian R. Lazzaro, MEd, Township HS District 211

WS42: PREPaRE Workshop 2—Crisis Intervention and Recovery: The Roles of School-Based Mental Health Professionals (Second Edition)

Wednesday February 18, 2:00–6:00 p.m.
Thursday, February 19, 8:00 a.m.–4:00 p.m.
Friday, February 20, 8:00 a.m.–12:00 p.m.

This workshop provides the knowledge critical to crisis response and recovery. Participants learn how to prevent and prepare for psychological trauma, reaffirm safety, evaluate degree of impact, and deliver a continuum of crisis interventions.

Christina Conolly-Wilson, PsyD, NCSP, Waukegan Public Schools; Scott A. Woitaszewski, PhD, University of Wisconsin-River Falls

WS43: Training of Trainers (ToT) Workshop 1—Crisis Prevention and Preparedness: Comprehensive School Safety Planning (Second Edition)

Tuesday, February 17, 4:30–7:00 p.m.
Wednesday February 18, 7:00–9:30 a.m.

This 5-hour session is designed to provide workshop participants with the information and practice needed to become a NASP PREPaRE WS1 "Crisis Prevention and Preparedness" workshop trainer.

Rosario C. Pesce, PhD, NCSP, Loyola University Chicago; Shane R. Jimerson, PhD, NCSP, University of California-Santa Barbara; Amanda B. Nickerson, NCSP, University at Buffalo-SUNY; Brian R. Lazzaro, MEd, Township HS District 211

WS44: Training of Trainers (ToT) Workshop 2—Crisis Intervention and Recovery: The Roles of School-Based Mental Health Professionals (Second Edition)

Friday, February 20, 1:00–4:30 p.m.
Saturday, February 21, 8:00 a.m.–3:30 p.m.

This 11-hour session is designed to provide workshop participants with the information and practice needed to become a NASP PREPaRE Crisis Intervention and Recovery workshop trainer.

Melissa A. Reeves, PhD, NCSP, Winthrop University; Amanda B. Nickerson, NCSP, University at Buffalo-SUNY; Benjamin Fernandez, MS, Ed, Loudoun County Public Schools; Franci Crepeau-Hobson, NCSP, University of Colorado-Denver

SPECIAL EVENTS

All special event descriptions, including dates and times, are available online. The following special events require preregistration.

SE01: Red Cross Training: Foundations of Disaster Mental Health

Tuesday, February 17, 2:00–6:00 p.m.
NASP thanks the American Red Cross for its sponsorship of this session.

This tailored version of the American Red Cross's Foundations of Disaster Mental Health training course is one of the prerequisites to becoming certified as a volunteer in the Disaster Mental Health Network for the Red Cross. The session offers the training and theoretical and practical information necessary for providing American Red Cross crisis intervention services to shelter residents, staff, and others involved in disasters. Participants will learn how to work within Red Cross protocol to assist people in emergencies. This session is sponsored by the Convention Committee. Preregistration and a $20 materials and processing fee are required.

SE02: 5K Walk/Run

Thursday, February 19, 6:30 a.m. (Race Start Time)

This year's 5K Walk/Run will include timing, medals, balloons, and gorgeous water features that you won't want to miss! Medals will be awarded for excellence in various age/gender categories. Space is limited. Register by January 21, 2015, to save $10 and be guaranteed a T-shirt. Register later, and you may not be so lucky (T-shirts and spots cannot be guaranteed). Whatever suits your fancy—walk, run, timed, or untimed—get your happy feet in gear for the NASP 5K Walk/Run. We'd love to see you at the finish line! Registration: $35 before January 21, 2015; $45 after January 21, 2015, and on site.

SE03: NASP Children's Fund Auction

Thursday, February 19, 6:00–7:30 p.m.

Don't miss the social event of the convention. The Children's Fund will be auctioning exciting items for the benefit of children. The fee is $10, and preregistration is required.

5.8.21

VENDOR - Direct Pay **Fiscal Year 2014/15**

Requisition Number **VR15-01710** Requisition Date **12/23/2014**

Summary

Created by	DIANE_METZELAAR, 12/23/2014			Goods & Services	
Department	BUSINESS	Responsibility		Academic Dept	
Status	Submitted				
On Hold	No	Attachments	Yes		
Requisitioner	Diane Metzelaar			Non Taxable	838.00
Order Site	9000 - Special Education			Taxable	.00
Delivery Site	9000 - Special Education			Tax (7.5000)	.00
Delivery Date		Room		Shipping (0.00)	.00
Project				Adjustment	.00
Info	2015 NASP Convention (Liz Wilson)			Requisition Total	**838.00**

Requisition Vendor Information

000502/1 NASP - NATIONAL ASSOCIATION
OF SCHOOL PSYCHOLOGISTS
11208 WAPLES MILL ROAD SUITE 112, FAIRFAX, VA 22030

Line Items Change Level 0

	Description	Stores Item #	Unit	Order Qty	Rcvd Qty	Unit Price	Extended
	Please mail check and registration forms to vendor.						
1	Register Elizabeth Wilson to attend NASP 2015 Annual Convention in Orlando, Florida on February 17-20, 2015. The conference is on "Student Success - Mental Health Matters"		EACH	1		469.0000	469.00
2	Half-Day Workshops for WS12 and WS30 for Elizabeth Wilson		EACH	1		125.0000	125.00
3	Prepare Workshop WS42 for Elizabeth Wilson.		EACH	1		244.0000	244.00

Accounts

	Amount	Encumbered	Expensed	Outstanding
01. 6512. 0. 5200. 00. 5555. 3120. 001. 00. 000. 00 (2015) MH Prop 98,Travel And Conf,Psychser	838.00	838.00		.00

5.8.22

VENDOR - Direct Pay **Fiscal Year 2014/15**

Requisition Number **VR15-01711** Requisition Date **12/23/2014**

Summary

Created by	DIANE_METZELAAR, 12/23/2014			Goods & Services	
Department	BUSINESS	Responsibility		Academic Dept	
Status	Submitted				
On Hold	No	Attachments	Yes		
Requisitioner	Diane Metzelaar			Non Taxable	788.00
Order Site	9000 - Special Education			Taxable	.00
Delivery Site	9000 - Special Education			Tax (7.5000)	.00
Delivery Date		Room		Shipping (0.00)	.00
Project				Adjustment	.00
Info	2015 NASP Convention (Victoria Galvan)			Requisition Total	**788.00**

Requisition Vendor Information

000502/1 NASP - NATIONAL ASSOCIATION
OF SCHOOL PSYCHOLOGISTS
11208 WAPLES MILL ROAD SUITE 112, FAIRFAX, VA 22030

Line Items Change Level 0

	Description	Stores Item #	Unit	Order Qty	Rcvd Qty	Unit Price	Extended
	Mail check and registration forms to vendor.						
1	Registration for Victoria Galvan to attend NASP 2015 Annual Convention in Orlando, Florida on February 17-20, 2015. The conference is on "Student Success - Mental Health Matters".		EACH	1		469.0000	469.00
2	Half-Day Workshops on WS14 and WS15 for Victoria Galvan.		EACH	1		125.0000	125.00
3	Full-Day Workshops for WS07 and WS40 for Victoria Galvan.		EACH	1		194.0000	194.00

Accounts

	Amount	Encumbered	Expensed	Outstanding
01. 6512. 0. 5200. 00. 5555. 3120. 001. 00. 000. 00	788.00	788.00		.00
(2015) MH Prop 98,Travel And Conf,Psychser				

5.8.23

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:

Ratification of Contract with Silverado Stages - Transportation Services Shakespeare Festival Lincoln High School Field Trip

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business Services and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

General Fund – School Site Funds / ASB / Donations

MEETING DATE:

January 20, 2015

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract is for transportation services with Silverado Stages for students and teachers of Lincoln High School for District sponsored field trip to the Shakespeare Festival in March 2015. The services will be funded with school site funds, student body funds and donations.

RECOMMENDATION:

Administration recommends that the Board ratify the contract proposal agreement between Silverado Stages and Western Placer Unified School District.

Silverado Stages
Going the Distance for Travelers

241-B Prado Road
San Luis Obispo, CA 93401
Phone: 805-545-8400
Fax: 805-544-7675
Toll Free 800-781-4699
Website: www.silveradostages.com
Email: sales@silveradostages.com

Charter Contract

Contract Date: 12/16/14
Charter No. : 65326

Ersula Bombard
Lincoln High School
790 J st
Lincoln, CA 95648

Phone: 916-645-6360
Fax: 916-645-6349
Order Date 10/09/14
SalesRep: Lindsay Chavez
Purchase Order: PO15-01232

Group Name: Shakespeare Festival
Group Leader:
Destination: Ashland, Oregon

Coaches: 1
Equipment: 1x48 SPAB

Leave Date: Thursday, March 12, 2015
Spot Time: 7:45 am
Leave Time: 8:00 am

Return Date: Friday, March 13, 2015

Retn\Drop Time: 10:30 pm

Pickup Location: Lincoln High School
790 J st.
Lincoln, Ca., 95648

Destination Details: Shakespeare Festival
Ashland,OR

Itinerary : **POC TBA**
(Group will provide driver hotel)

Thursday, March 12, 2015:
8:00 a.m. Depart from Lincoln High School (in administration circle near office)
11:45 a.m. Arrive at Weed, California for lunch
1:00 p.m. Depart from Weed for Ashland
3:00 p.m. Arrive in Ashland, Oregon; Check in hotel - 434 S Valley View Rd, Ashland, OR 97520
5:30 p.m. Depart for Shakespeare Theatre
7:10 p.m. Arrive at theater
10:15 p.m. Depart theater for hotel
10:30 p.m. Arrive at hotel

Friday, March 13, 2015:
9:00 a.m. Depart hotel and check out for Ashland Theatre
9:10 a.m. Arrive at theater
4:00 p.m. Depart theater for Redding, CA
7:00 p.m. Arrive in Redding, CA
8:00 p.m. Depart Redding for Lincoln, CA
10:30 p.m. Arrive in Lincoln, CA

Line Item Description	# Coaches	Qty	Rate	Charge
48-Pax Coach, >5, Full Day Rate (10-hour max)	1	2.00	$1,095.00	$2,190.00
48-Pax Coach, >5, Extra Hour(s)	1	11.00	$90.00	$990.00
Fuel Surcharge at Time of Booking (Per Mile)	1	670.00	$0.30	$201.00
Environmental fee per day	1	2.00	$1.96	$3.92

Due Dates	Description	Amount
10/19/14	Contract	
10/19/14	Deposit \ Itinerary	$1,000.00
02/26/15	Final Payment	$2,732.72

Silverado Stages

Going the Distance for Travelers

241-B Prado Road
San Luis Obispo, CA 93401
Phone: 805-545-8400
Fax: 805-544-7675
Toll Free 800-781-4699
Website: www.silveradostages.com
Email: sales@silveradostages.com

Charter Contract

Contract Date: **12/16/14**
Charter No. : **65326**

Transport Charge:	$3,384.92
PUC Tax:	$7.96
Total Charge:	$3,392.88
Amount Paid:	$0.00
Balance Due:	$3,392.88

Charter Party is responsible for providing the driver's hotel room."No company motorcoach may be driven on dirt or unpaved roads unless specifically approved in writing by company management." Alcohol is prohibited. Charter Party is also responsible for any parking, toll, entry or miscellaneous fees associated with the performance of this charter. Per Federal and/or State laws, drivers must take a meal break consisting of at least 30-minutes for every 5-hours on duty, and be allowed to take a 10-minute rest break every 3 hours they are on duty. Please assist your driver in staying within the legal hours by adhering to the departure times.

PLEASE REMEMBER to send us a complete itinerary to insure the success of your trip.

Thank you for choosing Silverado Stages!

Carol L Carlson 12/22/14

Charter Party Signature Date

59.2

Silverado Stages

Going the Distance for Travelers

241-B Prado Road
San Luis Obispo, CA 93401
Phone: 805-545-8400
Fax: 805-544-7675
Toll Free 800-781-4699
Website: www.silveradostages.com
Email: sales@silveradostages.com

Charter Terms and Conditions

Tuesday, December 16, 2014
Charter No. : **65326**

Ersula Bombard
Lincoln High School
790 J st
Lincoln, CA 95648

Phone: **916-645-6360**
Fax: **916-645-6349**
Order Date **10/09/14**
SalesRep: **Lindsay Chavez**

The attached Charter 65326 in the amount of $3,392.88 is forwarded for your review and approval. A signed copy of this contract is required to confirm your charter order. If correct, please sign, date and return this contract along with the required deposit. Please include the charter order number on all the checks.

RATES:
This quote is based on the original services requested and our current tariffs (which are subject to change). In the event of a tariff revision, you will be notified concerning rates in effect for your date of service. The total charges for your charter are subject to change in accordance with your actual itinerary which is due in this office no later than 21 days prior to the Leave Date. The dispatch office must check and approve all itineraries for compliance with the terms of this contract. Upon completion of the charter, additional hours or miles exceeding the agreed amount will be billed to you based on the tariffs in effect at the time of the charter. Rates are computed based on time or mileage from Silverado terminal. Any additional charges must be paid within 7 days of receipt of invoice. Unless written into this agreement, driver gratuities are not included in your costs. Customers are responsible (including booking and payment) for providing each driver with a single room on overnight trips and rooms may be required on 1-day charters that exceed 12 consecutive hours. Customers are responsible for payment of any tolls, parking fees, entry fees or other miscellaneous fees required to perform this trip unless written into this contract. Customers are responsible for the costs to repair any and all damages caused by Customer's party to the coach and for any additional cleaning fees for coaches returned in poor condition. Past due accounts will accrue interest at the rate of 1 1/2 per cent per month (18% annually).

DEPOSITS:
A deposit, as listed on your contract, of thirty percent (30%) of the total amount of the charter is due within seven days of receiving this contract in order to confirm your booking. Full payment is required no later than 14 days prior to the Leave Date. Silverado Stages, Inc. reserves the right to cancel this charter if payments are not received by the due dates.

CANCELLATIONS:
All cancellations must be submitted in writing. A change of departure date is considered to be a cancellation of the scheduled Charter. Charters cancelled 30 days or more prior to the scheduled departure date are subject to a charter cancellation fee of 6% of the total price of the charter with a minimum $50 charge. Cancellations received less than 30 days prior to the scheduled departure date are subject to a charter cancellation fee of 30% of the total price of the charter with a minimum $50 charge. No refunds will be made for cancellations 14 days or less prior to the scheduled departure date.

PROHIBITED SUBSTANCES:
Smoking, drugs, and alcohol are prohibited on all coaches. Food and Drink not allowed without prior approval from the dispatch office. All animals except guide dogs are prohibited on the coaches.

DISCLAIMER:
Silverado Stages, Inc. is not liable for damage to or loss of baggage or other property. Baggage and all other property will be handled at the passenger's own risk and only in an amount that can be conveniently carried in the storage areas of the charter coach. Silverado Stages, Inc. shall not be liable for loss of time or monies due to mechanical failure, inclement weather or traffic. We strive to ensure the best operating condition of accessory systems, but due to unpredictable failure rates of accessory systems, we cannot guarantee the operation of radio/video/P/A systems, air-conditioning and restrooms. No refunds or adjustments are given for accessory systems failures or unavailability. We cannot guarantee the assignment of requested drivers or coaches and we reserve the right to substitute equipment leased from other carriers. Silverado Stages, Inc.'s performance of the services contained in this contract is contingent upon the company's ability to furnish the equipment and perform the services.

I, the undersigned, do hereby accept the Charter Terms and Conditions described above and agree to all adhere to all policies contained herein.

Carrie Carlson
Charter Party Signature

12/22/14
Date

5.9.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
Approval of Construction Change Directive #2 (CCD 2) for Lincoln High School Kitchen HVAC Project

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Michael Adell
Director of Facilities

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Deferred Maintenance

MEETING DATE:
January 20, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:

In September 2014 the District entered into a lease-leaseback contract with BRCO Constructors to replace the HVAC system at the Lincoln High School Kitchen. Included in the contract was relocating an existing surface mounted electrical panel to accommodate the electrical needs of the project. The existing panel was not a commercial grade panel and did not have a main circuit breaker; therefore, for safety reasons the contractor was directed to install a new panel with main breaker to accommodate immediate shut down in case of emergency and/or repairs.

Attached is CCD #2 for a lump sum of $1,091.49.

RECOMMENDATION:

Staff recommends the Board of Trustees approve Construction Change Directive #2 for the Lincoln High School Kitchen HVAC Project.

CONSTRUCTION CHANGE DIRECTIVE

OWNER	☒	Audrey Kilpatrick, WPUSD
ARCHITECT	☒	Stephen Newsom, LPA, Inc.
PROGRAM MANAGER	☒	Tod Burres BRCO, Inc.
PROJECT INSPECTOR	☒	-
CONSULTANT	☐	-
OTHER	☒	File

PROJECT:
Lincoln High School –
Kitchen HVAC Project
790 J Street
Lincoln, CA 95648

TO CONTRACTOR:
BRCO Constructors Inc.
PO Box 367
Loomis CA 95650
Contract Date:
Contract for: General Construction

DIRECTIVE NO.: CCD 2

DATE: December 30, 2104
ARCHITECT'S PROJ. NO.: 1410810
DSA Application No. EXEMPT
DSA File No. -

☐ You are hereby directed to provide a cost proposal for the following change(s) in this contract. Do not proceed with the work until the Owner has approved the cost proposal:
☒ You are hereby directed to make the following change(s) in this contract:

Replace existing electrical panel with new, surface mounted panel per attached COR 1 and backup documentation.

PROPOSED ADJUSTMENTS

1. The proposed basis of adjustment to the Contract Sum or Guaranteed Maximum Price is:
   - ☒ Lump Sum ~~decrease~~ / increase of $ 1,091.49
   - ☐ Unit Price of $ per .
   - ☐ The contract price is to remain unchanged.
   - ☐ As follows: Contract sum and time shall be adjusted and agreed as required by the General Conditions of the Contract for Construction. Contractor shall submit a Change Proposal as soon as possible.

2. ☒ The Contract Time is proposed to remain unchanged. ☐ The proposed adjustment, if any, is (an increase of days).

When signed by the Owner and Architect and received by the Contractor, this document becomes effective IMMEDIATELY as a Construction Change Directive (CCD), and the Contractor shall proceed with the change(s) described above.

Signature by the Contractor indicates the Contractor's agreement with the proposed adjustments in Contract Sum and Contract Time set forth in this Construction Change Directive.

ARCHITECT:	OWNER:	CONTRACTOR:
LPA, Inc.	Western Placer Unified School District	
Address 1548 Eureka Road, Suite 101 Roseville, CA 95661	Address: 600 Sixth St. Suite 400 Lincoln, CA 95648	Address
Signature	Signature	Signature
By Stephen Newsom	By Audrey Kilpatrick	By
Date 12.30.14	Date 1/5/15	Date

5.10.1

BRCO Constructors, Inc.
5900 King Road
Loomis, CA 95650
Phone: (916) 652-3868
Fax: (916) 652-3922

CHANGE ORDER REQUEST

Lincoln High School Kitchen HVAC Replacement

OWNER
Western Placer USD
600 Sixth Street
Lincoln, CA 95648
Attn: Mike Adell

ARCHITECT:
LPA
1548 Eureka Rd
Roseville, CA 95661
Attn: John Gilmore

DATE: 12/28/14

COR#: 1

BRCO Job # 2014-73

Architect's. #

We submit for your approval the following cost estimate of change/s in work as follows:

Furnish and install new surface mounted electrical panel

Comments:

No.	DESCRIPTION	CONTRACTOR LABOR	CONTRACTOR MTL.	CONTRACTOR EQPT.	SUBCON	TOTAL
	MLS	$ -	$ -	$ -	$ 1,019.13	$ 1,019.13
		$ -	$ -	$ -	$ -	$ -
		$ -	$ -	$ -	$ -	$ -
		$ -	$ -	$ -	$ -	$ -
		$ -	$ -	$ -	$ -	$ -
		$ -	$ -	$ -	$ -	$ -
		$ -	$ -	$ -	$ -	$ -
		$ -	$ -	$ -	$ -	$ -
		$ -	$ -	$ -	$ -	$ -
		$ -	$ -	$ -	$ -	$ -
		$ -	$ -	$ -	$ -	$ -
		$ -	$ -	$ -	$ -	$ -
		$ -	$ -	$ -	$ -	$ -
		$ -	$ -	$ -	$ -	$ -
	ITEM TOTALS	$ -	$ -	$ -	$ 1,019.13	$ 1,019.13

A.	BRCO's MARK UP (Labor, Materials, and Equipment=10.00%, Subcontra tor= 5%)	50.96
B.	SUBTOTAL	1,070.09
C.	BOND (2%)	$ 21.40
D.	CHANGE PROPOSAL TOTAL	1,091.49

TIME EXTENSION REQUIRED FOR THIS CHANGE: TBD

[X] We have proceeded with this change. Work orders have been sent to the subcontractors in accordance with: Written direction provided by the Architect and/or the Owner .

[ ] We will not proceed with this change until we are in receipt of a signed copy of this proposal. This proposal must be accepted by _____ in order to avoid additional time extension and/or expense.

1. WE RESERVE THE RIGHT TO CLAIM THE RELATED DELAY COSTS THAT MAY OCCUR DUE TO THE CHANGE CONDITION. THE EXTENT AND AMOUNT WILL BE DETERMINED AT A LATER DATE WHEN THE FULL IMPACT CAN BE ACCURATELY DETERMINED.

2. PROPOSAL IS BASED ON ATTACHED DOCUMENTATION AND INCORPORATES EXCLUSIONS AND QUALIFICATIONS NOTED. IF WORK IS PERFORMED ON A T&M BASIS AND ADDITIONAL COSTS ARE IDENTIFIED, THE PROPOSAL WILL BE ADJUSTED ACCORDINGLY.

APPROVED: _____ BY: Tod Burres

Arch/Owner: _____ COMPANY: BRCO Constructors, Inc.

DATE: _____ DATE: 12/28/14

5.10.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
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5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:

Waiver Request and Affidavit – Request for Allowance of Attendance Credit During Periods of Emergency Severe Storm Weather Conditions for Western Placer Unified School District on December 11, 2014

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business Services and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

General Fund – Potential Loss of $37,000 in LCFF Funding if Waiver Not Approved

MEETING DATE:

January 20, 2015

ROLL CALL REQUIRED:

No

BACKGROUND:

Form J-13A may be filed, per EC Section 46392, when one or more schools were kept open but experienced a material decrease in attendance because of specified conditions. Such a "material decrease" is defined as the loss of more than 10 percent of "normal" attendance. For most purposes, "normal attendance" is defined as the school's Average Daily Attendance (ADA) during the month of either October or May of the same school year.

Due to the severe storm weather emergency conditions (high winds, heavy rain and roadway flooding and electrical power outages) the District experienced a material decrease in ADA for December 11, 2014. The district lost approximately 20% of their ADA for that day of school. Under the provisions of Education Code 41422, the District may request an attendance credit related to the emergency storm weather conditions.

RECOMMENDATION:

Administration recommends that the Board approve the submission of the J-13A Form and sign the Affidavit of the Governing Board members. The Form will then be submitted the Placer County Office of Education for signature and then to the California Department of Education. Failure to request the waiver would result in approximately $37,000 in lost LCFF ADA funding.

SCHOOL CLOSURE

Nature of Emergency (describe):

Name of School(s):
(if request covers all schools, write "all schools")

School Code(s):

We request that apportionments be maintained and instructional time credited for the above named school(s) without regard to the fact that the school(s) were closed on (dates):

because of the described emergency. Approval of this request authorizes the local educational agency to disregard these days in the computation of average daily attendance (ADA) (per Section 41422) and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *Education Code* Section 46200, et seq.

If the school closure resulted from a power outage or impassable roads caused by inclement weather, state the number of school closure days for the same conditions in each of the last five years:

MATERIAL DECREASE

Nature of Emergency (describe):

Due to the severe storm weather conditions (high winds, heavy rain and possible flooding and electrical power outages) affecting all of Northern California the District experienced a material decrease in ADA for December 11, 2014. The district lost approximately 20% of their ADA for that day of school. Although schools were in session at all our district schools, due to the severe wind, rain and road conditions students were not able to attend school, thereby significantly reducing our ADA for that day. Under the provisions of Education Code 41422, the District may request an attendance credit related to the emergency storm weather conditions. Every attempt was made with multiple telephone and email messages sent out to parents notifying them that school would be in session as planned for that day. News agencies were recommending the community to stay home as there were forecasts of potential flash flooding with 2-5" of rain, sustained winds up to 30-45 mph with gusts greater than 60 mph possible, impassable roads and possible power outages for that day. Due to the risks involved on the roadways and the severe winds, many parents were concerned with driving conditions. During a normal instructional day we would experience approximately 6,510 students when in fact, for December11, 2014 we had only 5,434 students attend and resulted in a material decrease in attendance.

Name of School: **All Schools**
(if request covers all schools, write "all schools")

School Code(s): **District Code - 31-66951**

We request the substitution of estimated days of attendance for actual days of attendance in accordance with the provisions of Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of apportionments for the foregoing school(s) for (dates) **December 11, 2014** during which school attendance was materially decreased because of the described emergency.

Estimated attendance for each day (**October** or May ADA): **6,422.46** students per day. Estimated daily attendance multiplied by number of days of material decrease, yields **6,422.46** days of attendance requested.

State method of determining estimated daily attendance (**October** or May ADA): ADA for school month beginning on September 29, 2014 and ending on October 24, 2014.

Actual apportionable attendance for days of material decrease:

Site	Date	Actual Attendance
All Schools in District	12/11/14	5,435

LOST OR DESTROYED ATTENDANCE RECORDS

We request the use of estimated attendance in lieu of attendance that cannot be verified because of the loss or destruction of attendance records. This request is made in accordance with Section 46391. The entire period covered by the lost or destroyed records commences with _____, 2____ , up to and including, _____, 2____.

Describe circumstances and extent of records loss or destruction:

Describe how it is proposed to reconstruct attendance records or estimate attendance in the absence of records:

AFFIDAVIT OF GOVERNING BOARD MEMBERS

We, members constituting a majority of the governing board of the Western Placer Unified School district, hereby swear (or affirm) that the foregoing statements are true and are based on official district records.

Printed Names	Signatures
Brian Haley, President	
Damian Armitage, Vice-President	
Kris Wyatt, Clerk	
Paul Carras, Member	
Paul Long, Member	

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this 20th day of January, 2015.

Signature, Title _____ Superintendent

of Placer County, California

Contact/Individual responsible for preparing this form:

Name:Audrey Kilpatrick Title: Assistant Superintendent, Business & Operations

Phone:916-645-6350 Fax : 916-645-5205 E-mail: akilpatrick@wpusd.k12.ca.us

AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

Signature, County Superintendent of Schools _____

Date:_____

Subscribed and sworn (or affirmed) before me, this ____day of _____, 2____.

Signature, Title _____

of _____County, California

Contact/Individual responsible for preparing this form:

Name:_____ Title:_____

Phone:_____ Fax : _____E-mail: _____

AFFIDAVIT OF CHARTER SCHOOL GOVERNING BOARD MEMBERS

We, members constituting a majority of the governing board of the _____ _____charter school, hereby swear (or affirm) that the foregoing statements are true and are based on official district records.

Printed Names	Signatures
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this ____day of _____, 2____.
Signature, Title _____
of _____County, California

Contact/Individual responsible for preparing this form:
Name:_____ Title:_____
Phone:_____ Fax : _____E-mail: _____

Approval by Superintendent of Authorized Local Educational Agency (LEA)

Signature, Title_____
of _____(LEA).

AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

Signature, County Superintendent of Schools _____
Date: _____

Subscribed and sworn (or affirmed) before me, this ____day of _____, 2____.
Signature, Title _____
of _____County, California

Contact/Individual responsible for preparing this form:
Name:_____ Title:_____
Phone:_____ Fax : _____E-mail: _____

J13A – MATERIAL DECREASE
FOR THE PERIOD – 12/11/14 – 12/11/14
DUE TO HEAVY RAIN, WIND AND ROAD BLOCKAGE

Calendar	Students Enrolled	Students Present	October 14 ADA	Attendance at Flood Day less Than October ADA	Days of Material Decease ADDL ADA Requested
12/11/2014	6,618.00	5,435.00	6,422.46	(987.46)	(987.46)

5.11.7

INFORMATION

DISCUSSION

ACTION

ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:

Governor's State Budget Proposals 2015-16

AGENDA ITEM AREA:

Information

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent - Business & Operations

ENCLOSURES:

No

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

January 20, 2015

ROLL CALL REQUIRED:

No

BACKGROUND:

The Governor's January Budget was released on January 9, 2015. Staff attended the School Services of California Governor's Budget Workshop on January 15, 2015. For K-12 schools, the Governor is proposing:

- Local Control Funding Formula - Additional growth of approximately $4 billion for school districts and charter schools in 2015–16, an increase of 8.7 percent. This amount is enough to eliminate more than 32 percent of the remaining LCFF funding gap.
- Common Core - Proposes more than $1.1 billion in discretionary one-time Proposition 98 funding for school districts, charter schools, and county offices of education (COE) to further their investments in the implementation of Common Core.
- K-12 Deferrals - An increase of almost $900 million in one-time Proposition 98 General Fund in 2014-15 to eliminate all remaining outstanding deferral debt for K-12
- Emergency Repair Program - An increase of $273.4 million in one-time Proposition 98 General Fund resources for the Emergency Repair Program
- Special Education—An increase of $15.3 million Proposition 98 General Fund to reflect a projected increase in Special Education ADA
- COLA - An increase of $71.1 million to support a 1.58% COLA for categorical programs that remain outside of the LCFF, including Special Education and Child Nutrition.
- Rainy Day Fund - reflects the new requirement with Proposition 2 mandate, providing $2.8 billion to the state's rainy day fund.
- K-12 Facilities - Expand local funding capacity, restructure developer fees and expand allowable uses of Routine Repair and Maintenance Funding

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

A detailed update will be provided to the Board at the meeting.

RECOMMENDATION:
Administration recommends the Board receive the update on the Governor's State Budget proposals for the 2015-16 budget year.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:

Approve Resolution 14/15.13 Confirming Certification of Election Results and Entry Upon Minutes of Favorable Vote

AGENDA ITEM AREA:

Action

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business Services and Operations

ENCLOSURES:

Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Facilities Bond Funds

MEETING DATE:

January 20, 2014

ROLL CALL REQUIRED:

Yes

BACKGROUND:

Western Placer Unified School District, through the Governing Board, submitted to the electors of the District, its general obligation bond proposal in the amount of Sixty Million Dollars ($60,000,000) for the election that was held on November 4, 2014.

The electors of the District approved general obligation bonds (Measure "A") in the amount of Sixty Million Dollars ($60,000,000).

The total number of votes cast for and against Measure A at the election, including absentee votes, are as follows:

Bond	Measure A – Western Placer Unified School District
Total Votes	17,418
Bonds YES	10,742 (61.67%)
Bonds NO	6,676 (38.33%)

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

The certificate of election results from the Election Officials of the County of Placer was confirmed and the Board confirms, pursuant to the certification, that at least 55% of the votes cast on the proposition of issuing the bonds as described above were in favor of issuing the bonds and the proposition has been approved.

Resolution 14/15.13 certifies to the Board of Supervisors of Placer County that all proceedings relating to the calling of the election and the approval by the electorate, by at least a 55% vote, of issuing the Bonds were properly conducted as to all actions performed by the District.

The Resolution also requests that the Placer County Superintendent of Schools send a copy of the certificate of election results to the Board of Supervisors of Placer County.

A copy of this resolution shall be forwarded to the Placer County Superintendent of Schools with a copy to the Placer County Board of Supervisors and to the County Clerk of Placer County. This Resolution shall take effect immediately upon its adoption.

RECOMMENDATION:

Staff recommends the Board of Trustees adopted Resolution 14/15.13 confirming certification of election results and entry upon minutes of favorable vote for the Measure A Bond.

BEFORE THE GOVERNING BOARD OF THE
WESTERN PLACER UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 14/15.13

RESOLUTION CONFIRMING CERTIFICATION OF ELECTION RESULTS AND ENTRY UPON MINUTES OF FAVORABLE VOTE

WHEREAS, the Western Placer Unified School District (the "District"), through this Governing Board, submitted to the electors of the District pursuant to Article XIIIA, section 1(b) of the California Constitution and Chapter 1.5 of Part 10 of Title 1 (commencing with section 15264) of the California Education Code its general obligation bond proposal in the amount of Sixty Million Dollars ($60,000,000) for the election that was held on November 4, 2014; and

WHEREAS, the electors of the District approved, by at least a 55% vote, general obligation bonds (the "Bonds") as Measure "A" in the amount of Sixty Million Dollars ($60,000,000), all as set forth in the bond proposition submitted to the electors of the District; and

WHEREAS, pursuant to Education Code section 15124, the District has received the election results from the Elections Officials of Placer County, which the Governing Board is to incorporate in its official minutes and which it shall certify to the Board of Supervisors of Placer County.

NOW, THEREFORE, THE BOARD OF TRUSTEES OF THE WESTERN PLACER UNIFIED SCHOOL DISTRICT HEREBY RESOLVES, DETERMINES, AND ORDERS AS FOLLOWS:

Section 1. The foregoing recitals are true and correct.

Section 2. The certificate of election results from the Election Officials of the County of Placer is hereby confirmed and the Board confirms, pursuant to said certificate, that at least 55% of the votes cast on the proposition of issuing the Bonds as described above were in favor of issuing the bonds and the proposition has been approved.

Section 3. Orders, by this resolution, entry upon the official minutes of the District the fact that at least 55% of the votes cast on the proposition issuing the Bonds in the above-stated amount were in favor of issuing said Bonds and so the proposition has been approved.

Section 4. Hereby certifies to the Board of Supervisors of Placer County that all proceedings relating to the calling of the election and the approval by the electorate,

8.2.2

by at least a 55% vote, of issuing the Bonds were properly conducted as to all actions performed by the District.

Section 5. It is requested that the Placer County Superintendent of Schools send a copy of the certificate of election results to the Board of Supervisors of Placer County.

Section 6. A copy of this resolution shall be forwarded to the Placer County Superintendent of Schools with a copy to the Placer County Board of Supervisors and to the County Clerk of Placer County.

Section 7. This Resolution shall take effect immediately upon its adoption.

* *

PASSED AND ADOPTED this 20th day of January, 2015, by the following vote:

AYES: _____

NOES: _____

ABSTENTIONS: _____

ABSENT: _____

WESTERN PLACER UNIFIED SCHOOL DISTRICT

By _____

Brain Haley, President, Board of Trustees

ATTEST:

_____

Scott Leaman, Board of Trustees
Secretary Clerk, Board of Trustees of the
Western Placer Unified School District

8.2.3

JIM McCAULEY
COUNTY CLERK-RECORDER-REGISTRAR OF VOTERS

RYAN RONCO
ASSISTANT RECORDER-REGISTRAR

2956 RICHARDSON DRIVE
AUBURN, CA 95603

MAILING ADDRESS:
P.O. BOX 5278
AUBURN, CA 95604

OFFICE OF ELECTIONS - JIM McCAULEY

530-886-5650 • Toll Free 800-824-8683 • Fax 530-886-5688
www.placerelections.com • election@placer.ca.gov

CERTIFICATE OF CANVASS OF VOTE

I, JIM McCAULEY, County Clerk-Recorder-Registrar of Voters, County of Placer, State of California, do hereby certify that in pursuance to the provision of Elections Code Section 15300, et seq., I did canvass the results of the votes cast in the Statewide Direct General Election held in said County on November 4, 2014, for measures and contests that were submitted to the vote of the voters, and that the Statement of Votes Cast to which this certificate is attached, is full, true and correct.

(See Attached)

IN WITNESS WHEREOF I have set my hand and affixed my official seal on this ***1st day of December, 2014*** in accordance with the laws of the State of California.

JIM McCAULEY
PLACER COUNTY CLERK-RECORDER-
REGISTRAR OF VOTERS
State of California

8.2.4

PLACER COUNTY

OFFICIAL ELECTION RESULTS

November 4, 2014

11/24/14

15:01:55

Registered Voters 200402 - Cards Cast 115547 Num. Report Precinct 369 - Num. Reporting 369

57.66% 100.00%

A - WESTERN PLACER UNIFIED SCHOOL DIST.

	Total	
Number of Precincts	56	
Precincts Reporting	56	100.0 %
Vote For	1	
Total Votes	17,418	
BONDS YES	10,742	61.67%
BONDS NO	6,676	38.33%

8.2.5

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:

Approve Resolution 14/15.14 – Establishing Measure "A" Citizens' Oversight Committee And Adopting Oversight Committee Bylaws and Operational Guidelines

AGENDA ITEM AREA:

Action

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business Services and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Facilities

FINANCIAL INPUT/SOURCE:

Facilities Bond Funds

MEETING DATE:

January 20, 2014

ROLL CALL REQUIRED:

Yes

BACKGROUND:

Based on Canvass and Statement of Results for Placer County, more than fifty-five percent of the votes cast on Measure "A" were in favor of issuing the aforementioned Bonds. As stated in Resolution 14/15.14, the Board must establish and appoint members to an independent Citizens' Oversight Committee as an additional accountability measure for the voters and taxpayers of the District. The purpose of the Oversight Committee is to inform the public concerning the expenditure of bond revenues.

The Measure "A" Citizens' Oversight Committee will consist of seven members to serve for terms of two years, without compensation, and for no more than three consecutive terms. The Oversight Committee will be comprised of at least one member who is active in a business organization representing the business community located within the District; one member who is active in a senior citizens' organization; one member who is active in a bona fide taxpayers' organization; one member who is a parent or guardian of a child enrolled in the District; one member who is both a parent or guardian of a child enrolled in the District and active in a parent-teacher organization, such as the PTA or Schoolsite

BEFORE THE GOVERNING BOARD OF THE
WESTERN PLACER UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 14/15.14

RESOLUTION ESTABLISHING MEASURE "A" CITIZENS' OVERSIGHT COMMITTEE AND ADOPTING OVERSIGHT COMMITTEE BYLAWS AND OPERATIONAL GUIDELINES

WHEREAS, the Western Placer School District (the "District"), through this Governing Board (the "Board"), submitted to the voters of the District pursuant to Article XIIIA, Section 1(b) of the California Constitution and Chapter 1.5 of Part 10 of Title 1 (commencing with section 15264) of the California Education Code, its general obligation bond proposal in the amount of Sixty Million Dollars ($60,000,000) for the election that was held on November 4, 2014; and

WHEREAS, the voters of the District approved, by at least a 55% vote, said bond proposal as Measure "A" on the election ballot; and

WHEREAS, Education Code section 15278 provides that if a bond measure such as Measure "A" is approved by the voters, then this Board must establish and appoint members to an independent Citizens' Oversight Committee ("Oversight Committee") as an additional accountability measure for the voters and taxpayers of the District; and

WHEREAS, pursuant to Education Code section 15278, subdivision (b), the purpose of the Oversight Committee is to inform the public concerning the expenditure of bond revenues; and

WHEREAS, the purposes, functions and membership requirements of the Oversight Committee are set forth more fully in Education Code sections 17278 through 17282, the provisions of which include the requirement that the Oversight Committee's meetings be open to the public and that notice of the meetings be provided in the same manner as notice of the meetings of this Board; and

WHEREAS, other provisions of State law, including the Ralph M. Brown Act, establish certain procedures and requirements for open public meetings by local public boards and committees, including the Oversight Committee; and

WHEREAS, this Board wishes to adopt bylaws and operational guidelines for the Oversight Committee.

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8.3.2

NOW, THEREFORE, THE BOARD OF TRUSTEES OF THE WESTERN PLACER UNIFIED SCHOOL DISTRICT HEREBY RESOLVES, DETERMINES, AND ORDERS AS FOLLOWS:

Section 1. The foregoing recitals are true and correct.

Section 2. The Measure "A" Citizens' Oversight Committee is hereby established as required by Education Code section 15278 and following.

Section 3. The Measure "A" Citizens' Oversight Committee shall consist of seven members to serve for terms of two years, without compensation, and for no more than three consecutive terms. The Oversight Committee shall be comprised of at least one member who is active in a business organization representing the business community located within the District; one member who is active in a senior citizens' organization; one member who is active in a bona fide taxpayers' organization; one member who is a parent or guardian of a child enrolled in the District; one member who is both a parent or guardian of a child enrolled in the District and active in a parent-teacher organization, such as the PTA or Schoolsite Council. No employee or official of the District shall be appointed and no vendor, contractor, or consultant of the District shall be appointed to the Oversight Committee. District staff is directed to solicit applications for appointment to the Oversight Committee in accordance with the District's normal policy and practice.

Section 4. The Oversight Committee shall hold four regular meetings each year, on the second Tuesday of the months of March, June, September and December, unless the second Tuesday of the month falls on a holiday, in which case the regular meeting for that month shall be on the Tuesday preceding the second Tuesday of the month. The Governing Board may set special or emergency committee meetings as needed, either by request from the Oversight Committee or on its own initiative. Oversight Committee meetings shall be held at 6 o'clock p.m. at the District Offices at 600 Sixth Street Suite 400, Lincoln, California. Upon request by the Oversight Committee or on its own initiative, the Governing Board may change the time and place of any meeting or subsequent meetings, provided that adequate notice is given to the public as required by law. All Oversight Committee meetings shall be open to the public as required by the Ralph M. Brown Act (California Government Code section 54950 and following).

Section 5. District staff and consultants are directed to provide the necessary and appropriate notices of the public meetings to be held by the Oversight Committee. In keeping with this Board's policy and practice, public participation and input regarding issues being considered by the Oversight Committee are to be encouraged and welcomed.

Section 6. The Governing Board hereby adopts the Bylaws and Operational Guidelines for the Measure "A" Citizens' Oversight Committee that are attached as Exhibit "A" and incorporated by this reference.

Section 7. District staff and consultants are directed to provide the Oversight Committee with any necessary technical and administrative assistance in furtherance of its purpose and sufficient resources to publicize its conclusions. These resources shall include the ability to make the Oversight Committee's Minutes, reports, and documents available for

public viewing on the District's Internet website. Pursuant to Education Code section 15280 (a), no Measure "A" bond revenues may be expended in providing such technical or administrative support.

Section 8. District staff and consultants are directed to provide the Oversight Committee with responses to any and all findings, recommendations, and concerns addressed in the annual, independent financial and performance audits required by subparagraphs (C) and (D) of paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution within three months of receiving the audits.

Section 9. This Resolution shall take effect immediately after its adoption.

* *

PASSED AND ADOPTED on January 20, 2014, by the following vote:

AYES: _____

NOES: _____

ABSTENTIONS: _____

ABSENT: _____

WESTERN PLACER UNIFIED SCHOOL DISTRICT

By _____

Brian Haley, President, Board of Trustees

ATTEST:

_____

Scott Leaman, Board of Trustees
Secretary Clerk, Board of Trustees of the
Western Placer Unified School District

EXHIBIT "A"

BYLAWS AND OPERATIONAL GUIDELINES FOR THE MEASURE "A" CITIZENS' OVERSIGHT COMMITTEE

SECTION I - NAME AND LOCATION

1.01 The name of the committee will be the Measure "A" Citizens' Oversight Committee (hereafter the "Committee"). The Committee was established by Resolution of the Governing Board of the Western Placer Unified School District, pursuant to the passage of Measure "A" on November 4, 2014, by the electorate of the Western Placer Unified School District.

1.02 The office of the Committee shall be located in the District Offices of the Western Placer Unified School District, 600 Sixth Street Suite 400, Lincoln, California.

SECTION II - PURPOSE

2.01 Pursuant to Education Code section 15278, the purpose of the Committee is to inform the public concerning the expenditure of Measure "A" bond revenues. The Committee shall actively review and report on the proper expenditure of taxpayers' money for school construction, and advise the public as to whether the District is in compliance with the requirements of paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution, set forth below. The Committee shall convene to provide oversight for, but not limited to, both of the following:

1. Ensuring that Measure "A" bond revenues are expended only for the purposes described in paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution, set forth below.

2. Ensuring that Measure "A" bond revenues are not used for any teacher or administrative salaries or other school operating expenses.

SECTION III - ACTIVITIES

3.01 The Committee may engage in any of the following activities in furtherance of its purpose:

1. Receive and review copies of the annual, independent performance audit.

2. Receive and review copies of the annual, independent financial audit.

3. Inspect school facilities and grounds to ensure that Measure "A" bond revenues are expended in compliance with paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution, set forth below.

4. Receive and review copies of any deferred maintenance proposals or plans developed by the District.

5. Review efforts by the District to maximize Measure "A" bond revenues by implementing cost-saving measures, including, but not limited to, all of the following:

   (a) Mechanisms designed to reduce the costs of professional fees.

   (b) Mechanisms designed to reduce the costs of site preparation.

   (c) Recommendations regarding the joint use of core facilities.

   (d) Mechanisms designed to reduce costs by incorporating efficiencies in schoolsite design.

   (e) Recommendations regarding the use of cost-effective and efficient reusable facility plans.

6. The Committee shall issue a report of its activities at least once a year. Minutes of the Committee's proceedings and all documents received and reports issued shall be made available for public viewing on the District's Internet website.

SECTION IV - MEMBERSHIP

4.01 The Committee shall consist of at least seven (7) members who shall be appointed by the Board to serve for a term of two years without compensation and for no more than three consecutive terms.

4.02 The members of the Committee shall include at least:

1. One member who is active in a business organization representing the business community within the District.

2. One member who is active in a senior citizens' organization.

3. One member who is active in a bona fide taxpayer organization.

4. One member who is the parent or guardian of a child enrolled in the District.

5. One member who is both the parent or guardian of a child enrolled in the District and who is active in a parent-teacher organization, such as the PTA or a schoolsite council.

4.03 The Committee shall not include any employee or official of the District or any vendor, consultant or contractor of the District.

4.04 Committee members may not hold any incompatible office or position during their term of membership, as those terms are defined in Article 4.7 of Division 4 of Title I (commencing with section 1125) of the Government Code, and shall abide by the

8.3.6

conflict of interest prohibitions contained in Article 4 of Division 4 of Title I (commencing with section 1090) of the Government Code.

SECTION V - COMMITTEE MEETINGS

5.01 Regular Meetings. The Committee shall hold four regular meetings each year, on the second Tuesday of the months of March, June, September and December, unless the second Tuesday of the month falls on a holiday, in which case the regular meeting for that month shall be on the Tuesday preceding the second Tuesday of the month. The date upon which, and the hour and place at which, each such regular meeting shall be held shall be fixed by Resolution of the Board of Trustees. To the extent permitted by the Ralph M. Brown Act ("Brown Act"), such meetings may be held by teleconference.

5.02 Special Meetings. Special meetings of the Committee may be called in accordance with the provisions of the Brown Act, as amended or supplemented from time to time. To the extent permitted by the Brown Act, such meetings may be held by teleconference.

5.03 Notice. All meetings of the Committee shall be called, noticed, held and conducted subject to the provisions of the Brown Act.

5.04 Minutes. The Secretary of the Committee shall cause minutes of all meetings of the Committee to be kept and shall, as soon as possible after each meeting, cause a copy of the minutes to be forwarded to District staff for posting on the District's Internet website.

5.05 Quorum. A majority of the Committee members shall constitute a quorum for the transaction of business, except that less than a quorum may adjourn from time to time.

5.06 Voting. Each Committee member shall be entitled to one vote. No action shall be taken by the Committee except upon the affirmative vote of the majority of those Committee members present and voting.

SECTION VI - COMMITTEE OFFICERS

6.01 President, Vice President and Secretary. The officers of the Committee shall be a President, a Vice President and a Secretary. The President and Vice President must be members of the Committee, and shall be elected to their respective positions by the members of the Committee. The Secretary shall be elected or appointed by Committee and need not be a member of the Committee.

6.02 Duties of the President. The duties of the President are to:

1. Preside at meetings of the Committee.

2. Appear before the Board of Trustees and other bodies to present and discuss the official actions of the Committee.

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6.03 Duties of the Vice President. The duties of the Vice President are to:

1. Preside at Committee meetings in the absence of the President.

2. Appear before the Board of Trustees and other bodies to present and discuss the official actions of the Committee in the absence of the President.

6.04 Duties of the Secretary. The duties of the Secretary are to:

1. Record and maintain minutes of all meetings of the Committee.

2. Distribute minutes of all meetings of the Committee to all Committee members, to the Board of Trustees, and to District staff for posting on the District's Internet website.

3. Distribute Committee meeting agendas to all Committee members, to all other persons requesting copies of the agenda so that provisions of the Brown Act are followed, and to District staff for posting on the District's Internet website.

4. Distribute all Committee reports to all Committee members, to the Board of Trustees, and to District staff for posting on the District's Internet website.

5. Keep all documents officially received by the Committee in the course of its business, and to forward copies of all such documents to the District staff.

6. Prepare all necessary correspondence of the Committee.

7. Arrange and coordinate meeting locations and teleconferences of the Committee.

SECTION VII - AMENDMENTS AND SUPPLEMENTAL PROCEDURES AND GUIDELINES

7.01 These Bylaws and Operational Guidelines shall become effective upon approval of the Board of Trustees.

7.02 These Bylaws and Operational Guidelines may be amended, changed, added to, or repealed by the Board of Trustees as deemed necessary. Additional or supplemental operational guidelines or procedures may be adopted by the Committee by a majority vote of all the members of the Committee, providing such additional or supplemental operational guidelines or procedures are not in conflict with these Bylaws and Operational Guidelines, any Resolution or Ordinance of the Board of Trustees, or any state law, including but not limited to the provisions of the Brown Act and the Education Code.

APPENDIX I – EXCERPT FROM CALIFORNIA CONSTITUTION ARTICLE 13A (TAX LIMITATION)

SECTION 1. (a) The maximum amount of any ad valorem tax on real property shall not exceed One percent (1%) of the full cash value of such property. The one percent (1%) tax to be collected by the counties and apportioned according to law to the districts within the counties.

(b) The limitation provided for in subdivision (a) shall not apply to ad valorem taxes or special assessments to pay the interest and redemption charges on any of the following:

(1) Indebtedness approved by the voters prior to July 1, 1978.

(2) Bonded indebtedness for the acquisition or improvement of real property approved on or after July 1, 1978, by two-thirds of the votes cast by the voters voting on the proposition.

(3) Bonded indebtedness incurred by a school district, community college district, or county office of education for the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities, approved by 55 percent of the voters of the district or county, as appropriate, voting on the proposition on or after the effective date of the measure adding this paragraph. This paragraph shall apply only if the proposition approved by the voters and resulting in the bonded indebtedness includes all of the following accountability requirements:

(A) A requirement that the proceeds from the sale of the bonds be used only for the purposes specified in Article XIIIA, Section 1(b) (3), and not for any other purpose, including teacher and administrator salaries and other school operating expenses.

(B) A list of the specific school facilities projects to be funded and certification that the school district board, community college board, or county office of education has evaluated safety, class size reduction, and information technology needs in developing that list.

(C) A requirement that the school district board, community college board, or county office of education conduct an annual, independent performance audit to ensure that the funds have been expended only on the specific projects listed.

(D) A requirement that the school district board, community college board, or county office of education conduct an annual, independent financial audit of the proceeds from the sale of the bonds until all of those proceeds have been expended for the school facilities projects.

(c) Notwithstanding any other provisions of law or of this Constitution, school districts, community college districts, and county offices of education may levy a 55 percent vote ad valorem tax pursuant to subdivision (b).

-Draft-

2015-2017 Membership of Western Placer Unified School District

Measure A Bond Citizens' Oversight Committee Timeline to fill positions

Procedure	Responsible Party	Dates
Approval of COC Bylaws (*Regular Board Meeting*)	Board of Trustees	January 20, 2015
Advertise for Candidates	Facilities & Management	January 26 - February 6, 2015
Application Deadline	Facilities & Management	February 20, 2015
Application Screening	Superintendent/Selected Board Members	February 23 - 24, 2015
Applicant Interviews *(If necessary)*	Superintendent/Selected Board Members	February 26 - 27, 2015
Approval of New Members (*Regular Board Meeting*)	Board of Trustees	March 3, 2015
Next COC Meeting *(First meeting of the new committee members)*	Citizens' Oversight Committee	March 10, 2015

8.3.10

Western Placer Unified School District
Measure A – General Obligation Bond
Citizens' Bond Oversight Committee

Application Form

Name:
Date of Application:
Mailing Address:
Phone Number(s):
Fax Number:
E-mail address:

Deadline for Application Submission: February 20, 2015

Return application to:

Audrey Kilpatrick
Attn: Measure A – CBOC
Western Placer Unified School District
600 Sixth Street, Suite 400
Lincoln CA 95648

Section 1: Select the public interest category in which you are active and wish to represent:

- ☐ Business organization representing the business community located within the district
- ☐ Senior citizens' organization
- ☐ Bona fide taxpayers' organization
- ☐ Parent or guardian of student currently enrolled in the District
- ☐ Parent-teacher organization such as Parent Teacher Association or schoolsite council (must *also* be a parent or guardian of student currently enrolled in the District)
- ☐ Member of the community at-large
- ☐ I have reviewed and can function under the Bylaws for the Citizens' Bond Oversight Committee adopted by the District Board of Trustees.

8.3.11

Name:_____

Section 2: Please complete the following:

Statement of reason for serving on the Citizens' Bond Oversight Committee:
Statement of expected contributions, if appointed:
Statement of qualifications/related experience:

8.3.12

Section 3: References

Professional References:

1. Name:_____

   Position:_____

   Address:_____

   _____

   Phone Number(s):_____

2. Name:_____

   Position:_____

   Address:_____

   _____

   Phone Number(s):_____

3. Name:_____

   Position:_____

   Address:_____

   _____

   Phone Number(s):_____

8.3.13

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:

Horizon Charter School's 2013-14 Annual Financial Statements and Audit Report

AGENDA ITEM AREA:

Information

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent
Business Services and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

January 20, 2015

ROLL CALL REQUIRED:

No

BACKGROUND:

Western Placer Unified School District, as the sponsoring authority for Horizon Charter School, is responsible for fiscal oversight. Accordingly, their annual financial statements and audit report are provided for your review. Fedderson & Company LLP, prepared the annual audit report of Horizon Charter School for the fiscal year ended June 30, 2013.

RECOMMENDATION:

Administration recommends the Board of Trustees receive the audited financial statements.

HORIZON CHARTER SCHOOLS

Operating
Horizon Charter School

Partnerships for Student-Centered Learning

INDEPENDENT AUDITOR'S REPORT

FOR THE YEAR ENDED JUNE 30, 2014

8.4.1

HORIZON CHARTER SCHOOLS

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JUNE 30, 2014

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Feddersen & Company, LLP
Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT

Members of the Governing Board
Horizon Charter Schools
Lincoln, California

Report on the Financial Statements

We have audited the accompanying financial statements of Horizon Charter Schools (a nonprofit organization), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

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Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Horizon Charter Schools as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The management's discussion and analysis and accompanying supplementary information listed in the table of contents is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 4, 2014, on our consideration of Horizon Charter Schools' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Horizon Charter Schools' internal control over financial reporting and compliance.

Jeddeloh & Company, LLP

Agoura Hills, California
December 4, 2014

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HORIZON CHARTER SCHOOLS

MANAGEMENT'S DISCUSSION AND ANALYSIS
For the Year Ended June 30, 2014

The Management Discussion and Analysis section of Horizon Charter Schools' (the School) financial report presents an overall review of the Schools' financial performance during the fiscal year that ended on June 30, 2014. Readers should also review the notes to the financial statements to enhance their understanding of the School's financial performance.

INTRODUCTION

Horizon Charter Schools is an organization that oversees two independent study charter schools, Horizon Charter School (charter #0015) and Partnership for Student Centered Learning (charter #1227). Both charter schools are governed by the same Governance Board and both are supported by the same administrative offices and personnel. Both charters received five year renewals in July of 2014 from Western Placer Unified School District, with period ending June 2018.

Horizon Charter School, established in 1993 was the 15th charter school authorized in the state of California, is one of the largest charter schools in Northern California and has enjoyed a distinguished record of dedicated service to families. Partnerships for Student Centered Learning was established in 2010 to increase the diversity of our instructional programs that support students in both classroom settings and in-home teaching environments. Both charters are authorized through Western Placer Unified School District and have provided quality, personalized educational options for K-12 students in Placer, Nevada, Sutter, Yuba, Sacramento and El Dorado counties.

Educational Offerings. The educational options provided by Horizon Charter Schools are widespread and provide many opportunities for parents to personalize the educational experience for their child(ren). These offerings are as follows:

- *Home Study*
  - In home study option, parents are responsible for the day-to-day instruction of their children under the guidance and support of a credentialed Supervising Teacher that they meet with every 20 days. In this model, parents are actively involved in the lesson planning, instruction and correcting of assignments.
  - For students in high school that require additional support, Additional Educational Support Services (AESS), students meet weekly or bimonthly with their Supervising Teacher and study independently on their own.

- *Hybrid Model*
  - In this option, parents utilize the services of a credential classroom teacher to provide direct instruction to their child for one or more classes. These classes are A-G approved and are offered through two manners of delivery in this model:
    - Learning Center classes where the student attends twice weekly for a total of three hours of direct instruction in one of the four core academic classes (Mathematics, English, Language Arts, Science and/or Social Science). In addition, elective classes are offered at these centers once a week, three hours each. Learning Centers are offered in Auburn, Elk Grove, Placerville and Sacramento. We are currently in negotiations for the potential re-opening of a Learning Center in the Roseville area.

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- Virtual Learning classes (VLI) are offered for high school students. Students attend these online interactive classes once a week for 90 minutes, with classes being recorded for regular viewing. They also have the opportunity to meet with their VLI teacher during "office hours" within the week.

- The Learning Center classes have offerings for high school students at each location. Dependent on families' interest, middle school and elementary classes occur at several of the locations as well.
- Many of the classes at the Learning Centers are utilizing project-based learning, as well as flipped model classes where collaboration and creativity are developed further for the students.

- Full time Classroom Instruction
  - Parents seeking a more traditional approach to their child's education have the option of attending Lincoln Montessori. In this site-based program, students in grades K-8 attend school all day, Monday through Friday. This option follows the Maria Montessori educational methodology adapted within a public school setting. These student-led, multi-grade combination classes develop collaboration and communication within the classrooms.

Personalized Choices. Horizon Charter Schools are dedicated to the belief that each and every student can succeed through personalized learning using a variety of instructional methodologies. Our personalized learning approach embraces the idea that parents everywhere should have a voice in how their students learn and how their educational plan is designed. As such, a Personalized Learning Plan is developed for every child based on the Common Core Content Standards and on each child's abilities, interests, and aptitudes. Students and families are largely responsible for their educational inquiry and pursuits. Special education services are provided to eligible students.

In addition to the core academic instruction, Horizon Charter Schools offer several enrichment classes across all the learning centers. These classes run from 6-week increments to 12-week increments. These parent requested offerings are based on interest from the stakeholder community. They involve all facets of interests, such as: lego engineering, art classes, guitar lessons, tutoring and many more.

FINANCIAL ANALYSIS OF THE SCHOOL

Financial Overview. Horizon Charter Schools Governing Board and staff continues to effectively use its resources to improve its academic programs and thereby its students success. Programmatic decisions are based on the commitment of "Quality Education through Personalized Learning" and fiscal soundness.

For the 2013-14 school year, Horizon Charter Schools' combined schools remain fiscally sound, as this report will reflect. This document focuses on how Horizon Charter Schools maintain its fiscal position and how it utilizes its resources to ensure the best possible education possible for its students

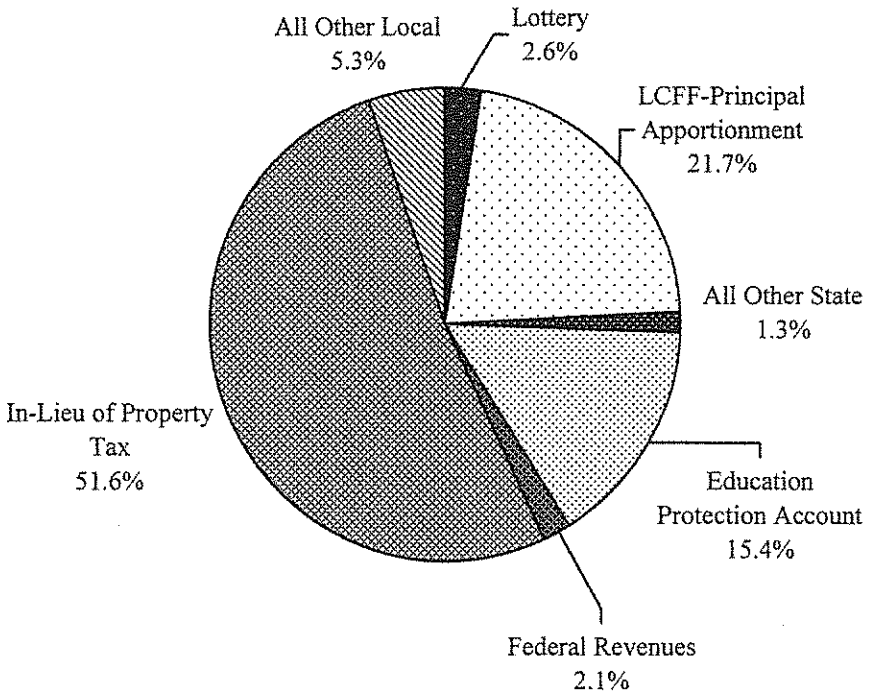
8.4.16

Governmental Activities. By the end of the fiscal year, the revenues for the School's activities totaled $18,482,424. LCFF-principal apportionment funding was 21.7 percent of total revenues, in-lieu of property tax funding was 51.6 percent and 15.4 percent from education protection account. Federal revenues accounted for 2.1 percent and lottery revenues were 2.6 percent. The remaining 6.6 percent was from all other state and local revenue sources.

Figure 1

Horizon Charter Schools' Revenues for Fiscal Year 2014

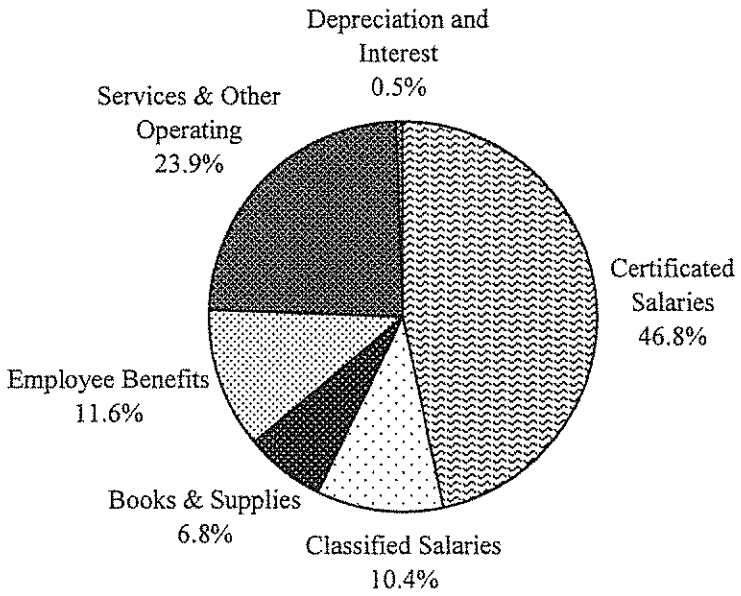
Analysis of Revenue Sources



8.4.7

The cost of all the Schools' major activities: Instruction, guidance, counseling, evaluation, school leadership, administration, maintenance and operations was $17,899,016. Program service expenses accounted for $14,659,453 or 81.9 percent while $3,239,563 or 18.1 percent were management and general support.

Figure 2
Horizon Charter Schools' Expenses for Fiscal Year 2014

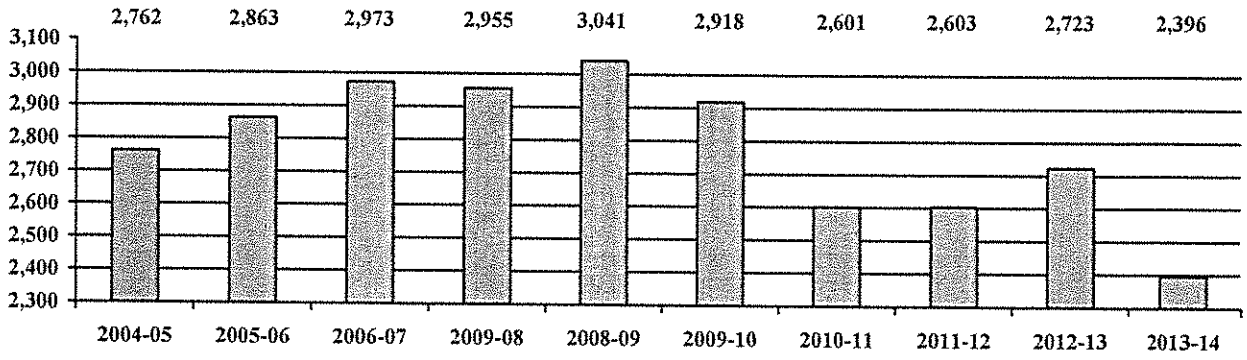


General Budgetary Highlights. Per the charters for each School, the School shall provide the following reports to the Western Placer Unified District as required by Education Code Section 47604.33: 1) by July 1, a preliminary budget for the current fiscal year, 2) by December 15, an interim financial report for the current fiscal year reflecting changes through October 31, 3) by December 15, a copy of the annual, independent financial audit report for the preceding fiscal year to be delivered to the Western Placer Unified District, State Controller, State Department of Education and the County Superintendent of Schools, 4) by March 15, a second interim financial report for the current fiscal year reflecting changes through January 31, and 5) by September 15, a final unaudited report for the full prior year.

8.4.8

Average Daily Attendance. The Schools' average daily attendance decreased by 327 to 2,396 for the fiscal year ended June 30, 2014 at the P-2 reporting period. The Schools continue to focus on attendance for the fiscal year ending June 30, 2015.

Second Period Report Average Daily Attendance (ADA)



Factors Bearing on the School's Future

- Although the School is financially stable, its financial condition is highly dependent upon the economic condition of the State of California.

CONTACTING THE SCHOOLS' FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, parents, and creditors with a general overview of the Schools' finances and to demonstrate the Schools' accountability for the money it receives. If you have questions about this report or need additional information, contact Cynthia D., V. Wood, Deputy Supervisor at (916) 408-5200.

HORIZON CHARTER SCHOOLS

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2014

ASSETS

	Horizon Charter School	Partnerships for Student-Centered Learning	Total
CURRENT ASSETS			
Cash in Bank	$ 188,597	$ 11,518	$ 200,115
Cash in County Treasury	6,674,966	705,118	7,380,084
Accounts Receivable	949,887	629,508	1,579,395
Prepaid Expenses	36,960	60,276	97,236
Total Current Assets	7,850,410	1,406,420	9,256,830
PROPERTY AND EQUIPMENT, NET	341,660	-	341,660
OTHER ASSETS			
Deposits	48,631	31,592	80,223
Total Assets	$ 8,240,701	$ 1,438,012	$ 9,678,713

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES			
Accounts Payable and Accrued Expenses	$ 281,862	$ 217,935	$ 499,797
Accrued Payroll and Payroll Liabilities	87,608	55,347	142,955
Current Portion of Long-Term Liabilities	28,420	-	28,420
Total Current Liabilities	397,890	273,282	671,172
LONG-TERM LIABILITIES			
Capital Lease Obligations	97,961	-	97,961
Deferred Lease Obligations	143,656	42,190	185,846
Less: Current Portion of Long-Term Liabilities	(28,420)	-	(28,420)
Total Long-Term Liabilities	213,197	42,190	255,387
Total Liabilities	611,087	315,472	926,559
NET ASSETS			
Unrestricted	7,269,618	727,612	7,997,230
Temporarily Restricted	359,996	394,928	754,924
Total Net Assets	7,629,614	1,122,540	8,752,154
Total Liabilities and Net Assets	$ 8,240,701	$ 1,438,012	$ 9,678,713

The accompanying notes are an integral part of these financial statements

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HORIZON CHARTER SCHOOLS

STATEMENT OF ACTIVITES

FOR THE YEAR ENDED JUNE 30, 2014

	Horizon Charter School	Partnerships for Student-Centered Learning	Total
UNRESTRICTED NET ASSETS			
SUPPORT AND REVENUES			
LCFF Sources:			
Principal Apportionment State Aid	$ 2,269,389	$ 1,738,391	$ 4,007,780
Education Protection Account	1,571,901	1,269,981	2,841,882
In-Lieu of Property Taxes and Transfers	5,258,027	4,285,564	9,543,591
Federal Revenues	276,864	115,624	392,488
Other State Revenue:			
Lottery Revenue	230,983	248,851	479,834
All Other	122,751	122,325	245,076
Local Revenue:			
All Other	254,120	627,243	881,363
Other Revenue:			
Interest Income	65,436	24,974	90,410
Total Unrestricted Revenue	10,049,471	8,432,953	18,482,424
EXPENSES			
PROGRAM SERVICES			
Education	8,011,943	6,647,510	14,659,453
SUPPORT SERVICES			
Management and General	1,491,527	1,748,036	3,239,563
Total Unrestricted Expenses	9,503,470	8,395,546	17,899,016
Increase in Unrestricted Net Assets	546,001	37,407	583,408
TEMPORARILY RESTRICTED NET ASSETS			
Other State Revenue	359,996	394,928	754,924
Increase in Temporarily Restricted Net Assets	359,996	394,928	754,924
INCREASE IN NET ASSETS	905,997	432,335	1,338,332
NET ASSETS			
Beginning of Year	6,723,617	690,205	7,413,822
End of Year	$ 7,629,614	$ 1,122,540	$ 8,752,154

The accompanying notes are an integral part of these financial statements

8.4.11

HORIZON CHARTER SCHOOLS

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED JUNE 30, 2014

	Horizon Charter School	Partnerships for Student-Centered Learning	Total
CASH FLOWS FROM OPERATING ACTIVITIES:			
Increase in Net Assets	$ 905,997	$ 432,335	$ 1,338,332
Adjustments to Reconcile to Net Cash Provided by Operating Activities:			
Depreciation	76,054	-	76,054
(Increase) Decrease in Assets:			
Accounts Receivable	915,483	532,395	1,447,878
Prepaid Expenses	26,813	(22,685)	4,128
Due from Other Funds	1,612,672	(1,612,672)	-
Increase (Decrease) in Liabilities:			
Accounts Payable and Accrued Expenses	4,046	(36,898)	(32,852)
Accrued Payroll and Payroll Liabilities	28,738	699	29,437
Due to Other Funds	(18,091)	-	(18,091)
Net Cash Provided (Used) by Operating Activities	3,551,712	(706,826)	2,844,886
CASH FLOWS FROM INVESTING ACTIVITIES:			
Purchase of Property and Equipment	(16,096)	-	(16,096)
Net Cash Provided (Used) in Investing Activities	(16,096)	-	(16,096)
CASH FLOWS FROM FINANCING ACTIVITIES:			
Repayments on Capital Lease Obligations	(23,166)	-	(23,166)
Increase in Deferred Lease Obligations	25,317	32,868	58,185
Net Cash Provided (Used) by Financing Activities	2,151	32,868	35,019
Net Increase (Decrease) in Cash and Cash Equivalents	3,537,767	(673,958)	2,863,809
Cash, Beginning of Year	3,325,796	1,390,594	4,716,390
Cash, End of Year	$ 6,863,563	$ 716,636	$ 7,580,199
NONCASH INVESTING/FINANCING TRANSACTIONS:			
Fixed Assets Acquired by Capital Lease	$ 37,529	$ -	$ 37,529
SUPPLEMENTAL DISCLOSURES:			
Interest Paid	$ 7,099	$ -	$ 7,099

The accompanying notes are an integral part of these financial statements

8.4.12

NOTE 1 – NATURE OF THE ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization and Nature of Activities – Horizon Charter Schools (hereinafter "Organization"), a nonprofit public benefit corporation duly organized under the laws of the State of California, was formed to manage, operate, guide, direct and promote California public charter schools.

Charter schools operated by the Organization through June 30, 2014 included two schools: Horizon Charter School (hereinafter "HCS") and Partnerships for Student-Centered Learning (hereinafter "PSCL".) For purposes of this financial statement, Horizon Charter School and Partnerships for Student-Centered Learning shall collectively be referred to as the "Schools."

HCS's initial charter was granted for the 1993-94 school year. The Western Placer Unified School District Governing Board has renewed the charter for a term of five years, commencing July 1, 2013 and continuing through June 30, 2018. HCS serves students in grades K-12 through an independent study program.

PSCL's initial charter was granted for the 2010-11 school year. The Western Placer Unified School District Governing Board has renewed the charter for a term of five years, commencing July 1, 2013 and continuing through June 30, 2018. PSCL serves students in grades K-12 through independent study and site-based programs.

Charters may be revoked by the sponsoring district for material violations of the charter, failure to meet student goals identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law. California Education Code Section 47604 states that a district granting a charter to a charter school to be operated by a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school.

Basis of Accounting – The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported on the financial statements. The Schools use the accrual basis of accounting. Revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

Basis of Presentation – The financial statements are presented in conformity with accounting for not-for-profit entities. The Schools report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. The School has no permanently restricted net assets.

Revenue Sources and Recognition – The Schools receive federal, state and local revenues for their various educational programs. This assistance is generally received based on applications submitted to and approved by various granting agencies. Amounts received from the California Department of Education (CDE) are recognized as revenue by the Schools based on the average daily attendance (ADA) of students.

8.4.13

NOTE 1 – NATURE OF THE ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Sources and Recognition (Continued) – Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets. Contributions and grants are recognized when the donor/grantor makes an unconditional promise to give to the Schools or when received. Donor-restricted amounts are reported as increases in temporarily or permanently restricted net assets, depending on the nature of the restrictions. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as "Net Assets Released from Restrictions." Conditional promises to give, which depend on the occurrence of specified future and uncertain events, are not recorded until the conditions are met.

Government grants are recognized as revenue in accordance with the terms of the applicable grant agreement, which is generally upon the incurrence of expenditures related to the required services. Unearned revenue is recorded to the extent cash received on specific grants exceeds qualified expenses. Some government grants are based on reimbursable costs as defined by the grants. Reimbursements recorded under these grants are subject to audit by the granting agency. Management believes that no material adjustments will result from subsequent audits of costs reflected in the accompanying financial statements.

Cash and Cash Equivalents – For purposes of reporting cash flows, cash is defined as cash on hand, amounts held at financial institutions, and short-term highly liquid investments that are readily convertible to known amounts of cash. Investments with an original maturity of three months or less are considered short-term for these purposes. Cash in the County treasury is recorded at cost, which approximates fair value.

Fixed Assets – Property and equipment are recorded at cost when purchased. Donated fixed assets are recorded at fair value on the date of donation. Purchases and donations greater than $10,000 are capitalized. Contributions of donated fixed assets are reported as increases to unrestricted net assets unless the donor has stipulated that the donation has a specific purpose. Expenditures for repairs and maintenance are charged to expense as incurred, whereas renewals and betterments that extend the lives of property are capitalized. Depreciation is computed on the straight-line method over the estimated useful lives of the assets. For additional information, see Note 7.

Use of Estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates. Significant management estimates included in the financial statements are the collectability of the receivables, the estimated useful lives of fixed assets, and the functional allocation of expenses.

8.4.14

NOTE 1 – NATURE OF THE ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Compensated Absences – Compensated absences benefits are recorded as a liability of the Schools. The liability of $96,581 is for the earned but unused benefits.

Accumulated Sick Leave – Sick leave benefits are accumulated for each employee. The employees do not gain a vested right to accumulated sick leave. Accumulated employee sick leave benefits are not recognized as liabilities of the Schools since cash payment of such benefits is not probable. Therefore, sick leave benefits are recorded as expenditures in the period that sick leave is taken.

Functional Allocation of Expenses – The costs of providing various programs and other activities have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Income Taxes – The Organization is exempt from federal and state income tax under 501(c)(3) of the Internal Revenue Code and Section 23701(d) of the California Revenue and Taxation Code. However, income from certain activities not directly related to the Organization's tax-exempt purpose is subject to taxation as unrelated business income. In addition, the Organization qualifies for the charitable contribution deduction under Section 170(b)(1)(A) and has been classified as an organization other than a private foundation under Section 509(a)(2). Accordingly, no provision for income taxes has been reflected in these financial statements. The Organization has considered its tax positions and believes that all of the positions taken in its federal and state exempt organization tax returns are more likely than not to be sustained upon examination. The Organization's returns are subject to examination by federal and state taxing authorities, generally for three years and four years, respectively, after they are filed.

NOTE 2 – ACCOUNTS RECEIVABLE

Accounts receivable balance at June 30, 2014 was $1,579,395. The balance was primarily due from grantor government agencies. Management deems all receivables to be collectible as of June 30, 2014.

NOTE 3 – CONCENTRATION OF CREDIT RISK

Cash at June 30, 2014 consisted of the following:

Pooled Funds:	
Cash in County Treasury	$ 7,380,084
Cash in Banks	200,115
	$ 7,580,199

8.4.15

NOTE 3 – CONCENTRATION OF CREDIT RISK (CONTINUED)

Pooled Funds

In accordance with Education Code Section 41001, the Schools maintain cash in the County Treasury as part of the common investment pool. These pooled funds are carried at cost, which approximates fair value. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool. The County is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et. seq. The pooled funds do not consist of specific, identifiable investment securities owned by the Schools, and as such, no disclose of the individual deposits and investments or related custodial credit risk classifications is required.

Deposits - Custodial

Cash balances held in banks are insured up to $250,000 by the Federal Deposit Insurance Corporation (FDIC). The Schools maintain its cash in bank deposit accounts that at times may exceed federally insured limits. The Schools have not experienced any losses in such accounts. At June 30, 2014, the Schools did not have deposits exceeding the FDIC limit. Management believes the Schools are not exposed to any significant credit risk related to cash.

NOTE 4 – EMPLOYEE BENEFIT PLANS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans for the following reasons: 1) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, 2) the required member, employer, and state contribution rates are set by the California Legislature, and 3) if the Schools choose to stop participating in the multi-employer plan, they may be required to pay a withdrawal liability to the plan. The Schools have no plans to withdraw from this multi-employer plan.

California State Teachers' Retirement System (CalSTRS)

Plan Description

The Schools contribute to the California State Teachers' Retirement Systems (CalSTRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2013, total plan net assets are $166.3 billion, the total actuarial present value of accumulated plan benefits is $277.0 billion, contributions from all employers totaled $2.3 billion, and the plan is 66.9 percent funded.

8.4.16

NOTE 4 – EMPLOYEE BENEFIT PLANS (CONTINUED)

Plan Description (Continued)

CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 100 Waterfront Place, West Sacramento, California 95605.

Funding Policy

Active plan members are required to contribute 8.0 percent of their salary and the Schools are required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalSTRS Teachers' Retirement Board. The required employer contribution rate for the fiscal year 2013-2014 was 8.25 percent of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute. The Schools' required contributions to CalSTRS for the fiscal years ending June 30, 2014, 2013 and 2012 were $660,289, $685,495 and $774,909 respectively, which are equal to 100.0 percent of the required contributions for each year.

California Public Employees' Retirement System (CalPERS)

Plan Description

The Schools contribute to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2013, the Schools Pool total plan assets are $49.0 billion, the total actuarial present value of accumulated plan benefits is $72.0 billion, contributions from all employers totaled $1.8 billion, and the plan is 80.5 percent funded. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS' annual financial report may be obtained from the CalPERS Executive Office, 400 Q Street, Sacramento, CA 95811.

Funding Policy

Active plan members are required to contribute 7.0 percent of their salary and the Schools are required to contribute an actuarially determined rate. Effective January 1, 2013, new active members are required to contribute 6.0 percent of their salary. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for the fiscal year 2013-2014 was 11.442 percent of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute. The School's contribution to CalPERS for the fiscal years ending June 30, 2014, 2013 and 2012 were $196,652, $185,777, and $209,467, respectively, which are equal to 100.0 percent of the required contributions for each year.

8.4.17

NOTE 5 – OPERATING LEASES

The Schools lease property under various non-cancelable operating lease agreements. Total rental expenses were $1,377,759 for the year ended June 30, 2014. Future minimum lease payments under the lease agreement are as follows as of June 30, 2014:

Year Ending June 30.	Minimum Lease Payments
2015	$ 1,013,119
2016	1,054,455
2017	1,094,318
2018	1,117,953
2019	708,500
Thereafter	449,412
	$ 5,437,757

NOTE 6 – CAPITAL LEASE

The Schools lease certain equipment under capital leases. The assets and liabilities under the capital lease were recorded at the fair value of the assets. The assets are depreciated on a straight-line basis over the estimated useful lives. Depreciation of assets under the capital lease charged to expense during the years ended June 30, 2014 and 2013 was $24,308 and $4,197, respectively.

The following is a summary of property held under the capital lease included in property and equipment:

	2014	2013
Computers and Equipment	$ 204,202	$ 166,673
Less: Accumulated Depreciation	(28,505)	(4,197)
	$ 175,697	$ 162,476

Future minimum lease payments under the capital leases for the equipment are as follows at June 30, 2014:

Year Ending June 30,	Minimum Payments
2015	$ 28,420
2016	30,611
2017	26,470
2018	8,183
2019	4,277
	$ 97,961

8.4.18

NOTE 7 – FIXED ASSETS

A schedule of changes in property and equipment and accumulated depreciation for the year ended June 30, 2014, is as follows:

SUMMARY OF CHANGES IN PROPERTY AND EQUIPMENT

	Beginning Balance	Additions	Subtractions	Ending Balance
Equipment	$ 1,102,278	$ 37,529	$ -	$ 1,139,807
Vehicles	10,958	16,096	-	27,054
Totals	$ 1,113,236	$ 53,625	$ -	$ 1,166,861

SUMMARY OF CHANGES IN ACCUMULATED DEPRECIATION

	Beginning Balance	Additions	Subtractions	Ending Balance
Equipment	$ 738,189	$ 74,713	$ -	$ 812,902
Vehicles	10,958	1,341	-	12,299
Totals	$ 749,147	$ 76,054	$ -	$ 825,201

During the fiscal year ended June 30, 2014, $76,054 was charged to depreciation expense.

NOTE 8 – RESTRICTED NET ASSETS

Temporarily restricted net assets were restricted for the following purposes as of June 30, 2014:

California Clean Energy Jobs Act	$ 229,182
Common Core State Standards Implementation Grant	$ 525,742
Total temporarily restricted net assets	$ 754,924

NOTE 9 – CONTINGENCIES

The Schools have received state and federal funds for specific purposes subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement, would not be material.

The Schools are subject to legal proceedings and claims which arise in the ordinary course of business. In the opinion of management, the amount of ultimate liability with respect to these actions will not materially affect the financial position or results of operations of the Schools.

9.4.19

NOTE 9 – CONTINGENCIES (CONTINUED)

The California State Controller's Office has requested Horizon Charter Schools to submit a revised 2012-2013 audit report from the school's predecessor auditor for the following reasons:

> The predecessor auditor's Independent Auditor's Report included a disclaimer of opinion on the Supplemental Combining Balance Sheet and on the Supplemental Combining Statement of Revenues, Expenditures and changes in Fund Balance. The disclaimer stated that the combining financial statements were not subjected to the auditing procedures applied in the audit of the financial statements. Each charter school is required to be audited in accordance with Education Code Section 41020. Since each charter school was not subjected to the auditing procedures individually, but the two Schools were audited as a whole, the financial statements did not meet the requirements of Education Code Section 41020.
>
> The final issue was each audit finding was not assigned the appropriate five-digit code by the predecessor auditor as required by the audit guide, Standards and Procedures for Audits of California K-12 Local Education Agencies. (K-12 Audit Guide 19816(n))

Management of the Schools are in the process of rectifying this situation in the most expeditious way.

NOTE 10 – SUBSEQUENT EVENTS

The Schools' management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements from the balance sheet date through December 4, 2014, the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial statements.

8.4.20

HORIZON CHARTER SCHOOLS

Operating
Horizon Charter School

Partnerships for Student-Centered Learning

SUPPLEMENTARY INFORMATION SECTION

FOR THE YEAR ENDED JUNE 30, 2014

8.4.21

HORIZON CHARTER SCHOOLS

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE

JUNE 30, 2014

ORGANIZATION

Horizon Charter School is a California nonprofit corporation that was incorporated in December 2001, and is organized to manage, operate, guide, direct, and promote two California public charter schools: Horizon Charter School and Partnerships for Student-Centered Learning.

Horizon Charter School's current charter was granted by the Western Placer Unified School District. The term of the charter is five years, beginning July 1, 2013 and continuing through June 30, 2018. The School's charter number authorized by the state of California is 0015.

Partnerships for Student-Centered Learning's current charter was granted by the Western Placer Unified School District. The term of the charter is five years, beginning July 1, 2013 and continuing through June 30, 2018. The School's charter number authorized by the state of California is 1227.

Horizon Charter Schools' governing board for the fiscal year ended June 30, 2014 was composed of the following members for both Horizon Charter School and Partnerships for Student-Centered Learning:

GOVERNING BOARD

MEMBER	OFFICE	TERM	TERM EXPIRES
Frank Kavenik	President	Two Years	June 2015
Angela Henning	Vice President	Four Years	June 2014
Andrea Rynberk	Parent Representative	Four Years	June 2014
Carmen Del Prado	Parent Representative WPUSD	Four Years	June 2014
Carmen Oates	Parent Representative	Four Years	June 2015
Sandra Frame	Education Representative	Two Years	July 2015
Michelle Johnson	Parent Representative	Two Years	June 2015

ADMINISTRATION

Cynthia D., V. Wood
Deputy Supervisor

BUSINESS MANAGER

Delta Managed Solutions, Inc.

8.4.22

HORIZON CHARTER SCHOOLS

SCHEDULE OF AVERAGE DAILY ATTENDANCE

FOR THE YEAR ENDED JUNE 30, 2014

Horizon Charter School

	Second Period Report			Annual Report		
	Classroom Based	Independent Study	Total ADA	Classroom Based	Independent Study	Total ADA
Grades K through 3	-	291.65	291.65	-	294.42	294.42
Grades 4 through 6	-	257.86	257.86	-	260.73	260.73
Grades 7 and 8	-	181.56	181.56	-	185.25	185.25
Grades 9 through 12	-	593.82	593.82	-	601.81	601.81
ADA Totals	-	1,324.89	1,324.89	-	1,342.21	1,342.21

Partnerships for Student-Centered Learning

	Second Period Report			Annual Report		
	Classroom Based	Independent Study	Total ADA	Classroom Based	Independent Study	Total ADA
Grades K through 3	74.20	143.60	217.80	74.65	144.63	219.28
Grades 4 through 6	36.12	112.47	148.59	36.19	114.16	150.35
Grades 7 and 8	15.81	137.37	153.18	15.88	140.85	156.73
Grades 9 through 12	-	551.63	551.63	-	558.78	558.78
ADA Totals	126.13	945.07	1,071.20	126.72	958.42	1,085.14

8.423

HORIZON CHARTER SCHOOLS

SCHEDULE OF INSTRUCTIONAL TIME

FOR THE YEAR ENDED JUNE 30, 2013

Horizon Charter School

	2013-14 Minutes		Traditional	
	Requirement*	Actual	Calendar	Status
Kindergarten	N/A	Not Calculated	175	N/A
Grade 1	N/A	Not Calculated	175	N/A
Grade 2	N/A	Not Calculated	175	N/A
Grade 3	N/A	Not Calculated	175	N/A
Grade 4	N/A	Not Calculated	175	N/A
Grade 5	N/A	Not Calculated	175	N/A
Grade 6	N/A	Not Calculated	175	N/A
Grade 7	N/A	Not Calculated	175	N/A
Grade 8	N/A	Not Calculated	175	N/A
Grade 9	N/A	Not Calculated	175	N/A
Grade 10	N/A	Not Calculated	175	N/A
Grade 11	N/A	Not Calculated	175	N/A
Grade 12	N/A	Not Calculated	175	N/A

Horizon Charter School does not offer site-based instruction, therefore this requirement is not applicable.

Partnerships for Student-Centered Learning

	2013-14 Minutes		Traditional	
	Requirement*	Actual	Calendar	Status
Kindergarten	34,971	39,525	175	In Compliance
Grade 1	48,960	57,575	175	In Compliance
Grade 2	48,960	57,575	175	In Compliance
Grade 3	48,960	57,575	175	In Compliance
Grade 4	52,457	60,185	175	In Compliance
Grade 5	52,457	60,185	175	In Compliance
Grade 6	52,457	60,185	175	In Compliance
Grade 7	52,457	60,185	175	In Compliance
Grade 8	52,457	60,185	175	In Compliance
Grade 9	N/A	Not Calculated	175	N/A
Grade 10	N/A	Not Calculated	175	N/A
Grade 11	N/A	Not Calculated	175	N/A
Grade 12	N/A	Not Calculated	175	N/A

* As reduced pursuant to the provisions of Education Code Section 46201.2.

8.4.24

HORIZON CHARTER SCHOOLS

SCHEDULE OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED JUNE 30, 2014

	Program Services	Support Services	
Horizon Charter School	Education	Management and General	Total
Compensation and Related Expenses			
Salaries - Certificated	$ 4,284,397	$ 262,604	$ 4,547,001
Salaries - Classified	45,824	790,738	836,562
Employee Benefits	805,610	260,984	1,066,594
Total Compensation and Related Expenses	5,135,831	1,314,326	6,450,157
Books and Supplies	752,058	-	752,058
Services and Other Operating Expenses	2,124,054	94,048	2,218,102
Depreciation and Amortization	-	76,054	76,054
Debt Service - Interest	-	7,099	7,099
Total Horizon Charter School	$ 8,011,943	$ 1,491,527	$ 9,503,470
Partnerships for Student-Centered Learning			
Compensation and Related Expenses			
Salaries - Certificated	$ 3,450,271	$ 374,085	$ 3,824,356
Salaries - Classified	78,993	953,562	1,032,555
Employee Benefits	680,333	337,448	1,017,781
Total Compensation and Related Expenses	4,209,597	1,665,095	5,874,692
Books and Supplies	465,958	-	465,958
Services and Other Operating Expenses	1,971,955	82,941	2,054,896
Total Partnerships for Student-Centered Learning	$ 6,647,510	$ 1,748,036	$ 8,395,546
Total Horizon Charter School	$ 14,659,453	$ 3,239,563	$ 17,899,016

8.4.25

HORIZON CHARTER SCHOOLS

RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT WITH AUDITED FINANCIAL STATEMENTS

FOR THE FISCAL YEAR ENDED JUNE 30, 2014

Horizon Charter School

June 30, 2014 Annual Financial and Budget Report Fund Balance (Net Assets)	$ 7,729,036
Adjustments and Reclassifications Increase (Decrease):	
Cash in County Treasury / Services and Other Operating Expenses	(728)
Property and Equipment / Depreciation and Amortization	(19,259)
Accounts Payable / Revenues and Services and Other Operating Expenses	(36,942)
Accrued Payroll Liabilities / Certificated Salaries	(16,570)
Deferred Lease Obligations / Services and Other Operating Expenses	(25,923)
June 30, 2014 Audited Financial Statement Fund Balance (Net Assets)	$ 7,629,614

Partnerships for Student-Centered Learning

June 30, 2014 Annual Financial and Budget Report Fund Balance (Net Assets)	$ 1,073,394
Adjustments and Reclassifications Increase (Decrease):	
Cash in County Treasury / Services and Other Operating Expenses	(55)
Accounts Receivable / Revenues	61,697
Accounts Payable / Revenues and Services and Other Operating Expenses	36,942
Accrued Payroll Liabilities / Certificated Salaries	(16,570)
Deferred Lease Obligations / Services and Other Operating Expenses	(32,868)
June 30, 2014 Audited Financial Statement Fund Balance (Net Assets)	$ 1,122,540

8.4.26

NOTE 1 – PURPOSE OF SCHEDULES:

A. Local Education Agency Organization Structure

This schedule provides information about the Schools' date and granting authority for the charter, members of the governing board, and members of the administration.

B. Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes of the Schools. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels and programs.

C. Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Schools and whether the Schools complied with the provisions of Education Code Sections 46200 through 46206.

D. Schedule of Functional Expenses

The cost of providing various programs and other activities has been summarized on a functional basis in the Statement of Activities. Accordingly, certain costs have been allocated among the instructional program and supporting services benefited. All costs have been allocated based on their type, based on management's estimates.

E. Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balances (net assets) as reported on the Annual Financial and Budget Report form to the audited financial statements.

8.4.27

HORIZON CHARTER SCHOOLS

Operating
Horizon Charter School

Partnerships for Student-Centered Learning

OTHER INDEPENDENT AUDITOR'S REPORTS

FOR THE YEAR ENDED JUNE 30, 2014

8.4.28

Feddersen & Company, LLP
Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Members of the Governing Board
Horizon Charter Schools
Lincoln, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Horizon Charter Schools (a nonprofit organization), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 4, 2014.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Horizon Charter Schools' internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Horizon Charter Schools' internal control. Accordingly, we do not express an opinion on the effectiveness of Horizon Charter Schools' internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Schools' financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Horizon Charter Schools' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

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8.4.29

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Schools' internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Schools' internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Teddersen; Company, LLP

Agoura Hills, California
December 4, 2014

8.4.30

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Members of the Governing Board
Horizon Charter Schools
Lincoln, California

Report on Compliance for Each State Program

We have audited Horizon Charter Schools' (the School) compliance with the types of compliance requirements described in the State of California's *Standards and Procedures for Audits of California K-12 Local Education Agencies,* published by the Education Audit Appeals Panel, to the state laws and regulations listed below for the year ended June 30, 2014.

Description	Procedures in Audit Guide	Procedures Performed
Attendance Reporting	6	No, see below
Teacher Certification and Misassignments	3	No, see below
Kindergarten Continuance	3	No, see below
Independent Study	23	No, see below
Continuation Education	10	No, see below
Instructional Time for School Districts	10	No, see below
Instructional Materials General Requirements	8	No, see below
Ratios of Administrative Employees to Teachers	1	No, see below
Classroom Teacher Salaries	1	No, see below
Early Retirement Incentive	4	No, see below
Gann Limit Calculation	1	No, see below
School Accountability Report Card	3	No, see below
Juvenile Court Schools	8	No, see below
Local Control Funding Formula Certification	1	Yes
California Clean Energy Jobs Act	3	Yes
After School Education and Safety Program:		
General Requirements	4	No, see below
After School	5	No, see below
Before School	6	No, see below
Education Protection Account Funds	1	Yes
Common Core Implementation Funds	3	Yes
Unduplicated Local Control Funding Formula Pupil Counts	3	Yes
Contemporaneous Records of Attendance, for Charter Schools	8	Yes
Mode of Instruction, for Charter Schools	1	Yes
Nonclassroom-Based Instruction/Independent Study, for Charter Schools	15	Yes
Determination of Funding for Nonclassroom-Based Instruction, for Charter Schools	3	Yes
Annual Instructional Minutes – Classroom Based, for Charter Schools	4	Yes
Charter School Facility Grant Program	1	No, see below

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8.431

We did not perform any procedures related to Article 3, Sections 19817.2 through 19840 of the Audit Guide because these sections do not apply to Charter Schools.

We did not perform any procedures related to After School Education and Safety Program because the School did not participate in this program.

We did not perform any procedures related to Charter School Facility Grant Program because the School did not participate in this program.

Management's Responsibility

Management is responsible for the compliance with the requirements of state laws and regulations.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance with state laws and regulations of Horizon Charter Schools. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States; and the State of California's *Standards and Procedures for Audits of California K-12 Local Education Agencies,* issued by the California Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the state laws and regulations listed above occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance with state laws and regulations. However, our audit does not provide a legal determination of the Schools' compliance.

Opinion

In our opinion, Horizon Charter Schools complied, in all material respects, with the state laws and regulations referred to above for the year ended June 30, 2014.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance, which are required to be reported in accordance with the State of California's *Standards and Procedures for Audits of California K-12 Local Education Agencies* and which are described in the accompanying schedule of findings and questioned costs as item 2014-01. Our opinion on compliance with state laws and regulations is not modified with respect to these matters.

Horizon Charter Schools' response to the noncompliance findings identified in our audit is described in the accompanying schedule of findings and questioned costs. The Schools' response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Purpose of this Report

The purpose of this report on compliance is solely to describe the scope of our testing of compliance and the results of that testing based on the requirements of State of California's *Standards and Procedures for Audits of California K-12 Local Education Agencies.* Accordingly, this report is not suitable for any other purpose.

Jeddersen & Company, LLP

Agoura Hills, California
December 4, 2014

8.433

HORIZON CHARTER SCHOOLS

Operating
Horizon Charter School

Partnerships for Student-Centered Learning

FINDINGS AND RECOMMENDATIONS SECTION

FOR THE YEAR ENDED JUNE 30, 2014

8.4.34

HORIZON CHARTER SCHOOLS

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

JUNE 30, 2014

Section I – Summary of Auditor's Results

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:
- Material weakness(es) identified? ____ Yes __X__ No
- Significant deficiencies identified? ____ Yes __X__ None reported

Noncompliance material to financial statements noted? ____ Yes __X__ No

Federal Awards

Internal control over major programs:
- Material weakness(es) identified? ____ Yes __N/A__ No
- Significant deficiencies identified? ____ Yes __N/A__ None reported

Type of auditor's report issued on compliance for major programs: N/A

Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133? ____ Yes __N/A__ No

Major programs:

CFDA Number	Name of Federal Program

Horizon Charter Schools did not have any major programs.

Dollar threshold used to distinguish between Type A and Type B programs: N/A

Auditee qualified as low-risk auditee? N/A Yes ____ No

State Awards

Type of auditor's report issued on compliance for state programs: Unmodified

Internal control over state programs:
- Material weakness(es) identified? ____ Yes __X__ No
- Significant deficiencies identified? ____ Yes __X__ None reported

8.4.35

HORIZON CHARTER SCHOOLS

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

JUNE 30, 2014

Section II – Financial Statement Findings

This section identifies the significant deficiencies, material weaknesses, and instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards.* All audit findings must be identified as one or more of the following categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
41000	CalSTRS
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

2014-01: 40000: STATE COMPLIANCE – UNDUPLICATED LOCAL CONTROL FUNDING FORMULA PUPIL COUNTS

Criteria
Per Education Code Section 42238.02(b)(2), a charter school shall annually submit its enrolled free and reduced-price meal eligibility, foster youth, and English learner pupil-level records for enrolled pupils to the Superintendent using the California Longitudinal Pupil Achievement Data System (CALPADS).

Condition
Pupil income eligibility records maintained by the charter school were not consistent with the data reported in CALPADS which caused an overreporting of unduplicated pupil counts.

Cause
There was a general misunderstanding of the laws and regulations concerning income verification documentation. The primary reason for the disallowance was that while the Schools had all of the documentation on file, they were dated from previous years and as such were outdated for the current year.

Effect
Funding will be reduced due to the disallowance of outdated income verification forms.

Context
Both Horizon Charter School and Partnerships for Student-Centered Learning (the Schools) made the auditors aware that compliance requirements were misunderstood and that the certified CALPADS data was incorrect. For both Schools, a sample of 60 students were selected for testing eligibility based on FRPM only. After the first test of 60, it was decided that the auditors would test 100.0 percent of the unduplicated pupil count based on eligibility for FRPM only. During our test of students eligible as English Learners or both FRPM and English Learners, we found zero documentation that was not in compliance. See the below schedules of unduplicated counts summarizing the results of the procedures.

8.4.36

Section II – Financial Statement Findings (Continued)

2014-01: 40000: STATE COMPLIANCE – UNDUPLICATED LOCAL CONTROL FUNDING FORMULA PUPIL COUNTS (CONTINUED)

Horizon Charter School	Certified Total Unduplicated Pupil Count	Adjustments	Adjusted Total Unduplicated Pupil Count
Unduplicated Pupil Count Based on Eligibility for FRPM	589	(350)	239
Unduplicated Pupil Count Based on Eligibility for EL	11	-	11
Unduplicated Pupil Count Based on Eligibility for Both FRPM and EL	23	-	23
Unduplicated Pupil Count Based on Other Eligibility	192	-	192
Totals	815	(350)	465

	Certified Total Enrollment Count	Adjustments	Adjusted Total Enrollment Count
Total Enrollment Count	1,309	-	1,309

For Horizon Charter School, the total net change in the unduplicated count is a decrease of 350. The estimated fiscal impact is ($67,500).

Partnerships for Student Centered Learning	Certified Total Unduplicated Pupil Count	Adjustments	Adjusted Total Unduplicated Pupil Count
Unduplicated Pupil Count Based on Eligibility for FRPM	200	(48)	152
Unduplicated Pupil Count Based on Eligibility for EL	57	-	57
Unduplicated Pupil Count Based on Eligibility for Both FRPM and EL	14	-	14
Unduplicated Pupil Count Based on Other Eligibility	133	-	133
Totals	404	(48)	356

8.4.37

Section II – Financial Statement Findings (Continued)

2014-01: 40000: STATE COMPLIANCE – UNDUPLICATED LOCAL CONTROL FUNDING FORMULA PUPIL COUNTS (CONTINUED)

Context (Continued)

	Certified Total Enrollment Count	Adjustments	Adjusted Total Enrollment Count
Total Enrollment Count	1,070	-	1,070

For Partnerships for Student-Centered Learning, the total net change in the unduplicated count is a decrease of 48. The estimated fiscal impact is ($9,500).

Recommendation

The Schools should communicate applicable laws and regulations to responsible staff to ensure correct unduplicated local control funding formula pupil counts for the certified CALPADS data. This data should be reviewed by appropriate officials before certification. We also recommend that the Schools submit the revised CALPADS data to the California Department of Education through the Principal Apportionment Data Collection Software on the "Charter School Adjustment to CALPADS Data."

Corrective Action Plan

Policies and procedures have been established for income verification forms to be reviewed prior to the certification of CALPADS data. Additionally, the Schools will collect the data every year and will only use data that is collected during the collection window.

8.4.38

HORIZON CHARTER SCHOOLS

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

JUNE 30, 2014

Finding	Code	Recommendation	Current Status
2013-01 – Deficiency-Internal Control-Payroll Controls were not effectively designed and operating and the following conditions were observed: a) personnel action forms are not consistently reviewed/approved by management, b) new hire, termination and pay changes are not approved by the Board of Directors, and c) salary schedules (step and column increases) are not approved by Management/Board of Directors.	30000	Personnel Action Forms should be reviewed by the appropriate individuals. Evidence of review should be formally documented. New hires and terminations should be approved by the Board of Directors. Salary schedules should be reviewed and approved by Management/the Board of Directors.	Implemented
2013-02 – Deficiency-Internal Control-Attendance Accounting Controls were not effectively designed and operating and the following condition was observed: no evidence of the Principal's review of the monthly attendance summary reports.	30000	Principal should review the monthly attendance summary and evidence their review with either a signature/initial and date of review.	Implemented
2013-03 – Deficiency-Internal Control-Cash Reconciliation Controls were not effectively designed and operating and the following condition was observed: evidence of the preparer and reviewer of the monthly cash reconciliation is not formally documented.	30000	Both the preparer and reviewer should sign/initial and date on the monthly cash reconciliation to evidence who prepared and reviewed the reconciliation.	Implemented

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 Elementary Educational Specifications

AGENDA ITEM AREA:
Action

REQUESTED BY:
Michael Adell
Director of Facilities

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Restricted Facilities Fund 21

MEETING DATE:
January 20, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:

Educational specifications are a vital component in the planning and design of new schools and modernization of existing schools. The District has committed to updating its outdated Educational Specifications at all grade levels, beginning with the Elementary level.

In June 2014, the District began work on the educational specifications with a Steering Committee to guide and coordinate the process to ensure stakeholders were engaged and the Educational Planning Committee met to develop visioning concepts and provide input on the educational specifications development in September and October. Various Focus Groups met in September and October as well to provide input on specific program topics and in November a public meeting was held to encourage participation from the community to provide input about specific needs and goals in the District elementary schools. Finally, the updated Elementary Educational Specifications were finalized for District review and approval in January 2015.

Attached is the Western Placer Unified School District Elementary Educational Specifications.

RECOMMENDATION:

Staff recommends the Board of Trustees review and approve the updated WPUSD Elementary Educational Specifications.

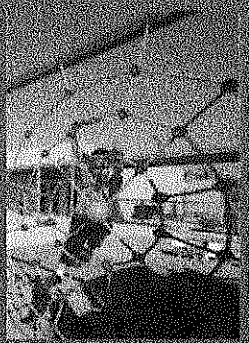
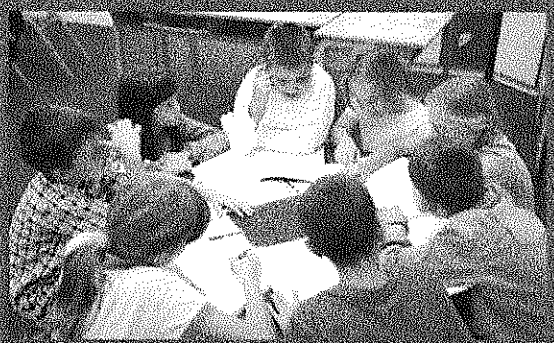
EDUCATIONAL SPECIFICATIONS
WESTERN PLACER UNIFIED SCHOOL DISTRICT

"Empower students with the skills, knowledge, and attitudes for success in an ever-changing world ..."

JANUARY 2015

LPA



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EDUCATIONAL SPECIFICATIONS

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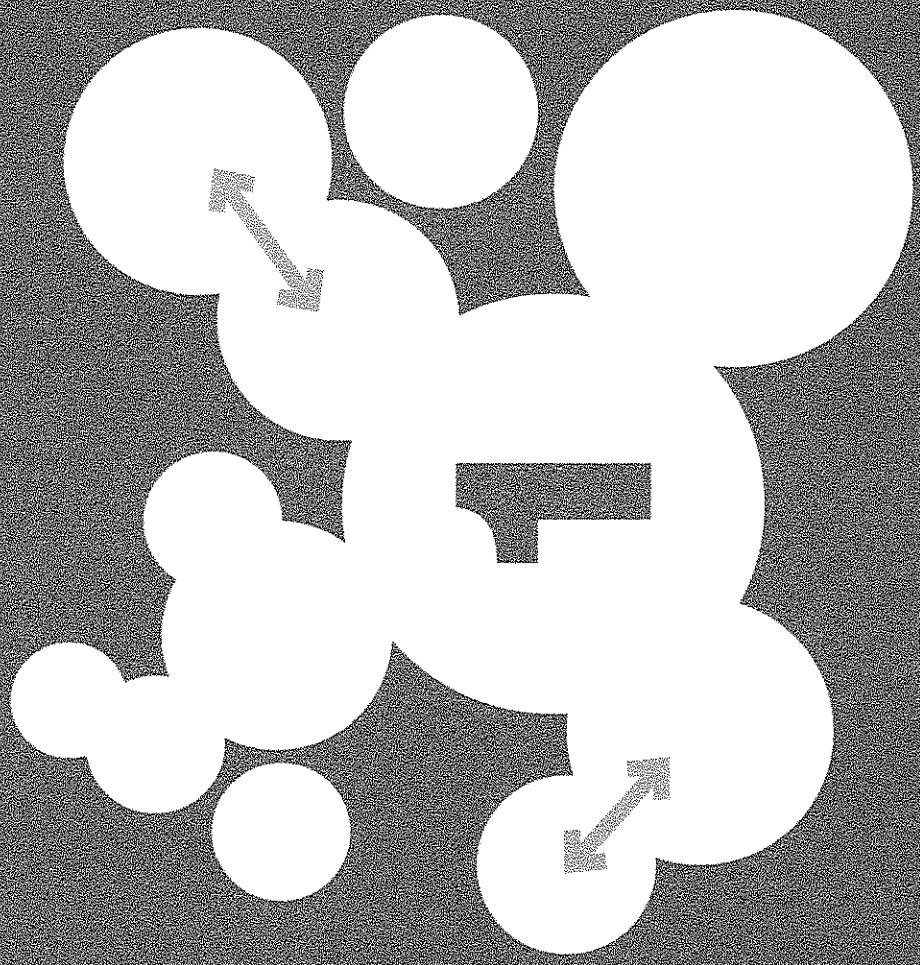
8.5.2

INTRODUCTION & PROCESS



1.1 PURPOSE OF THIS DOCUMENT

The purpose of Educational Specifications are to ensure the following:

- *A Common Baseline*
  To guide a consistent approach in developing proposed improvements at each school.

- *Common Goals*
  To engage District stakeholders in a participatory process in developing their vision.

- *Outcome Focused*
  To serve to document educator's intent for program delivery and goals.

- *Equitable Quality*
  To be used for assessing existing facilities and budgeting projects for a long term financial plan.

- *Continuous Improvement*
  As a tool for reevaluation, adjustment and measurement of the program vision over time.

- *Implementation*
  Even though this document represents a District-wide guideline, it is important that when these guidelines are implemented, that the administrators, faculty, students and community at each site are allowed to validate their site-specific program needs. If a school design team has suggestions on how to improve or tailor this document for their site-specific needs, these suggestions should be brought to the Facility Planning Department's attention prior to designing it. It is understood that the degree of consistency between the site-specific solutions and the district-wide educational specifications may vary from site to site.

Adjacencies shown in the diagrams following were determined for the ideal program placement but may vary from site to site based on existing conditions or programmatic specific solutions. Once projects are released to proceed into the next phase of design, a school site committee shall be formed to analyze the impact of site specific constraints and program specific needs. This analysis may result in solutions that deviate from the Educational Program Vision described in this document. The design team should inform the Facilities Department of any significant deviations identified or proposed prior to the presentation of these solutions or options to the school site or committee members.

1.2 BACKGROUND

In 1994, California Department of Education (CDE) formalized regulations governing standards on the design and construction of new school facilities. Included in those standards are requirements for the submittal of educational specifications (Facility Standards) – see California Code of Regulations, Title 5, Section 14034. The requirements are delineated in the Education Code Section 39101(c) and California Code of Regulations, Title 5, Section 14030(a). Specific School design standards are contained in California Code of Regulations, Title 5, Section 14001, 14010 and 14030.

2009 CDE Changes
In 2009, CDE added a Plan Summary form for those projects applying for new construction funds from the State Allocation Board for a new school or additions to an existing school. In July 2010, all Facility Standards were required to be approved by the District's governing Board and submitted to CDE as part of any applications for funding.

1.3 PROCESS

At the outset of the educational specifications process in June 2014, the District leadership team set out to define the roles and responsibilities of the stakeholder participant groups. These groups were refined in the process and ultimately comprised a Steering Committee, an Education Planning Committee, and representatives of specialized topics.

The groups provided input throughout the process, defining educational program goals and offering direction on future program goals. All input eventually led to the creation of a set of final recommendations that was brought before the School Board for approval.

Description of Groups

Stakeholder Groups

The Steering Committee guided and coordinated the process and ensured that input from a range of stakeholders would be optimized.

Educational Planning Committee meetings were held to develop broad visioning concepts, and to provide input on the development of the educational specifications.

Varied Focus Group meetings were held on an as-needed basis, to focus on particular program topics, including technology, maintenance, and food service.

The educational specifications process comprised a number of activities organized by phase: Site Observations, Visioning, Outreach, and Development of Criteria. The following is a list of activities that were conducted:

Activities

Facilities Site Observations

Site visits were conducted at three representative school campuses. The planning team walked each site, made observations and solicited feedback, and documented the campus through photography.

Visioning, Educational Specifications

Working with the Educational Planning Committee and other District stakeholders, educational specifications were developed. The intent of the specifications is to establish a common baseline related to educational program delivery.

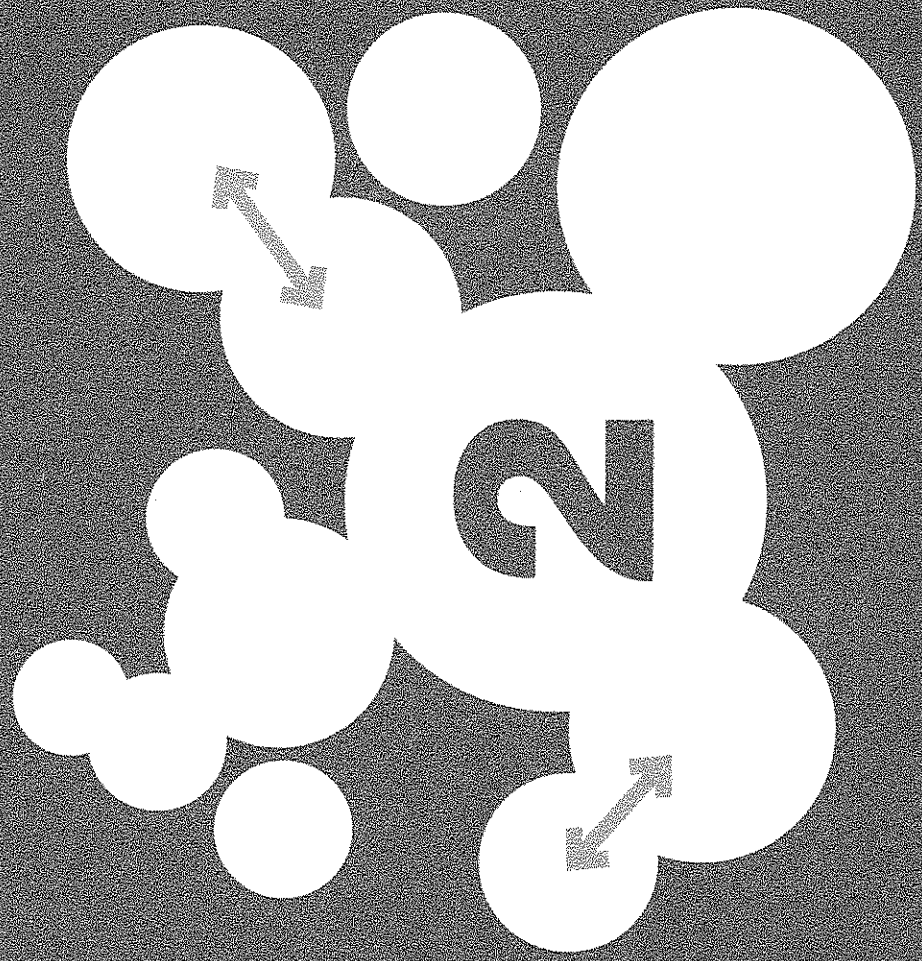
Outreach

In November 2014, a community meeting was conducted to encourage participation throughout the District from community members, parents and students. The focus of this meeting was to obtain community input about educational needs and goals for their elementary schools.

Final Recommendations

During this phase, educational guidelines were finalized. A final package was submitted to the Board of Education for approval in January 2015.

REPRESENTATIVE SITE TOURS



2.1 SITE OBSERVATIONS

Site tours were conducted at Twelve Bridges Elementary, Lincoln Crossing Elementary, and Carlin C. Coppin Elementary as a representative example of District facilities. The following observations were made, in addition to feedback given by the sites.



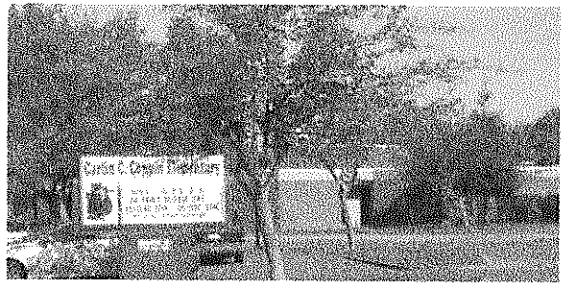
Twelve Bridges Elementary School

- The administrative spaces are good; they are comprised of the following:
  - Lobby with two administrative workstations
  - Conference Room for 8-10 people
  - 240 SF Principal's Office with a door to the exterior and windows for visibility
  - A workstation for the Principal's assistant
  - Psychologist's Office
  - 800 SF Staff Workroom/Lounge
  - Staff restrooms
  - 200 SF Records Storage
- Future plans should include an additional office space for a Vice Principal
- 175 SF shared workroom occurs between each pair of Kindergarten classrooms
- Kindergarten needs 200 SF or more for site storage
- Each classroom currently has three (3) computers for student use
- The Library is comprised of the following:
  - 100 SF entry
  - Librarian work counter and sink, plus 200 SF of storage
  - 600 SF reading nook
  - Six (6) student computers
  - A media/computer lab
- The Multipurpose Room has the following features:
  - Basketball court
  - Side stage with chair storage underneath
  - Climbing walls
  - Cafe tables
  - Roll-up door to a storage room with a sink
- The stage is used for Music classes
- The outdoor amphitheater is used for talent shows and band
- The lunch shelter would be used more if it had direct shade
- Additional site storage is needed for extra items such as furniture, decorations and event specific items



Lincoln Crossing Elementary School

- The Science and Art classrooms are successful layouts for the District, with one wall of storage
- Future schools with skylights or expansive windows should have interior or exterior shading devices
- Each classroom wing has a storage room and dedicated custodial space
- The SDC classroom has one restroom and an adjacent 100 SF reading room
- Some classrooms have short throw projectors with pull-down screens while others have televisions; future classrooms should be consistent with 21st Century technology in the classrooms
- The Multipurpose building has a community lobby with restrooms

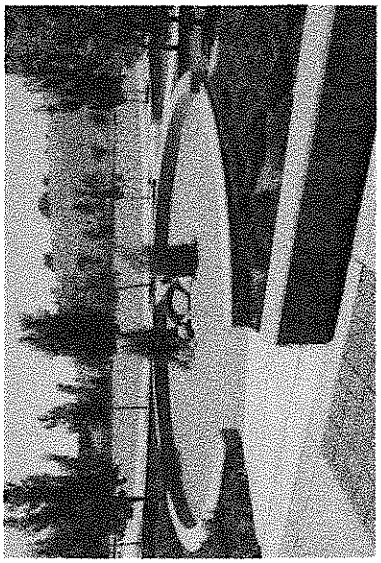
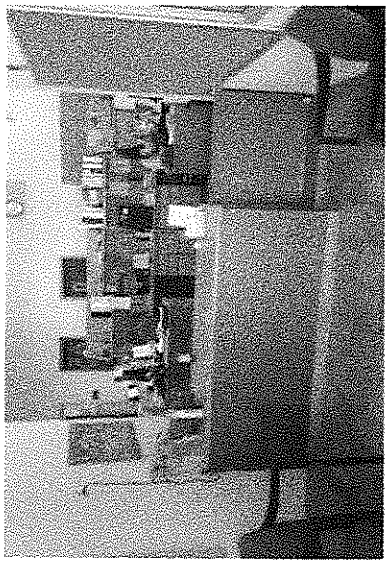


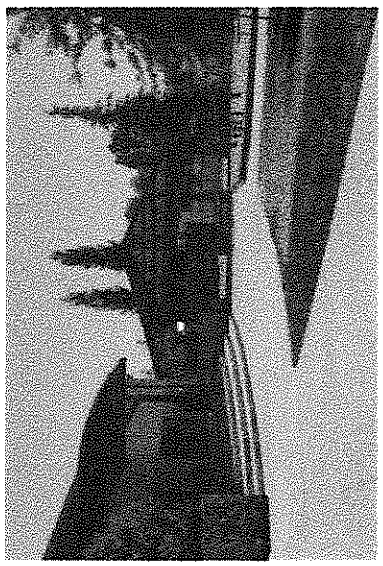
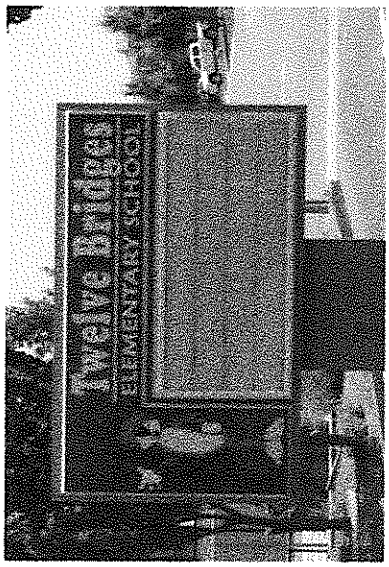
Carlin C. Coppin Elementary School

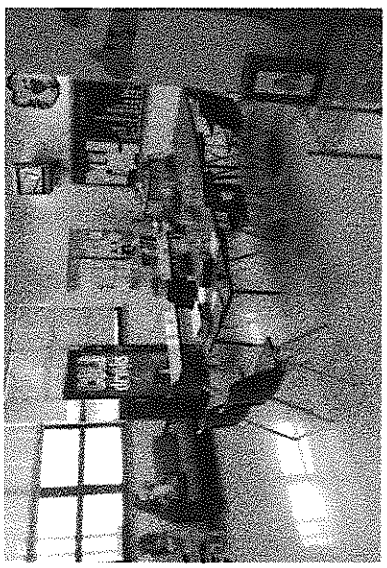
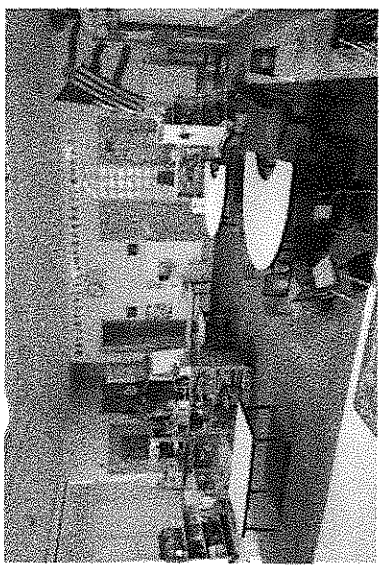
- Outdoor space is a nice scale; it has four zones of seating, mature trees and shade sails
- The pod style classrooms are not preferred
- The nurse is located directly off the admin space
- A long counter with two desks behind it comprises the administrative check-in

2.5.18



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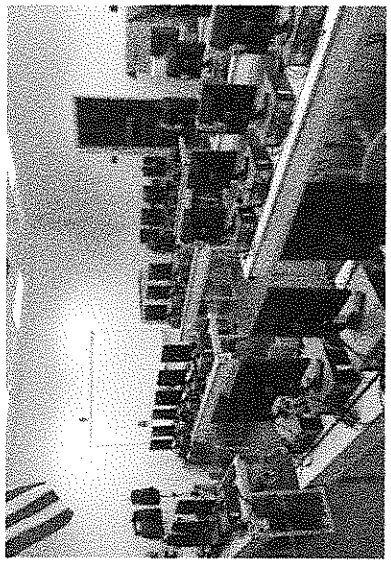


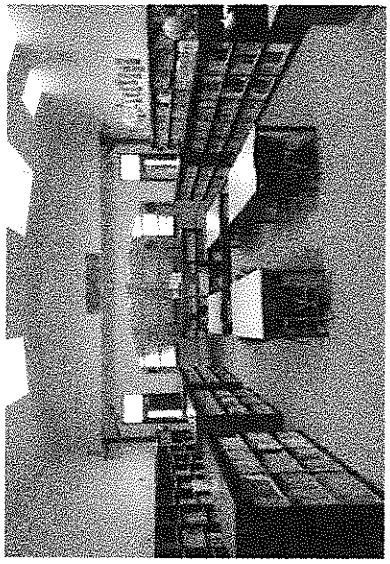
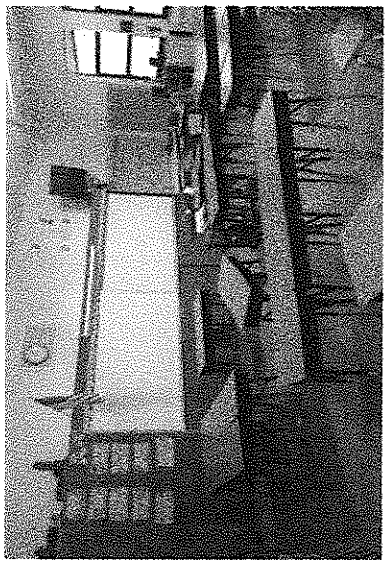
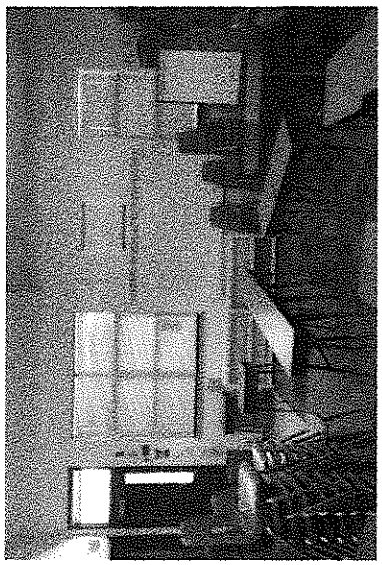


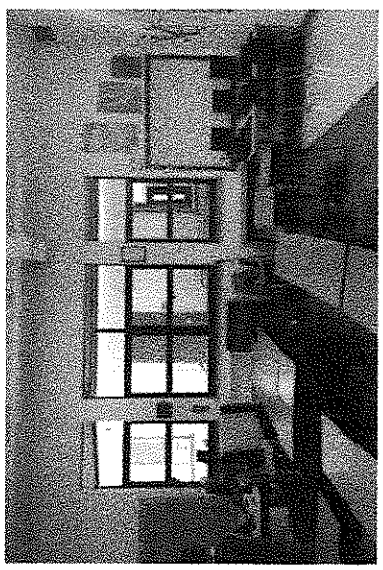

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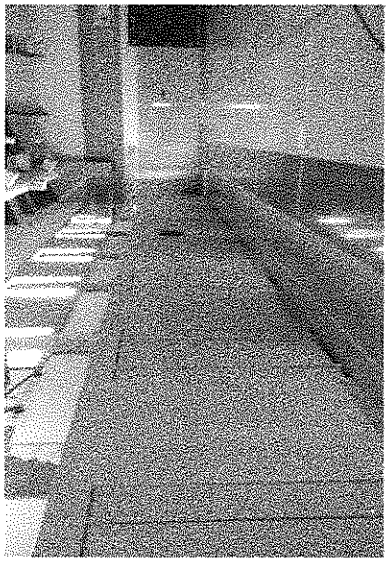
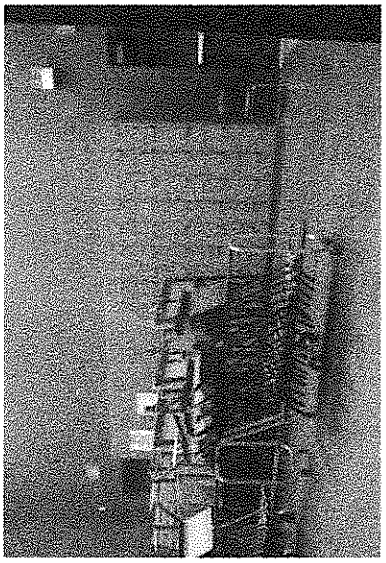
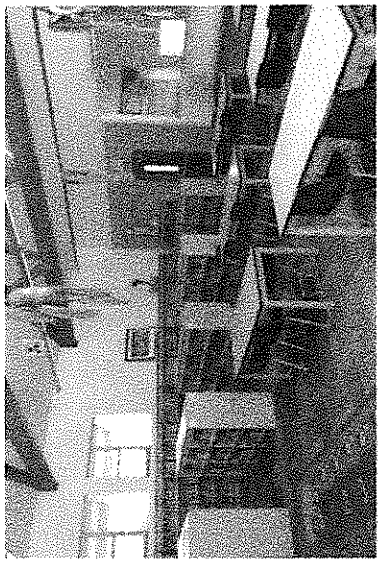
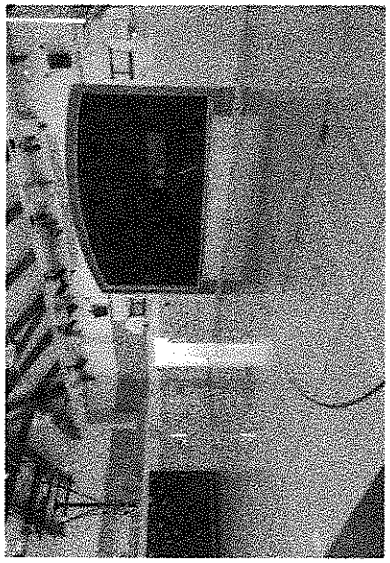
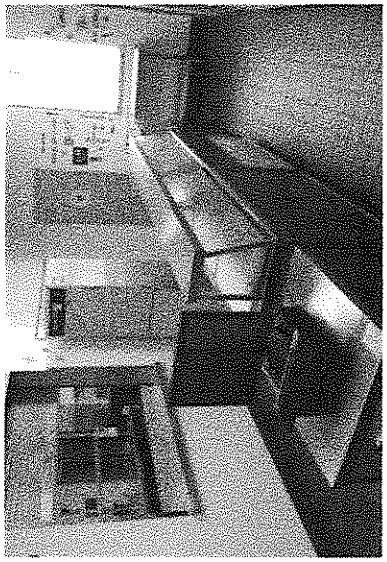
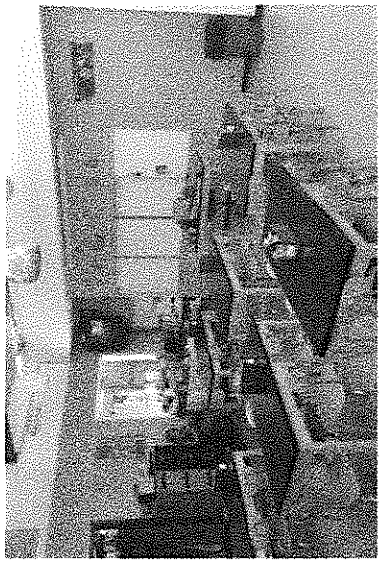
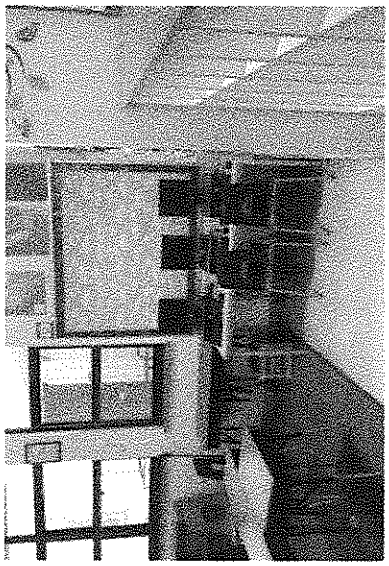
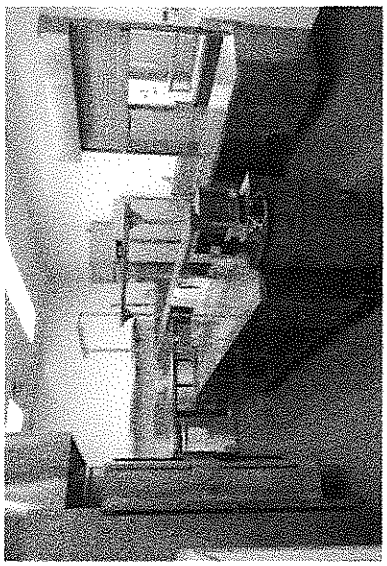
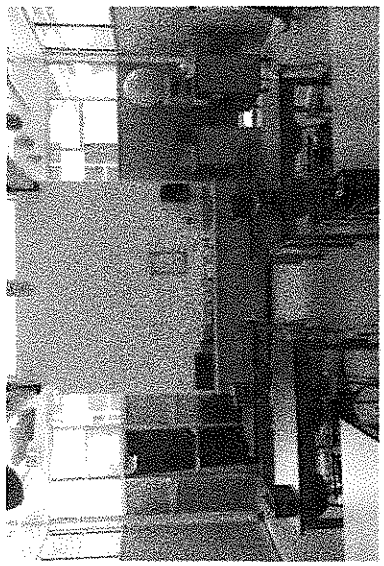

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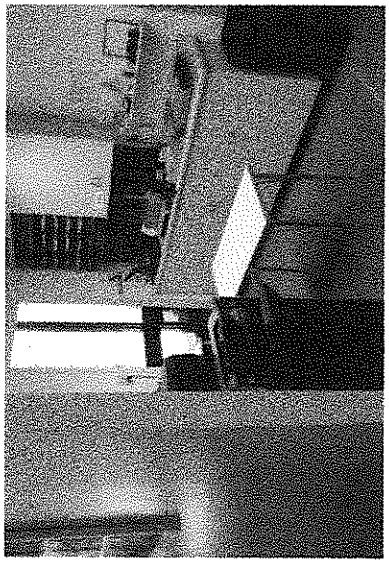
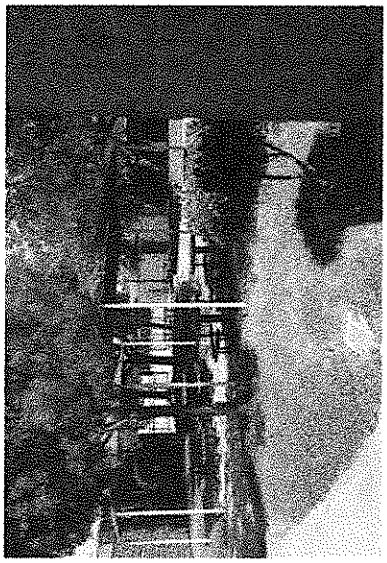
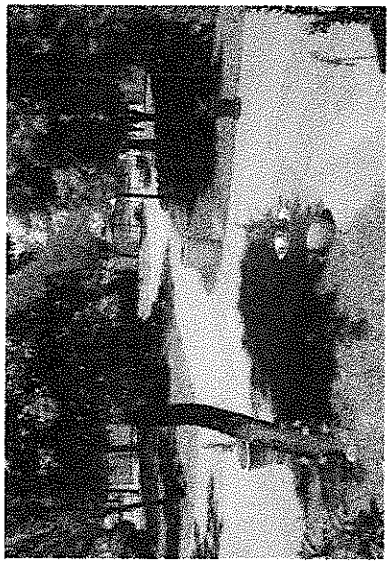
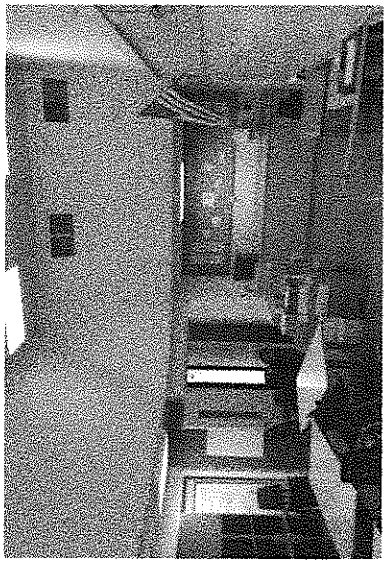
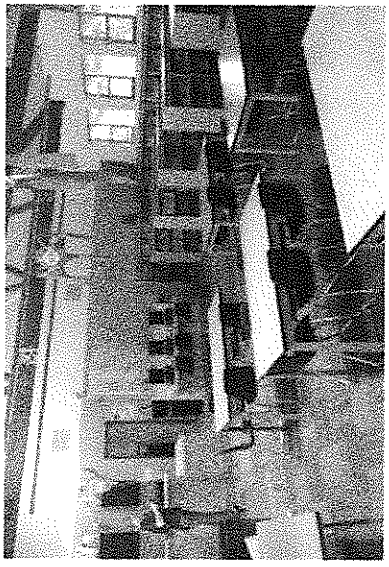
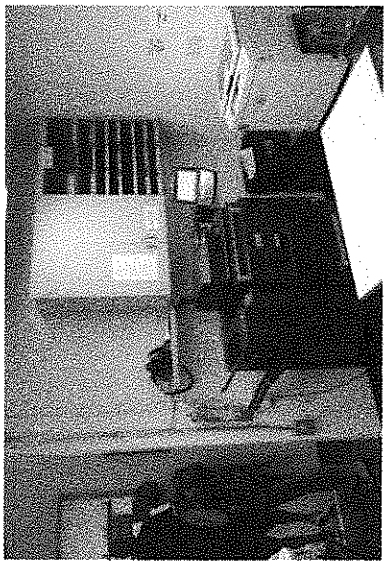

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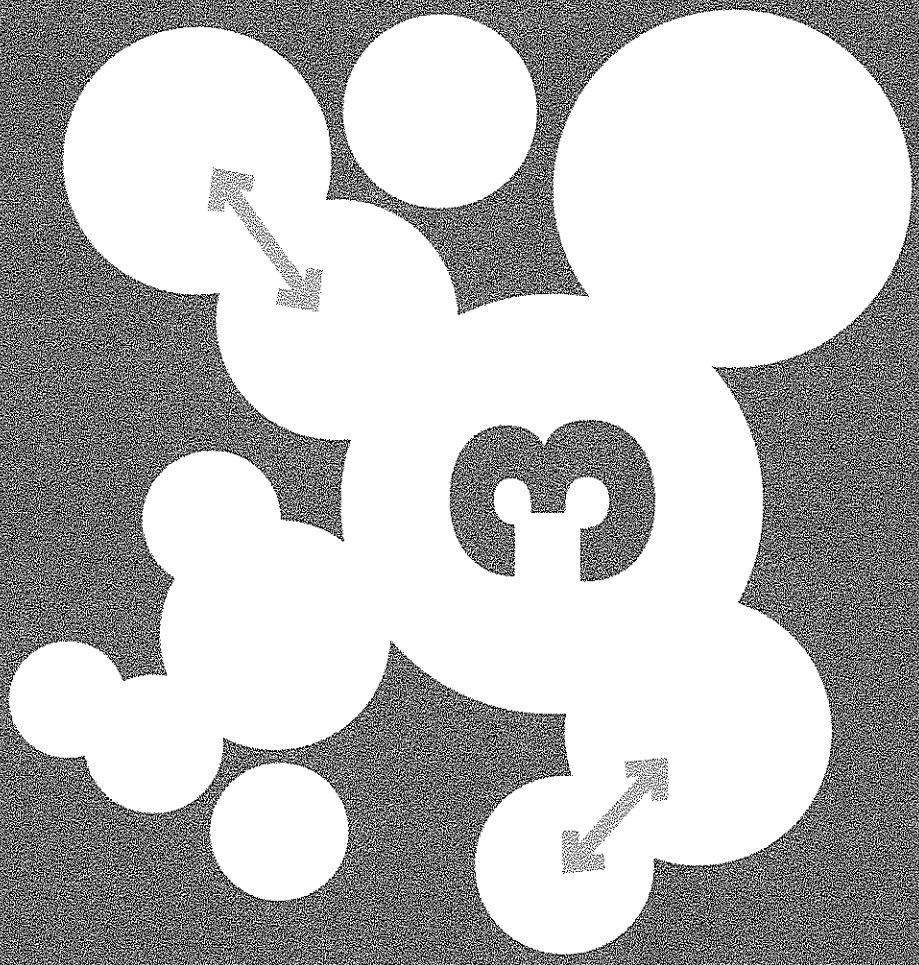
PROGRAM VISION & STANDARDS



3.1 INTRODUCTION

Space Programs:

Provided in this section are space programs for Elementary Schools. The space programs identify the square footages that are intended for use in future campus development.

The purpose of the space programs is to provide a guideline for new construction or reconfiguration. The programs are based on an assumed school size in order to determine the adequate size of the core spaces such as the Administration, Media Center, Multipurpose Room and other student support spaces. The square footages shown with the diagrams are net areas only.

One of the main purposes of educational specifications is to describe clearly and concisely the various learning activities in each space, the spatial relationships, and the special features to support these activities. The following categories for each space program component are described here in:

A. Adjacency Diagram:
- Shows a graphic representation of the spaces and how they are organized as a group

B. Program Activities:
- Provides a description of the functional goals of the space
- Describes types of activities and user needs
- Describes how the program is delivered and its schedule, if applicable

C. Design Objectives & Characteristics:
- Describes specific room characteristics, general shape and feel of the space
- Correlates the qualities of the space with specific program activities

D. Spatial Features:
- Describes finishes, furniture and equipment needs of the space

Q.S.13

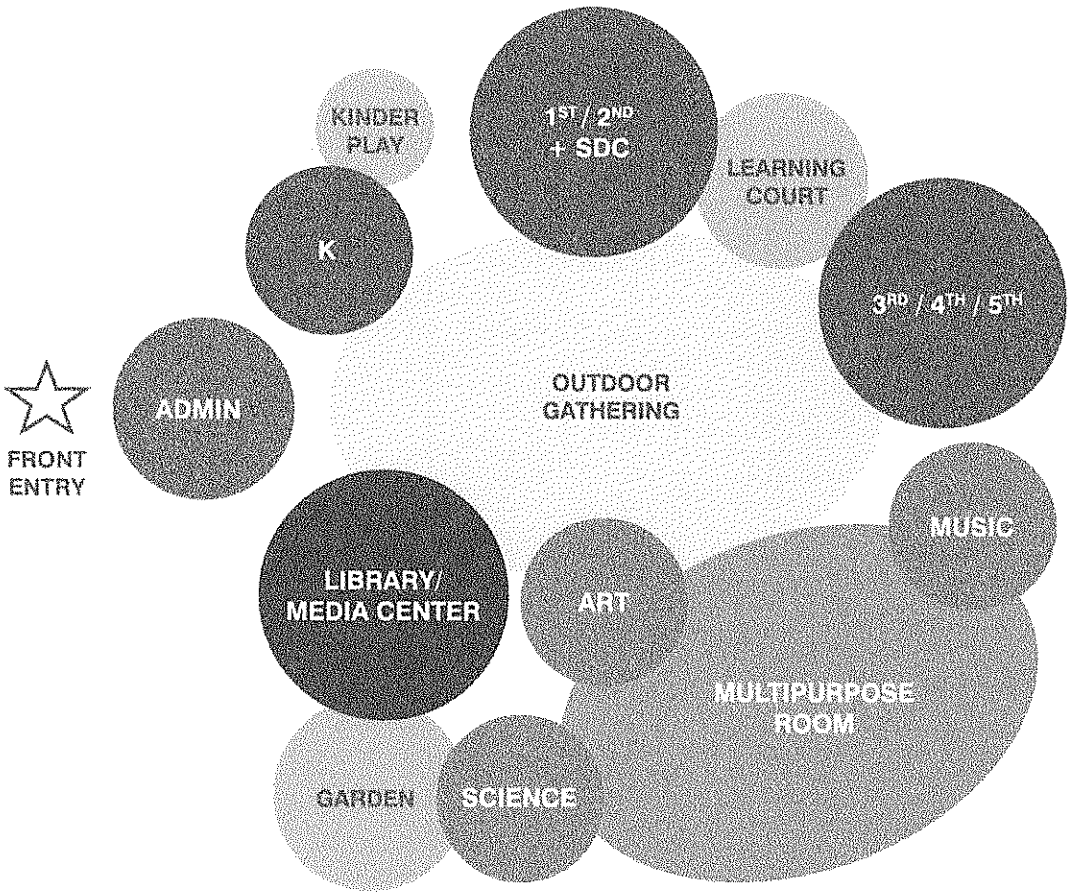
CAMPUS ORGANIZATION

CLASSROOM LOADING

- Kindergarten 1:25
- 1st - 3rd Grade 1:28
- 4th - 5th Grade 1:32

PLANNING OBJECTIVES & CHARACTERISTICS

- Drop-off, bus loading areas, and parking shall be separated to allow students to enter and exit the school grounds safely, where feasible
- Locate site storage areas in places that do not obstruct supervision
- Perimeter fencing and security to be evaluated on a school by school basis
- Weather protected shade structures to be provided over play equipment and outdoor lunch areas
- Delivery and service areas shall be located to provide vehicular access that does not impact the safety of students and staff
- Building placement shall consider compatibility of the various functions on campus and provide optimum patterns of pedestrian flow around and within other buildings
- Restrooms are conveniently located, require minimum supervision and to the extent possible, are easily accessible from playground, classrooms and child care - the restroom count shall meet the current plumbing code requirements
- Student entry points into classrooms from the playground shall be carefully planned to optimize supervision



8.5.14

KINDERGARTEN

ACTIVITIES

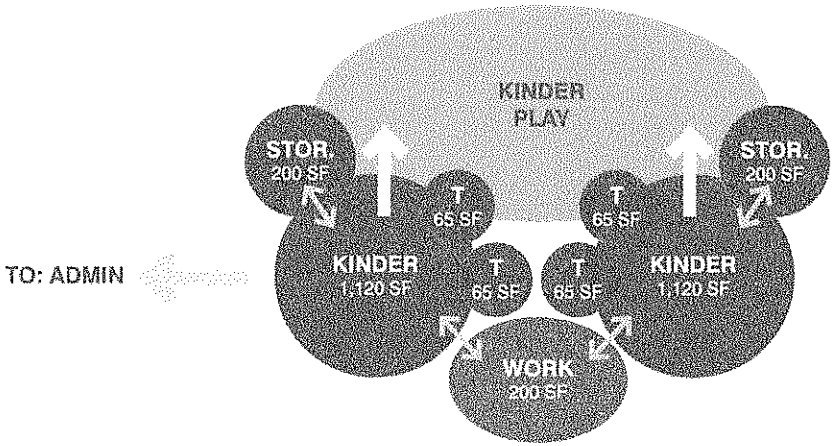
- Instructional Lessons, Group and Individual Work with active and passive spaces supporting student's various learning styles
- Project Art/Craft Space and Stations for students to explore independent learning, including outdoor exploration

DESIGN OBJECTIVES & CHARACTERISTICS

- The campus organization should group Kindergarten classrooms together with Pre-K and TK, located near drop-off and bus loading
- Provide easy access to outdoor play, including shade - when possible, provide access to student restrooms outside
- Environmental design considerations should include high indoor air quality, highly efficient HVAC systems, potentially individually controlled, opportunities for natural ventilation and balanced daylighting with efficient lighting systems. The classrooms should be acoustically separated with high-performing acoustics within the classroom
- The spaces should be inviting and engaging – utilize color and appropriate lighting strategies. In areas that are dedicated to small group or individual focus, lower ceilings can provide a sense of scale
- A minimum of 200 SF of storage will be provided

SPATIAL FEATURES
(FURNITURE, FINISHES & EQUIPMENT)

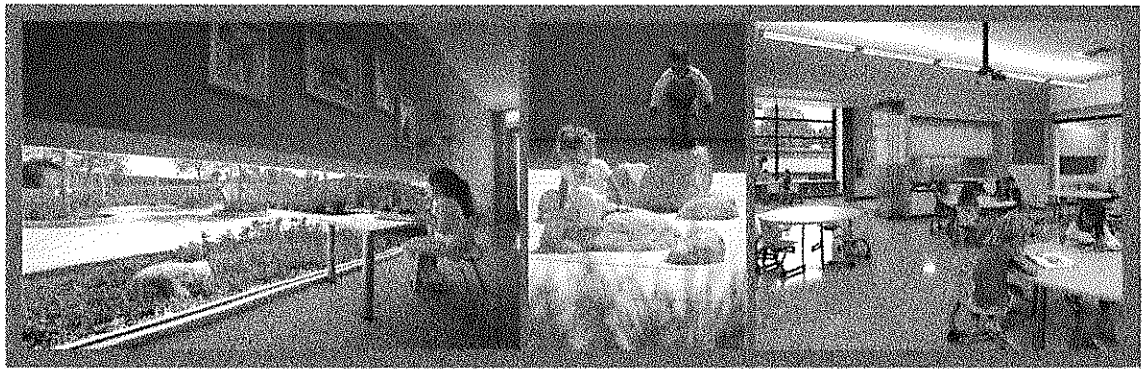
- Finishes should accommodate the activities listed above. The space should have resilient flooring for project based activities and soft flooring for passive activities. The finishes contribute to the acoustical qualities; include materials that absorb sound within the space
- Disperse writable surfaces throughout, with locations on the main wall and small-group spaces. Movable whiteboards as a furniture-solution may also be provided to support small-group instruction
- Furniture should vary based on the activities. Include a variety of types, soft furnishings or stools to encourage mobility throughout the space. Furniture scaled for young children should be the focus
- Integrated technology (audio systems and wireless access) should be uniformly provided. Include LCD display at group areas and large projection at class discussion space



CDE Recommendation:
At least 1,350 SF (for permanent structures)

Notes:

- SF includes restrooms, storage, teacher preparation, wet/dry areas
- Supervision of play yards and all areas of classroom
- Designed for a variety of activities for developing large motor skills
- Located close to parent drop-off and bus loading
- Appropriately sized (height) furniture and fixtures



8.5.15

1ST - 5TH GRADE CLASSROOMS

ACTIVITIES

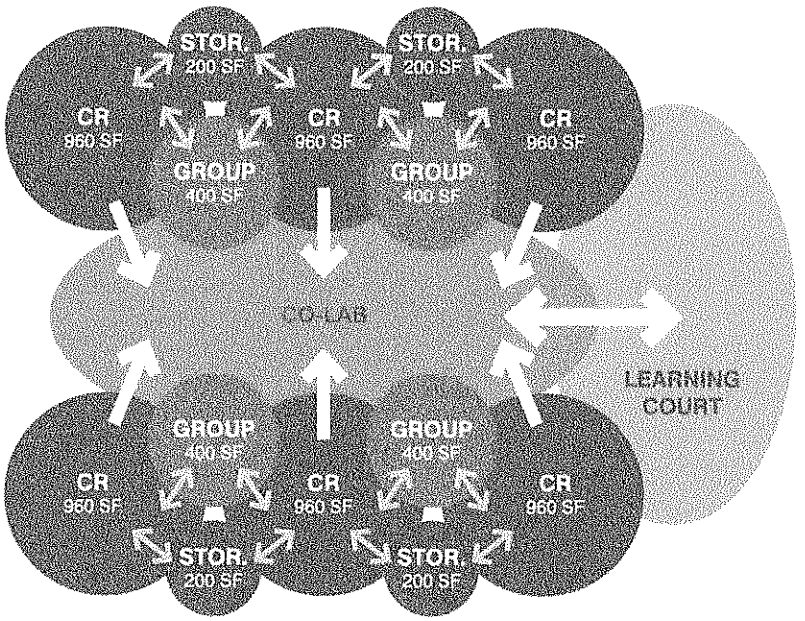
- Exploration and Active Learning
- Project Based Learning for students to explore independent learning, group and team learning, including outdoor exploration

DESIGN OBJECTIVES & CHARACTERISTICS

- The campus organization should group classrooms together with adjacency to the dedicated Art, Science or Music Labs, with acoustical separation. Clusters of learning pods will encourage instructor collaboration
- Provide easy access to outdoor commons, including shade
- Environmental design considerations should include high indoor air quality, highly efficient HVAC systems, potentially individually controlled, opportunities for natural ventilation and balanced daylighting with efficient lighting systems. The classrooms should be acoustically separated with high-performing acoustics within the classroom
- The spaces should be inviting and engaging – utilize color and appropriate lighting strategies. In areas that are dedicated to small group or individual focus, consider lowering ceilings to provide a sense of scale

SPATIAL FEATURES (FURNITURE, FINISHES & EQUIPMENT)

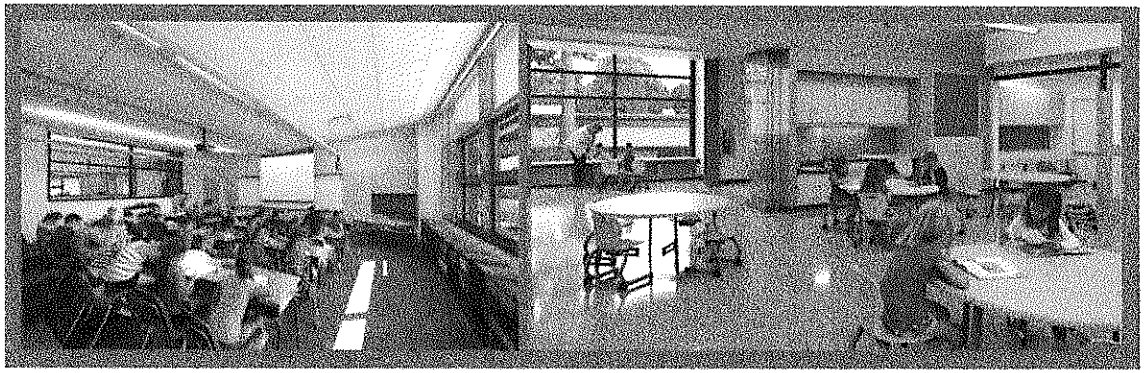
- Finishes should accommodate the activities listed above. The space should have resilient flooring for project based activities. The finishes contribute to the acoustical qualities; include materials that absorb sound within the space
- Disperse writable surfaces throughout, with locations for communal gathering and small-group break-out. Movable whiteboards as a furniture-solution may also be provided to support small-group instruction
- Furniture should vary based on the activities. Include a variety of types, soft furnishings or stools to encourage mobility throughout the space
- Integrated technology (audio systems and wireless access) should be uniformly provided. Include LCD display at group areas and large projection at class discussion space
- Include natural lighting + adjustable lighting with consideration to temperature controls within individual classrooms
- Windows and skylights should be operable for natural ventilation but also include appropriate shade devices
- Presentation spaces for instructor and students alike



CDE Recommendation:
At least 960 SF

Notes:

- Direct access to support spaces
- Meets or exceeds the capacity planned for the school using the District's loading standards



8.5.16

EXPLORATION LABS

ACTIVITIES

- Learner-centered instruction
- Large group instruction and demonstration
- Individual project-based learning and investigation
- Beginning science lab experimentation and arts-based education and creative exploration
- Cross-collaboration with other fields of study
- Showcase and presentation of student work

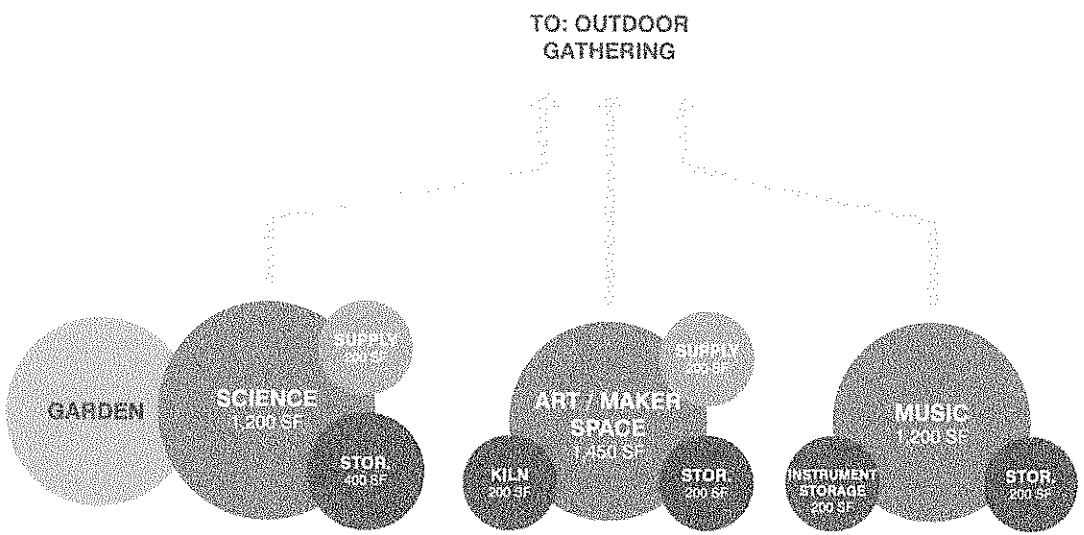
DESIGN OBJECTIVES & CHARACTERISTICS

- Support Active and Interactive learning
- Create opportunities to use the building as a teaching tool
- Science Lab adjacent to Garden
- Art/Tech Classroom adjacent to outdoor breakout space and centrally located on campus for ease of access by all students
- Music Classroom adjacent to the Multipurpose Room
- Visibility across classroom space to outdoor spaces for supervision
- Student work gallery to showcase and display student work

SPATIAL FEATURES

FURNITURE, FINISHES & EQUIPMENT

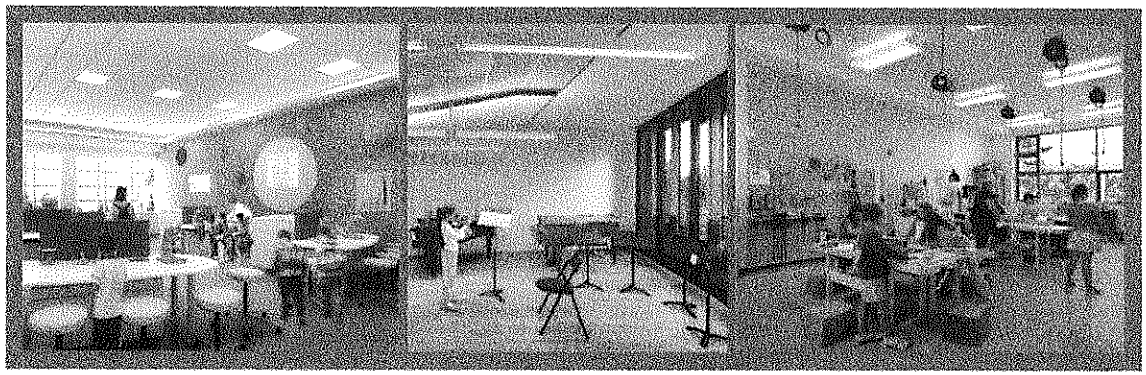
- Resilient, easy-to-clean flooring
- Acoustical ceiling system with high-efficiency indirect/direct lighting
- Agile, durable furniture that will support arts, crafts, and small science project experimentation at seated and standing heights
- Flexible power and data, consider power cord reels at ceiling to respond to changing furniture configurations and future technology and equipment needs
- Multiple sinks for project cleanup
- High-efficiency lighting with natural daylighting controlled by interior shading devices, blackout capability for science experiments or art projects requiring controlled amounts of light
- Windows and skylights should be operable for natural ventilation but also include appropriate shade devices



CDE Recommendation:
For Science, at least 1,300 SF
For Art and Music, sufficient SF shall be provided to allow movement of students and equipment

Notes:

- SF includes storage and teacher prep area
- Science Labs shall be designed for safe handling of hazardous materials (proper storage and safety equipment - exhaust fume hoods, eyewash stations and deluge showers)
- Provide proper and adequate ventilation
- Consider locations on the ground floor for ease of moment with potentially large projects
- Music Lab should be acoustically isolated with convenient access to the Auditorium



OUTDOOR GATHERING

ACTIVITIES

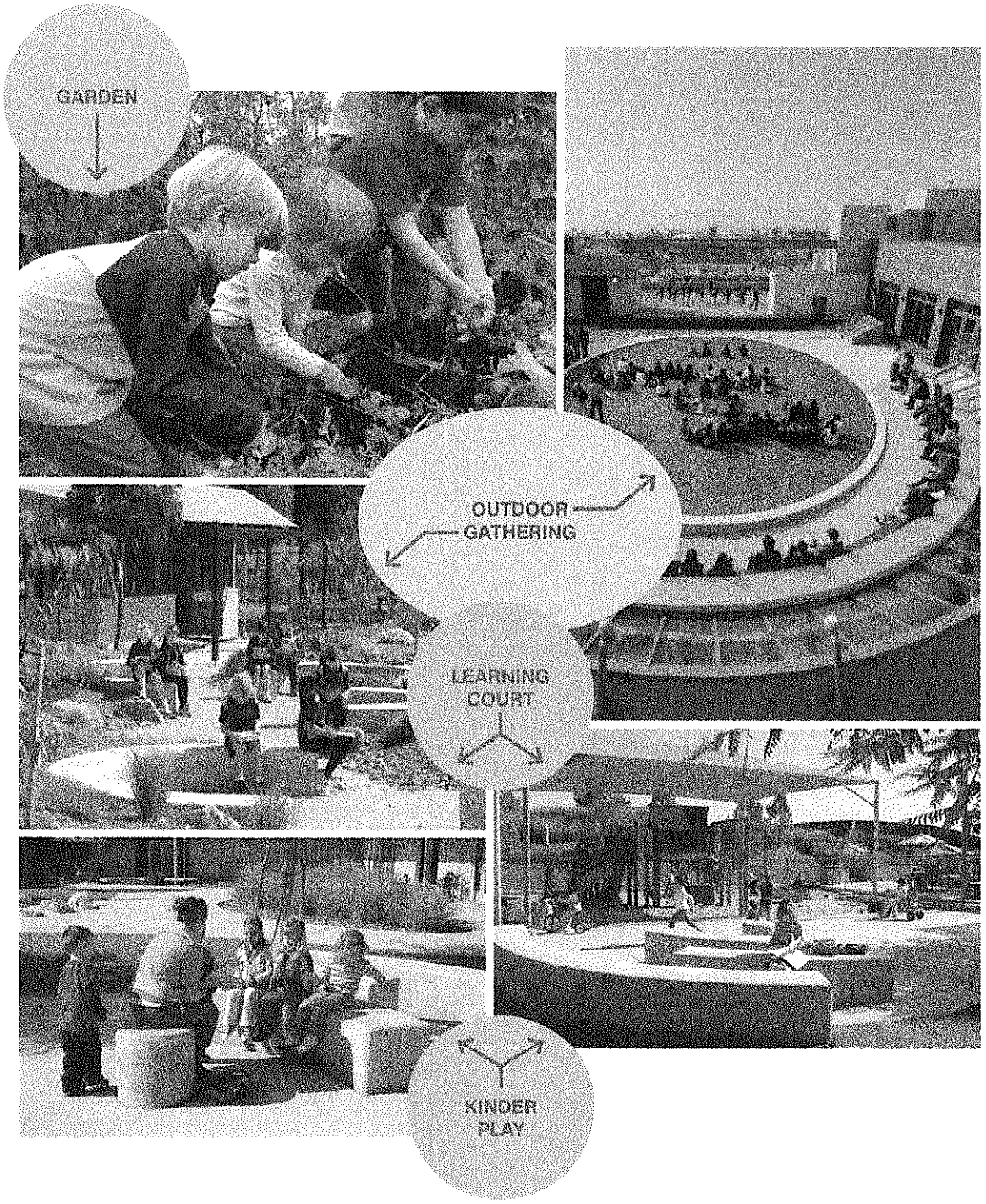
- Instructional Lessons, Group and Individual Work with active and passive spaces supporting student's various learning styles
- Open, multipurpose outdoor stations for classes to explore independent learning. Activities include: arts and crafts, science labs, etc.
- School garden to accentuate a new learning environment and teach about water conservation

DESIGN OBJECTIVES & CHARACTERISTICS

- Create outdoor learning spaces with a variety of scales; some spaces may consider different zones of seating and acoustics for group instruction
- Provide easy access to outdoor play, including shade - when possible; provide access to student restrooms outside
- The spaces should be inviting and engaging – utilize different floor materials and vegetation opportunities to design the passive and active spaces
- Spaces should allow "messy" areas for student experimentation, dependent upon age group
- Environmental design considerations should include drought resistant plants/vegetation
- Large gathering spaces should not be directly adjacent to classrooms to avoid noise distractions that may occur

SPATIAL FEATURES
(FURNITURE, FINISHES & EQUIPMENT)

- Some spaces will rely on vegetation for designation of space
- Outdoor areas need to be monitored and have visual boundaries, but should allow children to experience the space freely
- Furniture should vary based on the activities. Include a variety of types to allow for flexible use of the space. Include group tables and individual type furniture to accommodate different densities of students and purposes
- Integrated technology (audio systems and wireless access) with the ability to present or project information to a large group should be considered
- Include open green space, as well as hard space, for children to experience individual activity/playtime



8.5.18

SPECIAL EDUCATION

ACTIVITIES

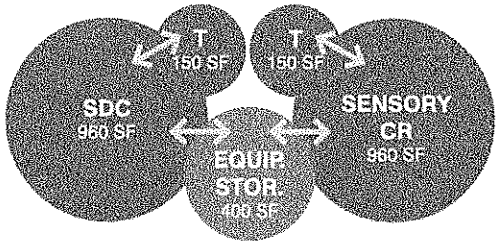
- Individual Educational Program (IEP)
- Student-centered planning
- Assessment and instruction in the least restrictive environments
- Development of and improvement of communication and language skills
- Assistive technology and communications devices for those in need
- Instructional program includes transition planning

DESIGN OBJECTIVES & CHARACTERISTICS

- Integrate special education (SE) into campus "Least Restrictive Environment" to have full inclusion of SE students on campus
- Instructional support provided by a special education teacher

SPATIAL FEATURES
(FURNITURE, FINISHES & EQUIPMENT)

- Flooring should be carpeted in learning spaces, focus rooms, and conference spaces, resilient in living skills or storage areas
- Ceiling should be highly acoustic to reduce reverberation time and include acoustical wall treatments
- Structural grid/support above acoustic ceiling for ability to hang therapy equipment
- Dimmable lighting with high color rendering index (CRI 85 or higher) to reduce student sensitivities
- Calming colors and finishes with minimal patterning



CDE Recommendation:
At least 960 SF

Notes:

- The area allowances in Education Code Section 17047(a) for SDC programs are used for the design of the classroom and support space
- No more than two SDC classes are grouped together; distribution throughout the campus
- Available conference area
- Medical therapy units are close to visitor parking and accessible after school hours



6.5.19

LEARNING CENTER

ACTIVITIES

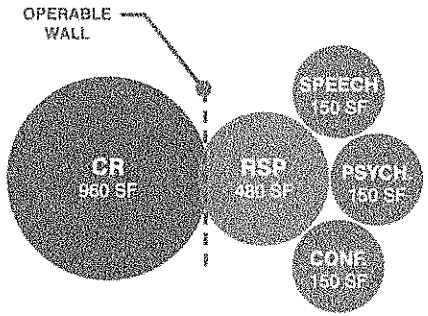
- Individual Educational Program (IEP)
- Student-centered planning
- Assessment and instruction in the least restrictive environments
- Development of and improvement of communication and language skills
- Assistive technology and communications devices for those in need

DESIGN OBJECTIVES & CHARACTERISTICS

- Integrate special education (SE) into campus "Least Restrictive Environment" to have full inclusion of SE students on campus
- Collaborative Team Teaching in which a special education teacher and a general instructor teach a class together that includes both general and special education students

SPATIAL FEATURES
(FURNITURE, FINISHES & EQUIPMENT)

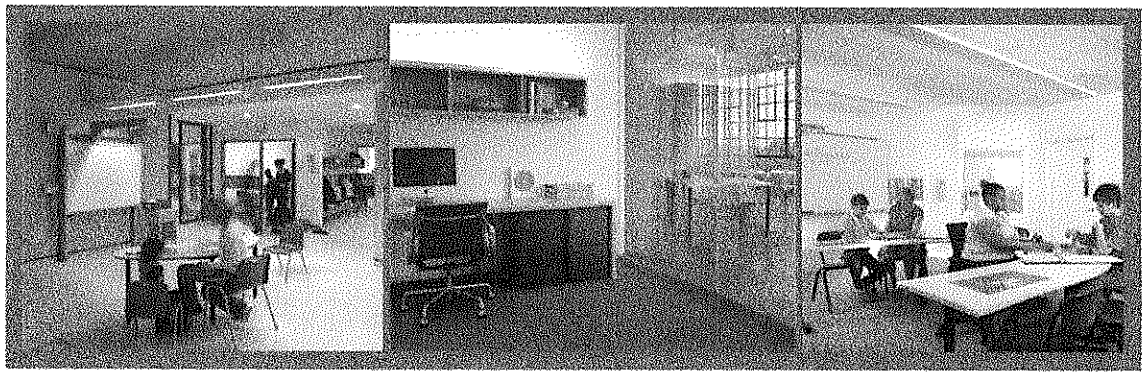
- Flooring should be carpeted in learning spaces, offices, and conference spaces
- Offices should be acoustically sensitive to provide for confidentiality



CDE Recommendation:
At least 240 SF for the Resource Specialist Program
At least 200 SF for the speech and language program

Notes:

- The area allowances in Education Code Section 17047(a) for SDC programs are used for the design of the classroom and support space
- Available psychologist/counseling office which provides for confidentiality
- Available conference area



9.5.20

LIBRARY / MEDIA CENTER

ACTIVITIES

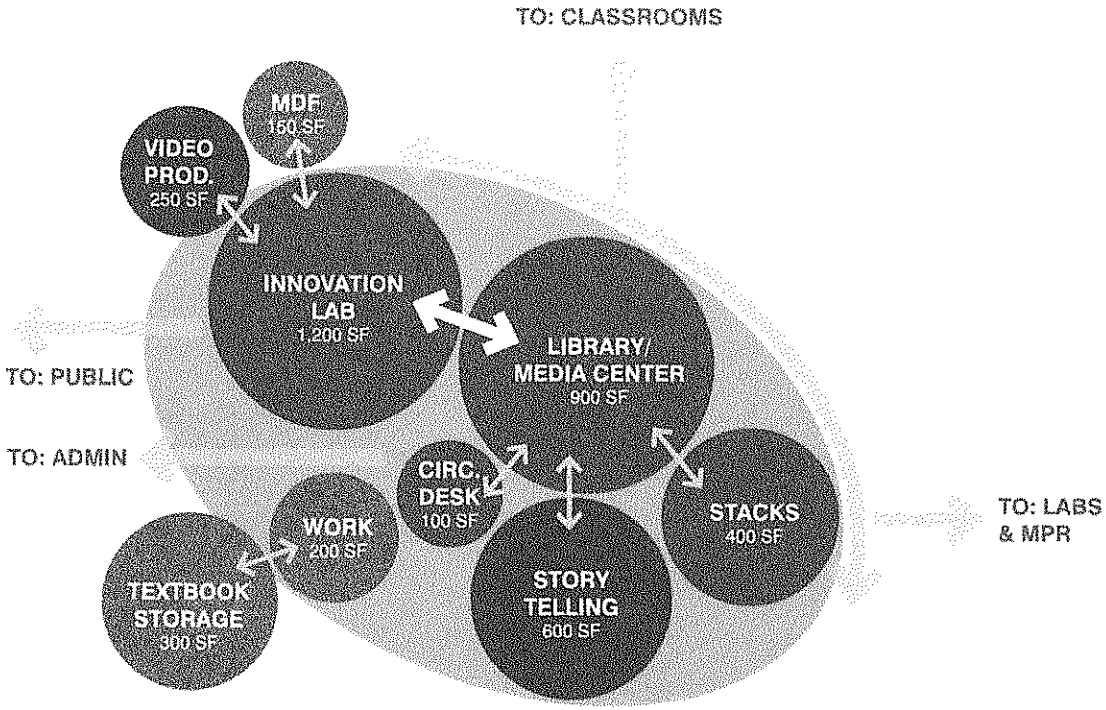
- Collaborative Research, Group Instruction, Technology Exploration and Quiet Reading
- The Library Media Center should be a space for accessing information and a space for creating content
- As the campus hub, this space may also be used for professional development and community meetings.

DESIGN OBJECTIVES & CHARACTERISTICS

- Consider before / after school hours for parent and/or student access
- Locate close to parking for community events
- The Innovation Lab will provide the technology component to the Library with flexible furniture and should be a part of the overall library space
- Optional Team Rooms can allow students to explore technology and create media-content or participate in focused activities without distraction.

SPATIAL FEATURES
(FURNITURE, FINISHES & EQUIPMENT)

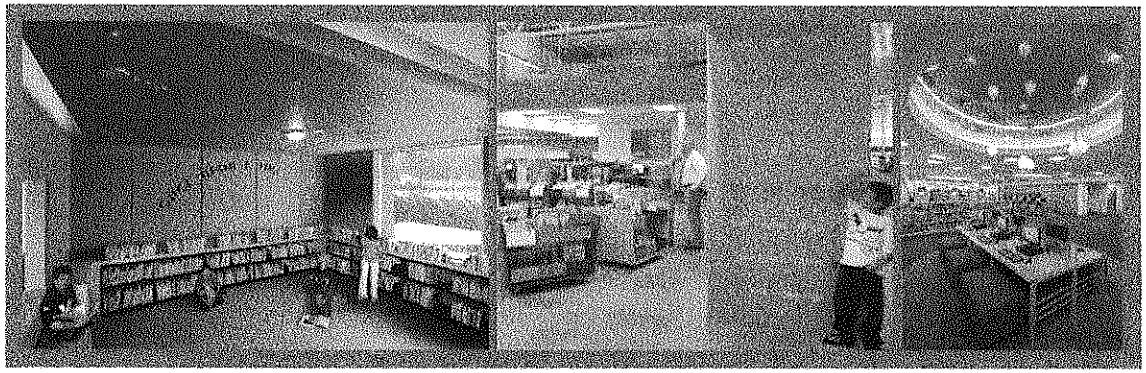
- Technology-rich workstations and meeting spaces, with connectivity to the Internet and easy sharing of mobile devices
- Comfortable, soft seating with access to power/wireless internet for personal devices
- Acoustically absorptive finishes, including ceilings, floors and walls as necessary to maintain a quiet environment with multiple group activities occurring
- Whole-class instruction area, with associated classroom technology and flexible furniture
- Research center - computer counter available for students to search for books or online information
- Innovation Lab - computer-based classroom with flexible furnishings and enhanced classroom technology
- Media Lounge - Comfortable soft seating, quiet environment for individual study/focus
- Writable wall surfaces in study rooms and innovation lab



CDE Recommendation:
2.3 SF per student plus 600 SF, at least 960 SF total

Notes:

- Space and capability for computer terminals is considered for student use, research and report writing
- Security for technology and media equipment



12-5-18

MULTIPURPOSE ROOM

ACTIVITIES

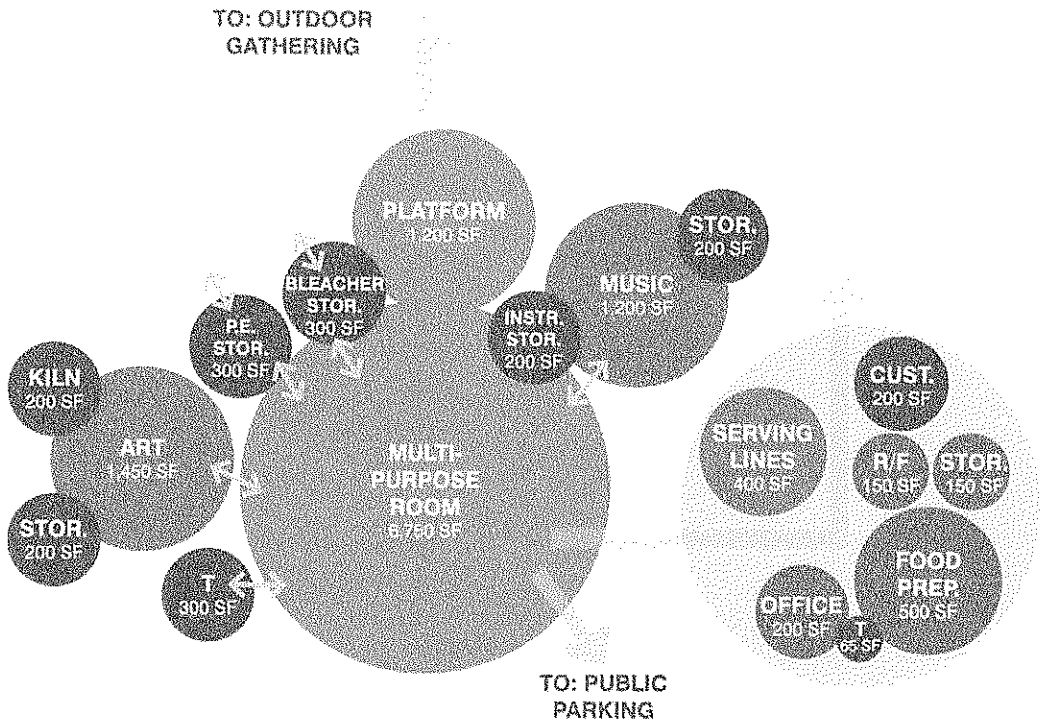
- Physical Education
- Assemblies and large group presentations
- Dance and Drama productions
- Community Use
- Food Service seating / social gathering
- Campus Hub, student and teacher social gathering
- Overflow instructional activities
- Professional Development
- Optional Learning Center adjacent location

DESIGN OBJECTIVES & CHARACTERISTICS

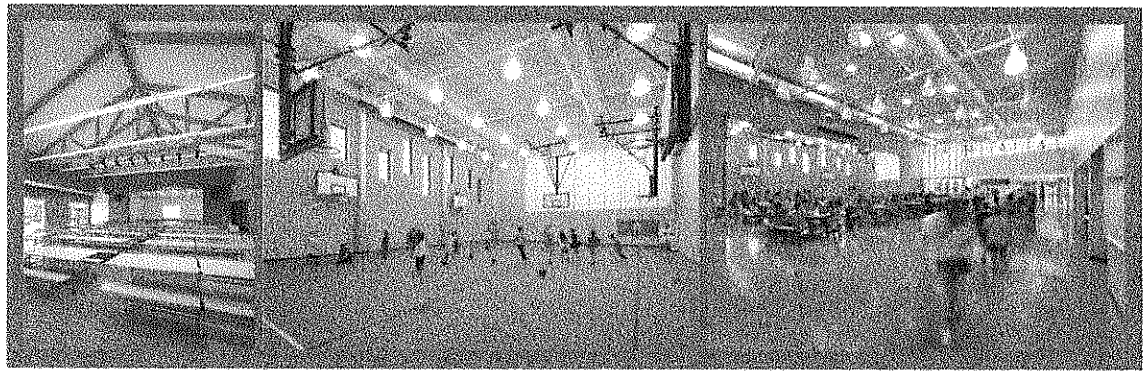
- Adjacent to Parking for special events and After School program
- PE storage should have easy access to exterior play areas
- Food Service area should have easy access and queuing system that flows through serving lines and into interior dining area, encouraging student use of food service
- Access to restrooms adjacent to lunch areas
- Shade/covered areas at exterior for dining
- Ample storage for chairs & tables, instructional equipment
- Inspire students and instill a sense of school pride through color, graphics, signage, display areas

SPATIAL FEATURES
(FURNITURE, FINISHES & EQUIPMENT)

- Consider the storage needs for MPR - in addition to the dedicated chair storage for assemblies, provide storage for crafts that would typically be associated with project development and community events
- Adjustable lighting for testing, presentation, assembly, or community event
- Audio-Visual systems, including a large screen, for presentation capabilities with easy access to outlets
- Acoustically planned space
- Flooring should be resilient, durable, and easy to clean
- Ceilings should be acoustically absorptive and durable/ appropriate for dining areas
- Acoustical wall panels may be necessary to control reverberant sound during large events
- Recycling area for storage and collection of recyclables
- Display area for non-sports related clubs and activities
- Food service area to conform to Health Deparment standards and equipment to be verified by District



CDE Recommendation:	Notes:
5.3 SF per student, at least 4,000 SF	• Flexibility for eating and other activities: PE., assembly and extracurricular activities • Flexible tables and benches • Stage / platform (not intended for use as a classroom)



ADMINISTRATION

ACTIVITIES

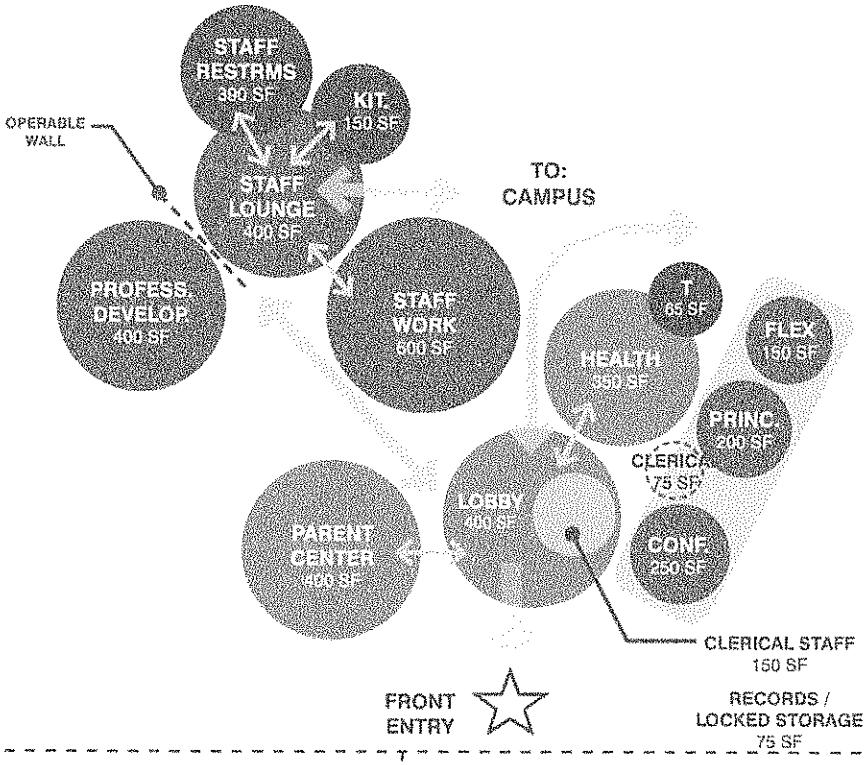
- Check-in, Front Entry, "Welcome Center"
- Administrative duties
- Conference
- Discipline meetings
- Counseling
- Health Support
- Staff Collaboration and Professional Development
- Attendance, enrollment, supply/records storage

DESIGN OBJECTIVES & CHARACTERISTICS

- Create a Lobby where students, parents and community members are exposed to a welcoming entry with student work on display and comfortable seating.
- Include a Parent Center to support Volunteers; this space should be different from the Staff Work / Staff Lounge Space.
- The Staff Lounge/Professional Development spaces should have a fluid connection that allows for social interaction and professional collaborative space.
- Administration spaces should be accessible to visitors, yet allow for private and confidential conversations. Clearly delineate public versus private space.

SPATIAL FEATURES (FURNITURE, FINISHES & EQUIPMENT)

- Flooring: carpet in office/conference areas, resilient in workrooms and health office
- Ceilings should be primarily acoustic with limited areas of dropped hard lid
- Digital Display area for announcements, student work
- Casework at standing and seated working heights for reception and workrooms
- An energy efficient mix of indirect/direct lighting, with natural daylight and shading devices for personal control
- Health Office should include casework with work area and lockable storage cabinets for student medicine and refrigerator with ice maker, and cubicle curtains at ceiling to separate cot area
- Signage, lighting, site design and interior plan and furnishings should reinforce the strong "entry" identity to the campus



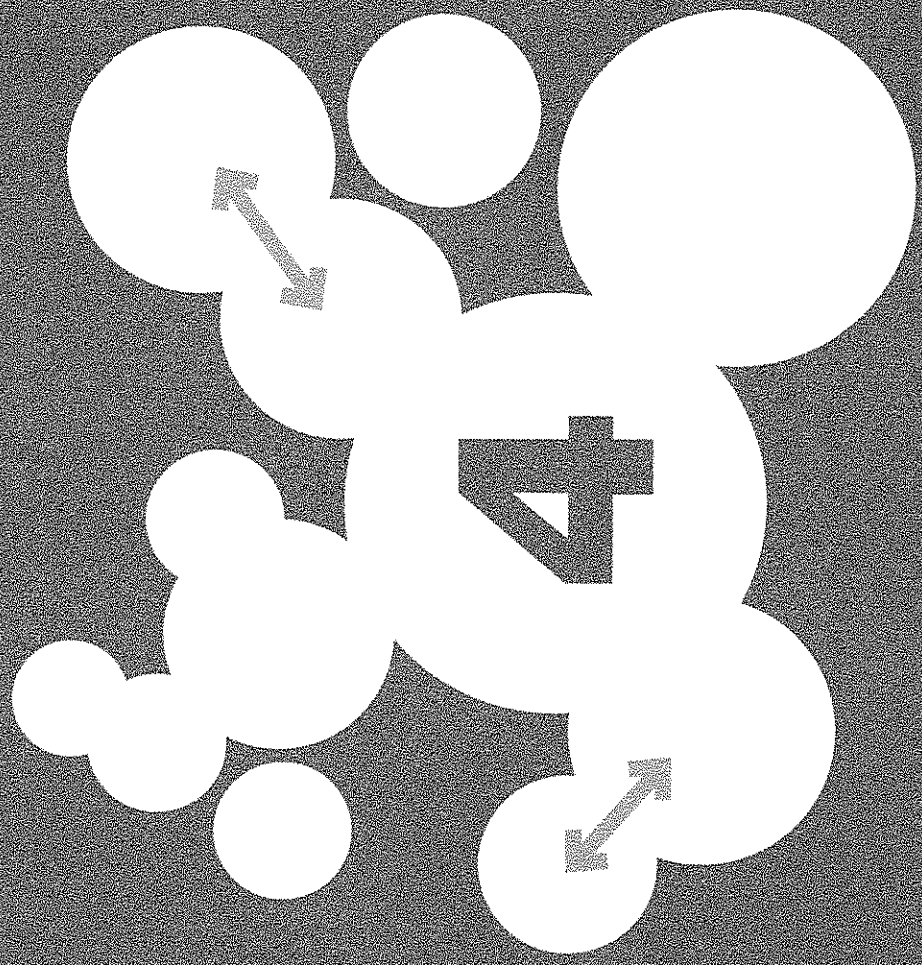
CDE Recommendation:
Sufficient square footage to accommodate the number of staff for the maximum enrollment

Notes:
- Clerical staff to have a clear view of the nurse's office
- Available conference and waiting area
- Faculty workroom proportionate to the staff size



S.3.23

APPENDIX



LPA
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October 3, 2014

MEETING MINUTES NO. 01
WESTERN PLACER UNIFIED SCHOOL DISTRICT
TECHNOLOGY FOCUS GROUP
LPA PROJECT NO. 14097.10

DATE: September 22, 2014
TIME: 1:30pm - 3:00pm
PLACE: District Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT	DISTRIBUTION	CONSULTANTS (as indicated)
Heather Steer, WPUSD Amanda Sanders, WPUSD Kevin Kurtz, WPUSD Anayat Sharifie, WPUSD Steve Newsom, LPA Inc.	All Present	

DISCUSSION ITEMS

ACTION	ITEM NO.		DUE DATE
	1.01	As part of the Educational Specifications process, LPA met with Technology leadership to obtain insight into their current practices and what their long range program vision is. The following input was given:	
	1.02	Classrooms: • Online curriculum is video/hands-on driven. A multi-media station is necessary, whether it's a projector and large screen or video monitor, and needs to connect to the document computer & camera. A multi-media station should be able to connect at the front or back of the room. This would eliminate the need for power outlets in the floor and cords draped throughout the room. • Although wireless is moving forward, there should be a certain number of data drops planned for each classroom. • Older students need access to computers more than the younger kids. • Audio systems in the classrooms need to be adaptable to whatever technology is used. • Lighting controls are necessary. Window coverings should be capable of blocking the sunlight. • Adequate space and power should be dedicated to IDF and MDF equipment. • Adequate cooling in IDF and MDF rooms is necessary. Cooling needs to be dry, not humid, and proper fire suppression is required.	

8.5.25

ACTION	ITEM NO.	DUE DATE

- A fiber optic drop to each MDF and IDF, with a homerun to the main switch would be ideal.
- An IDF room should be provided at each classroom wing; adequate conduit should be provided in the ceilings to connect back to the IDF room. Adequate conduit for the MDF should also be provided.
- Adequate ethernet ports are needed and placed in the appropriate locations.
- Campuses need to be studied individually to determine the best wireless access locations. Wall density affect the quantity and location of this equipment.
- Current cabling is CAT-6, but will probably be upgraded in the coming years.

1.03 Library/Media Center:
- The Library should be the hub of the campus.
- Need additional drops for computers to provide flexibility.
- Would like a more media-driven approach where students can find books, etc. online.
- The Media Center should be a part of the Library, not separate.
- Wireless access points should be located appropriately.
- Need a dedicated Library IDF in a separate room, with its own entrance (ie. not through a storage room).
- A computer lab should have its own dedicated IDF as well.
- A television versus projector needs to be studied further in terms of appropriate equipment.

1.04 Administration:
- Drops should be provided for people with laptops.
- Each office needs at least four drops.
- Conference rooms should have good wireless access or floor access.
- Provide jacks on all walls to provide flexibility and avoid floor access where unnecessary.
- Small groups come in for training or IEP work, so a technology or professional development space should be provided with video conferencing capabilities.
- Consideration should be given for the use of security cameras and their network needs; security technology needs should not impact classroom technology needs.
- Software for all systems needs to be available, flexible and coordinated. MDF rooms will need to be larger to accommodate this.
- MDF rooms need to have independent cooling systems.

1.05 Cafeteria/Multipurpose Room:
- A really good projector with a large screen should be provided.
- A good sound system and acoustical treatment should be provided. The sound controls should not be accessed on stage, but within the audience space.
- Lighting for drama productions should be provided.

ACTION	ITEM NO.		DUE DATE
		• Natural daylighting and good lighting controls should be provided. Lighting controls should not be accessed on stage, but within the audience space. • Conduit for expansion should be provided.	
	1.05	Site: • Motion sensor lighting does not currently work well in schools.	

Submitted by: Steve Newsom

8.27

LPA
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w. [illegible] e. [illegible]

October 8, 2014

MEETING MINUTES NO. 02
WESTERN PLACER UNIFIED SCHOOL DISTRICT
MAINTENANCE & OPERATIONS FOCUS GROUP
LPA PROJECT NO. 14097.10

DATE: September 22, 2014
TIME: 3:00pm - 4:30pm
PLACE: District Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT	DISTRIBUTION	CONSULTANTS (as indicated)
Heather Steer, WPUSD Amanda Sanders, WPUSD Curtis Stizzo, WPUSD Steve Newsom, LPA Inc.	All Present	

DISCUSSION ITEMS

ACTION	ITEM NO.		DUE DATE
	2.01	As part of the Educational Specifications process, LPA met with the Director of Maintenance and Operations to obtain insight into their current practices and what their long range program vision is. The following input was given:	
	2.02	Program: • At least one storage room per wing for teachers, which is not the fire riser room, should be provided • Custodial closets similar to those in the newer schools should be provided • A custodial office and storage should be provided near the multipurpose room	
	2.03	Systems: • For HVAC, there is a preference for package units • Air handlers should be accessible • Intrusion systems should be local as opposed to a central monitoring system • Fire alarm systems should be compatible with the systems installed in the newer schools • Electronic access locks (cards or FOBs) are preferred; they should be networked to eliminate the need to program each individual door • Manual flush urinals and water closets are preferred	
	2.04	Interior Finishes: • No-wax, sheet type flooring is preferred to avoid stripping and waxing	

8.5.28

ACTION	ITEM NO.		DUE DATE
		• Window coverings that don't collect dust and/or are easy to clean are preferred; vertical orientation is better than horizontal • Good quality carpet tile is preferred, so tiles can easily be replaced • In-wall tables at the multipurpose rooms have worked well	
	2.05	Exterior Finishes: • Avoid faux rock wainscoting • Stucco with elastomeric paint is preferred • Single-ply roofing is preferred on low-slope/flat roofs • Metal roofs are preferred on sloped roofs	
	2.06	Site: • Rubberized play surfaces are preferred over bark • Fruit bearing trees or species with invasive roots (that destroy sidewalks) should be avoided • Position trees away from roof gutters	

Submitted by: Steve Newsom

8.5.29

LPA
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1545 Eureka Road, Suite 101, Roseville, California 95661

October 17, 2014

MEETING MINUTES NO. 03
WESTERN PLACER UNIFIED SCHOOL DISTRICT
FOOD SERVICE FOCUS GROUP
LPA PROJECT NO. 14097.10

DATE: October 9, 2014
TIME: 2:15pm - 3:15pm
PLACE: District Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT	DISTRIBUTION	CONSULTANTS (as indicated)
Heather Steer, WPUSD Jeff Dardis, WPUSD Lindsay Hayward, LPA Inc.	All Present	

DISCUSSION ITEMS

ACTION	ITEM NO.		DUE DATE
	3.01	As part of the Educational Specifications process, LPA met with the Director of Child Nutrition Services to obtain insight into their current practices and what their long range program vision is. The following input was given:	
	3.02	General: • Favorite kitchen is at Lincoln Crossing Elementary; the open floor plan with an island in the center works really well. • Natural daylight should be provided in the kitchen • An office with a desk should be provided. • The staff restroom should be located off of the kitchen, not the serving area. • The serving room should be a separate room with hot and cold racks; currently there are two servers and one cashier. • Serving is done from a single side, but would like to go to a double-sided configuration in the future. • A 4-foot wide door should be provided between the serving area and the kitchen • The kitchen equipment at Lincoln Crossing Elementary is bolted down which makes it very difficult to access for service given the ceiling height. If equipment continues to be bolted down, the ceiling height needs to be higher to allow access from above. • A 4-foot wide door should be provided between the kitchen and the exterior service area • An adequately sized space outside the kitchen door should be provided to accommodate stacked milk crates.	

8.5.30

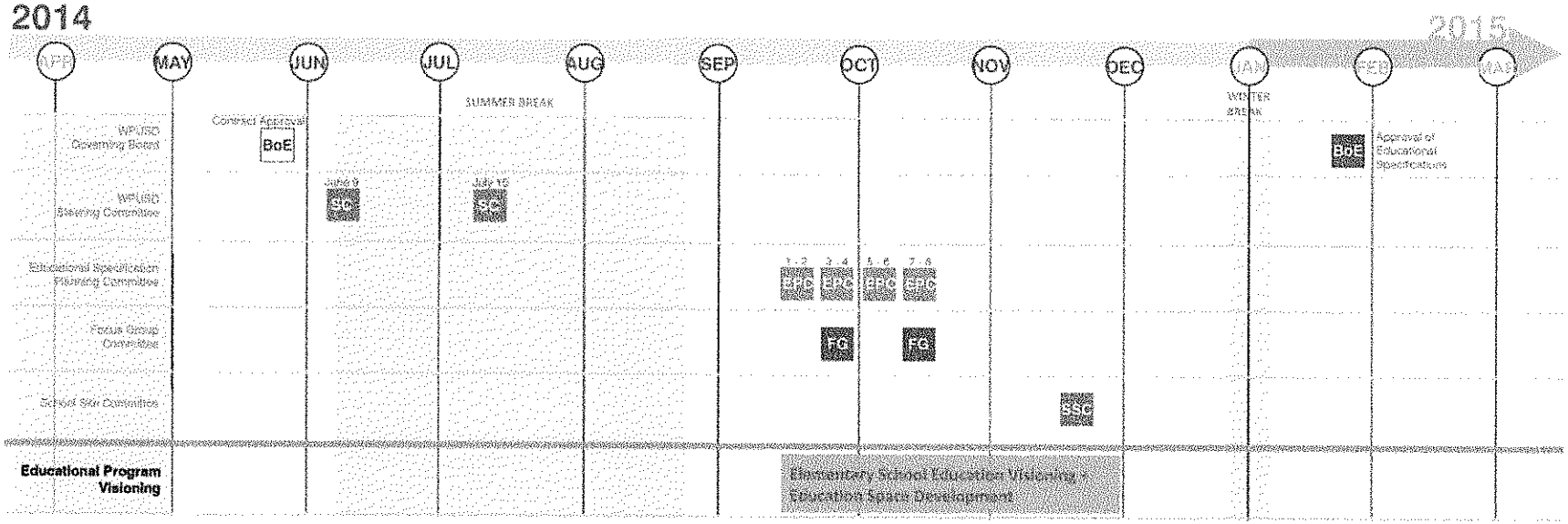
ACTION	ITEM NO.		DUE DATE
		trash, and a can wash with a hose bib. • Four (4) parking spaces for staff and an area for truck delivery should be provided near the kitchen.	
	3.03	Finishes: • Kitchen Flooring: Epoxy, not quarry tile, to provide some grit • Kitchen Ceiling: Mylar ceiling tiles • Kitchen Walls: FRP, full height • Serving Area Flooring: Epoxy or linoleum with floor outlets at the cashier location • Restroom Walls: Large format ceramic tile • Restroom Flooring: Epoxy • Lockers: Metal, quantity of four (4) • Doors: Hollow metal	
	3.04	Equipment: • Two-door (2-door) refrigerator • Two-door (2-door) freezer • Stack convection oven • Two (2) steamers (stacked) • Two (2) upright warmers minimum • Tilt skillet with water source above and drain below • Dishwashing area	
	3.05	Future Considerations: • If a central kitchen is built, these standards will need to be updated	

Submitted by: Lindsey Hayward

Western Placer Unified School District

Elementary Educational Specifications – Proposed Program Schedule
TIMELINE 2014-2015

WESTERN PLACER UNIFIED SCHOOL DISTRICT
400 Sixth Street, Suite 400, Lincoln, CA 95648 Ph 916-645-6350



LEGEND

- BoE — Meet with WPUSD Governing Board
- SC — Steering Committee
- 1 - 2* EPC — Educational Specification Planning Committee
- FG — Focus Groups: Information Technology & Maintenance/Operations & Food Service
- SSC — School Site Committee - Public Workshop

*** Elementary School Educational Planning Committee Meeting Topics**

1. Kick Off Meeting
2. Administrative Spaces
3. Common / Social Spaces
4. Learning Spaces
5. Performing / Visual Arts / Multipurpose
6. Athletic + Physical Fitness Spaces
7. Positive + Safe Campus Environment
8. Campus Technology

LPA

WPUSD Educational Specifications Schedule
01/09/15

8-532

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 Developer Fee Report for the 2013-2014 Fiscal Year

AGENDA ITEM AREA:
Action

REQUESTED BY:
Michael Adell
Director of Facilities

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Restricted Facilities Fund 25

MEETING DATE:
January 20, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:

Government Code Section 66006 requires any District collecting developer fees (Stirling Fees) to annually report the activity in the Capital Facilities Fund, which is commonly referred to as the Developer Fee Report.

Attached is the Developer Fee Report for Fiscal Year 2013-2014.

RECOMMENDATION:

Staff recommends the Board of Trustees approve the annual Developer Fee Report for 2013-2014.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
STATUTORY SCHOOL FACILITY FEES INCLUDING
ALTERNATIVE SCHOOL FACILITY FEES REPORT FOR
FISCAL YEAR 2013-14

Government Code Sections 66006 and 66001 provide that the District shall make available to the public certain information and adopt described findings relative to statutory school facility fees ("Statutory School Fees") collected pursuant to Education Code Sections 17620 et. seq. and Government Code Sections 65995 et. seq. ("Level 1 fees, "Level 2 fees," and "Level 3 fees," collectively, "Statutory School Facility Fees" and as to Level 2 and Level 3 fees, "Alternative School Facility Fees.") The foregoing for this purpose is also referred to as reportable fees ("Reportable Fees"). The described information and findings relate to Reportable Fees received, expended or to be expended in connection with school facilities ("School Facilities") to accommodate additional students from new development if funded or partially funded with Reportable Fees. The Reportable Fees do not include letters of credit, bonds, or other instruments to secure payment of Reportable Fees at a future date. The Reportable Fees have not been levied, collected or imposed for general revenue purposes.

The following is the information and proposed findings the District proposes to review and adopt in accordance with Government Code Sections 66006 and 66001.

1. ANNUAL REPORT

In accordance with Government Code Sections 66006(b)(1) and (2), the District provides the following information for fiscal year 2013-14:

A. DESCRIPTION OF THE TYPE OF REPORTABLE FEES IN THE ACCOUNTS OF THE DISTRICT:

The Reportable Fees consist of Statutory School Fees including Alternative School Facility Fees.

B. AMOUNT OF REPORTABLE FEES:

The Reportable Fee amounts for fiscal year 2013-14 were $4.06 per square foot of assessable space for residential development that is constructed within the School District. The commercial/industrial Reportable Fee amount was $0.51 per square foot of covered and enclosed space constructed within the District. These Reportable fee amounts were previously adopted on behalf of the District by the Governing Board of the District.

The Reportable Fee amounts only partially mitigate the impacts to the District caused by new residential development because the Reportable Fees do not adequately fund the school facility needs resulting from additional development within the District. The amounts of the Reportable Fees are essential to fund interim and permanent School Facilities to accommodate students from additional development within the District.

C.

F. IDENTIFICATION OF INCOMPLETE PROJECTS:

The District will use the Reportable Fees in Fund 25 to fund next year's rents, leases, purchase, installation of student housing facilities, and Certificate of Participation payments.

G. DESCRIPTION OF INTERFUND TRANSFERS OR LOAN MADE FROM THE ACCOUNT:

Year-End interfund cash transfer in the amount of $680,000.

H. THE AMOUNT OF REFUNDS MADE OR REVENUES ALLOCATED FOR OTHER PURPOSES IF THE ADMINISTRATIVE COSTS OF REFUNDING UNEXPENDED REVENUES EXCEED THE AMOUNT TO BE REFUNDED:

No refunds of Reportable Fees were made in fiscal year 2013-14, and no refunds are required under applicable law.

In accordance with Government Code Section 66006 (b)(2), the foregoing Information including the proposed five (5) year findings set forth below will be made available to the public at least (15) days prior to consideration of the Reportable Fees Report. The Board of the District will review such annual information and proposed five-year findings at its next regular meeting occurring at least fifteen days subsequent to the availability of this Reportable Fee Report.

II. PROPOSED FIVE-YEAR FINDINGS

In accordance with Government Code Section 66001, the District provides the following information with respect to that portion of the account or sub-account(s) remaining unexpended, whether committed or uncommitted.

A. IDENTIFICATION OF THE PURPOSE TO WHICH THE REPORTABLE FEES ARE TO BE PUT:

The purpose of the Reportable Fees imposed and collected on new residential, commercial and industrial development within the District is to fund additional School Facilities required to serve the students of the District generated by this new development within the District. Specifically, the Reportable Fees will be used for the construction and/or acquisition of additional School Facilities, remodeling existing School Facilities to add additional classrooms and technology, as well as acquiring and installing additional portable classrooms.

B. DEMONSTRATION OF A REASONABLE RELATIONSHIP BETWEEN THE REPORTABLE FEES AND THE PURPOSES FOR WHICH THEY ARE CHARGED:

There is a roughly proportional, reasonable relationship between the new development upon which the Reportable Fees are charged and the need for additional School Facilities by reason of the fact that additional students will be generated by additional development within the District and the District does not have student capacity in the existing School Facilities to accommodate these new students. Furthermore, the Reportable Fees charged on a new development will be used to fund School Facilities which will be used to serve

SCHEDULE "A"

WESTERN PLACER UNIFIED SCHOOL DISTRICT
ITEMIZED PROJECT FUNDING FROM SOURCES IDENTIFIED IN II (C)
ANTICIPATED COSTS/FEES FOR NEXT FISCAL YEAR (2014-15)

(Column A) Project Name	(Column B) Anticipated Amount of Funding From School Facilities Fees	(Column C) Percentage of Total Project Cost
1. CONTRACT SERVICES Rent and Lease of Relocatable Buildings	$ 50,000.00	0.6%
2. CAPITAL OUTLAYS Facilities Planning	$ 300,000.00	3.5%
3. DEBT SERVICE Payments for COPS	$7,066,158.00	83.1%
4. SALARIES/BENEFITS/SUPPLIES for Clerical Long-Range Planning Staff	$ 150,000.00	1.8%
5. DEBT SERVICE Payments for CFD Bonds	$ 944,771.26	11%
6.	$	%
7.	$	%
8.	$	%
9.	$	%
10. Total of Lines 1 – 9 Above	$ 8,510,929.26	100%

A-1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:
Local Educational Area Plan (LEAP)

AGENDA ITEM AREA:
Action

REQUESTED BY:
Kerry Callahan KC

ENCLOSURES:
Annual Revision - LEAP

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
Required for Federal Funding

MEETING DATE:
January 20, 2015

ROLL CALL REQUIRED:
No

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

WPUSD established a new five-year LEAP Plan for July 1, 2008 – June 30, 2013, with annual updates required. Given no further update from CDE, we extended our LEAP Plan for another year, through June 30, 2014. We continue to have no further update from CDE so again are extending our LEAP Plan for another year through June 30, 2015. The enclosed plan includes goals that interrelate with three other required compliance processes – the Consolidated Application (district plan for federal and state categorical monies); the Single Plan for Student Achievement (site plans for considering student achievement data and improving programs) and the Federal Program Monitoring – FPM (formerly CPM – Categorial Program Review; formerly CCR -Coordinated Compliance Review), a district review of categorical programs and

expenditures. Additionally, the updated LEA Plan reflects our newly adopted LCAP and our LCFF funding allocations. Progress needs to continue in the areas of all students showing proficiency in ELA and Math and EL students achieving proficiency in English Language Arts Title I and Title III Addenda are current and do not need additional approval at this time.

RECOMMENDATION:
Administration recommends the approval of the updated 2014-2015 Local Educational Area Plan (LEAP).

(Rev 12-07)
California Department of Education
School and District Accountability Division

(CDE use only)

Application #	

Elementary and Secondary Education Act/No Child Left Behind Act of 2001

LOCAL EDUCATION AGENCY PLAN

mail original and two copies to:

California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814 - 5901

LEA Plan Information:

Local Educational Agency (LEA):	Western Placer Unified School District
County/District Code:	31-66951
Dates of Plan Duration: *(should be five - year plan)*	July 1, 2008 to June 30, 2013 ; July 1, 2013 – June 30, 2014; July 1, 2014 - June 30, 2015
Date of Local Governing Board Approval:	June 17, 2003 (original plan); June 18, 2013 (update); Jan 20, 2015 (update)

LEA Information:

Superintendent:	Scott Leaman
Address:	600 6th Street, Suite 400
City, State Zip:	Lincoln, CA 95648
Phone:	916-645-6350
Fax:	916-645-6356

Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Scott Leaman		
Printed or typed name of Superintendent	Date	Signature of Superintendent

Brian Haley		
Printed or typed name of Board Presisdent	Date	Signature of Board President

8.7.2

Local Education Agency Plan
Western Placer Unified School District

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Appendix A: California's NCLB Performance Goals and Performance Indicators

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Part I
Background and Overview

Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at http://www.cde.ca.gov/nclb/fr/.)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

1. All students swill reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.

2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

3. By 2005-2006, all students will be taught by highly qualified teachers.

4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

5. All students will graduate from high school.

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the LEA Plan, and Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The Consolidated Application is the **fiscal** mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (SPSA)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a Single Plan for Student Achievement (Education Code Section 64001), developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain **programmatic** requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the Single Plans for Student Achievement developed by the LEA's schools.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify **compliance** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

The LEA Plan can be completed using the following recommended steps for plan development:

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance:
Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports (http://www.cde.ca.gov/ta/ac/ap)
- Standardized Testing and Reporting (STAR) data (http://www.cde.ca.gov/ta/tg/sr)
- Title III Accountability Reports (AMAO 1, 2 & 3) for English learners (http://www.cde.ca.gov/sp/el/t3/acct.asp)
- AYP Reports (http://www.cde.ca.gov/ta/ac/ay)

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement:
Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) - school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) - district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment - to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) - to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at http://www.cde.ca.gov/ta/lp/vl/improvtools.asp.

(See Part II, Needs Assessment, for further details.)

8.7.7

Step Two: Seek Input from Staff, Advisory Committees, and Community Members
Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals
Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures
For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved Single Plans for Student Achievement.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at http://www.cde.ca.gov. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval
The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

Step Six: Monitor Implementation
To verify achievement of performance targets, monitor areas such as:

a) assignment and training of highly qualified staff;
b) identification of participants;
c) implementation of services;
d) provision of materials and equipment;
e) initial and ongoing assessment of performance; and
f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are **not** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

Planning Checklist for LEA Plan Development

LEA Plan - Comprehensive Planning Process Steps	
[X]	1. Measure effectiveness of current improvement strategies
[X]	2. Seek input from staff, advisory committees, and community members.
[X]	3. Develop or revise performance goals
[X]	4. Revise improvement strategies and expenditures
[X]	5. Local governing board approval
[X]	6. Monitor Implementation

Federal Programs Checklist

Check all applicable programs operated by the LEA.
In the "other" category, list any additional programs that are reflected in this Plan.

	Federal Programs
[X]	Title I, Part A
[ ]	Title I, Part B, Even Start
[ ]	Title I, Part C, Migrant Education
[ ]	Title I, Part D, Neglected/Delinquent
[X]	Title II, Part A, Subpart 2, Improving Teacher Quality
[ ]	Title II, Part D, Enhancing Education Through Technology
[X]	Title III, Limited English Proficient
[X]	Title III, Immigrants
[ ]	Title IV, Part A, Safe and Drug - Free Schools and Communities
[ ]	Title V, Part A, Innovative Programs - Parental Choice
[X]	Adult Education
[X]	Career Technical Education
[X]	McKinney - Vento Homeless Education
[X]	Individuals with Disabilities Education Act (IDEA), Special Education
[ ]	21st Century Community Learning Centers
[X]	Other (describe): Mental Health
[ ]	Other (describe):
[ ]	Other (describe):
[ ]	Other (describe):

9.7.10

State Programs Checklist

Check all applicable programs operated by the LEA.
In the "other" category, list any additional programs that are reflected in this Plan.

	State Programs
[X]	Economic Impact Aid (EIA) - State Compensatory Education
[X]	EIA - Limited English Proficient
[X]	After - School Education and Safety Programs
[ ]	School and Library Improvement Block Grant
[X]	Child Development Programs
[ ]	Educational Equity
[ ]	Gifted and Talented Education
[ ]	High Priority Schools Grant Program
[ ]	Tobacco Use Prevention Education (Prop 99)
[ ]	Immediate Intervention/ Under performing Schools Program
[ ]	School Safety and Violence Prevention Act (AB1113, AB 658)
[ ]	Healthy Start
[ ]	Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
[ ]	English Language Acquisition Program
[ ]	Community Based English Tutoring
[ ]	Art/Music Block Grant
[ ]	School Gardens
[X]	Other (describe): LCFF Supplemental, Workability, Ag Incentive, Prop 98 Mental Health
[ ]	Other (describe):

8.7.11

District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	$299,425	$867,643	$835,734	72%
Title I, Part B Even Start				
Title I, Part C Migrant Education				
Title I, Part D Neglected/Delinquent				
Title II Part A, Subpart 2 Improving Teacher Quality	$51,088	$90,129	$46,939	33%
Title II, Part D Enhancing Education Through Technology				
Title III Limited English Proficient	$60,024	$69,057	$61,626	48%
Title III Immigrants	$0	$6,839	$6,839	100%
Title IV, Part A Safe and Drug-Free Schools				
Title V, Part A Innovative Programs - Parental Choice				
Adult Education	$0	$48,322	$45,540	94%
Career Technical Education	$0	$45,769	$43,134	94%
McKinney - Vento Homeless Education				
IDEA, Special Education	$0	$1,167,877	$1,100,629	94%
21st Century Community Learning Centers				
Other (describe)				
Title I, Part A Program Improvement	$179,030	$0	$84,103	47%
Mental Health	$0	$82,457	$78,259	95%

8.7.12

District Budget for State Programs

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
EIA - State Compensatory Education				
EIA - Limited English Proficient	$275,678	$0	$136,678	50%
School & Library Improvement Block Grant				
After School Education and Safety Program	$0	$378,000	$359,060	95%
Child Development Programs	$7,906	$232,982	$211,207	88%
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education				
High Priority Schools Grant Program				
School Safety and Violence Prevention Act	$17,553	$64,148	$58,568	91%
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				
LCFF Supplemental	$547,602	$1,400,456	$1,651,644	85%
Ag Incentive; Workability; Prop 98 Mental Health	$0; $0; $586,342	$14,558; $66,072; $382,266	$14,558; $62,268; $821,009	100%; 94%; 85%

8.7.13

Part II
The Plan

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance**, **teacher quality**, and **school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions - District Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

8.7.14

District Profile
In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

Mission Statement
Empower students with the skills, knowledge, and attitudes for success in an ever-changing world.

Vision Statement
Students, parents, and the local community will recognize our excellence, and see our schools as desirable places to be enrolled. The unique opportunities available include a strong emphasis on the local environment, technology, and the arts, in addition to a strong academic curriculum. The education process will be structured to encourage parental involvement and enlist community support in the education of our children. Students, parents, faculty and administration will be held accountable for meeting established expectations. All students will have the opportunity to be educated to their maximum potential limited only by their interest, ability and effort.

District Profile
The greater Lincoln area is served with Pre-Kindergarten through 12th grade educational facilities by the Western Placer Unified School District. The district has increased from 2,800 students in 1993 to over 6500 in 2013/14. The student body in Western Placer Schools is approximately 62% Caucasian, 26% Hispanic/Latino, 4% Asian; 3% Filipino; 2% African American; and 3% other ethnicities. Of our total students, 34% qualify for free or reduced lunch; 10% are English Learners; 6% are Reclassified English Learners; and 12% are Students with Disabilities. The Western Placer Unified School District has a California standards-based curriculum, instruction and assessment system. Each school site is continually identifying and prioritizing suggestions for program improvements and targeted interventions.

The Staff
We are very proud of the staff members that make up the Western Placer Unified School District. Each person plays a valuable role in providing the best educational opportunities possible, either directly in the educational process or indirectly by helping to maintain an orderly environment conducive to learning. Teachers receive training related to curriculum and instruction by attending workshops and conferences approved by the administration. The entire staff is provided opportunities and support to improve the skills needed to help students learn. A focus in the past four years has been on professional development in and implementation of Professional Learning Communities (PLC's) to facilitate instruction and learning. for the past two years staff participated in professional development focused on the new Common Core State Standards and are currently working to fully implement the new standards.

8.7.15

Local Measures of Student Performance
(other than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

Reading
1. The Houghton Mifflin Skills Assessments include Selection Tests, Theme Skills Tests and California Summative Tests, all of which are aligned with the California Standards. The District Trimester Assessments are tests are district-developed tests that are aligned with State Standards and the District Pacing Guide, and which provide formative assessments in fluency, word recognition, spelling, checking skills and writing each trimester. Additionally, Curriculum Based Measurement (CBM), California Reading Literacy Project (CRLP), BPST, Renaissance Learning STAR Reading and other skills measures are utilized to determine students' specific progress on meeting standards in reading. All required District measures are being tracked through the OARS (Online Assessment Reporting System).

Mathematics
1. The Envisions and Digits Chapter Tests and the District Trimester Mathematics Assessments are aligned with the new California Common Core Standards. Additionally, Renaissance Learning STAR Mathematics, Curriculum Based Measurement (CBM may be utilized to determine students' specific progress on meeting standards in math. All required measures are being tracked through OARS (Online Assessment Reporting System). Kindergarten uses monthly assessments through the ESGI (Educational Software for Guiding Instruction) system for both English Language Arts and Mathematics.

8.7.16

Performance Goal 1:
All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Planned Improvement in Student Performance in Reading
(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards:				
a) Teacher evaluation instrument based on Teaching Profession Standards	a) Principals	a) None	a) None	a) N/A
b) All English language arts instructional materials are aligned with 1997 CA State Standards – Supplemental materials, aligned with new Common Core, are provided.	b) District Admin., Peer Coach, Tchrs	b) Cost of inst. materials	b) $100,000	b) LCFF Base - IMFRP, State Lottery and CCSS Funding
c) All new teachers participate in BTSA	c) Director of Human Resources	c) Cost of training, stipends, support provider	c) $50,000	c) Title I, II and III
d) Training in Curriculum Pacing/Assessment/Intervention Guides	d) Dept Supt., Director or Ed Services, Peer Coaches, Intervention Specialist	d) Staff development	d) $15,000	Title I, Title II and CCSS Funding
e) Professional Development on Common Core State Standards	e) Dpty Supt of Ed Serv	e) Staff development	e) $50,000	Title I, Title II and CCSS Funding
f) Use of Standards-aligned report card at elementary levels – revise to align with Common Core	f) All	f) None	f) $5,000	Title I, Title II and CCSS Funding
g) Implementation/Annual Revision of Pacing Guides at ALL levels for Reading/ELA	g/h) Principals/ Dpty Supt of Ed Serv/ Lead Tchrs	g/h) Time to write/edit/ OARS	g) none	g) N/A
h) Implementation/Monitoring of common formative assessments at ALL levels – uploading to OARS.	g/h) Principals/ Dpty Supt of Ed Serv/ Lead Tchrs	g/h) Time to write/edit/ OARS	h) none	h) N/A

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2. Use of standards-aligned instructional materials and strategies:				
a) District purchased state adopted materials K-8 or materials aligned with state standards 9-12	a) District Admin.	a) Cost of inst.materials	a) $100,000	a) LCFF Base - IMFRP, State Lottery and CCSS Funding
b) Students are evaluated on grade level standards on a regular basis	b) Teachers	b) None	b) None	b) N/A
c) CCSS will be posted in classrooms	c) District Admin.	c) None	c) $2000	c) District
d) Full implementation of PLC's for best first instruction/intervention	d) Principals/ Dpty Supt of Ed Serv/ Teachers	d) Scheduling	d) None	d) None
3. Extended learning time:				
a) Summer School for special education students with ESY in IEP's	a) District	a) Cost of program	a) $50,000	a) Hourly programs
b) After-School programs of two or three hours in place at many sites	b) District/Sites	b) Cost of program	b) $200,000	b) LCFF Supplemental
c) New Schedule for increased credits at high school	c) Lincoln High School	c) Cost of program	c) None	c) None
d) PCOE CARE Program at LHS	d) District	d) Cost of program	d) $20,000	d) Shared ADA
e) CARE After-School Program	e) District	e) Cost of program	e) $18, 000	e) Grants
f) Increased in-class interventions & monitoring	f/g) Principals/ Teachers	f/g)Scheduling costs; ISP support staff	f/g) $140,000	f/g) LCFF Supplemental; Title I

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
g) Implementation of PLC's/Timely & Specific Interventions	f/g) Principals/ Teachers	f/g)Scheduling costs; ISP support staff	f/g) $140,000	f/g) LCFF Supplemental; Title I
4. Increased access to technology:				
a) Students use Accelerated Reader program for K-8	a) Sites	a) Cost of software	a) $20,000	a) Site funds
b) CTAP courses offered	b) District	b) Cost of courses	b) $2,000	b) Staff Dev
c) District Technology plan/Site Tech Trainer workshops	c) District	c) None	c) N/A	c) N/A
d) Internet available in all classrooms	d) District	d) Cost of connection	d) $10,000	d) LCFF Base
e) Online learning for credit recovery at high schools	e) Dept Supt Ed Ser	e) Cost of program	e) $40,000	e) LCFF Supplemental
f) Enhanced internet connectivity; update computer labs	f) Dir of Tech	f) Fiber; hardware	f) $100,000	f) LCFF Base
5. Staff development and professional collaboration aligned with standards-based instructional materials:				
a) Inservice in English Language Arts/Differentiated Instruction	a) Sites	a) Paid attendance	a) $15,000	a) Title II
b) New teachers participate in BTSA	b) Teachers	b) Stipends	b) $50,000	b) Title I, II and III
c) County-wide workshops attended by staff	c) PCOE/District	c) Paid attendance	c) $5,000	c) LCFF Base and Title I, II and III
d)Training/ Implementation of PLC's	d/e) District/Site Admin	d) Scheduling during day – including Early Release Days/other	d) $5,000	d) LCFF Base

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
e) Intensive PD in CCSS	d/e) District/Site Admin	e) Summer/After School/Release w/Subs	e) $50,000	e) LCFF Base and Title I, II and III
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
a) Parents, teachers, and other staff participate in the School Site Council	a) Parents/teachers	a) None	a) N/A	a) N/A
b) DELAC/ELAC	b) Parents/District	b) None	b) N/A	b) N/A
c) Parent Conferences	c) Parents/teachers Admin/	c) None	c) N/A	c) N/A
d) School newsletters/SARC/Web site	d) On-going	d) Cost of printing/distributing	d) $2000	d) LCFF Base
e) All parent legal parent notifications distributed and signed	e) District/Site	e) Cost of printing/distributing	e) $2000	e) LCFF Base
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				
a) Title 1 reading intervention at all Title I sites	a) Site/Teachers	a) Cost of Program	a) $300,000	a) LCFF Supplemental and Title I
b) After school interventions for students who haven't passed CAHSEE	b) Site	b) Cost of Program	b) $5,000	b) LCFF Supplemental
c) After school intervention at most sites	c) District/Teachers	c) Cost of Program	c) $200,000	c) LCFF Supplemental and Title I

OC.L.8

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
d) Implementation of ECAT Team	d) Dir Sp Ed/Psychs	d) Cost of Program	d) $50,000	d) LCFF Base and Spec. Ed.
8. Monitoring program effectiveness:				
a) Students participate in state testing-- CAASPP /CAHSEE/CELDT	a) District/Site	a) Assessment Cost	a) $30,000	a) LCFF Base/State Reimburse
b) Determination of Annual Yearly Progress	b) Site/State	b) State	b) None	b) None
c) Monthly Monitoring of Progress through OARS -Online Assessment Reporting System	c) District/Site	c) District	c) $30,000	c) LCFF Base
d) Report Cards	d) Site	d) Teachers	d) $1,500	d) LCFF Base
e) Self Review Process	e)Site State/District/Site	e) District/Site	e) None	e) None
f) Evaluation Data from outside evaluators	f) Evaluators	f) Evaluators	f) $15,000	f) Grants
g) Placer County Outcomes for Children data	g) Placer County Childrens Systems	g) Consultants	g) None	g) Grants
h) Principal Monitoring of Weekly PLC's & Data Discussions	h) Principals - Monthly	h) None	h) None	h) None
9. Targeting services and programs to lowest-performing student groups:				
a) Title I reading interventions for students below grade level	a) Site	a) Salaries and benefits	a) $300,000	a) Title I
b) Summer school for special education students with ESY in IEP's	b) District	b) Salaries and benefits	b) $130,000	b) Spec. Ed., LCFF Base and LCFF Supplemental

12.2.15

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
c) High School students who have not passed CAHSEE participate in after-school intervention programs	c) Site	c) Salaries and benefits	c) $5,000	c) Title I and LCFF Supplemental
d) Students participate in during/after school intervention programs	d) District/Site	d) Salaries and benefits	d) $260,000	d) Grants
e) Special Education students served through program	e) District/Site	e) Salaries and benefits	e) $1,000,000	e) Spec. Ed., LCFF Base and LCFF Supplemental
f) Effective PLC's (grade level/departmental) to address learning needs in timely manner	f) Principals/ Teachers	f) Intervention materials	f) $20,000	f) LCFF Base
10. Any additional services tied to student academic needs: a) District has implemented new Educationally Related Mental Health (ERMH) services, has expanded its number of School Psychologists, and has created a Mental Health Specialist position to support students emotionally and academically.				

Performance Goal 1 (continued):
All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Planned Improvement in Student Performance in Mathematics
(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: a) Teacher evaluation instrument based Teaching Profession Standards	a) Principals	a) None	a) None	a) N/A
b) All instructional materials are aligned with CCSS – Identification of CCSS Essential Standards. Math adoption for Common Core - Envisions, Digits, and Carnegie Learning purchased.	b) District Admin. Services	b) Cost of inst. materials	b) $800,000	b) LCFF Base, Lottery, and CCSS Funding
c) All new teachers participate in BTSA	c) Director of Human Resources	c) Cost of training, stipends, support provider	c) $50,000	c) Title I, II, and III
d) Use of Standards-aligned report card at elementary levels; align to new CCSS	d) All	d) Staff development	d) $None	d) None
e) Full implementation of PLC's to address best first instruction & intervention	e) Principals/ Teachers	e) None	e) None	e) None
f) Implementation of Pacing Guides at ALL levels for Mathematics	f) Principals/ Asst. Supt of Ed Serv/ Lead Teachers	f) None	f) None	f) None
g) Implementation/Monitoring of common formative assessments at ALL levels – uploading to OARS.	g) Principals/ Asst Supt of Ed Serv/ Lead Teachers	g) Time to write/edit/ OARS	g) None	g) None
2. Use of standards-aligned instructional materials and strategies: a) District to purchase state adopted materials K-8 or materials aligned with CCSS 9-12	a) District Admin.	a) Cost of inst.materials	a) $800,000	a) LCFF Base, Lottery, and CCSS Funding

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
b) Students are evaluated on grade level standards on a regular basis	b) Teachers	b) None	b) None	b) N/A
c) State standards will be posted in classrooms	c) District Admin.	c) None	c) $500	c) LCFF Base
d) Full implementation of PLC's for best first instruction/intervention	d) Principals/ Asst Supt of Ed Serv/ Teachers	d) Scheduling	d) None	d) None
e) Identification and implementation of intervention math materials/curricula	e) Asst Supt Ed Serv/ Principals/ Teachers	e) Cost of materials	e) $20,000	e) LCFF Base and State Lottery
3. Extended learning time:				
a) Summer School for all special education students with ESY in IEP's	a) District	a) Cost of program	a) $125,000	a) Spec. Ed, LCFF Base and LCFF Supplemental
b) After-School programs of two or three hours in place at most sites	b) District/Sites	b) Cost of program	b) $500,000	b) Grants
c) New 4X4 A/B block schedule for increased credits at Lincoln High School	c) Lincoln High School	c) Cost of program	c) None	c) None
d) Increased in-class interventions & monitoring	d/e) Principals/ Teachers	d/e)Scheduling costs; ISP support staff	d) $50,000	d) LCFF Supplemental and Title I
e) Implementation of PLC's/Timely & Specific Interventions	d/e) Principals/ Teachers	d/e)Scheduling costs; ISP support staff	e) None	e) None
4. Increased access to technology:				
a) Students use Accelerated Math program for K-8	a) Sites	a) Cost of software	a) $20,000	a) LCFF Supplemental
b) CTAP courses offered	b) District	b) Cost of courses	b) $2,000	b) LCFF Base

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
c) District Technology plan	c) District	c) None	c) N/A	c) None
d) Internet available in all classrooms	d) District	d) Cost of connection	d) $10,000	d) LCFF Base
e) Online learning for credit recovery at high schools	e) Asst Supt Ed Serv	e) Cost of program	e) $40,000	e) LCFF Supplemental
5. Staff development and professional collaboration aligned with standards-based instructional materials:				
a) Teachers participate in PD re new CCSS Math materials	a) Sites	a) Paid attendance	a) $15,000	a) Title I and II
b) New teachers participate in BTSA	b) Teachers	b) Stipends	b) $50,000	b) Title I, II and III
c) County-wide/district CCSS Math workshops attended by staff	c) PCOE/District	c) Paid attendance	c) $5,000	c) District
d) Training/Implementation in PLC's & CCSS	d) Asst Supt Ed Serv	d) Scheduling during day – including Early Release Days/other	d) $25,000	d) Title I and II
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
a) Parents, teachers, and other staff participate in the School Site Council	a) Parents/teachers	a) None	a) N/A	a) N/A
b) DELAC/BAC	b) Parents/District	b) None	b) N/A	b) N/A
c) Parent Conferences	c) Parents/teachers Admin/	c) None	c) N/A	c) N/A

S2.L.8

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
d) School newsletters/SARC/Web site	d) On-going	d) Cost of printing/distributing	d) $2000	d) LCFF Base
e) All parent legal parent notifications distributed and signed	e) District/Site	e) Cost of printing/distributing	e) $2000	e) LCFF Base
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				
a) Title 1 monies available to sites	a) Site/Teachers	a) Cost of Program	a) $300,000	a) Title I
b) After school interventions for students who haven't passed CAHSEE	b) Site	b) Cost of Program	b) $5,000	b) LCFF Supplemental
c) After school intervention at most sites	c) District/Teachers	c) Cost of Program	c) $260,000	c) Title I and LCFF Supplemental
8. Monitoring program effectiveness:				
a) Students participate in state testing-- STAR /CAHSEE	a) District/Site	a) Assessment Cost	a) $30,000	a) LCFF Base and State Reimbursed
b) Determination of Annual Yearly Progress	b) Site/State	b) State	b) None	b) None
c) OARS – Online Assessment Reporting System	c) District/Site	c) District	c) $30,000	c) LCFF Base
d) Report Cards	d) Site	d) Teachers	d) $1,500	d) LCFF Base
e) Self Review Process	e)State/District/Site	e) District/Site	e) None	e) None
f) Evaluation Data from outside evaluators	f) Evaluators	f) Evaluators	f) $15,000	f) Grants

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
g) Placer County Outcomes for Children data	g) Placer County Childrens Systems	g) Consultants	g) None	g) Grants
h) Principal Monitoring of Bi-Monthly PLC's & Data Discussions	h) Principals	h) None	h) None	h) N/A
9. Targeting services and programs to lowest-performing student groups:				
a) Title I interventions for students below grade level	a) Site	a) Salaries and benefits	a) $300,00	a) Title I
b) Summer school for students in special education with ESY on IEP's	b) District	b) Salaries and benefits	b) $130,000	b) Spec. Ed, LCFF Base and LCFF Supplemental
c) High School students who have not passed CAHSEE participate in intervention programs	c) Site	c) Salaries and benefits	c) $5,000	c) Title I and LCFF Supplemental
d) Students participate in after school intervention programs	d) District/Site	d) Salaries and benefits	d) $260,000	d) Grants
e) Special Education students served through program	e) District/Site	e) Salaries and benefits	e) $1,000,000	e) Spec. Ed. and LCFF Base
f) Effective PLC's (grade level/departmental) to address learning needs in timely manner	f) Principals/ Teachers	f) Materials	f) $20,000	f) LCFF Base and State Lottery
10. Any additional services tied to student academic needs:				

LEA

Performance Goal 2:
All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
(Summarize information from district-operated programs and approved school-level plans)

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;	a) Western Placer Unified provides programs that allow students to learn English. Teachers use SDAIE techniques to assist students to meet or exceed standards. A Newcomer program was established in 2007 -2008 to support students in grades 2 – 12 who are at the Beginning level and have been in the U.S. less than 12 months. ELD instruction is provided to assist students in making progress in English proficiency as well as in meeting standards.
b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;	b) The district uses Title III funds to provide supplemental instructional materials for ELD that are designed to assist student in accessing the core curriculum and developing academic language. The district also provides ELD training as well as SDAIE training to teachers to assist in helping students become proficient in English and to achieve performance goals in both math and in reading.
c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: • meeting the annual measurable achievement objectives described in Section 3122; • making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); • annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);	c) All students participate in state testing including CELDT to determine progress toward English proficiency and will be used to determine progress toward meeting state standards and AYP. Results of these measurements are reported to the school board and to site councils and to the District English Language Advisory Council.
d. Describe how the LEA will promote parental and community participation in LEP programs.	d) The district maintains a District Advisory Council (DELAC) that meets regularly to discuss and to give input regarding programs and services. Each school site has an English Language Advisory Committee that provides the same services on a site-by-site basis. The district provides a class for parents that assist them in methods for helping their children meet appropriate standards and put their students on track for college.

8.7.28

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in: • English proficiency; and • Academic achievement in the core academic subjects	a) The district has adopted Houghton Mifflin Reading & Medallions in grades K-5 and Holt in grades K-8 and Into English published by Harcourt (research-based as well as standards based program) is being used to support English Language Development. Teachers use SDAIE techniques and differentiated instruction as part of their normal teaching pedagogy. b.) Intervention materials have been purchased for grades 2 -5 Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words, Corrective Reading, and Reading Mastery to support students who are struggling in reading. c) Local assessments and the CELDT are used to measure increases in the English Proficiency of students. The district has adopted benchmarks for students to exit programs. Data from these and from the State STAR program are analyzed/used to measure stu achievement growth over time. d) Student are monitored for reclassification with a goal of English proficiency (intermediate or higher) and academic achievement ("C" or better in academic areas). An English Learner Individualized Learning Plan (ELILP) is written annually for every English Learner. D e) GLAD Training has been provided to over 65 teachers (K – 8) during the 2006 – 2007, the 2007 – 2008, 2008 – 2009, and 2010 - 11 school year s to increase the effectiveness of instruction to ELD learners. Additional GLAD support workshops were held in April 2009 and in August 2009 and in 2010 - 2011. 3 f) Houghton Mifflin Focused Approach and Holt Training for ELD Instruction has been provided to over 40 teachers during the 2006 – 2007 and the 2007 – 2008 school year, to increase the effectiveness of instruction to ELD learners. Workshops to develop effective instructional strategies 6 -12 were offered during 2008 – 2009. Medallions inservices in 2010 – 2011. g.g) A district wide data base was purchased and district standards-based assessments were implemented to help teachers identify areas of weakness in student performance and develop interventions. English learner performance can be disaggregated for teacher analysis to improve instruction in math and language arts.
3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. a. designed to improve the instruction and assessment of LEP children;	a) Teachers in the Western Placer Unified have been trained in SDAIE, CLAD, and other programs that allow for specialized instruction to meet the needs of students who are limited English proficient. These research-based approaches are particularly useful in differentiating instruction using the district-adopted programs referenced in Item 2 on the previous page. A week-long CLAD summer institute was held in June, 2007.
b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;	b) Teachers received training in programs and in Houghton Mifflin and Holt and will continue to receive on-going training in these programs as well. Specific trainings on the use of the ELD component of adopted reading programs will be held. (Workshops have been held in Fall'07).

8.7.29

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;	c) Teams of teachers are regularly sent to research-based workshops presented by educational authorities to improve teaching strategies as they become available. In December 2009, a team of teachers went to a Dr. Kate Kinsella workshop and in January 2010 another team will attend a Dr. Stephen Krashen workshop. Upwards of 200 teachers attended two-day DuFours PLC workshops. d) Principals are required to evaluate teachers using an instrument based on the California Standards for the Teaching Profession that includes standards for meeting the individual needs of students. All district administrators attended an all day inservice on district English Learner Programs. District teachers recommend, and the Board adopted, major changes in District English Learner Policy. Elementary Principals attended AB 466 training in 2008.
d. long term effect will result in positive and lasting impact on teacher performance in the classroom.	e) The number of students who are reclassified will improve from limited to fluent English proficient with corresponding increase on state tests. f) In 2014/15, PD in CCSS for ELA/ELD will continue for all K/12 core teachers.
4. Upgrade program objectives and effective instruction strategies.	**Check if Yes: [X]** **If yes, describe:** Addition of ELD Program Specialist in 2007 – 2008 has allowed further training for admin and teaching staff. ELD Standards Checklists have been developed to assist teachers in instructing language learners K – 5. Additional ELD Standards Checklists will be developed for teachers grades 6 – 12 by spring '10. ELD standards have been aligned with every Houghton Mifflin story grades K – 5 to assist teachers in developing language proficiency during ELA instruct

8.7.30

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
5. Provide: a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	**Check if Yes:** [X] **If yes, describe:** A focused summer program focusing on ELD has been offered to students. It is expected that students entering the district at the "beginner" level will be reclassified in no less than five years. Students are included in after school program opportunities. Reclassified students are monitored for two years.
6. Develop and implement programs that are coordinated with other relevant programs and services.	**Check if Yes:** [X] **If yes, describe:** Students referred to Student Success Teams acquire an individualized action plan to remedy academic deficits. This is in conjunction with the ELILP. Students are also served through Title 1 and Special Education when appropriate.
7. Improve the English proficiency and academic achievement of LEP children.	**Check if Yes:** [X] **If yes, describe:** The district has standardized the delivery and support for English Language Development programs throughout the district. District-adopted state-approved curriculum is now in place at all grade levels. Principals are monitoring the delivery of ELD services.
8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families - • To improve English language skills of LEP children; and • To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.	**Check if Yes:** [X] **If yes, describe:** All parents are encouraged to participate in site level and district level parent advisory groups and site councils. After school and night family activities are offered at all sites. PIQE (Parent Institute for Quality Education) classes have been offered at four sites, with parental involvement very high at those sites. Over 100 parents, mostly LEP, have attended and completed the PIQE series of classes. A District FREP Celebration is held each spring for newly reclassified students.
9. Improve the instruction of LEP children by providing for - • The acquisition or development of educational technology or instructional materials • Access to, and participation in, electronic networks for materials, training, and communication; and • Incorporation of the above resources into curricula and programs.	**Check if Yes:** [X] **If yes, describe:** The district has computers in the English Learner classrooms and in computer labs. Students have regular access to these resources. The teachers employed at the site for Structured English Immersion each received a laptop to assist with instruction. GLAD and Houghton Mifflin and Holt Focused Approach training have been provided. Additional Houghton Mifflin ELD program components, "Frames for Fluency" (oral language development) and Kate Kinsella materials have been implemented.
10. Other activities consistent with Title III.	**Check if Yes:** [X] **If yes, describe:** Through Title III and CCSS funding, the district will provide staff development in the CCSS ELD Standards. It is beginning the transition to providing both designated and integrated ELD to students.

9.7.31

8.7.32

Performance Goal 2 (continued):
Plans to Notify and Involve Parents of Limited-English-Proficient Students

Parents of Limited-English-Proficient students must be notified:
The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;	a) The district sends out a letter each year that identifies the students as LEP, based on the results the CELDT test results and the requisite need for appropriate language instruction.
b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;	b) See above as well as regular progress reports of academic progress.
c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;	c) Students are instructed along with the fluent English speakers and primary language support is available in small groups, interventions, and individually if needed. Parent are also informed of their option of a waiver.
d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;	d) The district uses CELDT results at each of the sites to inform teachers of overall student proficiency. Discussions are held to determine most effective interventions based on this data. An ELILP is written for each English Learner outlining annual goals.
e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;	e) Through the use of SDAIE techniques among others, students will be assisted in learning English and in meeting promotion and graduation standards.
f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;	f) The district notifies parents of all testing results of the CELDT, CAHSEE and STAR testing. These notifications also include written summaries of performance and where required, specific expectations for exiting and/or reclassification.
g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	g) The district uses the CELDT test results and incorporates these results into the student's IEP with parent input. The Special Education Director or School Psychologist collaborate and review state test scores, CELDT scores, and other academic performance measures to help determine the appropriate language placement.
h. information pertaining to parental rights that includes written guidance detailing - i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;	The district notification process includes information about the waiver process, parent option for participation or non-participation and description of the program the district is implementing.

8.7.33

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.	

Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

The information listed above is provided within 30 days of enrollment of the beginning of the school year. Parents of students who arrive after this time are notified as soon as the student's CELDT results are known.

LEA Parent Notification Failure to Make Progress
If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.

The district will notify parents within 30 days of the notification to the district that the LEA has not made adequate yearly progress (AYP). The notification will also include the reasons for the failure to make adequate yearly progress (AYP).

Performance Goal 2 (continued):
Plans to Provide Services for Immigrants

If the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	**Check if Yes:** **If yes, describe:**
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	**Check if Yes:** **If yes, describe:**
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	**Check if Yes:** **If yes, describe:**
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	**Check if Yes:** **If yes, describe:**
5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	**Check if Yes:** **If yes, describe:**
6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	**Check if Yes:** **If yes, describe:**
7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	**Check if Yes:** **If yes, describe:**

8.7.35

Performance Goal 3:
By 2005 - 06, all students will be taught by highly qualified teachers.

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

Strengths	Needs
As of the beginning of the 2012/13 school year all our teachers but 1 have met the requirement of "highly qualified" according to the federal definition, with 2 additional teachers teaching one period each out of HQT compliance. All of our new teachers participate in BTSA. 100% of our teachers have completed certification of CLAD, BCLAD, SDAIE, or have emergency certification to allow them to specially instruct students who speak a language other than English. As of 2002-03 all staff in the Title 1 program met the Highly Qualified definition and have continued to do so. 25% of the teaching staff have a master's degree. 100% of the administrative staff have a masters or doctorate degree	Continuation of BTSA and specific trainings in serving English Learners, special education, and GATE students are planned for the current year. A GATE Certification Workshop series has been offered every other year and will be available again in 2015/16. The addition of an Intervention Program Specialist (including ELD) has increased our leadership and attention to this area. Continued ELD Workshops occurred in 07/08 and 08/09 and 09/10 and 10/11. One teacher needs to meet HQT requirements; 2 additional teachers need HQT compliance for one period each of their assignment. Intervention programs were put into place for the area of reading for 2007 – 2008. This is a part of the RtI (Response to Intervention) model. Staff development offerings have been in place for this area beginning summer 2007 and have expanded to include Professional Learning Communities (PLC's). Over 230 teachers have attended DuFours PLC workshops in 2009-10, 2010-11, & 2011-12. Over 200 teachers attended CCSS workshops in 2012/13. Staff development for teachers is geared towards data-driven decision making, standards based instruction, and using technology to improved student performance. At all levels, students who are almost proficient, or who are Below Basic or Far Below Basic in their tested skills are being monitored via spreadsheets. We have begun tracking these students' success via our OARS (Online Assessment Reporting System) and continue to address staff inservice needs here. Teachers need continued training on the CCSS; specifically the literacy and ELD standards, They need training on effective instruction that includes integrated ELD.

8.7.36

Performance Goal 3:
By 2005-06, all students will be taught by highly qualified teachers.

Planned Improvements for Professional Development (Title II)
(Summarize information from district-operated programs and approved school-level plans)

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards: Staff development needs will be addressed through a variety of methods including staff release time, classroom observations, professional literature, and attendance at conferences and workshops. Evaluation of the effectiveness of these activities will be conducted with a goal of continuing the most effective or at looking for more effective programs. All new teachers are mandated to participate in BTSA. CCSS Workshop Series which was begun in 2012/13 will continue into 2014/15 with core teachers targeted for involvement.	District/teachers	Salaries for BTSA support provider; cost of workshops, subscriptions, stipends	$75,000	Title I, II and III; LCFF Base and Supplemental
2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement: District administration will review research on professional development activities that assist teachers, administrators and support staff to ensure all students will meet or exceed State content and academic achievement standards. Special attention will be paid to those topics and formats that have the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest-performing groups – with a focus on PLC's. Staff development will focus on improving student achievement. Professional development resources will be concentrated where they are needed most. Successful teachers and principals will serve as demonstrators and coaches for others.	District leadership, PAR committee, teacher survey	None	None	None
3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Staff development based on standards and targeted particularly toward the lowest achieving, low-income students will clearly show by student achievement scores and progress toward standards mastery that a positive impact is being measured. These outcomes will be used to further refine staff development efforts particularly as they have an effect on the achievement of under-performing students.	Principals/teachers/District	Cost of BTSA and other staff development efforts	$100,000	Title I, II and III; LCFF Base and Supplemental
4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:				
The district leaders will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations in their classes. Best first instruction, intervention practices, using data to improve instruction, PLC's, CCSS, classroom management, and working with students' families, and other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed State content and academic achievement standards.	District	Cost of training	$100,000	Title I, II and III; LCFF Base and Supplemental
5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:				
Staff development will focus on CCSS for ELA, ELD and Mathematics, PLC's, RTI, PBIS, and classroom management. Both teachers, paraeducators and administrators will participate	District	Cost of Training	$50,000	Title I, II, III; LCFF Base and Supplemental; Mental Health
6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:				
N/A as Technology funds through Title II Part D are no longer available. However, the District will continue its commitment to Site Tech Trainers through other funding, providing fall and spring technology workshops at all sites and continuous tech support to staff.	District/ Director of Technology	Cost of training		Title II; LCFF Base and Supplemental

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.): The district will continue with its implementation of the goals of the three-year District Technology Plan which was approved in Spring, 2009 and updated in 2012. Online professional development in the effective use of technology to support standards-based practices will be available at each school and throughout the district. Teacher licenses to access this resource from district equipment and resources will be available. Teachers will gain credit toward salary increases by completing online professional development courses in the use of technology and demonstrating increased effective use of technology resources in ensuring that all students meet or exceed standards. Staff development is managed through an online centralized online system. Site Tech Trainers offer support.	District/Technology coordinator	Cost of training	$12,000	Title II; LCFF Base and Supplemental
8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan: Information was gathered from recently adopted school site plans from representatives of the listed groups. In addition, portions of the recently adopted technology plan were referenced. Finally, the DAS (District Assessment Survey) was used. Information from this section will be updated at each annual renewal.	District Staff			
9. How the LEA will provide training to enable teachers to: • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child's education; and • Understand and use data and assessments to improve classroom practice and student learning.				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Staff development days focused on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement also includes planning for addressing diverse student needs, student behavior management, and working with families. Specific offerings in working with GATE students and English Learners and differentiating instruction were offered during 2010/11 and 2011/12 and GATE Certification will be available again in 2015/16. Additional training in use of intervention programs, materials and strategies will be offered, as well as CCSS.	District	Cost of training	$100,000	Title I, II and III; LCFF Base and Supplemental
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119: On an as needed basis, if teachers or paraprofessionals need assistance to become Highly Qualified adequate training will be offered. This is viewed as the highest priority of these funds for the district.				

Performance Goal 4:
All students will be educated in learning environments that are safe, drug - free, and conducive to learning.

Environments Conducive to Learning (Strengths and Needs)
Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

Strengths	Needs
1. Coordinated school crisis response and Comprehensive School Safety Plans which have been developed in partnership with law enforcement and emergency response systems. 2. Appropriate and effective school policies regarding student conduct and disciplinary procedures. 3. School counselor and school nurse, assisted by Health Clerks. 4. School safety plans updated annually with participation from parents and students. 5. Free counseling offered through the Lighthouse Counseling and Family Resource Center 6. Interns from California State University, Sacramento on select campus sites. 7. Expanded counseling staff at high school. 8. Implementation of PBIS (Positive Behavior Intervention Supports) and BEST strategies to support schoolwide behavioral expectations. 9. Suspension and expulsion rates have been dramatically reduced. 10. Attendance rates are 95.5% district-wide.	1. The district has a need to continue to provide professional development to teachers regarding reaching intentional non-learners and other disenfranchised students. 2. Each site needs to monitor its efforts regarding implementation of internet safety curriculum. 3. Each site needs to continue its efforts of school-wide behavior programs to continue to reduce suspensions and expulsions. 4. Each site needs to continue to fully implement the new positive attendance programs initiated in 2011/12. 5. Each site will practice an Evacuation Drill using the new Evacuation Process created in 2012/13.

Environments Conducive to Learning (Activities)
Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

Activities

Activities
Red Ribbon Week Activities Extracurricular programs, clubs, events Summer School Interscholastic Athletics Student Government Specialized PE programs at Middle and High School Individual and group counseling through school psychologists Alternative education including continuation and independent study Online Learning Community Liaison programs at all elementary sites School Counseling Programs at high schools GATE offerings at sites PBIS and BEST student/staff-made videos PBIS/BEST schoolwide posters and training in systems/expectations RFEP Annual Celebration Seal of Biliteracy – new in 2012/13 SPAR – Suicide Prevention Action Response Team

Needs and Strengths Assessment (4115(a)(1)(A))

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

Strengths	Needs
1. The district uses the latest communication systems to keep all district employees in communication with one another via email. Walkie talkies and phone. 2. District counselors are available to all students and their families around safety, drug, alcohol, and tobacco issues. 3. Smoking has been dramatically reduced. 4. The district provides a scientifically research based alcohol and other drug and tobacco prevention program. 5. The district has a phone-dialing system for mass-calling of families. 6. The district has an updated website to provide current communication with families.	1. The district needs to continue to provide a scientifically research based alcohol and other drug and tobacco prevention programs. 2. There is a need for coordination between and among the school sites and the district level. 3. Establish a sustainable management system for program.

8.7.42

Performance Goal 4:
All students will be educated in learning environments that are safe, drug - free, and conducive to learning.

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B))

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures from the California Healthy Kids Survey	Most Recent Survey date: Spring 2014 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will **decrease** biennially by:	5th: Not Surveyed% 7th: 3%	5th: NA% 7th: 0%
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by:	7th: 1% 9th: 6% 11th: 8%	7th: 0% 9th: 3% 11th: 5%
The percentage of students that have used marijuana will **decrease** biennially by:	5th: Not Surveyed% 7th: 2%	5th: NA% 7th: 0%
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by:	7th: 6% 9th: 19% 11th: 24%	7th: 3% 9th: 14% 11th: 19%
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by:	7th: 3% 9th: 13% 11th: 17%	7th: 0% 9th: 8% 11th: 12%
The percentage of students that feel very safe at school will **increase** biennially by:	5th: Not Surveyed% 7th: 21% 9th: 10% 11th: 21%	5th: NA% 7th: 31% 9th: 20% 11th: 31%
The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by:	7th: 8% 9th: 7% 11th: 3%	7th: 5% 9th: 4% 11th: 0%

8.7.43

Truancy Performance Indicator	Most recent date: 2012-2013 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students who have been truant will decrease annually by 2% from the current LEA rate shown here. Note: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and	8.91%	6.91%
Protective Factors Performance Measures from the California Healthy Kids Survey	**Most recent date: Spring 2014 Baseline Data**	**Biennial Goal (Performance Indicator)**
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by:	5th: Not Surveyed% 7th: 33% 9th: 22% 11th: 34%	5th: NA% 7th: 43% 9th: 32% 11th: 44%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by:	5th: Not Surveyed% 7th: 54% 9th: 41% 11th: 37%	5th: NA% 7th: 64% 9th: 51% 11th: 47%
The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by:	5th: Not Surveyed% 7th: 14% 9th: 10% 11th: 14%	5th: NA% 7th: 24% 9th: 20% 11th: 24%
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by:	5th: Not Surveyed% 7th: 55% 9th: 41% 11th: 41%	5th: NA% 7th: 65% 9th: 51% 11th: 51%

8.7.44

Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures (Process to Collect Data)	Performance Indicator Goal	Baseline Data

Science Based Programs (4115 (a)(1)(C))

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Program 1	
Science Based Program Name:	Positive Action/Project Alert
Program ATODV Focus:	ATODV
Target Grade Levels:	1-12 7
Target Population Size:	4000, 600
Purchase Date:	June 2005, June 2006
Staff Training Date:	Summer 05&06 Spring 2008 Continuous as needed
Start Date:	August, 2005, August, 2006

Program 2	
Science Based Program Name:	
Program ATODV Focus:	
Target Grade Levels:	
Target Population Size:	
Purchase Date:	
Staff Training Date:	
Start Date:	

Program 3	
Science Based Program Name:	
Program ATODV Focus:	
Target Grade Levels:	
Target Population Size:	
Purchase Date:	
Staff Training Date:	
Start Date:	

8.7.45

Research-based Activities (4115 (a)(1)(C))

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Activities	Program ATODV Focus	Target Grade Levels
[X] After School Programs	ATODV	Grades K-12
[ ] Conflict Mediation/Resolution		
[X] Early Intervention and Counseling	ATODV	Grades K-12
[ ] Environmental Strategies		
[ ] Family and Community Collaboration		
[ ] Media Literacy and Advocacy		
[X] Mentoring	ATDOV	Grades K-12
[X] Peer - Helping and Peer Leaders	ATODV	Grades K-12
[X] Positive Alternatives	ATODV	Grades K-12
[X] School Policies	ATODV	Grades K-12
[ ] Service - Learning/Community Service		
[ ] Student Assistance Programs		
[ ] Tobacco - Use Cessation		
[ ] Youth Development Caring Schools Caring Classrooms		
[ ] Other Activities		

8.7.46

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D))

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

The district has selected a variety of programs to serve its students. The programs are school-based prevention program designed to provide students strategies and skills. They combine a classroom curriculum of social/cognitive problem solving with real-life skill-building opportunities. Students learn to apply critical thinking skills and personal management strategies to personal health and well-being issues. After an analysis of our CHKS survey data it was clear we needed to push for programs at all levels.

Evaluation and Continuous Improvement (4115 (a)(2)(A))

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The district will administer the Healthy Kids Survey every other year and use those results to evaluate the effectiveness of the program and to make refinements and improvements to the on-going efforts by the district. The last Healthy Kids Survey was implemented in 2013/14. Additionally, the District will continue to monitor suspension and expulsion data as well as consult with probation and other law enforcement and community support agencies.

Use of Results and Public Reporting (4115 (a)(2)(B))

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Data Collection Timeline:

The district has received the results of the 2013/14 Healthy Kids Survey. It is available in print form and posted on our website. Additionally pre and post test data will be collected on the efficacy of the program.

Reporting Timeline

The District develops an analysis of all data each school year that the CHKS survey is administered. A report of the analysis of the data will be published, with a summary of the results presented at a meeting of the governing board the fall after the spring administration.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E))

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

Western Placer Unified defines the highest need students as our lowest performing, low-income students. This designation along with the data from disciplinary actions as well as the data in the CHKS was analyzed and the middle school was found to be the site with the greatest needs.

The services listed below are funded for the students identifies with the greatest needs

1) Psychological counseling
2) After school programs focusing on improving academic performance
3) After school athletic programs
4) Alternative education opportunities

Coordination of All Programs (4114 (d)(2)(A))

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

The District consulted with County Probation and other law enforcement agencies as well as county-operated programs in its revision of its Positive Attendance/SARB/SAM programs during 2010/11 and 2011/12. The district representative meets with the county Medi-cal Collaborative three times per year and serves on the mini-grant advisory board to help coordinate programs with other programs at the local and county level. Placer County Peer Court and Lighthouse

Counseling and FRC representatives have attended District Curriculum and Instruction meetings in 2011/12. District attendance rates went up to 95.5% in 2011/12 and 2012/13 due to our SARB/SAM efforts.

Additionally the District will determine the common goals of the programs to help ensure the best practices and teaching strategies and the promotion of highly qualified teachers to assist in the coordination of prevention efforts.

Parent Involvement (4115 (a)(1)(e))

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A - SDFSC program.

Parents are a vital part of the planning process at each school site. Each site operates a school site council. Fifty percent of the membership of this council is required to be filled by parents. Each council reviews the Single School Plan for Student Achievement, provides a budget document for approval by the governing board, and provides input to teachers, administrators, and others about all aspects of the school's operation. Parents are also involved in student activates such as athletics, school-wide assemblies, field trips and Red Ribbon Week. The district distributes a beginning of the year packet to all parents. This packet includes all the required notifications, the school and district discipline policies, School of Choice options for PI school parents as well as Safe School Status as required by NCLB. Additionally, school accountability report cards are available on the district web site. The school accountability report cards (SARC's) are placed on the district web site as well.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460)

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco - use prevention services. Include students participating in programs such as the California School Age Families Education (Cal - SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal - Learn program administered by the Department of Social Services.

Referral for pregnant minors and minors parents are administered through the school site and district coordinator.

TUPE Funded Positions (Health & Safety Code 104420(b)(3))

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section104420 [b][3])

Position/Title	Full Time Equivalent

8.7.48

Performance Goal 5:
All students will graduate from high school.

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

5.1 (High School Graduates)	
Activities/Actions	a) Semester for reinforcement of skills b) Remediation in English and math during the school day c) Before and after school tutorials d) Summer school e) 10th grade counseling is provided f) Student notice for all students receiving failing grades g) Home visits h) Develop activities at PHS i) online credit recovery
Students Served	All students
Timeline/ Person(s) Involved	Teachers, counselors, administrators On-going
Benchmarks/ Evaluation	The continuation high school will increase its graduation rate from 33% to 40%; the comprehensive high school will raise its graduation rate from 91.5% to 95%.
Funding Source	a) None b) LCFF supplemental c) LCFF supplemental d) LCFF supplemental e) LCFF base f) None g) None h) Title I and LCFF supplemental i) LCFF supplemental
5.2 (Dropouts)	
Activities/Actions	a) Students participate in Student Council b) Fourteen different Interscholastic sports are available for boys and girls c) FFA clubs are available d) Emphasis on vocational programs through ROP e) Develop activities at PHS
Students Served	a) Elected student leaders b) 515 student athletes c) 90 members d) 260 participants
Timeline/ Person(s) Involved	a) Teacher b) Coaches by sport c) Teacher advisors d) District
Benchmarks/ Evaluation	The school will increase its graduation rate by 5%

8.7.49

Funding Source	a) ASB/LCFF Base b) LCFF Base c) ASB, Fundraising, and Student Pay d) County e) Title I and LCFF Supplemental
5.3 (Advanced Placement)	
Activities/Actions	a) Students are able to take AP classes on line and on campus; AP offerings will have increased to 20 online or seat-time classes as of 2013/14.
Students Served	All students
Timeline/ Person(s) Involved	Teachers On-going
Benchmarks/ Evaluation	The school has doubled the number of students taking AP classes and will continue to increase enrollments
Funding Source	LCFF base and supplemental

8.7.50

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas.

The district uses free and reduced lunch eligibility under the NSLP guidelines.
Schools are rank ordered and schools with the highest poverty are served first. After these schools are served, lower ranking school can be served. The district determines different per student amounts based on differing grade spans.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above.	Number of children eligible for Free/Reduced Price Lunch programs
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span.	All schools with a 75% or above poverty level are funded; All other schools are funded by poverty ranking district wide or by grade span.

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Please provide a general description of the nature of the programs to be conducted by the LEA under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." All ten of the required components must be addressed.

For more information on Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt.
For Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp.
a) The district provides increased learning time through after school programs at each school.
b) The district provides extensive staff development for improving instruction.
c) The district provides a support provider and mentor for beginning teachers in the BTSA programs.
d) The district conducts all state required assessment and analyzes the data, including disaggregation, to assist teachers and administrators in evaluating programs and instructional effectiveness.
e) The district has adopted core materials that are scientifically based and has provided staff development for the implementation of these materials in the classroom.
f) Teachers and paraprofessionals are trained in techniques to assist student who are limited English proficient to access the core curriculum.
g) The district provides after school intervention with summer school options
h) The district provides counseling services to students.
i) Student who have not passed the high school exit exam are offered tutorial assistance.

j) Efforts are made to identify those students who attend private schools, local institutions for neglected or delinquent children who are attending community day school programs and those students who are homeless.

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program	
For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as: • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards.	

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."
a) The district will assist schools in analyzing student data through the use of a variety of applications.
b) Before and after school programs and summer school will continue.
c) Annual goals for overall improvement as well as the improvement of applicable sub groups will be identified. A comprehensive staff development program will be provided.
d) The district will assist the school in following the mandates including school choice and supplemental instruction.
e) The District will offer support to developing PLC's through development and refinement (by teacher work groups) of grade-level/departmental pacing guides, common assessments, interventions and professional development toward these ends.

a) Parents will be notified of their option to transfer their student from a PI school.
b) School space will be made available to accommodate students.
c) The district will serve the lowest performing, low-income students first and other students thereafter up to the maximum allowed by NCLB.
d) Transportation will be provided for any student whose parents have exercised the choice option.
e) Parents will be notified of their option prior to the beginning of the school year if the state provides that information by that timeline; if not, parents will be notified as soon as the information is available.
f) Parents will be notified annually that supplemental services are available and the process for application will be explained.
g) A list of approved providers will be included with the notification.
h) The district coordinator will meet with the parent(s) and the supplemental service provider(s) to outline outcome, timelines, and assessment criteria.

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i) Parents will be notified of the dollar amount for which they are eligible under the supplemental services provision.

Program Improvement (PI) - Parent Notification	
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA - level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."

The district coordinator will work with site level administrators and with teacher representatives (CAIPS Committee/Curriculum Lead Teachers) to develop criteria for staff development and the coordination of appropriate Title I and Title II funds. All teachers hired will be highly qualified. The District will strive to coordinate all professional development through the use of Title II funds to fully develop the capacity and professional training for all Title I funded certificated teachers and paraprofessionals. Additionally, Title II funds will be used to support appropriate professional development opportunities for administrators, parents and other staff serving the needs of our students. A myriad of opportunities would be available to the interested staff and community, from sessions held within the district and county offices of education to privately provided professional training sessions. Each of these activities and trainings would focus upon high quality skills which would be able to be used in our classrooms in terms of instructional strategies (best first instruction; intervention) and methods for ensuring the continued success of our students (data disaggregation, etc.).

Highly Qualified Teachers	
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

The District will ensure that all services are fully coordinated on our school campuses to ensure that our programs are effective, and that duplication and/or fragmentation of the instructional is not a part of the program. Reading intervention programs are coordinated on each site by the building principal and are offered to qualifying low-achieving students in the regular program, as well as to students in special education both during the day and after school. The Title I program and services will be designed to meet the specific needs of our students as identified by their test scores indicating their areas of specific weakness. Students who are English Learners will be provided specialized instruction, materials and activities to ensure their success. It is the goal of each school in the district to provide a comprehensive program which is well-articulated and coherent for all students. Site plans guide the use of categorical funds in close collaboration with the District. Collaboration between teachers occurs regularly and is facilitated by our Early Release Mondays with a focus on student achievement across programs. The District coordinates at least annually with local Head Start providers. The

9.7.53

District now runs its own State Preschool programs. The District coordinates with Placer County Office of Education and Placer County Probation in its administration of the SARB and SAM processes

Increased Program Effectiveness	
Describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as: a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited - English proficient, and children with disabilities. Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.	

8.7.54

Part III

Assurances and Attachments

8.7.55

Assurances

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

General Assurances

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.

3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non - profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non - profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

4. The LEA will adopt and use proper methods of administering each such program, including - (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.

6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.

7. The LEA will - (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.

9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

   9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

8.7.56

TITLE I, PART A
The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the LEA receives more than $500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.

13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to schoolwide programs.

15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).

17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.

18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low - income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.

20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001.*

21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.

23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low - income students and minority students are not taught at higher rates than other students by unqualified, out - of - field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).

26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high - quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001.*

28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.

29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).

30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency - wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D - SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:

  (A) have the lowest proportion of highly qualified teachers;
  (B) have the largest average class size; or
  (C) are identified for school improvement under section 1116(b).

- The LEA will comply with section 9501 (regarding participation by private school children and teachers).

- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

8.7.58

TITLE II, PART D

35. The LEA has an updated, local, long - range, strategic, educational technology plan in place that includes the following:
    a. Strategies for using technology to improve academic achievement and teacher effectiveness.
    b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
    c. Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
    d. Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
    e. Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
    f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
    g. A description of how the applicant will coordinate activities funded through the Ed Tech program with technology - related activities supported with funds from other sources.
    h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
    i. Innovative delivery strategies - a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
    j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
    k. Collaboration with adult literacy service providers.
    l. Accountability measures - a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
    m. Supporting resources - a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
    - has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
    - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
    - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
    - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

8.7.59

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education - related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.

39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

40. The LEA is complying with Section 3302 prior to, and throughout, each school year.

41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42. The LEA has based its proposed plan on scientifically based research on teaching limited - English - proficient students.

43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited - English - proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug - free learning environment that supports academic achievement.

47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non - Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non - Federal funds.

48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug - free that includes:
    - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
    - Security procedures at school and while students are on the way to and from school.
    - Prevention activities that are designed to create and maintain safe, disciplined, and drug - free environments.
    - A crisis management plan for responding to violent or traumatic incidents on school grounds.
    - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
        - Allows a teacher to communicate effectively with all students in the class.
        - Allows all students in the class to learn.
        - Has consequences that are fair, and developmentally appropriate.
        - Considers the student and the circumstances of the situation.
        - Is enforced accordingly.

8.7.60

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case - by - case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
    - will be used to make decisions about appropriate changes in programs for the subsequent year;
    - will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
    - will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

    (i) truancy rates;
    (ii) the frequency, seriousness, and incidence of violence and drug - related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
    (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
    (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107 - 110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107 - 110.)

Other

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

Signature Page

Scott Leaman		
Printed or typed name of Superintendent	Date	Signature of Superintendent

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Local Educational Agency Plan
Western Placer Unified School District

Apppendix A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: ***All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013 - 2014.***

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: ***All limited - English - proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.***

2.1 Performance indicator: The percentage of limited - English - proficient
Students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited - English - proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3 Performance indicator: The percentage of limited - English - proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3*: By 2005 - 2006, all students will be taught by highly qualified teachers.*

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high - poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2 Performance indicator: The percentage of teachers receiving high - quality professional development. (See definition of "professional development" in section 9101(34).)

3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

Performance Goal 4*: All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

4.1 Performance indicator: The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5*: All students will graduate from high school.*

5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

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Local Educational Agency Plan
Western Placer Unified School District

Appendix B

Links to Data Websites

Below is a listing of Website links for accessing district - level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
  http://www.cde.ca.gov/psaa/api/index.htm
- California Basic Educational Data System (CBEDS)
  http://www.cde.ca.gov/demographics/coord/
- California English Language Development Test (CELDT)
  http://www.cde.ca.gov/statetests/celdt/celdt.html
- California High School Exit Exam (CAHSEE)
  http://www.cde.ca.gov/statetests/cahsee/eval/eval.html
- California Standardized Test (CST)
  http://www.cde.ca.gov/statetests/index.html
- DataQuest
  http://data1.cde.ca.gov/dataquest/
- School Accountability Report Card (SARC)
  http://www.cde.ca.gov/ope/sarc/
- Standardized Testing and Reporting (STAR) Program
  http://www.cde.ca.gov/statetests/star/index.html

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Local Educational Agency Plan
Western Placer Unified School District

Appendix C
(School-Based Programs)

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research - validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: California Healthy Kids Resource Center: Research - Validated Programs: http://www.californiahealthykids.org

B: University of Colorado: Blueprints: http://www.colorado.edu/cspv/blueprints/model/overview.html

C: Center for Substance Abuse Prevention: Model Programs: http://modelprograms.samhsa.gov/model_prog.cfm

D: United States Department of Education: Expert Panel: http://www2.edc.org/msc/model.asp

E: Getting Results: http://www.gettingresults.org/

School-Based Programs

	Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	**Grade**	**Alcohol**	**Tobacco**	**Drugs**	**Violence**	**Youth Dev.**	**Website**
Across Ages	4 to 8	X	X	X		X	C,
All Stars™	6 to 8	X	X	X			A,C,D,E
ATLAS (Athletes Training and Learning to Avoid	9 to 12	X		X			A,B,C,D,
Border Binge Drinking Reduction Program	K to 12	X			X		C,
Child Development Project/Caring School	K to 6	X		X	X	X	A,B,C,D,
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				X		C
Cognitive Behavioral Therapy for Child Traumatic	Families				X		C
Coping Power	5 to 8			X	X		C
DARE To Be You	Pre - K	X		X	X	X	A,C,
Early Risers Skills for Success	K to 6				X		C,
East Texas Experiential Learning Center	7	X	X	X	X	X	C
Friendly PEERsuasion	6 to 8	X					C
Good Behavior Game	1 to 6				X		B,C
High/Scope Perry Preschool Project	Pre - K				X	X	B,C,E
I Can Problem Solve	Pre - K				X		A,B,D
Incredible Years	K to 3				X	X	B,C,
Keep A Clear Mind	4 to 6	X	X				A,C,
Leadership and Resiliency	9 to 12					X	C,
Botvin's LifeSkills™ Training	6 to 8	X	X	X	X		A,B,C,D,
Lions - Quest Skills for Adolescence	6 to 8					X	D,C,E

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Appendix C
(School-Based Programs)

School-Based Programs							
	Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Minnesota Smoking Prevention Program	6 to 10		X				A,D,E
Olweus Bullying Prevention	K to 8				X		B,C,E
Positive Action	K to 12	X	X	X	X	X	C,D,
Project ACHIEVE	Pre - K to 8				X	X	A,C,E
Project ALERT	6 to 8	X	X	X			A,C,D,E
Project Northland	6 to 8	X		X			A,B,C,D,
Project PATHE	9 to 12					X	B,E
Project SUCCESS	9 to 12	X	X	X			C,
Project Toward No Drug Abuse (TND)	9 to 12	X	X	X	X		C,
Project Toward No Tobacco Use (TNT)	5 to 8		X				A,C,D,E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				X		A,B,C,D,
Protecting You/Protecting Me	K to 5	X					C,
Quantum Opportunities	9 to 12					X	B,E
Reconnecting Youth	9 to 12	X		X	X	X	A,C,E
Responding in Peaceful and Positive Ways	6 to 12			X	X		C,D,E
Rural Educational Achievement Project	4				X		C
School Violence Prevention Demonstration Program	5 to 8				X		C
Second Step	Pre - K to 8				X		A,C,D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	X			X	X	B,C,D,E
SMART Leaders	9 to 12			X			C
Social Competence Promotion Program for Young Adolescents (SCPP - YA)	5 to 7			X			C
Start Taking Alcohol Risks Seriously (STARS) for	6 to 8	X					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				X		C,D,
Too Good for Drugs	K to 12	X	X	X	X		C

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Appendix C
(Community and Family-Based Programs)

Community and Family-Based Programs							
	Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					X	B, E
Brief Strategic Family Therapy	Families			X			B, C,
CASASTART	Community			X	X		B, C, D,
Communities Mobilizing for Change	Community	X					C
Creating Lasting Family Connections	Families (6 to	X		X		X	A, C, D,
Families And Schools Together (FAST)	Families				X		C,
Family Development Research Project	Families				X		C
Family Effectiveness Training	Families				X		C,
Family Matters	Families	X	X				C
FAN (Family Advocacy Network) Club	Families			X		X	C
Functional Family Therapy	Families	X		X	X		B, E
Home-Based Behavioral Systems Family	Families				X		C
Houston Parent - Child Development Program	Parents					X	C
Multisystemic Therapy	Parents			X	X		B, C, E
Nurse - Family Partnership	Parents		X				B, C,
Parenting Wisely	Parents				X		C,
Preparing for the Drug Free Years	Parents (4 to 7)	X		X		X	A, B, C,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	X	X	X			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					X	C
Stopping Teenage Addiction to Tobacco	Community		X				C
Strengthening Families Program	Families (4 to 6)	X		X	X	X	A, C, D,

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Appendix D

Research-based Activities (4115 (a)(1)(C))
The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

Activities	Research Summaries Supporting Each Activity:
After School Programs	Getting Results Part I, page 77 - 78
Conflict Mediation/Resolution	Getting Results Part I, page 63 - 65 Getting Results Part I, page 127 - 129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100 - 101 Getting Results Part I, page 106 - 107
Environmental Strategies	Getting Results Part I, page 73 - 75 Getting Results Part II, page 47 - 48 Getting Results Part II, page 76 - 79 Getting Results Part II, page 89 - 94
Family and Community Collaboration	Getting Results Part I, page 104 - 105 Getting Results Part II, page 26 - 28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22 - 24
Mentoring	Getting Results Part I, page 49
Peer - Helping and Peer Leaders	Getting Results Part I, page 104 - 106 Getting Results Update 3, page 43 - 45
Positive Alternatives	Getting Results Part I, page 79 - 81 Getting Results Part I, page 104 - 106 Getting Results Part I, page 108 - 109
School Policies	Getting Results Part I, page 66 - 72 Getting Results Part II, page 22 - 23
Service Learning/Community Service	Getting Results Part I, page 81 - 83 Getting Results Part II, page 46 - 47
Student Assistance Programs	Getting Results Part I, page 89 - 90
Tobacco - Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42 - 43 Getting Results Part II, page 72 - 74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121 - 123 Getting Results Part I, page 136 - 137 Getting Results Part II, page 28 Getting Results Update 1

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Appendix E
(Promising or Favorable Programs)

Promising or Favorable Programs

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

A: California Healthy Kids Resource Center: http://www.californiahealthykids.org

B: University of Colorado: Blueprints: http://www.colorado.edu/cspv/blueprints/model/overview.html

C: Center for Substance Abuse Prevention: http://modelprograms.samhsa.gov/model_prog.cfm

D: United States Department of Education: Expert Panel: http://www2.edc.org/msc/model.asp

E: Getting Results: http://www.gettingresults.org/

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			X			C
Aggression Replacement Training	School				X		D
Aggressors, Victims, and Bystanders	6 to 9				X		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				X		D
Baby Safe (Substance Abuse Free Environment)	Families	X	X	X			C
Basement Bums	6 to 8		X				A
Be a Star	K to 6					X	C
Behavioral Monitoring and Reinforcement	7 to 8			X	X		C
Bilingual/Bicultural Counseling and Support Services	Communiti	X		X			C
Bully Proofing Your School	K to 8				X		B
Creating a Peaceful School Learning Environment	K to 5				X		B
Club Hero	6					X	C
Coca - Cola Valued Youth Program (CCVYP)	School					X	B
Colorado Youth Leadership Project	7	X				X	C
Comer School Development Program (CSDP)	School					X	B
Earlscourt Social Skills Group Program	K to 6					X	B
Effective Black Parenting Program (EBPP)	Families				X		B
Facing History and Ourselves	7 to 12				X		D
Family Health Promotion	Families	X	X	X		X	C
FAST Track	1 to 6				X		B
Get Real About Violence	K to 12				X		C
Growing Healthy	K to 6	X	X	X			D

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Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	X					B
Kids Intervention with Kids in School (KIKS)	6 to 12	X	X	X	X	X	C
Let Each One Teach One	Mentoring					X	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				X		B, C, D
Lion's Quest Working Toward Peace	5 to 9				X		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health	K to 12	X	X	X			D
Open Circle Curriculum	K to 5				X	X	D
Parent - Child Assistance Program (P - CAP)	Families	X		X			C
PeaceBuilders	K to 8				X		D
Peacemakers Program	4 to 8				X		D
Peer Assistance and Leadership	9 to 12			X	X		C
Peer Coping Skills (PCS)	1 to 3				X		B
Peers Making Peace	K to 12				X		D
Personal/Social Skills Lessons	6 to 12		X				A
Preventive Intervention	6 to 8			X			B
Preventive Treatment Program	Parents			X	X		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		X				A
Project BASIS	6 to 8				X	X	C
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

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Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Safe Dates	School				X		B
Say It Straight (SIS) Training	6 to 12	X					D
School Transitional Environmental Program	9 to 12			X	X	X	B
Smokeless School Days	9 to 12		X				A
Social Decision Making and Problem Solving	1 to 6	X			X		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					X	B
Socio - Moral Reasoning Development Program	School				X		B
Storytelling for Empowerment	6 to 8	X		X			C
Strengthening Hawaii Families	Families			X			C
Strengthening the Bonds of Chicano Youth & Families	Communiti	X		X			C
Syracuse Family Development Program	Family				X		B
Teams - Games - Tournaments Alcohol Prevention	10 to 12	X					C
Teenage Health Teaching Modules	6 to 12		X				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		X				A
The Scare Program	School				X		D
The Think Time Strategy	K to 9				X		D
Tinkham Alternative High School	9 to 12					X	C
Tobacco - Free Generations	8 to 12		X				A
Viewpoints	9 to 12				X		B
Woodrock Youth Development Project	K to 8	X	X	X		X	C
Yale Child Welfare Project	Families				X		B
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

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Appendix F

District & Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	4,721	4,825		2,761	2,800		69	74		173	183	
Growth API	826	816		845	836		763	764		887	882	
Base API	821	828		840	847		762	765		883	888	
Target	D	D										
Growth	5	-12		5	-11					4	-6	
Met Target												

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	1,344	1,385		695	705		1,654	1,651		665	696	
Growth API	774	767		716	711		758	751		652	650	
Base API	767	777		711	721		752	762		661	656	
Target												
Growth	7	-10		5	-10		6	-11		-9	-6	
Met Target												

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Appendix F

District & Student Performance Data

Title III Accountability

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	639	634	641
Percent with Prior Year Data	99.4	100.0	100.0
Number in Cohort	635	634	641
Number Met	400	369	370
Percent Met	63.0	58.2	57.7
NCLB Target	56.0	57.5	59.0
Met Target	**Yes**	**Yes**	**No**

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	515	251	473	266	476	283
Number Met	122	142	112	139	119	158
Percent Met	23.7	56.6	23.7	52.3	25.0	55.8
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	**No**	**No**	**No**

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Appendix F

District & Student Performance Data

English - Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	99		100	99		100	100	
Number At or Above Proficient	2633	2572		1656	1637		33	36		115	121	
Percent At or Above Proficient	65.4	63.1		70.6	69.5		54.1	58.1		75.2	75.2	
AYP Target: ES/MS/ESD	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS/HSD	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
AYP Target: USD/COE	78.0	89.0	100.0	78.0	89.0	100.0	78.0	89.0	100.0	78.0	89.0	100.0
Met AYP Criteria	No	No		No	No		--	--		Yes	No	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	99		100	98		99	95	
Number At or Above Proficient	603	572		237	211		702	661		248	261	
Percent At or Above Proficient	53.0	48.6		38.5	34.5		49.8	47.6		42.9	43.7	
AYP Target: ES/MS/ESD	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS/HSD	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
AYP Target: USD/COE	78.0	89.0	100.0	78.0	89.0	100.0	78.0	89.0	100.0	78.0	89.0	100.0
Met AYP Criteria	No	No		No	No		No	No		No	No	

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Appendix F

District & Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	99		100	100		100	100	
Number At or Above Proficient	2588	2479		1617	1552		25	29		125	126	
Percent At or Above Proficient	64.3	60.4		69.0	65.4		41.0	46.0		81.7	78.3	
AYP Target: ES/MS/ESD	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS/HSD	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
AYP Target: USD/COE	78.2	89.1	100.0	78.2	89.1	100.0	78.2	89.1	100.0	78.2	89.1	100.0
Met AYP Criteria	No	No		No	No		--	--		Yes	No	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		99	99	
Number At or Above Proficient	605	576		272	251		716	639		240	257	
Percent At or Above Proficient	53.1	48.6		44.2	40.7		50.7	45.5		41.3	41.0	
AYP Target: ES/MS/ESD	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS/HSD	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
AYP Target: USD/COE	78.2	89.1	100.0	78.2	89.1	100.0	78.2	89.1	100.0	78.2	89.1	100.0
Met AYP Criteria	No	No		No	No		No	No		No	No	

8.7.76

Appendix F

District & Student Performance Data

California English Language Development (CELDT) Data

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K									********	***	********
1	1	11	1	11	2	22	3	33	2	22	82
2	7	7	25	25	********	***	15	15	5	5	********
3	4	5	2	29	1	14	2	29	2	29	7
4	5	6	********	***	********	***	5	6	********	***	********
5	2	33	43	58	1	17	2	33	1	17	6
6	1	25	2	50	1	25	3	8	2	5	4
7	2	40	2	40	1	20	2	5	2	5	5
8	3	75	2	40	1	25	3	9	1	20	4
9	1	11	3	33	5	56	1	3	********	***	9
10	3	8	6	60	3	30	2	6	1	10	10
11	1	25	2	50	2	10	2	10	1	25	4
12	1	13	6	75	1	13	2	10	1	10	8
Total	52	8	25	36	18	26	7	10	8	11	70

8.7.77

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	1	1	9	8	1	25	2	50	1	25	4
1	2	18	2	18	2	18	3	27	2	18	11
2	7	6	26	24	********	***	16	15	10	9	********
3	4	4	2	29	1	14	2	29	2	29	7
4	1	17	1	17	2	33	1	17	1	17	6
5	2	33	45	57	1	17	2	33	1	17	6
6	1	20	3	60	1	20	3	6	3	6	5
7	2	40	2	40	1	20	2	5	3	7	5
8	1	20	2	40	1	17	3	7	1	17	6
9	1	11	1	25	2	50	3	7	1	25	4
10	4	9	6	60	3	30	2	5	1	10	10
11	1	25	2	50	4	33	2	17	1	25	4
12	2	20	7	78	1	11	2	9	1	10	9
Total	15	18	28	34	20	24	10	12	10	12	83

8.7.78

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
Interdistrict Process (Board Policy 5117)
Residency Based on Employment (Board Policy 5111.12)

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Scott Leaman, Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
District office

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
January 20, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:

Interdistrict Process
The District will begin to accept applications for interdistrict attendance February 2, 2015. The district Board Policy and handbook are attached. Although no changes to the interdistrict policy are being forwarded at this time, a Board discussion is being requested to confirm the criteria for approval.

Residency Based on Employment
The Board gave the Superintendent direction to no longer grant new applications for Residency Based on Employment (Board Policy 5111.12). We are anticipating 93 students will be renewing employment requests this year, which is 18 students above 75 maximum based on law. This number has grown every year. Students approved based on employment are allowed to continue their district residency to the highest grade offered in the requested district.

Current practice includes the recommendation that siblings use the regular interdistrict process and not be granted residency based on employment because a sibling was approved for this reason earlier.

RECOMMENDATION:
Provide direction on these matters to the Superintendent.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Board Policy 5117

Students **BP 5117(a)**

INTERDISTRICT ATTENDANCE

The Governing Board recognizes that students who reside in one district may request to attend school in another district and that such choices are made for a variety of reasons. The Board also recognizes the value of the educational programs and services that are available in the District.

Interdistrict Attendance Permits

Upon request by students' parents/guardians, the Superintendent or designee may approve interdistrict attendance permits with other districts on a case-by-case basis to meet individual student needs.

The Superintendent or designee shall ensure that interdistrict permits specify the terms and conditions agreed to by both districts for the granting, denial, or revocation of the permit as well as the standards for reapplication.

The Superintendent or designee may deny the granting of an interdistrict attendance permit because of overcrowding within district schools or limited district resources, or due to an adverse impact on District operations.

Limits on Student Transfers out of the District

In addition, transfers out of the district may be limited during a fiscal year when the County Superintendent of Schools has given the district a negative budget certification or when the County Superintendent has determined that the district will not meet the state's standards and criteria for fiscal stability in the subsequent fiscal year exclusively as a result of student transfers from this district to a school district of choice. (Education Code 48307)

A denial of the request by the Superintendent or designee may be reviewed by the Governing Board upon written request of the parent or legal guardian.

Legal Reference: (see next page)

INTERDISTRICT ATTENDANCE (continued)

Legal Reference:

EDUCATION CODE
46600-46611 Interdistrict attendance agreements
48204 Residency requirements for school attendance
48300-48315 Student attendance alternatives
48915 Expulsion; particular circumstances
48915.1 Expelled individuals: enrollment in another district
48918 Rules governing expulsion procedures
48980 Notice at beginning of term
52317 Regional Occupational Center/Program, enrollment of students, interdistrict attendance
GOVERNMENT CODE
6250-6270 Public Records Act
ATTORNEY GENERAL OPINIONS
84 Ops.Cal.Atty.Gen. 198 (2001)
87 Ops.Cal.Atty.Gen. 132 (2004)
COURT DECISIONS
Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

Management Resources:

WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov

Policy
adopted: September 4, 20007
revised: March 15, 2008
revised: March 15. 2011
revised: February 21, 2012

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Administrative Regulation 5117

Students AR 5117(a)

INTERDISTRICT ATTENDANCE

The Superintendent or designee may approve interdistrict attendance agreements for the following reasons:

1. To meet the child care needs of the student when options within the district of residency are not available. If an option within the district is available, only cases of hardship may be granted.

   Such students may be allowed to continue to attend district schools only as long as they continue to use a child care provider within district boundaries through fifth grade.

2. To meet a child's special mental or physical health needs, as certified by a physician, school psychologist or other appropriate school personnel with approval from the sending district.

(cf. 6159 – Individualized Education Program)

3. When the student has a sibling(s) attending school in a receiving district, to avoid splitting the family's attendance unless the student in the receiving district is attending based on an interdistrict agreement. Applications for students to attend with siblings will be determined on a case-by-case basis.

4. To allow a student to complete a school year when his/her parents/guardians have moved out of the district during that year.

5. To allow juniors and seniors to attend the same school they attended as sophomores. (Education Code 46600)

6. When the parent/guardian provides written evidence, that the family will be moving to the receiving district in the immediate future and would like the student to start the year in that district.

7. When the student will be living out of the district for one year or less

8. When recommended by the School Attendance Review Board or by county child welfare, probation or social service agency staff in documented cases of serious home or community problems, which make it inadvisable for the student to attend the school of residence.

(cf. 5113.1 - Chronic Absence and Truancy)

9. Other significant reasons documented on the application.

An interdistrict attendance permit shall not exceed five years. Each permit shall stipulate the terms and conditions established by both districts under which interdistrict attendance shall be permitted, denied, or revoked and any standards of reapplication. (Education Code 46600)

INTERDISTRICT ATTENDANCE (continued) AR 5117(b)

Once a student is enrolled in a school, he/she shall not be required to reapply for an interdistrict transfer annually. Existing interdistrict attendance permits shall not be rescinded for students entering grade 11 or 12 in the subsequent school year.

Interdistrict attendance agreements or applications shall not be required for students enrolling in a regional occupational center or program. (Education Code 52317)

The Superintendent or designee may deny or rescind requests for interdistrict attendance agreements if the school's facilities are overcrowded at the relevant grade level and based on other considerations that are not arbitrary. However, once a student is admitted based on child care needs, his/her continued attendance may not be denied because of overcrowding through fifth grade.

If, within 30 calendar days after the person having legal custody of a pupil has so requested, the governing board of either school district fails to approve interdistrict attendance in the current term, or, in the absence of an agreement between the districts fails or refuses to enter into an agreement, the district or residence, shall advise the person requesting the permit of the right to appeal to the county board of education. The Superintendent or designee shall notify parents/guardians of a student who is denied interdistrict attendance regarding the process for appeal to the County Board of Education as specified in Education Code 46601.

The Superintendent or designee shall notify parents/guardians of a student who is denied interdistrict attendance regarding the process for appeal to the County Board of Education as specified in Education Code 46601.

(cf. 5145.6 – Parental Notifications)

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or decisions while expulsion proceedings are pending, or during the term of the expulsion. (Education Code 46601)

(cf. 5119 – Students Expelled from Other Districts)
(cf. 5114.1 – Suspension and Expulsion/Due Process)

Transportation

The Superintendent or designee may authorize transportation for students living outside the attendance area to and from designated bus stops within the attendance area if space is available based on the student fee schedule.

Regulation WESTERN PLACER UNIFIED SCHOOL DISTRICT
approved: September 4, 2007 Lincoln, California
revised: March 4, 2009, March 15, 2009, March 2011, February 21, 2012
revised: November 5, 2013

8.8.4

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Administrative Regulation 5111.12

STUDENTS AR 5111.12(a)

Residency Based on Parent/Guardian Employment

District residency status may be granted to a student whose parent/guardian is employed within district boundaries. (Education Code 48204)

(cf. 5111.1 - District Residency)
(cf. 5117 - Interdistrict Attendance)

Applications for Admission

When applying for his/her child's admission to a district school based on employment, the parent/guardian shall provide proof of employment within district boundaries, such as a paycheck stub or letter from his/her employer.

The Board of Trustees may deny enrollment based on parent/guardian employment if any of the following circumstances exists:

1. The additional cost of educating the student would exceed the amount of additional state aid received as a result of the transfer. (Education Code 48204)

2. Enrollment of the student would adversely affect the district's court-ordered or voluntary desegregation plan. (Education Code 48204)

3. The school facilities are overcrowded at the relevant grade level.

4. Other circumstances exist that are not arbitrary. (Education Code 48204)

The Superintendent or designee shall notify the parent/guardian in writing of the Board's decision to deny the student admission. The notice shall include specific reasons for the denial.

Students enrolled in the district on the basis of parent/guardian employment shall not be required to reapply for enrollment in subsequent school years. Such students may continue to attend school in the district through the highest grade provided by the district, if the parent/guardian so chooses and if one or both of the student's parents/guardians continue to be employed within district boundaries, subject to the restrictions specified in law related to excess costs and negative impact on desegregation plans. (Education Code 48204)

Residency Based on Parent/Guardian Employment (continued)

District Students Attending Other Districts Based on Parent/Guardian Employment

When a student's parents/guardians request a transfer to another district based on the parent/guardian's employment within that other district, the Board may deny the request if the percentage of district students admitted to other districts on the basis of parent/guardian employment exceeds the limits prescribed in Education Code 48204. (More than one percent of district's ADA or 75 students, whichever is greater) A transfer may also be denied if the Board determines that the transfer would negatively impact a court-ordered or voluntary desegregation plan. (Education Code 48204)

The student's parent/guardian shall be notified in writing of the Board's decision to deny the transfer to the school district in which the parent/guardian's employer is situated. The notice shall include specific reasons for the denial.

Legal Reference:

EDUCATION CODE
48200-48204 Compulsory education law
ATTORNEY GENERAL OPINIONS
84 Ops.Cal.Atty.Gen. 198 (2001)

Management Resources:

WEB SITES
California Department of Education: http://www.cde.ca.gov

Regulation
WESTERN PLACER UNIFIED SCHOOL DISTRICT
Approved: September 4, 2007

Lincoln, California

WESTERN PLACER
UNIFIED SCHOOL DISTRICT
600 Sixth St, Suite 400, Lincoln CA 95648
Ph: 916-645-6350

Board of Trustees: Paul Long
Brian Haley
Paul Carras
Kris Wyatt
Damian Armitage

Superintendent: Scott Leaman

January 14, 2015

Dear Interdistrict Applicant,

The purpose of this letter is to highlight select criteria and assist you in submitting your 2015-16 interdistrict application. We begin accepting interdistrict applications on February 2, 2015.

When State law changed and districts were allowed to stop ongoing approval for daycare, WPUSD chose to support families and continue this policy. Our policy allows **ongoing and initial daycare approval through fifth grade.** Additionally, we are emphasizing that interdistrict approvals are **approved for one year only**. Although the law states they can be five years, Placer County school districts have agreed that applications will be required annually. If you are apply to or coming from a district outside of Placer County, you are acknowledging the one year rule by submission of your application. I would also like to let you know we have exceeded our maximum for residency based on employment. This means **we will be unable to approve new applications based on parental or guardian employment** in a desired district. **This will include applications for siblings of students currently attending based on employment.**

We look at each application individually in the order they are received. The district typically receives over 500 interdistrict requests for students to attend our schools and choose other public schools. Due to this, **I am unable to individually meet with families seeking an interdistrict request**. Our **helpful staff is available** to answer questions about the application process, but I must review the application personally. The best course of action is to read the parent handbook, complete an application, and attach any information that would be helpful.

Incoming high school students requesting an interdistrict transfer will be required to **attend an information session at Lincoln High School** prior to submitting an application. You can attend the Freshman Showcase on January 29, 2015 at 6:30pm in the Lincoln High School Gym or an information session on February 10, March 10, April 14, or May 12 this year. All information sessions are held at 3:15 at the Lincoln High School Office.

Sincerely,

Scott Leaman
Superintendent

8.8.7

WESTERN PLACER
UNIFIED SCHOOL DISTRICT

INTERDISTRICT ATTENDANCE REQUEST

PARENT HANDBOOK 2014-2015 School Year

8.8.8

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8.8.9

INTERDISTRICT STUDENT TRANSFERS

The Western Placer Unified School District is responsible for providing educational services to students residing in district boundaries. The district builds schools, hires staff, purchases supplies, and engages in comprehensive planning to meet its educational mandate. The Board commits extensive resources based on this planning to adequately prepare for every student that resides, and plans to reside, in the district. The state provides revenue to meet financial commitments based on student enrollment by district of residence. Each student attending another district results in a financial loss. Consequently, in order to plan effectively, provide quality educational opportunities, and meet our financial commitments based on the State's intent to educate children by district of residence, it is important to retain as many students as possible.

The Board expects parents who live within our attendance boundaries to enroll their students in our schools so we can continue to plan and meet our commitments. However, WPUSD has established a process to evaluate requests for students who reside in one district while intending to attend school in another district. This process is called an interdistrict transfer request. The request must be approved by the district in which the student lives and the desired district of attendance to allow the student to enroll.

This handbook contains information for parents, students, and the community to help clarify this process. Included in this handbook are the Board Policy and Administrative Regulations the district uses as a guide for making decisions concerning transfers. Nothing in this handbook changes the laws, Board Policy or Administrative Regulations governing interdistrict transfer, but is intended to assist in clarifying the process.

INTERDISTRICT STUDENT TRANSFER PROCESS

INITIAL REQUEST

The first step in the process is to obtain an Interdistrict Request Form from the district where your student lives. Complete the form and deliver or mail it to the district where your student lives. The district typically outlines the reasons an interdistrict may be approved in Board Policy or Administrative Regulations.

For incoming high school students that have never attended Lincoln High School, visitation to Lincoln High School will need to be completed prior to consideration of your interdistrict transfer. If you choose to continue with your request for transfer after completion of the tour, please bring the tour letter, signed by a school official, to the District Office (600 Sixth Street, Suite 400 Lincoln, CA 95648) with your completed request form.

8.8.10

In Western Placer Unified School District (WPUSD), reasons an interdistrict request may be approved include:

1. To meet the child care needs of the student when options within the district of residency are not available. If an option within the district residence is available, only cases of hardship may be granted. Once a permit has been issued based on childcare needs (grades K-5), the childcare recertification form may be used to reapply through 5th grade, as long as the student continues to receive childcare in the receiving district. *(Education Code 46601.5)*

2. To meet a child's special mental or physical health needs, as prescribed by a physician, and school psychologist or other appropriate school personnel, with concurrence from the sending district. *(cf. 6159 – Individualized Education Program)*

3. When the student has a sibling(s) attending school in a receiving district, unless the student in the receiving district is attending based on an interdistrict agreement.

4. To allow the student to complete a school year when his/her parents/guardians have moved out of the district during that year.

5. To allow eighth grade students attend the same school they attended as seventh grade students, even if their families moved out of the district during their seventh grade year.

6. To allow juniors and seniors attend the same school they attended the previous year, even if their families moved out of the district during that year. *(Education Code 46600)*

7. When the parent/guardian provides satisfactory documentation , as determined by the sending district, that the family will be moving to the receiving district in the immediate future and would like the student to start the year in that district.

8. When recommended by the School Attendance Review Board or by county child welfare, probation or social service agency staff member in documented cases of serious home or community problems, which make it inadvisable for the student to attend the school of residence.

9. Other significant reasons not included on the Interdistrict Request Application.

In addition to the reasons above, Administrative Regulation 5111.12 allows students to establish residency (attend) a district in which the parent/guardian is employed. The parent *must submit proof of employment such as a paycheck stub* from the employer. California law allows school districts to limit students exiting the district to one percent (1%) of Average Daily Attendance or 75 students, whichever is greater. WPUSD currently exceeds this amount of students exiting our district under this law.

8.8.11

Please include any information or reasons you feel are important on the interdistrict request form, even if they do not fit in the above criteria. You may attach this information to the form if there is not adequate space.

DISTRICT RESPONSE

The district of residence will review the request for the *current school year* and take action within thirty (30) days or you have the right to appeal directly to the Placer County Board of Education (PCBOE). In WPUSD, the Superintendent will review the form and will contact you with an approval or denial based on the reasons stated on the form.

Approval of Interdistrict Request

If approved, the signed form is returned to the parent/guardian to submit to the receiving district. If approved by the receiving district, the student may be enrolled in the new district. If denied by the receiving district, the parent has the right appeal to the PCBOE.

Denial of Interdistrict Request

If denied, the parent may request in writing an appeal of the decision before the WPUSD school board. This appeal is heard at the next available board meeting in closed session. This gives parents/guardians the option to address the board directly with their reasons for requesting the interdistrict transfer. After the closed session, the board will vote in open session whether to accept or reject the appeal. If the parents do not appeal the decision, the child's assigned district will be WPUSD or the parents may request an appeal hearing with the PCBOE.

APPEAL TO THE PLACER COUNTY BOARD OF EDUCATION

To appeal to the Placer County Board of Education, forms must be filed with PCBOE within 30 days of the date you received notification from either district that your request was denied. You may contact the Placer County Office of Education at (530) 889-8020 and request information for appealing the decision to the board of education. The PCBOE has a parent handbook to assist with the process at the county level. *Denials from the WPUSD school board based on establishing residency through parent/guardian employment are not eligible to be heard by the PCBOE because WPUSD currently exceeds the amount of students exiting through this law.* The PCBOE will approve the appeal allowing the student to enroll in the new district, or will deny and uphold the decision of the local school board. Board action regarding the appeal is final.

Students who are under consideration for expulsion or who have been expelled pursuant to Sections 48915 and 48918, may not appeal interdistrict attendance denials or rescissions while expulsion proceedings are pending, or during the term of the expulsion.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

FREQUENTLY ASKED QUESTIONS

Q. If I return my transfer request early, will it give me a better chance getting it approved?

A. No, transfers are based on criteria in Administrative Regulation 5117. The only exception would be if WPUSD fell below 75 students requesting a transfer due to parent employment.

Q. I will be requesting a transfer for more than one child. If one is approved, will all of the requests for my children be approved?

A. No, each request is considered separately based on the criteria.

Q. I will be requesting a transfer for both of my children. Do I complete one form for each child?

A. Yes, please submit a form for each student.

Q. If my request for a transfer is approved, is transportation available?

A. No. Transportation is not provided for interdistrict transfers.

Q. My student presently is on an interdistrict transfer. Do we need to re-apply each year?

Yes. Each year, paperwork must be submitted for an interdistrict transfer. Renewals based on employment and childcare may require a different "Re-certification Form". Please see the front desk for this "Re-Certification Form".

Q. Where do I get the transfer request form?

A. Interdistrict transfer forms may be picked up at WPUSD Monday - Friday from 7:30 - 4:30.
Western Placer Unified School District
600 Sixth Street, Suite 400
Lincoln, CA 95648
Or, you may obtain a form at our website:
http://www.wpusd.k12.ca.us/documents/Parent%20Resources/IDA%20Form%20New%202012.pdf

For more information, please contact the WPUSD district office at (916) 645-6350.

8.8.13

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
Adoption of Revised/New Policies/Regulations/Exhibits

AGENDA ITEM AREA:
Action

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
January 20, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:

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

- BP/AR 0420 – School Plans/Site Councils
- BP/AR 0520.1 – High Priority Schools Grant Program
- AR 0520.2 – Title I Program Improvement Schools
- BP/AR 1113 – District and School Web Sites
- AR 1340 – Access to District Records
- BP 1431 – Waivers
- AR 3515.2 – Disruptions
- BP/AR 5111 – Admission
- AR 5111.2 – Nonresident Foreign Students
- AR 5111.13 – Residency for Homeless Children
- BP/AR 5112.3 – Student Leave of Absence
- BP/AR 5113 – Absences and Excuses
- BP/AR 5116.1 – Intradistrict Open Enrollment

- AR/E 5125.1 – Release of Directory Information
- BP/AR 5126 – Awards for Achievement
- BP 5141.33 – Head Lice
- AR 5142.1 – Identification and Reporting of Missing Children
- BP/AR 6143 – Courses of Study
- BP 6145.2 – Athletic Competition
- AR 6146.2 – Certificate of Proficiency/High School Equivalency
- BP 6161 – Equipment, Books and Materials
- AR 6161.1 – Selection and Evaluation of Instructional Materials
- BP/AR 6162.51 – State Academic Achievement Tests
- BP 6163.1 – Library Media Centers
- BP 6177 – Summer Learning Programs
- BB 9321 – Closed Session Purposes and Agendas

RECOMMENDATION:

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

wp/rk/factform

Note: Descriptions below identify major revisions made in CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts should review the sample materials and modify their own policies accordingly.

BP/AR 0420 - School Plans/Site Councils
(BP revised)

Policy revised to delete material on school site block grants, which are no longer operational. Policy also adds language, reflecting California Department of Education guide, requiring the Board to communicate specific reasons to the school site council when it disapproves the Single Plan for Student Achievement.

Regulation revised to delete section on "School Site Block Grants" since these grants are no longer operational and to delete section on "School Plans for Categorical Block Grants" since requirements for the Pupil Retention Block Grant and School and Library Improvement Block Grant are now flexible under the Local Control Funding Formula pursuant to **NEW LAW** (AB 97, 2013). Regulation also updated to reflect California Department of Education guide re: (1) selection of school site council members, including clarification of membership requirements in middle schools, and (2) the process of developing the Single Plan for Student Achievement, including data sources, consultation with advisory groups, and new budget planning and evaluation tools.

BP/AR 0520.1 High Priority Schools Grant Program
(BP/AR deleted)

Policy and administrative regulation deleted because the state is no longer funding improvement efforts for new cohorts of schools through the High Priority Schools Grant Program. In addition, **NEW LAW** (SB 70, 2011) deletes this program from the list of categorical programs subject to Tier 3 flexibility.

AR 0520.2 - Title I Program Improvement Schools
(AR revised)

Regulation updated to reflect the Parent Empowerment Act, which authorizes parents/guardians in certain Year 3 Program Improvement schools to petition the Board to implement one of four specified intervention models or an alternative governance arrangement. Updated regulation also clarifies the timeline and content of the required notice to parents/guardians regarding the opportunity to transfer their child to another school and reflects additional requirements pertaining to supplemental educational services, including development of a student learning plan and safeguards against conflict of interest.

BP/AR 1113 - District and School Web Sites
(BP/AR revised)

Updated policy (1) includes new section on "Design Standards" addressing accessibility of web sites to individuals with disabilities per U.S. Department of Justice technical assistance publication, (2) relates policy regarding advertising in school publications (BP 1325 - Advertising and Promotion) to advertising on district and school web sites, and (3) clarifies options related to posting of individual student photographs. Updated regulation deletes legal requirement to make school accountability report cards available on the Internet which repeated material in 0510 - School Accountability Report Cards. Regulation also contains material formerly in BP re: copyrighted material and external links, and adds new material re: individual teacher or classroom pages, editorial review of content, and staff development.

AR 1340 - Access to District Records
(AR revised)

Regulation revised to list instructional materials as records that are accessible to the public under the California Public Records Act. Regulation also updates list of confidential records to include library circulation and patron use records, as added by **NEW LAW (SB 445)**, and records pertaining to the security of the district's information technology system.

BP 1431 - Waivers
(BP revised)

Policy updated to add steps for consideration of district waiver request prior to its submission to the State Board of Education (SBE), including public hearing and notice requirements and Board approval. Policy also reflects requirements for renewal of a general waiver and adds information on the California Department of Education's online waiver request system and its guidance to expedite waiver requests.

8.9.2

Note: Descriptions below identify major revisions made in CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts should review the sample materials and modify their own policies accordingly.

AR 3515.2 - Disruptions
(AR revised)

Regulation updated to reflect **NEW LAW (AB 123)** which makes it a misdemeanor for a person to willfully or knowingly create a disruption with the intent to threaten the immediate physical safety of any student in grades K-8.

BP/AR 5111 - Admission
(BP/AR revised)

Policy revised to make the timeline for students to enroll in the school in their attendance area consistent with the timeline for intradistrict open enrollment established pursuant to BP/AR 5116.1 - Intradistrict Open Enrollment. Policy also reflects **NEW FEDERAL GUIDANCE** clarifying that districts may not adopt enrollment procedures based on the actual or perceived citizenship or immigration status of students or their parents/guardians. Updated regulation reflects **NEW LAW (SB 1381, 2010)** which revises the age criterion for admission into kindergarten or first grade, moving up the birthdate that triggers enrollment eligibility one month each year between 2012-13 and 2014-15. Material re: prekindergarten summer program deleted since the program was eliminated pursuant to SB 1381.

AR 5111.2 - Nonresident Foreign Students
(AR revised)

Regulation updated to add requirements related to obtaining certification and recertification of district eligibility to enroll nonimmigrant foreign students, conditions under which nonresident foreign students may be admitted, and recordkeeping requirements.

AR 5111.13 - Residency for Homeless Children
(AR deleted)

Regulation deleted and key concepts incorporated into AR 5111.1 - District Residency.

BP/AR 5112.3 - Student Leave of Absence
(BP/AR revised)

MANDATED policy updated to clarify authority to grant student leaves of absence and to encourage enrollment in independent study. Regulation updated to more directly reflect law, add legal citations, and clarify the signature requirements for the written agreement.

BP/AR 5113 - Absences and Excuses
(BP/AR revised)

Policy revised to clarify that, in accordance with court decisions and an Attorney General opinion, students at any grade level cannot be required to provide parent/guardian consent before being absent from school for purposes of receiving confidential medical services. Policy also adds section re: effect of absences on a student's grades/credits. **MANDATED** regulation updated to reflect **NEW LAW (AB 387)** which expands the list of excused absences to include student absence for the purpose of spending time with an immediate family member who is an active duty service member who has been deployed, is on leave from, or has immediately returned from deployment to a combat zone or combat support position.

BP/AR 5116.1 - Intradistrict Open Enrollment
(BP/AR revised)

MANDATED policy revised to reflect **NEW LAW (SBX5 4)** which allows a student attending a school identified by the CDE as an "open enrollment school" to transfer to another school that has a higher Academic Performance Index. Policy contains language giving priority for admission to students attending an identified school who wish to transfer to another school within the district. Policy and regulation also revised to create an application window in order to allow the district to grant priorities consistent with the requirements in the Open Enrollment Act.

8.9.3

Note: Descriptions below identify major revisions made in CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts should review the sample materials and modify their own policies accordingly.

AR/E 5125.1 - Release of Directory Information
(AR/E revised)

MANDATED regulation and accompanying Exhibit updated to reflect **NEW LAW (AB 143)** which changes the definition of "directory information" to include students' email addresses and exclude students' places of birth. Regulation and Exhibit also revised to reflect federal regulation excluding social security numbers and student identification numbers from the definition of directory information but allowing use of a personal identifier in specified circumstances. Regulation reflects **NEW FEDERAL REGULATIONS** (76 Fed. Reg. 75604) which authorize districts to limit the applicability of this policy to specific parties and/or for specific purposes.

BP/AR 5126 - Awards for Achievement
(BP/AR revised)

Policy updated to reflect **NEW LAW (AB 815)** which establishes a State Seal of Biliteracy to recognize high school graduates who have attained a high level of proficiency in one or more languages in addition to English. Policy also contains optional language for districts that choose to provide "pathway awards" recognizing benchmarks toward biliteracy at earlier grade levels. **MANDATED** regulation updated to reflect eligibility criteria and other requirements for State Seal of Biliteracy as added by AB 815. Regulation also adds optional general rules governing student applications for the district's scholarship and loan fund and optional notifications to inform students of eligibility requirements for various awards.

BP 5141.33 - Head Lice
(BP revised)

Updated policy reflects **NEW STATE GUIDANCE** from the California Department of Public Health (CDPH) on head lice prevention and control in schools. In accordance with CDPH guidance, policy (1) deletes routine screening by schools and the school's responsibility to check siblings of infected students, (2) adds provision of information to parents/guardians to encourage at-home screening and inspection, (3) allows student found with active head lice to stay in school until the end of the school day, and (4) gives discretion to principal or designee to determine whether to send notification and information to parents/guardians when students in a class or school are found infested with head lice.

AR 5142.1 - Identification and Reporting of Missing Children
(AR new)

Unnecessary policy deleted and legal requirements re: fingerprinting program moved to AR. Regulation revised to more directly reflect law re: posting the Department of Justice (DOJ) poster on missing children and reviewing the DOJ's quarterly missing person bulletin. Regulation also adds new material related to the "Amber Alert" system and to actions to be taken in the event an employee recognizes a child who has been reported as missing or witnesses an abduction.

BP/AR 6143 - Courses of Study
(BP/AR revised)

MANDATED policy includes expanded language on the articulation of courses of study across grade levels and with postsecondary institutions, and clarifies requirement to offer secondary students a course of study that prepares them to meet the prerequisites for college admission and to attain entry-level employment skills. Material re: notifications to students in grades 9-12 moved to AR. Updated regulation reflects **NEW LAW (SB 48)** which requires social sciences instruction at the appropriate elementary and secondary grade levels to include a study of the contributions of lesbian, gay, bisexual, and transgender (LGBT) Americans, persons with disabilities, European Americans, and members of other cultural groups to the development of California and the United States. Regulation also reflects **NEW LAW (AB 199)** which encourages social sciences instruction at secondary grade levels to include the role of Filipinos in World War II. New section on "Certification of College Preparatory Courses" added to address the process of seeking certification of a-g courses by the University of California.

8.9.4

Note: Descriptions below identify major revisions made in CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts should review the sample materials and modify their own policies accordingly.

BP 6145.2 - Athletic Competition
(BP revised)

Policy updated to reflect **NEW LAW (AB 25)** which requires districts to distribute information on concussions and head injuries to student athletes and their parents/guardians and requires that a student athlete who is suspected of sustaining a concussion be immediately removed from the athletic activity and not allowed to return until a health care provider provides written clearance. Policy also reflects (1) **NEW COURT DECISION** re: liability for failure to provide equivalent athletic opportunities for males and females even if the females did not provide notice of their disadvantageous treatment; (2) **NEW LAW (SB 107)** which extends the operation of the California Interscholastic Federation (CIF) until 2017; and (3) CIF bylaws related to student eligibility for interscholastic athletic programs, including bylaws limiting eligibility of students in home schooling or home study/independent study programs. Updated regulation clarifies requirements related to ensuring that equivalent athletic opportunities are provided to both sexes.

AR 6146.2 - Certificate of Proficiency/High School Equivalency
(AR revised)

Updated regulation reflects **NEW LAW (SB 461, 2011)** which authorizes the issuance of a high school equivalency certificate to a student who completes a dropout recovery high school's instructional program and meets other specified criteria.

BP 6161 - Equipment, Books and Materials
(BP deleted)

Policy deleted due to redundancy with BP 6161.1 - Selection and Evaluation of Instructional Materials.

AR 6161.1 - Selection and Evaluation of Instructional Materials
(AR revised)

Regulation updated to reflect **NEW LAW (SB 70)** which extends flexibility for the use of Instructional Materials Funding Realignment Program funds through the 2014-15 fiscal year, Policy also reflects **NEW LAW (SB 509)** which authorizes districts, until July 1, 2015, to purchase the newest adopted instructional materials for schools in deciles 1-3 of the Academic Performance Index without purchasing them for other schools. Updated regulation reflects (1) **NEW LAW (SB 70)** which prohibits the State Board of Education (SBE) from adopting K-8 instructional materials until the 2015-16 school year; (2) **NEW LAW (AB 114)** which provides that districts are not required, through the 2014-15 fiscal year, to provide students with instructional materials within 24 months of the SBE's adoption; (3) **NEW LAW (SB 140)** which requires the California Department of Education to prepare a list of K-8 supplemental instructional materials that are

BP/AR 6162.51 - State Academic Achievement Tests
(BP/AR revised)

Retitled policy updated to reflect **NEW LAW** (AB 484) which establishes a new state assessment system, designated by the CDE as the California Assessment of Student Performance and Progress (CAASPP), beginning in the 2013-14 school year. Policy also reflects **NEW LAW** (SB 247) which requires the CDE to identify existing tests that may be used by classroom teachers for diagnostic purposes in grade 2. Policy reflects **NEW LAW** (AB 97) which repealed law that encouraged boards to examine state assessment results by school, grade, and student subgroup during their annual discussion of each school's Academic Performance Index, but which still requires demonstration of comparable improvement in academic achievement by numerically significant student subgroups.

Note: Descriptions below identify major revisions made in CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts should review the sample materials and modify their own policies accordingly.

BP/AR 6162.51 - State Academic Achievement Tests *(continued)*

Retitled regulation updated to reflect the tests that are included in the CAASPP state assessment system established by **NEW LAW** (AB 484), including, but not limited to, 2013-14 field tests of the Smarter Balanced Assessment Consortium tests in English language arts and mathematics. Regulation also reflects the SBE's authorization to use the Standards-Based Test in Spanish (STS) to assess students in a dual language immersion program. Details of allowable testing variations deleted pending the adoption of revised Title 5 regulations, but reference added to related guidelines from Smarter Balanced Assessment Consortium.

BP 6163.1 - Library Media Centers

(BP revised)

Policy updated to reflect **NEW TITLE 5 REGULATIONS (Register 2013, No. 3)** which revise the authorized duties of credentialed teacher librarians and add a new special class authorization for departmentalized instruction in information literacy, digital literacy, and digital citizenship. Policy also deletes references to the use of Instructional Materials Funding Realignment Program funds for the purchase of classroom library materials, as that program was repealed by **NEW LAW (AB 1246, 2012)**. Policy references a State Board of Education document identifying alignment of library instruction standards with Common Core State Standards and expands material on program evaluation.

BP 6177 - Summer Learning Programs

(BP revised)

Retitled policy updated to include components of effective summer programs, add material on evaluation of summer school programs, and describe summer learning opportunities in addition to summer school. For further information, see CSBA's Summer Learning Series and its new policy brief "School's Out, Now What? How Summer Programs Are Improving Student Learning and Wellness."

BB 9321 - Closed Session Purposes and Agendas

(BB revised)

Updated bylaw reflects **NEW ATTORNEY GENERAL OPINION** which concludes that only three specified subjects related to real property negotiations may be considered in closed session. Bylaw also (1) includes board philosophical statement expressing commitment to transparency and compliance with open meeting laws, (2) includes requirement to reconvene in open session to report decisions of closed session with link to BB 9321.1 - Closed Session Actions and Reports, and (3) revises section on "Pending Litigation" to add definitions of "party" and "significant exposure to litigation."

SCHOOL PLANS/SITE COUNCILS

~~When required by law or determined to be a useful tool to accomplish district and school goals, school site councils or other school advisory groups shall develop comprehensive school plans designed to enhance student achievement at individual school sites.~~

The Governing Board believes that comprehensive planning at each district school is necessary in order to focus school improvement efforts on student academic achievement and facilitate the effective use of district resources. The Superintendent or designee shall ensure that school plans provide clear direction and identify cohesive strategies aligned with school and district goals.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0400 - Comprehensive Plans)

~~Single Plan for Student Achievement~~

For any school that participates in specified state and/or federal categorical programs, the school site council or other schoolwide advisory committee shall consolidate the plans required for those categorical programs into a single plan for student achievement (SPSA). (Education Code 52055.755, 64001)

(cf. 0420.1 - School-Based Program Coordination)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 0520.2 – Title I Program Improvement Schools)
~~(cf. 0520 - Intervention for Underperforming Schools)~~
~~(cf. 0520.1 - High Priority Schools Grant Program)~~
~~(cf. 0520.2 - Title I Program Improvement Schools)~~
(cf. 0520.4 - Quality Education Investment Schools)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1431 - Waivers)
(cf. 3513.3 - Tobacco-Free Schools)
(cf. 4131 - Staff Development)
~~(cf. 4139 - Peer Assistance and Review)~~
(cf. 5147 - Dropout Prevention)
(cf. 5147 – Dropout Prevention)
(cf. 6020 – Parent Involvement)
~~(cf. 5148.1 - Child Care Services for Parenting Students)~~
(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6151 – Class Size)
~~(cf. 6163.1 - Library Media Centers)~~
(cf. 6164.2 - Counseling/Guidance Services)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Language Learners)
(cf. 6190 - Evaluation of the Instructional Program)

As appropriate, a school may incorporate any other school plan into the SPSA. (Education code 64001)

8.9.7

SCHOOL PLANS/SITE COUNCILS (continued)

The Superintendent or designee shall review each school's SPSA to ensure that it meets the content requirements for all programs included, is based on an analysis of current practices and student academic performance, and reasonably links improvement strategies to identified needs of the school and students. He/she shall submit to the Board his/her recommendations for plan approval or revision.

~~The Superintendent or designee shall review each school's single plan and ensure that it has been developed and approved by a properly constituted school site council, meets the content requirements for all programs included, is based on an analysis of current practices and student academic performance, and reasonably links improvement strategies to identified needs of the school and students. He/she shall submit to the Board of Trustees his/her recommendations for plan approval or recommendations regarding any subsequent material revisions of the plan.~~

The Board shall review and approve each school's SPSA and any subsequent material revisions affecting the academic programs for students participating in the categorical programs addressed in the SPSA. The Board shall certify that, to the extent allowable under federal law, the SPSA is consistent with district local improvement plans required as a condition of receiving federal funding. Any such review and approval shall be at a regularly scheduled Board meeting. (Education Code 64001)

~~The Board shall review and approve each school's single plan for student achievement at a regularly scheduled meeting. The Board also shall review and approve any subsequent revisions that include material changes affecting the academic programs for students participating in these categorical programs. The Board shall certify that, to the extent allowable under federal law, the plan is consistent with district local improvement plans required as a condition of receiving federal funding. (Education Code 64001)~~

~~The Superintendent or designee shall ensure that a single plan for student achievement is prepared by the school site council as required by law for each school participating in specified state and/or federal categorical programs. (Education Code 41507, 41572, 52055.755, 64001)~~

~~Whenever feasible, any other school plan may be incorporated into the single plan for student achievement.~~

Whenever the Board does not approve a school's SPSA, it shall communicate its specific reasons for disapproval of the plan to the school site council or committee. The school site council or committee shall then revise and resubmit the SPSA to the Board for its approval.

The Superintendent or designee shall ensure that ~~principals and members~~ of each site council receive training on the roles and responsibilities of the site council. ~~To the extent necessary,~~

SCHOOL PLANS/SITE COUNCILS (continued)

~~he/she shall ensure that site councils receive the resources necessary in order to perform their role effectively.~~

~~**School Site Block Grants**~~

~~Upon receipt of state funding for school site block grants, the Board shall allocate the funds to district schools on an equal per pupil basis. (AB 1802, Sec. 43, Statutes of 2006)~~

~~The school's use of the funds allocated through this block grant shall be proposed by the school site council or, if the school does not have a school site council, by a schoolwide advisory group or school support group. (AB 1802, Sec. 43, Statutes of 2006)~~

~~The Board encourages school site councils to fund the highest priority needs identified in school improvement plans. The school site council shall provide the Superintendent or designee and the Board with a written proposal that includes a statement of the identified need(s) and how the funds will be used to enhance the educational program.~~

~~Before the funds are encumbered or expended, the Board shall approve the site council's proposed use of the funds. If the Board does not approve the proposed use, the Board shall inform the school site council of the reasons for disapproval and request that the council review and revise its proposal. (AB 1802, Sec. 43, Statutes of 2006)~~

Legal Reference:

EDUCATION CODE
52-53 Designation of schools
~~8240-8244 General child care and development programs~~
~~8750-8754 Conservation education~~
~~18100-18203 School libraries~~
~~32228-32228.5 School safety and violence prevention~~
33133 Information guide for school site councils
35147 Open meeting laws exceptions
41500-41573 Categorical education block grants
~~44500-44508 Peer Assistance and Review Program~~
~~44520-44534 New Careers Program~~
~~48400-48403 Compulsory continuation education~~
~~48430-48438 Continuation education~~
~~48660-48667 Community day schools~~
~~51745-51749.3 Independent study~~
~~51760-51769.5 Work experience education~~
~~51870-51874 Educational technology~~
~~52053-52055.55 Immediate Intervention/Underperforming Schools Program~~
~~52055.600-52055.662 High Priority Schools Grant Program~~
52055.700-52055.770 Quality Education Investment Act
52176 Advisory committees
~~52200-52212 Gifted and Talented Education Program~~
~~52300-52346 Regional occupational centers~~
52500-52617 Adult education, including:

Legal Reference: (continued on next page)

SCHOOL PLANS/SITE COUNCILS (continued)

Legal Reference: (continued)

~~*52610-52616.24 Adult education finances*~~
52800-52887 School-Based Program Coordination Act
52890 Qualifications and duties of outreach consultants
54000-54028 Educationally Disadvantaged Youth Programs
54100-54145 Miller-Unruh Basic Reading Act
54425 Advisory committees (compensatory education)
54650-54659 Education Improvement Incentive Program
~~*54740-54749.5 California School Age Families Education Program*~~
56000-56885 Special education
64000 Categorical programs included in consolidated application
64001 Single school plan for student achievement, consolidated application programs
~~*REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS*~~
~~*52012 Establishment of school site council*~~
~~*52014-52015 School plans*~~
HEALTH AND SAFETY CODE
104420 Tobacco use prevention
~~*MILITARY AND VETERANS CODE*~~
~~*500-520.1 California Cadet Corps*~~
~~*AB 1802 UNCODIFIED 2006 STATUTE*~~
~~*43 School site block grants*~~
CODE OF REGULATIONS, TITLE 5
3930-3937 Compliance plans
UNITED STATES CODE, TITLE 20
6311 Accountability, adequate yearly progress
6312-6319 Title I programs; plans
6421-6472 Programs for neglected, delinquent, and at-risk children and youth
6601-6651 Teacher and Principal Training and Recruitment program
6801-7014 Limited English proficient and immigrant students
7101-7165 Safe and Drug-Free Schools and Communities
7341-7355c Rural Education Initiative

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
~~*A Guide and Template for the Single Plan for Student Achievement: A Handbook for School Site Councils, April 2006*~~
A Guide for Developing the Single Plan for Student Achievement: A Resource for the School Site Council, February 2013
WEST ED PUBLICATIONS
California Healthy Kids Survey
California School Climate Survey
WEB SITES
California Department of Education, Single Plan for Student Achievement: http://www.cde.ca.gov/nclb/sr/le/singleplan.asp
~~*Center for Comprehensive School Reform and Improvement: http://www.centerforcsri.org*~~
U.S. Department of Education: http://www.ed.gov
WestEd: http://www.wested.org

SCHOOL PLANS/SITE COUNCILS

School Site Councils

~~When required for participation in any categorical program, each district~~ School **site councils** shall **be** established **when required for participation in a categorical program.** ~~a school site council or advisory committee~~. (Education Code ~~41507~~, 41572, 52852, 64001)

(cf. 0420.1 - School-Based Program Coordination)

The school site council shall be composed of the following: (Education Code ~~41507, 41572~~, 52852)

1. The principal
2. Teachers selected by the school's teachers
3. Other school personnel chosen by the school's other personnel
4. Parents/guardians **representatives, who may include parents/guardians** of students attending the school ~~chosen by other such parents/guardians,~~ **and/**or community members, **selected** ~~chosen~~ by ~~the~~ parents/guardians ~~as representatives~~ **of students attending the school**
5. In secondary schools, students attending the school ~~chosen~~ **selected** by other such students

Half of the school site council membership shall consist of school staff, the majority of whom shall be classroom teachers. For elementary school site councils, the remaining half shall be ~~parents/guardians or~~ parent/guardian representatives. For secondary school site councils, the remaining half shall be equal numbers of ~~parents/guardians (or~~ parent/guardian representatives~~)~~ and students. (Education Code ~~41507, 41572~~, 52852)

A district employee may serve as a parent/guardian representative on the site council of the school his/her child attends, provided the employee does not work at that school. (Education Code 52852)

The bylaws of each school site council shall include the method of selecting members and officers, terms of office, responsibilities of council members, time commitment, and a policy of nondiscrimination.

School site councils may function on behalf of other committees in accordance with law. (Education Code ~~52055.620,~~ 52176, 52870, 54425; 5 CCR 3932)

~~*(cf. 0520.1 - High Priority Schools Grant Program)*~~

School site councils shall operate in accordance with procedural meeting requirements established in Education Code 35147.

8.9.11

SCHOOL PLANS/SITE COUNCILS (continued)

(cf. 1220 - Citizen Advisory Committees)

Single Plan for Student Achievement

In order for a school to participate in any state or federal categorical program specified in Education Code ~~41506, 41571,~~ 52055.700, or 64000~~,~~ **on an ongoing basis,** the school site council shall approve~~,~~ **and** annually review, and update a single plan for student achievement **(SPSA)**. If the school does not have a school site council, **these responsibilities shall be fulfilled by** a schoolwide advisory group or school support group conforming to the composition requirements of the school site council listed **in the section "School Site Councils"** above. ~~shall fulfill these responsibilities~~. (Education Code ~~41507, 41572,~~ 52055.755, 64001)

~~*(cf. 0420.1 - School-Based Program Coordination)*~~
(cf. 0450 - Comprehensive Safety Plan)
~~*(cf. 0520 - Intervention for Underperforming Schools)*~~
~~*(cf. 0520.1 - High Priority Schools Grant Program)*~~
~~*(cf. 0520.2 - Title I Program Improvement Schools)*~~
(cf. 0520.4 - Quality Education Investment Schools)
(cf. 1431 – Waivers)
(cf. 3513.3 - Tobacco-Free Schools)
(cf. 4131 - Staff Development)
~~*(cf. 4139 - Peer Assistance and Review)*~~
(cf. 5147 - Dropout Prevention)
~~*(cf. 5148.1 - Child Care Services for Parenting Students)*~~
(cf. 6020 – Parent Involvement)
(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6151 – Class Size)
~~*(cf. 6163.1 - Library Media Centers)*~~
(cf. 6164.2 - Counseling/Guidance Services)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Language Learners)
(cf. 6184 – Continuation Education)

The SPSA shall be developed with the review, advice, and certification of any applicable school advisory committees. (Education Code 64001)

Such groups may include, but are not limited to, advisory committees established for categorical programs such as English learner, special education, gifted and talented education, and Economic Impact Aid programs; Western Association of Schools and Colleges leadership teams; district or school liaison teams for schools identified for program improvement; and other committees established by the school or district.

(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6190 - Evaluation of the Instructional Program)

9.9.12

SCHOOL PLANS/SITE COUNCILS (continued)

The ~~single plan for student achievement~~ **SPSA** shall be aligned with school goals for improving student achievement. ~~and~~ **school goals** shall be based on an analysis of verifiable state data, including the Academic Performance Index (API) and the California English Language Development Test (CELDT), and **may consider** any other data ~~voluntarily~~ developed by the district to measure student achievement. (Education Code 64001)

(cf. 0500 - Accountability)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

The ~~plan~~ **SPSA** shall, at a minimum: (Education Code 64001)

1. Address how funds provided to the school through **specified** categorical programs will be used to improve the academic performance of all students to the level of the performance goals established by the API

2. Identify the ~~school's~~ means of evaluating **the school's** progress toward accomplishing those goals

3. Identify how state and federal law governing these **categorical** programs will be implemented

In addition to meeting the requirements common to all applicable school plans, the ~~single plan~~ **SPSA** shall address the content required by law for each individual categorical program in which the school participates.

~~Plans developed for the state's Immediate Intervention/Underperforming Schools Program pursuant to Education Code 52054 or the federal Title I schoolwide programs pursuant to 20 USC 6314 shall satisfy the requirement for the single plan. (Education Code 64001)~~

In developing or revising the SPSA, the school site council or other schoolwide advisory group or school support group shall:

~~*(cf. 0520 - Intervention for Underperforming Schools)*~~
~~*(cf. 6171 - Title I Programs)*~~

~~In developing or revising the single plan, the school site council shall:~~

1. ~~Measure the effectiveness of current improvement strategies at the school~~

~~The school site council shall~~ Analyze student **achievement data. Using measures of student academic** performance, ~~based on state and local data,~~ **the school shall** identify significant **patterns of** low performance ~~among~~ **in particular content areas,** ~~all~~ student groups, and/**or** ~~analyze instructional programs to determine program areas that need to be addressed in order to raise performance of student groups not meeting~~

8.9.13

SCHOOL PLANS/SITE COUNCILS (continued)

~~academic standards.~~ **individual students and determine which data summaries to include in the plan as most informative and relevant to school goals.**

(cf. 6011 - Academic Standards)

2. ~~Seek input from other school advisory committees as appropriate~~ **Assess the effectiveness of the school's instructional program in relation to the analysis of student data.**

3. **Identify a limited number of achievement goals and key improvement strategies to achieve the goals. School goals shall reflect the needs identified at the school site while aligning with goals identified in federally required district plans. The school shall specify the student group(s) on which each goals is focused, the methods or practices that will be used to reach the goals, and the criteria that will be used to determine if the goal is achieved.** ~~Reaffirm or revise school goals to serve as a basis for school improvement activities and expenditures~~

4. ~~Revise improvement strategies and expenditures~~ **Define timelines, personnel responsible, proposed expenditures, and funding sources to implement the SPSA.**

   ~~The school site council shall specify actions to be taken, dates by which actions are to be started and completed, expenditures needed to implement the action, the funding source, anticipated annual performance growth for each student group, and the means that will be used to evaluate progress toward each goal.~~

~~5. Approve and recommend the plan to the Board of Trustees~~

The Superintendent or designee and the principal shall implement the strategies in the single plan and report to the school site council and the Board regarding progress toward school goals. The school site council shall monitor the implementation and effectiveness of the single plan and modify any activities that prove ineffective.

~~**School Plans for Categorical Block Grants**~~

~~Whenever a school participates in the state's categorical block grant programs for student retention and/or school and library improvement, the school site council shall develop a plan which shall include, but need not be limited to: (Education Code 41507, 41572)~~

~~1. Curricula, instructional strategies, and materials responsive to the individual educational needs and learning styles of each student that enables all students to do all of the following:~~

~~a. Make continuous progress and learn at a rate appropriate to their abilities~~

SCHOOL PLANS/SITE COUNCILS (continued)

b. Master basic skills in language development and reading, writing, and mathematics

c. Develop knowledge and skills in other aspects of the curricula, such as arts and humanities; physical, natural, and social sciences; multicultural education; physical, emotional, and mental health; consumer economics; and career education

d. Pursue educational interests and develop esteem for self and others; personal and social responsibility, critical thinking, and independent judgment

(cf. 5148 - Child Care and Development)
(cf. 6158 - Independent Study)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

2. Consideration of the use of community resources to achieve instructional improvement objectives

3. Consideration of the use of education technology

(cf. 0440 - District Technology Plan)

4. A staff development program for teachers, other school personnel, paraprofessionals, and volunteers

(cf. 1240 - Volunteer Assistance)
(cf. 4131.1 - Beginning Teacher Support/Induction)
(cf. 4138 - Mentor Teachers)
(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 4231 - Staff Development)

5. Provisions for utilization of the student success team process to identify and assess the needs of students who are dropouts or potential dropouts, and to develop programs to meet those needs

(cf. 5147 - Dropout Prevention)
(cf. 5149 - At Risk Students)
(cf. 6164.5 - Student Success Teams)

6. Procedures for coordinating services from funding sources at the school level to help students participate successfully in the core academic curricula and specialized curricula related to jobs and career opportunities

(cf. 6030 - Integrated Academic and Vocational Instruction)
(cf. 6178 - Vocational Education)
(cf. 6178.1 - Work Experience Education)

8.9.15

SCHOOL PLANS/SITE COUNCILS (continued)

7. Instructional and auxiliary services to meet the special needs of students who are limited English speaking, including instruction in a language they understand; educationally disadvantaged students; gifted and talented students; and students with disabilities

(cf. 6172 - Gifted and Talented Student Program)

8. Improvement of the classroom and school environments, including improvement of relationships between and among students, school personnel, parents/guardians, and the community, and reduction of the incidence of violence and vandalism among students

(cf. 5137 - Positive School Environment)
(cf. 5138 - Conflict Resolution/Peer Mediation)

9. Improvement of student attendance, including parent/guardian awareness of the importance of regular school attendance

(cf. 5113 - Absence and Excuses)
(cf. 5113.1 - Truancy)

10. The proposed expenditure of block grant funds and the degree to which expenditures meet the plan's criteria

11. Other activities and objectives established by the school site council

12. A process for ongoing evaluation and modification of the plan

The evaluation shall be based on the degree to which the school is meeting the plan's objectives, student achievement, and improved school environment. An improved school environment shall be measured by indicators such as the incidence of absenteeism, suspension and expulsion, dropouts, school violence, vandalism and theft; student attitudes towards the school, self, and others; absenteeism among staff, staff resignations, and requests for transfers; and satisfaction of students, parents/guardians, teachers, administrators, and staff.

In addition, any school receiving state funding for school and library improvement shall incorporate plans pertaining to school libraries. (Education Code 41572)

The student retention and/or school and library improvement plans shall be incorporated into the school's single plan for student achievement as described in the above section. (Education Code 41507, 41572)

School Site Block Grants

8.9.16

SCHOOL PLANS/SITE COUNCILS (continued)

~~The school site council may propose any one-time educational purpose for the use of funds allocated to school sites under school site block grants, including, but not limited to, the following purposes: (AB 1802, Sec. 43, Statutes of 2006)~~

~~1. Instructional materials~~

~~2. Classroom and laboratory supplies and materials~~

~~3. School and classroom library materials~~

~~4. Educational technology~~

~~5. Deferred maintenance~~

~~6. Expenditures designed to close the achievement gap~~

~~7. Professional development~~

The school site council or other schoolwide group shall approve the proposed SPSA at a meeting for which public notice has been posted and then submit the SPSA to the Governing Board for approval. (Education Code 35147, 64001)

The school site council or other schoolwide group shall regularly monitor the implementation and effectiveness of the SPSA and modify any activities that prove ineffective. At least once per year, the school shall evaluate results of improvement efforts and report to the Board, advisory committees, and other interested parties regarding progress toward school goals.

The school site council or other schoolwide group may amend the SPSA at any time. Any revisions that would substantively change the academic programs funded through the consolidated application shall be submitted to the Board for approval.

HIGH PRIORITY SCHOOLS GRANT PROGRAM

The Board of Trustees recognizes that schools demonstrating the lowest performance on state indicators of student achievement need to develop and implement a comprehensive approach to school improvement in order to improve student learning. The Board shall provide all necessary support and assistance to any such high-priority school to help ensure a quality education for all students.

(cf. 0400 - Comprehensive Plans)
(cf. 0500 - Accountability)
(cf. 9000 - Role of the Board)

Whenever the Superintendent of Public Instruction (SPI) invites any district school to participate in the High Priority Schools Grant Program, the Board shall hold a public hearing at a regularly scheduled meeting to discuss whether or not to apply for participation and how to address the needs of the school and its students. If it is determined that the school will not accept the invitation to participate, the Board shall hold a public hearing at a regularly scheduled meeting to discuss the reasons and rationale for the decision and to explain how the district intends to address the needs of the school and students. Neither of these discussions shall be placed on the consent calendar. (Education Code 52055.615)

(cf. 9322 – Agenda/Meeting Materials)

When the Board holds any such public hearing required for this program, written notice shall be sent to representative parent organizations, including the parent-teacher association, parent-teacher clubs, and school site councils, and may be sent directly to parents/guardians in accordance with Education Code 48985. Notice also shall be sent to all local major media outlets, the local mayor, all members of the city council, all members of the county board of supervisors, the county superintendent of schools, and the county board of education. (Education Code 52055.615)

The Board shall, at a regularly scheduled meeting, approve an action plan for each participating school and certify that it contains all the essential components specified in Education Code 52055.625. (Education Code 52055.630)

(cf. 9322 – Agenda/Meeting Materials)

In reviewing the proposed school action plan, the Board shall consider, at a minimum, the resources necessary to implement the plan, implications for the district's collective bargaining agreements, alignment of the action plan with the Title I local educational agency plan and/or other improvement plans, and the extent to which strategies in the plan are focused on areas of greatest need as identified through achievement data, self-assessments, and other district reports.

(cf. 3100 - Budget)
(cf. 4141/4241 – Collective Bargaining Agreement)
(cf. 6171 – Title I Programs)

8.9.18

HIGH PRIORITY SCHOOLS GRANT PROGRAM (continued)

The Superintendent or designee shall coordinate all school improvement efforts to provide a coherent strategy addressing student needs.

(cf. 0420 – School Plans/Site Councils)
(cf. 0520 - Intervention for Underperforming Schools)
(cf. 0520.2 – Title I Program Improvement Schools)
(cf. 0520.3 – Title I Program Improvement Districts)
(cf. 0520.4 – Quality Education Investment Schools)
(cf. 6020 – Parent Involvement)

The Board shall closely monitor the progress of any school participating in the programs. The Superintendent or designee shall provide the Board with regular reports on the status and results of school improvement efforts.

As necessary, the Board may direct the school site council to review and revise the school action plan in order to raise student achievement. In the event that school improvement efforts do not produce adequate growth in achievement after two or more years of receiving program funding to implement the action plan, the Board shall cooperate with the SPI and the State Board of Education in the development of strategies to help the school succeed.

Legal Reference: (see next page)

DELETE

8.9.19

HIGH PRIORITY SCHOOLS GRANT PROGRAM (continued)

EDUCATION CODE

17014 Facilities maintenance
17032.5 Facilities maintenance
17070.75 Facilities maintenance
33126 School accountability report card
33400-33407 CDE evaluation of district programs
41507 Single plan, Pupil Retention Block Grant
41572 Single plan, School and Library Improvement Block Grant
44510-44517 Principal Training Program
45125.1 Criminal background checks for contractors
48985 Parental notifications, languages other than English
51041 Evaluation of the educational program
51101 Rights of parents/guardians
52050-52059 Public Schools Accountability Act, especially:
52053-52055.51 Immediate Intervention Underperforming Schools Program
52055.600-52055.662 High Priority Schools Grant Program
52055.700-52055.770 Quality Education Investment Action
52070-52075 High School Pupil Success Act
60119 Sufficiency of textbooks and instructional materials
60640 Standardized Testing and Reporting Program
60810 English language development test
64001 Single plan for student achievement
99220-99227 California Professional Development Institutes 99230-99242 Mathematics and Reading Professional Development Program

UNITED STATES CODE, TITLE 5

1030.7-1030.8 Determination of significant academic growth:

UNITED STATES CODE, TITLE 20

6301-6578 Academic achievement of the disadvantaged, including:
6318 Parent involvement
6319 Qualifications of highly qualified teachers
6511-6518 Comprehensive School Reform program

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Cohort 2 HPSGP: Questions and Answers
High Priority Schools Grant Program: Guidance and Application
A Guide and Template for the Single Plan for Student Achievement: A Handbook for School Site Councils, November 2006

WEB SITES

CSBA: http://www.csba.org
California Department of Education, HPSG: http://www.cde.ca.gov/ta/lp/hp

DRAFT

HIGH PRIORITY SCHOOLS GRANT PROGRAM

Development of Action Plan

For each school participating in the High Priority Schools Grant (HPSG), an action plan shall be developed, in partnership with the district, by the school site council or, if the school does not have one, by a schoolwide advisory group or school support group whose members are self-selected. (Education Code 52055.605)

(cf. 0420 – School Plans/Site councils)
(cf. 0520 - Intervention for Underperforming Schools)
(cf. 1220 – Citizen Advisory Committees)

In developing a school action plan, the school and district shall use the technical assistance of district personnel, county offices of education, universities, or any other person or entity that has proven successful expertise specific to the challenges inherent in high-priority schools. (Education Code 52055.630)

The district shall involve teachers in the development of the action plan and shall certify that it has met and consulted with the exclusive representative of certificated employees on the plan. (Education Code 52055.630)

In developing the action plan, the school and district shall use the results of the initial needs assessment of the school's current conditions and performance, potential barriers to student achievement, and the nature and coherence of the district's support of the school's instructional program.

The action plan may include any existing plan that the school may have developed for another program, provided it addresses the components listed in Education Code 52055.625. (Education Code 52055.620)

Content of Action Plan

The action plan shall meet the requirements specified in Education Code 52054(d) and (e) and 52055.620. (Education Code 52055.620, 52055.6245)

The action plan shall include strategies to address each of the following essential components: (Education Code 52055.625)

1. Student literacy and achievement

8.9.21

HIGH PRIORITY SCHOOLS GRANT PROGRAM (continued)

The action plan shall include a strategy to increase student literacy and achievement, including necessary attention to the needs of English language learners. At a minimum, this strategy shall include a plan to achieve the following goals.

a. Provide each student at the school with appropriate instructional materials aligned with state academic content and performance standards

(cf. 1312.4 – Williams Uniform Complaint Procedures)
(cf. 6011 - Academic Standards)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

b. Increase achievement of each significant subgroup at the school on the Academic Performance Index (API) by the end of the implementation period

c. Increase performance of each English language learner at the school on the English language development test required by Education Code 60810 and the achievement tests required by Education Code 60640

(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6174 - Education for English Language Learners)

2. Quality of staff, including highly qualified teachers as required by the federal No Child Left Behind Act and appropriately credentialed teachers for English learners.

(cf. 4111 – Recruitment and Selection)
(cf. 4112.2 – Certification)
(cf. 4112.22 – Staff Teaching Students of Limited English Proficiency)
(cf. 4112.23 – Special Education Staff)
(cf. 4112.24 – Teacher Qualifications Under the No Child Left Behind Act)

The action plan shall include a strategy to attract, retain and fairly distribute the highest quality staff at the school, including teachers, administrators and support staff. At a minimum, this strategy shall include a plan to:

a. Increase the number of credentialed teachers working at the school site

b. Increase or target professional development opportunities for teachers related to the goals of the action plan and state English language development standards, including but not limited to, participation in professional development institutes established pursuant to Education Code 99220-99226

8.9.22

HIGH PRIORITY SCHOOLS GRANT PROGRAM (continued)

c. Ensure that school administrators successfully complete, by the end of the implementation period, a program designed to maximize leadership skills

The action plan shall include a strategy, jointly developed by the district and the exclusive bargaining representative of the district's certificated employees, for addressing the distribution of experienced credentialed teachers throughout the district, including an agreement on how they are going to achieve a balance in that distribution. This collaboration shall take place outside of collective bargaining and shall include discussions on ways to maximize current options to recruit credentialed teachers, use regional recruitment centers, ensure that newly hired credentialed teachers are assigned in alignment with the goal of even distribution, and ensure that high-priority schools provide a teaching and learning environment conducive to retaining fully credentialed teachers. (Education Code 52055.620)

(cf. 4140/4240 - Bargaining Units)

3. Parental involvement

The action plan shall include a strategy to change the culture of the school community to recognize parents/guardians as partners in the education of their children and to prepare and educate parents/guardians in the learning and academic progress of their children. At a minimum, this strategy shall include:

a. For any school that offers any of grades K-5, a commitment to jointly develop with parents/guardians a school-parent compact pursuant to 20 USC 6319 as required by Education Code 51101

(cf. 6020 – Parent Involvement)
(cf. 6171 - Title I Programs)

b. A plan to achieve the goal of maintaining or increasing the number and frequency of personal parent/guardian contacts each year at the school site and school-home communications designed to promote parent/guardian support for meeting state standards and core curriculum requirements

(cf. 5020 - Parent Rights and Responsibilities)

4. Facilities, maintained in good repair as specified in Education Code 17014, 17032.5, 17070.75, and 17089; curriculum; instructional materials consistent with the requirements of Education Code 60119; and support services.

8.9.23

HIGH PRIORITY SCHOOLS GRANT PROGRAM (continued)

The action plan shall include a strategy to provide an environment that is conducive to teaching and learning and that includes the development of high-quality curriculum and instruction aligned with state content and performance standards and English language development standards to measure progress toward achieving English language proficiency. At a minimum, this strategy shall include the goal of providing adequate logistical support including, but not limited to, curriculum, quality instruction, instructional materials, support services, and supplies for every student.

(cf. 3517 – Facilities Inspection)
(cf. 6141 - Curriculum Development and Evaluation)

District/School Liaison Team

The Superintendent or designee and the school site council of a participating school shall establish a district/school liaison team to facilitate communications between the district and school, assist with a self-assessment process, and assist with developing the school's action plan.

Required Profession Development

The district shall provide eligible administrators and teachers, including instructional aides and paraprofessionals, in each participating school with professional development activities pursuant to the Principal Training Program (Education Code 44510-44517) and the Mathematics and Reading Professional Development Program (Education Code 99230-99242), as appropriate. (Education Code 52055.647)

(cf. 4131 – Staff Development)
(cf. 4331 – Staff Development)

Progress Reports

Each year the Superintendent or designee shall submit a report to the Superintendent of Public Instruction (SPI) for each participating school that meets all the requirements of Education Code 52055.640 and 52055.656. Before submitting the report, the Board of Trustees shall review, at a regularly scheduled meeting, the school's progress toward achieving its goals. (Education Code 52055.640, 52055.656)

(cf. 0500 - Accountability)

8.9.24

HIGH PRIORITY SCHOOLS GRANT PROGRAM (continued)

The Board may require any participating school to use assessments of students' academic growth in core curriculum areas to annually review whether changes are needed in the school action plan.

Any school that uses assessments in this manner shall use the English language development test administered pursuant to Education Code 60810 to measure progress toward achieving English language proficiency, where appropriate, and the tests that are part of the Standardized Testing and Reporting Program pursuant to Education Code 60640. A school may use any additional curriculum-based achievement test to assess student growth if the test is proven to be valid and reliable. The results of these assessments shall be reported annually to the Board. (Education Code 52055.645)

Consequences After 24 Months of Implementation

If a school has not met its growth targets on the state's Academic Performance Index each year for 24 months after receiving program funding to implement the school's action plan, the Board may, if so directed by the State Board of Education (SBE), take appropriate action and adopt appropriate strategies to provide corrective assistance to the school in order to achieve the components and benchmarks established in the school's action plan. (Education Code 52055.650)

Consequences After 36 Months of Implementation

After 36 months of receiving implementation funding, if a participating school has not met its growth target each year but has demonstrated "significant growth" as defined in 5 CCR 1030.7-1030.8, it shall continue to be monitored by the SPI. (Education Code 52055.650; 5 CCR 1030.7-1030.8)

If a participating school has neither met its growth targets each year nor demonstrated "significant growth," it shall be deemed a state-monitored school and shall be subject to the actions specified in Education Code 52055.650, as determined by the SPI and approved by the SBE. The Board shall, at a regularly scheduled public meeting, inform parents/guardians of this fact as well as the fact that the corrective actions specified in Education Code 52055.650(h) may occur. (Education Code 52055.650)

Whenever the corrective action selected by the SPI and SBE provides that the district will enter into a contract with a school assistance and intervention team (SAIT) to provide intensive support and expertise to implement the school reform initiatives in the school's action plan: (Education Code 52055.650)

HIGH PRIORITY SCHOOLS GRANT PROGRAM (continued)

1. School staff, site planning teams, administrators, and district staff shall work with the SAIT to improve student literacy and achievement by assessing the degree of implementation of the school's current action plan, refining and revising the action plan, and making recommendations to maximize the use of fiscal resources and personnel in achieving the goals of the plan. The Superintendent or designee shall provide support and assistance to enhance the work of the team at the targeted school site. A report of recommended corrective actions shall be completed by the SAIT not later than 60 days after assignment of the SAIT to the school.

2. Not later than 90 days after the assignment of the SAIT to the school, the Board shall adopt the team's initial recommendations at a regularly scheduled meeting. Any subsequent recommendations proposed by the SAIT shall be submitted to the Board and adopted by the Board within 30 days of the submission. The adoption of recommendations shall not be placed on the Board's consent agenda.

(cf. 9322 – Agenda/Meeting Materials)

3. No less than three times during the year, the Superintendent or designee and the school site shall present the SAIT with data regarding progress toward the goals established by the team's initial assessment. The data shall be presented to the Board at a regularly scheduled meeting.

When a school is deemed to be a state-monitored school, the Board shall: (Education Code 52055.650; 5 CCR 1030.7-1030.8)

1. At a minimum, make the same proportion of fiscal, human, and educational resources available to the school as was available before the school was identified as a state-monitored school, excluding funding for the Immediate Intervention/Under performing Schools Program and HPSGP

2. Continue its current ownership status with respect to the school site

3. Continue to provide the same insurance coverage with respect to property liability, errors and omissions, and other regularly provided insurance policies

4. Name the SPI and California Department of Education as additional insureds upon transfer of legal rights, duties, and responsibilities to the SPI

5. Continue to provide facilities support including maintenance, if appropriate to the management arrangement, and full school-site participation in bond financing

HIGH PRIORITY SCHOOLS GRANT PROGRAM (continued)

6. Remain involved with the school throughout the sanctions period

DELETE

Regulation
Approved: October 21, 2008
revised: January 20, 2015

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.9.27

TITLE I PROGRAM IMPROVEMENT SCHOOLS

Definitions

Adequate yearly progress (AYP) ~~encompasses the following four requirements:~~ **refers to a series of annual academic performance goals, as defined by the State Board of Education, that incorporate student participation levels on state assessments, minimum required percentages of students scoring at the proficient level or above on English language arts and mathematics state assessments, high school graduation rates, and growth on the state's Academic Performance Index (API). AYP includes measurable annual objectives for continuous and substantial improvement for the achievement of all students at the school and for any subgroup of students, including economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency, when the number of students in the subgroup is sufficient to yield statistically reliable results. (20 USC 6311)**

~~1. Annual measurable objectives: Achievement of the statewide annual measurable objectives (AMOs) on English language arts (ELA) and mathematics assessments (schoolwide/districtwide and subgroups). AMOs are the minimum required percentages of students at proficient or above in each content area.~~

~~2. Participation rate: Achievement of 95 percent student participation rate on ELA and mathematics assessments (schoolwide/districtwide and subgroups) or average of 95 percent over a three-year period.~~

~~3. Academic Performance Index (API): Growth in the API score of at least one point or a minimum growth API as defined annually by the State Board of Education (SBE) (schoolwide/districtwide).~~

~~4. Graduation Rate: Improvement in the graduation rate of at least .1 percent or a graduation rate of 100 percent (schoolwide/districtwide). This applies only to high schools and districts with high school students.~~

(cf. 0500 - Accountability)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

~~*At or above the "proficient" level*, for students in grades 2-8, means the percentage of students scoring at the proficient or advanced level on the California Standards Tests. At the high school level, proficiency is determined by equivalent levels on the California High School Exit Examination as determined by the State Board of Education. For special education students, proficient is limited to the performance on the California Alternate Performance Assessment (CAPA)~~

~~*(cf. 6162.51 - Standardized Testing and Reporting Program)*~~
~~*(cf. 6162.52 - High School Exit Examination)*~~

~~*Eligibility* for supplemental education services is based on family income. (34 CFR 200.45)~~

89.28

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

~~*Numerically significant subgroups* include economically disadvantaged students, students from major racial and ethnic groups, students with disabilities and students with limited English proficiency. For purposes of determining AYP, a significant subgroup is at least 100 students, or 50 students who represent at least 15 percent of the students to be tested.~~

Program improvement (PI) school **refers to a school that** is a ~~school~~ receiving federal Title I funds **and** ~~that~~ has failed to make AYP for **each of** two or more consecutive school years. ~~on the same indicator (i.e., AMOs for ELA and mathematics, participation rate, API, graduation rate).~~ **(20 USC 6316)**

A school shall be identified for PI by the California Department of Education (CDE) whenever, for each of two consecutive years, it either does not make AYP in the same content area (English language arts or mathematics) schoolwide or for any numerically significant student subgroup or does not make AYP on the same indicator (Academic Performance Index or high school graduation rate) schoolwide. If a small school has too few students to generate a school-level report, its results shall be aggregated into a district accountability measure.

Year 1 ~~One~~ Program Improvement

When any Title I school is identified for ~~Year One Program~~ Improvement: (20 USC 6316)

~~*(cf. 0420 - School Plans/Site Councils)*~~
~~*(cf. 6171 - Title I Programs)*~~

1. The Superintendent or designee shall provide students enrolled in the school the option of transferring **as described below under "Student Transfers."** to another ~~district~~ school, **which may include a** ~~or~~ charter school, **served by the district** that has not been identified for **PI** ~~program improvement, as described below under "Student Transfers."~~

(cf. 0420.4 - Charter Schools)
(cf. 5116.1 – Intradistrict Open Enrollment)
~~*(cf. 5118 - Transfers)*~~

2. ~~The Principal and school community~~ **No later than three months of being identified for PI, the school** shall develop or revise a ~~two-year improvement~~ **school** plan, ~~in accordance with 20 USC 6316 for approval by the Board of Trustees~~ **in consultation with parents/guardians, school staff, the district, and outside experts, for approval by the Governing Board. The plan shall cover a two-year period and address the components specified in 20 USC 6316.**

(cf. 6020 – Parent Involvement)

8.9.29

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

To fulfill this requirement, the school may revise its Single Plan for Student Achievement to reflect the requirements of 20 USC 6316.

(cf. 0420 - School Plans/Site Councils)
(cf. 6171 - Title I Programs)

3. Within 45 days of receiving the plan, the Board shall establish a peer review process to assist with its review of the plan, work with the school as necessary, and approve the plan if it meets the requirements of law.

4. The school shall implement the plan no later than the beginning of the next full school year following the school's identification for PI, or, if the plan has not been approved prior to beginning the school year, immediately upon approval of the plan. ~~20 USC 6316~~

5. As the school develops and implements the school plan, the Superintendent or designee shall ensure that the school receives technical assistance from the district, CDE, an institution of higher education, a private organization, an educational service agency, or another entity with experience in helping schools improve academic achievement, including assistance in: ~~20 USC 6316~~

~~1. Analyzing state assessment data and other examples of student work to identify and address problems in instruction and/or problems in implementing Title I requirements pertaining to parent involvement, professional development, or school and district responsibilities identified in the school's Title I plan~~

a. Analyzing data from state assessments and other examples of student work to identify and address problems in instruction and/or problems in implementing Title I requirements pertaining to parent involvement, professional development, or school and district responsibilities identified in the school plan

~~2. Identifying and implementing professional development, instructional strategies and methods of instruction that are based on scientifically based research and that have proven effective in addressing the specific instructional issues that caused the school to be identified for school improvement~~

b. Identifying and implementing professional development, instructional strategies, and methods of instruction that are derived from scientifically based research and that have proven effective in addressing the specific instructional issues that caused the school to be identified for PI

8.9.30

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

~~3. Analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student achievement and to remove the school from program improvement status~~

c. Analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student achievement and remove the school from PI status

(cf. 3100 - Budget)

Year 2 ~~Two~~ Program Improvement

For any Title I school that fails to make AYP by the end of the first full school year after being identified for **PI** ~~program improvement~~, the Superintendent or designee shall **take all of the following actions**: 20 USC 6316

1. Continue to provide all ~~elements of Year One Program Improvement~~ **students enrolled in the school the option of transferring, as described below in the section "Student Transfers"**

2. Arrange for the provision of supplemental educational services **(SES)** to eligible students from low-income families by a provider with a demonstrated record of effectiveness, as described below under "Supplemental Educational Services"

3. Continue to provide for technical assistance **in accordance with item #5 in the section "Year 1 Program Improvement" above**

Year 3 ~~Three~~ Program Improvement

When a school continues to fail to make AYP by the end of the second full school year after identification for **PI** ~~program improvement~~ (four consecutive years of failure to make AYP), the Superintendent or designee shall continue to provide all elements of Year **1** ~~One~~ and Year **2 PI** ~~Two Program Improvement~~ **specified above**. In addition, the Board shall take ~~at least~~ one **or more** of the following corrective actions: (20 USC 6316)

1. Replace school staff relevant to the failure

(cf. 4113 - Assignment)
(cf. 4114 - Transfers)
(cf. 4314 - Transfers)

2. Implement a new curriculum and related professional development

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

89.31

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

3. Significantly decrease management authority at the school level

4. Appoint an outside expert to advise the school

5. Extend the school year or school day for the school

(cf. 6111 - School Calendar)
(cf. 6112 - School Day)

6. Restructure the internal organization of the school

Whenever a school is identified for Year 3 PI, continues to fail to make AYP, has an API of less than 800, and is not identified as a "persistently lowest achieving school" pursuant to Education Code 53201, the parents/guardians of students attending that school may petition the district to implement an intervention for the purpose of improving academic achievement or student safety, provided that the state limit on the number of such schools has not yet been reached. To be considered by the Board, the petition shall contain all required content and signatures and specify one of four intervention models (i.e., turnaround model, restart model, school closure, or transformation model) or an alternative governance arrangement, as described in 5 CCR 4803-4807. The district shall implement the option requested by the parents/guardians unless, at a regularly scheduled public hearing, the Board makes a finding in writing stating the reason it cannot implement the recommended option and instead designates one of the other options to be implemented. (Education Code 53300-53303; 5 CCR 4800-4808)

Year 4 ~~Four and Beyond~~ Program Improvement ***and Beyond: Restructuring***

For any school that continues to fail to make AYP after one full year of corrective action, the Superintendent or designee shall continue to provide all ~~elements of Year One and Year Two Program Improvement.~~ **students enrolled in the school with the option to transfer to another school within the district and continue to make SES available to eligible students who remain in the school.** In addition, the Board shall **develop a plan and make necessary arrangements to** implement one of the following options for alternative governance and restructuring, consistent with California law: (20 USC 6316)

1. Reopen the school as a charter school

2. Replace all or most of the school staff relevant to the failure

3. Enter into a contract with an entity with a demonstrated record of effectiveness to operate the school

4. Turn the operation of the school over to the ~~California Department of Education~~

8.9.32

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

5. Institute any other major restructuring of the school's governance arrangements that makes fundamental reforms

Notifications

Whenever a school is identified for **PI**~~program improvement~~, corrective action, or restructuring, the Superintendent or designee shall promptly notify parents/guardians of students enrolled in that school. The notification shall include: (20 USC 6316; **34 CFR 200.37**)

1. An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary or secondary schools in the district and state

2. The reasons for the identification

3. An explanation of what the school is doing to address the problem of low achievement

4. An explanation of what the district or state is doing to help the school address the achievement problem

5. An explanation of how parents/guardians can become involved in addressing the academic issues that caused the school to be identified for **PI** ~~program improvement~~

6. An explanation of the option to transfer to another **school within the** district, **as described below in the section "Student Transfers"** ~~school or charter school or to obtain supplemental educational services~~

7. **If the school is in Year 2 of PI or beyond, an explanation of how parents/guardians can obtain SES for their child as described below in the section "Supplemental Educational Services"**

(cf. 5145.6 - Parental Notifications)
~~(cf. 5145.6 - Parental Notifications)~~

The Superintendent or designee shall disseminate information about corrective actions taken at any district school to the parents/guardians of each student in that school and to the public through such means as the Internet, the media and public agencies. (20 USC 6316)

The Superintendent or designee shall promptly notify teachers and parents/guardians whenever a school is identified for restructuring and shall provide them adequate

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

opportunities to comment before taking action and to participate in developing any plan for restructuring school governance. (20 USC 6316)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

All notifications pertaining to **PI** ~~program improvement~~ shall be written in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand. (20 USC 6316; **34 CFR 200.36**)

To the extent practicable, the district shall partner with outside groups, such as faith-based organizations, community-based organizations, and business groups, to help inform eligible students and their families of the opportunities to transfer or to receive SES. (34 CFR 200.48)

Student Transfers

All students enrolled in a **school** ~~Title I school that is identified for program improvement,~~ in Year One and **PI or** beyond shall be provided an option to transfer to another ~~district~~ school, **which may include a** ~~or~~ charter school, ~~that~~ **served by the district provided that the school**: (20 USC 6316), 34 CFR 200.44)

1. Has not been identified for **PI** ~~program improvement~~, corrective action or restructuring

   In the event that all district schools are identified for PI, the district shall, to the extent practicable, establish a cooperative agreement with other local educational agencies in the area for interdistrict transfers.

(cf. 5117 - Interdistrict Attendance)

2. Has not been identified by the ~~California Department of Education~~ as a "persistently dangerous" school pursuant to ~~(~~20 USC ~~6316)~~ **7912 and 5 CCR 11992-11994**

(cf. 0450 - Comprehensive Safety Plan)
~~(cf. 5116.1 - Intradistrict Open Enrollment)~~

Among these students **offered an option to transfer out of a PI school**, priority shall be given to the lowest achieving students from low-income families, as defined by the district for purposes of allocating Title I funds. ~~((~~20 USC 6316; **34 CFR 200.44**~~))~~

If two or more district schools are eligible to accept transfers based on criteria listed in items #1-2 above, the district shall provide a choice of more than one such school and shall take into account parent/guardian preferences among the choices offered. (34 CFR 200.44)

8.9.34

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

~~School capacity shall not be used to deny transfer opportunities to students. However, the~~ Superintendent or designee may consider **school** capacity in selecting schools that will be offered as alternatives for school **choice, but shall not use the lack of school capacity to deny transfer opportunities to students.** The ~~Board~~ **district** may increase capacity in eligible district schools to accommodate all students who wish to transfer.

The transfer option shall be offered **so that students may transfer in** ~~not later than the first day of~~ the school year following **the school year in which the district administered**~~ration of~~ the assessments that resulted in the identification of the school for **PI,** ~~program improvement,~~ corrective action or restructuring. **In order to provide adequate time for parents/guardians to exercise their transfer option before the school year begins, the Superintendent or designee shall notify parents/guardians of the available school choices sufficiently in advance of, but no later than 14 calendar days before, the start of the school year or on a date otherwise determined necessary by the CDE.** (34 CFR **200.37,** 200.44)

~~An explanation of the option to transfer to another public school shall be promptly provided to parents/guardians of each student enrolled in an identified school. Such notice shall be provided in an understandable and uniform format and, to the extent practicable, in a language that the parents/guardians can understand. ((20 USC 6316)~~

Notice of the Transfer Option shall:

1. Inform parents/guardians that ~~their child is eligible to attend another public school or public charter school~~ due to the identification of the current school as in need of improvement**, their child is eligible to attend another school, including a charter school, served by the district**

2. Identify each ~~public~~ school ~~or public charter school~~ that the parent/guardian can select

3. Explain why the choices made available to **the parents/guardians** ~~them~~ may have been limited

4. **Describe the timelines and procedures that parents/guardians must follow in selecting a school for their child, including a requirement that parents/guardians rank-order their preferences of eligible schools as appropriate**

~~4~~5. Provide information on the academic achievement of the school(s) to which the student may transfer (34 CFR 200.37)

~~5~~6. Explain the provision of transportation to the new school (34 CFR 200.37)

8.9.35

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

The notice may include other information about the school(s) to which the student may transfer, such as a description of any special academic programs or facilities, the availability of before- and after-school programs, the professional qualifications of teachers in the core academic subjects, and a description of parent involvement opportunities. (34 CFR 200.37)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)
(cf. 5148.2 - Before/After School Programs

In addition to mailing notices directly to parents/guardians, the Superintendent or designee shall provide information about transfer options through broader means, such as the Internet, the media, and public agencies serving students and their families. (34 CFR 200.36)

(cf. 1100 - Communication with the Public)
(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)

The district shall prominently display on its web site, in a timely manner each school year, a list of available schools to which eligible students may transfer in the current school year. The district shall also display data on the number of students who were eligible for and who participated in the student transfer option, beginning with data from the 2007-08 school year and each subsequent year thereafter. (34 CFR 200.39)

~~The Superintendent or designee may establish reasonable timelines for parents/guardians to indicate their intent to transfer their child and for the district to notify parents/guardians of the school assignment.~~

~~The Superintendent or designee may require parents/guardians to rank order their preferences from among schools that are eligible to receive transfer students. Parents/guardians may decline their assigned school and remain in their school of origin.~~

~~The district shall provide, or shall pay for the provision of, transportation for the student to the public school that student chooses to attend. (20 USC 6316)~~

In accordance with timelines established for the transfer request process, the Superintendent or designee shall notify parents/guardians of their child's school assignment and shall establish a reasonable deadline by which parents/guardians must either accept the assignment or decline the assignment and remain in the school of origin.

The district shall provide, or shall pay for the provision of, transportation to the district school which the student chooses to attend. (20 USC 6316; 34 CFR 200.44)

(cf. 3540 - Transportation)

8.9.36

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

To ensure that transportation may be reasonably provided, the Superintendent or designee may establish transportation zones based on geographic location **within the district**. Transportation to schools within that zone shall be fully provided, while transportation outside ~~that~~ **the** zone may be partially provided ~~or funded~~.

(cf. 3541 - Transportation Routes and Services)

Any student who transfers to another **district** school may remain in that school until he/she has completed the highest grade in that school. However, the district shall not be obligated to provide, or pay for the provision of, transportation for the student after the end of the school year that the school of origin is no longer identified for **PI,** ~~program improvement,~~ corrective action, or restructuring. (20 USC 6316; **34 CFR 200.44**) ~~If all district schools are identified for program improvement, corrective action or restructuring, the Board shall, to the extent practicable, establish a cooperative agreement with other local educational agencies in the area for an interdistrict transfer. (20 USC 6316)~~

~~*(cf. 5117 – Interdistrict Attendance)*~~
~~*(cf. 5117.1 – Interdistrict Attendance Agreements)*~~
~~*(cf. 5117.2 – Alternative Interdistrict Attendance Program)*~~

Supplemental Educational Services

When required by law, **SES** ~~supplemental educational services~~ shall be provided outside the regular school day and shall be specifically designed to increase achievement of eligible students from low income families on state academic assessments and to assist them in attaining state academic standards. (20 USC 6316)

(cf. 6011 - Academic Standards)
(cf. 6179 – Supplemental Instruction)

When a school is required to provide **SES** ~~supplemental educational services~~, the Superintendent or designee shall **provide** annually~~notify~~ **notice to** parents/guardians ~~of~~ **that includes: (20 USC 6316; 34 CFR 200.37)**

1. The availability of **SES** ~~supplemental educational services~~ ~~(20 USC 6316)~~

2. The identity of approved providers that are within the district or are reasonably available in neighboring local educational agencies ~~(20 USC 6316)~~

3. The identity of approved providers ~~that are accessible through~~ **of** technology-**based or** ~~, such as~~ distance learning **services**

8.9.37

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

4. The services, qualifications, and demonstrated effectiveness of each provider, **include an indication of those providers who are able to serve students with disabilities or limited English proficiency** (20 USC 6316)

5. The **benefits of receiving SES** ~~procedures and timelines that parents/guardians must follow to select a provider~~

In addition, the notification shall describe procedures and timelines that parents/guardians must follow to select a provider.

This notification shall be clearly distinguishable from other information sent to parents/guardians regarding identification of the school for PI, corrective action, or restructuring. (34 CFR 200.37)

The district shall prominently display on its web site, in a timely manner each school year, a list of state-approved providers serving the district in the current year and the location where services are provided. The district shall also display the number of students who were eligible for and who participated in SES, beginning with data from the 2007-08 school year and each subsequent year thereafter. (34 CFR 200.39)

The Superintendent or designee shall distribute sign-up forms for SES directly to all eligible students and their parents/guardians and make them available and accessible through broad means of dissemination such as the Internet, other media, and communications through public agencies serving eligible students and their families. (34 CFR 200.48)

The district shall provide a minimum of two enrollment windows, at separate points in the school year, that are of sufficient length to enable the parents/guardians of eligible students to make informed decisions about requesting SES and selecting a provider. (34 CFR 200.48)

Within a reasonable period of time established by the Superintendent or designee, parents/guardians shall select a **SES** ~~service~~ provider from among those approved by the **SBE.** ~~State Board of Education.~~ Upon request, the Superintendent or designee shall assist parents/guardians in choosing a provider. (20 USC 6316; **34 CFR 200.46**)

The district shall not prohibit or limit an approved provider from promoting its program or the general availability of SES to members of the community. (5 CCR 13075.9)

When the district is an approved SES provider, the Superintendent or designee shall be careful to provide parents/guardians with a balanced presentation of the options

8.9.38

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

available to them and shall ensure that they understand their right to select the district or any other service provider.

No district employee who administers or provides SES, either solely or in collaboration with a SES provider, or who has a financial interest of any kind in a SES provider, shall use his/her position as a district employee to encourage district students or their parents/guardians to use the services of that provider. (5 CCR 13075.7)

(cf. 9270 - Conflict of Interest)

The Superintendent or designee shall ensure that eligible students with disabilities, students covered under Section 504 **of the federal Rehabilitation Act,** and students with limited English proficiency receive appropriate supplemental educational services with any necessary accommodations or language assistance. (34 CFR 200.46)

(cf. 6159 - Individualized Education Program)
(cf. 6164.4 - Identification of Individuals for Special Education)
(cf. 6164.6 - Identification and Education under Section 504)
(cf. 6174 - Education for English Language Learners)

If no provider is able to make the services available to such students, the district shall provide these services with necessary accommodations or language assistance, either directly or through a contract. ~~Supplemental educational~~ Services shall be consistent with a student's individualized education program or Section 504 plan**, as applicable**.

If available funds are insufficient to provide supplemental educational services to each eligible student whose parents/guardians request those services, priority shall be given to the lowest achieving eligible students. (20 USC 6316)

If the number of parents/guardians selecting a particular provider exceeds the capacity of that provider, priority shall be given to the lowest achieving eligible students.

Once a **SES** provider has been selected by a parent/guardian, the Superintendent or designee shall enter into an agreement with the provider. The agreement shall: (20 USC 6316)

1. Require the district to develop, in consultation with the parents/guardians and the provider, a **student learning plan which includes** ~~statement of~~ specific achievement goals for the student, **a description of** how the student's progress will be measured, and a timetable for improving achievement. In the case of a student with disabilities, the **student learning plan** ~~statement~~ shall be consistent with the student's individualized education program.

2. Describe how the student's parents/guardians and teacher(s) will be regularly informed of the student's progress.

8.9.39

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

3. Provide for the termination of the agreement if the provider is unable to meet such goals and timetables.

4. Contain provisions with respect to the district making payments to the provider.

5. Prohibit the provider, without written parent/guardian permission, from disclosing to the public the identity of any student eligible for or receiving supplemental educational services.

(cf. 5125.1 - Release of Directory Information)

In developing the student learning plan as required by item #1 above, the Superintendent or designee shall consult with the parent/guardian of each student to, at a minimum, provide the parent/guardian an opportunity to express his/her views and have them considered. Consultation may include, but is not limited to, communication by telephone, email, home visits, parent/guardian meetings, and/or parent/guardian signature(s). Evidence of this consultation shall be included in the student learning plan. In the event that a consultation does not take place but the parent/guardian has selected an approved SES provider, the Superintendent or designee, or the provider acting on the district's behalf, shall show evidence of at least three separate attempts to contact the parent/guardian using at least two different means of communication. If the parent/guardian elects not to participate in the consultation, the Superintendent or designee, or approved provider acting on the district's behalf, must develop a student learning plan for the student. (5 CCR 13075.7)

The Superintendent or designee may request, but not require, that the SES provider develop the student learning plan on behalf of the district for each student served by the provider as indicated in the agreement. In such cases, the Superintendent or designee shall make available to the provider pertinent student academic achievement data with parent/guardian permission and other technical assistance that will facilitate the development of the plan. The Superintendent or designee shall maintain responsibility to review and approve the student learning plan to ensure that it is developed in consultation with the parent/guardian and contains all required information. (5 CCR 13075.7)

Eligible SES providers shall be given access to school facilities, using a fair, open, and objective process, on the same basis as other groups that seek access to school facilities. (34 CFR 200.48)

(cf. 1330 - Use of School Facilities)

Regulation
approved: September 4, 2007
revised: January 20, 2015

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.9.40

DISTRICT AND SCHOOL WEB SITES

To enhance communication with students, parents/guardians, staff, community members and the public at large, the Board of Trustees encourages the **Superintendent or designee to** development and ongoing maintenance of district and school web sites. on the Internet. **The use of district and school** web sites shall support the educational vision of the district**'s vision** and **goals and** shall be consistent **coordinated** with the **other** district's plans for communications **strategies.** and media relations.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0440 - District Technology Plan)
(cf. 1100 - Communication with the Public)
(cf. 1112 - Media Relations)
(cf. 3312 - Contracts)
(cf. 4040 - Employee Use of Technology)
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 1114 – District-Sponsored Social Media)
(cf. 6020 - Parent Involvement)
(cf. 6145.5 - Student Organization and Equal Access)
(cf. 6162.7 - Use of Technology in Instruction)
(cf. 6163.4 - Student Use of Technology)

Design Standards

The Superintendent or designee shall establish design standards for district and school web sites in order to maintain a consistent identity, professional appearance, and ease of use.

The district's design standards shall address the accessibility of district-sponsored web sites to individuals with disabilities, including compatibility with commonly used assistive technologies.

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

The Superintendent or designee shall develop guidelines regarding the content of district and school web sites which shall include standards for the ethical and responsible use of information and technology. These guidelines shall be consistent with law, Board policy and administrative regulation.

District and school web sites shall not include content which is obscene, libelous or slanderous, or which creates a clear and present danger of inciting students to commit unlawful acts on school premises, violate school rules or substantially disrupt the school's orderly operation.

Any links to external sites shall follow the same guidelines applicable to district and school web sites.

8.9.41

DISTRICT AND SCHOOL WEB SITES (continued)

~~The Superintendent or designee shall ensure that copyright laws are not violated in the use of material on district or school web sites.~~

~~*(cf. 4132/4232/4332 - Publication or Creation of Materials)*~~
~~*(cf. 6162.6 - Use of Copyrighted Materials)*~~

***Guidelines for* Content**

~~The Superintendent or designee shall ensure that web site content protects the privacy rights of students, parents/guardians, staff, Board members and other individuals.~~

The Superintendent or designee shall develop content guidelines for district and school web sites and shall assign staff to review and approve content prior to posting.

Board policy pertaining to advertising in district and school publications, as specified in BP 1325 - Advertising and Promotion, shall also apply to advertising on district and school web sites.

(cf. 1325 - Advertising and Promotion)

Privacy Rights

The Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on district and school web sites.

(cf. 1340 - Access to District Records)
(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5022 - Student and Family Privacy Rights)
(cf. 5125 - Student Records)

Telephone numbers and home and email addresses of students and/or their parents/guardians shall not be published on district or school web sites.

(cf. 5125.1 - Release of Directory Information)

Photographs of individual students may be published, together with their names, except when their parent/guardian has notified the district in writing to not release the student's photograph without prior written consent in accordance with BP/AR 5125.1 - Release of Directory Information.

Photographs of groups of students, such as at a school event, may be published provided that students' names are not included.

8.9.42

DISTRICT AND SCHOOL WEB SITES (continued)

Staff members' home addresses or telephone numbers shall not be posted on district or school web sites.

The home address or telephone number of any elected or appointed official including, but not limited to, a Board member or public safety official, shall not be posted on district or school web sites without the prior written permission of that individual. (Government Code 3307.5, 6254.21, 6254.24)

No public safety official shall be required to consent to the posting on the Internet of his/her photograph or identity as a public safety officer for any purpose if that officer reasonably believes that the disclosure may result in a threat, harassment, intimidation, or harm to the officer or his/her family. (Government Code 3307.5)

(cf. 3515.3 - District Police/Security Department)

~~No personal information about students or their parents/guardians, including phone numbers, home addresses or e-mail addresses, shall be published on a district or school web page. Student directory information shall not be published if parents/guardians have requested that it be withheld.~~

~~*(cf. 1340 - Access to District Records)*~~
~~*(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)*~~
~~*(cf. 5022 - Student and Family Privacy Rights)*~~
~~*(cf. 5125 - Student Records)*~~
~~*(cf. 5125.1 - Release of Directory Information)*~~

~~Photographs of students shall be used only with written permission from the students' parents/guardians.~~

~~Home addresses or telephone numbers of staff members shall not be posted.~~

~~District and school web sites shall not post the home address or telephone number of any elected or appointed official without the prior written permission of that individual. (Government Code 6254.21)~~

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

~~No public safety officer shall be required as a condition of employment to consent to the use on the Internet of his/her photograph or identity as a public safety officer for any purpose if that officer reasonably believes that the disclosure may result in a threat, harassment, intimidation or harm to the officer or his/her family. (Government Code 3307.5)~~

~~The Superintendent or designee may establish standards for the design of district and school web sites in order to maintain a consistent identity, professional appearance and ease of use.~~

8.9.43

DISTRICT AND SCHOOL WEB SITES (continued)

~~Staff and students may submit materials for web site publication to the district or school webmaster who shall ensure that the content adheres to district guidelines and policies.~~

Legal Reference:

EDUCATION CODE
35182.5 Contracts for advertising
35258 Internet access to school accountability report cards
48907 Exercise of free expression; rules and regulations
48950 Speech and other communication
49061 Definitions, directory information
49073 Release of directory information
60048 Commercial brand names, contracts or logos
GOVERNMENT CODE
3307.5 Publishing identity of public safety officers
6254.21 Publishing addresses and phone numbers of board members
6254.24 Definition of public safety official
11135 Nondiscrimination; accessibility to state web sites
PENAL CODE
14029.5 Prohibition against publishing personal information of person in witness protection program
UNITED STATES CODE, TITLE 17
101-1101 Federal copyright law
UNITED STATES CODE, TITLE 20
1232g Federal Family Educational Rights and Privacy Act (FERPA)
UNITED STATES CODE, TITLE 29
794 Section 503 of the Rehabilitation Act of 1973; accessibility to federal web sites
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 16
312.1-312.11 Children's Online Privacy
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy
COURT DECISIONS
Aaris v. Las Virgenes Unified School District, (1998) 64 Cal.App.4th 1112
~~*Perry Education Association v. Perry Local Educators' Association, (1983) 460 U.S. 37*~~
~~*Board of Education, Island Trees Union Free School District, et al. v. Pico, (1982) 457 U.S. 853*~~

Management Resources:

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS
Accessibility of State and Local Government Websites to People with Disabilities, June 2003
WORLD WIDE WEB CONSORTIUM PUBLICATIONS
Web Content Accessibility Guidelines, December 2008
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Web Accessibility Standards: http://www.cde.ca.gov/re/di/ws/webaccessstds.asp
California School Public Relations Association: http://www.calspra.org
U.S. Department of Justice, Americans with Disabilities Act: http://www.ada.gov
World Wide Web Consortium, Web Accessibility Initiative: http://www.w3.org/wai

DISTRICT AND SCHOOL WEB SITES

Content

District and school web sites shall provide current and useful information regarding district/**school** programs, activities and operations. Such information shall be appropriate for both internal and external audiences **and may include district mission and goals, district or school news, agendas and minutes of Governing Board meetings, School Accountability Report Cards, school calendars, and links to educational resources.**

(cf. 0440 - District Technology Plan)
(cf. 0510 - School Accountability Report Card)
(cf. 1100 - Communication with the Public)
(cf. 1112 - Media Relations)
(cf. 6020 - Parent Involvement)

~~The content of web sites may include, but not be limited to, district or school news, district mission and goals, agendas and minutes of Board of Trustees meetings, policy information, messages from the Board or administrators, information about curriculum and instruction, school calendars, student projects, school clubs and activities, lunch menus, transportation schedules, school map, school handbook, parent conferences, educational resources, links to other educational sites and contacts for further information.~~

With approval of the principal, individual teachers may create web pages linked to the district or school web site to provide information pertaining to class assignments, expectations, and activities.

Student work may be published on district or school web sites provided that both the student and his/her parent/guardian provide written permission or the work is part of an existing publication such as a school newspaper.

~~The Superintendent or designee shall make the information contained in the School Accountability Report Card accessible on the Internet and shall ensure that such information is updated annually. (Education Code 35258)~~

The Superintendent or designee shall ensure that copyright laws are not violated in the use of materials on district and school web sites. If any copyrighted material is posted, a notice shall be included crediting the original producer of the material and noting how and when permission to reprint the material was granted.

(cf. 4132/4232/4332 - Publication or Creation of Materials)
(cf. 6162.6 - Use of Copyrighted Materials)

Whenever a district or school web site includes links to external web sites, it shall include a disclaimer that the district is not responsible for the content of external web sites.

8.9.45

DISTRICT AND SCHOOL WEB SITES (continued)

~~Student work may be published on a web site provided that both the student and his/her parent/guardian provide written permission or the work is part of an existing publication such as a newspaper or school newsletter.~~

~~Students, staff or other individuals may not use district or school web sites to provide access to their personal web pages or online services.~~

~~If any copyrighted material is posted on a district or school web site, the web site shall include a notice crediting the original producer of the material and noting how and when permission to reprint the material was granted.~~

Roles and Responsibilities

~~The~~ **Any employee assigned as a** district **or school** webmaster shall be responsible for the ~~content and publication of the district web site upon approval of the Superintendent or designee. He/she shall review all content before publication,~~ upload **of material to the web site(s) upon approval of the Superintendent or designee.** ~~content to the district web server, regularly check links~~ **He/she shall ensure consistency of the material with district standards, regularly check links** for accuracy and appropriateness, keep the web server free of outdated or unused files, and provide technical assistance as needed.~~to school webmasters.~~

~~The school webmaster shall perform similar duties related to the content and maintenance of the school's web site upon approval of the school principal. The principal or school webmaster shall notify the Superintendent or designee regarding the creating and updating of a school web site.~~

The Superintendent or designee may assign additional staff members to conduct an editorial review of all materials submitted for publication on district or school web sites and to make corrections as needed in spelling, grammar, or accuracy of content.

The Superintendent or designee shall provide staff development opportunities related to district content guidelines, design standards, and accessibility laws and standards to district communications and technology staff, district and school webmasters, and/or other appropriate staff.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Security

~~The web site host computer shall have security procedures that prohibit unauthorized persons from accessing system level controls or making changes to web site content.~~ **The Superintendent or designee shall establish security procedures for the district's computer network to prevent unauthorized access and changes to district and school**

8.9.46

DISTRICT AND SCHOOL WEB SITES (continued)

web sites. To the extent possible, the host computer(s) shall be in a lockable room with restricted access.

ACCESS TO DISTRICT RECORDS

Records Open to the Public

Public records include any writing containing information relating to the conduct of the district's business prepared, owned, used or retained by the district regardless of physical form or characteristics. (Government Code 6252)

(cf. 3580 - District Records)
(cf. 9012 - Board Member Electronic Communications)

Writing means any handwriting, typewriting, printing, photostating, photographing, transmitting by electronic mail or facsimile, and every other means of recording upon any tangible thing any form of communication or representation, including letters, words, pictures, sounds, or symbols or combinations thereof, and any record thereby created, regardless of the manner in which the record has been stored. (Government Code 6252)

~~A~~ *Member of the public* ~~includes~~ **means** any person, except a member, agent, officer, or employee **or a federal, state, or other local agency** ~~of the district~~ acting within the scope of his/her **membership, agency,** office, or employment. ~~Board of Trustees members shall have the ability to access public records permitted by law in the administration of their duties. Notwithstanding, members of the Board are entitled to access to district public records on the same basis as any other person. (Government Code 6252, 6252.5)~~

Public records to which **members of** the public shall have access include, but are not limited to:

1. The proposed and approved budgets and annual audit ~~of the district~~ ~~(Government Code 6252;~~ Education Code 41020, 42103)

(cf. 3100 - Budget)
(cf. 3460 – Financial Reports and Accountability)

2. Statistical compilations ~~(Government Code 6252)~~

3. Reports and memoranda ~~(Government Code 6252)~~

4. Notices and bulletins ~~(Government Code 6252)~~

5. Minutes of public meetings (~~Government~~ **Education** Code **35145** ~~6252~~)

(cf. 9324 - Minutes and Recordings)

6. Meeting agendas (Government Code ~~6252,~~ 54957.5)

(cf. 9322 - Agenda/Meeting Materials)

8.9.48

ACCESS TO DISTRICT RECORDS (continued

7. Official communications between **the district and other** governmental **agencies** ~~branches (Government Code 6252)~~

8. School-based program plans (Education Code 52850)

(cf. 0420 – School Plans/Site Councils)
(cf. 0420.1 - School-Based Program Coordination)

9. Information and data relevant to the evaluation and modification of district plans

~~*(cf. 0420 - School Plans/Site Councils)*~~
(cf. 0440 - District Technology Plan)
~~*(cf. 0450 - Comprehensive Safety Plan)*~~
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)

10. Initial proposals of exclusive employee representatives and of the district (Government Code 3547)

(cf. 4143.1/4243.1 - Public Notice - Personnel Negotiations)

11. ~~Tort~~ **C**laims filed against the district and records pertaining to pending litigation ~~which predate the filing of the litigation, unless protected by some other provision of law~~ (Government Code 6254.25; Fairley v. Superior Court; 71 Ops.Cal.Atty.Gen. 235 (1988))

(cf. 3320 - Claims and Actions Against the District)

12. Statements of economic interests required by the Conflict of Interest Code (Government Code 81008)

(cf. 9270 - Conflict of Interest)

13. **Employment** contracts ~~of employment~~ and settlement agreements (Government Code 53262)

(cf. 2121 - Superintendent's Contract)
(cf. 4117.5/4217.5/4317.5 - Termination Agreements)
(cf. 4141/4241 - Collective Bargaining Agreement)

14. Instructional materials including, but not limited to, textbooks (64 Ops.Cal.Atty.Gen. 186 (1981))

8.9.49

ACCESS TO DISTRICT RECORDS (continued)

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Governing Board members shall have the ability to access public records permitted by law in the administration of their duties or open to inspection by members of the public. (Government Code 6252.5)

The Superintendent or designee shall ensure that any record containing personal information is redacted to ensure that such information, including, but not limited to, an employee's home address or social security number, is not disclosed to the public.

Confidential Records

Records to which the ~~general~~ **members if the** public shall not have access include, but are not limited to:

1. Preliminary drafts, notes, interdistrict or intradistrict memoranda which are not retained by the district in the ordinary course of business, provided that the public interest in withholding these records clearly outweighs the public interest in disclosure (Government Code 6254)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 9011 - Disclosure of Confidential/Privileged Information)

2. Records specifically prepared for litigation to which the district is a party or to respond to claims made against the district pursuant to the Tort Claims Act are confidential, until the pending litigation or claim has been finally adjudicated or otherwise settled, unless the records are protected by some other provision of law (Government Code 6254, 6254.25; Fairley v. Superior Court; 71 Ops.Cal.Atty.Gen. 235 (1988))

3. Personnel records, medical records, student records, or similar materials, the disclosure of which would constitute an unwarranted invasion of personal privacy (Government Code 6254)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 4112.62/4212.62/4312.62 - Maintenance of Criminal Offender Records)
(cf. 5125 - Student Records)
(cf. 5125.1 - Release of Directory Information)

The home addresses and home telephone numbers of employees may be disclosed only as follows: (Government Code 6254.3)

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ACCESS TO DISTRICT RECORDS (continued)

a. To an agent or a family member of the **employee** ~~individual to whom the information pertains~~

b. To an officer or employee of a state agency or another school district or county office of education when necessary for the performance of official duties

c. To an employee organization pursuant to regulations and decisions of the Public Employment Relations Board, unless the employee performs law enforcement-related functions or requests in writing that the information not be disclosed

(cf. 4140/4240/4340 - Bargaining Units)

d. To an agent or employee of a health benefit plan providing health services or administering claims for health services to district employees and their enrolled dependents, for the purpose of providing the health services or administering claims for employees and their enrolled dependents

(cf. 4154/4254/4354 - Health and Welfare Benefits)

4. Test questions, scoring keys and other examination data except as provided by law (Government Code 6254)

(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

5. Without affecting the law of eminent domain, the contents of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the district relative to the acquisition of property, or to prospective public supply and construction contracts, until all of the property has been acquired or all of the contract agreement obtained (Government Code 6254)

6. Information required from any taxpayer in connection with the collection of local taxes that is received in confidence and the disclosure of the information to other persons would result in unfair competitive disadvantage to the person supplying the information (Government Code 6254)

7. Library circulation **and patron use** records ~~kept for the purpose of identifying the~~ **of a borrower or patron including, but not limited to, his/her name, address, telephone number, email address,** ~~borrower of items available in the~~ **borrowing information, or use of** library **information resources** (Government Code 6254)

(cf. 6163.1 - Library Media Centers)

8.9.51

ACCESS TO DISTRICT RECORDS (continued)

8. Records for which the disclosure is exempted or prohibited pursuant to state or federal law, including, but not limited to, provisions of the Evidence Code relating to privilege (Government Code 6254)

(cf. 9124 – Attorney)

9. Documents prepared by or for the district to assess its vulnerability to terrorist attack or other criminal acts intended to disrupt district operations and that are for distribution or consideration in closed session (Government Code 6254)

~~*(cf. 3516 – Emergencies and Disaster Preparedness Plan)*~~
(cf. 0450 – Comprehensive Safety Plan)

10. Recall petitions, ~~or~~ petitions for **special elections to fill Board vacancies, or petitions for** the reorganization of school districts (Government Code 6253.5)

(cf. 9223 - Filling Vacancies)

11. Minutes of Board meetings held in closed session (Government Code 54957.2)

(cf. 9321 - Closed Session Purposes and Agendas)

12. Computer software developed by the district (Government Code 6254.9)

13. ~~Written instructional textbooks or other materials which, when providing a copy would infringe a copyright or would constitute an unreasonable burden on the operation of the district (65 Ops.Cal.Atty.Gen. 186 (1981))~~ **Information security records, the disclosure of which would reveal vulnerabilities to, or increase potential for an attack on, the district's information technology system (Government Code 6254.19)**

~~*(cf. 5020 – Parent Rights and Responsibilities)*~~

14. Records that contain individually identifiable health information, including records that may be exempt pursuant to physician-patient privilege, the Confidentiality of Medical Information Act, and the Health Insurance Portability and Accountability Act (Government Code 6254, 6255)

(cf. 5141.6 – School Health Services)

15. Any other records listed as exempt from public disclosure in the California Public Records Act or other statutes

8.9.52

ACCESS TO DISTRICT RECORDS (continued)

16. Records for which the district can demonstrate that, based on the particular facts of the case, the public interest served by not making the record public clearly outweighs the public interest served by disclosure of the record (Government Code 6255)

Inspection of Records and Requests for Copies

~~Every~~ **Any** person may request a copy **or inspection** of any district record that is open to the public and not exempt from disclosure. (Government Code 6253)

Within 10 days of receiving any request to inspect or copy a district record, the Superintendent or designee shall determine whether the request seeks release of a disclosable public record in the district's possession. The Superintendent or designee shall promptly inform the person making the request of his/her determination and the reasons for the decision. (Government Code 6253)

In unusual circumstances, the Superintendent or designee may extend the 10-day limit for up to 14 days by providing written notice to the requester and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include the following, but only to the extent reasonably necessary to properly process the request: (Government Code 6253)

1. The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request

2. The need to search for, collect and appropriately examine a voluminous amount of separate and distinct records which are demanded in a single request

3. The need for consultation, which shall be conducted with all practicable speed, with another agency (e.g., a state agency or city) having a substantial interest in the determination of the request or among two or more components of the district (e.g., two different school sites) with substantial interest in the request

4. In the case of electronic records, the need to compile data, write programming language or a computer program, or to construct a computer report to extract data

If the Superintendent or designee determines that the request seeks disclosable public records, the determination shall state the estimated date and time when the records will be made available. (Government Code 6253)

Public records are open to inspection at all times during district office hours. Any reasonably segregable portion of a record shall be made available for inspection by every person requesting the record after deletion of the portions that are exempted by law. (Government Code 6253)

8.9.53

ACCESS TO DISTRICT RECORDS (continued)

Upon request for a copy that reasonably describes an identifiable record, an exact copy shall be promptly provided unless it is impracticable to do so. (Government Code 6253)

The Superintendent or designee shall charge an amount for copies that reflects the direct costs of duplication. Written requests to waive the fee shall be submitted to the Superintendent or designee.

If any person requests a public record be provided in an electronic format, the district shall make that record available in any electronic format in which it holds the information. The district shall provide a copy of the electronic record in the format requested as long as the requested format is one that has been used by the district to create copies for its own use or for use by other agencies. (Government Code 6253.9)

The cost of duplicating an electronic record shall be limited to the direct cost of producing a copy of the record in electronic format. However, the requester shall bear the cost of producing the copy of the electronic record, including the cost to construct the record and the cost of programming and computer services necessary to produce the copy, under the following circumstances: (Government Code 6253.9)

1. The electronic record is one that is produced only at otherwise regularly scheduled intervals

2. The request would require data compilation, extraction, or programming to produce the record

Assistance in Identifying Requested Records

If the Superintendent or designee denies a request for disclosable records, he/she shall assist the requester in making a focused and effective request that reasonably describes an identifiable record. To the extent reasonable under the circumstances, the Superintendent or designee shall do all of the following: (Government Code 6253.1)

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified

   If after making a reasonable effort to elicit additional clarifying information from the requester to help identify the record, the Superintendent or designee is still unable to identify the information, this requirement **shall** ~~will~~ be deemed satisfied.

2. Describe the information technology and physical location in which the records exist

3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

8.9.54

ACCESS TO DISTRICT RECORDS (continued)

Provisions of the Public Records Act shall not be construed so as to delay access for purposes of inspecting records open to the public. Any notification denying a request for public records shall state the name and title of each person responsible for the denial. (Government Code 6253)

WAIVERS

~~The Board of Trustees may request that the State Board of Education waive certain provisions of the Education Code, Title 5 regulations, or the federal law when such provisions prevent the district from offering its students the best possible educational program. The Superintendent or designee, advisory committees, or site councils shall identify the need for the Board to submit waiver requests and shall provide the Board with the necessary information to analyze the need for the waiver.~~

The Governing Board recognizes that strict compliance with the law may sometimes hinder the district's ability to provide its students with an effective, well-rounded educational program. When it is in the interest of district students, the Board may request that the State Board of Education (SBE) waive any provision of state or federal law or regulation which it has authority to waive pursuant to Education Code 33050.

~~The Board shall hold a properly noticed public hearing on all waiver requests. (Education Code 33050)~~

Any waiver request to be submitted to the SBE shall first be approved by the Board. The Superintendent or designee shall ensure that each proposed waiver request includes all information necessary for the Board to analyze the need for the waiver and make an informed decision.

Prior to presenting the proposed request for Board approval, the Superintendent or designee shall consult with and obtain the approval of any advisory committee or site council when required by law.

(cf. 0420 - School Plans/Site Councils)
(cf. 0420.1 - School-Based Program Coordination)
(cf. 1220 - Citizen Advisory Committees)

In addition, ~~t~~The ~~Board~~ **Superintendent or designee** shall ~~include~~ the exclusive ~~employee~~ representative **of district employees** in the development of the waiver **request, and shall include in the request the exclusive representative's position regarding the waiver. (Education Code 33050)**

(cf. 4140/4240 - Bargaining Units)

~~If the waiver affects a program that requires the existence of a school site council, the school site council shall first approve the request.~~

To receive public testimony on each waiver request proposal, the Board shall hold a properly noticed public hearing during a Board meeting. (Education Code 33050)

The notice, which shall state the time, date, location, and subject of the public hearing, may be printed in a newspaper of general circulation or posted at each school and three public places in the district.

8.9.56

WAIVERS (continued)

(cf. 9320 - Meetings and Notices)

~~For general waivers, the request to the State Board of Education shall include a statement as to whether the exclusive employee representative participated in the development of the waiver and the exclusive employee representative's position on the waiver. General waiver requests shall include a written summary of any objections to the request by the councils or advisory committees. (Education Code 33050)~~

When the district has requested and received the same general waiver from the SBE for two consecutive years, the Board is not required to reapply annually if the information contained on the request remains current. However, the district shall apply annually for the renewal of any waiver regarding teacher credentialing. (Education Code 33051)

Legal Reference:

EDUCATION CODE

305-311 Structured English immersion program; parental exception waivers
5000-5033 Governing board elections
8750-8754 Grants for conservation education
10400-10407 Cooperative improvement programs
17047.5 Facilities used by special education students
17291 Portable school buildings
33050-33053 General waiver authority
37202 Equity length of time
41000-41360 School finance
41381 Minimum school day
41600-41854 Computation of allowances
41920-42842 Budget requirements; local taxation by school districts
44520-44534 New program for careers
44666-44669 School-Based Management and Advanced Career Opportunities
44681-44689 Administrator Training and Evaluation
45108.7 Maximum number of senior management positions
48660-48666 Community day schools
48800 Attendance at community college
49550-49560 Meals for needy students
51224.5 Algebra instruction
51745.6 Charter school independent study ratio
51870-51874 Educational technology
~~*52053-52055.55 Immediate Intervention for Underperforming Schools Program*~~
~~*52055.600-52055.662 High Priority Schools Grant Program*~~
52080-52090 Class size reduction grade 9
52122.6-52122.8 Class size reduction - impacted school sites
52160-52178 Bilingual-Bicultural Education Act of 1976
52180-52186 Bilingual teacher waiver
52200-52212 Gifted and Talented Pupils Program

Legal Reference: (see next page)

WAIVERS (continued)

Legal Reference: (continued)

52340-52346 Career Guidance Centers
52522 Plans for adult education
52850-52863 School-Based Coordinated Program
54000-54028 Disadvantaged Youth Program
54100-54145 Miller-Unruh Basic Reading Program
54407 Waiver for compensatory education programs
56000-56885 Special education programs
58407 Waiver related to individualized instruction program
58900-58928 Restructuring demonstration programs
60119 Public hearing on sufficiency of instructional materials
~~*60422 Instructional materials funding realignment program*~~
60851 High school exit examination, waiver for student with disabilities
CODE OF REGULATIONS, TITLE 5
1032 Academic Performance Index
3100 Resource specialist caseload waivers
3945 Cooperative programs
9531 Instructional materials funding
11960 Charter school attendance
11963.4 Charter school percentage funding
13017 Waivers
13044 Waivers
UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities in Education Act
7115 Safe and Drug Free Schools, authorized activities

Management Resources:

WEB SITES
California Department of Education, Waiver Office: http://www.cde.ca.gov/re/lr/wr
Commission on Teacher Credentialing: http://www.ctc.ca.gov

DISRUPTIONS

The principal or designee may direct **any** person, except a student, school employee, or other person required by his employment to be on school grounds, to leave school grounds **school activity** if: (Education Code 44810, 44811; Penal Code 415.5, 626.7, 626.8, 626.81, 626.85)

1. The principal or designee has reasonable basis for concluding that the person is committing or has entered the campus with the purpose of committing an act which is likely to interfere with the peaceful conduct, discipline, good order, or administration of the school or a school activity, or with the intent of inflicting damage to any person or property.

(cf. 3515.3 – District Police/Security Department)

2. The person fights or challenges another person to a fight, willfully disturbs another person by loud and unreasonable noise, or uses offensive language which could provoke a violent reaction.

(cf. 4158/4258/4358 – Employee Security)

3. The person loiters around a school without lawful business for being present or reenters a school within 72 hours after he/she was asked to leave.

4. The person is required to register as a sex offender pursuant to Penal Code 290 **and does not have a**~~. However, a registered sex offender may be on school grounds if he/she has~~ a lawful purpose and written permission from the principal or designee **to be on school grounds**.

(cf. 1250 – Visitors/Outsiders)
(cf. 3515.5 - Sex Offender Notification)

5. The person is a specified drug offender as defined in Penal Code 626.85. **However, such specified drug offender may be on school grounds during any school activity if he/she is a student or the parent/guardian of a student attending the school. (Penal Code 626.85)**

6. The person willfully or knowingly creates a disruption with the intent to threaten the immediate physical safety of any student in grades K-8 while attending, arriving at, or leaving school. (Penal Code 626.8)

   However, a specified drug offender may be on school grounds with written permission from the principal or designee or, if he/she is a parent/guardian of a child enrolled in that school, to attend a school activity.

~~6~~7. The person has otherwise established a continued pattern of unauthorized entry on school grounds. **(Penal Code 626.8)**

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DISRUPTIONS (continued)

(cf. 1240 - Volunteer Assistance)
(cf. 3515.3 - District Police/Security Department)
(cf. 4158/4258/4358 - Employee Security)
(cf. 6145.2 - Athletic Competition)

The principal or designee shall allow a parent/guardian who was previously directed to leave school grounds to reenter for the purpose of retrieving his/her child for disciplinary reasons, medical attention, or family emergencies, or with the principal or designee's prior written permission. (Penal Code 626.7, 626.85)

When directing any person to leave school premises, the principal or designee shall inform the person that he/she may be guilty of a crime if he/she:

1. Fails to leave or remains after being directed to leave (Penal Code 626.7, 626.8, 626.85)

2. Returns to the campus without following the school's posted registration requirements (Penal Code 626.7)

3. Returns within seven days after being directed to leave (Penal Code 626.8, 626.85)

(cf. 0450 - Comprehensive Safety Plan)

Appeal Procedure

Any person who is asked to leave a school building or grounds may appeal to the Superintendent or designee. This appeal shall be made no later than the second school day after the person has departed from the school building or grounds. After reviewing the matter with the principal or designee and the person making the appeal, the Superintendent or designee shall render his/her decision within 24 hours after the appeal is made, and this decision shall be binding. (Education Code 32211)

The decision of the Superintendent or designee may be appealed to the Board of Trustees. Such an appeal shall be made no later than the second school day after the Superintendent or designee has rendered his/her decision. The Board shall consider and decide the appeal at its next scheduled regular or adjourned regular public meeting. The Board's decision shall be final. (Education Code 32211)

ADMISSION

The Board of Trustees ~~believes that~~ **encourages the enrollment and appropriate placement of** all **school-aged** children **in school. The Superintendent or designee shall inform parents/guardians of students entering a district at any grade level about admission requirements and shall assist them with enrollment procedures.** ~~should have the opportunity to receive educational services. Staff shall encourage parents/guardians to enroll all school-aged children in school.~~

The Superintendent or designee shall **verify the student's age, and any other admission criteria** ~~maintain procedures which provide for the verification of all entrance requirements~~ specified in law and in Board policies and **administrative** regulations.

(cf. 0410 – Nondiscrimination in District Programs and Activities)
(cf. 5111.1 - District Residency)
(cf. 5111.12 - Residency Based on Parent/Guardian Employment)
(cf. 5111.13 - Residency for Homeless Children)
(cf. 5119 - Students Expelled from Other Districts)
(cf. 5125 – Student Records)
~~*(cf. 5141.22 - Infectious Diseases)*~~
(cf. 5141.3 - Health Examinations)
(cf. 5141.31 - Immunizations)
(cf. 5141.32 - Health Screening for School Entry)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)

All resident students who are enrolling either in the school in their attendance area or in another district school shall be subject to the timelines established by the Board in BP/AR 5116.1 - Intradistrict Open Enrollment. Nonresident students may apply for interdistrict attendance in accordance with the timelines specified in applicable Board policies and administrative regulations.

(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 5117 - Interdistrict Attendance)
(cf. 5118 - Open Enrollment Act Transfers)

The Superintendent or designee may admit to the ninth grade only those students who have graduated from eighth grade or who are recommended in writing by their eighth-grade principal as capable of profiting from high school instruction.

(cf. 5123 - Promotion/Acceleration/Retention)

Legal Reference: (see next page)

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ADMISSION (continued)

Legal Reference:

EDUCATION CODE
46300 Computation of average daily attendance, inclusion of kindergarten and transitional kindergarten
46600 Agreements for admission of pupils desiring interdistrict attendance
48000 Minimum age of admission (kindergarten)
48002 Evidence of minimum age required to enter kindergarten or first grade
48010 Minimum age of admission (first grade)
48011 Admission from kindergarten or other school; minimum age
48050-48053 Nonresidents
48200 Children between ages of 6 and 18 years (compulsory full-time education)
48350-48361 Open Enrollment Act
48850-48859 ***Educational placement of foster youth***
49076 Access to records by persons without written consent or under judicial order
49408 Information of use in emergencies
49700 – 49704 Education of children of military families
HEALTH AND SAFETY CODE
120325-120380 Education and child care facility immunization requirements
121475-121520 Tuberculosis tests for pupils
CODE OF REGULATIONS, TITLE 5
200 Promotion from kindergarten to first grade
201 Admission to high school
CODE OF REGULATIONS, TITLE 17
6000-6075 School attendance immunization requirements
UNITED STATES CODE, TITLE ~~2~~42
11431-11435 McKinney Homeless Assistance Act

Management Resources:

~~CDE MANAGEMENT ADVISORIES~~
~~0900.90 Changes in law concerning eligibility for admission to kindergarten~~
CSBA PUBLICATIONS
Transitional Kindergarten, Issue Brief, July 2011
OFFICE FOR CIVIL RIGHTS, U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Dear Colleague Letter, May 6, 2011
WEB SITES
***CSBA:* http://www.csba.org**
California Department of Education: http://www.cde.ca.gov
Office for Civil Rights, U.S. Department of Education: http://www2.ed.gov/about/offices/list/ocr

DISTRICT RESIDENCY

Criteria for Residency

A student shall be deemed to have complied with district residency requirements **for enrollment in a district school** if he/she meets any of the following criteria:

1. The student's parent/guardian resides within district boundaries. (Education Code 48200)

(cf. 5111.13 - Residency for Homeless Children)
(cf. 6173 - Education for Homeless Children)

2. The student is placed within district boundaries in a regularly established licensed children's institution, a licensed foster home, or a family home pursuant to a court-ordered commitment or placement. (Education Code 48204)

~~*(cf. 6173.1 - Education for Foster Youth)*~~

3. The student has been admitted through ~~the district's~~ **an** interdistrict attendance program **options**. (Education Code 48204**, 48356**)

(cf. 5117 - Interdistrict Attendance)
(cf. 5118 – Open Enrollment Act Transfers)

4. The student is an emancipated minor residing within district boundaries. (Education Code 48204)

5. The student lives with a caregiving adult within district boundaries. (Education Code 48204)

6. The student resides in a state hospital located within district boundaries. (Education Code 48204)

~~7. The student is an elementary school student whose parent/guardian is employed within the district boundaries. However, the district is not required to admit students for this reason. (Education Code 48204)~~

~~*(cf. 5111.12 - Residency Based on Parent/Guardian Employment)*~~

~~8~~7. The student is confined to a hospital or other residential health facility within district boundaries for treatment of a temporary disability. (Education Code 48207)

(cf. 6183 - Home and Hospital Instruction)

In addition, district residency status may be granted to a student if at least one parent/guardian is physically employed within district boundaries. (Education Code 48204)

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DISTRICT RESIDENCY (continued)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

District residency is not required for enrollment in a regional occupational center or program if there are openings in the program or class. (Education Code 52317)

(cf. 6178.2 - Regional Occupational Center/Program)

The district may admit a nonresident student living in an adjoining state or foreign country in accordance with Education Code 48050-48052.

(cf. 5111.2 - Nonresident Foreign Students)

The Superintendent or designee shall annually notify parents/guardians of all existing attendance options available in the district, including, but not limited to, all options for meeting residency requirements for school attendance. **(Education Code 48980)**

(cf. 5145.6 - Parental Notifications)

Proof of Residency

~~Prior to admission in district schools, students shall provide proof of residency.~~

The Superintendent or designee shall annually verify ~~the~~ **each** student's **district** residency **status** and retain a copy of the document or written statement offered as verification in the student's mandatory permanent record. (5 CCR 432)

(cf. 5111 - Admission)
(cf. 5125 - Student Records)

~~Upon enrollment of a student residing in the home of a caregiving adult within district boundaries, the caregiving adult shall execute, under penalty of perjury, the affidavit specified in Family Code 6552.~~

~~Reasonable~~ **E**vidence of residency may be established by documentation **showing the name and address of the parent/guardian within the district,** including, but not limited to, any of the following: **(Education Code 48204.1)**

1. Property tax payment receipts

2. Rent **property contract, lease, or** payment receipts

3. Utility service **contract, statement, or** payment receipts

4. **Pay stub**

5. **Voter registration**

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DISTRICT RESIDENCY (continued)

6. **Correspondence from a government agency**

47. Declaration of residency executed by the student's parent/guardian

8. **If the student is an unaccompanied youth as defined in 42 USC 11434a, a declaration of residency executed by the student**

9. **If the student is residing in the home of a caregiving adult within district boundaries, an affidavit executed by the caregiving adult in accordance with Family Code 6552**

(cf. 5141 - Health Care and Emergencies)

The Superintendent or designee shall make a reasonable effort to secure evidence that a homeless or foster youth resides within the district, including, but not limited to, a utility bill, letter from a homeless shelter, hotel/motel receipt, or affidavit from the student's parent/guardian or other qualified adult relative.

However, a homeless or foster youth shall not be required to provide proof of residency as a condition of enrollment in district schools. (Education Code 48853.5; 42 USC 11432)

(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)

Failure to Verify Residency

~~If any district employee~~ **When the Superintendent or designee** reasonably believes that the parent/guardian ~~of a student~~ has provided false or unreliable evidence of residency, ~~the Superintendent or designee shall~~ **he/she may** make reasonable efforts to determine that the student meets ~~legal~~ **district** residency requirements. **(Education Code 48204.1)**

If the Superintendent or designee, upon investigation, determines that a student's enrollment or attempted enrollment is based on false or unreliable evidence of residency, he/she shall deny or revoke the student's enrollment. Before any such denial or revocation is final, the parent/guardian shall be sent written notice of the facts leading to the decision. This notice also shall inform the parent/guardian that he/she may provide new material evidence of residency, in writing, to the Superintendent or designee within 10 school days. The Superintendent or designee shall review any new evidence and make a final decision within 10 school days.

Safe at Home/*Confidential Address* Program

When a student or parent/guardian participating in the Safe at Home program requests that the district use the substitute address designated by the Secretary of State, the Superintendent

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DISTRICT RESIDENCY (continued)

or designee **shall use the substitute address for all future communications and correspondence and** ~~may request the actual residence address for the purpose of establishing residency within district boundaries. The Superintendent or designee~~ shall not include the actual address in the student's file or any other public record. ~~and shall instead use the substitute address for all future communications and correspondence.~~ **The Superintendent or designee may request the actual residence address for the purpose of establishing residency within district boundaries.** (Government Code 6206, 6207)

(cf. 3580 - District Records)
~~*(cf. 5125 - Student Records)*~~

Legal Reference:

EDUCATION CODE
35351 Assignment of students to particular schools
46600-46611 Interdistrict attendance permits
48050-48054 Nonresidents
48200-48208 ~~*Persons included (*~~*Compulsory education law)*
48356 Open Enrollment Act transfer, fulfillment of residency requirement
48853.5 Education of foster youth; immediate enrollment
48980 Notification of parent or guardian
52317 ***Regional occupational program****, admission of persons including nonresidents* ~~*to attendance area*~~
FAMILY CODE
6550-6552 Caregivers
GOVERNMENT CODE
6205-6211 Confidentiality of residence for victims of domestic violence
CODE OF REGULATIONS, TITLE 5
432 Varieties of student records
~~*UNCODIFIED STATUTES*~~
~~*AB 687, Ch. 309, Statutes of 1995*~~
UNITED STATES CODE, TITLE 42
11431-11435 McKinney-Vento Homeless Assistance Act
COURT DECISIONS
Katz v. Los Gatos-Saratoga Joint Union High School District, (2004) 117 Cal.App.4th 47

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES
0303.95 Verification of residency, LO: 1-95
OFFICE FOR CIVIL RIGHTS, U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Dear Colleague Letter, May 6, 2011
WEB SITES
California Department of Education: http://www.cde.ca.gov
California Secretary of State, Safe at Home Program: http://www.ss.ca.gov/safeathome
Office for Civil Rights, U.S. Department of Education: http://www2.ed.gov/about/offices/list/ocr

NONRESIDENT FOREIGN STUDENTS

~~**Definitions**~~

The Superintendent or designee shall, on behalf of the district, seek and obtain from the U.S. Department of Homeland Security's (DHS) Student and Exchange Visitor Program (SEVP) certification of eligibility to enroll nonimmigrant foreign students in district schools and recertification for the continuing eligibility of the district every two years. (8 CFR 214.3)

~~*F-1 Visa Students:* An F-1 visa student is a nonimmigrant visa category intended for use by nonresident aliens whose primary purpose for visiting the United States is to study at an academic school. (8 USC 1184)~~

~~*J-1 Visa Students:* A J-1 visa student is a nonimmigrant exchange student who has come to the United States to study for a specific period of time under the sponsorship of a government approved agency. (8 USC 1184)~~

(cf. 6145.6 - International Exchange)

On a case-by-case basis, **the Superintendent or designee may accept for admission into any of grades 9-12 any nonimmigrant foreign** students with or seeking an F-1 **visa. Any such student** shall be **admitted for a maximum of one year and shall pay the district the full, unsubsidized per-student cost of attendance at the school. (8 USC 1184)** ~~accepted for admission to district schools in grades 9-12.~~

(cf. 5111.1 - District Residency)

~~Nonimmigrant foreign students may be admitted to the United States for a temporary stay for the purpose of study.~~

~~**F-1 Visa Students**~~

~~*(cf. 6200 - Adult Education)*~~

In determining whether to admit the student, the Superintendent or designee shall consider whether the following conditions exist: (8 CFR 214.3, 22 CFR 41.61)

1. A suitable program exists at the school the student has selected
2. The student's English proficiency is sufficient for successful study at that school
3. Space is available **at the school.**
4. The student has provided proof of financial responsibility

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NONRESIDENT FOREIGN STUDENTS (continued)

In addition, **to fulfilling all other requirements for school entry,** the student shall ~~also~~ submit evidence that he/she has been fully immunized in accordance with California law.

(cf. 5141.31 - Immunizations)

~~A student shall be admitted for a maximum of one year. In addition, a student granted admission under this program shall pay the district the full, unsubsidized per-student cost of attendance at the secondary school. (8 USC 1184)~~

In accordance with law, the Superintendent or designee shall retain and, when required, report to DHS any records for nonimmigrant foreign students required for the operation of the SEVP. Upon request, he/she also shall furnish to DHS representatives other records maintained by the district for nonimmigrant foreign students. (8 CFR 214.3)

(cf. 5125 - Student Records)

The Superintendent or designee shall ensure that any individual dealing with enrollment of nonimmigrant foreign students is trained on the use of the Student Exchange Visitor Information System.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Legal Reference:
EDUCATION CODE
48050-48054 Nonresidents
UNITED STATES CODE, TITLE 8
1184 Foreign students
1372 Reporting requirements, nonimmigrant foreign students
CODE OF FEDERAL REGULATIONS, TITLE 8
214.3 Petition for school approval
214.4 Withdrawal of school approval
CODE OF FEDERAL REGULATIONS, TITLE 22
41.61 Students; academic and nonacademic
Management Resources:
***CALIFORNIA DEPARTMENT OF EDUCATION** LEGAL ADVISORIES*
0319.97 Amendments to F-1 Student Visa Requirements, LO: 1-97
U.S. DEPARTMENT OF STATE PUBLICATIONS
Foreign Students (F-1) in Public Schools
WEB SITES
U.S. Department of Homeland Security, Student and Exchange Visitor Program: http://www.ice.gov/sevis
U.S. Department of State: http://travel.state.gov/visa/temp/types/types_1269.html#1
U.S. Immigration and Customs Enforcement: http://www.ice.gov

Regulation
approved: September 4, 2007
revised: January 20, 2015

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.9.68

RESIDENCY FOR HOMELESS CHILDREN

Homeless students living in the district shall be admitted to district schools upon presentation of any of the following:

1. Hotel or motel receipts

2. A letter from a social service agency or homeless shelter verifying that the student lives within the district

3. An affidavit from the parent/guardian stating that the family lives within the district

A reasonable effort shall be made to secure an address, phone number and medical release from the parent/guardian when a student is placed in a classroom.

(cf. 5125 - Student Records)
(cf. 5141.31 - Immunizations)
(cf. 6173 - Education for Homeless Children)

Legal Reference:

EDUCATION CODE
1980-1986 County community schools
2558.2 Use of revenue limits to determine average daily attendance of homeless children
39807.5 Payment of transportation costs by parents
UNITED STATES CODE, TITLE 42
11431-11435 McKinney-Vento Homeless Assistance Act

Management Ressources:

CDE PUBLICATIONS
Enrolling Students in Homeless Situations, 1999
FEDERAL REGISTER
U.S. Department of Education: Notice of school enrollment guidelines, 67 Fed. Reg. 10698
WEB SITES
CDE: http://www.cde.ca.gov
U.S. Department of Education:http://www.ed.gov
National Law Center on Homelessness and Poverty: http://www.nlchp.org

DRAFT

8.9.69

STUDENT LEAVE OF ABSENCE

The Governing Board recognizes the importance of regular school attendance in promoting student achievement. However, the Board also recognizes that, in rare circumstances, it may be beneficial for a student to participate in opportunities outside the school which contribute to his/her educational experience.

The Superintendent or designee may grant student leaves of absence for the purpose of supervised travel, study, training, or work not available to the student under another educational option. Such leave may be granted to a student 15 years of age or older in the regular program and to a student age 16-18 in the continuation education program. (Education Code 48232, 48416)

(cf. 6184 - Continuation Education)

No more than one percent of the students enrolled and attending a school shall be granted a leave of absence during any school year. (Education Code 48232, 48416)

When feasible, students shall be encouraged to instead enroll in the district's independent study program to allow for greater contact and coordination with district staff.

(cf. 6158 - Independent Study)

Legal Reference:

EDUCATION CODE
48232 Leave of absence for students age 15 at time of commencement of leave
48410 Exemption from continuation education
48416 Leave of absence for students age 16 to 18 inclusive
FAMILY CODE
7000-7002 Emancipation of minors law
7050 Purposes for which emancipated minor considered an adult

REVIEW

STUDENT LEAVE OF ABSENCE

Upon request, the Superintendent or designee may grant a student a leave of absence from school for the purpose of supervised travel, study, training, or work. To be eligible for such leave, the student shall, at the time the leave of absence is to begin, be at least 15 years of age or, if he/she is enrolled in continuation education classes or exempted from continuation education classes pursuant to Education Code 48410, be 16-18 years of age. (Education Code 48232, 48416)

A written agreement shall be entered into that is signed by the student's parent/guardian, the principal or designee of the school which the student would otherwise attend, a classroom teacher familiar with the student's academic progress, and the district's supervisor of child welfare and attendance. In the case of a continuation education student, the student also shall sign the written agreement. The agreement shall include: (Education Code 48232, 48416)

1. The purpose of the leave

2. The length of the leave

3. Provision for a meeting or contact between the student and a designated school official at least once a month while the student is on leave

4. A statement that the leave is for the purpose of supervised travel, study, training, or work not available to the student under another educational option

The length of the leave may be up to one semester, or up to two semesters for a continuation education student. The leave may be extended for an additional semester upon approval of all parties to the written agreement and the local school attendance review board. No leave of absence may be taken that would continue past the end of the school year in which the leave is taken. (Education Code 48232, 48416)

(cf. 5113.1 - Chronic Absence and Truancy)

The student shall be permitted to return to school at any time and shall not be prevented from completing his/her academic requirements within a time period equal to that of his/her classmates who did not take leave, plus a period of time equal to the leave of absence. If the student reenrolls at a time other than the beginning of a semester, the school shall not be required to provide make-up sessions for classes missed. (Education Code 48232, 48416)

If the student does not contact the designated school official as required by the written agreement, the leave shall be nullified. The agreement also may be nullified for cause at any time by any party to the agreement. (Education Code 48232, 48416)

Regulation approved: January 20, 2015

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.9.71

ABSENCES AND EXCUSES

The Board of Trustees believes that regular attendance plays an important role in student achievement. The Board ~~recognizes its responsibility under the law to ensure that students attend school regularly.~~ **shall work with** ~~P~~parents/guardians **and students to ensure their compliance with** ~~of children aged 6 to 18 are obligated to send their children to school unless otherwise provided by law. The Board shall abide by~~ all state attendance laws and may use appropriate legal means to correct the problems of ~~excessive~~ **chronic** absence or truancy.

(cf. 5112.1 - Exemptions from Attendance)
(cf. 5112.2 - Exclusions from Attendance)
*(cf. 5113.1 – **Chronic Absence and** Truancy)*

Excused Absences

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law, Board policy and administration regulations. (Education Code ~~46010,~~ 48205, ~~48216~~)

Inasmuch as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during nonschool hours.

~~At the beginning of each academic year, notifications shall be sent to the parents/guardians of all students, and to all students in grades 7 through 12, informing them that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian. (Education Code 46010.1)~~

At the beginning of each school year, the Superintendent or designee shall send a notification to the parents/guardians of all students, and to all students in grades 7-12, informing them that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian. (Education Code 46010.1)

(cf. 5145.6 - Parental Notifications)

Students shall not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or confidential medical appointment.

Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to law and administrative regulations. (Education Code 46014)

Effect of Absence on Grades/Credits

8.9.12

ABSENCES AND EXCUSES (continued)

If a student's absence is excused under Education Code 48205, he/she shall be allowed to complete any missed assignment or test that can be reasonably given, as determined by the teacher of that class. The student shall be given full credit for the assignment or test if he/she satisfactorily completes the assignment or test within a reasonable period of time. (Education Code 48205)

A student's grades may be affected by excessive unexcused absences in accordance with Board policy.

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6154 - Homework/Makeup Work)

Legal Reference: (see next page)

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ABSENCES AND EXCUSES (continued)

Legal Reference:

EDUCATION CODE
1740 Employment of personnel to supervise attendance (county superintendent)
2550-2558.6 Computation of revenue limits
37201 School month
37223 Weekend classes
41601 Reports of average daily attendance
42238-42250.1 Apportionments
46000 Records (attendance)
46010-46014 Absences
46100-46119 Attendance in kindergarten and elementary schools
46140-46147 Attendance in junior high and high schools
48200-48208 Children ages 6-18 (compulsory full-time attendance)
48210-48216 Exclusions from attendance
48240-48246 Supervisors of attendance
48260-48273 Truants
48292 Filing complaint against parent
48320-48324 School attendance review boards
48340-48341 Improvement of student attendance
49067 Unexcused absences as cause of failing grade
49701 Provisions of the interstate compact on educational opportunities for military children
ELECTIONS CODE
12302 Student participation on precinct boards
FAMILY CODE
6920-6929 Consent by minor
VEHICLE CODE
13202.7 Driving privileges; minors; suspension or delay for habitual truancy
WELFARE AND INSTITUTIONS CODE
601-601.4 Habitually truant minors
11253.5 Compulsory school attendance
CODE OF REGULATIONS, TITLE 5
306 Explanation of absence
420-421 Record of verification of absence due to illness and other causes
ATTORNEY GENERAL OPINIONS
87 Ops.Cal.Atty.Gen. 168 (2004)
66 Ops.Cal.Atty.Gen. 245, 249 (1983)
COURT DECISIONS
American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307

Management Resources:

~~*CDE MANAGEMENT ADVISORIES*~~
~~*0114.98 School Attendance and CalWORKS, Management Bulletin 98-01*~~
CSBA ~~*ADVISORIES*~~***PUBLICATIONS***
~~*0520.97 Welfare Reform and Requirements for School Attendance*~~
Improving Student Achievement by Addressing Chronic Absence, Policy Brief, December 2010
WEB SITES
CSBA: http://www.csba.org

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ABSENCES AND EXCUSES

Excused Absences

A student's absence shall be excused for the following reasons:

1. Personal illness (Education Code 48205)

2. Quarantine under the direction of a county or city health officer (Education Code 48205)

(cf. 5112.2 - Exclusions from Attendance)

3. Medical, dental, optometrical, or chiropractic appointments (Education Code 48205)

4. Attendance at funeral services for a member of the immediate family, **which** shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state. (Education Code 48205)

~~a. Excused absence in this instance (Education Code 48205)~~

~~b.~~"Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household. (Education Code 45194, 48205)

5. Jury duty in the manner provided by law (Education Code 48205)

6. The illness or medical appointment during school hours of a child to whom the student is the custodial parent (Education Code 48205)

(cf. 5146 - Married/Pregnant/Parenting Students)

7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including but not limited to: (Education Code 48205)

   a. Appearance in court

   b. Attendance at a funeral service

   c. Observation of a holiday or ceremony of his/her religion

   d. Attendance at religious retreats not to exceed four hours per semester

   e. Attendance at an employment conference

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ABSENCES AND EXCUSES (continued)

f. Attendance at an educational conference offered by a nonprofit organization on the legislative or judicial process

8. Service as a member of a precinct board for an election pursuant to Elections Code 12302 (Education Code 48205)

(cf. 6142.3 - Civic Education)

9. To spend time with his/her immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (Education Code 48205)

(cf. 6173.2 - Education of Children of Military Families)

910. Participation in religious ~~instruction or~~ exercises **or to receive moral and religious instruction** in accordance with district policy: (Education Code 46014)

a. In such instances, the student shall attend at least the minimum school day

b. The student shall be excused for this purpose on no more than four days per school month

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

Method of Verification

When students who have been absent return to school, ~~they~~ **he/she** shall present a satisfactory explanation verifying the reason for the absence. **Absences shall be verified by the student's parent/guardian, other person having control of the minor, or the student if age 18 or older. (Education Code 46012; 5 CCR 306)**

The following methods may be used to verify student absences:

1. Written note, **fax, email, or voice mail** from parent/guardian, **or** parent representative.~~, or student if 18 or older. (Education Code 46012)~~

2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:

a. Name of student

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ABSENCES AND EXCUSES (continued)

b. Name of parent/guardian or parent representative

c. Name of verifying employee

d. Date(s) of absence

e. Reason for absence

3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. ~~A written recording~~ **The employee** shall **document the verification and** ~~be made~~, includ~~ing~~ **the** information **specified in item #2** ~~outlined~~ above.

4. Physician's verification

a. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.

b. When a student has had 14 absences in the school year for illness verified by methods listed in #1-3 above, any further absences for illness must be verified by a physician.

INTRADISTRICT OPEN ENROLLMENT

The Board of Trustees desires to provide enrollment options that meet the diverse needs and interests of district students **and parents/guardians**. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, Board policy and administrative regulation.

(cf. 5117 - Interdistrict Attendance)

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of residence within the district. (Education Code 35160.5)

(cf. 5111.1 - District Residency)
(cf. 5111.12 - Residency Based on Parent/Guardian Employment)
(cf. 5111.13 - Residency for Homeless Children)

The Board shall annually review this policy. (Education Code 35160.5, 48980)

Enrollment Priorities

~~Priority for attendance outside a student's attendance area shall be given as follows:~~

No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area. (Education Code 35160.5)

(cf. 5116 - School Attendance Boundaries)

The Superintendent or designee shall grant priority to any district student to attend another district school, including a charter school, outside of his/her attendance area as follows:

1. ~~If a district school receiving Title I funds is identified for program improvement, corrective action or restructuring, all students enrolled in that school shall be provided an option to transfer to another district school or charter school. (20 USC 6316)~~ **Any student enrolled in a district school that has been identified on the state's Open Enrollment List. (Education Code 48354)**

(cf. 5118 - Open Enrollment Act Transfers)

2. ~~Beginning in the 2003-04 school year, if while on school grounds a student becomes a victim of a violent criminal offense, as defined by the State Board of Education, or attends a school designated by the California Department of Education as *persistently dangerous*, he/she shall be provided an option to transfer to another district school or charter school. (20 USC 7912, 5 CCR 11992)~~ **Any student enrolled in a district school receiving Title I funds that has been identified for program improvement (PI), corrective action, or restructuring. (20 USC 6316)**

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INTRADISTRICT OPEN ENROLLMENT (continued)

(cf. 0420.4 - Charter Schools)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 6171 - Title I Programs)

3. Any student enrolled in a district school designated by the California Department of Education as "persistently dangerous." (20 USC 7912; 5 CCR 11992)

(cf. 0450 - Comprehensive Safety Plan)

4. Any student who is a victim of a violent crime while on school grounds. (20 USC 7912)

5. Upon a finding that special circumstances exist that might be harmful or dangerous to the student in the current attendance area. Special circumstances, include, but are not limited to, threats of bodily harm or threats to the emotional stability of the student. Any such student may transfer to a district school that is at capacity and otherwise closed to transfers.

To grant priority under these circumstances, the Superintendent or designee must have received either: (Education Code 35160.5)

a. A written statement from a representative of an appropriate state or local agency, such as a law enforcement official, social worker, or a properly licensed or registered professional, such as a psychiatrist, psychologist, or marriage and family therapist

b. A court order, including a temporary restraining order and injunction

6. Any sibling of a student already in attendance in that school.

7. Any student whose parent/guardian is assigned to that school as his/her primary place of employment.

~~For all other applications for enrollment outside a school's attendance area, the Superintendent or designee shall use a random, unbiased selection process to determine who shall be admitted whenever a school receives admission requests that are in excess of the school's capacity. (Education Code 35160.5)~~

~~Enrollment decisions shall not be based on a student's academic or athletic performance, except that existing entrance criteria for specialized schools or programs may be used provided that the criteria are uniformly applied to all applicants. Academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. (Education Code 35160.5)~~

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

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INTRADISTRICT OPEN ENROLLMENT (continued)

~~No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area. (Education Code 35160.5)~~

~~*(cf. 5116 - School Attendance Boundaries)*~~

Application and Selection Process

In order to ensure that priorities for enrollment in district schools are implemented in accordance with law, applications for intradistrict open enrollment shall be submitted between March and May of the current school year preceding the school year for which the transfer is requested.

The Superintendent or designee shall calculate each school's capacity in a nonarbitrary manner using student enrollment and available space. (Education Code 35160.5)

Except for priorities listed above, the Superintendent or designee shall use a random, unbiased selection process to determine who shall be admitted whenever the school receives admission requests that are in excess of the school's capacity. (Education Code 35160.5)

Enrollment decisions shall not be based on a student's academic or athletic performance, except that existing entrance criteria for specialized schools or programs may be used provided that the criteria are uniformly applied to all applicants. Academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. (Education Code 35160.5)

(cf. 6172 - Gifted and Talented Student Program)

Transportation

Except as required by 20 USC 6316, for transfers out of Title I **(PI)** program improvement schools, the district shall not be obligated to provide transportation for students who attend school outside their attendance area. ~~However, upon request, the Superintendent or designee may authorize transportation contingent upon available space and funds. Priority for any such transportation shall be based on demonstrated financial need.~~

(cf. 3250 - Transportation Fees)
(cf. 3540 - Transportation)

~~Transportation will be provided when students are enrolled in specialized programs within the district, i.e. GATE, ELL, etc., or when transfer to other school sites are warranted due to exceeding class size maximums.~~

Legal Reference: (see next page)

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INTRADISTRICT OPEN ENROLLMENT (continued)

Legal Reference:

EDUCATION CODE
200 Prohibition against discrimination
35160.5 District policies; rules and regulations
35291 Rules
35351 Assignment of students to particular schools
46600-46611 ***Interdistrict attendance agreements***
48200 ***Compulsory attendance***
48204 ***Residency requirements for school attendance***
48300-48316 ***Student attendance alternatives, school district of choice program***
48350-48361 Open Enrollment Act
48980 Notice at beginning of term
CODE OF REGULATIONS, TITLE 5
11992-11994 Definition of persistently dangerous schools
UNITED STATES CODE, TITLE 20
6316 Transfers from program improvement schools
7912 Transfers from persistently dangerous schools
CODE OF FEDERAL REGULATIONS, TITLE 34
200.36 Dissemination of information
200.37 Notice of program improvement status, option to transfer
200.39 Program improvement, transfer option
200.42 Corrective action, transfer option
200.43 Restructuring, transfer option
200.44 Public school choice, program improvement schools
200.48 Transportation funding for public school choice
COURT DECISIONS
Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275
ATTORNEY GENERAL OPINIONS
85 Ops.Cal.Atty.Gen. 95 (2002)

Management Resources:

U.S. DEPARTMENT OF EDUCATION GUIDANCE
Public School Choice, December 4, 2002
Unsafe School Choice Option, July 23, 2002
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Unsafe School Choice Option: ~~*http://www.cde.ca.gov*~~ ***http://www.cde.ca.gov/ls/ss/se/usco.asp***
U.S. Department of Education: http://www.ed.gov

INTRADISTRICT OPEN ENROLLMENT

~~**Enrollment under the No Child Left Behind Act**~~ ***Transfers for Victims of a Violent Criminal Office***

Within a reasonable amount of time, not to exceed ~~10~~ **14** school days, after a student becomes the victim of a violent criminal offense while on school grounds, the student's parents/guardians shall be offered an option to transfer their child to an eligible school identified by the Superintendent or designee. In determining whether a student has been a victim of a violent criminal offense, the Superintendent or designee shall consider the specific circumstances of the incident ~~on a case-by-case basis~~ and consult with local law enforcement as appropriate. Examples of violent criminal offenses include, but are not limited to, attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, or hate crimes.

The Superintendent or designee shall consider the ~~student's~~ needs and **preferences of the affected student and his/her** parent/guardian ~~preferences~~ in making the ~~school assignment~~ **offer**. If the parents/guardians choose to transfer their child, the transfer shall be completed as soon as practicable.

Transfer from a "Persistently Dangerous" School

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

(cf. 0450 - Comprehensive Safety Plan)

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

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

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INTRADISTRICT OPEN ENROLLMENT (continued)

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

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

(cf. 5117 - Interdistrict Agreements)

Other Intradistrict *Open* Enrollment

~~To implement intradistrict open enrollment pursuant to Education Code 35160.5:~~

Except for transfers for victims of a violent crime and from a "persistently dangerous school," the following procedures shall apply to intradistrict open enrollment:

1. The Superintendent or designee shall identify those schools which may have space available for additional students. A list of these schools and open enrollment applications shall be available at all school offices**, the district office, and on the district's web site.**

2. ~~Students of parents/guardians who submit applications to the district by March 15 shall be eligible for admission to their school of choice the following school year under the district's open enrollment policy.~~ **After the enrollment priorities have been applied in accordance with Board policy, if there are more requests for a particular school than there are spaces available, a random drawing shall be held from the applicant pool. A waiting list shall be established to indicate the order in which applicants may be accepted if openings occur during the year. Late applicants shall not be added to the waiting list for the current year but shall instead wait for a subsequent lottery.**

3. ~~Enrollment in a school of choice shall be determined by lot from the eligible applicant pool, and a waiting list shall be established to indicate the order in which applicants may be accepted if openings occur during the year. Late applicants shall not be added to the waiting list for the current year.~~ **The Superintendent or designee shall provide written notification to applicants as to whether their applications have been approved, denied, or placed on a waiting list. If the application is denied, the reasons for denial shall be stated.**

8.9.83

INTRADISTRICT OPEN ENROLLMENT (continued)

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

~~5~~4. Approved applicants must confirm their enrollment within 10 school days.

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

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

Once enrolled, a student shall not be required to apply for readmission. However, the student may be subject to displacement due to excessive enrollment.

Any complaints regarding the selection process shall be submitted ~~to the Superintendent or designee.~~ **in accordance with the applicable complaint procedure.**

(cf. 5117 – Interdistrict Agreements)

Notifications

Notifications shall be sent to parents/guardians at the beginning of each school year describing all current statutory attendance options and local attendance options available in the district. Such notification shall include: (Education Code 48980)

1. All options for meeting residency requirements for school attendance

(cf. 5111.1 - District Residency)
(cf. 5111.12 - Residency Based on Parent/Guardian Employment)
(cf. 5111.13 - Residency for Homeless Children)

2. Program options offered within local attendance areas

8.9.84

INTRADISTRICT OPEN ENROLLMENT (continued)

3. A description of any special program options available on both an interdistrict and intradistrict basis

4. A description of the procedure for application for alternative attendance areas or programs and the appeals process available, if any, when a change of attendance is denied

5. A district application form for requesting a change of attendance

6. The explanation of attendance options under California law as provided by the California Department of Education

Regulation
approved: September 4, 2007
revised: March 18, 2009
revised: November 16, 2010
revised: January 20, 2015

8.9.8S

RELEASE OF DIRECTORY INFORMATION

Definition

Directory information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Such student information includes: (34 CFR 99.3; Education Code 49061)

1. Name
2. Address
3. Telephone number
4. ~~Electronic~~email address
~~5. Photograph~~
~~6~~5. Date ~~and place~~ of birth
~~7~~6. Major field of study
~~8~~7. Participation in officially recognized activities and sports
~~9~~8. Weight and height of athletic team members
~~10~~9. Dates of attendance
~~11~~10. Degrees and awards received
~~12~~11. Most recent previous school attended

(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)

Directory information **does not include a student's social security number or student identification number. However, directory information may include a student identification number, user identification, or other personal identifier used by the student for purposes of accessing or communicating in electronic systems provided that the identifier cannot be used to gain access to education records except when used in conjunction with a personal identification number, password, or other factor known or possessed only by the authorized user. (34 CFR 99.3)**

8.9.86

RELEASE OF DIRECTORY INFORMATION (continued)

Notification to Parents/Guardians

At the beginning of each school year, all parents/guardians shall be notified as to the categories of directory information the school or district plans to release and the recipients of the information. The notification shall also inform parents/guardians of their right to refuse to let the district designate any or all types of information as directory information and the period of time within which a parent/guardian must notify the district in writing that he/she does not want a certain category of information designated as directory information. (Education Code 49063, 49073; **20 USC 1232g;** 34 CFR 99.37)

(cf. 5125 - Student Records)
(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall notify parents/guardians that they may request that the district not release the name, address, and telephone number of their child to military recruiters, employers, or institutions of higher education without prior written consent. (20 USC 7908)

Parent/Guardian Consent

Directory information shall not be released regarding any student whose parent/guardian notifies the district in writing that such information not be disclosed without the parent/guardian's prior consent. (Education Code 49073; 20 USC 1232g; 20 USC 7908)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 9011 - Disclosure of Confidential/Privileged Information)

For a former student, the district shall continue to honor any valid request to opt out of the disclosure of directory information made while the student was in attendance at the district, unless the opt-out request has been rescinded. (34 CFR 99.37)

RELEASE OF DIRECTORY INFORMATION

PARENT/GUARDIAN NOTICE
RELEASE OF DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that Western Placer Unified School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the district may disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the district to include this type of information from your child's education records in certain school and/or district publications. Examples include:

- a playbill, showing your child's role in a drama production;
- the annual yearbook;
- honor roll or other recognition lists;
- graduation programs; and
- sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent/guardian's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require districts receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents/guardians have advised the district that they do not want their child's information disclosed without their prior written consent.

If you do not want the district to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing by October 1 of the current school year. The district has designated the following information as directory information:

1. Name

2. Address

3. Telephone number

4. ~~Electronic~~ mail address

~~5. Photograph~~

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RELEASE OF DIRECTORY INFORMATION (continued)

~~6~~5. Date ~~and place~~ of birth

~~7~~6. Major field of study

~~8~~7. Participation in officially recognized activities and sports

~~9~~8. Weight and height of athletic team members

~~10~~9. Dates of attendance

10~~1~~. Degrees and awards received

11~~2~~. Most recent previous school attended

The district also may disclose your child's student identification number, user identification, or other unique personal identifier used to communicate in electronic systems, provided it cannot be used to access education records without a personal identification number (PIN), password, or other factor that only the authorized user knows. Your child's social security number will not be used for this purpose.

AWARDS FOR ACHIEVEMENT

The Board of Trustees encourages excellence as a goal for all students and wishes to publicly recognize students for unique or exemplary achievements in academic, extracurricular or community service activities. ~~The purpose of such awards shall be consistent with school goals.~~

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5127 - Graduation Ceremonies and Activities)

District/School Awards

Student awards may include verbal recognition, a letter, a certificate, a Board resolution, public ceremony, trophy, gift, plaque or cash gift.

The Superintendent or designee shall develop ~~procedures~~ **criteria** for the ~~appropriate~~ selection of student award recipients.

Golden State Seal Merit Diplomas

At graduation from high school, special recognition shall be awarded to those students whose academic achievements **in core curriculum areas** have been outstanding.

The Superintendent or designee shall identify high school students who have demonstrated mastery of the high school curriculum qualifying them for the Golden State Seal Merit Diploma. (Education Code 51454)

Biliteracy Award

The district shall present the State Seal of Biliteracy to each graduating high school student who has attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. (Education Code 51460-51464)

(cf. 6142.2 - World/Foreign Language Instruction)
(cf. 6174 - Education for English Language Learners)

In order to affirm the value of bilingualism and encourage students' enrollment in world language programs, the Superintendent or designee may present awards at appropriate grade levels to recognize the pursuit and/or attainment of grade-level proficiency in one or more languages in addition to English.

Scholarship and Loan Fund

The Board shall establish and maintain a scholarship and loan fund which may be used to provide interest-free loans for educational advancement, scholarship, or grants-in-aid to bona fide organizations, students, or graduates of district schools. (Education Code 35310, 35315)

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AWARDS FOR ACHIEVEMENT

(cf. 1260 - Educational Foundation)
(cf. 3290 - Gifts, Grants and Bequests)

Legal Reference:

EDUCATION CODE
220 Nondiscrimination
35160 Authority of governing boards
35310-35319 Scholarship and loan funds
44015 Awards to employees and students
51243-51245 Credit for private school foreign language instruction
51450-51455 Golden State Seal Merit Diploma
51460-51464 State Seal of Baliteracy
52464.1 Assessment of English language skills of English learners
CODE OF REGULATIONS, TITLE 5
876 Golden State Seal Merit Diploma
1632 Credit for private school foreign language instruction
11510-11516 California English Language Development Test

Management Resources:

WEB SITES
CSBA: http://www csba.org
California Department of Education: http://www.cde.ca.gov
Californians Together: http://www.californianstogether.org

Policy
adopted: September 4, 2007
revised: March 19, 2013
revised: January 20, 2015

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.9.9

Students

AWARDS FOR ACHIEVEMENT

District/School Awards

The Superintendent or designee may appoint an awards committee at each school to consider student accomplishments. This committee may consist of school administrators, teachers, parents/guardians ~~and/or~~ community members**, and student representatives.** The committee shall submit recommendations for student awards to the Superintendent or designee for approval.

(cf. 1220 – Citizen Advisory Committees)

Individual awards in excess of $200 must be expressly approved by the Board of Trustees. (Education Code 44015)

Golden State Seal Merit Diplomas

~~To be eligible to receive the Golden State Seal Merit Diploma upon high school graduation, a student shall: (Education Code 51451, 51452; 5 CCR 876)~~

~~1. Complete all requirements for a high school diploma~~

~~*(cf. 6143 – Courses of Study)*~~
~~*(cf. 6146.1 – High School Graduation Requirements)*~~
~~*(cf. 6146.11 – Alternative Credits Toward Graduation)*~~
~~*(cf. 6162.52 – High School Exit Examination)*~~

~~2. Demonstrate mastery of at least six subject areas by earning a scaled score of 370 or above on six separate high school California Standards Tests (CST), including:~~

~~a. One mathematics exam, excluding the Algebra I, General Mathematics, or Integrated Mathematics 1 test~~

~~b. One English language arts exam~~

~~c. One science exam, excluding the grade 10 Life Science exam~~

~~d. The grade 11 history-social science exam (United States history)~~

~~e. Two additional CSTs of the student's choice, which may, but are not required to, include additional exams in mathematics, English language arts, science, or history-social science~~

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AWARDS FOR ACHIEVEMENT (continued)

To be eligible to receive the Golden State Seal Merit Diploma upon high school graduation, a student shall complete all requirements for a high school diploma and demonstrate, in accordance with the means adopted by the State Board of Education, mastery of the curriculum in at least six subject areas, four of which shall be mathematics, English language arts, science, and United States history, with the remaining two subject matter areas selected by the student. (Education Code 51451, 51452; 5 CCR 876)

(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6162.52 - High School Exit Examination)

To demonstrate mastery of these subject areas, the student shall earn a scaled score of 370 or above on six separate high school California Standards Tests (CST), including:

1. **One mathematics exam, including Algebra II, Geometry, Summative High School Mathematics, or Integrated Mathematics 2 or 3**

2. **One English language arts exam at grade 9, 10, or 11**

3. **One science exam, including Biology, Chemistry, Physics, Earth Science, or Integrated/Coordinated Science 1, 2, 3, or 4**

4. **The grade 11 History-Social Science exam (United States history)**

5. **Two CSTs of the student's choice, which may include World History or any additional exams listed in items #1-4 above which have not already been used to establish eligibility**

(cf. 6162.51 - Standardized Testing and Reporting Program)

The Superintendent or designee shall maintain appropriate records to identify students who are eligible for the merit and shall affix an insignia to the diploma and transcript of each student awarded the merit diploma. (Education Code 51454)

(cf. 5125 - Student Records)

The Superintendent or designee shall submit an insignia request form to the California Department of Education in sufficient time to allow processing of the request prior to the high school graduation ceremony.

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AWARDS FOR ACHIEVEMENT (continued)

Biliteracy Award

To be eligible to receive the State Seal of Biliteracy upon graduation, a student shall meet all the following criteria: (Education Code 51461)

1. **Complete all English language arts requirements for high school graduation with an overall grade point average (GPA) of 2.0 or above in those classes**

2. **Pass the CST in English language arts administered in grade 11 at the proficient level or above**

3. **Demonstrate proficiency in one or more foreign languages, which may include American sign language, by fulfilling one of the following criteria:**

   a. **Pass a foreign language Advanced Placement examination with a score of 3 or higher or an International Baccalaureate examination with a score of 4 or higher**

(cf. 6141.5 - Advanced Placement)

   b. **Successfully complete a four-year high school course of study in a foreign language, attaining an overall GPA of 3.0 or above in that course of study**

(cf. 6142.2 - World/Foreign Language Instruction)

   c. **Pass a district language examination that meets the rigor of a four-year high school course of study in that language, provided the test has been certified to or approved by the Superintendent of Public Instruction**

   d. **Pass the SAT II foreign language examination with a score of 600 or higher**

In addition to meeting the criteria in items #1-3 above, a student in any of grades 9-12 whose primary language is other than English shall attain the early advanced proficiency level or higher on the California English Language Development Test (CELDT). As necessary for this purpose, the district may administer the CELDT an additional time outside of the regularly scheduled administration specified in AR 6174 - Education for English Language Learners. (Education Code 51461)

(cf. 6174 - Education for English Language Learners)

The Superintendent or designee shall maintain appropriate records to identify high school students who qualify for the award and shall affix the insignia to the diploma or transcript of each student who earns the award. (Education Code 51463)

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AWARDS FOR ACHIEVEMENT (continued)

Scholarship and Loan Fund

The district's scholarship and loan fund shall be administered by a district committee composed of Board members, the Superintendent, and such other community, teacher, administrative, and/or student representatives as determined by the Board. (Education Code 35310)

Members of this committee shall be appointed by the Board and shall serve two-year terms.

The Superintendent shall serve as chairperson of the committee and chief executive officer of the fund. The committee shall meet at least once each fiscal year and at other such times as it may be called into session by the Superintendent. (Education Code 35311, 35312)

Scholarship and loan funds shall be deposited, administered, and audited in accordance with Education Code 35314 and 35318.

(cf. 3400 - Management of District Assets/Accounts)
(cf. 3460 - Financial Reports and Accountability)

The committee may accept gifts, donations, and bequests made for the purposes of the fund. The committee also may prescribe conditions or restrictions on these gifts and bequests. The committee shall review any conditions imposed by the donor and make a recommendation to the Board as to the compatibility of such conditions with the intent and purpose of the fund. The Board may prohibit the committee from accepting any donation under conditions it finds incompatible with the fund's intents and purposes. (Education Code 35313)

(cf. 1260 - Educational Foundation)
(cf. 3290 - Gifts, Grants and Bequests)

The Superintendent or designee shall establish criteria, procedures, and deadlines for student applications for scholarships and/or loans from the fund. As applicable, he/she may require the student to submit letters of recommendation or other supplementary materials providing evidence of the student's accomplishments and/or need.

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

The Superintendent or designee shall report to the Board at least annually regarding the status and activity of the fund. (Education Code 35319)

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AWARDS FOR ACHIEVEMENT (continued)

Notifications

The Superintendent or designee shall annually distribute information about eligibility requirements for the Golden State Seal Merit Diploma, State Seal of Biliteracy, and/or any district awards programs to students at the applicable grade levels.

Regulation
approved: September 4, 2007
revised: November 15, 2011
revised: January 20, 2015

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.9.96

HEAD LICE

The Board of Trustees **recognizes that** ~~believes that the district's~~ head lice **infestations among students require** ~~management program should emphasize the correct diagnosis and~~ treatment **but do not pose a risk transmitting disease.** ~~of head lice in order to minimize disruption of the education process and to reduce the number of student absences resulting from infestation. In consultation with the school nurse, the Superintendent or designee may establish a routine screening program to help prevent the spread of head lice.~~ **The Superintendent or designee shall encourage early detection and treatment in a manner that minimizes disruption to the educational program and reduces student absences.**

The Superintendent or designee may distribute information to parents/guardians of preschool and elementary students regarding routine screening, symptoms, accurate diagnosis, and proper treatment of head lice infestations. The Superintendent or designee also may provide related information to school staff.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)

School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. ~~The nurse or designee shall examine the student and other students who are siblings of the affected student or members of the same household.~~

If a student is found with active, adult head lice, he/she shall be ~~excluded from attendance~~ **allowed to stay in school until the end of the school day**. The parent/guardian of ~~an excluded~~ **any such** student shall **be given** ~~receive~~ information about ~~recommended~~ **the** treatment **of head lice and encouraged to begin treatment of the student immediately and to check all members of the family.** ~~procedures and sources of further information~~. The **parent/guardian also shall be informed that the** student shall be ~~allowed~~ **checked upon** ~~to~~ return to school the next day and **allowed to remain in school if no active head lice are detected.** ~~shall be checked by the nurse or designee before returning to class. Once he/she is determined to be free of lice, the student shall be rechecked weekly for up to six weeks.~~

(cf. 5141.3 - Health Examinations)
(cf. 5141.6 - Student Health and Social Services)

~~The Superintendent or designee shall send home the notification required by law for excluded students. (Education Code 48213)~~

If a student is found consistently infested with head lice, he/she may be referred to a multidisciplinary team, which may consist of the school nurse, representatives from the local health department and social services, and other appropriate individuals, to determine the best approach for identifying and resolving problems contributing to the student's head lice infestations.

~~*(cf. 5112.2 - Exclusions from Attendance)*~~
~~*(cf. 5145.6 - Parental Notifications)*~~

8.9.97

HEAD LICE (continued)

(cf. 1020 - Youth Services)
(cf. 5113 - Absences and Excuses)
*(cf. 5113.1 - **Chronic Absence and** Truancy)*

~~The principal and school nurse shall work with the parents/guardians of any student who has been deemed to be a chronic head lice case in order to help minimize the student's absences from school.~~

When **it is determined that one** ~~two~~ or more students in ~~any~~ class **or school are infested with head lice,** ~~have been identified as having a head lice infestation, all students in the class shall be examined. In consultation with the school nurse,~~ the principal **or designee** may, **at his/her discretion, notify** ~~also send information about head lice home to all~~ parents/guardians of the students in that class **or school and provide them with information about the detection and treatment of head lice**.

Staff shall maintain the privacy of students identified as having head lice. ~~and excluded from attendance.~~

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)

Legal Reference:
EDUCATION CODE
~~*48210-48216 Persons excluded*~~
48320-18325 School attendance review boards
49451 Physical examinations: parent's refusal to consent
Management Resources:
~~*AMERICAN ACADEMY OF PEDIATRICS*~~
~~*Lice, Nits, and School Policy, Official Journal of the American Academy of Pediatrics, May 2001*~~
CALIFORNIA DEPARTMENT OF HEALTH SERVICES
~~*Guidelines for Parents on Control of Head Lice, 2006*~~
Guidelines on Head Lice Prevention and Control for School Districts and Child Care Facilities, rev. March 2012
A Parent's Guide to Head Lice, 2008
CALIFORNIA SCHOOL NURSES ORGANIZATION
~~*Position Statement:*~~ *Pediculosis Management,* ***Position Statement, rev. 2011*** ~~*2005*~~
WEB SITES
American Academy of Pediatrics: http://www.aap.org
California Department of Health ***http://www.cdph.ca.gov~~Services, Infectious Diseases Branch: http://www.dhs.ca.gov/ps/dede/disb/disbindex.htm~~***
California School Nurses Organization: http://www.scno.org
Centers for Disease Control and Prevention, Parasitic Disease Information, Head Lice: http://www.cdc.gov/ncidod/dpd/parasites/lice

Policy
adopted: September 4, 2007
revised: October 2, 2007
revised: January 20, 2015

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.9.98

IDENTIFICATION AND REPORTING OF MISSING CHILDREN

Notices of Missing Children

Every school shall post in an appropriate area the monthly poster on missing children provided by the Department of Justice (DOJ). For elementary schools, the poster shall be posted in an area restricted to adults. (Education Code 38139; Penal Code 14208)

Whenever a new student enrolls or transfers into an elementary school in the district, the principal or designee is encouraged to review the missing person bulletins provided by the DOJ to determine if the student resembles a child listed as missing. (Education Code 49068.5)

(cf. 5111 - Admission)

School staff are also encouraged to monitor "Amber Alerts" issued by law enforcement agencies in serious, time-critical child abduction cases.

If a law enforcement agency notifies the district that a child enrolled in the district has been reported missing, the principal or designee of the school in which the child is enrolled shall place a notice on the front of the child's school record indicating that he/she has been reported missing. If a school receives a record inquiry or request from any person or entity regarding a missing child about whom the school has been notified, the principal or designee shall immediately notify the law enforcement agency that informed the school of the missing child's status. (Education Code 49068.6)

(cf. 5125 - Student Records)

Reporting Missing Children

Any district employee who recognizes a child who has been reported missing through a DOJ notice, an Amber Alert, or other means shall immediately notify law enforcement using the hotline telephone number listed.

In the event that a district employee witnesses a child abduction, he/she shall immediately contact law enforcement and provide the agency with information on the location of the abduction and a description of the victim, the suspect, and any vehicle involved. He/she shall also notify the Superintendent or designee who shall implement steps, as needed, to ensure the safety of other students.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5142 - Safety)

8.9.98

IDENTIFICATION AND REPORTING OF MISSING CHILDREN (continued)

Fingerprinting Program

The district may offer a voluntary fingerprinting program for all entering kindergarten students and for all students newly enrolled in the district. The district may contract with any public or private agency, including any appropriate civic or community organization, and/or may seek to obtain private funding and volunteer assistance to perform the fingerprinting. (Education Code 32390; 5 CCR 640)

(cf. 1240 - Volunteer Assistance)
(cf. 3312 - Contracts)

Students shall not be fingerprinted without parent/guardian consent. At the time of students' enrollment in the district, the Superintendent or designee shall notify the parents/guardians of the availability of the voluntary fingerprinting program and ask them to declare, in writing, whether or not they want their child to participate. At the same time, the Superintendent or designee shall notify parents/guardians in writing that they may reverse their declaration on fingerprinting in writing at any time. (Education Code 32390)

(cf. 5145.6 - Parental Notifications)

Parents/guardians of students who consent to the fingerprinting shall be charged a fee calculated to reimburse the district only for actual costs associated with the program. (Education Code 32390)

(cf. 3260 - Fees and Charges)

Fingerprint services shall be provided in accordance with the standards specified in 5 CCR 641.

Any report or document containing a student's fingerprints shall be given to the parents/guardians. It may be given with the child's report card or any other document routinely mailed to parents/guardians, or may be given in person at any parent-teacher conference. No report or document containing a student's fingerprints shall be kept by the district or given to any other private or public entity. (Education Code 32390)

(cf. 5022 - Student and Family Privacy Rights)

Legal Reference: (see next page)

8.9.99

IDENTIFICATION AND REPORTING OF MISSING CHILDREN (continued)

Legal Reference:

EDUCATION CODE
32390 Voluntary program for fingerprinting students
38139 Posting of information about missing children
48980 Parental notification of district programs, rights and responsibilities
49068.5-49068.6 Missing children; transfers
49370 Legislative intent re: reporting of missing children
PENAL CODE
14200-14213 Violent crime information center
CODE OF REGULATIONS, TITLE 5
640-641 Student fingerprinting program

Management Resources:

WEB SITES
California Department of Justice, Missing Persons: http://oag.ca.gov/missing
California Highway Patrol, Amber Alert: http://www.chp.ca.gov/amber
National Center for Missing and Exploited Children: http://www.missingkids.com

NEW

COURSES OF STUDY

The Board of Trustees recognizes that a well-articulated sequence of courses fosters academic progress and **provides** ~~makes~~ for the best possible use of instructional time. **The district's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful in school, college, and the workplace.**

(cf. 6011 – Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The Superintendent or designee shall establish processes for ensuring the articulation of courses across grade levels **within the district. As necessary, he/she also shall work with representatives of appropriate area districts and postsecondary institutions to ensure articulation of courses with other institutions to which district students may matriculate. The sequence of courses shall be designed to ensure that each course provides adequate preparation for the next course in the sequence, avoids significant duplication of content, and allows for reinforcement and progression in the subject matter.**

Elementary Grades

The Board shall adopt a course of study for elementary grades that sufficiently prepares students for the secondary course of study.

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

Secondary Grades

The district shall offer all otherwise qualified students in grades 7-12 ~~C~~courses ~~of study for secondary grades shall~~ prepare**s them, upon graduation from high school,** ~~students~~ to meet the requirements and prerequisites for admission to California public colleges and universities and/~~or~~ **to** attain entry-level employment skills in business or industry. ~~upon graduation from high school.~~ (Education Code 51228)

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6141.5 - Advanced Placement)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)
(cf. 6178 - Vocational Education)

~~The Superintendent or designee shall ensure that all otherwise qualified students have a timely opportunity, within the four years before graduation, to enroll in each course necessary to fulfill the requirements and prerequisites for admission to California public colleges and universities. (Education Code 51228)~~

In addition, the course of study for ~~high school~~ students **in grades 9-12** shall include instructions in skills and knowledge for adult life, ~~and~~ career technical training, **and a timely opportunity for all otherwise qualified students to enroll, within four years before**

8.9.101

COURSES OF STUDY (continued)

graduation, in each course necessary to fulfill the requirements and prerequisites for admission to California public colleges and universities. (Education Code 51224, **51228**)

~~*(cf. 6030 - Integrated Academic and Vocational Instruction)*~~

~~The Superintendent or designee shall develop a process by which courses are submitted to the University of California for review and certification in order to meet university admission criteria, and shall maintain an accurate list of all current high school courses that have been so certified.~~

The Superintendent or designee shall develop a process by which courses that meet college admission criteria (referred to as "a-g" course requirements) are submitted to the University of California for review and certification. He/she shall maintain an accurate list of all current high school courses that have been so certified, shall ensure that the list is provided annually to each student in grades 9-12, and shall make updated lists readily available. (Education Code 51229, 66204)

~~*(cf. 5121 - Grades/Evaluation of Student Achievement)*~~
~~*(cf. 6141.5 - Advanced Placement)*~~

~~Guidance services shall be available to help students select courses relevant to their academic needs and future goals.~~

~~*(cf. 6164.2 - Counseling/Guidance Services)*~~

Legal Reference:

EDUCATION CODE
33319.3 Driver education; CDE materials on road rage
33540 Government and civics instruction in interaction with government agencies
48980 Parental notifications
51202 Instruction in personal and public health and safety
51203 Instruction on alcohol, narcotics and restricted dangerous drugs
51204 Course of study designed for student's needs
51204.5 History of California; contributions of men, women and ethnic groups to development of state and nations
51210-51212 Areas of study for grades 1-6
51220-51228 Course of study for grades 7-12
51241 Exemption from physical education
51911-51921 Comprehensive health educational plans
~~*51934 Instruction on AIDS and AIDS prevention*~~
51940 Curriculum for brain and spinal cord injury prevention
53278-53280 Supplemental School Counseling Program
60040-60052 Requirements for instructional materials
66204 Certification of high school courses as meeting university admission criteria
~~*GOVERNMENT CODE*~~
~~*3543.2 Scope of representation*~~

Legal Reference: (see next page)

8.9.102

COURSES OF STUDY (continued)

HEALTH AND SAFETY CODE
11032 Definition of dangerous drugs
CODE OF REGULATIONS, TITLE 5
10020 Driver education
10060 Physical education program
UNITED STATES CODE, TITLE 20
6101-6251 School-to-Work Opportunities Act of 1994

Management Resources:
WEB SITES
~~*CDE: http:// www.cde.ca.gov*~~
~~*University of California, College Prep Online Courses and Services: http://www.uccp.org*~~
CSBA: http://www.csba.org
California Career Resource Network: http://www.californiacareers.info
California Colleges.edu: http://www.californiacolleges.edu
California Department of Education: http:// www.cde.ca.gov
California State University, Admission Requirements: http://www.csumentor.edu/planning/high_school
University of California, a-g Course Submissions: http://www.ucop.edu/a-gGuide/ag/course_submissions
University of California, List of Approved a-g Courses:http://www.universityofcalifornia.edu/admissions/freshman/requirements

COURSES OF STUDY

Grades 1-5

Courses of study for grades 1 through 5 shall include the following:

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

1. English: knowledge and appreciation of language and literature, and the skills of speaking, reading, listening, spelling, handwriting, and composition (Education Code 51210)

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Mathematics: concepts, operational skills and problem solving (Education Code 51210)

(cf. 6142.92 - Mathematics Instruction)

3. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, including instruction in: (Education Code 51210)

   a. The history, resources, development, and government of California and the United States

      Instruction shall include the early history of California and a study of the role and contributions of men and women, **Native Americans, African**~~black~~ Americans, American Indians, Mexicans **Americans**, Asians **Americans**, Pacific Islander**s** ~~people~~, **European Americans, lesbian, gay, bisexual,** and **transgender Americans, persons with disabilities, and members of** other ethnic **and cultural** groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society. (Education Code 51204.5, **60040**)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)
(cf. 6142.3 - Civic Education)
(cf. 6142.94 - History-Social Science Instruction)
~~*(cf. 6141.6 - Multicultural Education)*~~

   b. The development of the American economic system, including the role of the entrepreneur and labor

   c. The relations of persons to their human and natural environments

   d. Eastern and western cultures and civilizations

   e. Contemporary issues

8.9.104

COURSES OF STUDY (continued)

f. The wise use of natural resources

(cf. 6142.5 - Environmental Education)

4. Science: biological and physical aspects, with emphasis on experimental inquiry and the place of humans in ecological systems (Education Code 51210)

(cf. 6142.93 - Science Instruction)

5. Visual and performing arts: instruction in dance, music, theatre, and visual arts aimed at developing aesthetic appreciation and creative expression (Education Code 51210)

(cf. 6142.6 - Visual and Performing Arts Education)

6. Health: principles and practices of individual, family, and community health **including instruction at the appropriate grade levels and subject areas in:** (Education Code **51202,** 51210)

~~The adopted course of study shall provide instruction at the appropriate grade levels and subject areas in: (Education Code 51202)~~

a. Personal and public safety and accident prevention, including instruction in emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation when appropriate equipment is available

(cf. 6142.8 - Comprehensive Health Education)

b. Fire prevention

c. The protection and conservation of resources, including the necessity for the protection of our environment

d. Venereal disease

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body

(cf. 5131.6 - Alcohol and Other Drugs)

f. Violence as a public health issue

7. Physical education, with emphasis on physical activities conducive to health and vigor of body and mind (Education Code 51210)

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COURSES OF STUDY (continued)

(cf. 6142.7 - Physical Education)

8. Career awareness exploration

(cf. 6178 - Career Technical Education)

Grades 6-12

Courses of study for grades 6 through 12 shall include the following:

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)

1. English: knowledge and appreciation of literature, language and composition, and the skills of reading, listening, and speaking (Education Code 51220)

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology and sociology, with instruction in: (Education Code 51220)

   a. The history, resources, development, and government of California and the United States, including **instruction in**:

      (1) ~~Early California history, and the role and contributions of both men and women, black Americans, American Indians, Mexicans, Asians, Pacific Island people and other ethnic groups to the economic, political and social development of California and the nation, with particular emphasis on the role of these groups in contemporary society~~ **The early history of California and a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society** (Education Code 51204.5)

      (2) World War II and the **roll of** Americans **and Filipinos** ~~role~~ in that war ~~and the Vietnam War, including the "Secret War" in Laos and role of Southeast Asians in that war~~

8.9.106

COURSES OF STUDY (continued)

b. The American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the state and federal constitutions

This course may include participation in a teen court or peer court program. (Education Code 51220.2)

(cf. 5138 - Conflict Resolution/Peer Mediation)

c. The development of the American economic system, including the role of the entrepreneur and labor

d. The relations of persons to their human and natural environments, including the wise use of natural resources (Education Code 51221)

(cf. 6142.5 - Environmental Education)

e. Eastern and western cultures and civilizations

f. Human rights issues, with particular attention to the study of the inhumanity of genocide, slavery, and the Holocaust

g. Contemporary issues

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)
~~*(cf. 6141.6 - Multicultural Education)*~~
(cf. 6142.3 - Civic Education)
(cf. 6142.94 - History-Social Science Instruction)

3. Foreign language(s): understanding, speaking, reading, and writing, beginning not later than grade 7 (Education Code 51220)

(cf. 6142.2 - World/Foreign Language Instruction

4. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind, as required by Education Code 51222 (Education Code 51220)

*(cf. 6142.7 - Physical Education **and Activity**)*

5. Science: physical and biological aspects; emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems; appropriate applications of the interrelation and interdependence of the sciences (Education Code 51220)

(cf. 6142.93 - Science Instruction)

8.9.107

COURSES OF STUDY (continued)

6. Mathematics: mathematical understandings, operational skills and problem-solving procedures; algebra (Education Code 51220, 51224.5)

(cf. 6142.92 - Mathematics Instruction)

7. Visual and performing arts: dance, music, theatre, and visual arts, with emphasis upon development of aesthetic appreciation and creative expression (Education Code 51220)

(cf. 6142.6 - Visual and Performing Arts Education)

8. Applied arts: consumer and homemaking education, industrial arts, general business education, or general agriculture (Education Code 51220)

9. Career technical/vocational-technical education: in the occupations and in the numbers appropriate to the personnel needs of the state and community served and relevant to the career desires and needs of students (Education Code 51220)

~~*(cf. 6030 - Integrated Academic and Vocational Instruction)*~~
*(cf. 6178 - ~~Vocational~~ **Career Technical** Education)*

10. HIV/AIDS prevention (Education Code 51934)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

11. Personal and public safety, accident prevention and health, including instruction in: (Education Code 51202, 51203)

    a. Emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation when appropriate equipment is available

    b. Fire prevention

    c. The protection and conservation of resources, including the necessity for the protection of our environment

    d. Venereal disease

    e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body and upon prenatal development

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 6142.8 – Comprehensive Health Education)

    f. Prenatal care

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COURSES OF STUDY (continued)

g. Violence as a public health issue

In addition, the course of study for grade 7 and/or 8 may include parenting skills and education that address at least all of the following: (Education Code 51220.5)

1. Child growth and development
2. Parental responsibilities
3. Household budgeting
4. Child abuse and neglect issues
5. Personal hygiene
6. Maintenance of healthy relationships
7. Teen parenting issues
8. Self-esteem

(cf. 5146 - Married/Pregnant/Parenting Students)

High schools shall offer automobile driver education that includes instruction in: **(Education Code 51220, 51220.1, 51220.4)**

1. Vehicle Code provisions and other relevant state laws ~~(Education Code 51220)~~
2. Proper acceptance of personal responsibility in traffic ~~(Education Code 51220)~~
3. Appreciation of the causes, seriousness and consequences of traffic accidents ~~(Education Code 51220)~~
4. Knowledge and attitudes necessary for the safe operation of motor vehicles ~~(Education Code 51220)~~
5. The safe operation of motorcycles ~~(Education Code 51220)~~
6. The dangers involved in consuming alcohol or drugs in connection with the operation of a motor vehicle ~~(Education Code 51220.1)~~
7. The rights and duties of a motorist pertaining to pedestrians and the rights and duties of pedestrians pertaining to traffic laws and traffic safety ~~(Education Code 51220.4)~~

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COURSES OF STUDY (continued)

Certification of College Preparatory Courses

The Superintendent or designee shall identify courses in history-social science, English, mathematics, laboratory science, languages other than English, visual and performing arts, career technical education, and college preparatory electives that may qualify for designation as "a-g" college preparatory courses. He/she shall submit course information to the University of California (UC) including, but not necessarily limited to, the course title, subject area, grade level(s), unit value, a brief course description, prerequisites and co-requisites, texts and supplemental instructional materials used in the course, whether the school is seeking designation of the course as an honors course, and whether the course is classified as a career technical education or regional occupational program course. He/she also shall electronically submit updates to UC whenever course content changes or a course will not be offered in a particular year.

Notification to Students in Grades 9-12

At the beginning of each school year, the Superintendent or designee shall provide written notice to parents/guardians of students in grades 9-12 that, to the extent possible, shall not exceed one page in length and that includes all of the following: (Education Code 51229)

1. **A brief explanation of the course requirements for admission to UC and the California State University (CSU)**

2. **A list of the current UC and CSU web sites that help students and their families learn about college admission requirements and that list high school courses that have been certified by UC as satisfying the requirements for admission to UC and CSU**

3. **A brief description of what career technical education is, as defined by the California Department of Education (CDE)**

4. **The Internet address for the portion of the CDE web site where students can learn more about career technical education**

5. **Information about how students may meet with school counselors to help them choose courses that will meet college admission requirements and/or enroll in career technical education courses**

(cf. 5145.6 - Parental Notifications)
(cf. 6164.2 - Guidance/Counseling Services)

Regulation
approved: September 4, 2007
revised: January 20, 2015

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.9.110

ATHLETIC COMPETITION

The Board of Trustees recognizes that the **district's** athletic program constitutes an integral component of the educational program and helps to build a positive school climate. The athletic program also promotes the physical, social and emotional well-being and character development of participating students. The athletic program shall be designed to meet students' interests and abilities and be varied in scope to attract wide participation.

(cf. 3541.1 - Transportation for School-Related Trips)
(cf. 5030 – Student Wellness)
(cf. 5137 - Positive School Climate)
(cf. 6142.7 - Physical Education)
(cf. 7110 - Facilities Master Plan)

All athletic teams shall be supervised by qualified coaches to ensure that student athletes receive appropriate instruction and guidance related to safety, health, sports skills, and sportsmanship. Athletic events shall be officiated by qualified personnel.

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

The Board encourages business and community support for district athletic programs, subject to applicable district policies and regulations governing advertisements and donations.

(cf. 1260 - Educational Foundation)
(cf. 1321 - Solicitation of Funds from and by Students)
(cf. 1325 - Advertising and Promotion)
(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 3290 - Gifts, Grants and Bequests)

Nondiscrimination and Equivalent Opportunities in the Athletic Program

The district's athletic program shall be free from discrimination and discriminatory practices in accordance with state and federal law. The Superintendent or designee shall ensure that equivalent athletic opportunities are provided for ~~both sexes.~~ **males and females.**

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

Any complaint regarding the district's athletic program shall be filed in accordance with the district's uniform complaint procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

California Interscholastic Federation

The Board maintains membership in CIF and requires that interscholastic athletic activities be conducted in accordance with Board policy, administrative regulation and CIF bylaws and

ATHLETIC COMPETITION (continued)

rules. The Superintendent or designee shall have responsibility for the district's interscholastic athletic program, while the principal or designee at each participating school shall be responsible for the site-level decisions, as appropriate.

Upon recommendation of the Superintendent, the Board shall annually designate an employee from each high school to serve as a representative to the local CIF league. Appointees shall represent the district in performing all duties required by the CIF league. In making this selection, the Board shall consider the employee's understanding of the district's goals for interscholastic and extracurricular activities, knowledge of the athletic programs, awareness of the implications of league decisions for the school and the district, and individual interpersonal communication and leadership skills.

The Superintendent or designee shall ensure that the district representatives to CIF report regularly to the Board on league, section and statewide issues, as well as activities and prospective actions related to athletics.

Student Eligibility

~~The first priority of student athletes shall be a commitment to their education and performing well in the classroom.~~

~~*(cf. 6011 – Academic Standards)*~~

Eligibility requirements for participation in the district's interscholastic athletic program, including eligibility for a child in foster care or a child of a military family, are the same as those set by the district for participation in extracurricular and cocurricular activities.

(cf. 3530 - Risk Management/Insurance)
(cf. 5111.1 - District Residency)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)

In addition, the Superintendent or designee shall ensure that students participating in interscholastic athletics governed by the CIF satisfy CIF eligibility requirements.

Students shall not be charged a fee to participate in an athletic program

(cf. 3260 – Fees and Charges)

ATHLETIC COMPETITION (continued)

Sportsmanship

The Board values the quality and integrity of the athletic program ~~and the ethical well-being~~ and **the** character development of student athletes. Student athletes, coaches, parents/guardians, spectators, and others are expected to demonstrate good sportsmanship, ethical conduct, and fair play during all athletic competitions. They shall also abide by the core principles of trustworthiness, respect, responsibility, fairness, caring, and good citizenship and the Codes of Conduct as adopted by the California Interscholastic Federation (CIF). ~~in its publication "Pursuing Victory with Honor."~~

Students and staff may be subject to disciplinary action for improper conduct.

(cf. 3515.2 – Disruptions)
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5131.4 - Student Disturbances)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities)

Health and Safety

The Board desires to give student health and safety the highest consideration in planning and conducting athletic activities. ~~Universal precautions shall be observed when injuries occur.~~

~~*(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)*~~
~~*(cf. 4119.43/4219.43/4319.43 - Universal Precautions)*~~
~~*(cf. 5141 - Health Care and Emergencies)*~~
~~*(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)*~~
~~*(cf. 5141.22 - Infectious Diseases)*~~

Students shall have a medical clearance before participating in the interscholastic athletic program. Care shall be taken to ensure that all athletic trainings and competitions are conducted in a manner that will not overtax the physical capabilities of the participants. When appropriate, protective equipment shall be used to prevent or minimize injuries.

(cf. 5131.61 - Drug Testing)
(cf. 5131.63 - Steroids)
(cf. 5141.3 - Health Examinations)
(cf. 5141.6 - School Health Services)
(cf. 5141.7 - Sun Safety)
(cf. 5143 - Insurance)

ATHLETIC COMPETITION (continued)

Coaches and appropriate district employees shall take every possible precaution to ensure that athletic equipment is kept in safe and serviceable condition. The Superintendent or designee shall ensure that all athletic equipment is cleaned and inspected for safety before the beginning of each school year.

(cf. 5142 – Safety)

~~**Supervision**~~

~~All athletic teams shall be supervised by qualified coaches to ensure that student athletes receive appropriate instruction and guidance related to safety, health, training and preparation for competition. Athletic events shall be officiated by qualified personnel.~~

In the event that an injury occurs, the coach or other appropriate district employee shall observe universal precautions and shall remove the student athlete from the activity and/or seek medical treatment for the student as appropriate.

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)
(cf. 4119.43/4219.43/4319.43 - Universal Precautions)
(cf. 5141 - Health Care and Emergencies)
(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)
(cf. 5141.22 - Infectious Diseases)

~~*(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)*~~

Legal Reference:

EDUCATION CODE
200-261 Prohibition of discrimination on the basis of sex
270-271 Athletes' Bill of Rights
17578 Cleaning and sterilizing of football equipment
17580-17581 Football equipment
32221.5 Required insurance for athletic activities
33353-33353.5 California Interscholastic Federation; implementation of policies, insurance program
33354 CDE authority over interscholastic athletics
35160.5 District policies; rules and regulations
35161 Powers and duties generally
35179 Interscholastic athletics
48850 Interscholastic athletics; student in foster care
48900 Grounds for suspension and expulsion
48930-48938 Student organizations
49020-49023 Athletic programs; legislative intent, equal opportunity
~~*60850-60856 High school exit examination*~~
49030-49034 Performance-enhancing substances
49458 Health examinations, interscholastic athletic program
49475 Health and safety, concussions and head injuries
49700-49701 Education of children of military families
51242 Exemption from physical education for high school students in interscholastic athletic program

Legal Reference: (see next page)

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ATHLETIC COMPETITION (continued)

Legal Reference: (continued)

PENAL CODE
245.6 Hazing
CODE OF REGULATIONS, TITLE 5
4900-4965 Nondiscrimination in elementary and secondary education programs
4920-4922 Nondiscrimination in intramural, interscholastic, and club activities
5531 Supervision of extracurricular activities of pupils
5590-5596 Employment of noncertificated coaches
UNITED STATES CODE, TITLE 20
1681-1688 Discrimination based on sex or blindness, Title IX
CODE OF FEDERAL REGULATIONS, TITLE 34
106.31-106.42 Discrimination on the basis of sex in education programs or activities prohibited
106.33 Comparable facilities
106.41 Nondiscrimination in athletic programs
COURT DECISIONS
Mansourian v. Regents of University of California, (2010) 594 F. 3d 1095
Kahn v. East Side Union High School District, (2004) 31 Cal. 4th 990t
McCormick v. School District of Mamaroneck, (2004) 370 F.3d 275
Hartzell v. Connell, (1984) 35 Cal. 3d 899

Management Resources:

CSBA PUBLICATIONS
Student Fees Litigation Update, Education Legal Alliance Advisory, May 20, 2011
A School Board Member's Guide to CIF and Interscholastic Sports, 1997
CALIFORNIA INTERSCHOLASTIC FEDERATION PUBLICATIONS
~~*A Guide to Equity (Equity Handbook)*~~
~~*Pursuing Victory with Honor, November 1999*~~
California Interscholastic Federation Constitution and Bylaws, ~~*1996-97*~~
A Guide to Equity in Athletics
Acute Concussion Evaluation (ACE) Care Plan, 2006
Pursuing Victory with Honor, 1999
CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS
Heads Up: Concussion in High School Sports, Tool Kit, June 2010
Heads Up: Concussion in Youth Sports, Tool Kit, July 2007
OFFICE FOR CIVIL RIGHTS, U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Intercollegiate Athletics Policy Clarification: The Three-Part Test - Part Three, Dear Colleague letter, April 20, 2010
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
California Interscholastic Federation: http://www.cifstate.org
Centers for Disease Control and Prevention, Concussion Resources: http://www.cdc.gov/concussion
National Federation of State High School Associations: http://www.nfhs.org
National Operating Committee on Standards for Athletic Equipment: http://www.nocsae.org
U.S. Anti-Doping Agency: http://www.usada.org
U.S. Department of Education, Office for Civil Rights: http://www2.ed.gov/ocr

CERTIFICATE OF PROFICIENCY/HIGH SCHOOL EQUIVALENCY

Certificate of Proficiency

The principal of each school maintaining grades 11 and 12 shall distribute to each student in those grades an announcement explaining the California High School Proficiency Examination (CHSPE). When announcements from the California Department of Education (CDE) or its contractor are received, this information shall be distributed early enough to enable interested students to register for the test to be given in the fall of that year. (5 CCR 11523)

(cf. 5145.6 - Parental Notifications)

Any student may **take** ~~apply to have his/her proficiency in basic skills verified by examination according to criteria established by~~ the California Department of Education if he/she meets one of the following conditions: (Education Code 48412)

1. Is age 16 or older
2. Has been enrolled in the 10th grade for one school year or longer
3. **Will complete one school year of enrollment** ~~Is enrolled~~ in **10th grade at** the ~~second~~ **end of the** semester **during which the CHSPE will be administered** ~~of the 10th grade~~

~~The principal of each school maintaining grades 11 and 12 shall distribute to each student in those grades an announcement explaining the California High School Proficiency Examination. When announcements from the California Department of Education or its contractor are received, this information shall be distributed early enough to enable interested students to register for the test to be given in the fall of that year. (5 CCR 11523)~~

If a student receives the proficiency certificate, the district shall indicate the student's accomplishment and the date of the proficiency certificate award on the student's official transcript. (5 CCR 11521)

(cf. 5125 - Student Records)

~~Receiving the high school proficiency certificate does not exempt students from attending school unless they are at least 16 years old and have verified parent/guardian permission. (Education Code 48410; 5 CCR 11522)~~

Any student who has received the certificate of proficiency may be exempted from compulsory school attendance upon his/her request with verified parent/guardian consent. (Education Code 48410)

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CERTIFICATE OF PROFICIENCY/HIGH SCHOOL EQUIVALENCY (continued)

~~Upon request, the Superintendent or designee shall provide a form for obtaining parent/guardian consent for exemption from compulsory school attendance by students ages 16 and 17 who have demonstrated proficiency. The form shall contain at least the following information: (5 CCR 11522)~~

The consent form shall be provided by the Superintendent or designee and shall contain at least the following information: (5 CCR 11522)

1. A general explanation of the student's rights of exemption from compulsory attendance and of reenrollment in the public schools

2. The date of issuance of the certificate of proficiency

3. The signature of the parent/guardian and the date

4. The signature of the school administrator who has personally confirmed the authenticity of the parent/guardian's signature and the date

(cf. 5112.1 - Exemptions from Attendance)

If a student age 16 or 17 terminates his/her enrollment after receiving the high school proficiency certificate, he/she may re-enroll in the district with no adverse consequences. If he/she subsequently terminates enrollment again, he/she may be denied re-enrollment until the beginning of the following semester. (Education Code 48414)

(cf. 6184 - Continuation Education)

High School Equivalency Certificate/GED

Any person is eligible to take the General Educational Development (GED) test leading to a high school equivalency certificate if he/she is a resident of California or a member of the armed forces assigned to duty in California, ~~has not completed high school,~~ and meets **any** one of the following criteria: (Education Code 51420; 5 CCR 11532)

1. Is 18 years of age or older, or within 60 days of his/her 18th birthday, regardless of enrollment status

2. Is not currently enrolled in school and is within 60 days of when he/she would have graduated from high school had he/she remained in school and followed the usual course of study

3. Is 17 years of age, has been out of school for at least 60 consecutive days, and provides a letter of request for the test from the military, a postsecondary educational institution or a prospective employer

8.9.17

CERTIFICATE OF PROFICIENCY/HIGH SCHOOL EQUIVALENCY (continued)

4. Is 17 years of age, is incarcerated in a California state or county correctional facility and meets other criteria listed in 5 CCR 11532

5. **Is 17 years of age, has accumulated fewer than 100 units of high school credit prior to enrollment in a dropout recovery high school's academic program, and has successfully completed the dropout recovery high school's instructional program which is aligned to state standards, offers the opportunity for a high school diploma, and provides services for at least one year**

   Dropout recovery high school **is a high school in which 50 percent or more of its students have been designated as dropouts pursuant to exit/withdrawal codes developed by the CDE. (Education Code 52052)**

EQUIPMENT, BOOKS AND MATERIALS

The Board of Trustees recognizes that student learning is enhanced when students have access to high-quality textbooks, equipment and other instructional materials for each of the subjects they are studying. To adequately support the Board-approved curriculum, instructional materials also should be up to date.

The Superintendent or designee shall develop procedures for determining the sufficiency of district instructional materials in providing accurate, current information and ensuring that students have access to standards-based materials. When new instructional materials have been chosen in accordance with the district's selection and evaluation policy, the Board shall make final decisions regarding their purchase.

(cf. 0440 - District Technology Plan)
(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6163.1 - Library Media Centers)

Legal Reference:

EDUCATION CODE
60010 Definitions
60040-60047 Instructional requirements and materials
60119 Public hearing on sufficiency of materials
60200-60206 Elementary school materials
60240-60252 State Instructional Materials Fund
60400-60411 High school textbooks
60420-60424 Instructional Materials Funding Realignment Program
CODE OF REGULATIONS, TITLE 5
9505-9532 Instructional materials
9531-9532 Instructional Materials Funding Realignment Program

Management Resources:

WEB SITES
CDE, Curriculum Frameworks and Instructional Resources Division: http://www.cde.ca.gov/cfir

DRAFTED

Policy
adopted: September 4, 2007
revised: January 20, 2015

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.9.119

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs and provides that districts are deemed in compliance with the program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result of this flexibility, the district may choose to temporarily suspend certain provisions of the following policy or administrative regulation that reflect those requirements. However, this flexibility does not affect or alter any existing contract or bargaining agreement that the district may have in place. Thus, districts should examine the terms of those contracts and agreements and consult with district legal counsel for additional guidance. Also see BP 2210 - Administrative Discretion Regarding Board Policy.

~~Instructional Materials Funding Realignment Program~~

~~The district shall use state funds received under the Instructional Materials Funding Realignment Program to ensure that each student is provided with standards-aligned textbooks or instructional materials, in an electronic or hard-bound format, as adopted by the State Board of Education (SBE) for grades K-8, in the core curriculum areas of reading/language arts, mathematics, science, and history/social science. (Education Code 60422, 60422.1)~~

~~*(cf. 6142.91 - English/Language Arts Instruction)*~~
~~*(cf. 6142.92 - Mathematics Instruction)*~~
~~*(cf. 6142.93 - Science Instruction)*~~
~~*(cf. 6142.94 - History-Social Science Instruction)*~~

~~Instructional materials for grades K-8 shall be selected from the list of standards-aligned materials adopted by the SBE. Instructional materials for grades 9-12 shall be adopted by the Board of Trustees. Standards-aligned materials in each core curriculum area shall be provided to each student at the beginning of the first school term that commences no later than 24 months after those materials are adopted by the SBE or the Board, as applicable. (Education Code 60049, 60422)~~

~~*(cf. 6011 - Academic Standards)*~~

~~For grades 9-12, the Superintendent or designee shall review instructional materials in history/social science, mathematics, reading/language arts, and science using a standards map in order to determine the extent to which the materials are aligned to the content standards adopted by the SBE.~~

~~After the Board has certified that all students have been provided with standards-aligned instructional materials in the core curriculum areas, the district may use any remaining program funds for the purposes specified in Education Code 60242. (Education Code 60119, 60422)~~

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SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

Criteria for Selection and Adoption of Instructional Materials

In recommending textbooks or other ~~I~~instructional materials **for** adopt**ioned** by the Board **of Trustees, the Superintendent or designee** shall **ensure that such materials**:

1. **Are aligned to any applicable academic content standards adopted by the State Board of Education (SBE) pursuant to Education Code 60605 and/or Common Core Standards adopted pursuant to Education Code 60605.8**

(cf. 6011 - Academic Standards)

For grades K-8, **the Superintendent or designee shall** ~~be~~ selected **instructional materials** from among the list of materials ~~approved~~ **adopted** by the SBE **and/or other materials that have not been adopted by the SBE but are aligned with the state academic content standards and/or the Common Core Standards.** ~~in accordance with law~~ (Education Code 60200, **60210**)

~~*(cf. 1431 - Waivers)*~~
(cf. 6011 - Academic Standards)

For grades 9-12, the Superintendent or designee shall review instructional materials in history-social science, mathematics, English/language arts, and science using a standards map in order to determine the extent to which the materials are aligned to state academic content standards.

2. For grades 9-12, be provided by publishers ~~who~~ **that** comply with the requirements of Education Code 60040-600~~5~~248, 60060-60062, and 60226 (Education Code 60400)

3. **Do** ~~N~~not reflect adversely upon persons because of their race or ethnicity, gender, religion, disability, nationality, sexual orientation, occupation, or other characteristic listed in Education Code 220, nor contain any sectarian or denominational doctrine or propaganda contrary to law (Education Code 51501, 60044)

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

4. To the satisfaction of the Board, be accurate, objective, current, and suited to the needs and comprehension of **district** students at their respective grade levels (Education Code 60045)

5. With the exception of literature and trade books, use proper grammar and spelling (Education Code 60045)

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SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

6. **Do** ~~N~~not ~~provide any~~ exposeure **students** to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate based on one of the following: (Education Code 60048, 60200)

   a. The commercial brand name, product, or corporate or company logo is used in text for an educational purpose as defined in guidelines or frameworks adopted by the SBE.

   b. The appearance of a commercial brand name, product, or corporate or company logo in an illustration is incidental to the general nature of the illustration.

(cf. 1325 - Advertising and Promotion)

7. If the materials are technology-based materials, ~~be~~ **are** both available and comparable to other, equivalent instructional materials (Education Code 60052)

8. Meet the requirements of Education Code 60040-60043 for specific subject content

9. Support the district's adopted courses of study and curricular goals

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6142.2 - World/Foreign Language Instruction)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6142.91 - English/Language Arts Instruction)
(cf. 6142.92 - Mathematics Instruction)
(cf. 6142.93 - Science Instruction)
(cf. 6142.94 - History-Social Science Instruction)
(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)

10. Contribute to a comprehensive, balanced curriculum

11. Demonstrate reliable quality of scholarship as evidenced by:

   a. Accurate, up-to-date, and well-documented information

   b. Objective presentation of diverse viewpoints

   c. Clear, concise writing and appropriate vocabulary

   d. Thorough treatment of subject matter

12. Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities, and developmental levels

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SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

13. Include materials that stimulate discussion of contemporary issues and improve students' thinking and decision-making skills

14. Contribute to the proper articulation of instruction through grade levels

15. As appropriate, have corresponding versions available in languages other than English

16. Include high-quality teacher's guides

17. Meet high standards in terms of the quality, durability, and appearance of paper, binding, text, and graphics

18. When available ~~from the publishers, consider~~ **include** options for lighter weight materials in order to help minimize any injury to students by the combined weight of instructional materials

~~**Instructional Materials Evaluation Committee**~~

~~The Superintendent or designee may establish an instructional materials evaluation committee to evaluate and recommend instructional materials for Board approval. This committee shall substantially be compose of teachers and may also include administrators, other staff who have subject matter expertise, parents/guardians, community members, and students as appropriate.~~

~~*(cf. 1220 - Citizen Advisory Committees)*~~

~~The committee shall review instructional materials using criteria provided above and in law, and shall provide the Board with documentation supporting its recommendations.~~

Conflict of Interest

To ensure integrity and impartiality in the evaluation and selection of instructional materials, any district employee **who is** participating in the evaluation of instructional materials and not otherwise designated in the district's conflict of interest code shall ~~not~~ **sign a disclosure statement indicating that he/she**:

1. **Shall not** ~~A~~accept any emolument, money, or other valuable thing or inducement, to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material (Education Code 60072)

   Sample copies of instructional materials are excepted from this prohibition. (Education Code 60075)

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SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

2. **Is not** ~~Be~~ employed by ~~or~~ **nor** receives compensation from **the publisher or supplier of the instructional materials or** any person, firm, organization, ~~or any of its~~ subsidiary~~ies,~~ or controlling entity~~ies~~ **representing it** ~~submitting instructional materials to the district~~

3. **Does not** ~~H~~have or **will not** negotiate a contractual relationship with any **publisher or supplier of the instructional materials or any** person, firm, ~~or~~ organization ~~or any of its~~ subsidiary~~ies~~, or controlling entity~~ies~~ **representing it** ~~submitting instructional materials to the district~~

4. **Does not** ~~H~~have an interest as a contributor, author, editor, or consultant in any textbook or other instructional material submitted to the district

(cf. 9270 - Conflict of Interest)

Regulation
approved: September 4, 2007
revised: March 6, 2012
revised: September 18, 2012
revised: January 20, 2015

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.9.124

~~STANDARDIZED~~ *STATE ACADEMIC ACHIEVEMENT* TEST~~SING AND REPORTING PROGRAM~~

~~The Superintendent or designee shall administer mandatory student assessments within the state Standardized Testing and Reporting (STAR) program as required by law and in accordance with Board policy and administrative regulation.~~

The Governing Board recognizes that state achievement test results provide an indication of student progress in achieving state academic standards and may be used to promote high-quality teaching and learning. The Superintendent or designee shall administer mandatory student assessments within the California Assessment of Student Performance and Progress (CAASPP) as required by law and in accordance with Board policy and administrative regulation.

(cf. 6011 - Academic Standards)
(cf. 6162.5 - Student Assessment)
(cf. 6162.54 - Test Integrity/Test Preparation)
(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9321.1 - Closed Session Actions and Reports)

The Board of Trustees **strongly** encourages all students at the applicable grade levels to participate in the ~~STAR~~ **state** assessments in order to maximize the usefulness of the data and enable the district to meet participation levels required for state and federal accountability systems. The Superintendent or designee shall notify students and parents/guardians about the importance of these assessments and shall develop strategies to encourage student participation. Students shall be exempted from participation only in accordance with law and administrative regulation.

(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)

~~The Board desires to use the results of the achievement tests to evaluate the performance of district students against the state's academic standards, the performance of students in other districts across the state, and national norms.~~

(cf. 6011 - Academic Standards)

The Board shall annually examine ~~STAR~~ **state assessment** results by school, grade level, and student subgroup **as one measure of the district's progress in attaining its student achievement goals and shall revise the local control and accountability plan and other district or school plans as necessary to improve student achievement for underperforming student groups.** ~~in the Board's discussion of each school's ranking on the statewide Academic Performance Index. If the average STAR test score of the school is below the 50th percentile, or if the test scores of more than 25 percent of the school's students are below the 50th percentile, the Board may conduct an assessment by grade level of the reasons for the performance results and may adopt an improved performance plan in accordance with Education Code 52056.~~

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~~STANDARDIZED~~ *STATE ACADEMIC ACHIEVEMENT* TEST~~SING AND REPORTING PROGRAM~~

(cf. 0460- Local Control and Accountability Plan)
(cf. 0500 - Accountability)
~~*(cf. 0520 - Intervention for Underperforming Schools)*~~
~~*(cf. 0520.1 - High Priority Schools Grant Program)*~~

Legal Reference:

EDUCATION CODE
49076 Student records; access
51041 Evaluation of educational program
~~*52056 Board discussion of Academic Performance Index rankings, including STAR results*~~
52052 Academic Performance Index; numerically significant student subgroups
52060-52077 Local control and accountability plan
60600-60630 Assessment of academic achievement
60640-60649 Standardized Testing and Reporting program
60660-60663 Electronic learning assessment resources
60810 Assessment of language development
99300-99301 Early Assessment Program
CODE OF REGULATIONS, TITLE 5
850-~~870~~ ***864*** ~~*Standardized Testing and Reporting program*~~ ***State assessments***
~~*880-901 Designated primary language test*~~
UNITED STATES CODE, TITLE 20
1412~~(a)(17)~~ Participation of students with disabilities in state assessments
6311 Adequate yearly progress
CODE OF FEDERAL REGULATIONS, TITLE 34
200.1 Standards and assessment

Management Resources:

CDE PUBLICATIONS
~~*Matrix of Test Variations, Accommodations and Modifications for Administration of California Statewide Assessments*~~
Supporting Student Achievement: Student Assessment System in Flux, Governance Brief, June 2013
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Assembly Bill 484 Questions and Answers
CALIFORNIA STATE UNIVERSITY PUBLICATIONS
The Early Assessment Program: Handbook for School Site Leaders, 2008
SMARTER BALANCED ASSESSMENT CONSORTIUM PUBLICATIONS
Usability, Accessibility, and Accommodations Guidelines, September 2013
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers, December 2000
WEB SITES
CSBA: http://www.csba.org
California Department of Education, STAR program: http://www.cde.ca.gov/ta/tg/sr
California Learning Resources Network: http://clrn.org
California State University, Early Assessment Program: http://www.calstate.edu/eap
Smarter Balanced Assessment Consortium: http://www.smarterbalanced.org
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/offices/OCR

~~STANDARDIZED~~ *STATE ACADEMIC ACHIEVEMENT* TEST~~ING AND REPORTING PROGRAM~~

The district shall administer the following assessments in the ~~Standardized Testing and Reporting (STAR) Program~~ **California Assessment of Student Performance and Progress (CAASPP): (Education Code 60640)**

~~1. The California Standards Tests (CSTs) in English language arts, mathematics, science, and history-social science to students in grades 2-11 (Education Code 60640)~~

~~In addition, students in grade 11 may voluntarily take an augmented CST as part of the Early Assessment Program to determine their readiness for college-level work in English and/or mathematics. (Education Code 60641, 99300-99301)~~

1. The Smarter Balanced Assessment Consortium summative assessments for English language arts and mathematics, aligned with Common Core State Standards, in grades 3-8 and 11

(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6142.92 - Mathematics Instruction)

All students at the applicable grade levels shall be administered these tests, except that:

a. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law

b. Students with disabilities may be provided an alternate test in accordance with their individualized education program (IEP), as provided in item #3 below

(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

~~2. The Standards-Based Test in Spanish (STS) to Spanish-speaking English language learners in grades 2-11 who either: (Education Code 60640)~~

~~a. Receive instruction in Spanish, regardless of how long they have been in the United States~~

~~b. Have been enrolled in a California public school for less than 12 months~~

~~*(cf. 6174 - Education for English Language Learners)*~~

~~This test shall be required in addition to the CST administered in English. (Education Code 60640)~~

8.9.127

~~STANDARDIZED~~ ***STATE ACADEMIC ACHIEVEMENT*** **TEST~~SING AND REPORTING PROGRAM~~** (continued)

~~Following the first year of enrollment in a California public school, Spanish-speaking English language learners in grades 2-11 shall continue to take the STS in addition to the CST in English, if the Superintendent or designee determines that such test results would provide useful information about students' performance.~~

2. California Standards Tests in science at grades 5, 8, and 10

(cf. 6142.93 - Science Instruction)

~~3. The California Alternate Performance Assessment (CAPA) for students with severe cognitive disabilities who are unable to take the CSTs even with accommodations or modifications, or the California Modified Assessment (CMA) for students who are not severely cognitively disabled, when determined appropriate by the student's individualized education program (IEP) team (Education Code 56345, 60640; 5 CCR 850; 34 CFR 200.1)~~

~~Any special education student who is an English learner may be tested with the STS in accordance with item #2 above, unless the IEP specifically exempts him/her from such testing. (Education Code 56345)~~

~~*(cf. 6159 - Individualized Education Program)*~~
~~*(cf. 6164.6 - Identification and Education under Section 504)*~~

3. For students with disabilities who are unable to take the tests specified in items #1-2 above even with appropriate accommodations, the California Alternate Performance Assessment (CAPA) in English language arts and mathematics for students in grades 2-11 and either the CAPA or California Modified Assessment in science for students in grades 5, 8, and 10, in accordance with the student's IEP

4. The Standards-Based Test in Spanish (STS) to Spanish-speaking English learners in grades 2-11. This test shall be administered to English learners in addition to the state achievement tests administered in English.

(cf. 6174 - Education for English Language Learners)

The STS also may be used to assess students in a dual language immersion program who are not limited English proficient or who are redesignated fluent English proficient.

5. For students in grade 11 on a voluntary basis, an augmented achievement test approved for use in the Early Assessment Program as a measure of students' readiness for college-level work in English and/or mathematics pursuant to Education Code 99300-99301

8.9.128

~~STANDARDIZED~~ ***STATE ACADEMIC ACHIEVEMENT*** **TEST~~SING AND REPORTING PROGRAM~~** (continued)

Testing Period

~~The STAR tests with the exception of the writing assessment, shall be administered to student during a testing window of 21 instructional days that includes 10 instructional days before and after completion of 85 percent of the school's, track's, or program's instructional days. The Superintendent or designee shall arrange for at least two make-up days for the testing of students who were absent during the testing period. All make-up testing shall occur within five instructional days of the last date that the district administered the tests, but not later than the 21 instructional day window established above. (Education Code 60640; 5 CCR 855)~~

~~The STAR writing assessment shall be administered only on the testing day(s) and make-up day(s) specified annually by the Superintendent of Public Instruction. (Education Code 60640; 5 CCR 855)~~

~~The STAR writing assessments shall be administered only on the day specified annually by the Superintendent of Public Instruction. (Education Code 60640; 5 CCR 855)~~

The state achievement tests shall be administered within the testing period established by the State Board of Education (SBE) pursuant to Education Code 60640. Students who are absent during testing shall be provided an opportunity to take the tests during the period of time established by the SBE for make-up testing.

Exemptions

A parent/guardian may submit to the school a written request to excuse his/her child from any or all parts of any test. ~~District employees may discuss the STAR program with parents/guardians and may inform them of the availability of exemptions under Education Code 60615.~~ However, the district ~~and its~~ employees shall not solicit or encourage any written exemption ~~request~~ on behalf of any student or group of students. (5 CCR 852)

Testing Variations

~~The CSTs and STS shall be administered in accordance with the manuals or other instructions provided by the test contractor, unless a testing variation, accommodation, or modification is specifically allowed pursuant to 5 CCR 853.5. (5 CCR 853, 853.5)~~

~~All students may be provided with the following variations: (5 CCR 853.5)~~

~~1. Simplified or clarified test directions~~

~~2. For grades 5-11 on the standards-based achievement test, write-in test booklets~~

8.9.129

~~STANDARDIZED~~ ***STATE ACADEMIC ACHIEVEMENT*** **TEST~~SING AND REPORTING PROGRAM~~** (continued)

~~3. On the standards-based achievement test, As much time as needed within a single sitting to complete a test or test part~~

~~In addition, all students shall be provided with the following testing variations if such variations are regularly used in the classroom: (5 CCR 853.5)~~

~~1. Special adaptive furniture~~

~~2. Special lighting, special acoustics, or visual magnifying or audio amplification equipment~~

~~3. An individual carrel or study enclosure~~

~~4. Individual testing in a separate testing room provided that a district employee who has signed the STAR Test Security Affidavit directly supervises the student~~

~~5. Colored overlay, masks, or other means to maintain visual attention to the test or test questions~~

~~6. For grade 2 or 3 standards-based achievement tests, underlining or marking information or working math problems in the test booklet~~

~~7. Manually Coded English or American Sign Language to communicate directions for test administration~~

~~Identified English learners shall be provided with the following testing variations if such variations are regularly used in the classroom or for assessment: (5 CCR 853.5)~~

~~1. Flexible setting: testing in a separate room with other English learners provided that a district employee who has signed the Test Security Affidavit directly supervises the student~~

~~2. Flexible schedule: additional supervised breaks following each section within a test part provided that the test section is completed within a testing day. A test section is identified by a "STOP" at the end of it.~~

~~3. Translated directions: hearing the test directions printed in the test administration manual translated into their primary language. English learners shall have the opportunity to ask clarifying questions about any test directions presented orally in their primary language.~~

~~4. Glossaries: access to translation glossaries/word lists for the standards-based achievement tests in mathematics, science, and history/social science (English to~~

8.9.130

~~STANDARDIZED~~ ***STATE ACADEMIC ACHIEVEMENT*** **TEST~~SING AND REPORTING PROGRAM~~** (continued)

~~primary language). The translation glossaries/word lists are to include only the English word or phrase with the corresponding primary language word or phrase. The glossaries/word lists shall not include definitions or formulas.~~

~~Students with disabilities shall be permitted to take the assessments with any of the testing variations listed in 5 CCR 853.5, provided the variations are specified in their IEP or Section 504 plan. These variations may include, but are not limited to, accommodations in the presentation or setting of the test administration or in how a student is allowed to respond, and/or modifications in accordance with 5 CCR 853.5. A special education student shall be allowed to test below his/her grade level only in accordance with 5 CCR 853. (5 CCR 850, 853, 853.5)~~

Assessments shall be administered in accordance with the manuals or other instructions provided by the test contractor and California Department of Education (CDE), except that students may be provided a tool, support, or accommodation that is specifically allowed pursuant to 5 CCR 853.5.

Accommodations provided to students with disabilities shall be those specified in their IEP or Section 504 plan. (5 CCR 850, 853.5)

~~District and Test Site Coordinators~~ ***Staff Responsibilities***

Each year the Superintendent or designee shall designate a district coordinator who shall **oversee all matters related to the testing program and** serve as the district representative and liaison with the **test contractor and the** California Department of Education. ~~for all matters relating to the STAR program.~~ **In addition,** the Superintendent or designee ~~also~~ shall designate a coordinator ~~at~~ **for** each test site. **The duties of the district and school site test coordinators shall include those specified in 5 CRR 857-858.** ~~(5 CCR 857-858, 886-887)~~

The Superintendent or designee also shall appoint test examiner(s) to administer the state assessments. A test examiner shall be an employee or contractor of the district or, for the CAPA, shall be a certificated or licensed employee of the school, district, or county office of education. (5 CCR 850)

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

~~In addition to the duties prescribed in 5 CCR 857-858 and 886, the district coordinator shall establish guidelines to help ensure that the test contractor is provided complete student information, as specified in 5 CCR 861 and 870, for purposes of the Academic Performance Index.~~

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

8.9.131

~~STANDARDIZED~~ *STATE ACADEMIC ACHIEVEMENT* **TEST~~ING AND REPORTING PROGRAM~~** (continued)

~~After receiving summary reports and files from the test contractor, the district STAR coordinator shall review the files and reports for completeness and accuracy, and shall notify the test contractor and the California Department of Education of any errors, discrepancies, or incomplete information. (5 CCR 857)~~

As appropriate, the Superintendent or designee shall assign a specially trained district employee to serve as a test proctor to assist the test examiner; a specially trained district employee, or other person supervised by a district employee, to serve as a translator to translate the test directions into a student's primary language; and a district employee to serve as a scribe to transcribe a student's responses to the format required by the test. A student's parent/guardian shall not be eligible to be that student's translator or scribe. (5 CCR 850)

Test coordinators, examiners, proctors, translators, and scribes shall sign a test security agreement or affidavit. (5 CCR 850, 857-859)

Reports of Test Results

~~The Superintendent or designee shall forward the student report provided by the test contractor to the student's parents/guardians within 20 working days of receiving the report from the contractor. If these reports are received from the contractor after the last day of instruction in the school year, each student's results shall be mailed to his/her parents/guardians. (5 CCR 863)~~

~~The report shall include a clear explanation of the purpose of the test, the student's score, and its intended use by the district. (Education Code 60641)~~

~~An individual student's scores shall also be reported to his/her school and teachers and shall be included in his/her student record. (Education Code 60641)~~

For any state assessments that produce valid individual student results, the Superintendent or designee shall provide a written report of the student's results to his/her parents/guardians which includes a clear explanation of the purpose of the test, the student's score, and its intended use by the district. An individual student's scores shall also be reported to his/her school and teacher(s) and shall be included in his/her student record. (Education Code 60641; 5 CCR 863)

(cf. 5125 - Student Records)
(cf. 5145.6 - Parental Notifications)

With parent/guardian consent, the Superintendent or designee may release a student's test results to a postsecondary educational institution for the purposes of credit, placement, determination of readiness for college-level coursework, or admission. (Education Code 60641)

~~STANDARDIZED~~ *STATE ACADEMIC ACHIEVEMENT* TEST~~ING AND REPORTING PROGRAM~~ (continued)

The Superintendent or designee shall present districtwide, school-level, and grade-level results to the Governing Board at a regularly scheduled meeting. The Board shall not receive individual students' scores or the relative position of any individual student. (Education Code 49076, 60641)

Districtwide, school-level, and grade-level results shall be reported to the Board of Trustees at a regularly scheduled meeting. The Board shall not receive individual students' scores or the relative position of any individual student. (Education Code 60641)

(cf. 9321.1 - Closed Session Actions and Reports)

Individual test results shall not be released without the written consent of the adult student or the minor student's parents/guardians to any person other than a parent/guardian; a teacher, counselor or administrator directly involved with the student; or a postsecondary educational institution for the purposes of credit, placement, or admission. (Education Code 60607, 60641)

LIBRARY MEDIA CENTERS

The Board of Trustees recognizes that school library media centers support the educational program by providing access to a variety of informational resources. The Board desires to provide library media centers with up-to-date books, reference materials, and electronic information resources necessary to promote literacy, support students in achieving academic standards, and encourage students to become lifelong learners.

(cf. 0440 - District Technology Plan)
(cf. 6000 - Concepts and Roles)
(cf. 6011 - Academic Standards)
(cf. 6161 - Equipment, Books and Materials)
(cf. 6163.4 - Student Use of Technology)

School libraries shall be open for use by students and teachers during the school day. (Education Code 18103)

Any school library open outside the school day, such as evenings and/or Saturdays, shall be under the supervision of a certificated employee. (Education Code 18103)

~~The district's school libraries may provide: (5 CCR 16040)~~

~~1. Library instruction to students that enables them to become proficient users of library resources~~

~~2. Information to teachers and administrators concerning sources and availability of instructional materials that will aid in the development of school curriculum, and, in cooperation with classroom teachers, the development of instructional units and activities using library resources~~

~~*(cf. 6141 - Curriculum Development and Evaluation)*~~

~~3. Assistance to teachers and students in the evaluation, selection, production, and uses of instructional materials~~

~~4. A collection of materials and resources that support the curriculum and are appropriate for user needs~~

~~5. Assistance to teachers, administrators, and other school staff members in becoming knowledgeable about appropriate uses of library media services, materials, and equipment~~

~~*(cf. 4131 - Staff Development)*~~
~~*(cf. 4231 - Staff Development)*~~

~~The Superintendent or designee shall develop procedures for the selection and evaluation of library materials.~~

9.9.134

LIBRARY MEDIA CENTERS (continued)

Staffing

To staff school libraries, the district may employ one or more teacher librarians who possess appropriate credentials issued by the Commission on Teacher Credentialing. (Education Code 18120, 44868; 5 CCR 80024.6, 80053)

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

The Superintendent or designee may assign teacher librarians to perform the following duties in accordance with the authorizations of their credential: (5 CCR 80053, 80053.1)

1. **Instruct students in accessing, evaluating, using, and integrating information and resources in the library program and/or provide departmentalized instruction in information literacy, digital literacy, and digital citizenship**

2. **Plan and coordinate school library programs with the district's instructional programs through collaboration with teachers**

3. **Select materials for school and district libraries**

4. **Develop and deliver staff development programs for school library services**

5. **Coordinate or supervise library programs at the school or district level**

6. **Plan and conduct a course of instruction for students who assist in the operation of school libraries**

7. **Supervise classified personnel assigned school library duties**

8. **Develop procedures for and management of the school and district libraries**

The Board also may appoint classified paraprofessionals to serve as library aides or library technicians. Volunteers may assist with school library services in accordance with law, Board policy, and administrative regulation.

(cf. 1240 - Volunteer Assistance)
(cf. 4222 - Teachers Aides/Paraprofessionals)

~~Library~~ *District* Plans

Whenever a school receives state funding for school and library improvement pursuant to Education Code 41570-41573, the school site council shall develop a single plan for student

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LIBRARY MEDIA CENTERS (continued)

achievement which incorporates a districtwide plan for school libraries. (Education Code 41572)

(cf. 0420 - School Plans/Site Councils)

In developing the districtwide plan, the Superintendent or designee is encouraged to consult with ~~school library media teachers~~ **teacher librarians**, classroom teachers, administrators, parents/guardians, and students as appropriate in the development of the plan.

The districtwide library plan shall describe the district's vision and goals for the district's libraries and action steps including how funds will be distributed to school sites. As appropriate, the plan may also address staffing, facilities, selection and evaluation of materials, prioritization of needs, and other related matters.

The districtwide library plan shall be regularly reviewed and updated.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)

The districtwide library plan shall be regularly reviewed and updated.

Classroom Libraries for Grades K-4

When state funding is available for library materials in grades K-4 classrooms, the Superintendent or designee shall develop, for certification by the Board, a districtwide classroom library plan grades K-4. The plan shall include a means of preventing loss, damage, or destruction of the materials. (Education Code 60242~~, 60422~~)

(cf. 5125.2 – Withholding Grades, Diploma or Transcripts)
(cf. 6161.2 - Damaged or Lost Instructional Materials)

The districtwide plan for school libraries developed pursuant to Education Code 41572 may fulfill this requirement provided the plan meets the criteria of Education Code 60242.

The Superintendent or designee is encouraged to consult with primary grade teachers and **teacher libranians employed by the district and/or** ~~school and/or~~ **K-4 classroom library** county office of education library media teachers in the development of the plan and to consider selections from the list of books recommended by the ~~State Librarian pursuant to Education Code 19336.~~ **California Department of Education (CDE)**

Selection and Evaluation of School Library Materials

Library materials shall include print and electronic resources that align with the curriculum and are accessible to students with varying cognitive or language needs.

LIBRARY MEDIA CENTERS (continued)

Library materials shall be evaluated and selected in accordance with law, Board policy, and administrative regulation through a selection process that invites recommendations from administrators, teachers, other staff, parents/guardians, and students as appropriate.

~~Responsibility for the selection of library materials is delegated to the professional library staff through the principal. School librarians shall evaluate materials, using professional selection aids and standards, in accordance with law, Board policy, and administrative regulation. The selection process shall invite recommendations from administrators, teachers, other staff, parents/guardians, and students as appropriate.~~

(cf. 6144 - Controversial Issues)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)

Library materials should be continually evaluated in relation to evolving curricula, new formats of materials, new instructional methods, and the needs of students and teachers. Materials that contain obsolete subject matter or are no longer appropriate shall be removed, and lost or worn materials may be replaced if possible.

(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)

All gifts and donations of school library materials shall be subject to the same criteria as materials selected for purchase by the district.

Complaints regarding the appropriateness of library materials shall be addressed using the district's procedures for complaints regarding instructional materials.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

Fees

Students shall be allowed to borrow school library materials at no charge for use in the library and classrooms as well as out of school. (5 CCR 16042)

(cf. 3260 - Fees and Charges)

No charge shall be assessed for the late return of materials.

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

LIBRARY MEDIA CENTERS (continued)

Library Instruction

Teacher librarians and/or classroom teachers shall provide library instruction to develop students' information literacy skills. Such instruction shall be aligned with state academic standards for library instruction and shall prepare students to:

1. **Access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources**

2. **Evaluate and analyze information to determine appropriateness in addressing the scope of inquiry**

3. **Organize, synthesize, create, and communicate information**

4. **Integrate information literacy skills into all areas of learning and pursue information independently to become life-long learners**

Teacher librarians also may provide support to teachers, administrators, and other staff by identifying instructional materials that will aid in the development of curriculum and instructional activities and by providing information about effective and ethical uses of school library services and equipment.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 6141 - Curriculum Development and Evaluation)

~~**Reports**~~

Program Evaluation

The Superintendent or designee shall annually assess and report to the Board regarding the condition and use of school libraries. The assessment shall evaluate, at a minimum:

1. **Access of students and staff to school libraries during school hours and, as appropriate, access outside the school day**

2. **The process and frequency by which students are allowed to check out library materials**

3. **Staffing levels, qualifications, and number of hours worked**

LIBRARY MEDIA CENTERS (continued)

4. **The quality of the collection at each library, including, but not limited to, the total number of books in the collection, number of books per student, amount expended during the year for the purchase of new resources, and the number of resources discarded and added during the year**

5. **Any special programs offered at the school to encourage reading and/or library use**

6. **The adequacy of the facility space and equipment designated for the school library**

7. **Source(s) and adequacy of funding for school libraries**

The district shall, on or before August 31 each year, report to the California Department of Education on the condition of school libraries for the preceding year ending June 30. (Education Code 18122)

Legal Reference: (see next page)

LIBRARY MEDIA CENTERS (continued)

Legal Reference:

EDUCATION CODE
1703 Coordination of district library services by county superintendent
1770-1775 Provision of library services by county superintendent
18100-18203 School libraries
18300-18571 Union high school district/unified school district library district
19335-19336 Reading Initiative Program; recommended books
35021 Volunteer aides
41570-41573 School and Library Improvement Block Grant
42605 Tier 3 categorical flexibility
44868-44869 Qualifications and employment of library media teachers
45340-45349 Instructional aides
60240-60251.5 State Instructional Materials Fund, purchase of classroom library materials
~~*60119 Sufficiency of textbooks and instructional materials; public hearing*~~
~~*60240-60251.5 State Instructional Materials Fund, purchase of classroom library materials*~~
~~*60420-60424 Instructional Materials Funding Realignment Program*~~
REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS
18181 Districtwide library plan
52012 Establishment of school site council
52014-52015 School plans
CODE OF REGULATIONS, TITLE 5
16040-16043 School libraries
80023-80023.2 Emergency permits, general requirements
80024.6 Emergency teacher librarian services permit
80026-80026.6 Emergency permits
*80053-**80053.1*** ~~*Library media service teaching*~~ ***Teacher librarian services*** *credential*
~~*UNITED STATES CODE, TITLE 20*~~
~~*6383 Improving Literacy Through School Libraries grant program*~~

Management Resources:

CLIFORNIA DEPARTMENT OF EDUCATION *PUBLICATIONS*
~~*Check It Out! Assessing School Library Media Programs, 1998*~~
~~*Recommended Literature: Kindergarten Through Grade Twelve*~~
Examples of Model School Library Standards for California Public Schools Supporting Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. February 2012
Model School Library Standards for California Public Schools: Kindergarten Through Grade Twelve, 2010 (includes standards for student instruction as well as program standards)
Looking at the School Library: An Evaluation Tool, 2003
Recommended Literature: Kindergarten Through Grade Twelve
CALIFORNIA SCHOOL LIBRARY ASSOCIATION PUBLICATIONS
Standards and Guidelines for Strong School Libraries, 2004
WEB SITES
~~*American Library Association: http://www.ala.org*~~
American Association of School Librarians: http://www.ala.org/aasi
California Department of Education, School Libraries: http://www.cde.ca.gov/ci/cr/lb
~~*California Library Association: http://www.cla-net.org*~~
California School Library Association: http://www.csla.net

SUMMER SCHOOL

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs and provides that districts are deemed in compliance with the program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result of this flexibility, the district may choose to temporarily suspend certain provisions of the following policy or administrative regulation that reflect those requirements. However, this flexibility does not affect or alter any existing contract or bargaining agreement that the district may have in place. Thus, districts should examine the terms of those contracts and agreements and consult with district legal counsel for additional guidance. Also see BP 2210 - Administrative Discretion Regarding Board Policy.

Cautionary Notice 2010-13: AB 1610 (Ch. 724, Statutes of 2010) amended Education Code 37252.2 and Government Code 17581.5 to relieve districts from the obligation, until July 1, 2013, to perform any activities that are deemed to be reimbursable state mandates under those sections. As a result, certain provisions of the following policy or administrative regulation that reflect those requirements may be suspended.

~~The Board of Trustees recognizes that summer school provides valuable opportunities for students to improve their skills and make academic progress. When the need is demonstrated and funds are available, the Superintendent or designee, with Board approval, shall establish summer school day and/or evening classes for purposes of remediation, enrichment, and/or acceleration.~~

The Governing Board recognizes that an extended break from the instructional program may result in significant learning loss, especially among disadvantaged and low-achieving students, and desires to provide opportunities during the summer for students to practice essential skills and make academic progress.

~~The district shall offer summer instructional programs for graduating high school seniors who need courses for graduation before the beginning of the next school year. (Education Code 41976.5)~~

Summer programs offered by the district shall be aligned with district goals and curriculum. When feasible, summer programs shall blend high-quality academic instruction in core curricular and/or elective subjects with recreation, nutrition programs, social/emotional development, and support services that encourage attendance, student engagement in learning, and student wellness.

~~*(cf. 6146.1 - High School Graduation Requirements)*~~

~~The district's summer school program may be used to provide supplemental instruction for students failing to meet academic requirements and/or students who desire enrichment in core academic subjects in accordance with law, Board policy, and administrative regulation. (Education Code 37252, 37252.2, 37252.8, 37253, 41505-41506; 5 CCR 11472)~~

~~*(cf. 5123 - Promotion/Acceleration/Retention)*~~
~~*(cf. 6011 - Academic Standards*~~

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SUMMER SCHOOL (continued)

~~*(cf. 6143 - Courses of Study)*~~
~~*(cf. 6146.5 - Elementary/Middle School Graduation Requirements)*~~
~~*(cf. 6162.52 - High School Exit Examination)*~~
~~*(cf. 6176 - Weekend/Saturday Classes)*~~
~~*(cf. 6179 - Supplemental Instruction)*~~

(cf. 0200 - Goals for the School District)
(cf. 3552 - Summer Meal Program)
(cf. 5030 - Student Wellness)
(cf. 5141.6 - School Health Services)
(cf. 5148 - Child Care and Development Program)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6153 - School-Sponsored Trips)

~~**Enrollment Priorities**~~

Summer School

When funds are available, the Superintendent or designee, with Board approval, shall establish summer school day and/or evening classes.

(cf. 5148.2 - Before/After School Program)
(cf. 6171 - Title I Programs)
(cf. 6175 - Migrant Education Program)

The district's summer school program may be used to provide supplemental instruction for students failing to meet academic requirements and/or students who desire enrichment in core academic subjects in accordance with law, Board policy, and administrative regulation. (Education Code 37252, 37252.2, 37252.8, 37253, 41505-41506; 5 CCR 11472)

(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 5147 - Dropout Prevention)
(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6179 - Supplemental Instruction)

Priority to enroll in summer programs shall be given to district students who:

1. Are eligible for supplemental instruction on the basis of retention or recommendation for retention pursuant to Education Code 37252.2

2. Are eligible for supplemental instruction on the basis of insufficient progress toward passing the state high school exit examination pursuant to Education Code 37252

SUMMER LEARNING PROGRAMS (continued)

3. Need course credits in order to graduate from high school before the beginning of the next school year

The remaining openings shall be offered to district students on a first-come first-served basis.

Attendance

Because summer courses cover extensive instructional content in a relatively short time period, students who have more than three excused absences or one unexcused absence may not receive credit for their summer session class(es) unless they make-up missed work in accordance with law, Board policy, and administrative regulation.

(cf. 5113 - Absences and Excuses)
(cf. 6154 - Homework/Make-Up Work)

Legal Reference:

EDUCATION CODE
8482-8484.6 After School Education and Safety Program
8484.7-8484.9 21st Century Community Learning Centers
37252-37253.5 Supplemental instruction
39837 Transportation to summer employment programs
41505-41508 Pupil Retention Block Grant
41976.5 Summer school programs, substantially disabled persons or graduating high school seniors
42238.8 Revenue limit for average daily attendance
42239 Summer school apportionments
48070-48070.5 Promotion and retention
51210 Areas of study for elementary schools
51220 Areas of study for grades 7-12
51730-51732 Powers of governing boards (authorization for elementary summer school classes)
56345 Extended-year program for special education students
58700-58702 Credit towards summer school apportionments for tutoring and homework assistance ~~program~~
58806 Summer school apportionments
60851 Supplemental instruction toward exit examination
REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS
53025-53032 Intensive reading instruction
53091-53095 Intensive algebra instruction
CODE OF REGULATIONS, TITLE 5
3043 Extended school year, special education students
11470-11472 Summer school
ATTORNEY GENERAL OPINIONS
~~70 Ops.Cal.Atty.Gen. 282 (1987)~~
UNITED STATES CODE, TITLE 20
6311-6322 Improving basic programs for disadvantaged students
7171-7176 21st Century Community Learning Centers

Management Resources: (see next page)

SUMMER LEARNING PROGRAMS (continued)

Management Resources:

CSBA PUBLICATIONS

School's Out, Now What? How Summer Programs Are Improving Student Learning and Wellness, Policy Brief, April 2013

NATIONAL SUMMER LEARNING ASSOCIATION PUBLICATIONS

Healthy Summers for Kids: Turning Risk into Opportunity, May 2012

New Vision for Summer School, 2010

RAND CORPORATION PUBLICATIONS

Making Summer Count: How Summer Programs Can Boost Children's Learning, 2011

WEB SITES

CSBA: http://www.csba.org

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

National Summer Learning Association: http://www.summerlearning.org

Partnership for Children and Youth: http://partnerforchildren.org

RAND Corporation: http://www.rand.org

Summer Matters: http://summermatters2you.net

CLOSED SESSION PURPOSES AND AGENDAS

The Board is committed to complying with state open meeting laws and modeling transparency in its conduct of district business. The Board of Trustees may hold closed sessions only for purposes identified in law. ~~The Board may hold~~ **A** closed session **may be held** ~~at any time~~ during a regular, ~~or~~ special, **or** ~~meeting and during~~ emergency meetings in accordance with law. ~~(Government Code 54956.5, 54957.7, 54962)~~

~~The~~ **Each** agenda shall contain a ~~brief~~ general description of ~~all~~ **each** closed session items to be discussed **at the meeting, as required by law**. (Government Code 54954.2)

(cf. 9320 - Meetings and Notices)
(cf. 9322 - Agenda/Meeting Materials)

The Board shall disclose in open **session** ~~meeting~~ the items to be discussed in closed session. In the closed session, the Board may consider only those matters covered in its statement. **After the closed session, the Board shall reconvene in open session before adjourning the meeting, and when applicable, shall disclose any action taken in the closed session, in the manner prescribed by Government Code 54957.1**. (Government Code 54957.7)

(cf. 9321.1 - Closed Session Actions and Reports)

The Board shall not disclose any information that is protected by state or federal law. In addition, no victim or alleged victim of tortious sexual conduct or child abuse shall be identified in any Board agenda, notice, announcement, or report required by the Brown Act, unless the identity of the person has previously been publicly disclosed. (Government Code 54957.7, 54961)

(cf. 1340 - Access to District Records)

~~No agenda, notice, announcement, or report required by the Brown Act need identify any victim or alleged victim of tortious sexual conduct or child abuse unless the identity of the person has been publicly disclosed. (Government Code 54961)~~

~~In accordance with law,~~ **A** Board member shall not disclose confidential information received in a closed session unless the Board authorizes the disclosure of that information. (Government Code 54963)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

Personnel Matters

The Board may hold closed sessions to consider the appointment, employment, evaluation of performance, discipline, or dismissal of an employee. ~~These~~ **Such a closed** sessions shall not include discussion or action on proposed compensation except for a reduction of compensation that results from the imposition of discipline. (Government Code 54957)

CLOSED SESSION PURPOSES AND AGENDAS (continued)

(cf. 2140 - Evaluation of the Superintendent)
(cf. 4115 - Evaluation/Supervision)
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4215 - Evaluation/Supervision)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 4315 - Evaluation/Supervision)

The Board may also hold closed sessions to hear complaints or charges brought against an employee by another person, unless the employee requests an open session. Before the Board holds a closed session on specific complaints or charges brought against an employee, the employee shall receive written notice of his/her right to have the complaints or charges heard in open session if desired. This notice shall be delivered personally or by mail at least 24 hours before the time of the session. (Government Code 54957)

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 4112.9/4312.9 – Employee Notifications)

The Board may hold **a** closed sessions to discuss a district employee's application for early withdrawal of funds in a deferred compensation plan when the application is based on financial hardship arising from an unforeseeable emergency due to illness, accident, casualty, or other extraordinary event, as specified in the deferred compensation plan. (Government Code 54957.10)

Agenda items related to ~~public~~ **district** employee appointments and employment shall describe the position to be filled. Agenda items related to performance evaluations shall specify the title of the employee being reviewed. Agenda items related to employee discipline, dismissal or release require no additional information. (Government Code 54954.5)

Negotiations/Collective Bargaining

Unless otherwise agreed upon by the parties involved, the following shall not be subject to the Brown Act: (Government Code 3549.1)

1. Any meeting and negotiating discussion between the district and a recognized or certified employee organization

2. Any meeting of a mediator with either party or both parties to the meeting and negotiating process

3. Any hearing, meeting or investigation conducted by a factfinder or arbitrator

CLOSED SESSION PURPOSES AND AGENDAS (continued)

4. Any executive (closed) session of the district or between the district and its designated representative for the purpose of discussing its position regarding any matter within the scope of representation and instructing its designated representatives

(cf. 4140/4240/4340 – Bargaining Units)
(cf. 4143/4243 - Negotiations/Consultation)
(cf. 4143.1/4243.1 - Public Notice - Personnel Negotiations)

The Board may meet in closed session ~~with~~ **to review** the Board's **position and/or instruct its** designated representative regarding ~~employee~~ salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees. ~~These~~ **Any** closed sessions **held for those purpose** may include discussions of the district's available funds and funding priorities, but only insofar as they relate to providing instructions to the ~~district's~~ **Board's** designated representative. (Government Code 54957.6)

For represented employees, the Board may also meet in closed session to hear any other matter within the statutorily provided scope of representation. (Government Code 54957.6)

~~Closed sessions shall be for the purpose of reviewing the Board's position and instructing the Board's designated representative.~~ Closed sessions may take place prior to and during consultations and discussions with representatives of employee organizations and unrepresented employees. ~~(Government Code 54957.6)~~ For unrepresented employees, closed sessions held pursuant to Government Code 54957.6 shall not include final action on the proposed compensation of one or more unrepresented employees. (Government Code 54957.6)

The Board also may meet in closed session with a state conciliator or a mediator who has intervened in these proceedings. (Government Code 54957.6)

Agenda items related to negotiations shall specify the name of the district's designated representative(s) attending the closed session. If circumstances necessitate the absence of a specified designated representative, an agent or designee may participate in place of the absent representative as long as the name of the agent or designee is announced at an open session held prior to the closed session. The agenda shall also specify the name of the organization representing the employee(s) or the position title of the unrepresented employee who is the subject of the negotiations. (Government Code 54954.5)

Matters Related to Students

~~The Board shall meet in closed session to consider a suspension, disciplinary action, or any other action, except expulsion, against a student when a public hearing on the matter would violate student privacy rights. If a written request for open session is received from the~~

CLOSED SESSION PURPOSES AND AGENDAS (continued)

~~parent/guardian or adult student, it will be honored to the extent that it does not violate the privacy rights of any other student. (Education Code 35146, 48912, 49073-49079)~~

The Board shall meet in closed session to consider the expulsion of a student, unless the student submits a written request at least five days before the date of the hearing that the hearing be held in open session. Regardless of whether the expulsion hearing is conducted in open or closed session, the Board may meet in closed session for the purpose of deliberating and determining whether the student should be expelled. (Education Code 48918)

(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

The Board shall meet in closed session to address any student matter that may involve disclosure of confidential student information, or to consider a suspension, disciplinary action, or any other action against a student except expulsion. If a written request for open session is received from the parent/guardian or adult student, it will be honored to the extent that it does not violate the privacy rights of any other student. (Education Code 35146, 48912, 49070)

(cf. 5117 - Interdistrict Attendance)
(cf. 5119 - Students Expelled from Other Districts)
(cf. 5125.3 - Challenging Student Records)
(cf. 5144 - Discipline)

Agenda items related to student matters shall briefly describe the reason for the closed session, such as "student expulsion hearing," "grade change appeal," without violating the confidentiality rights of individual students. The student shall not be named on the agenda, but a number may be assigned to the student in order to facilitate record keeping. The agenda shall also state that the Education Code requires closed sessions in these cases in order to prevent the disclosure of confidential student record information.

(cf. 5125 - Student Records)

Security Matters

The Board may meet in closed session with the Attorney General, district attorney, sheriff or chief of police, or their respective deputies, or a security consultant or a security operations manager, on matters posing a threat to the security of public buildings, to the security of essential public services, including water, drinking water, wastewater treatment, natural gas service, and electric service, or to the public's right of access to public services or public facilities. (Government Code 54957)

(cf. 0450 - Comprehensive Safety Plan
(cf. 3515 - Campus Security)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)

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CLOSED SESSION PURPOSES AND AGENDAS (continued)

The Board may meet in closed session during an emergency meeting held pursuant to Government Code 54956.5 to meet with law enforcement officials for the emergency purposes specified in Government Code 54957 if agreed to by a two-thirds vote of the Board members present. If less than two-thirds of the members are present, then the Board must agree by a unanimous vote of the members present. (Government Code 54956.5)

Agenda items related to security matters shall specify the name of the law enforcement agency and the title of the officer, or name of applicable agency representative and title, with whom the Board will consult. (Government Code 54954.5)

Conference with Real Property Negotiator

The Board may meet in closed session with the ~~Board's~~ **its** real property negotiator prior to the purchase, sale, exchange or lease of real property by or for the district in order to grant its negotiator the authority regarding the price and terms of **payment for** the property. (Government Code 54956.8)

Before holding the closed session, the Board shall hold an open and public session to identify its negotiator(s) and the property under negotiation and to specify the person(s) with whom the negotiator may negotiate. (Government Code 54956.8)

For purposes of real property transactions, negotiators may include members of the Board. (Government Code 54956.8)

Agenda items related to real property negotiations shall specify the district negotiator attending the closed session. If circumstances necessitate the absence of a specified negotiator, an agent or designee may participate in place of the absent negotiator as long as the name of the agent or designee is announced at an open session held prior to the closed session. The agenda shall also specify the name of the negotiating parties and the street address of the real property under negotiation. If there is no street address, the agenda item shall specify the parcel number or another unique reference of the property. The agenda item shall also specify whether instruction to the negotiator will concern price, terms of payment, or both. (Government Code 54954.5)

Pending Litigation

Based on the advice of its legal counsel, the Board may hold a closed session to confer with or receive advice from its legal counsel regarding pending litigation when a discussion of the matter in open session would prejudice the Board's position in the case. For this purpose, "litigation" includes any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

CLOSED SESSION PURPOSES AND AGENDAS (continued)

Litigation is considered "pending" when any of the following circumstances exist:

1. Litigation to which the Board is a party has been initiated formally. (Government Code 54956.9(a))

2. A point has been reached where, in the Board's opinion based on the advice of legal counsel and on the existing facts and circumstances, there is a significant exposure to litigation against the district, or the Board is meeting solely to determine whether, based on existing facts or circumstances, a closed session is authorized. (Government Code 54956.9(b))

   Existing facts and circumstances **for these purposes are limited to the following: (Government Code 54956.9)**

   a. Facts and circumstances that might result in litigation against the district but which the district believes are not yet known to potential plaintiffs and which do not need to be disclosed.

   b. Facts and circumstances including, but not limited to, an accident, disaster, incident, or transactional occurrence which might result in litigation against the district, which are already known to potential plaintiffs and which must be publicly disclosed before the closed session or specified on the agenda.

   c. The receipt of a claim pursuant to the Tort Claims Act or a written threat of litigation from a potential plaintiff. The claim or written communication must be available for public inspection.

(cf. 3320 - Claims and Actions Against the District)

   d. A threat of litigation made by a person in an open meeting on a specific matter within the responsibility of the Board.

   e. A threat of litigation made by a person outside of an open meeting on a specific matter within the responsibility of the Board, provided that the district official or employee receiving knowledge of the threat made a record of the statement before the meeting and the record is available for public inspection. Such record does not need to identify an alleged victim of tortious sexual conduct or anyone making a threat on his/her behalf or identify an employee who is the alleged perpetrator of any unlawful or tortious conduct, unless the identity of this person has been publicly disclosed.

CLOSED SESSION PURPOSES AND AGENDAS (continued)

3. Based on existing facts and circumstances, the Board has decided to initiate or is deciding whether to initiate litigation. (Government Code 54956.9(c)

~~"Existing facts and circumstances" authorizing a closed session pursuant to Government Code 54956.9(b) as described in item #2 above are limited to the following: (Government Code 54956.9)~~

~~1. Facts and circumstances that might result in litigation against the district but which the district believes are not yet known to potential plaintiffs and which do not need to be disclosed.~~

~~2. Facts and circumstances including, but not limited to, an accident, disaster, incident or transactional occurrence which might result in litigation against the district, which are already known to potential plaintiffs, and which must be publicly disclosed before the closed session or specified on the agenda.~~

~~3. The receipt of a claim pursuant to the Tort Claims Act or a written threat of litigation from a potential plaintiff. The claim or written communication must be available for public inspection.~~

~~*(cf. 3320 - Claims and Actions Against the District)*~~

~~4. A threat of litigation made by a person in an open meeting on a specific matter within the responsibility of the Board.~~

~~5. A threat of litigation made by a person outside of an open meeting on a specific matter within the responsibility of the Board, provided that the district official or employee receiving knowledge of the threat made a record of the statement before the meeting and the record is available for public inspection.~~

~~The above record does not need to identify an alleged victim of tortious sexual conduct or anyone making a threat on his/her behalf or identify an employee who is the alleged perpetrator of any unlawful or tortious conduct, unless the identity of this person has been publicly disclosed.~~

Before holding a closed session pursuant ~~to this section~~ **to the pending litigation exception**, the Board shall state on the agenda or publicly announce the subdivision of Government Code 54956.9 under which the closed session is being held. If authority is based on Government Code 54956.9(a), the Board shall either state the title or specifically identify the litigation to be discussed or state that doing so would jeopardize the district's ability to effectuate service of process upon unserved parties or to conclude existing settlement negotiations to its advantage. (Government Code 54956.9)

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CLOSED SESSION PURPOSES AND AGENDAS (continued)

Agenda items related to "pending litigation" shall be described as a conference with legal counsel regarding "existing litigation" or "anticipated litigation." (Government Code 54954.5)

"Existing litigation" items shall identify the name of the case specified by either the claimant's name, names of parties and case or claim number, unless the Board states that to identify the case would jeopardize service of process or existing settlement negotiations. (Government Code 54954.5)

"Anticipated litigation" items shall state that there is significant exposure to litigation pursuant to Government Code 54956.9(b) and shall specify the potential number of cases. When the district expects to initiate a suit, items related to anticipated litigation shall state that the discussion relates to the initiation of litigation pursuant to Government Code 54956.9(c) and shall specify the potential number of cases. The agenda or an oral statement before the closed session may be required to provide additional information ~~pursuant to items~~ **regarding existing facts and circumstances described in item** #2~~-5~~ **b-e** above. (Government Code 54954.5)~~, Government Code 54956.9(b)(3)(B-E))~~

Joint Powers Agency Issues

The Board may meet in closed session to discuss a claim against a joint powers authority formed for the purpose of insurance pooling or self-insurance authority of which it is a member, for the payment of tort liability losses, public liability losses or workers' compensation liability. (Government Code 54956.95)

Closed session agenda items related to liability claims shall specify the claimant's name and the name of the agency against which the claim is made. (Government Code 54954.5)

~~*(cf. 3320 - Claims and Actions Against the District)*~~
(cf. 3530 - Risk Management/Insurance)

When the board of the JPA has so authorized and upon advice of district legal counsel, the Board may meet in closed session in order to receive, discuss and take action concerning information obtained in a closed session of the joint powers agency. During the district's closed session, a Board member serving on the JPA board may disclose confidential information acquired during a closed session of the JPA to fellow Board members. (Government Code 54956.96)

The Board member may also disclose the confidential JPA information to district legal counsel in order to obtain advice on whether the matter has direct financial or liability implications for the district. (Government Code 54956.96)

Closed session agenda items related to ~~"C~~conferences ~~I~~involving a **JPA** ~~Joint Powers Agency"~~ shall specify the closed session description used by the JPA and the name of the

CLOSED SESSION PURPOSES AND AGENDAS (continued)

Board member representing the district ~~representative~~ on the JPA board. Additional information listing the names of agencies or titles of representatives attending the closed session as consultants or other representatives shall also be included. (Government Code 54954.5)

Review of Audit Report from Bureau of State Audits

Upon receipt of a confidential final draft audit report from the Bureau of State Audits, the Board may meet in closed session to discuss its response to that report. After public release of the report from the Bureau of State Audits, any Board meeting to discuss the report must be conducted in open session, unless exempted from that requirement by some other provision of law. (Government Code 54956.75)

Closed session agenda items related to an audit by the Bureau of State Audits shall state "Audit by Bureau of State Audits." (Government Code 54954.5)

Review of Assessment Instruments

The Board may meet in closed session to review the contents of any student assessment instrument approved or adopted for the statewide testing system. Before any such meeting, the Board shall agree by resolution to accept any terms or conditions established by the State Board of Education for this review. (Education Code 60617)

(cf. 6162.5 - Student Assessment)

Agenda items related to the review of student assessment instruments shall state that the Board is reviewing the contents of an assessment instrument approved or adopted for the statewide testing program and that Education Code 60617 authorizes a closed session for this purpose in order to maintain the confidentiality of the assessment under review.

Legal Reference: (see next page)

CLOSED SESSION PURPOSES AND AGENDAS (continued)

Legal Reference:

EDUCATION CODE
35145 Public meetings
35146 Closed session (re student suspension)
44929.21 Districts with ADA of 250 or more
48912 Governing board suspension
48918 Rules governing expulsion procedures; hearings and notice
49070 Challenging content of students records
~~*49073 Release of directory information*~~
~~*49076 Access to records by persons without written parental consent*~~
~~*49079 Notification to teacher re: students whose actions are grounds for suspension or expulsion*~~
60617 Meetings of governing board
GOVERNMENT CODE
3540-3549.3 Educational Employment Relations Act
6250-6268 California Public Records Act
54950-54963 The Ralph M. Brown Act
COURT DECISIONS
Morrison v. Housing Authority of the City of Los Angeles Board of Commissioners (2003) 107 Cal.App.4th 860
Bell v. Vista Unified School District (2001) 82 Cal.App. 4th 672
Fischer v. Los Angeles Unified School District (1999) 70 Cal.App. 4th 87
Furtado v. Sierra Community College District (1998) 68 Cal. App. 4th 876
Roberts v. City of Palmdale (1993) 5 Cal.4th 363
Sacramento Newspaper Guild v. Sacramento County Board of Supervisors (1968) 263 Cal.App. 2d 41
ATTORNEY GENERAL OPINIONS
94 Ops.Cal.Atty.Gen,. 82 (2011)
86 Ops.Cal.Atty.Gen. 210 (2003)
78 Ops.Cal.Atty.Gen. 218 (1995)
59 Ops.Cal.Atty.Gen. 532 (1976)

Management Resources:

CSBA PUBLICATIONS
The Brown Act: School Boards and Open Meeting Laws, ~~20032009~~
ATTORNEY GENERAL PUBLICATIONS
The Brown Act: Open Meetings for Legislative Bodies, ~~California Attorney General's Office~~, 2002
~~*CALIFORNIA CITY ATTORNEY PUBLICATIONS*~~
LEAGUE OF CALIFORNIA CITIES PUBLICATIONS
Open and Public ~~III~~ IV: A ~~User's~~ Guide to the Ralph M. Brown Act, ***rev. July ~~20002~~2010***
WEB SITES
CSBA: http://www.csba.org
California Attorney General's Office: http://www.caag.state.ca.us
League of California Cities: Http://www.cacities.org

Bylaw
adopted: September 4, 2007
revised: January 20, 2015

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.9.154

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:
Comprehensive Safe School Plans

AGENDA ITEM AREA:
Action

REQUESTED BY:
Audrey Kilpatrick
Assistant Superintendent of
Business and Operations

ENCLOSURES:
Safe School Plans

DEPARTMENT:
Business Services

FINANCIAL INPUT/SOURCE:
None

MEETING DATE:
January 20, 2015

ROLL CALL REQUIRED:
No

BACKGROUND:

School safety is paramount in Western Placer Unified School District. Each of our eleven school sites and the district office practice safety on a daily basis by implementing processes and procedures to safeguard our students and staff as well as scheduling regular safety drills to practice responses to potential fire, lock-down and/or shelter-in-place situations. The District communicates with local law enforcement to determine and communicate best safety practices at our sites.

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 Safe School Plan. The Safe School Plan includes site goals for School Climate/People/Programs and for the Physical Environment/Place.

Each of the eleven schools in Western Placer Unified School District has written, reviewed, updated and approved their plans through their SBLT's. The Safe School Plans are presented to the Board of Trustees annually for approval.

ADMINISTRATION RECOMMENDATION:

Approval of Comprehensive Safe School Plans for each of the eleven schools in WPUSD.