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

MEMBERS OF THE GOVERNING BOARD

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

DISTRICT ADMINISTRATION

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

STUDENT ENROLLMENT

School	2010 CBEDS	12/01/11	01/03/12
Sheridan School (K-5)	84	79	78
First Street School (K-5)	449	462	454
Carlin C. Coppin Elementary (K-5)	420	411	428
Creekside Oaks Elementary (K-5)	620	616	632
Twelve Bridges Elementary (K-5)	716	661	672
Foskett Ranch Elementary (K-5)	543	534	559
Lincoln Crossing Elementary (K-5)	612	630	633
Glen Edwards Middle (6-8)	699	688	704
Twelve Bridges Middle School (6-8)	832	811	816
Lincoln High School (9-12)	1,496	1,442	1,467
Phoenix High School (10-12)	80	67	70
PCOE Home School	0	0	0
TOTAL:	**6,551**	**6,526**	**6,513**

State Preschool

First & L Street	22 A.M. /24 P.M.
Carlin Coppin	24 A.M.

Pre-K/Special Ed

Foskett	12
FSS PPPIP	51

Adult Education 257

First-5 Program

First Street	20 A.M. /20 P.M.
Sheridan	18 A.M. /18 P.M.

GLOBAL DISTRICT GOALS

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

Western Placer Unified School District
Regular Meeting of the Board of Trustees
January 24, 2012, 7:00 P.M.
LINCOLN HIGH SCHOOL – Performing Arts Theater
790 J Street, Lincoln, CA 95648

AGENDA

2011-2012 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.

6:30 P.M. START

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

6:35 P.M.

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

   2.1 **CONFERENCE WITH LEGAL COUNCIL – EXISTING LITIGATION**
   Placer County Case No. SCV0029632

   2.2 **PERSONNEL**
   PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
   Public Employee Discipline/Dismissal/Release

   2.3 **CONFERENCE WITH LABOR NEGOTIATOR**
   Bargaining groups: WPTA & CSEA Negotiations
   Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Director of Human Services Joyce Lopes, Assistant Superintendent of Business Services

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 LEGAL COUNCIL – EXISTING LITIGATION**
   Placer County Case No. SCV0029632

   3.2 **PERSONNEL**
   PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
   Public Employee Discipline/Dismissal/Release

   3.3 **CONFERENCE WITH LABOR NEGOTIATOR**
   Bargaining groups: WPTA & CSEA Negotiations
   Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Director of Human Services Joyce Lopes, Assistant Superintendent of Business Services

4. SPECIAL ORDER OF BUSINESS

School Being Featured: Lincoln High School

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 Classified Personnel Report
5.2 Certificated Personnel Report
5.3 Approve School Accountability Report Cards. (SARCs)
5.4 Approve Single Plan for Student Achievement – Glen Edwards Middle School.
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 Performing Arts Theater. 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 – Isabella Franco
7.2 Western Placer Teacher's Association – Mike Agrippino
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 Action **LOCAL EDUCATIONAL AREA PLAN (LEAP) - Boyle** *(11-12 G & O Component I, II, III, V, IV)*

- A revised Local Education Area Plan (LEAP) was presented to the Board at the January 10, 2012 Board meeting for approval, which included the Title I Improvement Plan Addendum. At that time, the board was informed that a Title III Improvement Plan Addendum would follow at the next meeting. The title III Improvement Plan Addendum which addresses our English Learner subgroup specifically is presented here for the Board's approval.

8.2 Discussion **HORIZON CHARTER SCHOOL'S ANNUAL FINANCIAL STATEMENTS AND AUDIT REPORT - Lopes** *(11-12 G & O Component I, II, III, IV, V)*

- 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. Gilbert Associates, Inc., prepared the annual audit report of Horizon Charter School for the fiscal year ended June 30, 2011.

8.3 Discussion **RECEIPT OF THE 2010-11 AUDITED FINANCIAL STATEMENTS - Lopes** *(11-12 G & O Component I, II, III, IV, V)*

•The 2010-11 Unaudited Actuals were presented to the Board of Trustees in September. The firm of Perry-Smith & Co. 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.

8.4 Information **2012–13 BUDGET REDUCTIONS - Lopes** *(11-12 G & O Component I, II, III, IV, V)*

• The district is currently deficit spending and faced with budget reductions. Board direction to staff regarding the necessary budget reductions is to use a balanced approach. Board directed staff to achieve a balanced budget by the 2013-14 budget year.

9. BOARD OF TRUSTEES

9.1 FUTURE AGENDA ITEMS

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

- Relationship with Sierra Community College
- Twelve Bridges High School
- Lincoln Crossing Elementary South/Facilities Update

9.2 BOARD MEMBER REPORTS/COMMENTS

10. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

➢February 7, 2012 7:00 P.M., Regular Meeting of the Board of Trustees, Lincoln High School, Performing Arts Theater

➢February 21, 2012 7:00 P.M., Regular Meeting of the Board of Trustee, 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: **Lincoln High School – High School Office**
Date: **Tuesday, January 24, 2012**
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 DISCIPLINE/DISMISSAL/RELEASE**
- * COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE

9. CONFERENCE WITH LABOR NEGOTIATOR

10. STUDENTS
- * STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918
- * STUDENT PRIVATE PLACEMENT
- * INTERDISTRICT ATTENDANCE APPEAL
- * STUDENT ASSESSMENT INSTRUMENTS
- * STUDENT RETENTION APPEAL, Pursuant to BP 5123

1. **LICENSE/PERMIT DETERMINATION**
   a. Specify the number of license or permit applications.
2. **SECURITY MATTERS**
   a. Specify law enforcement agency
   b. Title of Officer,
3. **CONFERENCE WITH REAL PROPERTY NEGOTIATOR**
   a. Property: specify the street address, or if no street address the parcel number or unique other reference to the property under negotiation.
   b. Negotiating parties: specify the name of the negotiating party, not the agent who directly or through an agent will negotiate with the agency's agent.

c. Under negotiations: specify whether the instructions to the negotiator will concern price, terms of payment or both.

4. **CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**
   a. Name of case: specify by reference to claimant's name, names or parties, case or claim number.
   b. Case name unspecified: specify whether disclosure would jeopardize service of process or existing settlement negotiations.

5. **CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION**
   a. Significant exposure to litigation pursuant to subdivision (b) of Government Code section 54956.9 (if the agency expects to be sued) and also specify the number of potential cases.
   b. Initiation of litigation pursuant to subdivision (c) of Government Code Section 54956.9 (if the agency intends to initiate a suit) and specify the number of potential cases.

6. **LIABILITY CLAIMS**
   a. Claimant: specify each claimants name and claim number (if any). If the claimant is filing a claim alleging district liability based on tortuous sexual conduct or child abuse, the claimant's name need not be given unless the identity has already been publicly disclosed.
   b. Agency claims against.

7. **THREATS TO PUBLIC SERVICES OR FACILITIES**
   a. Consultation with: specify name of law enforcement agency and title of officer.

8. **PERSONNEL:**
   A. **PUBLIC EMPLOYEE APPOINTMENT**
      a. Identify title or position to be filled.
   B. **PUBLIC EMPLOYEE EMPLOYMENT**
      a. Identify title or position to be filled.
   C. **PUBLIC EMPLOYEE PERFORMANCE EVALUATION**
      a. Identify position of any employee under review.
   D. **PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**
      a. It is not necessary to give any additional information on the agenda.
   E. **COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE, UNLESS EMPLOYEE REQUESTS OPEN SESSION**
      a. No information needed

9. **CONFERENCE WITH LABOR NEGOTIATOR**
   a. Name any employee organization with whom negotiations to be discussed are being conducted.
   b. Identify the titles of unrepresented individuals with whom negotiations are being conducted.
   c. Identify by name the agency's negotiator

10. **STUDENTS:**
   A. **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
   B. **STUDENT PRIVATE PLACEMENT**
      ●Pursuant to Board Policy 6159.2
   C. **INTERDISTRICT ATTENDANCE APPEAL**
      a. Education Code 35146 and 48918
   D. **STUDENT ASSESSMENT INSTRUMENTS**
      a. Reviewing instrument approved or adopted for statewide testing program.
   E. **STUDENT RETENTION/ APPEAL**
      a. Pursuant to Board Policy 5123

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Conference with Legal Counsel - Existing Litigation

AGENDA ITEM AREA:
Closed Session Disclosure

REQUESTED BY:
Ryan Davis
Director, Human Services

ENCLOSURES:
No

REQUESTED BY:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
January 24, 2012

ROLL CALL VOTE REQUIRED:
N/A

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to Existing Litigation of Placer County Court Case No. SCV0029632.

RECOMMENDATION:

Administration recommends the Board of Trustee disclose action taken in closed session in regard to Existing Litigation.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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SUBJECT:
PULBIC EMPLOYEE DISCIPLINE/DISMISSAL/ RELEASE

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Board of Trustees

ENCLOSURES:
No

DEPARTMENT:
Ryan Davis
Director of Human Services

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
January 24, 2012

ROLL CALL REQUIRED:
No

BACKGROUND:

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

RECOMMENDATION:

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

wp/rk/factform

3.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
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5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Bargaining Groups:
WPTA & CSEA Negotiations
Agency Negotiators:
Scott Leaman, Superintendent
Mary Boyle, Deputy Superintendent
Ryan Davis, Director of Human Services
Joyce Lopes, Assistant Superintendent
of Business Services

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
Ryan Davis
Director of Human Services

ENCLOSURES:
No

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
January 24, 2012

ROLL CALL REQUIRED:
No

BACKGROUND:

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

ADMINISTRATION RECOMMENDATION:

Administration recommends the board of trustees be updated on negotiations.

wp/rk/factform

SPECIAL

ORDER

OF

BUSINESS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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SUBJECT:
Featured School:
Lincoln High School

AGENDA ITEM AREA:
Special Order of Business

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
January 24, 2012

ROLL CALL VOTE:
No

BACKGROUND:

Lincoln High School will share a short presentation to the Board of Trustees. They will focus on the following:

- Pupils
- Programs
- Parents

RECOMMENDATION:

Administration recommends the Board of Trustees enjoy the presentation.

wp/rk/PPPfactform

4.

LINCOLN HIGH SCHOOL

790 J Street • Lincoln, CA 95648
Phone (916) 645-6360 • Fax (916) 645-6349

Lincoln High School
Board Presentation-January 24, 2012
7:00PM-LHS Theatre

Lincoln High School will be presenting the following items:

Recognition of Outstanding Students

Jonah Patrick-Helping students in need.
Kyle Lowe-Student Body President & always helps out students who are new to our school.

Choir Presentation — Mrs. Cindy Hagman

AVID — Mrs. Sylvia Ward

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.
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SUBJECT:
Classified Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Ryan Davis
Director, Human Services

ENCLOSURES:

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund/Categorical

MEETING DATE:
January 24, 2012

ROLL CALL REQUIRED:

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the classified personnel report.

5.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT

January 24, 2012

CLASSIFIED/MANAGEMENT

NEW HIRES

1. **Name:** Jim Houck — **Effective: 1/3/12**
   Position: Lead Custodian — **Site: Twelve Bridges Middle**
   Salary: CSEA, Range 26, Step B — **Funding: General**
   Hours: 8 Hours/Day — **Replacement Position**
   Days: 12 Months/Year

RE-HIRES

1. **Name:** Roberto Padilla — **Effective: 1/9/12**
   Position: Campus/Café Supervisor — **Site: Carlin C. Coppin Elementary**
   Salary: CSEA, Range 13, Step E — **Funding: General**
   Hours: 1.34 Hours/Day — **Replacement Position**
   Days: 10 Months/Year

TRANSFERS:

1. **Name:** Heather Willoughby — **Effective: 2/1/12**
   Position: Food Service Lead — **Site: First Street School**
   Salary: CSEA, Range 16, Step E — **Funding: General Fund**
   Hours: 7 Hours/Day
   Days: 10 Months/Year

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Certificated Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Ryan Davis
Director of Human Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
Categorical/General

MEETING DATE:
January 24, 2012

ROLL CALL REQUIRED:

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the certificated personnel report.

5.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

January 24, 2012

CERTIFICATED/MANAGEMENT

NEW HIRES FOR 2011/2012 SCHOOL YEAR

1. **Name:** Nancy Carson-Crye
   Position: (TEMPORARY) District Psychologist, .90 FTE
   Effective Date: 1/19/2012
   Site: Varies

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.
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SUBJECT:
School Accountability Report Cards (SARCs)

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Mary Boyle

ENCLOSURES:
School Site SARC's as Handouts at Meeting

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
None

MEETING DATE:
January 24, 2012

ROLL CALL REQUIRED:
No

BACKGROUND:

In November 1988, California voters passed Proposition 98 , also known as *The Classroom Instructional Improvement and Accountability Act*. This ballot initiative provides California's public schools with a stable source of funding. In return, all public schools in California are required annually to prepare SARCs and disseminate them to the public. SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals.

In the years since the passage of Proposition 98, additional requirements for school accountability reporting and dissemination have been established through legislation . Most SARC requirements are codified in California *Education Code (EC)* sections 33126 and 33126.1. In addition, similar requirements are contained in the federal No Child Left Behind (NCLB) legislation.

Each WPUSD school has produced a SARC which is available in the site office and on the WPUSD website under Educational Programs. Included in each SARC is information on student achievement, testing, textbooks, curriculum, API, AYP, school leadership, teacher credentialing and staff. SARCs must be completed by February 1 every year.

RECOMMENDATION:

Approve WPUSD School Accountability Report Cards for 2010 - 2011.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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SUBJECT:
Single Plan for Student Achievement - Glen Edwards Middle School

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Mary Boyle

ENCLOSURES:
GEMS Single Plan for Student Achievement (Site Plan)

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
None

MEETING DATE:
January 24, 2012

ROLL CALL REQUIRED:
None

BACKGROUND:

The Single Plan for Student Achievement (SPSA) is the guiding document that each School Based Leadership Team (SBLT) writes to support student achievement through use of categorical funds at their site. Categorical funds include Title I, Economic Impact Aid (EIA), Pupil Retention Block Grant, GATE, California High School Exit Exam (CAHSEE), and others. The Board of Trustees reviewed and approved all SPSA's at its November 15, 2011 meeting, with the exception of the plan from Glen Edwards Middle School. The GEMS SBLT requested additional time due to the site being identified for Program Improvement Year 1.

Each school annually reviews its most recent student achievement data, identifies areas for improvement, and writes goals to match those needs through the SPSA. This process is conducted through the efforts of the school administration, the faculty, and the School Based Leadership Team (SBLT – Site Council). The SPSA's for schools in Program Improvement cover a two-year period.

All schools have engaged in the writing of SMART Goals – **S**pecific, **M**easurable, **A**chievable, **R**esults-Oriented, **T**imely goals focused on **student achievement** by students overall and for significant subgroups in two areas: English Language Arts and Mathematics. Additionally, all sites have set a SMART Goal for either Attendance or Behavior. Action Plans include Establishing Essential Standards, Common Assessments and developing collaboration through Professional Learning Communities.

RECOMMENDATION:

Approve GEMS Single Plan for Student Achievement as submitted.

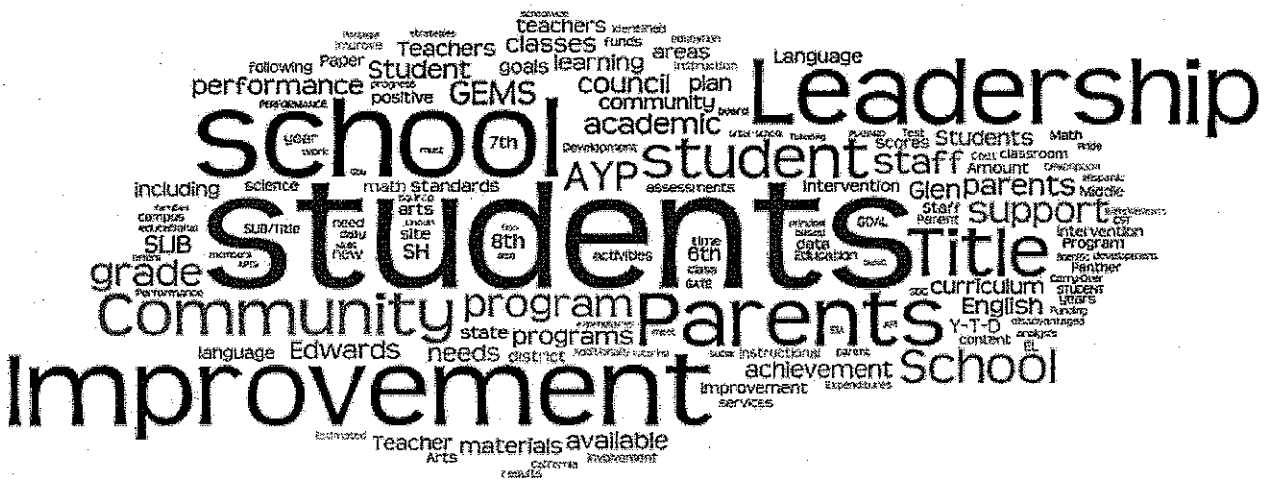
5.4

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Glen Edwards Middle School

#31-66951-6108351

2011/12 – 2012/13



This is a plan of actions to be taken to raise academic performance
of students and improve the school's educational program.
For additional information on school programs and how you may become involved contact:

Shelly A. Hoover
Principal
(916) 645-6370
shoover@wpusd.k12.ca.us

Glen Edwards Middle School
204 L Street
Lincoln, CA 95648

Western Placer Unified School District

The District Governing Board approved this revision of the School Plan on _____.

5.4.1

School Description and Mission Statement

Glen Edwards Middle School (GEMS) is one of two middle schools within the Western Placer Unified School District boundaries, serving approximately 700 students, grades sixth through eighth. Glen Edwards is located in the city of Lincoln, a changing semi-rural community situated in Placer County at the base of the Sierra Nevada Mountains. Lincoln had experienced tremendous growth in previous seven years and continues to grow at a slower pace in the wake of an economic down-turn in California. GEMS is a culturally diverse, Title I school grounded in the rich history of Lincoln and proud of its heritage and diversity. Currently, enrollment consists of: 5% American Indian, 3% Asian, 1% African-American, 35% Hispanic, 55% Caucasian and 1% other ethnic heritage. Students are our number one priority and our staff is dedicated to the shared mission of: creating a respectful, success-oriented, cooperative community that challenges all students to develop a curiosity for learning and to pursue academic excellence.

The middle school years often represent one of the most exciting, challenging, and important transitional times in the lives of most people. It is a time of personal growth and development for both the students and their parents. The increased workload and social adjustments can present an opportunity for positive growth or self-defeating choices. At GEMS, the coursework is generally more difficult and there is more homework than students have had in the past. Students are expected to be more independent, focused and responsible. Students are faced with new relationships and changing dimensions of old relationships, and they start to use their new degree of independence to set patterns for how they will live their lives. Each student's level of success will be determined by the partnership of all of us working together as a team (student, staff and parents) to help our students make the right choices that will enable them to succeed in the years to come. We encourage parent involvement in all activities and look forward to open communications.

At GEMS, we are focused on ALL students learning and providing them with an excellent education. All of our academic programs are rigorous and follow state standards. We have several support programs including intervention classes, pro-social skills training, AVID, and Better To Best, that will continue and grow this year because of their positive impact on our students' needs. Also, we offer a variety of after-school activities, such as athletics, enrichment classes, and tutoring to help our students expand their interests and abilities.

Our school-wide positive behavior support plan is centered on students being ready, responsible, and respectful on all areas of campus. Positive behaviors are defined and explicitly taught to students. Students are systematically rewarded for exhibiting the positive behaviors throughout the year.

As a staff, we feel that middle school is a great place to be—it's full of energy and possibilities! It is truly exciting to support our students and their parents as they travel through this transitional time in their lives. The school principal sends out a weekly Monday Message voice mail to all families and staff to keep everyone informed of upcoming events. Student progress is communicated through their agenda for daily/weekly assignments, which includes an area for teacher/parent comments. Also, on our website you can view daily teacher calendars, homework, on-line up-to-date progress reports, teacher e-mails, newsletters, and much more information. Students are expected to attend school regularly, complete all assignments, and behave appropriately at school.

School Facilities

Glen Edwards Middle School was originally built as Lincoln Elementary School in 1952. The buildings were modernized in 1992 at about the same time that the school was converted to a middle school campus. Western Placer Unified School District has tried to maintain the facilities over the years; as a result both buildings and grounds fairly good repair. Classroom furniture is replaced as needed. The office was recently painted and new blinds have been installed in several classrooms. Our library is small but well stocked and being brought up-to-date by our librarians.

Several portable classroom buildings and a cement sidewalk were added to the GEMS campus during the last few school years to accommodate our growing student body and classroom needs: a computer lab, two science lab classrooms, five classrooms, two PE locker-rooms, and staff and student restrooms. Additionally, the blacktop space was reconfigured to allow more court space for physical education classes and lunchtime play. In 2008 Glen Edwards' received a Project Fit America grant and added new physical fitness equipment and work-out area adjacent to existing apparatus in an effort to increase our students' anaerobic and aerobic programs.

Wing B was burned out as a result of an arson fire on October 10, 2010. The Wing of four classrooms was completely rebuilt and remodeled including new instructional technology and a state-of-the art science lab. The new Wing B was open at the start of the 2011-12 school year.

The student school day begins promptly at 7:55 a.m. and ends with dismissal at 2:55 p.m. In order to provide extended school day experiences for students, several opportunities are available to GEMS students. All teachers are available for student support and questions at 7:40 a.m. daily; breakfast is also available in the multipurpose room daily at 7:40 a.m. After school, students find a variety of activities available, including athletics, after-school Panther Pride tutoring (from 3:00 – 4:00 p.m.) and the Homework Club (from 3:00 – 6:00 p.m.) is a three hour program in which students complete homework in the first hour, technology or crafts and recreation in the two additional hours. All activities are supervised by credentialed teachers, instructional aides and/or campus supervisors.

GEMS staff and administration are committed to maintaining a safe and clean environment for students and their families. All visitors must check-in and out at the office and wear identifying badges for easy recognition. The assistant principal and a campus supervisor work together to provide supervision and to maintain discipline on a daily basis.

School Leadership

Principal Shelly Hoover is new to Glen Edwards Middle School this year and comes to GEMS with five years of school administration experience. She is a Doctoral Candidate at California State University, Sacramento and holds a clear administration credential and a California teaching credential. Assistant Principal Rey Cubias is also new to Glen Edwards. He brings 17 years of teaching and leadership experience to GEMS.

GEMS' School Site Council (SSC) is involved with school governance and budget decisions. The Council consists of ten members include five GEMS certificated and classified staff (including the principal) and five parent volunteers or members from the community. All parents of Glen Edwards students are invited participate and attend meetings, held on the third Wednesday of each month at 6:00 p.m. in the school library. The purpose of the SSC is to assist the school in matters pertaining to the

Glen Edwards Middle School educational program by inquiring, informing, suggesting, recommending, and evaluating areas for school improvement.

School Instruction

The school demonstrated significant API growth met the API target increase to 790. Figure 1 shows the API of the school, district, and state from 2011 to 2012.

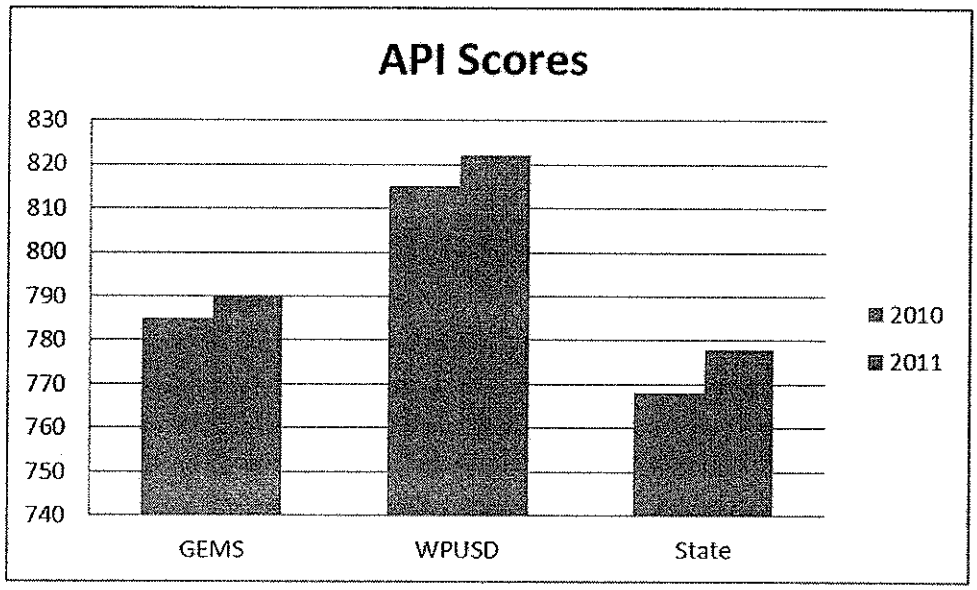


Figure 1

In the 2011-2012 school year, the significant sub-groups including: White, Hispanic, socio-economically disadvantaged, English learners and students with disabilities as the area of concern and focused our efforts to work diligently with these subgroups to close the learning gaps. Figure 2 shows the change in API for the statistically significant subgroups. Every subgroup showed gains except White students. In 2011, the school did not meet federal AYP requirements for all significant subgroups resulting in the first year that GEMS has moved into PI (program improvement) status.

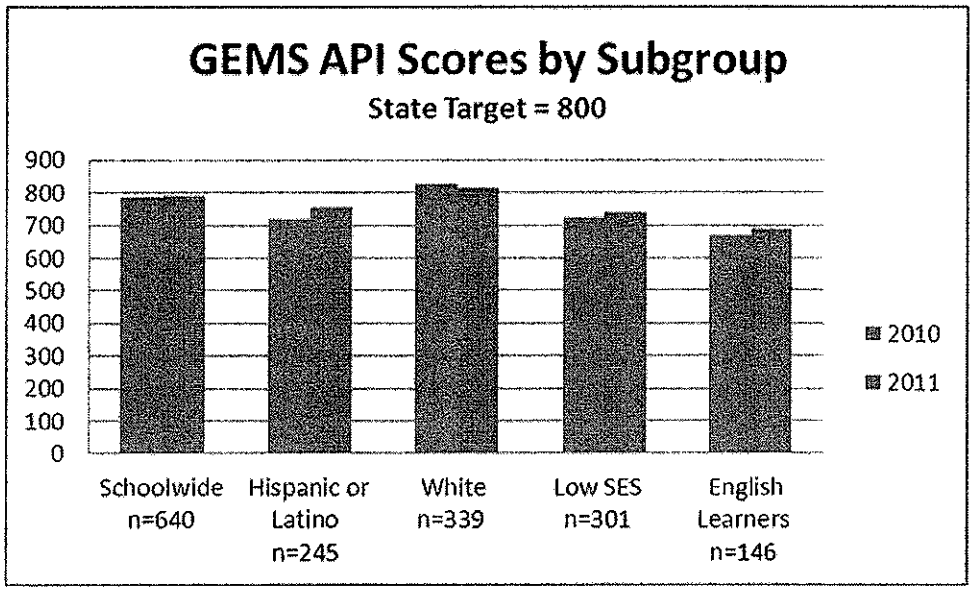


Figure 2

We encourage all of our students to set high expectations, put forth their best effort, and strive to achieve success. Together we are working hard to create an environment and school culture that supports students learning and helps staff to work collaboratively to affect continual improvement. In order to achieve these goals, we work with students: to develop positive social interaction skills, to set clear boundaries and consequences for their behavior, to identify academic expectations, and we encourage self-motivation and responsibility. Parental involvement is another cornerstone that helps support student improvement. We believe that strong communication and collaboration with parents are the key elements affecting our students' ability to learn.

The Glen Edwards Middle School instructional program is organized around the concept of grade-level/content area teams. Students are assigned to a team of teachers for most of their day for instruction in the core areas of language arts, math, social science and science. Additionally, students take an elective class (AVID, computer technology, broadcasting, journalism, art, choir, band, music appreciation, oceanography, calligraphy, Language Arts/math Intervention, leadership or teaching assistant) and a Physical Education class. All core instruction is based on the California Standards and all textbooks are standards-based. Students with special needs are served through a variety of programs: GATE, EL, RSP, and SDC classes.

The GEMS GATE (Gifted and Talented Education) program includes three major options for parents and identified GATE students: grade-level clustering; Honors Academy; honors rotation, and after-school enrichment classes. At each grade level, one or more teaching teams are identified as GATE cluster teams. Parents choosing this option have the benefit of having their children clustered with other GATE-identified students for academic challenge and social/emotional support. The Honors Academy - is a multi-age team or school within a school which includes sixth, seventh and eighth-grade GATE and high-performing students. In the Honors Academy, curriculum may be presented in a different sequence than in other classes while adhering to overall California Standards. The performing arts are emphasized, with advanced band being an elective option for students and time being set aside

weekly for study of drama and theater. After-school enrichment classes are available to all students periodically and feature such specific topics as Explorations in Science, Forensics, Video Editing, Drama, and Vocal Jazz Ensemble.

The EL (English Learner) program offers assistance to students who are at various levels of proficiency in the English language based on their annual CELDT scores and academic testing. Newcomer students who have little or no English language skills are enrolled in an intensive district-run newcomers program with an EL instructor. Classes are held at TBMS

The RSP (Resource Specialist Program) and SDC (Special Day Class) programs offer service to students on Individual Education Plans (IEP's). The RSP program typically offers language arts and/or math classes to identified students requiring a modified curriculum and specialized services to meet their learning needs. The SDC program offers a learning environment to students who need more than 50% of their day in a specialized program, and generally offers math, language arts, social science and science classes.

The Homework Club and Panther Pride after school programs offer tutoring to students in need of additional assistance or one hour at the end of the school day and the latter offers an additional two hours of technology and recreation. Also, the SCHOOLS Volunteer Program is offering individual or small groups tutoring (1-5 students) per adult on a volunteer basis.

Student progress toward academic goals is reported to parents daily on-line or printed reports every three weeks. Report cards are mailed each trimester to families. Parent conferences are normally based on student performance and requested by either teacher or parent. School improvement on both the API (Academic Performance Index) and AYP (Annual Yearly Progress) are reported to the community annually through newsletters, district web-site and School Board presentations.

School Programs and Practices that Promote a Positive Learning Environment

Glen Edwards Middle School promotes a positive learning environment through maintaining a safe campus, offering a variety of school activities and parent involvement. School-to-parent or vice versa can occur daily, weekly or as needed; through on-line services, grade book, attendance, web-calendars, e-mails, and phone communication. Our awesome staff of seasoned veterans and bright new teachers is highly competent, committed and compassionate educators. They are dedicated to providing an excellent education for all our students. All of our academic programs are rigorous and follow state standards.

Our school-wide discipline plan includes the positive aspect of allowing qualifying students to participate in athletics, field trips, dances and other activities as well as a system of warnings, after-school detentions and administrative referrals designed to help students gain and maintain control of their own behavior. Regular safety drills, school counselor and a Conflict Manager Program further assist in keeping GEMS students safe. Our school-wide positive behavior support plan, names PAWsitive Pride includes systematic reinforcement that explicitly teaches and rewards positive behaviors on campus.

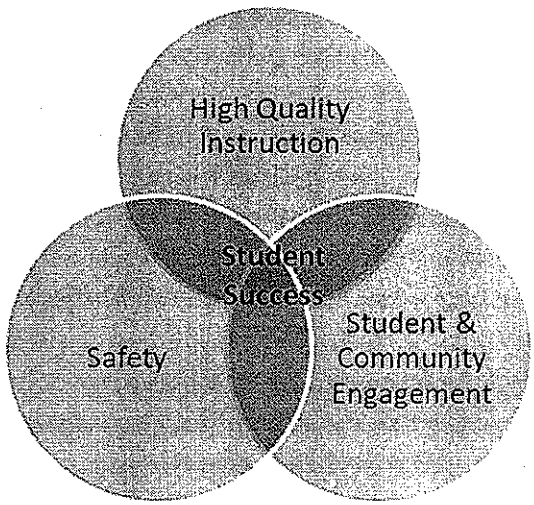
Our Leadership class plans regular spirit activities, decorates the campus for special occasions, plans for Red Ribbon Week, rallies, dances and assists in the WEB (Welcome Every Body) orientation program for incoming sixth grade students. In addition they develop leadership skills by organizing our quarterly dances, Student of the Month parties and the Honors Barbecues. Their spirit, energy and

commitment contribute to the positive atmosphere at GEMS. After-school activities include athletics (flag football, boys and girls volleyball and basketball, girls' softball, track and wrestling), Panther Pride tutoring and recreation, and periodic ski trips.

Parents are encouraged to get involved. Students are more motivated to participate in school, when their parents are in close communication their teachers. Parents can get involved by daily checking their child's homework, their agendas, and by going on-line to view their teacher's calendar and grades in every class. Parental support and encouragement is vital to their student's success. Also, Glen Edwards has many exciting opportunities for parent involvement through-out the school year. GEMS has many needs, parents can either volunteer in the classroom, supervise yard duty at lunch, chaperone dances, assist in the planning and organizing of events, participate in fundraising or serve-on governance committees. There are parent groups that need your help and participation such as our Site-Based Leadership Team (SBLT), English Learners Advisory Committee (ELAC), and Association of Parents Teachers and Students (APTS) committees. Eyes on Campus Watch D.O.G.S. (Dad's Of Great Students) are new to GEMS this year. Watch D.O.G.S. is a nationally recognized program that schedules dads and other positive male role models to be on campus every day. D.O.G.S. work in classrooms and improve campus safety by being an extra set of eyes.

GEMS Diagram of Supporting Student Success

Student success is supported at the intersection of three critical components: high-quality instruction, safety, and student and community engagement. The staff is encouraged to have a visible presence in all three areas of success.



ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. **Alignment of curriculum, instruction and materials to content and performance standards:**
   All State of California approved curriculum, textbooks, and support materials in language arts, mathematics, social science, and science classes are aligned to state standards.

2. **Availability of standards-based instructional materials appropriate to all student groups:**
   Grade-level state adopted instructional materials are available to all students. Additionally, alternative/intervention standards-based curriculum is available to RSP (Resource Specialist Program), SDC (Special Day Class), EL (English Learner) and intensive intervention students.

3. **Alignment of staff development to standards, assessed student performance and professional needs:**
   There are 15 early release Mondays this school year—six more than last year. During this collaboration time, administration and staff work in professional learning communities in content areas and grade levels meetings planning curriculum pacing guides, mapping key standards, developing smart goals, common assessments, data collection and student identification for intervention programs. Additional time will be set-aside for sharing data on student performance, evaluating current and best practices and determining improvements if needed, to GEMS curriculum and instruction. Our primary focus for the school year is on student learning, determining what students need to know, timely assessments, intervening when students experience difficulty in learning, and developing a systematic process where teachers work together to analyze and improve their classroom practices.

4. **Services provided by the regular program to enable underperforming students to meet standards:**
   At Glen Edwards Middle School, there are three groups of underperforming students, when compared to the overall school's academic performance: Hispanic/English Language Learners, Socio/Economically Disadvantaged students and Students with Disabilities who score Below Basic (BB) or Far Below Basic (FBB) on the California Standards Test. In previous years, these students were placed in our PAWS Academy for intensive language arts and math intervention services. PAWS classes are designed to address the individual needs and skills of the students, allowing them to succeed academically. The previous administration did not include the PAWS program in the 2011-12 master schedule. The staff have expressed a desire to resurrect the PAWS program.

   Also, during the school day intervention classes are being recommended for struggling student who falls below passing in language arts and mathematics. The Panther Pride and Homework Club after-school tutoring programs are available four days a week and many of these students are enrolled in that program. All underperforming students are identified for additional in-class assistance by their teachers. The District is supporting a New-Comers program for non-English speaking students entering WPUSD.

5. **Services provided by categorical funds to enable underperforming students to meet standards:**
   We provide RSP classes, SDC classes, EL classes and Title I Reading/Math Enrichment elective courses through categorical funds to support our underperforming students. With our addition of the Accelerated Reader & Math programs on campus, our library has been adding book titles at reading levels below grade level, supported through categorical monies. Additionally, the Panther Pride Tutoring Program is provided through Title I funding.

6. **Use of state and local assessments to modify instruction and improve student achievement:**
   Each fall, Glen Edwards' CST Testing results are analyzed by administration and faculty to determine areas of needed growth. Additionally, Glen Edwards has begun utilizing spring math and language arts testing to determine curriculum needs of students for the following fall. Daily and weekly formative assessments provide further feedback to teachers to modify instruction, re-teach and intervention support to improve student achievement. Also, we use STAR Reading & Math testing to determine student skill levels and to align the curriculum to individual student needs. We utilize the STAR Reading and Math summative assessments four times through-out the school year to track student progress in those basic skills. The Star program provides a good benchmark for monitoring monthly student progress along with continuing to develop common assessments through-out the District.

7. **Number and percentage of teachers in academic areas experiencing low student performance:**
   In analyzing our student achievement data, approximately six teachers or 20% of the staff are experiencing low student performance.

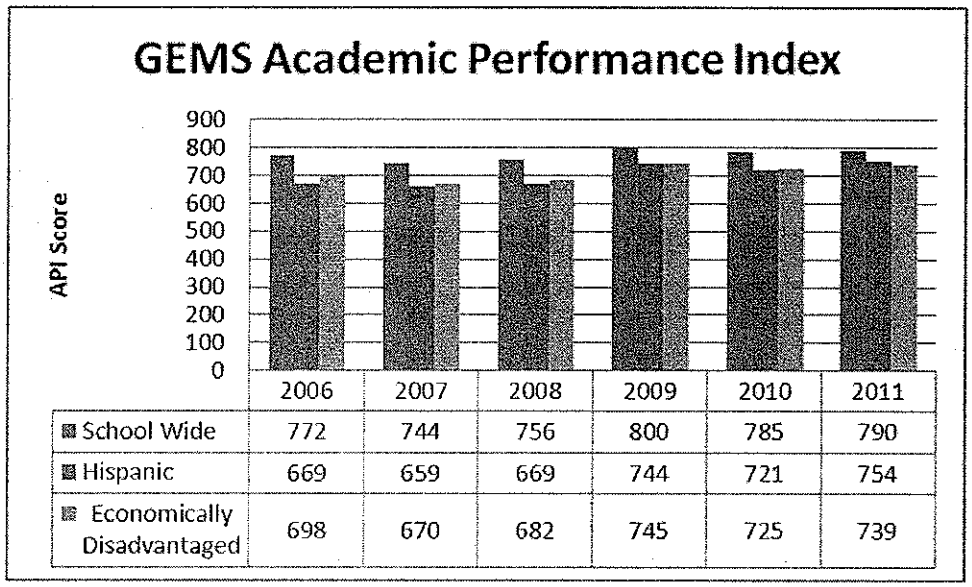
8. **Family, school, district and community resources available to assist these students:**
   The Panther Pride After-School Tutoring program is available to all students with CST scores of Below Basic or Far Below Basic and/or with standardized achievement scores below the 35th percentile and/or not meeting grade level expectations (2.0+ GPA in math, language arts or overall.) The Title I Intervention classes are available to struggling students. The Lighthouse Counseling Center in Lincoln is available for individual and family counseling to support students' success. Adult Education English Learner programs are also available through the school district.

9. **School, district and community barriers to improvements in student achievement:**
   We have identified several issues that impair student achievement at GEMS: (1) poor attendance, lack of preparedness and attitude on the part of low-achieving students; (2) families lack the ability to assist their students at home; (3) a communication disconnect between school and home; and (4) lack of parental involvement and support. Finally, low achieving students and families have limited access to technology in the home.

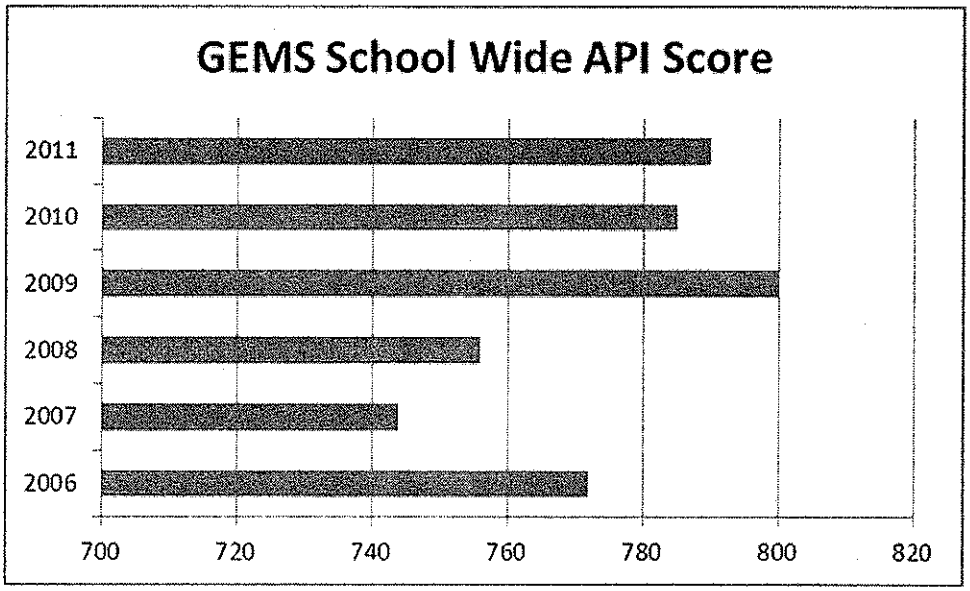
10. **Limitations of the current program to enable underperforming students to meet standards:** Teachers have identified a need for continuing in-service in the areas of: meeting the needs low-achieving students and their families; research-based instructional methods that foster high achievement; the nature/psyche of the middle school child; targeting students in subgroups for specific academic improvement (Hispanic and economically disadvantaged). Additionally, staff has identified the need for ongoing Spanish translation services on site; the need for a math education class for parents of low-achieving math students.

Glen Edwards Middle School
API/STAR Testing 2006 – 2011

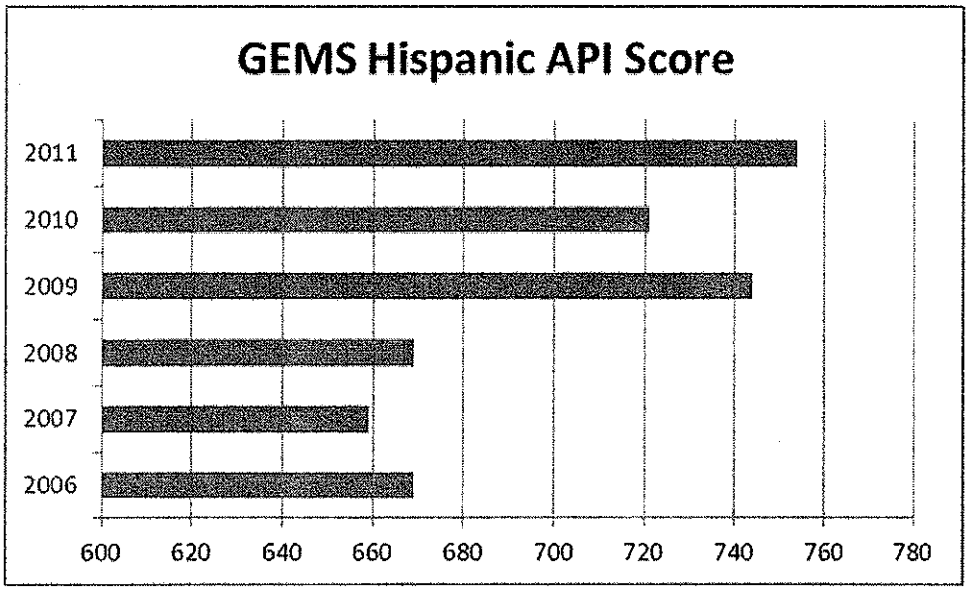
Note: CST Test results are reported as a percentage of students scoring advanced, proficient, and basic, below basic, or far below basic. API is the state measure of reporting the Academic Performance Index. The API is primarily based on the number of students scoring proficient or advanced on the annual content-standard assessments among other measures. The state API goal for all schools is 800.

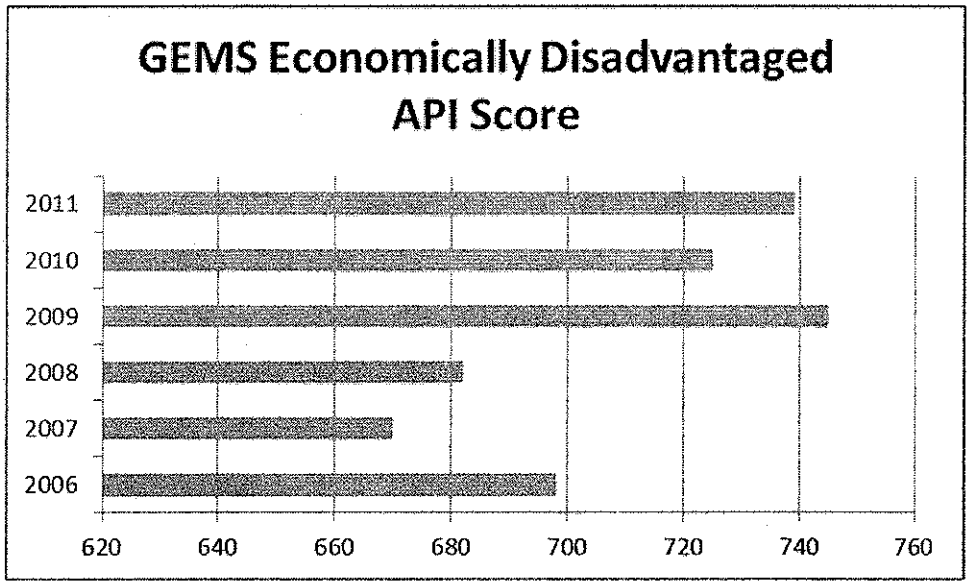


	2006	2007	2008	2009	2010	2011
School Wide	772	744	756	800	785	790
Hispanic	669	659	669	744	721	754
Economically Disadvantaged	698	670	682	745	725	739



5.4.11



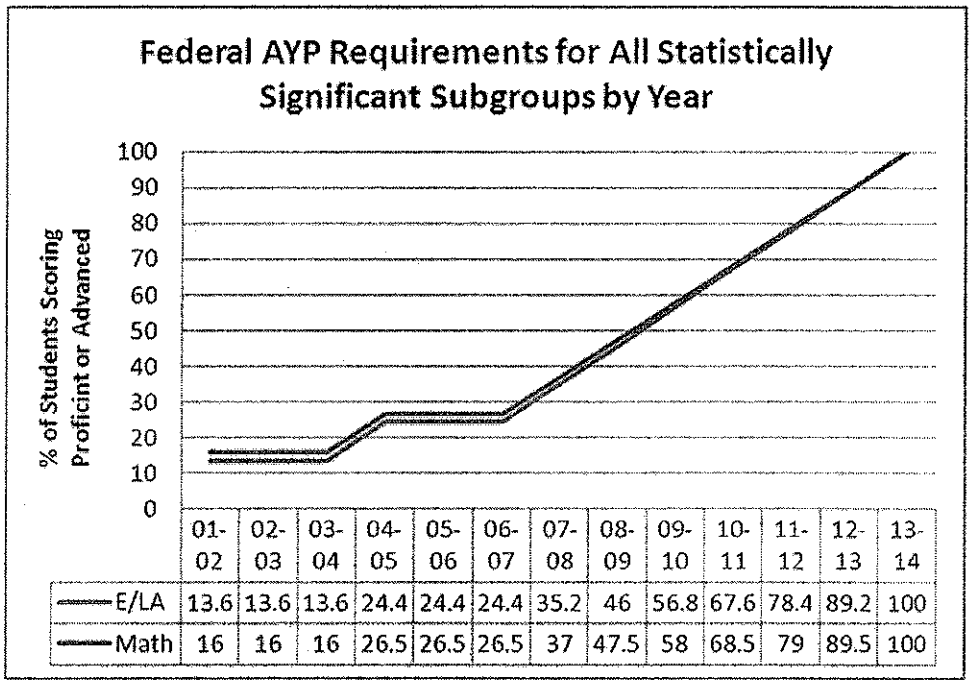


Student performance data summaries for schools and districts are available at the California Department website: http://api.cde.ca.gov.

5.4.12

Glen Edwards Middle School
Adequate Yearly Progress 2011

Adequate Yearly Progress (AYP) is a federal measure of the number of students participating and scoring proficient or advanced on Content Standards Tests (CSTs). The overall school population must make AYP school wide as well as each statistically significant subgroup. Each year the number of students required to make AYP scoring proficient or advanced increases by approximately 10% a year until 2014 when all students will be required to score proficient or advanced.



	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
E/LA	13.6	13.6	13.6	24.4	24.4	24.4	35.2	46	56.8	67.6	78.4	89.2	100
Math	16	16	16	26.5	26.5	26.5	37	47.5	58	68.5	79	89.5	100

In 2011, GEMS students met 17 of 21 AYP criteria. Six criteria passed AYP criteria using Safe Harbor (SH). SH is an alternate method of meeting the Annual Measurable Objective if a school shows progress in moving students from scoring at the below proficient level to the proficient level. This however, was not enough to keep the school out of Program Improvement. Currently 80% of Title I schools are in PI. Schools that do not receive Title I funding are not classified as PI, including when they do not make AYP.

Participation Rate

All GEMS subgroups met the AYP participation rate with 100% participation.

Percent Proficient – Annual Measureable Objectives (AMO)

GEMS student data are viewed in total and in subgroups. The statistically significant subgroups at GEMS are White, Hispanic/Latino, low socio-economic status (SES), and English Learners (EL).

English-Language Arts - % of Students

	Proficient or Advanced				Basic or Below			
Grade	2008	2009	2010	2011	2008	2009	2010	2011
6 All	43	60	55	54	57	40	45	46
7 All	48	55	58	56	52	45	42	44
8 All	44	60	49	58	56	40	51	42
6 Hispanic	17	48	42	42	83	52	58	58
7 Hispanic	35	35	50	45	65	65	50	55
8 Hispanic	16	42	23	43	84	58	77	57
6 EL>12 Months	20	24	9	8	80	76	91	92
7 EL>12 Months	6	5	19	12	94	95	81	88
8 EL>12 Months	5	12	10	10	95	88	90	90
6 Low SES	27	48	45	41	73	52	55	59
7 Low SES	36	36	47	43	64	64	53	57
8 Low SES	23	47	29	46	77	53	71	54

Math - % of Students

	Proficient or Advanced				Basic or Below			
Grade	2008	2009	2010	2011	2008	2009	2010	2011
6 All	43	60	53	43	57	40	47	57
7 All	35	38	44	44	65	62	56	56
7 Algebra All	57	74	71	78	43	26	29	22
8 General Math All	45	41	32	55	55	59	68	45
8 Algebra All	72	64	54	75	28	36	46	25
8 Geometry All	62	56	41	74	38	44	59	26
6 Hispanic	22	49	39	31	78	51	61	69
7 Hispanic	15	32	40	34	85	68	60	66
8 General Math Hispanic	42	42	29	56	58	58	71	44
8 Algebra Hispanic	n/a	48	33	86	n/a	52	67	14
6 EL>12 Months	20	25	15	4	80	75	85	96
7 EL>12 Months	0	10	20	14	100	90	80	86
8 General Math EL>12 Mo	38	17	18	26	62	83	82	74
8 Algebra EL >12	n/a	50	17	67	n/a	50	83	33
6 Low SES	26	48	39	25	74	52	61	75
7 Low SES	25	37	39	34	75	63	61	66
8 General Math Low SES	36	42	32	50	64	58	68	50
8 Algebra Low SES	65	58	35	83	35	42	65	17

5.4.14

Conclusions from Student Performance Data and from Parent, Teacher and Student Input

- The subgroups that made AYP (not Safe Harbor) of 79% proficient or advanced:
    - 8 Algebra Hispanic 86%
    - 8 Algebra Low SES 83%
    - 7 Algebra (close with 78%)
- No subgroups made AYP of 79% proficient or advanced. Areas of concern:
    - All grades and all subgroups in E/LA
    - All grades and subgroups in general math
    - 6 general math 43%
    - 7 general math 44%
    - 8 general math 55%
- There is a great deal of room for improvement in all areas of instruction.

WPUSD Goals with Supporting
GEMS Overarching Goals for Improving Student Achievement

WPUSD Mission Statement: Empower students with the skills, knowledge, and attitudes for success in an ever changing world.

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

District Goal #2: Foster a safe, caring environment where individual differences are valued and respected. Corresponding GEMS Goal: #2.

District Goal #3: Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness, and attractiveness.

District Goal #4: Promote the involvement of the community, parents, local governments, business, service, organizations, etc. as partners in the education of the students. Corresponding GEMS Goal: #3.

District Goal #5: Promote student health and nutrition in order to enhance readiness for learning.

GEMS Mission Statement: To create a respectful, success-oriented cooperative community that challenges all students to develop a curiosity for learning and to pursue academic excellence.

Goal #1: Improve student academic performance.

Goal #2: Create a safe, positive school climate promoting student attendance.

Goal #3: Increase parent and community involvement and participation in school activities, with emphasis on the Latino community.

SMART GOAL # 1 Improving Student Achievement:

Increase the number of students scoring proficient or advanced on the E/LA CST in each subgroup not meeting AYP by five percentage points.

All students -- 6th grade 12 goal = 59%, 13 goal = 64%; 7th grade 12 goal = 61%, 13 goal = 66%; 8th grade 12 goal = 63%, 13 goal = 69%;
Hispanic -- 6th grade 12 goal = 47%, 13 goal = 52%; 7th grade 12 goal = 45%, 13 goal = 50%; 8th grade 12 goal = 48%, 13 goal = 53%;
EL>12 Mo. -- 6th grade 12 goal = 13%, 13 goal = 18%; 7th grade 12 goal = 17%, 13 goal = 22%; 8th grade 12 goal = 15%, 13 goal = 20%;
Low SES -- 6th grade 12 goal = 46%, 13 goal = 51%; 7th grade 12 goal = 48%, 13 goal = 53%; 8th grade 12 goal = 51%, 13 goal = 56%.

Increase the number of students scoring proficient or advanced on the math CST in each subgroup not meeting AYP by five percentage points.

All students -- 6th 12 goal = 48%, 13 goal = 53%; 7th 12 goal = 49%, 13 goal = 51%; 7th Alg. 12 goal = 83%, 13 goal 88%;
8th Gen Math 12 goal = 60%, 13 goal = 65%; 8th Alg 12 goal = 75%, 13 goal = 80%;
Hispanic -- 6th 12 goal = 36%, 13 goal = 41%; 7th 12 goal = 39%, 13 goal = 44%; 8th Gen Math 12 goal = 61%, 13 goal = 66%;
EL>12 Mo. -- 6th 12 goal = 9%, 13 goal = 14%; 7th 12 goal = 19%, 13 goal = 24%; 8th Gen Math 12 goal = 31%, 13 goal = 36%; 8th Alg. 12 goal = 72%, 13 goal 77%;
Low SES -- 6th 12 goal = 30%, 13 goal = 35%; 7th 12 goal = 39%, 13 goal = 44%; 8th Gen Math 12 goal = 55%, 13 goal = 60%.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline 2011-13	Related Expenditures	Estimated Cost	Funding Source
10% of Title I monies for staff development (PI mandated)	All teachers with emphasis on core	Class registration & trainer fees Guest teachers	$14,088	Title I
Alignment of Instruction with key content standards • Pacing guides • Common assessments • Data tracking	All teachers with emphasis on core	Curriculum lead teacher stipends	$5,500	Title I
Instructional support and Interventions • Instructional aid • Intervention teacher • After School tutoring • Curriculum and supplies • Classroom technology and equipment • Library additions, subscriptions, and dues	Teachers Staff	Title I Instructional Aides (2) Intervention Teacher Tutors Instructional materials, supplies and copies Computers, projectors, software Library materials and fees	$34,000 $55,000 $14,400 $35,000 $30,000 $1,000	Title I & EIA Title I & EIA Title I SLIB, EIA, Title I & Gen Fund SLIB, EIA, Title I & Gen Fund Donation & SLIB

SMART GOAL # 2 for Improving Student Achievement

Create a safe, positive school climate increasing the student average daily attendance rate from 94.51% to 95.01%.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline 2011-13	Related Expenditures	Estimated Cost	Funding Source
School Safety & Climate • Campus Monitor • Pedestrian Safety Signs • Assemblies	Staff	Campus Monitor Signage Rachel's Challenge Assembly	$17,000 $500 $3,500	Safety & Gen Fund Safety Safety & APTS
Parent & Student Accountability • School Attendance Review Board (SARB) intervention • Use of student agendas • Friday or Saturday school • At-Risk notifications and conferences • Report cards, progress monitoring and reporting	Admin Teachers Staff	Student agendas Reproduction and mailing costs Detention, Saturday school supervision	$3,000 $5,000 $2,000	SLIB SLIB, Title I, EIA, Gen Fund Safety & Title I
Parent & Student Engagement • School wide Positive Behavior Support (PBS) • GATE Enrichment Opportunities • AVID and B2B Fieldtrips	Admin Teachers Staff	Staff Development Guest Teachers Student rewards and certificates Odyssey of the Mind Robotics Field trip transportation	$2,500 $500 $2,000 $500 $2,000 $3,000	Title I Title I EIA, Gen Fund, & Donations GATE GATE EIA & GATE

8.1.h's

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

SMART GOAL #3 FOR Improving Student Performance:

Increase parent and community involvement and participation in school activities, with emphasis on the Latino community by:

1) Have two representatives on the SSC representing the Latino community.
2) Sponsor or host two educational or community building events for the Latino community.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline 2011-13	Related Expenditures	Estimated Cost	Funding Source
Parent and community involvement • Site council elections/meetings • Community events	Admin Community members SSC members	Supplies and reproduction costs Postage Translation Operating expense	$2,000	SLIB Title I EIA Gen Fund

5.4.1.5

CENTRALIZED SERVICES EXPENDITURES

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

Proposed Expenditures	Estimated Cost	Funding Source
• New Comers Teacher & ELD Program Specialist – services & staff development	Total: $7600	EIA

5.4.20

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

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

STATE PROGRAMS

Economic Impact Aid (Res7091)
Purpose: Help educationally disadvantaged students succeed in the regular program.
Amount: $ 83,127

School Library Improvement Block Grant (Res 0395)
Purpose: Improve school response to educational, personal and career needs of all students.
Amount: $ 19,921

Art, Music Block Grant (0760)
Amount: $ 999

GATE
Amount: $ 4,463

FEDERAL PROGRAMS

Elementary and Secondary Education Act:
Title I: Targeted Assistance Program (Res 3010)
Purpose: Help educationally disadvantaged students achieve grade level proficiency
Amount: $ 140,877

School Safety (0405)
Amount: $ 6,088

Total amount of state and federal categorical funds allocated to this school: $ 255,475

SCHOOL SITE COUNCIL MEMBERSHIP

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

Name	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Chairperson:					
Vice Chairperson:					
Secretary:					
Shelly Hoover	X				
Diane Smith			X		
Joe Uptain-Villa		X			
Wendy Hamasaki		X			
Bill Trueman		X			
Karen Hernandez				X	
Victoria Rodriguez				X	
Ginger Cosh				X	
Sandy McFarland				X	
Janette Mercier				X	
Number in each category	**1**	**3**	**1**	**5**	

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

5.4.22

RECOMMENDATIONS AND ASSURANCES

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan.

   a. ✓ English Learners Staff

   b. ✓ Special Education Curriculum Lead

   c. ✓ Gifted and Talented Education Site Coordinator

   d. ___ Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council on January 18, 2012.

Attested:

Shelly Hoover	_____	_____
Name of school principal	Signature of school principal	Date
_____	_____	_____
Name of SSC chairperson	Signature of SSC chairperson	Date

INFORMATION

DISCUSSION

ACTION

ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
Local Educational Area Plan (LEAP)

AGENDA ITEM AREA:
Action

REQUESTED BY:
Mary Boyle

ENCLOSURES:
LEAP Plan
Title III Addendum

DEPARTMENT:
INPUT/SOURCE:
Educational Services

FINANCIAL
Requirement for Federal Funding

MEETING DATE:
January 24, 2012

ROLL CALL REQUIRED:
No

BACKGROUND:

A revised Local Education Area Plan (LEAP) was presented to the Board at the January 10, 2012 Board meeting for approval, which included the Title I Improvement Plan Addendum. At that time, the Board was informed that a Title III Improvement Plan Addendum would follow at the next meeting. The Title III Improvement Plan Addendum which addresses our English Learner subgroup specifically is presented here for the Board's approval.

ADMINISTRATION RECOMMENDATION:

Approval Title III Improvement Plan Addendum for the District Local Education Area Plan..

8.1

The following report is filtered by active items, all statuses, all funding sources, all assignments, and all tags.

GOAL **Goal 2A: AMAO 1 -Annual Progress Learning English**

An increasing percentage of English learners will make annual progress in learning English.

• By June 2013, the percentage of English learners learning English will increase from 55.2% to 57.5%, in order to move toward state defined growth expectations as measured by CELDT.

WPUSD will continue to meet this goal by providing daily ELD instruction.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	3

GOAL **Goal 2B: AMAO 2 - English Proficiency**

By June 2013 the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase from 21.3 % to 21.4%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.

• By June 2013, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 46.8% to 47%, in order move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.

WPUSD will continue to meet this goal by providing ELD instruction appropriate for students in U.S. schools fewer than 5 years and also appropriate instruction for students in U. S. schools 5 years or more.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	3

8.1.2

GOAL **Goal 2C: AMAO 3 - AYP for EL Subgroup**

By June 2013 the percentage of English learners attaining proficiency in reading/language arts will increase from 36.4% to 42.8% to meet the identified Safe Harbor target, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to move toward state-defined expectations for proficiency in Reading/Language Arts.

• By June 2013 the WPUSD will continue to meet the 95% participation rate for English learners assessed in Reading/Language Arts.

• By June 2013 the percentage of English learners attaining proficiency in Mathematics will increase from 46.4% to 51.8% to meet the Safe Harbor target, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to move toward state defined expectations for proficiency in Mathematics.

• By June 2013 WPUSD will continue to meet the 95% participation rate for English learners assessed in Mathematics.

Filing Cabinet Count	0	Budgeted:	$3,000.00
Resources and state requirements for this goal Available	3		

STRATEGY **Refine ELA and Math programs through PLC work**

Use bi-monthly PLC meetings to develop formative assessments, analyze EL data, assign appropriate interventions, and peer coaching to discuss best instructional practices to improve EL performance in ELA and math.

Filing Cabinet Count	0	Budgeted	$3,000.00

ACTION STEP **Bi-monthly protected PLC time**

Bi-monthly meetings have been built into the calendar and are protected time (1 hour) for teachers to collaborate with grade-level teams or curricular departments to work on EL academic performance.

Status	In Progress 01/11/2012	Filing Cabinet Count	0
Start-End Dates	08/19/2011 - 06/28/2013		
Timeline Notes	Hourly meetings held twice monthly on a continuing basis.		
Tags	T3Y4		
Persons Responsible	Mary Boyle		

8.1.3

GOAL **Goal 2C: AMAO 3 - AYP for EL Subgroup**

STRATEGY **Refine ELA and Math programs through PLC work**

ACTION STEP **Bi-monthly protected PLC time**

TASKS 0 of 3 Complete

Schedule meetings Determine PLC calendar with WPTA (annually)	In Progress	Due 6/28/2013 Mary Boyle (LEA)
Develop PLC agendas PLC agendas will be developed by principals and staff to meet goals and objectives	In Progress	Due 6/28/2013 Mary Boyle (LEA)
PLC training Monthly C&I meetings will provide training for administrators regaridng PLC practices and EL data to analyze.	In Progress	Due 6/28/2013 Lynn Kelso (LEA) , Mary Boyle (LEA)

ACTION STEP **Implement Peer Coaching**

Teachers will work collaboratively to identify and share successful teaching strategies to produce improved student outcomes in ELA and Math.

Status	In Progress 01/11/2012	Filing Cabinet Count	0
Start-End Dates	02/05/2012 - 06/28/2013	Budgeted	$3,000.00
Timeline Notes	Providing teachers time to watch a demonstration of successful strategies by a peer will be phased in.		
Tags	T3Y4		
Persons Responsible	Mary Boyle		

TASKS 0 of 2 Complete

Peer Coaching Teachers will work collaboratively to identify and share successful teaching strategies producing improved student outcomes.	In Progress	Due 6/28/2013 Mary Boyle (LEA)
Watching Peers Teach Substitutes or schedule arrangements will be made so teachers can watch peers demonstrate a teaching strategy.	Not Begun	Due 6/28/2013 Mary Boyle (LEA)

ACTION STEP **Develop ELA and math pacing guides**

8.1.4

GOAL **Goal 2C: AMAO 3 - AYP for EL Subgroup**

STRATEGY **Refine ELA and Math programs through PLC work**

ACTION STEP **Develop ELA and math pacing guides**

In PLCs, develop ELA and math pacing guides for grades K-5 and departments in grades 6-12.

Status	In Progress 01/12/2012	Filing Cabinet Count	0
Start-End Dates	06/30/2009 - 06/29/2012		
Tags	T3Y4		
Persons Responsible	Mary Boyle		

TASKS 0 of 1 Complete

Developing and Implementing Pacing Guides	In Progress	Due 6/29/2012
Kindergarten through 5th grades have developed and are implementing pacing guides. Sixth through twelfth grades curricular departments are developing pacing guides to be implemented next year.		Mary Boyle (LEA)

ACTION STEP **Develop formative ELA and math assessments**

In PLCs, develop formative ELA and math assessments that will be administered on a scheduled basis according to the pacing guides.

Status	In Progress 01/11/2012	Filing Cabinet Count	0
Start-End Dates	09/15/2010 - 06/28/2013		
Tags	T3Y4		
Persons Responsible	Mary Boyle		

TASKS 0 of 1 Complete

Development/Implementation-formative assessments	In Progress	Due 6/28/2013
Kindergarten through fifth grades have developed formative assessments and they are being implemented according to the pacing guides. Sixth through twelfth grades curricular departments are developing formative assessments for implementation next year.		Mary Boyle (LEA)

ACTION STEP **Analyze formative and summative assessment data**

8.1.5

GOAL **Goal 2C: AMAO 3 - AYP for EL Subgroup**

STRATEGY **Refine ELA and Math programs through PLC work**

ACTION STEP **Analyze formative and summative assessment data**

In PLCs, analyze formative and summative assessment EL data to inform classroom instruction and identify students that needs intervention in math and ELA.

Status	In Progress 01/12/2012	Filing Cabinet Count	0
Start-End Dates	09/15/2010 - 06/28/2013		
Tags	T3Y4		
Persons Responsible	Mary Boyle		

TASKS 0 of 1 Complete

Analyzing data	In Progress	Due 6/28/2013
Data from formative, state, and curriculum assessments will be analyzed regularly to identify students in need of remediation, develop intervention groups, identify effective teaching strategies, and inform instruction.		Mary Boyle (LEA)

STRATEGY **Site Administrator oversight of EL programs**

Administrators will conduct weekly (at a minimum) walk-throughs to look for implementation of best instructional practices and RTI procedures. Administrators will monitor that ELs have access to ELA and math core curriculum and correct program placement.

Filing Cabinet Count 0

ACTION STEP **Administration Walk-throughs**

Administrators will conduct weekly (at a minimum) walk-throughs at all school sites.

Status	In Progress 01/11/2012	Filing Cabinet Count	0
Start-End Dates	09/01/2011 - 06/28/2013		
Tags	T3Y4		
Persons Responsible	Mary Boyle		

8.1.6

GOAL **Goal 2C: AMAO 3 - AYP for EL Subgroup**

STRATEGY **Site Administrator oversight of EL programs**

ACTION STEP **Administration Walk-throughs**

TASKS 0 of 4 Complete

Administration walk-throughs to monitor ELA for EL	In Progress	Due 6/28/2013
Administrators will conduct regularly scheduled walk-throughs to verify that all ELS have meaningful access to the core ELA curriculum utilizing universal access components as appropriate. They will provide timely feedback to teachers.		Mary Boyle (LEA)
Monitoring-reading/language arts program for ELS	In Progress	Due 6/28/2013
Administrators will monitor the implementation of reading language arts for program effectiveness. This includes monitoring of student progress to ensure successful interventions are provided.		Mary Boyle (LEA)
Administration walk-throughs to monitor math-ELS	In Progress	Due 6/28/2013
Administrators will conduct regularly scheduled walk-throughs to verify that all ELS have meaningful access to core math curriculum utilizing universal access components as appropriate. They will provide timely feedback to teachers.		Mary Boyle (LEA)
Monitoring math program for ELS	In Progress	Due 6/28/2013
Administrators will monitor the implementation of math for program effectiveness. This includes monitoring of student progress to ensure successful interventions are provided.		Mary Boyle (LEA)

ACTION STEP **Secondary EL Program Placement**

Secondary administrators and counselors will audit the placement of ELS in English Language Arts and Math.

Status	In Progress 01/11/2012	Filing Cabinet Count	0
Start-End Dates	08/19/2011 - 06/28/2013		
Tags	T3Y4		
Persons Responsible	Mary Boyle		

8.1.7

GOAL **Goal 2C: AMAO 3 - AYP for EL Subgroup**

STRATEGY **Site Administrator oversight of EL programs**

ACTION STEP **Secondary EL Program Placement**

TASKS 0 of 2 Complete

Administrator/counselors audit EL placement in ELA Secondary administrators and counselors will regularly audit the placement in and success of ELS in grade level appropriate English Language Arts courses.	In Progress	Due 6/28/2013 Mary Boyle (LEA)
Administrators/counselors audit EL placement-math Secondary administrators and counselors will regulary audit the placement and success of English learners in mathematics courses to ensure that ELS are being placed in grade level appropriate mathematics.	In Progress	Due 6/28/2013 Mary Boyle (LEA)

8.1.8

GOAL **Goal 2D: High Quality Professional Development**

The LEA will provide high quality professional development to teachers, administrators and other school personnel to improve the education of English learners.

• By June 2013 70% of LEA teachers will receive professional development on research-based strategies to improve English learner achievement in Reading/Language Arts and Mathematics, as determined by the LEA needs assessment.

• By June 2013 100% of teachers of English Language Development will be authorized to teach ELD.

• By June 2013 100% of Reading/Language Arts and Mathematics teachers of English learners will be both highly qualified in the content area(s) and authorized to teach English learners.

Filing Cabinet Count	0	Budgeted:	$108,110.00
Resources and state requirements for this goal Available	1		

STRATEGY **High-Quality Professional Development in ELA**

WPUSD will provide high-quality, research-based professional development in English Language Arts.

Filing Cabinet Count	0	Budgeted	$76,210.00

ACTION STEP **Professional Development Offered through WPUSD**

WPUSD will contract with outside vendors to provide professional development within our district.

Status	In Progress 01/11/2012	Filing Cabinet Count	0
Start-End Dates	09/20/2011 - 06/28/2013	Budgeted	$55,010.00
Tags	T3Y4		
Persons Responsible	Mary Boyle, Lynn Kelso		

8.1.9

GOAL **Goal 2D: High Quality Professional Development**

STRATEGY **High-Quality Professional Development in ELA**

ACTION STEP **Professional Development Offered through WPUSD**

TASKS 2 of 5 Complete

Houghton Mifflin Medallions Comprehension Training	Completed	Due 9/29/2011
Kindergarten through fifth grade teachers attended a three hour workshop on effectively utilizing HM Medallions to teach comprehension.		Lynn Kelso (LEA)
Differentiation of Instruction	Completed	Due 11/18/2011
Middle school teachers at Glen Edwards Middle School attended two 3-hour workshops on how to differentiate instruction for 6th-8th grade students.		Mary Boyle (LEA)
Academic Language and Vocabulary Development	In Progress	Due 2/2/2012
California Reading and Literature Project offered three hour workshops to develop academic language and vocabulary for content teachers K-12.		Lynn Kelso (LEA)
Step Up to Writing	In Progress	Due 1/27/2012
A two-day Step Up to Writing training for teachers new to the curriculum or as a review grades K-5.		Mary Boyle (LEA)
Professional Development in Response to Need	In Progress	Due 6/28/2013
During the course of PLC work, needed professional development will be identified and scheduled to support best teaching practices.		Lynn Kelso (LEA) , Mary Boyle (LEA)

ACTION STEP **Professional Development Offered outside WPUSD**

WPUSD will send teachers to outside venues such as PCOE, SCOE, or through other agencies for high-quality, research-based professional development.

Status	In Progress 01/11/2012	Filing Cabinet Count	0
Start-End Dates	09/01/2011 - 06/28/2013	Budgeted	$21,200.00
Tags	T3Y4		
Persons Responsible	Mary Boyle, Lynn Kelso		

8.1.10

GOAL **Goal 2D: High Quality Professional Development**

STRATEGY **High-Quality Professional Development in ELA**

ACTION STEP **Professional Development Offered outside WPUSD**

TASKS 0 of 3 Complete

Improving Learning & Literacy in Core Instruction Dr. Kevin Feldman workshop covering the role of engagement, academic language, and vocabulary in accelerating literacy.	In Progress	Due 1/27/2012 Lynn Kelso (LEA) , Mary Boyle (LEA)
Effective First Instruction A series of 3-hour workshops covering active engagement, checking for understanding, direct instruction lesson design, learning objectives and activating prior knowledge, presentation and practice, and highly engaged classrooms.	In Progress	Due 3/27/2012 Mary Boyle (LEA)
CA Common Core Standards Professional Development A series of 3-hour workshops covering depth of knowledge and assessment, ELA writing: Text Types and Purposes, Writing Across Content Areas, Informational Text, Vocabulary Acquisition, and Comprehension strategies.	In Progress	Due 5/8/2012 Mary Boyle (LEA)

STRATEGY **High-quality Professional Development in Math.**

WPUSD will provide high-quality, research-based professional development in math.

Filing Cabinet Count	0	Budgeted	$4,000.00

ACTION STEP **Professional Development for Math Instruction**

WPUSD will offer high-quality, research-based professional development to support effective teaching practices in math for EL students.

Status	In Progress 01/12/2012	Filing Cabinet Count	0
Start-End Dates	01/12/2012 - 06/28/2013	Budgeted	$4,000.00
Tags	T3Y4		
Persons Responsible	Mary Boyle, Lynn Kelso		

9.1.11

GOAL **Goal 2D: High Quality Professional Development**

STRATEGY **High-quality Professional Development in Math.**

ACTION STEP **Professional Development for Math Instruction**

TASKS 0 of 2 Complete

CA Common Core State Standards in Math	Not Begun	Due 5/3/2012
A series of 3-hour workshops to explore, interact, and apply CCSS in math offered through PCOE.		Mary Boyle (LEA)
Professional Development in Response to Need	Not Begun	Due 6/28/2013
During the course of PLC work, needed professional development will be identified and scheduled to support best teaching practices.		Lynn Kelso (LEA) , Mary Boyle (LEA)

STRATEGY **Professional Development to Support Content**

WPUSD will schedule high-quality, research-based professional development to support best teaching practices in all content areas.

Filing Cabinet Count	0	Budgeted	$27,900.00

ACTION STEP **Guided Language Acquisition Design Training**

WPUSD will schedule review classes and coaching to support teachers trained in GLAD strategies. WPUSD will also send teachers to the initial 6-day GLAD training in other districts as the opportunity comes available.

Status	In Progress 01/11/2012	Filing Cabinet Count	0
Start-End Dates	12/29/2011 - 06/28/2013	Budgeted	$17,900.00
Tags	T3Y4		
Persons Responsible	Lynn Kelso		

8.1.12

GOAL **Goal 2D: High Quality Professional Development**

STRATEGY **Professional Development to Support Content**

ACTION STEP **Guided Language Acquisition Design Training**

TASKS 0 of 2 Complete

4-Day GLAD Classroom Demonstration	In Progress	Due 6/28/2013
Teachers attended this 4-day classroom demonstration in October. Other teachers will attend susequent introductory trainings as they become available.		Lynn Kelso (LEA)
GLAD Coaching	In Progress	Due 6/29/2012
First Street school has scheduled 3 days with GLAD coaches to review GLAD strategies.		Lynn Kelso (LEA)

ACTION STEP **AVID Training to support Long-Term English Learnre**

WPUSD in conjuction with PCOE has implemented electives at Glen Edwards Middle school to support long-term English learners in their content classes utilizing AVID strategies and AVID curriculum.

Status	In Progress 01/11/2012	Filing Cabinet Count	0
Start-End Dates	07/12/2010 - 06/28/2013	Budgeted	$10,000.00
Tags	T3Y4		
Persons Responsible	Lynn Kelso		

TASKS 0 of 1 Complete

AVID Summer Institute Participation	In Progress	Due 6/28/2013
Glen Edwards Middle School and Lincoln High School have sent content teachers to the AVID summer institute for 2 years and will again in 2012.		Lynn Kelso (LEA)

8.1.13

GOAL **Goal 2E: Parent and Community Participation**

WPUSD will promote the involvement of parents and community members in the education of English learners.

• By June 2013 WPUSD will improve and increase parent outreach strategies so that 70% of parents are active participants in the education of their children.

Filing Cabinet Count	0	Budgeted:	$6,750.00
Resources and state requirements for this goal Available	1		

STRATEGY **ELAC Needs Survey**

WPUSD will respond to parent requests for services as determined by input from the ELAC Needs Survey.

Filing Cabinet Count	0	Budgeted	$6,000.00

ACTION STEP **Analysis of Yearly ELAC Needs Survey**

Each year WPUSD analyzes the results of the ELAC needs survey to respond to parent requests for additional Adult Ed ESL classes, computer literacy classes, and parenting classes.

Status	In Progress 01/11/2012	Filing Cabinet Count	0
Start-End Dates	09/01/2011 - 06/28/2013	Budgeted	$6,000.00
Tags	T3Y4		
Persons Responsible	Lynn Kelso		

TASKS 0 of 2 Complete

Adult Ed ESL class at Creekside Oaks WPUSD Adult Ed began a morning ESL class at Creekside Oaks in response to parent requests in the fall of 2011.	In Progress	Due 6/28/2013 Lynn Kelso (LEA)
Latino Literacy Project WPUSD offers parenting classes to help EL families support literacy with their children.	Not Begun	Due 6/28/2013 Lynn Kelso (LEA)

8.1.14

GOAL **Goal 2E: Parent and Community Participation**

STRATEGY **Yearly Reclassified Student Celebration**

Each spring WPUSD will identify the students who have reached the reclassification criteria and been reclassified that year in an evening ceremony for the RFEP students and their families.

Filing Cabinet Count	0	Budgeted	$750.00

ACTION STEP **Recognizing EL Students Ready for Reclassification**

Each year the WPUSD EL Services will plan a celebration to honor students who have been reclassified during that year and their families.

Status	In Progress 01/12/2012	Filing Cabinet Count	0
Start-End Dates	09/01/2011 - 06/28/2013	Budgeted	$750.00
Tags	T3Y4		
Persons Responsible	Lynn Kelso		

TASKS 0 of 3 Complete

Identifying English Learners Ready for RFEP	In Progress	Due 6/28/2013
WPUSD district staff will paper screen English Learners who have met the CELDT and CST assessment criteria for Reclassification.		Lynn Kelso (LEA)
School Screening for EL Reclassification	In Progress	Due 6/28/2013
Principals and teachers will review EL students identified by the paper screening for classroom performance and confer with parents.		Lynn Kelso (LEA)
Schedule Ceremony and Invite Families	In Progress	Due 6/28/2013
Families of RFEP students will be invited to an evening ceremony to recognize their student's achievement each spring.		Lynn Kelso (LEA)

GOAL **Goal 2F: Parental Notification**

The LEA will provide required communications to parents in a timely manner.

• By September 2012 the LEA will provide100% of parents of ELs with the following information regarding their children, in a language parents can understand:
identification as EL;
program placement options;
program placement notification;
English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used;
academic achievement level;
redesignation information; and
at the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

STRATEGY **Parental Notification in Required Languages**

WPUSD will send out translated parent materials in required languages for all district notifications and translated materials for all school sites that meet the requirements for translated languages.

Filing Cabinet Count	0

ACTION STEP **WPUSD List of Translators and Interpreters**

WPUSD will create and maintain a list of screened interpreters and translators to provide communciation with families of English Learners.

Status	In Progress 01/12/2012	Filing Cabinet Count	0
Start-End Dates	09/01/2011 - 06/28/2013		
Tags	T3Y4		
Persons Responsible	Lynn Kelso		

8.1.16

GOAL **Goal 2G: Services for Immigrant Students**

WPUSD is not eligible for Immigrant funding.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

8.1.17

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 Annual Financial Statements and Audit Report

AGENDA ITEM AREA:

Information

REQUESTED BY:

Joyce Lopes
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

January 24, 2012

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. Gilbert Associates, Inc., prepared the annual audit report of Horizon Charter School for the fiscal year ended June 30, 2011.

RECOMMENDATION:

Administration recommends the Board of Trustees receive the audited financial statements.

HORIZON CHARTER SCHOOL

(A CALIFORNIA NON-PROFIT
PUBLIC BENEFIT CORPORATION)

FINANCIAL STATEMENTS WITH
INDEPENDENT AUDITOR'S REPORT

YEARS ENDED
JUNE 30, 2011 AND 2010

8.2.1

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

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JUNE 30, 2011 AND 2010

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Gilbert Associates, Inc.
CPAs and Advisors

INDEPENDENT AUDITOR'S REPORT

Board of Directors
Horizon Charter School
Lincoln, California

We have audited the accompanying statements of financial position of Horizon Charter School (the Organization), a California non-profit public benefit corporation, as of June 30, 2011 and 2010, and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits 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 audits to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organizations internal control over financial reporting. Accordingly, we express no such opinion. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Organization as of June 30, 2011 and 2010, and the changes in its net assets and its cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated December 9, 2011, on our consideration of the Organization's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, 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 the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

2880 Gateway Oaks Drive, Suite 100 • Sacramento, CA 95833
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Our audits were performed for the purpose of forming an opinion on the financial statements of the Organization as a whole. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the basic financial statements of the Organization. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Our audits were performed for the purpose of forming an opinion on the financial statements of the Organization as a whole. The accompanying supplementary information is presented for purposes of additional analysis and is not a required part of the basic financial statements of the Organization. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Gilbert Associates, Inc.

GILBERT ASSOCIATES, INC.
Sacramento, California

December 9, 2011

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HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2011 AND 2010

	2011	2010
ASSETS		
CURRENT ASSETS:		
Cash and cash equivalents	$ 4,171,369	$ 4,686,686
Due from grantor governments	3,715,351	2,759,884
Prepaid expenses	412,128	45,903
Total current assets	8,298,848	7,492,473
PROPERTY AND EQUIPMENT - Net	633,681	2,950,191
TOTAL ASSETS	$ 8,932,529	$ 10,442,664
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES:		
Accounts payable	$ 462,005	$ 469,646
Due to grantor governments	546,767	
Accrued expenses	274,719	222,053
Deferred rent	44,530	45,210
Debt, current		39,143
Total current liabilities	1,328,021	776,052
LONG TERM LIABILITIES:		
Debt, net		2,052,715
TOTAL LIABILITIES	1,328,021	2,828,767
NET ASSETS - Unrestricted	7,604,508	7,613,897
TOTAL LIABILITIES AND NET ASSETS	$ 8,932,529	$ 10,442,664

The accompanying notes are an integral part of these financial statements.

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HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

STATEMENTS OF ACTIVITIES
YEARS ENDED JUNE 30, 2011 AND 2010

	2011	2010
UNRESTRICTED NET ASSETS:		
REVENUES:		
Federal revenue	$ 1,198,494	$ 655,650
State revenue:		
State aid portion of block grant	5,923,560	3,707,777
Categorical block grant	1,653,496	1,640,868
Lottery revenue	373,162	392,135
All other	1,089,799	1,028,690
Local revenue:		
Cash in-lieu of property taxes	8,731,444	11,914,694
All other	441,871	473,510
Net assets released from restrictions		1,108,679
Total revenues	19,411,826	20,922,003
EXPENSES:		
Program expenses:		
Educational programs	16,643,697	18,186,434
Supporting services:		
Management and general	2,777,518	1,527,717
Total expenses	19,421,215	19,714,151
INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS	(9,389)	1,207,852
TEMPORARILY RESTRICTED NET ASSETS:		
Net assets released from restrictions		(1,108,679)
INCREASE IN NET ASSETS	(9,389)	99,173
NET ASSETS, Beginning of Year	7,613,897	7,514,724
NET ASSETS, End of Year	$ 7,604,508	$ 7,613,897

The accompanying notes are an integral part of these financial statements.

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HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

STATEMENTS OF CASH FLOWS
YEARS ENDED JUNE 30, 2011 AND 2010

	2011	2010
CASH FLOWS FROM OPERATING ACTIVITIES:		
Increase (Decrease) in net assets	$ (9,389)	$ 99,173
Reconciliation to net cash and equivalents provided by operating activities:		
Depreciation	150,864	178,480
Loss on disposal of property and equipment	382,769	
Changes in:		
Due from grantor governments	(955,467)	348,247
Prepaid expenses	(366,225)	(45,903)
Accounts payable	(7,641)	117,451
Due to grantor governments	546,767	
Accrued expenses	52,666	78,257
Deferred rent	(680)	(10,198)
Net cash provided by (used in) operating activities	(206,336)	765,507
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchases of property and equipment	(298,700)	
Proceeds from sale of property and equipment	2,081,577	
Net cash provided by investing activities	1,782,877	
CASH FLOWS FROM FINANCING ACTIVITIES:		
Principal payments of long-term debt	(2,091,858)	(36,395)
Principal payments of capital lease		(184,137)
Net cash used in financing activities	(2,091,858)	(220,532)
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(515,317)	544,975
CASH AND CASH EQUIVALENTS, Beginning of year	4,686,686	4,141,711
CASH AND CASH EQUIVALENTS, End of year	$ 4,171,369	$ 4,686,686
CASH PAID FOR INTEREST	$ 106,283	$ 159,438

The accompanying notes are an integral part of these financial statements.

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1. OPERATIONS

Horizon Charter School (the Organization) is a California non-profit public benefit corporation that was incorporated in January 2002, and is organized to manage, operate, guide, direct, and promote California public charter schools.

The Organization is funded principally through State of California public education monies received through the California Department of Education and the Western Placer Unified School District (the Sponsoring District). The Organization is governed by a Governance Committee consisting of five parents of the Organization's students, one education community representative, and one business/community representative.

The Organization operates two charters through the Sponsoring District: Horizon Charter School (HCS), charter number 0015, and Partnerships for Student Centered Learning (PSC), charter number 1227. The HCS charter was renewed by the Sponsoring District in February 2008 for the five year period ending June 2013. The PSC charter was granted by the Sponsoring District in July 2010 for the five year period ending June 2015 and began operations in the 2010/11 school year.

The charters may be revoked by the Sponsoring District for material violations of the charters, failure to meet pupil outcomes identified in the charters, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

2. SIGNIFICANT ACCOUNTING POLICIES

Basis of accounting and financial statement presentation – The Organization's financial statements are prepared on the accrual basis of accounting in conformity with professional standards applicable to not-for-profit entities. The Organization reports information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. The Organization had no temporarily restricted and permanently restricted net assets as of June 30, 2011 and 2010.

Revenue recognition – Amounts received from the California Department of Education are recognized as revenue by the Organization based on the average daily attendance (ADA) of students. Grant revenues are recognized as related grant expenses are incurred. 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. When a 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 Restriction". Deferred revenue is recorded to the extent cash received on specific programs exceeds qualified expenses.

Cash and cash equivalents – The Organization considers investments with maturity at purchase of three months or less to be cash equivalents.

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Property and equipment with a value greater than $10,000 is recorded at cost and depreciated using the straight-line method over estimated useful lives of 3 to 30 years.

Functional allocation of 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 programs and supporting services benefited.

Income taxes – The Organization is publicly supported and has received tax-exempt status under Internal Revenue Code Section 501(c)(3) and Section 23701(d) of the California Revenue and Taxation Code. There is no unrelated taxable income and, accordingly, there is no provision for income taxes in these financial statements. The Organization has implemented the amended accounting principles related to accounting for uncertainty in income taxes and has determined that there is no material impact on the financial statements. With some exceptions, the Organization is no longer subject to U.S. federal and state income tax examinations by tax authorities for years prior to 2007.

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 certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates. Significant estimates included in these financial statements include the collectability of receivables and the useful life of property and equipment.

Deferred rent – Rental expense on leases that contain rent-free periods or periodic rent increases is recognized on a straight-line basis over the non-cancelable portion of the leases in accordance with professional standards. The calculated deferred rents are the difference between the rental expense recognized and the rents paid.

Subsequent events have been reviewed through December 9, 2011, the date the financial statements were issued.

Reclassifications – Certain 2010 amounts have been reclassified to conform with the 2011 financial statement presentation. These reclassifications had no effect on the Organization's total net assets.

3. CASH AND CASH EQUIVALENTS

Cash and cash equivalents as of June 30 consist of the following:

	2011	2010
Cash and cash equivalents in Placer County Treasury	$ 4,018,269	$ 4,339,034
Deposits with financial institutions	153,100	347,652
Total cash and equivalents	$ 4,171,369	$ 4,686,686

Cash in County Treasury

In accordance with Education Code Section 41001, the Organization maintains substantially all of its cash in the Placer County Treasury (the County Treasury). The County Treasury pools these funds with those of other school districts in the county and invests the cash. The share of each fund in the pooled cash account is separately accounted for and interest earned is apportioned quarterly to funds that are legally required to receive interest based on the relationship of a fund's daily balance to the total of pooled cash and investments.

Participants' equity in the investment pool is determined by the dollar amount of the participant deposits, adjusted for withdrawals and distributed income. This method differs from the fair value method used to value investments in these financial statements in that unrealized gains or losses are not distributed to pool participants.

The County Treasury is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et seq. The funds maintained by the County Treasury are either secured by federal depository insurance or are collateralized.

The County Treasury is restricted by Government Code Section 53635, pursuant to Section 53601, to invest in time deposits; U.S. government securities; state registered warrants, notes, or bonds; the State Treasurer's investment pool; bankers' acceptances; commercial paper; negotiable certificates of deposit; and repurchase or reverse repurchase agreements.

4. PROPERTY AND EQUIPMENT

Property and equipment consisted of the following during the year ended June 30:

	2011	2010
Land		$ 453,341
Buildings and improvements		2,422,753
Leasehold improvements	$ 298,700	
Furniture and equipment	935,604	935,604
Vehicles	10,958	10,958
Total	1,245,262	3,822,656
Less accumulated depreciation	(611,581)	(872,465)
Property and equipment - net	$ 633,681	$ 2,950,191

Depreciation expense for the years ended June 30, 2011 and 2010, was $150,864 and $178,480, respectively.

The Organization disposed of property which resulted in a loss of $382,769 for the year ended June 30, 2011.

5. DEBT

The Organization's debt consisted of a mortgage note payable, secured by a deed of trust for land and building, maturing in 2016. The note was payable in monthly installments, including an adjustable interest rate which was at 6.75% as of June 30, 2010. Outstanding balance on this note payable was $2,052,715 at June 30, 2010. In February 2011, the property was sold and the mortgage note was paid in full. Total interest costs incurred for the years ended June 30, 2011 and 2010, was $98,294 and $159,300, respectively.

6. LEASE OBLIGATIONS

Operating Leases:

The Organization leases property and equipment under various non-cancelable operating lease agreements. Rental expense under operating leases during the years ended June 30, 2011 and 2010 totaled $968,414 and $850,007, respectively.

Future minimum lease payments under these leases as of June 30, 2011 are as follows:

Year ending June 30,	
2012	$ 1,015,756
2013	1,136,319
2014	1,022,584
2015	1,053,144
2016	1,051,623
Thereafter	4,626,239
Total	$ 9,905,665

7. EMPLOYEE RETIREMENT PLAN

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 California State Teachers' Retirement System (CalSTRS), and classified employees are members of the California Public Employees' Retirement System (CalPERS).

CalPERS:

Plan Description

The Organization contributes to the School Employer Pool under 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

8.2.11

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% of their salary (7% of monthly salary over $133.33 if the member participates in Social Security), and the Organization 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 2010-11 was 10.707% of annual payroll. The contribution requirements of the plan members are established by state statute. The Organization's contributions for the year ended June 30, 2011, 2010, and 2009, were $205,162, $193,601, $202,568, respectively, and equal 100% of the required contributions for the year.

CalSTRS:

Plan Description

The Organization contributes to CalSTRS, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. 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. CalSTRS 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 CalSTRS, 100 Waterfront Place, West Sacramento, California 95605.

Funding Policy

Active plan members are required to contribute 8% of their salary and the Organization is 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 fiscal year 2010-11 was 8.25% of annual payroll. The contribution requirements of the plan members are established by state statute. The Organization's contributions for the years ended June 30, 2011, 2010, and 2009, were $755,781, $783,826, and $826,321, respectively.

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8. CONTINGENCIES

The Organization has received state and federal funds for specific purposes that are 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 reimbursement, if required, would not be material.

The Organization has various outstanding claims and litigation. However, based on consultation with legal counsel, management believes that the ultimate resolution of these matters will not have a material adverse effect on the Organization's financial position or results of operations.

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SUPPLEMENTARY INFORMATION SECTION

8.2.14

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

ORGANIZATION, GOVERNING BOARD & ADMINISTRATION
YEAR ENDED JUNE 30, 2011

ORGANIZATION

Horizon Charter School (the Organization) is a California non-profit public benefit corporation that was incorporated in January 2002, and is organized to manage, operate, guide, direct, and promote Horizon Charter School and Partnerships for Student-Centered Learning, California public independent study charter schools, charter numbers 0015 and 1227, respectively.

GOVERNING BOARD

Name	Office	Term Expires
Sandra Frame	President	June 2013
Angela Henning	Vice President	June 2014
Cynthia Moore	Business/Community Representative	June 2013
Carmen Del Prado	Parent Representative/WPUSD	June 2014
Andrea Rynberk	Parent Representative	June 2014
Carmen Oates	Parent Representative	June 2015
Frank Kavenik	Parent Representative	June 2015

ADMINISTRATION

Lu Anne Boone
Chief Executive Officer (through 6/30/11)

Craig Heimbichner
Chief Executive Officer (effective 10/1/11)

Cliff Bautista
Chief Business Officer

Pat Winget
Chief Academic Officer

8.2.15

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2011

Non-classroom based ADA:	Second Period Report	Annual Report
Horizon Charter School:		
Kindergarten through Grade 3	184.15	183.67
Grades 4 through 6	200.79	199.47
Grades 7 and 8	178.24	179.38
Grades 9 through 12	673.91	673.70
Total	1,237.09	1,235.22
Partnerships for Student-Centered Learning		
Kindergarten through Grade 3	190.71	194.41
Grades 4 through 6	198.52	202.79
Grades 7 and 8	288.44	289.47
Grades 9 through 12	561.13	568.10
Total	1,238.80	1,254.77
Total non-classroom based ADA	2,475.89	2,489.99

Classroom-based ADA:	Second Period Report	Annual Report
Horizon Charter School:		
Kindergarten through Grade 3	0.00	0.00
Grades 4 through 6	0.00	0.00
Grades 7 and 8	0.00	0.00
Grades 9 through 12	0.00	0.00
Total	0.00	0.00
Partnerships for Student-Centered Learning		
Kindergarten through Grade 3	66.26	66.47
Grades 4 through 6	40.80	41.04
Grades 7 and 8	18.01	18.30
Grades 9 through 12	0.00	0.00
Total	125.07	125.81
Total classroom-based ADA	125.07	125.81

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HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2011

Total ADA:	Second Period Report	Annual Report
Horizon Charter School:		
Kindergarten through Grade 3	184.15	183.67
Grades 4 through 6	200.79	199.47
Grades 7 and 8	178.24	179.38
Grades 9 through 12	673.91	673.70
Total	1,237.09	1,235.22
Partnerships for Student-Centered Learning		
Kindergarten through Grade 3	256.97	260.88
Grades 4 through 6	239.32	243.83
Grades 7 and 8	306.45	307.77
Grades 9 through 12	561.13	568.10
Total	1,363.87	1,380.58
Combined Totals:		
Kindergarten through Grade 3	441.12	444.55
Grades 4 through 6	440.11	443.30
Grades 7 and 8	484.69	486.15
Grades 9 through 12	1,235.04	1,241.80
Total ADA	2,600.96	2,615.80

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HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2011

Effective January 1, 2000, California Education Code Section 47612.5 requires classroom-based charter schools to offer a minimum number of minutes of instruction, as specified in Section 46201. This schedule documents the compliance of the Organization's campuses with these requirements for its site-based program.

	2010-2011 Minutes		
	Requirement	Minutes Offered	Status
Lincoln Montessori:			
Kindergarten	34,971	61,345	In Compliance
Grades 1 through 3	48,960	59,200	In Compliance
Grades 4 through 8	52,457	61,795	In Compliance

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HORIZON CHARTER SCHOOL

(A California Non-Profit Public Benefit Corporation)

COMBINING STATEMENT OF FINANCIAL POSITION
JUNE 30, 2011 AND 2010

	HCS	PSCL	Total
ASSETS			
CURRENT ASSETS:			
Cash and cash equivalents	$ 6,122,455	$ (1,951,086)	$ 4,171,369
Due from grantor governments	999,655	2,715,696	3,715,351
Prepaid expenses	344,578	67,550	412,128
Due from other funds	118,321	(118,321)	
Total current assets	7,585,009	713,839	8,298,848
PROPERTY AND EQUIPMENT - Net	334,981	298,700	633,681
TOTAL ASSETS	$ 7,919,990	$ 1,012,539	$ 8,932,529
LIABILITIES AND NET ASSETS			
CURRENT LIABILITIES:			
Accounts payable	$ 330,050	$ 131,955	$ 462,005
Due to grantor governments	546,767		546,767
Accrued expenses	231,632	43,087	274,719
Deferred rent	44,530		44,530
Total current liabilities	1,152,979	175,042	1,328,021
TOTAL LIABILITIES	1,152,979	175,042	1,328,021
NET ASSETS - Unrestricted	6,767,011	837,497	7,604,508
TOTAL LIABILITIES AND NET ASSETS	$ 7,919,990	$ 1,012,539	$ 8,932,529

The accompanying notes are an integral part of these financial statements.

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HORIZON CHARTER SCHOOL

(A California Non-Profit Public Benefit Corporation)

COMBINING STATEMENT OF ACTIVITIES
YEARS ENDED JUNE 30, 2011 AND 2010

	HCS	PSCL	Total
UNRESTRICTED NET ASSETS:			
REVENUES:			
Federal revenue	$ 757,465	$ 441,029	$ 1,198,494
State revenue:			
State aid portion of block grant	3,298,442	2,625,118	5,923,560
Categorical block grant	863,792	789,704	1,653,496
Lottery revenue	195,067	178,095	373,162
All other	537,269	552,530	1,089,799
Local revenue:			
Cash in-lieu of property taxes	3,742,858	4,988,586	8,731,444
All other	423,056	18,815	441,871
Net assets released from restrictions			
Total revenues	9,817,949	9,593,877	19,411,826
EXPENSES:			
Program expenses:			
Educational programs	8,878,006	7,765,691	16,643,697
Supporting services:			
Management and general	1,786,829	990,689	2,777,518
Total expenses	10,664,835	8,756,380	19,421,215
INCREASE (DECREASE) IN NET ASSETS	(846,886)	837,497	(9,389)
NET ASSETS, Beginning of Year	7,613,897		7,613,897
NET ASSETS, End of Year	$ 6,767,011	$ 837,497	$ 7,604,508

The accompanying notes are an integral part of these financial statements.

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HORIZON CHARTER SCHOOL

(A California Non-Profit Public Benefit Corporation)

SCHEDULES OF FUNCTIONAL EXPENSES
YEARS ENDED JUNE 30, 2011 AND 2010

2011	Program expenses	Supporting services	Total expenses
Certificated salaries	$ 9,271,350	$ 211,131	$ 9,482,481
Classified salaries	1,464,149	605,737	2,069,886
Employee benefits	2,119,651	238,328	2,357,979
Books and supplies	894,350	49,930	944,280
Services and other operating expenses	2,894,197	1,521,528	4,415,725
Depreciation		150,864	150,864
Total expenses	$ 16,643,697	$ 2,777,518	$ 19,421,215

2010	Program expenses	Supporting services	Total expenses
Certificated salaries	$ 9,765,755	$ 215,515	$ 9,981,270
Classified salaries	1,560,508	472,970	2,033,478
Employee benefits	2,370,599	153,117	2,523,716
Books and supplies	1,327,151	52,553	1,379,704
Services and other operating expenses	3,162,421	455,082	3,617,503
Depreciation		178,480	178,480
Total expenses	$ 18,186,434	$ 1,527,717	$ 19,714,151

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HORIZON CHARTER SCHOOL

(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2011

Federal Grantor/Pass-Through Grantor/ Program or Cluster Title	Federal CFDA Number	Pass-Through Identifying Number	Federal Expenditures
U.S. Department of Education			
Passed Through California Department of Education:			
Education Jobs Fund*	84.410	25152	$ 543,902
ARRA: State Fiscal Stabilization Fund	84.394	24997	151,658
NCLB: Title II, Part D, Enhancing Education Through Technology	84.318	14368	3,011
Special Education Cluster (IDEA)*:			
ARRA IDEA Basic Local Assistance Entitlement, Part B*	84.391	15003	182,421
IDEA Basic Local Assistance Entitlement, Part B*	84.027	13379	317,502
Subtotal Special Education Cluster (IDEA)			499,923
Total Passed Through California Department of Education			1,198,494
Total Expenditures of Federal Awards			$ 1,198,494

*Tested as a major program under OMB Circular A-133.

8.2.22

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

NOTE TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2011

---

1. BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards of Horizon Charter School is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

8.2.23

Gilbert Associates, Inc.
CPAs and Advisors

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 Directors
Horizon Charter School
Lincoln, California

We have audited the financial statements of Horizon Charter School (the Organization) as of and for the year ended June 30, 2011, and have issued our report thereon dated December 9, 2011. 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.

Internal Control Over Financial Reporting

Management of the Organization is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered the Organization's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over financial reporting.

Our consideration of internal control over financial reporting was for the limited purpose described in the preceding paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be significant deficiencies or material weaknesses and therefore, there can be no assurance that all deficiencies, significant deficiencies, or material weaknesses. However, as described in the accompanying schedule of findings and recommendations, we identified certain deficiencies in internal control over financial reporting that we consider to be material weaknesses.

A *deficiency in internal controls* 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 Organization's financial statements will not be prevented, or detected and corrected on a timely basis. We consider the deficiencies described in the accompanying findings and recommendations section to be a material weaknesses in internal control over financial reporting, see finding 11-1.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization'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*.

The Organization's response to the finding identified in our audit is described in the accompanying schedule of findings and recommendations. We did not audit the Organization's response and, accordingly, we express no opinion on it.

This report is intended solely for the information and use of the Board of Directors, management, others within the Organization, and governmental awarding agencies and is not intended to be and should not be used by anyone other than these specified parties.

Gilbert Associates, Inc.

GILBERT ASSOCIATES, INC.
Sacramento, California

December 9, 2011

8.2.25

Gilbert Associates, Inc.
CPAs and Advisors

REPORT ON COMPLIANCE WITH APPLICABLE REQUIREMENTS IN ACCORDANCE WITH STANDARDS AND PROCEDURES FOR AUDITS OF CALIFORNIA K-12 LOCAL EDUCATIONAL AGENCIES

Independent Auditor's Report

Board of Directors
Horizon Charter School
Lincoln, California

We have audited the Horizon Charter School's (the Organization) compliance with the types of compliance requirements described in the *Standards and Procedures for Audits of California K-12 Local Educational Agencies, 2010-11*, applicable to the Organization's programs identified in the below schedule for the year ended June 30, 2011. Compliance with the requirements referred to above is the responsibility of the Organization's management. Our responsibility is to express an opinion on the Organization's compliance based on our audit.

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 *Standards and Procedures for Audits of California K-12 Local Educational Agencies, 2010-11*, published by the Education Audit Appeals Panel. Those standards and the *Standards and Procedures for Audits of the California K-12 Local Educational Agencies* 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 material effect on the programs identified in the below schedule occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary under the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on the Organization's compliance with those requirements.

In connection with the requirements referred to above, we selected and tested transactions and records to determine the Organization's compliance with the applicable programs identified below:

Description	Procedures In Audit Guide	Procedures Performed
Class Size Reduction Program (including charter schools):		
General Requirements	7	Not Applicable
Option one classes	3	Not Applicable
Option two classes	4	Not Applicable
Districts or Charter Schools with one School Serving K-3	4	Not Applicable

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8.2.26

Description	Procedures In Audit Guide	Procedures Performed
After School Education and Safety Program:		
General Requirements	4	Not Applicable
After School	4	Not Applicable
Before School	5	Not Applicable
Contemporaneous Records of Attendance, for charter schools	1	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	3	Yes

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above for the year ended June 30, 2011.

This report is intended solely for the information and use of the Board of Directors, management, others within the Organization, state agencies and is not intended to be and should not be used by anyone other than these specified parties.

Gilbert Associates, Inc.

GILBERT ASSOCIATES, INC.
Sacramento, California

December 9, 2011

8.2-27

Gilbert Associates, Inc.
CPAs and Advisors

REPORT ON COMPLIANCE WITH REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

Independent Auditor's Report

Board of Directors
Horizon Charter School
Lincoln, California

Compliance

We have audited the compliance of Horizon Charter School (the Organization) with the types of compliance requirements described in the U. S. Office of Management and Budget (OMB) Circular A-133 *Compliance Supplement* that could have a direct and material effect on each of the Organization's major federal programs for the year ended June 30, 2011. The Organization's major federal programs are identified in the Summary of Audit Results included in the accompanying Schedule of Findings and Recommendations. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of the Organization's management. Our responsibility is to express an opinion on the Organization's compliance based on our audit.

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 the Organization'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. Our audit does not provide a legal determination on the Organization's compliance with those requirements.

In our opinion, the Organization complied, in all material respects, with the 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, 2011.

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8.2.28

Internal Control Over Compliance

The management of the Organization is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered the Organization's internal control over compliance with the requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB 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 the Organization'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.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weakness, as defined above.

This report is intended solely for the information and use of the Organization's Board of Directors, management, others within the Organization, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Gilbert Associates, Inc.

GILBERT ASSOCIATES, INC.
Sacramento, California

December 9, 2011

8.2.29

FINDINGS AND RECOMMENDATIONS SECTION

8.2.30

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF FINDINGS AND RECOMENDATIONS
YEAR ENDED JUNE 30, 2011

SECTION I - SUMMARY OF AUDIT RESULTS

Financial Statements

Type of auditor's report issued:	Unqualified	
Internal control over financial reporting:		
• Material weakness(es) identified?	✓ Yes	No
• Significant deficiency(ies) identified?	Yes	✓ None reported
Noncompliance material to financial statements noted?	Yes	✓ No

Federal Awards

Internal control over major programs:		
• Material weakness(es) identified?	Yes	✓ No
• Significant deficiency(ies) identified?	Yes	✓ None reported
Type of auditor's report issued:	Unqualified	
Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133?	Yes	✓ No

Identification of major programs:

Name of Federal Program or Cluster	CFDA Number
Education Jobs Fund	84.410
Special Education Cluster:	
ARRA IDEA Basic Local Assistance, Part B	84.391
IDEA Basic Local Assistance, Part B	84.027

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

8.2.31

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF FINDINGS AND RECOMENDATIONS
YEAR ENDED JUNE 30, 2011

State Awards

Internal control over major programs:

• Material weakness(es) identified?	_____Yes	✓ No
• Significant deficiency(ies) identified?	_____Yes	✓ None reported

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

8.2.32

SECTION II - FINANCIAL STATEMENT FINDINGS

INTERNAL CONTROL

11-1. ACCOUNT RECONCILIATIONS AND JOURNAL ENTRIES – CDDC #30000

Finding:

One element of an entity's internal control over financial reporting is the ability to produce financial statements in accordance with Generally Accepted Accounting Principles. This includes internal controls that can detect material misstatements in the financial statements independent of a financial statement audit. Material adjustments arising from the audit of the Organization's financial statements is generally an indication that internal controls over financial reporting are insufficient or not functioning properly. There were some significant adjustments required for the June 30, 2011 financial statements as the Organization did not did not adequately complete account reconciliations and/or review the final numbers once the year-end close procedures were performed which caused misstatements in the following areas: receivables, fixed assets, payables, debt, revenues, and expenses. The impact of these misstatements resulted in a net decrease in net assets of approximately $183,000.

In addition, a common area of risk is the override of internal controls set in place by the Organization through the use of journal entries. There were erroneous journal entries posted in 2011 which caused misstatements that were detected during the audit process as indicated above.

Recommendation:

We recommend that the Organization improve on implementation of their year-end closing process and outline procedures that include the following: review of the CDE final restricted and unrestricted apportionments published to ensure general ledger revenue accounts reflect proper accruals; preparation of grant reconciliations through the use of categorical revenue reconciliation forms (CAT forms) to ensure proper deferral and/or revenue recognition for all restricted resources; and procedures for review of the trial balances as a whole after all closing entries are complete. Properly using CAT forms each year will help the Organization improve on their grant management by helping to track awards for resources where the cash may not yet be received yet the funding is available to obtain. Proper tracking will also help the Organization to monitor grant carryovers between fiscal years to ensure spending is within the allowable period of the grant and mitigate the risk of losing funding not spent timely.

Additionally, we recommend that the controls be improved over the Organization's journal entry initiation, review, and approval process. Entries generated by accountants should all be reviewed and approved by management with the appropriate knowledge of the transactions prior to posting in the general ledger. This will improve safeguarding of assets and reduce the risk of misstatement in account balances. Entries generated by the County should also be reviewed and ensure they are as expected and posted properly by the County.

8.2.33

Response:

The Organization agrees with the recommendation. The Fiscal Coordinator is currently receiving more training in the accounting functions to oversee year end closing along with getting a better understanding of accounting entries and their net results.
The Technician responsible for posting journal entries will do so only after direction and approval from the Fiscal Coordinator. With the CEO position now filled the CBO will now oversee and approve those duties and functions.

SECTION III - FEDERAL COMPLIANCE

There were no findings for the year ended June, 30, 2011

SECTION IV - STATE COMPLIANCE

There were no findings for the year ended June, 30, 2011

8.2.34

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

STATUS OF PRIOR YEAR FINDINGS
YEAR ENDED JUNE 30, 2011

SECTION II - FINANCIAL STATEMENT FINDING

10-1. ACCOUNT RECONCILIATIONS AND JOURNAL ENTRIES – CDDC #30000

Finding:

One element of an entity's internal control over financial reporting is the ability to produce financial statements in accordance with Generally Accepted Accounting Principles. This includes internal controls that can detect material misstatements in the financial statements independent of a financial statement audit. Material adjustments arising from the audit of the Organization's financial statements is generally an indication that internal controls over financial reporting are insufficient or not functioning properly. There were some significant adjustments required for the June 30, 2010 financial statements as the Organization did not perform, or did not adequately complete, account reconciliations, review, or year-end close procedures in the following areas: cash, receivables, beginning net assets, revenues, and expenses.

In addition, a common area of risk is the override of internal controls set in place by the Organization through the use of journal entries. There were several erroneous journal entries posted in 2010 which caused several of the misstatements that were detected during the audit process.

Recommendation:

We recommend that the Organization establish and document a year-end closing process and outline procedures that include the following: review of the CDE final unrestricted apportionments published to ensure general ledger revenue accounts reflect proper accruals; preparation of grant reconciliations through the use of categorical revenue forms (CAT forms) to ensure proper deferral and/or revenue recognition for all restricted resources; and timely reconciliation of cash in county treasury balances. The closing process should also indicate the responsible parties, timelines, and formal review by management of all staff accountants' work that is done in conjunction with the closing process.

Using CAT forms each year will help the Organization improve on their grant management by helping to track awards for resources where the cash may not yet be received yet the funding is available. Proper tracking will also ensure the Organization is monitoring grant carryovers between fiscal years to mitigate the risk of losing funding not spent within the allowable grant period.

Additionally, we recommend that the controls be improved over the Organization's journal entry initiation, review, and approval process. Entries generated by accountants should all be reviewed and approved by management prior to posting in the general ledger to improve safeguarding of assets and reduce the risk of misstatement in account balances. Entries generated by the County should also be reviewed and ensure they are as expected and posted properly by the County.

8.2.35

Status:

The Organization established and documented a year-end closing process and outlined procedures, however, there were some significant adjustments required for the June 30, 2011 financial statements as the Organization did not adequately complete account reconciliations and year-end close procedures. Refer to the repeat internal control finding 11-1 related to the June 30, 2011 audit.

SECTION III - FEDERAL COMPLIANCE

10-2. SPECIAL EDUCATION (IDEA, Part B)– CDDC #50000

Finding:

Specific Requirement That Was Not Complied With:

Per OMB Circular A-87, *Cost Principles for State, Local, and Indian Tribal Governments*, (attachment B, item 11[h]), where employees are expected to work solely on a single Federal award or cost objective, charges for their salaries and wages should be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications should be prepared at least semi-annually and should be signed by the employee or supervisory official having first hand knowledge of the work performed by the employee.

Cause of condition:

We found that the Organization does not have a process in place to ensure this requirement was met and therefore, time certifications were not done for the employees charged to this federal program.

Amount of Questioned Costs and How Computed:

The amount of questioned costs consists of the entire amount of salaries and benefits charged to the program, $447,778.

Recommendation:

Time certifications should be prepared semi-annually and should be signed by the employee or supervisory official having first hand knowledge of the work performed by the employee. In addition, program managers responsible for the federal programs should have sufficient training in OMB Circular A-133 and A-87 to ensure all compliance requirements are sufficiently met for the federal programs operated.

Status:

Implemented

8.2.36

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

STATUS OF PRIOR YEAR FINDINGS
YEAR ENDED JUNE 30, 2011

SECTION IV - STATE COMPLIANCE

There were no State Compliance findings for the year ended June 30, 2010.

8.2.37

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:

Receipt of the 2010-11 Audited Financial Statements

AGENDA ITEM AREA:

Discussion

REQUESTED BY:

Joyce Lopes
Assistant Superintendent of Business Services

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

January 24, 2012

ROLL CALL REQUIRED:

No

BACKGROUND:

The 2010-11 Unaudited Actuals were presented to the Board of Trustees in September. The firm of Perry-Smith & Co. 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 2010-11 Audited Financial Statements.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

FINANCIAL STATEMENTS
June 30, 2011

8.3.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT

FINANCIAL STATEMENTS
WITH SUPPLEMENTARY INFORMATION

For the Year Ended June 30, 2011

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8.3.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT

FINANCIAL STATEMENTS
WITH SUPPLEMENTARY INFORMATION

For the Year Ended June 30, 2011

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Crowe Horwath

Crowe Horwath LLP
Independent Member Crowe Horwath International

INDEPENDENT AUDITORS' REPORT

Board of Education
Western Placer Unified School District
Lincoln, California

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, 2011, which collectively comprise Western Placer Unified School District's basic financial statements as listed in the Table of Contents. These financial statements are the responsibility of the District's management. 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 of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our 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, 2011, and the respective changes in financial position for the year then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated December 9, 2011 on our consideration of Western Placer Unified School District's internal control over financial reporting and 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 the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

8.3.4

Management's Discussion and Analysis and the Required Supplementary Information, such as the General Fund Budgetary Comparison Schedule and the Schedule of Other Postemployment Benefits Funding Progress, are not required parts of the basic financial statements, but are supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

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 financial and statistical information listed in the Table of Contents, including the Schedule of Expenditure of Federal Awards, which is required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is not a required part of the basic financial statements of Western Placer Unified School District. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Crowe Horwath LLP

Crowe Horwath LLP

Sacramento, California
December 9, 2011

8.3.S

The 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, 2011. 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 20-42, and the District's financial statements, which begin on page 12.

FINANCIAL HIGHLIGHTS

- *The last several years have been a budgetary roller coaster ride for school districts in California. The state's financial woes have resulted in a 12% decline in the revenue limit funding, and a 5% decline in overall revenues, since 2007-08. Western Placer has lost over $14 million in education funding as a result of these decreases.*

  Western Placer is fortunate to have identified and received $17 million in prior year funding as a result of its basic aid status. These resources have allowed the Board of Trustees to take a balanced and thoughtful approach to our state required budget cuts by mitigating deficit spending utilizing existing reserves. The Board of Trustees has targeted 2013-14 as the timeline in which to achieve a balanced budget. By setting a target year by which to achieve a balanced budget, we can review and modify our annual goals and budget reductions to match revenue changes from the state.

- *District enrollment increased 104 students, or 1.7%, over the prior year. While the District did see slight growth in 2010-11, 2011 CBEDS was only 37 students higher than 2010 and the District is projecting no increase in ADA for 2011-12 or 2012-13. The housing crisis has had a significant impact on our district demographics, and it is unlikely that significant growth will be seen until the housing market begins to recover.*

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.

8.3.6

- 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 Assets 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 2010-11?"

The change in net assets is report in the Statement of Net Assets. This change in net assets 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 assets, 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 revenue limit finding 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).

8.3.7

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, Special Reserve 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 Assets

The District's net assets decreased by $5,177,612 to $64,261,172 during the 2010-11 fiscal year. Cash and cash equivalent accounts decreased $1,401,191 from FY 2009-10. This decrease to the cash accounts was primarily due to the ongoing state apportionment deferrals.

Total liabilities increased by $3,570,026 primarily due to the change in Accounts Payable. Accounts Payable increased by $3,831,989 primarily as a result of a Basic Aid Supplemental Charter School Funding that the California Department of Education (CDE) pulled back from the district for the 2009-10 and 2010-11 revenue limit (this payable is nearly equal to a receivable of deferred apportionment due from the CDE). District staff continues to petition CDE to revise their interpretation of the Basic Aid Supplemental Charter School Funding allocation for the 2009-10 fiscal year and restore approximately $2 million in funding to Western Placer USD.

Long-term liabilities decreased by approximately $1.2 million due to principal payments on long-term debt.

The District's net assets for FY 2010-11 were $64,261,172, a decrease of $5,177,612 from FY 2009-10. Of this balance, $25,700,982 was restricted while $9,256,231 was unrestricted. Investments in capital assets, net of related debt, accounted for $29,303,959 of the total net assets.

8.3.8

The Statement of Net Assets is included in the table below and provides the detail information for 2009-10 and 2010-11 along with the variances between the years.

Table 1
Statement of Net Assets
June 30, 2010 and 201

	Governmental Activities			
	2009-10	**2010-11**	**$ Difference**	**% Difference**
Assets:				
Cash and equivalents	$ 39,396,797	$ 37,995,606	$ (1,401,191)	-3.56%
Receivables	6,228,519	7,138,907	910,388	14.62%
Prepaid expenditures	6,032,303	6,285,154	252,851	4.19%
Stores inventory	-	10,578	10,578	100.00%
Capital assets (net of accumulated depreciation)	185,568,182	184,187,970	(1,380,212)	-0.74%
Total assets	**237,225,801**	**235,618,215**	**(1,607,586)**	**-0.68%**
Liabilities:				
Accounts payable and other current liabilities	5,884,042	9,716,031	3,831,989	65.13%
Deferred revenue	212,408	1,147,932	935,524	440.44%
Long-term liabilities				
Due within one year	1,895,093	1,994,934	99,841	5.27%
Due after one year	159,795,474	158,498,146	(1,297,328)	-0.81%
Total liabilities	**167,787,017**	**171,357,043**	**3,570,026**	**2.13%**
Net Assets				
Invested in capital assets, net of related debt	30,120,003	29,303,959	(816,044)	-2.71%
Restricted	31,263,342	25,700,982	(5,562,360)	-17.79%
Unrestricted	8,055,439	9,256,231	1,200,792	14.91%
Total Net Assets	**$ 69,438,784**	**$ 64,261,172**	**$ (5,177,612)**	**-7.46%**

Statement of Activities

The district's total expenses were $66,899,859; $2,833,149 less in 2010-11 than 2009-10. Program revenues were $13,708,747; $4,666,084 higher in 2010-11 than 2009-10. General revenues were $48,013,500; $115,431 lower than 2009-10.

8.39

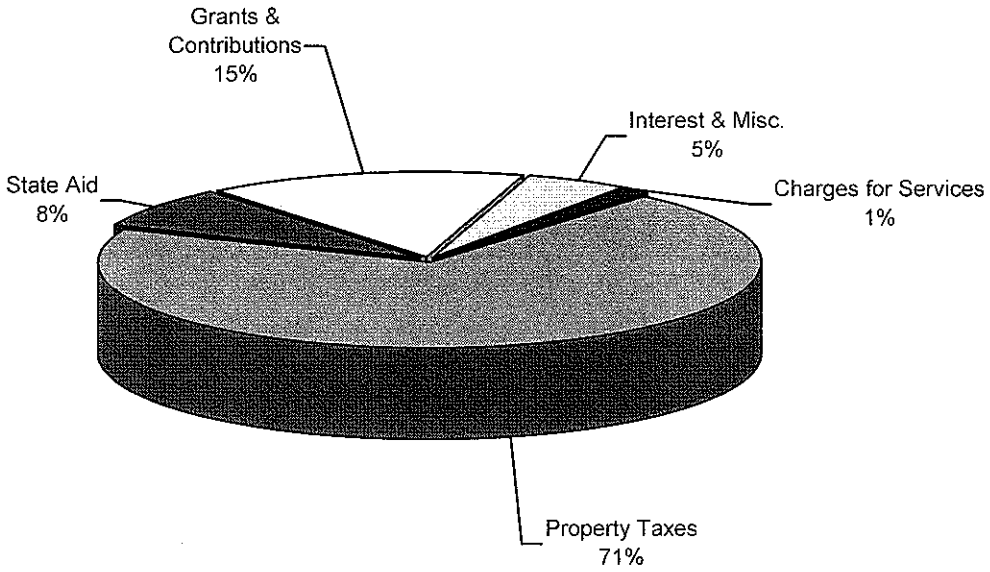
Table 2
Change in Net Assets
For the Year Ended June 30, 2011

	Governmental Activities			
	2009-10	2010-11	$ Difference	% Difference
General Revenues				
Taxes Levied for General Purposes	$ 36,950,910	$ 33,665,754	$ (3,285,156)	-8.89%
Taxes Levied for Debt Service	1,381,527	1,463,390	81,863	5.93%
Taxes Levied for Specific Purposes	5,444,493	5,340,547	(103,946)	-1.91%
Unrestricted Federal and State Aid	2,072,333	4,491,739	2,419,406	116.75%
Interest and Investment Earnings	889,946	574,277	(315,669)	-35.47%
Interagency Revenues	135,727	146,722	10,995	8.10%
Miscellaneous	1,253,995	2,331,071	1,077,076	85.89%
Total General Revenues	**48,128,931**	**48,013,500**	**(115,431)**	**-0.24%**
Program Revenues				
Charges for Services	807,362	803,953	(3,409)	-0.42%
Operating Grants & Contributions	8,235,301	8,843,763	608,462	7.39%
Capital Grants & Contributions	-	4,061,031	4,061,031	0.00%
Total Program Revenues	**9,042,663**	**13,708,747**	**4,666,084**	**51.60%**
Total Revenues	**57,171,594**	**61,722,247**	**4,550,653**	**7.96%**
Expenses				
Instruction	35,791,860	36,374,906	583,046	1.63%
Supervision of Instruction	1,233,140	1,093,407	(139,733)	-11.33%
Instructional Library, Media & Technology	604,745	625,857	21,112	3.49%
School Administration	3,463,927	3,517,201	53,274	1.54%
Pupil Support Services	1,749,188	1,738,783	(10,405)	-0.59%
Home-to-School Transportation	1,757,963	1,426,646	(331,317)	-18.85%
Food Service	1,660,949	1,726,066	65,117	3.92%
General Administration	3,222,481	3,664,494	442,013	13.72%
Plant Services	5,249,155	5,003,445	(245,710)	-4.68%
Ancillary Services	934,823	921,865	(12,958)	-1.39%
Community Services	179,510	121,132	(58,378)	-32.52%
Enterprise activities	1,983	-	(1,983)	0.00%
Transfer Between Agencies	6,122,016	1,336,344	(4,785,672)	-78.17%
Interest on Debt and Fiscal Charges	7,761,268	9,349,713	1,588,445	20.47%
Total Expenses	**69,733,008**	**66,899,859**	**(2,833,149)**	**-4.06%**
Change in Net Assets	**(12,561,414)**	**(5,177,612)**	**7,383,802**	**-58.78%**
Net Assets - Beginning	**82,000,198**	**69,438,784**	**(12,561,414)**	**-15.32%**
Net Assets - Ending	$ 69,438,784	$ 64,261,172	$ (5,177,612)	-7.46%

8.3.10

The users of the District's programs paid $803,953 of the cost. This revenue was generated through cafeteria sales of $674,884, Transportation Fees of $94,653, and other miscellaneous revenue of $34,416. The federal and state governments subsidized certain programs with grants and contributions of $8,843,763. Most of the governmental activities were paid with $40,469,691 in property taxes, $4,491,739 of unrestricted state aid based on the statewide education aid formula, and $574,277 of investment earnings. The Miscellaneous Revenues of $2,331,071 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 2010-11 Fiscal Year
Figure 1



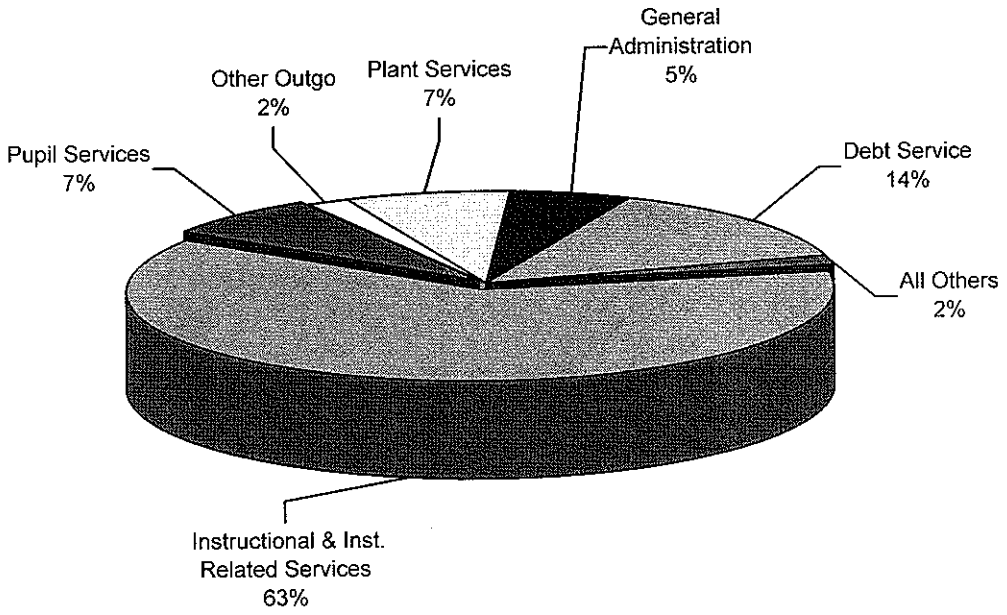
As reported in the Statement of Activities, the cost of all of the District's governmental activities this year was $66,899,859.

Instruction, instructional library, media & technology, and pupil services expenses made up approximately 65% of total 2010-11 expenditures. This is a 4% decrease from the 61% expended in FY 2009-10. General administration accounted for approximately 5% of the expenditure budget, similar to the prior year, and interest on debt and fiscal charges expenditures represented 15% of all outgo, an increase of 4%. Plant maintenance and operations accounted for 7% of the expenditure budget, a decrease of 1%.

Figure 2, on the next page, charts the Districts expenditures for the 2010-11 school year.

8.3.11

Western Placer USD's Expenses for the Fiscal Year 2010-11
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 $37.8 million, a decrease of $4.7 million from the previous fiscal year's combined ending balance of $42.5 million. The funds with greatest changes were the General Fund (decrease of $4.7 million), Mello-Roos Fund (decrease of $2.6 million), and the Capital Facilities Fund (increase of $4.0 million due to receipt of state match funds).

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 to the adopted budget required after approval of the State budget.
- 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 $7.3 million. Actual audited activity reflected a net decrease to the ending balance of $6.3 million. The difference between the final budget and the actual ending balance is due primarily to books and supplies monies not being spent. This is not uncommon, particularly in categorical programs that carry balances over from year to year.

8.3.12

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

By the end of the 2010-11 fiscal year, the District had invested $184.2 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 an decrease of $1.4 million from the previous fiscal year, the net change which consists of additional capital outlay of $1.7 million net of deletions and depreciation expense in the current fiscal year of $3.1 million.

Table 3
Capital Assets
(net of depreciation)

	2009-10	2010-11	$ Difference	% Difference
Land	$ 38,662,548	$ 38,662,548	$ -	0.00%
Site Improvement	1,535,503	1,437,498	(98,005)	-6.38%
Buildings	130,575,063	128,872,743	(1,702,320)	-1.30%
Equipment & Vehicles	1,941,127	2,162,349	221,222	11.40%
Work in Progress (WIP)	12,853,941	13,052,832	198,891	1.55%
Total	$ 185,568,182	$ 184,187,970	$ (1,380,212)	5.26%

The District did not begin or complete any major construction projects during 2010-11. Expenditures for Twelve Bridges High School make up the majority of the June 30, 2011 WIP balance.

Long-Term Debt

At June 30, 2011, the District had $160,493,080 in long-term debt outstanding.

Table 4
Outstanding Liabilities
June 30, 2010 and 2011

	2010	2011	
General Obligation Bonds	$ 7,133,762	$ 6,375,694	3.97%
Accreted Interest on G.O. Bonds	7,585,986	8,355,322	5.21%
Special Tax Bond	13,820,000	13,465,000	8.39%
Other Post Employment Benefits	2,636,032	496,229	0.31%
PARS	-	1,919,038	1.20%
Compensated Absences	160,184	150,732	0.09%
Cerfiticates of Participation	130,130,000	129,600,000	80.75%
Capital Leases	224,603	131,065	0.08%
TOTAL	**$ 161,690,567**	**$ 160,493,080**	

8.3.13

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 just over 1% of the Districts long-term liabilities at June 30, 2011. The General Obligation Bonds are financed by the local taxpayers and represent 4% 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 80.8% 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 our district. The housing crisis and the economic downturn have had a significant impact on this development. Enrollment in 2010-11 increased only 104 students (or 1.7%) over 2009-10. Enrollment has increased 37 students in 2011-12, about half of one percent, over 2010-11. The District anticipates that enrollment will remain relatively flat for the next few years until developers begin building houses in Lincoln again.

In 2011-12, the District's effective cost of living adjustment (COLA) for revenue is **2.24%.** However, the net COLA is zero because the State increased the deficit it applies to revenue limits from 17.963% to 19.754%. This means that the District receives barely 80% of the entitled revenue limit funds. Additionally, the 2011-12 State Budget includes language that, if state revenues are not as high as budgeted, automatic spending reductions are triggered, which may result in a total of over $2 billion in cuts to education. Negotiations with collective bargaining groups for the year have not been finalized with any bargaining groups. Other District costs, such as energy costs and certificated health and welfare benefits, continue to increase.

The state's budget crisis has had a serious impact to education funding. While all of the major governmental functions have taken cuts in budget over the past four years, only public K-12 education is now funded at a lower level than in 2007-08. The cuts to other areas have "vaporized" or have been restored in one way or another. Public education has a real, ongoing loss of nearly $5.9 billion, or 12% of revenue limit funding. If the automatic spending reductions are indeed triggered in 2011-12, which appears likely, the loss of revenue limit funding will increase to as high as %15, or $7.3 billion statewide. So, we continue to prepare for the worst and hope for the best.

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 needs of its existing and future students. The $17 million recovered from the State in realization of the District's basic aid status will certainly aid in this, and the District will use these funds to take a balanced approach to budget cuts while maintaining a reserve of 3% for economic uncertainties.

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.

8.3.14

BASIC FINANCIAL STATEMENTS

8.3.15

WESTERN PLACER UNIFIED SCHOOL DISTRICT

STATEMENT OF NET ASSETS

June 30, 2011

	Governmental Activities
ASSETS	
Cash and investments (Note 2)	$ 37,995,606
Receivables	7,138,907
Prepaid expenditures	6,285,154
Stores inventory	10,578
Non-depreciable capital assets (Note 4)	51,715,380
Depreciable capital assets, net of accumulated depreciation (Note 4)	132,472,590
Total assets	235,618,215
LIABILITIES	
Accounts payable	9,716,031
Deferred revenue	1,147,932
Long-term liabilities (Note 5):	
Due within one year	1,994,934
Due after one year	158,498,146
Total liabilities	171,357,043
NET ASSETS	
Invested in capital assets, net of related debt	29,303,959
Restricted (Note 6)	25,700,982
Unrestricted	9,256,231
Total net assets	$ 64,261,172

The accompanying notes are an integral part of these financial statements.

8.3.16

WESTERN PLACER UNIFIED SCHOOL DISTRICT

STATEMENT OF ACTIVITIES

For the Year Ended June 30, 2011

	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 Assets: Governmental Activities
Governmental activities (Note 4):					
Instruction	$ 36,374,906		$ 5,765,895	$ 4,061,031	$ (26,547,980)
Instruction-related services:					
Supervision of instruction	1,093,407		468,030		(625,377)
Instructional library, media and technology	625,857				(625,857)
School site administration	3,517,201		59,983		(3,457,218)
Pupil services:					
Home-to-school transportation	1,426,646	$ 94,653	453,182		(878,811)
Food services	1,726,066	674,884	1,101,223		50,041
All other pupil services	1,738,783		124,910		(1,613,873)
General administration:					
Data processing	1,107,242		76,756		(1,030,486)
All other general administration	2,557,252	34,416	393,163		(2,129,673)
Plant services	5,003,445				(5,003,445)
Ancillary services	921,865		356,232		(565,633)
Community services	121,132		18,389		(102,743)
Other outgo	1,336,344		26,000		(1,310,344)
Interest on long-term liabilities	9,349,713				(9,349,713)
Total governmental activities	$ 66,899,859	$ 803,953	$ 8,843,763	$ 4,061,031	(53,191,112)
General revenues:					
Taxes and subventions:					
Taxes levied for general purposes					33,665,754
Taxes levied for debt service					1,463,390
Taxes levied for other specific purposes					5,340,547
Federal and state aid not restricted to specific purposes					4,491,739
Interest and investment earnings					574,277
Interagency revenues					146,722
Miscellaneous					2,331,071
Total general revenues					48,013,500
Change in net assets					(5,177,612)
Net assets, July 1, 2010					69,438,784
Net assets, June 30, 2011					$ 64,261,172

The accompanying notes are an integral part of these financial statements.

8.3.17

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BALANCE SHEET

GOVERNMENTAL FUNDS

June 30, 2011

	General Fund	Mello-Roos Fund	All Non-Major Funds	Total Govern-mental Funds
ASSETS				
Cash and investments:				
Cash in County Treasury	$ 10,430,321	$ 14,771,773	$ 9,748,442	$ 34,950,536
Cash in revolving fund	2,000			2,000
Cash with Fiscal Agent		3,043,070		3,043,070
Receivables	6,520,973		617,934	7,138,907
Prepaid expenditures	418,324	3,996	2,015	424,335
Stores inventory			10,578	10,578
Due from other funds	64,766		138,085	202,851
Total assets	$ 17,436,384	$ 17,818,839	$ 10,517,054	$ 45,772,277
LIABILITIES AND FUND BALANCES				
Liabilities:				
Accounts payable	$ 6,362,018	$ 2,200	$ 267,997	$ 6,632,215
Deferred revenue	1,113,818		34,114	1,147,932
Due to other funds	67,668		135,183	202,851
Total liabilities	7,543,504	2,200	437,294	7,982,998
Fund balances:				
Nonspendable	420,324	3,996	10,833	435,153
Restricted	425,569	17,812,643	10,068,927	28,307,139
Assigned	2,146,384			2,146,384
Unassigned	6,900,603			6,900,603
Total fund balances	9,892,880	17,816,639	10,079,760	37,789,279
Total liabilities and fund balances	$ 17,436,384	$ 17,818,839	$ 10,517,054	$ 45,772,277

The accompanying notes are an integral part of these financial statements.

8.3.18

WESTERN PLACER UNIFIED SCHOOL DISTRICT

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

June 30, 2011

Total fund balances - Governmental Funds		$ 37,789,279
Amounts reported for governmental activities in the statement of net assets 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 $211,528,540 and the accumulated depreciation is $27,340,570 (Note 4).		184,187,970
In governmental funds, debt issue costs are recognized as expenditures in the period they are incurred. In the government wide statements, debt issue costs are amortized over the life of debt. Unamortized debt issue costs included in prepaid expense on the statement of net assets are:		5,860,819
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.		(3,083,816)
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, 2011 consisted of (Note 5):		
Special Tax Bonds	$ (13,465,000)	
General Obligation Bonds	(6,375,694)	
Accreted interest	(8,355,322)	
Certificates of Participation	(129,600,000)	
Capitalized lease obligations	(131,065)	
PARS	(1,919,038)	
Other postemployment benefits (Note 8)	(496,229)	
Compensated absences	(150,732)	
		(160,493,080)
Total net assets - governmental activities		$ 64,261,172

The accompanying notes are an integral part of these financial statements.

8.3.19

WESTERN PLACER UNIFIED SCHOOL DISTRICT

STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES

GOVERNMENTAL FUNDS

For the Year Ended June 30, 2011

	General Fund	Mello-Roos Fund	All Non-Major Funds	Total Governmental Funds
Revenues:				
Revenue limit sources:				
State apportionment	$ 8,036,702			$ 8,036,702
Local sources	25,068,957			25,068,957
Total revenue limit	33,105,659			33,105,659
Federal sources	3,000,437		$ 1,062,446	4,062,883
Other state sources	6,403,700		4,273,178	10,676,878
Other local sources	3,287,334	$ 5,633,972	4,955,524	13,876,830
Total revenues	45,797,130	5,633,972	10,291,148	61,722,250
Expenditures:				
Certificated salaries	25,437,724		117,844	25,555,568
Classified salaries	7,416,725		887,617	8,304,342
Employee benefits	10,565,871		435,799	11,001,670
Books and supplies	2,409,875	20	764,514	3,174,409
Contract services and operating expenditures	4,190,433	85,786	695,979	4,972,198
Capital outlay	563,152		1,565,404	2,128,556
Other outgo	1,393,152			1,393,152
Debt service:				
Principal retirement	4,076	885,000	869,904	1,758,980
Interest	1,240	7,477,231	707,027	8,185,498
Total expenditures	51,982,248	8,448,037	6,044,088	66,474,373
(Deficiency) excess of revenues (under) over expenditures	(6,185,118)	(2,814,065)	4,247,060	(4,752,123)
Other financing sources (uses):				
Operating transfers in	97,970	300,000	315,588	713,558
Operating transfers out	(207,519)	(108,069)	(397,970)	(713,558)
Total other financing sources (uses)	(109,549)	191,931	(82,382)	
Change in fund balances	(6,294,667)	(2,622,134)	4,164,678	(4,752,123)
Fund balances, July 1, 2010	16,187,547	20,438,773	5,915,082	42,541,402
Fund balances, June 30, 2011	$ 9,892,880	$ 17,816,639	$ 10,079,760	$ 37,789,279

The accompanying notes are an integral part of these financial statements.

8.3.20

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, 2011

Net change in fund balances - Total Governmental Funds		$ (4,752,123)
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 assets (Note 4).	$ 2,238,462	
Depreciation of capital assets is an expense that is not recorded in the governmental funds (Note 4).	(3,618,674)	
Issuance of long-term liabilities is an other financing source in the governmental funds, but increases the long-term liabilities in the statement of net assets (Note 5).	(22,374)	
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 assets (Note 5).	1,758,980	
Amortization of costs associated with the issuance of liabilities are not uses of financial sources and, therefore, are not reported as expenditures in governmental funds.	(152,115)	
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).	(769,336)	
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 assets.	(90,649)	
In the statement of activities, expenses related to PARS, 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 (Note 5).	230,217	(425,489)
Change in net assets of governmental activities		$ (5,177,612)

The accompanying notes are an integral part of these financial statements.

8.3.21

WESTERN PLACER UNIFIED SCHOOL DISTRICT

STATEMENT OF FIDUCIARY NET ASSETS

TRUST AND AGENCY FUNDS

June 30, 2011

	Trust Funds		Agency Fund	
	Scholarship	Retiree Benefits	Student Body	Total
ASSETS				
Cash and investments (Note 2):				
Cash in County Treasury	$ 162,248	$ 6,387		$ 168,635
Cash on hand and in banks			$ 208,706	208,706
Total assets	162,248	6,387	208,706	377,341
LIABILITIES				
Due to student groups			208,706	208,706
NET ASSETS				
Restricted (Note 6)	$ 162,248	$ 6,387	$ -	$ 168,635

The accompanying notes are an integral part of these financial statements.

8.3.22

WESTERN PLACER UNIFIED SCHOOL DISTRICT

STATEMENT OF CHANGE IN FIDUCIARY NET ASSETS

FIDUCIARY FUNDS

For the Year Ended June 30, 2011

	Trust Funds		
	Scholarship	Retiree Benefits	Total
Operating revenues:			
Other local sources	$ 3,082	$ 3,190	$ 6,272
Operating expenditures:			
Contract services and operating expenditures	2,050	2,381,039	2,383,089
Change in net assets	1,032	(2,377,849)	(2,376,817)
Net assets, July 1, 2010	161,216	2,384,236	2,545,452
Net assets, June 30, 2011	$ 162,248	$ 6,387	$ 168,635

The accompanying notes are an integral part of these financial statements.

8.3.23

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.

Scope of Public Service

The CFD was created for the sole purpose of financially assisting the District. The CFD is a community facilities district pursuant to the provisions of the Mello-Roos Community Facilities Act of 1982, as amended by Title 5, Division 2, Part 1, Chapter 2.5 of the California Government Code established March 30, 1989. The CFD was formed to provide financing assistance to the District for construction, rehabilitation and acquisition of major capital facilities.

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 Capital Facilities 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.

8.3.24

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Western Placer Unified School District Financing Corporation (Continued)

Scope of Public Service

The Corporation was created in June 1998 for the sole purpose of financially assisting the District.

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 Assets 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 Assets and the Statement of Change in Fiduciary Net Assets at the fund financial statement level.

The Statement of Net Assets 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.

8.3.25

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. The District's accounts are organized into two broad categories which, in aggregate, include six fund types as follows:

A - Governmental Fund Types

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. 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, Cafeteria and Deferred Maintenance.

3. 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 Mello-Roos, Building, Capital Facilities, County School Facilities and Special Reserve Funds.

4. Debt Service Funds:

   The Debt Service Funds are used to account for the accumulation of resources for, and the payment of, general long-term debt principal, interest, and related costs. This classification includes the Bond Interest and Redemption and Mello-Roos Debt Service Funds.

8.3.26

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of Presentation - Fund Accounting (Continued)

B - Fiduciary Funds

1. 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.

2. Agency Funds:

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

Both governmental and business-type 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.

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.

8.3.27

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Cafeteria Food Purchases

Cafeteria purchases include food purchased through the State of California Office of Surplus Property, for which the District is required to pay only a handling charge. The state does not require the Cafeteria Fund to record the fair market value of these commodities. The expenditures for these items would have been greater had the District paid fair market value for the government surplus food commodities.

Prepaid Debt Issuance Cost

Included in the Statement of Net Assets $5,860,819 of prepaid debt issuance costs. Prepaid debt issuance cost are amortized over the life of the debt. Amortization of $152,115 was recognized in the current year in the Statement of Activities.

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 8 - 50 years depending on asset types.

Compensated Absences

Compensated absences totaling $150,732 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.

Deferred 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 deferred revenue until earned.

8.3.28

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Restricted Net Assets

Restrictions of the ending net assets indicate the portions of net assets not appropriable for expenditure or amounts legally segregated for a specific future use. The restrictions for revolving cash fund, prepaid expenditures and stores inventory reflect the portions of net assets represented by revolving cash fund, prepaid expenditures and stores inventory, respectively. These amounts are not available for appropriation and expenditure at the balance sheet date. 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 assets restricted for special purposes. The restriction for debt service repayments represents the portion of net assets which the District plans to expend on debt repayment. The restriction for capital projects represents the portion of net assets restricted for capital projects. The restriction for scholarships represents the portion of net assets to be used to provide financial assistance to students of the District. The restriction for retiree benefits represents the portion of net assets to be used by the District to pay for retiree benefits.

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 assets as reported in the government-wide and fiduciary trust fund statements.

8.3.29

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, 2011, 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, 2011, 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, 2011, the District has not established a minimum fund balance policy nor has it established a stabilization arrangement.

8.3.30

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 Assets 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.

8.3.31

2. CASH AND INVESTMENTS

Cash and investments at June 30, 2011 are reported at fair value and consisted of the following:

	Governmental Activities	Fiduciary Activities
Pooled Fund:		
Cash in County Treasury	$ 34,950,536	$ 168,635
Deposits:		
Cash on hand and in banks		208,706
Cash in revolving fund	2,000	
Investments:		
Cash with Fiscal Agent	3,043,070	
Total cash and investments	$ 37,995,606	$ 377,341

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, 2011, the Placer County Treasurer has represented that the Treasurer's pooled investment fund contained no derivatives or other investments with similar risk profiles.

Deposits - Custodial Credit Risk - Deposits

The District limits custodial credit risk by ensuring uninsured balances are collateralized by the respective financial institution. Under Section 343 of the Dodd-Frank Wall Street Reform and Consumer Protection Act, interest-bearing cash balances held in banks are insured up to $250,000 and noninterest-bearing cash balances held in banks are fully insured by the Federal Deposit Insurance Corporation (FDIC) and are collateralized by the respective financial institution. At June 30, 2011, the carrying amount of the District's accounts was $210,706 and the bank balance was $232,329, all of which was insured.

8.3.32

2. CASH AND INVESTMENTS (Continued)

Investments

The Cash with Fiscal Agent of $3,043,070 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, 2011, 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, 2011, the District had no concentration of credit risk.

3. INTERFUND TRANSACTIONS

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 (Continued)

Interfund Receivables/Payables

Individual interfund receivable and payable balances at June 30, 2011 were as follows:

Fund	Interfund Receivables	Interfund Payables
Major Fund:		
General	$ 64,766	$ 67,668
Non-Major Funds:		
Adult Education	148	7,045
Child Development	7,520	4,186
Cafeteria		351
Deferred Maintenance	60,000	
Building	70,417	
Special Reserve		123,601
Totals	$ 202,851	$ 202,851

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 2010-2011 fiscal year were as follows:

Transfer from the General Fund to the Adult Education Fund for revenues.	$ 116,491
Transfer from the General Fund to the Adult Education Fund for the TPP program contribution.	23,508
Transfer from the General Fund to the Child Development and for the state preschool contribution.	7,520
Transfer from the General Fund to the Deferred Maintenance Fund to account for the current year allocation of Deferred Maintenance funding.	60,000
Transfer from the Mello-Roos Fund to the Mello-Roos Debt Service Fund for debt service payment.	82,069
Transfer from the Mello-Roos Fund to the Child Development Fund for debt repayment.	26,000
Transfer from the Adult Education Fund to the General Fund for indirect costs.	5,455
Transfer from the Child Development Fund to the General Fund for indirect costs.	16,743
Transfer from the Cafeteria Fund to the General Fund for indirect costs.	75,772
Transfer from the Capital Facilities Fund to the Mello-Roos Fund for debt service payments.	300,000
	$ 713,558

8.3.34

4. CAPITAL ASSETS

A schedule of changes in capital assets for the year ended June 30, 2011 is shown below:

Governmental Activities	Balance July 1, 2010	Transfers and Additions	Transfers and Deductions	Balance June 30, 2011
Non-depreciable:				
Land	$ 38,662,548			$ 38,662,548
Work-in-process	12,853,941	$ 1,090,237	$ 891,346	13,052,832
Depreciable:				
Buildings	150,774,803	1,454,921		152,229,724
Equipment	4,674,841	584,650	543,236	4,716,255
Site improvements	2,867,181			2,867,181
Totals, at cost	209,833,314	3,129,808	1,434,582	211,528,540
Less accumulated depreciation:				
Buildings	(20,199,740)	(3,157,241)		(23,356,981)
Equipment	(2,733,714)	(363,428)	(543,236)	(2,553,906)
Site improvements	(1,331,678)	(98,005)		(1,429,683)
Total accumulated depreciation	(24,265,132)	(3,618,674)	(543,236)	(27,340,570)
Capital assets, net	$ 185,568,182	$ (488,866)	$ 891,346	$ 184,187,970

Depreciation expense was charged to governmental activities as follows:

Instruction	$ 3,312,425
Food services	30,000
Site administration	50,000
Home-to-School transportation	100,000
Plant services	126,249
Total depreciation expense	$ 3,618,674

8.3.35

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
2012	$ 365,000	$ 572,596	$ 937,596
2013	380,000	560,946	940,946
2014	390,000	548,190	938,190
2015	405,000	534,521	939,521
2016	420,000	519,034	939,034
2017-2021	2,355,000	2,325,269	4,680,269
2022-2026	2,865,000	1,796,406	4,661,406
2027-2031	3,535,000	1,108,918	4,643,918
2032-2035	2,750,000	241,000	2,991,000
	$ 13,465,000	$ 8,206,880	$ 21,671,880

General Obligation Bonds

In 1999, the District issued General Obligation 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
2012	$ 774,283	$ 810,717	$ 1,585,000
2013	785,308	919,692	1,705,000
2014	794,898	1,045,102	1,840,000
2015	810,899	1,189,101	2,000,000
2016	821,052	1,328,948	2,150,000
2017-2019	2,389,254	4,690,746	7,080,000
	$ 6,375,694	$ 9,984,306	$ 16,360,000

8.3.36

5. LONG-TERM LIABILITIES (Continued)

Certificates of Participation (COPs)

In October 2006 the District issued $8,000,000 Series A COPs with the payment to advance refund and defease the District's 2001 COPs. The 2001 COPs are considered to be defeased, and the obligations have been removed from the District's financial statements. In June 2008, the District issued $32,370,000 Refinancing Project COPs, with interest rates ranging from 3.4% to 5.0%, maturing in 2047. The 2008 refinancing COPs was used to pay the 2003 Series A COPS and the 2003 Series B COPs. In August 2008, the District issued $36,725,000 Refinancing Project COPs, with interest rates ranging from 4.0% to 5.13%, maturing in 2047. The 2008B refinancing COPs was used to pay the 2004 Series A COPs. In December 2009, the District issued $53,035,000 Refinancing Project COPs, with interest rates ranging from 3.0% to 5.75%, maturing in 2049. The 2009 refinancing COPs was used to pay the 2006 Series B COPs.

The 2006, Series A COPs mature as follows:

Year Ended June 30,	Principal	Interest	Total
2012		$ 292,032	$ 292,032
2013		292,032	292,032
2014		292,032	292,032
2015		292,032	292,032
2016		292,032	292,032
2017-2021	$ 1,100,000	1,418,485	2,518,485
2022-2026	3,100,000	974,352	4,074,352
2027-2031	3,800,000	346,181	4,146,181
	$ 8,000,000	$ 4,199,178	$ 12,199,178

The 2008, Refinancing Project COPs matured as follows:

Year Ended June 30,	Principal	Interest	Total
2012		$ 1,569,505	$ 1,569,505
2013		1,569,505	1,569,505
2014		1,569,505	1,569,505
2015		1,569,505	1,569,505
2016	$ 95,000	1,567,890	1,662,890
2017-2021	2,175,000	7,673,046	9,848,046
2022-2026	3,585,000	6,992,952	10,577,952
2027-2031	1,400,000	6,433,113	7,833,113
2032-2036	2,050,000	6,061,775	8,111,775
2037-2041	10,515,000	4,624,875	15,139,875
2042-2046	12,025,000	1,559,375	13,584,375
2047-2048	525,000	15,875	540,875
	$ 32,370,000	$ 41,206,921	$ 73,576,921

8.3.37

5. LONG-TERM LIABILITIES (Continued)

Certificates of Participation (Continued)

The 2008, Series B COPs matured as follows:

Year Ended June 30,	Principal	Interest	Total
2012		$ 1,843,194	$ 1,843,194
2013		1,843,194	1,843,194
2014		1,843,194	1,843,194
2015		1,843,194	1,843,194
2016	$ 210,000	1,837,944	2,047,944
2017-2021	1,140,000	9,032,976	10,172,976
2022-2026	1,950,000	8,623,555	10,573,555
2027-2031	1,065,000	8,367,963	9,432,963
2032-2036	4,565,000	7,655,944	12,220,944
2037-2041	9,115,000	6,046,610	15,161,610
2042-2046	12,650,000	3,228,549	15,878,549
2047-2048	6,030,000	312,881	6,342,881
	$ 36,725,000	$ 52,479,198	$ 89,204,198

The 2009, Refinancing Project COPs matured as follows:

Year Ended June 30,	Principal	Interest	Total
2012	$ 230,000	$ 2,829,539	$ 3,059,539
2013	245,000	2,822,414	3,067,414
2014	350,000	2,813,489	3,163,489
2015	365,000	2,802,764	3,167,764
2016	250,000	2,792,914	3,042,914
2017-2021	1,805,000	13,783,746	15,588,746
2022-2026	3,635,000	13,322,338	16,957,338
2027-2031	7,230,000	11,764,013	18,994,013
2032-2036	10,105,000	9,555,993	19,660,993
2037-2041	405,000	8,107,931	8,512,931
2042-2046	5,255,000	7,663,457	12,918,457
2047-2050	22,630,000	3,065,900	25,695,900
	$ 52,505,000	$ 81,324,498	$133,829,498

8.3.38

5. LONG-TERM LIABILITIES (Continued)

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
2012	$ 96,226
2013	18,316
2014	18,316
2015	4,888
Total payments	137,746
Less amount representing interest	(6,681)
Net minimum lease payments	$ 131,065

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
2012	$ 383,808
2013	383,808
2014	383,808
2015	383,807
2016	383,807
Total payments remaining	$ 1,919,038

8.3.39

5. LONG-TERM LIABILITIES (Continued)

Schedule of Changes in Long-Term Liabilities

A schedule of changes in long-term liabilities for the year ended June 30, 2011 is shown below:

	Balance July 1, 2010	Additions	Deletions	Balance June 30, 2011	Amounts Due Within One Year
Governmental activities:					
Special Tax Bonds	$ 13,820,000		$ 355,000	$ 13,465,000	$ 365,000
General Obligation Bonds	7,133,762		758,068	6,375,694	774,283
Accreted interest	7,585,986	$ 769,336		8,355,322	
Certificates of Participation	130,130,000		530,000	129,600,000	230,000
Capitalized lease obligations	224,603	22,374	115,912	131,065	91,111
PARS		1,919,038		1,919,038	383,808
Other postemployment benefits (Note 8)	2,636,032	440,873	2,580,676	496,229	
Compensated absences	160,184		9,452	150,732	150,732
Total	$ 161,690,567	$ 3,151,621	$ 4,349,108	$ 160,493,080	$ 1,994,934

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, Child Development, Capital Facilities and Mello-Roos Debt Service Funds. Payments for the other postemployment benefits and the compensated absences are made from the fund for which the related employee worked.

6. NET ASSETS / FUND BALANCES

Restricted net assets consisted of the following at June 30, 2011:

	Governmental Activities	Fiduciary Funds
Restricted for revolving cash	$ 2,000	
Restricted for prepaid expenditures	424,335	
Restricted for stores inventory	10,578	
Restricted for unspent categorical program revenues	425,569	
Restricted for special revenues	2,347,475	
Restricted for debt service	1,019,044	
Restricted for capital projects	21,471,981	
Restricted for scholarships		$ 162,248
Restricted for retiree benefits		6,387
Total restricted net assets	$ 25,700,982	$ 168,635

8.340

6. NET ASSETS / FUND BALANCES (Continued)

Fund balances, by category, at June 30, 2011 consisted of the following:

	General Fund	Mello-Roos Fund	All Non-Major Funds	Total
Nonspendable:				
Revolving cash fund	$ 2,000			$ 2,000
Prepaid expenses	418,324	$ 3,996	$ 255	422,575
Stores inventory			10,578	10,578
Subtotal nonspendable	420,324	3,996	10,833	435,153
Restricted:				
Unspent categorical revenues	425,569			425,569
Special revenue			2,347,475	2,347,475
Capital projects			6,702,408	6,702,408
Debt service		17,812,643	1,019,044	18,831,687
Subtotal restricted	425,569	17,812,643	10,068,927	28,307,139
Assigned:				
Board assignments	875,263			875,263
Wetlands mitigation	1,271,121			1,271,121
Subtotal assigned	2,146,384			2,146,384
Unassigned:				
Designated for economic uncertainty	2,604,590			2,604,590
Undesignated	4,296,013			4,296,013
Subtotal unassigned	6,900,603			6,900,603
Total fund balances	$ 9,892,880	$ 17,816,639	$ 10,079,760	$ 37,789,279

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).

8.3.41

7. EMPLOYEE RETIREMENT SYSTEMS (Continued)

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% 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 2010-2011 was 10.707% 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, 2009, 2010 and 2011 were $604,926, $655,466 and $750,389, 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.

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% of their salary. The required employer contribution rate for fiscal year 2010-2011 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, 2009, 2010 and 2011 were $1,931,687, $2,068,985 and $2,083,867, respectively, and equal 100% of the required contributions for each year.

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 cost and the employee pays the remainder. As of June 30, 2011, 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, 2011, there were 14 retired employees are 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, 2011, there was 1 retired employee 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	$ 309,071
Interest on net OPEB obligation	131,802
Adjustment to annual required contribution	-
Annual OPEB cost (expense)	440,873
Contributions made	(2,580,676)
Decrease in net OPEB obligation	(2,139,803)
Net OPEB obligation - beginning of year	2,636,032
Net OPEB obligation - end of year	$ 496,229

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, 2011 and preceding two years were as follows:

Fiscal Year Ended	Annual OPEB Cost	Percentage of Annual OPEB Cost Contributed	Net OPEB Obligation
June 30, 2009	$ 269,071	75%	$ 2,448,415
June 30, 2010	$ 391,492	52%	$ 2,636,032
June 30, 2011	$ 440,873	585%	$ 496,229

As of March 1, 2010, the most recent actuarial valuation date, the plan was not funded. The actuarial accrued liability for benefits was $3.0 million and the actuarial value of plan assets was $2.4 million, resulting in an unfunded liability of $0.6 million. The covered payroll (annual payroll of active employees covered by the Plan) was $29.1 million, and the ratio of the UAAL to the covered payroll was 2 percent.

8.3.44

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 above, 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 March 1, 2010 actuarial valuation, the entry age actuarial cost method was used. The actuarial assumptions included a 5.0 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 techniques that spread the effects of short-term volatility in the market value of investments over a five-year period.

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. The following is a summary of financial information for SIG at June 30, 2011:

Total assets	$ 78,249,905
Total liabilities	$ 28,922,356
Total net assets	$ 49,327,549
Total revenues	$ 76,619,585
Total expenses	$ 72,953,461
Change in net assets	$ 3,666,124

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.

8.3.45

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 EVENTS

On September 23, 2011, the District issued $6,500,000 of Tax and Revenue Anticipation Notes (TRANs). The TRANs mature on October 4, 2012, and yield 2.00 percent interest. The TRANs were sold to supplement cash flow and are repaid from taxes, income, revenue, cash receipts and other monies received by or accruing to the General Fund of the District during the fiscal year.

On November 1, 2011, the District issued $8,620,000 Certificates of Participation for the advance refunding of the District's 2006 Series A Certificates of Participation. The COP's mature on November 1, 2041 and have interest rates between 2.0% and 5.2%.

8.3.46

REQUIRED SUPPLEMENTARY INFORMATION

8.3.47

WESTERN PLACER UNIFIED SCHOOL DISTRICT

GENERAL FUND

BUDGETARY COMPARISON SCHEDULE

For the Year Ended June 30, 2011

	Budget			Variance Favorable (Unfavorable)
	Original	Final	Actual	
Revenues:				
Revenue limit sources:				
State apportionment	$ 9,137,439	$ 8,970,452	$ 8,036,702	$ (933,750)
Local sources	25,877,745	24,108,406	25,068,957	960,551
Total revenue limit	35,015,184	33,078,858	33,105,659	26,801
Federal sources	2,374,010	3,086,544	3,000,437	(86,107)
Other state sources	5,633,680	6,218,383	6,403,700	185,317
Other local sources	2,781,080	3,194,742	3,287,334	92,592
Total revenues	45,803,954	45,578,527	45,797,130	218,603
Expenditures:				
Certificated salaries	25,418,227	25,425,130	25,437,724	(12,594)
Classified salaries	7,267,520	7,401,709	7,416,725	(15,016)
Employee benefits	10,706,230	10,628,869	10,565,871	62,998
Books and supplies	2,540,700	2,874,053	2,409,875	464,178
Contract services and operating expenditures	4,195,329	4,470,357	4,190,433	279,924
Capital outlay	100,000	591,829	563,152	28,677
Other outgo	1,100,000	1,416,579	1,393,152	23,427
Debt service:				
Principal retirement	4,153	4,076	4,076	
Interest	1,163	1,240	1,240	
Total expenditures	51,333,322	52,813,842	51,982,248	831,594
Deficiency of revenues under expenditures	(5,529,368)	(7,235,315)	(6,185,118)	1,050,197
Other financing sources (uses):				
Operating transfers in	109,727	110,785	97,970	(12,815)
Operating transfers out	(113,218)	(139,814)	(207,519)	(67,705)
Total other financing sources (uses)	(3,491)	(29,029)	(109,549)	(80,520)
Change in fund balance	(5,532,859)	(7,264,344)	(6,294,667)	969,677
Fund balance, July 1, 2010	16,187,547	16,187,547	16,187,547	
Fund balance, June 30, 2011	$ 10,654,688	$ 8,923,203	$ 9,892,880	$ 969,677

The accompanying notes are an integral part of these financial statements.

8.3.48

WESTERN PLACER UNIFIED SCHOOL DISTRICT

SCHEDULE OF OTHER POSTEMPLOYMENT BENEFITS (OPEB)
FUNDING PROGRESS

For the Year Ended June 30, 2011

Schedule of Funding Progress

Fiscal Year Ended	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
06/30/09	March 20, 2008	$ -	$ 3,000,000	$ 3,000,000	0%	$ 5,300,000	45%
06/30/10	March 20, 2008	$ -	$ 3,000,000	$ 3,000,000	0%	$ 5,300,000	45%
06/30/11	March 1, 2010	$ 2,400,000	$ 3,000,000	$ 600,000	80%	$ 29,100,000	2%

The accompanying notes are an interal part of these financial statements.

8.3.49

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 for the year ended June 30, 2011 were as follows:

Fund	Excess Expenditures
General Fund:	
Certificated salaries	$ 12,594
Classified salaries	$ 15,016

These excesses are not in accordance with Education Code 42600.

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.

9,3.50

SUPPLEMENTARY INFORMATION

8.3.51

WESTERN PLACER UNIFIED SCHOOL DISTRICT

COMBINING BALANCE SHEET

ALL NON-MAJOR FUNDS

June 30, 2011

	Adult Education Fund	Child Development Fund	Cafeteria Fund	Deferred Maintenance Fund	Building Fund	Capital Facilities Fund	County School Facilities Fund	Special Reserve Fund	Bond Interest and Redemption Fund	Mello-Roos Debt Service Fund	Total
ASSETS											
Cash in County Treasury	$ (35,511)	$ 29,020	$ 23,131	$ 2,109,015	$ 1,753,991	$ 80,472	$ 4,058,723	$ 711,859	$ 1,017,042	$ 700	$ 9,748,442
Receivables	69,287		142,903					404,442	1,302		617,934
Prepaid expenditures		1,760	255								2,015
Stores inventory			10,578								10,578
Due from other funds	148	7,520		60,000	70,417						138,085
Total assets	$ 33,924	$ 38,300	$ 176,867	$ 2,169,015	$ 1,824,408	$ 80,472	$ 4,058,723	$ 1,116,301	$ 1,018,344	$ 700	$ 10,517,054
LIABILITIES AND FUND BALANCES											
Liabilities:											
Accounts payable	$ 8,515		$ 5,011	$ 576	$ 466	$ 3,375	$ 4,062	$ 245,992			$ 267,997
Deferred revenue		$ 34,114									34,114
Due to other funds	7,045	4,186	351					123,601			135,183
Total liabilities	15,560	38,300	5,362	576	466	3,375	4,062	369,593			437,294
Fund balances:											
Nonspendable			10,833								10,833
Restricted	18,364		160,672	2,168,439	1,823,942	77,097	4,054,661	746,708	$ 1,018,344	$ 700	10,068,927
Total fund balances	18,364		171,505	2,168,439	1,823,942	77,097	4,054,661	746,708	1,018,344	700	10,079,760
Total liabilities and fund balances	$ 33,924	$ 38,300	$ 176,867	$ 2,169,015	$ 1,824,408	$ 80,472	$ 4,058,723	$ 1,116,301	$ 1,018,344	$ 700	$ 10,517,054

The accompanying notes are an integral part of these financial statements.

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, 2011

	Adult Education Fund	Child Development Fund	Cafeteria Fund	Deferred Maintenance Fund	Building Fund	Capital Facilities Fund	County School Facilities Fund	Special Reserve Fund	Bond Interest and Redemption Fund	Mello-Roos Debt Service Fund	Total
Revenues:											
Federal sources	$ 48,322		$ 1,014,124								$ 1,062,446
Other state sources		$ 139,374	84,463				$ 4,049,341				4,273,178
Other local sources	92,012	1,701	755,270	$ 38,053	$ 1,134,725	$ 477,317	11,690	$ 973,911	$ 1,471,545	$ (700)	4,955,524
Total revenues	140,334	141,075	1,853,857	38,053	1,134,725	477,317	4,061,031	973,911	1,471,545	(700)	10,291,148
Expenditures:											
Certificated salaries	117,844										117,844
Classified salaries	75,566		672,307		83,817	53,682		2,245			887,617
Employee benefits	63,479		313,487		31,063	27,582		188			435,799
Books and supplies	9,519		698,981		8,651			47,363			764,514
Contract services and operating expenditures	2,621	247,310	21,794	99,246	243,769	68,752		12,487			695,979
Capital outlay			24,349	6,970	1,214,760		6,370	312,955			1,565,404
Debt service:											
Principal retirement		26,000				9,502			758,068	76,334	869,904
Interest						760			701,932	4,335	707,027
Total expenditures	269,029	273,310	1,730,918	106,216	1,582,060	160,278	6,370	375,238	1,460,000	80,669	6,044,088
(Deficiency) excess of revenues (under) over expenditures	(128,695)	(132,235)	122,939	(68,163)	(447,335)	317,039	4,054,661	598,673	11,545	(81,369)	4,247,060
Other financing sources (uses):											
Operating transfers in	139,999	33,520		60,000						82,069	315,588
Operating transfers out	(5,455)	(16,743)	(75,772)			(300,000)					(397,970)
Total other financing sources (uses)	134,544	16,777	(75,772)	60,000		(300,000)				82,069	(82,382)
Net change in fund balances	5,849	(115,458)	47,167	(8,163)	(447,335)	17,039	4,054,661	598,673	11,545	700	4,164,678
Fund balances, July 1, 2010	12,515	115,458	124,338	2,176,602	2,271,277	60,058		148,035	1,006,799		5,915,082
Fund balances, June 30, 2011	$ 18,364	$ -	$ 171,505	$ 2,168,439	$ 1,823,942	$ 77,097	$ 4,054,661	$ 746,708	$ 1,018,344	$ 700	$ 10,079,760

The accompanying notes are an integral part of these financial statements.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

COMBINING STATEMENT OF CHANGES IN ASSETS AND LIABILITIES

ALL AGENCY FUNDS

For the Year Ended June 30, 2011

	Balance July 1, 2010	Additions	Deductions	Balance June 30, 2011
Student Body Funds				
Lincoln High School				
Assets:				
Cash on hand and in banks	$ 134,393	$ 494,352	$ 480,149	$ 148,596
Liabilities:				
Due to student groups	$ 134,393	$ 494,352	$ 480,149	$ 148,596
Middle Schools				
Assets:				
Cash on hand and in banks	$ 48,048	$ 104,652	$ 92,590	$ 60,110
Liabilities:				
Due to student groups	$ 48,048	$ 104,652	$ 92,590	$ 60,110
Total Agency Funds				
Assets:				
Cash on hand and in banks	$ 182,441	$ 599,004	$ 572,739	$ 208,706
Liabilities:				
Due to student groups	$ 182,441	$ 599,004	$ 572,739	$ 208,706

The accompanying notes are an integral part of these financial statements.

8.3.54

WESTERN PLACER UNIFIED SCHOOL DISTRICT

ORGANIZATION

June 30, 2011

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 six elementary schools, two middle schools, one high school, one continuation school and one adult school.

GOVERNING BOARD

Name	Office	Term Expires
Paul Carras	President	November 2012
Paul Long	Vice President	November 2012
Brian Haley	Member	November 2014
Damian Armitage	Member	November 2014
Kris Wyatt	Clerk	November 2014

ADMINISTRATION

Scott Leaman
Superintendent

Mary Boyle
Deputy Superintendent, Educational Services

Joyce Lopes
Assistant Superintendent, Business Services

8.3.55

WESTERN PLACER UNIFIED SCHOOL DISTRICT

SCHEDULE OF AVERAGE DAILY ATTENDANCE

For the Year Ended June 30, 2011

	Second Period Report	Annual Report
Elementary:		
Kindergarten	554	554
First through Third	1,697	1,694
Fourth through Eighth	2,402	2,403
Home and Hospital	2	2
Special Education	98	97
Total Elementary	4,753	4,750
Secondary:		
Regular Classes	1,359	1,346
Special Education	47	46
Compulsory Continuation Education	69	70
Home and Hospital	2	3
Total Secondary	1,477	1,465
	6,230	6,215

8.3.56

WESTERN PLACER UNIFIED SCHOOL DISTRICT

SCHEDULE OF INSTRUCTIONAL TIME

For the Year Ended June 30, 2011

Grade Level	1986-87 Minutes Requirement	1982-83 Actual Minutes	2010-11 Actual Minutes	Number of Days Traditional Calendar	Status
Kindergarten	36,000	31,680	36,000	180	In Compliance
Grade 1	50,400	44,494	54,760	180	In Compliance
Grade 2	50,400	44,494	54,760	180	In Compliance
Grade 3	50,400	44,494	54,760	180	In Compliance
Grade 4	54,000	53,621	55,000	180	In Compliance
Grade 5	54,000	53,621	55,000	180	In Compliance
Grade 6	54,000	53,621	65,560	180	In Compliance
Grade 7	54,000	53,621	65,560	180	In Compliance
Grade 8	54,000	53,621	65,560	180	In Compliance
Grade 9	64,800	59,932	65,644	180	In Compliance
Grade 10	64,800	59,932	65,644	180	In Compliance
Grade 11	64,800	59,932	65,644	180	In Compliance
Grade 12	64,800	59,932	65,644	180	In Compliance

See accompanying notes to supplementary information.

8.3.57

WESTERN PLACER UNIFIED SCHOOL DISTRICT

SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS

For the Year Ended June 30, 2011

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	$ 999,270
84.027A	Special Ed: IDEA Preschool Local Entitlement, Part B, Sec 611 (Age 3-5)	13682	108,528
84.173	Special Ed: IDEA Preschool Grants, Part B, Sec 619	13430	35,680
84.391	Special Ed: ARRA IDEA Part B, Sec 611, Basic Local Assistance	15003	339,707
84.392	Special Ed: ARRA IDEA, Part B, Sec 619, Preschool Grants	15000	11,214
84.391	Special Ed: ARRA IDEA, Part B, Sec 611, Preschool Local Entitlement	15002	23,353
	Subtotal Special Education Cluster		1,517,752
	Title I, Part A Cluster:		
84.010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	14329	587,695
84.010	NCLB: Title I, Part A, Non-Program Improvement LEAs with Program Improvement Schools	14796	5,784
84.389	NCLB: ARRA Title I, Part A, Basic Grants Low-Income and Neglected	15005	271,740
	Subtotal Title I, Part A Cluster		865,219
84.394	ARRA: State Fiscal Stabilization Fund	25008	660,789
84.365	NCLB: Title III, Limited English Proficiency Student Program	14346	72,891
84.367	NCLB: Title II, Part A, Improving Teacher Quality Local Grants	14341	112,422
84.386	NCLB: ARRA Title II, Part D, Enhancing Education Through Technology (EETT), Formula Grants	15019	660
84.186	NCLB: Title IV, Part A, Safe and Drug Free Schools and Communities, Formula Grants	14347	8,542
84.158	Department of Rehabilitation: Workability II, Transitions Partnership	10006	48,323
84.048	Carl D. Perkins Career and Technical Education: Secondary, Section 131	14894	15,803

(Continued)

8.3.58

WESTERN PLACER UNIFIED SCHOOL DISTRICT

SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS
(Continued)
For the Year Ended June 30, 2011

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			
84.287	NCLB: Title IV, Part B, 21st Century Community Learning Centers Program	14349	$ 5,229
84.330	NCLB: Title I, Part G, Advanced Placement Test Fee Reimbursement Program	14831	800
	Total U.S. Department of Education		3,308,430
U.S. Department of Agriculture - Passed through California Department of Education			
10.553	Especially Needy School Breakfast	13526	195,343
10.555	National School Lunch	13523	818,780
	Total U.S. Department of Agriculture		1,014,123
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	76,579
	Total U.S. Department of Health and Human Services		76,579
	Total Federal Awards		$ 4,399,132

See accompanying notes to supplementary information.

8.3.59

WESTERN PLACER UNIFIED SCHOOL DISTRICT

RECONCILIATION OF UNAUDITED ACTUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

For the Year Ended June 30, 2011

	Retiree Benefits Fund
June 30, 2011 Unaudited Actual Financial Report Ending Fund Balance	$ 2,801,652
Adjustment to remove irrevocable trust activity	(2,795,265)
June 30, 2011 Audited Financial Statements Ending Fund Balance	$ 6,387

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

See accompanying notes to supplementary information.

8.3.60

WESTERN PLACER UNIFIED SCHOOL DISTRICT

SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS

For the Year Ended June 30, 2011

	(Budget) 2012	2011	2010	2009
General Fund				
Revenues and other financing sources	$ 46,149,848	$ 45,895,100	$ 48,194,692	$ 52,298,909
Expenditures	50,847,867	51,982,248	51,754,807	52,204,946
Other uses and transfers out	128,169	207,519	1,344,650	4,983,441
Total outgo	50,976,036	52,189,767	53,099,457	57,188,387
Change in fund balance	$ (4,826,188)	$ (6,294,667)	$ (4,904,765)	$ (4,889,478)
Ending fund balance	$ 5,066,692	$ 9,892,880	$ 16,187,547	$ 21,092,312
Available reserves	$ 3,397,139	$ 6,900,603	$ 9,247,328	$ 16,213,794
Designated for economic uncertainties	$ 2,900,947	$ 2,604,590	$ 2,611,308	$ 1,613,519
Undesignated fund balance	$ 496,192	$ 4,296,013	$ 6,636,020	$ 14,600,275
Available reserves as percentages of total outgo	6.7%	13.2%	17.4%	30.1%
All Funds				
Total long-term liabilities	$ 158,498,146	$ 160,493,080	$ 161,690,567	$ 159,408,076
Average daily attendance at P-2, excluding Adult Education and Charter School	6,230	6,230	6,155	6,090

The General Fund fund balance has decreased by $16,088,910 over the past three years. The fiscal year 2011-2012 budget projects a decrease of $4,826,188. 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, 2011, the District met this requirement.

Total long-term liabilities have increased by $1,085,004 over the past two years.

Average daily attendance has increased by 140 over the past two years. The District does not anticipate an increase in ADA for the 2011-2012 fiscal year.

See accompanying notes to supplementary information.

8.3.61

WESTERN PLACER UNIFIED SCHOOL DISTRICT

SCHEDULE OF CHARTER SCHOOLS

For the Year Ended June 30, 2011

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.

8.3.62

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, 2011.

Description	CFDA Number	Amount
Total Federal revenues, Statement of Revenues, Expenditures and Change in Fund Balances		$ 4,062,883
Add: State Fiscal Stabilization Funds spent from prior year awards	84.394	377,107
Less: Medi-Cal Billing Funds not spent	93.778	(40,858)
Total Schedule of Expenditure of Federal Awards		$ 4,399,132

83,163

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

This schedule provides information on the District's financial condition over the past three years and its anticipated condition for the 2011-2012 fiscal year, as required by the State Controller's Office.

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, 2011, the District did not adopt this program.

8.3.64

INDEPENDENT AUDITORS' REPORT
ON COMPLIANCE WITH STATE LAWS AND REGULATIONS

Board of Education
Western Placer Unified School District
Lincoln, California

We have audited the compliance of Western Placer Unified School District 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, 2011. Compliance with the requirements of state laws and regulations is the responsibility of Western Placer Unified School District's management. Our responsibility is to express an opinion on Western Placer Unified School District's compliance based on our audit.

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 below 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. Our audit does not provide a legal determination of Western Placer Unified School District's compliance with those requirements.

Description	Audit Guide Procedures	Procedures Performed
Regular and Special Day Classes	8	Yes
Kindergarten Continuance	3	Yes
Independent Study	23	No, see below
Continuation Education	10	Yes
Instructional Time:		
School Districts	6	Yes
County Offices of Education	3	No, see below
Instructional Materials:		
General requirements	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	No, see below
Class Size Reduction Program:		
General requirements	7	Yes
Option one classes	3	Yes
Option two classes	4	No, see below
Districts with only one school serving K-3	4	No, see below
After School Education and Safety Program:		
General requirements	4	Yes
After school	4	Yes
Before school	5	No, see below
Contemporaneous Records of Attendance, for charter schools	1	No, see below

8.3.65

Description	Audit Guide Procedures	Procedures Performed
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	3	No, see below

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 Instructional Time for County Offices of Education because the District is not a County Office of Education.

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.

The 2010-2011 School Accountability Report Cards specified by Education Code Section 33126 are not required to be completed, nor were they completed, prior to the completion of our audit procedures for the year ended June 30, 2011. Accordingly, we could not perform the portions of audit steps (a), (b) and (c) of Section 19837 of the 2010-2011 Audit Guide relating to the comparison of tested data from the 2010-2011 fiscal year to the 2010-2011 School Accountability Report Cards.

We did not perform procedures related to Class Size Reduction Program - Option Two Classes and Districts with only one school serving K-3, because the District does not offer Option Two and the District has more than one school servicing K-3.

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.

In our opinion, Western Placer Unified School District complied with the state laws and regulations referred to above for the year ended June 30, 2011. 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.

8.3.66

INDEPENDENT AUDITORS' REPORT
ON COMPLIANCE WITH STATE LAWS AND REGULATIONS
(Continued)

This report is intended solely for the information of the Board of Education, management, the State Controller's Office, the California Department of Education and the California Department of Finance, and is not intended to be and should not be used by anyone other than these specified parties.

Crowe Horwath LLP

Crowe Horwath LLP

Sacramento, California
December 9, 2011

8.3.67

INDEPENDENT AUDITORS' 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 the financial statements of Western Placer Unified School District as of and for the year ended June 30, 2011, and have issued our report thereon dated December 9, 2011. 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.

Internal Control Over Financial Reporting

Management of Western Placer Unified School District is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered Western Placer Unified School District's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion 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 over financial reporting. Accordingly, we do not express an opinion of the effectiveness of Western Placer Unified School District's internal control over financial reporting.

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 entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting 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 financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above. However, we identified a matter involving internal control that we communicated to management as identified in the accompanying Schedule of Audit Findings and Questioned Costs as Finding 2011-01.

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*.

8.3.68

Compliance and Other Matters (Continued)

Western Placer Unified School District's response to the finding identified in our audit is included in the accompanying Schedule of Audit Findings and Questioned Costs. We did not audit the District's response and, accordingly, express no opinion on it.

This report is intended solely for the information of the Board of Education, management, the California Department of Education, the California State Controller's Office and federal awarding agencies and pass-through entities, and is not intended to be and should not be used by anyone other than these specified parties.

Crowe Horwath LLP

Crowe Horwath LLP

Sacramento, California
December 9, 2011

9.3.69

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

Board of Education
Western Placer Unified School District
Lincoln, California

Compliance

We have audited Western Placer Unified School District's compliance with the types of compliance requirements described in the *U.S. Office of Management and Budget (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, 2011. Western Placer Unified School District's major federal programs are identified in the summary of auditors' results section of the accompanying Schedule of Audit Findings and Questioned Costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major federal programs is the responsibility of Western Placer Unified School District's management. Our responsibility is to express an opinion on Western Placer Unified School District's compliance based on our audit.

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. 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. Our audit does not provide a legal determination on Western Placer Unified School District's compliance with those requirements.

In our opinion, Western Placer Unified School District complied, in all material respects, with the 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, 2011.

Internal Control Over Compliance

Management of Western Placer Unified School District is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered Western Placer Unified School District's internal control over compliance with the requirements that could have a direct and material effect on a major federal program to determine the auditing procedures for the purpose of expressing our opinion on compliance 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.

8.3.70

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

(Continued)

Internal Control Over Compliance (Continued)

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.

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 deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information of the Board of Education, management, the California Department of Education, the California State Controller's Office and federal awarding agencies and pass-through entities, and is not intended to be and should not be used by anyone other than these specified parties.

Crowe Horwath LLP

Crowe Horwath LLP

Sacramento, California
December 9, 2011

Q.3.71

FINDINGS AND RECOMMENDATIONS

8.3.72

WESTERN PLACER UNIFIED SCHOOL DISTRICT

SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS

Year Ended June 30, 2011

SECTION I - SUMMARY OF AUDITORS' RESULTS

FINANCIAL STATEMENTS

Type of auditors' report issued:	Unqualified	
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 auditors' report issued on compliance for major programs:	Unqualified	
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, 84.391 84.392	Special Education Cluster (Including ARRA)
84.010, 84.389	Title I, Part A Cluster (Including ARRA)
84.394	ARRA: State Fiscal Stabilization Fund

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

Internal control over state programs:		
Material weakness(es) identified?	____ Yes	__X__ No
Significant deficiency(ies) identified not considered to be material weaknesses?	____ Yes	__X__ None reported
Type of auditors' report issued on compliance for state programs:	Unqualified	

8.3.73

SECTION II - FINANCIAL STATEMENT FINDINGS

2011-01 DEFICIENCY - VACATION ACCRUAL (30000)

Criteria

Internal Controls- Safeguarding of Assets

Condition

The District has not prevented employees from exceeding the maximum vacation accrual as defined by the District policy.

Effect

The potential exists for the accrued vacation liability to exceed the District's available reserves.

Cause

The District continues to accrue vacation for employees who exceed the maximum allowable hours as defined by the Board Policy.

Fiscal Impact

The District recorded $29,918 in accruals that exceed the maximum allowed.

Recommendation

The District should put procedures in place to ensure vacation accruals are not exceeded.

Corrective Action Plan

Site principals and other managers, with the assistance of the Personnel Department will hold individual meetings with all employees who have vacation accrual in excess of the contractual limits. The supervisors will set forth a specific plan for how the employee will utilize vacation leave during 2011-12 in order to ensure that the employee does not carry over excess leave in the subsequent fiscal year of 2012-2013.

8.3.74

SECTION III- FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

No matters were reported.

8.375

SECTION IV - STATE AWARD FINDINGS AND QUESTIONED COSTS

No matters were reported.

8.3.76

STATUS OF PRIOR YEAR

FINDINGS AND RECOMMENDATIONS

8.3.77

WESTERN PLACER UNIFIED SCHOOL DISTRICT

STATUS OF PRIOR YEAR FINDINGS AND RECOMMENDATIONS

Year Ended June 30, 2011

Finding/Recommendation	Current Status	District Explanation If Not Implemented
2011-1 At Lincoln High School: • Sub-receipt books are optional and record keeping of cash receipts is not maintained in a central location. • The ASB does not issue receipts for all fundraising transactions • The ASB does not require that a detailed schedule to support cash receipts be submitted with the cash being deposited at the Administrative Office. • Copies of checks issued are not maintained • There is no evidence documenting that revenue-producing activities are approved by the student council, site principal and school district. We recommend the following: • Sub-receipts should be used for all sales and maintained in a central location. • Receipts should be issued for all fundraising transactions. • Receipts or detailed schedules defining the number of items receipted listing the unit price per item should be submitted to support the total cash receipts being deposited. • Copies of all checks issued should be maintained. • All revenue-producing activities should be approved by the student council, site principal and school district and be reflected in the student council minutes.	Implemented.	
2011-2 Cash receipts collected at the school sites are not being counted in dual custody during the reconciliation of the cash in drawers to the daily site sales. The District should implement controls at individual school sites to ensure all cafeteria cash collected for deposit is counted by two individuals to verify funds are properly accounted for.	Implemented.	

8.3.78

STATUS OF PRIOR YEAR FINDINGS AND RECOMMENDATIONS
(Continued)
Year Ended June 30, 2011

Finding/Recommendation	Current Status	District Explanation If Not Implemented
2011-3 The District has not prevented employees from exceeding the maximum vacation accrual as defined by the District policy. The District should put procedures in place to ensure vacation accruals are not exceeded.	Not implemented.	See current year finding 2011-01.

8.3.79

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:

2012-13 Budget Reductions

AGENDA ITEM AREA:

Information

REQUESTED BY:

Joyce Lopes
Assistant Superintendent of Business Services

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

General Fund

MEETING DATE:

January 24, 2012

ROLL CALL REQUIRED:

No

BACKGROUND:

The district is currently deficit spending and faced with budget reductions. Board direction to staff regarding the necessary budget reductions is to use a balanced approach. Board directed staff to achieve a balanced budget by the 2013-14 budget year.

Budget reductions have been implemented for the past two fiscal years totaling nearly $5 million. Some of the reductions have been one-year reductions and others have been on-going. We have implemented furlough days, benefit reductions, an early retirement incentive and various operating reductions. These reductions have been felt throughout the district. However, we find ourselves faced with another $7 to $9 million in reductions necessary over the next two fiscal years to achieve a balanced budget. We have targeted $5.75 million in reductions for 2012-13.

Budget Committee

The Budget Committee began meeting in September 2011 to identify reduction recommendations for the Board of Trustees. The Committee met throughout October and November. They collected and evaluated 200 budget reduction suggestions. Their work and dedication is appreciated and invaluable to our budget process.

8.4

All the budget reduction suggestions were costed-out when possible and assigned points based on the Budget Committee Rubric and Criteria. The higher the point value, the higher the negative impact to district students, parents and staff. The Budget Committee solicited feedback from their constituency groups on the suggestions and voted accordingly. All the budget reduction suggestions were included in the December 13, 2011, Board Meeting Agenda.

Based on the Budget Committee votes and input, Superintendent Leaman compiled preliminary budget reduction recommendations. The proposed reductions are attached. The Superintendent's specific budget reduction recommendations total $3.8 million. The remaining $1.95 million will need to be achieved through negotiated reductions, layoffs or other specific reductions.

2012-13 Budget

Deficit spending is budgeted for the current and subsequent years. While projections show that the district will be able to meet its financial obligations for the current and subsequent two years, the district must align spending with revenue to maintain a healthy financial status. The Governor's 2012-13 Budget Proposal is predicated on voter approval of a November 2012 ballot measure implementing new temporary taxes. If the ballot measure passes, K-12 funding will only be cut by the transportation allocation (approximately $335 thousand for our district). If the ballot measure does not pass, mid-year triggers will be enacted resulting in a loss of approximately $370 per ADA for the average unified district (approximately $2.3 million for our district). This leaves a great deal of uncertainty regarding K-12 funding for 2012-13. We will continue to watch the headlines, work with our County Office of Education staff, and provide you with updates as we develop the budget for 2012-13 and prepare multi-year projections.

RECOMMENDATION:

Administration recommends the Board of Trustees review the preliminary Budget Reduction Recommendations. We will bring the final Budget Reduction Recommendations to the Board of Trustees for approval in February 2012.

2011-12
Summary of Proposed Budget Reductions

Overall Reductions Needed	$5,750,000.00
Proposed Reductions	3,797,587.00
Reductions Still Needed	1,952,413.00

8.4.2

2011-12 Proposed Budget Reduction Options

Survey #	Category	Budget Reduction Option	UR/R	N/NN	C/M/W	Total Points	Dollar Amount Saved	Proposed Amount	Notes
30	Staffing - Employment	Immediately stop using outside consultants to save permanent jobs.	UR	NN	-	1	$264,000	$75,000	Provide last 3 years of consultant expenses
43	Programs & Services	Reduce the % of MAA money staff/site receives.	UR	NN	-	51	$4,600	$4,600	Dollar amount saved reflects a 10% reduction
46	Reserves	Count the $750,000 wetland reserve as part of the reserve for economic uncertainty.	UR	NN	-	26	$750,000	$750,000	Note: To be placed back in 2013-14 budget
49	Staffing - Compensation	Reduce any school Board stipends or benefits.	UR	NN	-	15	$14,400	$576	Reduce stipends by same percentage as employees (8 furlough days ≈ 4%)
52	Staffing - Training	Eliminate all travel and conferences.	UR	NN	-	16	$38,000	$25,000	Does not include subs
56	Programs & Services	Sweep MAA carryover	UR	NN	-	36	$15,000	$15,000	
57	Programs & Services	Categorical sweep of funds	UR	N NN	W -	61	$920,000	$888,811	Reflects all remaining Tier III funding for programs from 2011-12. Peer Assistance and Review is negotiable for WPTA.
60	Efficiency	Reduce amount of copies made at each site, resulting in a decrease in cost for copier machines	UR	NN	-	16	$27,000	$27,000	Total paper usage 9,000,000. x.10=900,000x.03=$27,000. This would be an approx. 10% reduction. Director of Technology is working with Ray Morgan to bring in new technology to help reduce costs.
63	Efficiency	Reduce district office department budgets by 5-10%	UR	NN	-	5	$38,000	$76,000	Dollar amount saved reflects 10% reduction. Not all areas can be reduced (i.e. audit).
72	Efficiency	Aggressively enforce utilities costs. Usage of stadium lights, gym lights, personal microwaves, heaters, fans, refrigerators, etc. Shut off lights when leaving room. Action: Adjust thermostats by 2 degrees at all sites.	UR	NN	-	5	$10,000	$10,000	Most classrooms and ancillary spaces are on sensors for lights; exception are multis and gyms. Most exterior lights operate through the Energy Management System. The schedule throughout the District for HVAC start and stop times are: Classrooms- 6:45 am – 3:15 pm & Administration- 6:00 am – 4:00 pm. Electricity costs are $1 million per year or $1.50 per square foot. Dollar amount saved reflects a 1% reduction in electricity costs.
88	Reserves	Pull $50,000 from deferred maintenance and return to general budget.	UR	NN	-	36	$50,000	$50,000	
90	Technology	Suspend the computer replacement fund for one year.	UR	NN	-	27	$300,000	$100,000	Reduce budget to $200,000.
93	Programs & Services	Reduce Lighthouse funding by $5,000	UR	NN	-	21	$5,000	$15,000	Reduced by $5000 in 2011-12
115	Staffing - Compensation	Continue with existing 4 furlough days and add 3-4 more days, but reduce number of early release days by same amount of furlough days to offset time students miss from classroom.	UR	N	C M W	25	$1,467,000	$1,467,000	Savings from 8 furlough days. CSEA 1% = 50,318 salary + 15,324 benefits CSEA 1 day = $35,149
117	Miscellaneous	Charge for non-required copies	UR	NN	-	16	$1,000	$1,000	
133	Programs & Services	Eliminate SRO position.	UR	NN	-	39	$140,000	$140,000	
134	Facilities	Charge each employee that wants a refrigerator or microwave in their classroom $50 per appliance.	UR	NN	-	5	$5,000	$2,500	Each employee with a personal appliance contribute $50 for its operation.
135	Efficiency	Use the same plastic bags in trash cans for as long as possible. Don't change them every day.	UR	NN	-	5	$600	$600	Dollar amount saved reflects 10% reduction in garbage bag costs.
143	Programs & Services	Reduce general fund provided site funds by 10%.	UR	NN	-	31	$63,500	$63,500	
153	Staffing - Hours	Improved employee attendance (reduce substitutes by 10%)	UR	NN	-	5	$86,000	$86,000	

$3,797,587 **Total Proposed**

UR = Unrestricted
R = Restricted
N = Negotiable
NN = Non-Negotiable
C = Negotiable for CSEA
M = Negotiable for Management
W = Negotiable for WPTA

The higher the points, the more negative of an impact