

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

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

DISTRICT ADMINISTRATION

Scott Leaman, Superintendent
 Mary Boyle, Deputy Superintendent of Educational Services
 Joyce Lopes, Assistant Superintendent of Business Services
 Vacant, Assistant Superintendent of Facilities and Maintenance Services

STUDENT ENROLLMENT

<u>School</u>	<u>2010 CBEDS</u>	<u>04/08/11</u>	<u>05/03/11</u>
Sheridan School (K-5)	84	83	83
First Street School (K-5)	449	454	454
Carlin C. Coppin Elementary (K-5)	420	397	397
Creekside Oaks Elementary (K-5)	620	639	643
Twelve Bridges Elementary (K-5)	716	728	727
Foskett Ranch Elementary (K-5)	543	544	539
Lincoln Crossing Elementary (K-5)	612	609	608
Glen Edwards Middle (6-8)	699	691	689
Twelve Bridges Middle School (6-8)	832	814	818
Lincoln High School (9-12)	1,496	1,415	1,414
Phoenix High School (10-12)	80	85	84
PCOE Home School	0	0	0
TOTAL:	6,551	6,458	6,456

Preschool/Head Start

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

Pre-K/Special Ed

Foskett 19
 FSS PPPIP 66
 Carlin Coppin 10

Adult Education 201

First-5 Program

First Street 20-A.M. / 13-P.M.
 Sheridan 9

GLOBAL DISTRICT GOALS

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

Western Placer Unified School District
Regular Meeting of the Board of Trustees
May 17, 2011, 7:00 P.M.
FIRST STREET ELEMENTARY SCHOOL—Multi-Purpose Bldg.
1400 First Street, Lincoln, CA 95648

AGENDA

2010-2011 Goals & Objectives (G & O) for the Management Team: Component I: Quality Student Performance; Component II: Curriculum Themes; Component III: Special Student Services; Component IV: Staff & Community Relations; Component V: Facilities/Administration/Budget.

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

4:55 P.M. START

1. **CALL TO ORDER** – First Street Elementary School – Multi Purpose Building

5:00 P.M.

2. **CLOSED SESSION** – First Street Elementary School - Office Conference Room

- 2.1 **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C.48918**

- a. Student Discipline/Expulsion Pursuant to E.C. 48918
Student Expulsion # 10-11 H
 - b. Student Discipline/Expulsion Pursuant to E.C. 48918
Student Expulsion # 10-11 K

- 2.2 **CONFERENCE WITH LABOR NEGOTIATOR**

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

- 2.3 **PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**

- a. Approve Closed Session Resolution No. 10/11.21 Authorizing the Release of (1) Temporary Certificated Employee
 - b. Public Employee Discipline/Dismissal/Release – CE10/11.3

- 2.4 **INTERDISTRICT ATTENDANCE APPEAL**

- a. Interdistrict Request Appeal 11/12 - 7
 - b. Interdistrict Request Appeal 11/12 - 8
 - c. Interdistrict Request Appeal 11/12 - 9
 - d. Interdistrict Request Appeal 11/12 - 10
 - e. Interdistrict Request Appeal 11/12 - 11

7:00 P.M.

3. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE** – First Street Elementary School – Multi Purpose Building

May 17, 2011

Agenda**3.1 STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C.48918**

- a. Student Discipline/Expulsion Pursuant to E.C. 48918
Student Expulsion # 10-11 H
- b. Student Discipline/Expulsion Pursuant to E.C. 48918
Student Expulsion # 10-11 K

3.2 CONFERENCE WITH LABOR NEGOTIATOR

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

3.3 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

- a. Approve Closed Session Resolution No. 10/11.21 Authorizing the Release
of (1) Temporary Certificated Employee
- b. Public Employee Discipline/Dismissal/Release – CE10/11.3
Roll call vote:

3.4 INTERDISTRICT ATTENDANCE APPEAL

- a. Interdistrict Request Appeal 11/12 - 7
- b. Interdistrict Request Appeal 11/12 - 8
- c. Interdistrict Request Appeal 11/12 – 9
- d. Interdistrict Request Appeal 11/12 - 10
- e. Interdistrict Request Appeal 11/12 - 11

4. SPECIAL ORDER OF BUSINESS

School being featured: First Street Elementary 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 Williams Uniform Quarterly Complaint Report.
- 5.4 Approve Waiver of California High School Exit Exam Requirement for Diploma
for Special Education Students.

Student #10-11 M1	Student #10-11 M6	Student #10-11 M11
Student #10-11 M2	Student #10-11 M7	Student #10-11 M12
Student #10-11 M3	Student #10-11 M8	Student #10-11 M13
Student #10-11 M4	Student #10-11 M9	Student #10-11 M14
Student #10-11 M5	Student #10-11 M10	
- 5.5 Approve Agreement with Sport Chalet regarding the purchase of Team Uniforms,
Apparel, Footwear and Equipment.
- 5.6 Approve California Environmental Quality Act Certification for the Phoenix High
School Portable Addition 2011.
Roll call vote:

May 17, 2011

Agenda**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 – Carlos DeLa Fuente
- 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 ADOPTION OF NEW AND REVISED POLICIES, REGULATIONS AND EXHIBITS – Leaman (10-11 G & O Component I, IV, V)

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

- BP/AR/ 3100 Budget
- AR 3460 Financial Reports and Accountability
- BP 3513.3 Tobacco-Free Schools

8.2 Information DAWG – DISTRICT ATTENDANCE WORK GROUP – Boyle (10-11 G & O Component IV, V)

•Western Placer Unified School District boasts a 96.6% attendance rate. While this is a very positive figure, the high rates of attendance of most of our students mask the lower attendance rates of others. When students are absent, opportunities for learning are lost, impacting the student, the teacher, the classmates and support staff. There is a financial cost as well. Last year, WPUSD lost approximately \$1.3 million in state revenues at approximately \$30/day/student, due to student absences.

This spring a committee was established to examine out district attendance rates, attendance policies and procedures. DAWG (District Attendance Work Group) has met to for the purpose of improving student attendance in order to maximize student learning and to minimize disruptions and resource costs to students, staff, families and the community.

8.3 Information CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE) RESULTS – Boyle (10-11 G & O Component IV, V)

•California high school students take the California High School Exit Examination (CAHSEE) for the first time in tenth grade. If they pass both the English Language Arts (ELA) and Mathematics portions of the test at that time, they have completed the CAHSEE portion of their high school graduation

May 17, 2011

Agenda

requirements. Students are given an additional two opportunities to pass CAHSEE as juniors, and three opportunities to pass as seniors. During the subsequent years, students have the opportunity to be enrolled in tutoring and/or CAHSEE support elective classes.

8.4 Information **LINCOLN HIGH SCHOOL MARQUEE PROGRAM – Boyle** (10-11 G & O Component I, II, III, IV, V)

●District Goal #1 states: Develop and Continually Upgrade a Well-Articulated K-12 Academic Program. Objective 1b addresses establishing a marquee program for Lincoln High School. During the past year, a committee of Lincoln High School and District administration and teachers has met together to explore additional program options for Lincoln High School. Research, visitations and discussion included Early College/Middle College; increased 2 + 2 Articulation Agreements with Sierra College; Distance Learning; and Career Pathways with an emphasis on Liberal Arts, Engineering & Design, Finance & Business, Health Science & Medical Technology, Agriculture & Natural Resources.

8.5 Discussion/ **APPROVAL OF CHANGE ORDER NO. 2 FOR LINCOLN HIGH**
Action **SCHOOL RELOCATABLES AND MODERNIZATION PROJECT –**

Lopes (10-11 G & O Component I, II, III, IV, V)

●Change Order No. 2, our full and final change order on this project, represents a \$29,109.00 increase in the Construction Contract with Seward L. Schreder Construction for the Lincoln High School Relocatables and Modernization. The attached documentation shows the breakdown of each Construction Change Directive and corresponding cost and/or credit. The new contract amount will be \$1,897,704.00 which represents just under a 1.5% increase from the original contract amount. The 1.5% includes increases in costs for both the new construction and the modernization portions of the contract.

8.6 Action **APPROVAE RESOLUTION NO. 10/11.19 ESTABLISHING FUND**
BALANCE CLASSIFICATIONS – Lopes (10-11 G & O Component I, II, III, IV, V)

●Per Board Policy 3100, "The Board shall adopt a formal resolution that provides for classification of fund balances in the general fund and is compliant with Governmental Accounting Standards Board (GASB) Statement 54. The resolution also shall:

1. Establish specific steps for committing funds that cannot be used for any other purpose unless the Board takes action to remove or change the constraint
2. Express the authority of the Board and/or delegate authority to other person(s) to identify intended uses of assigned funds
3. Establish the order in which fund balances will be spent when multiple fund balance types are available for an expenditure"

8.7 Action **APPROVAE RESOLUTION NO. 10/11.20 AUTHORIZING THE**
ISSUANCE OF 2011 TAX REVENUE ANTICIPATION NOTES –

Lopes (10-11 G & O Component I, II, III, IV, V)

●Change Tax Revenue Anticipation Notes (TRANS) are used as a financing tool to mitigate cash flow deficits. The notes are issued at a tax-exempt interest rate, which is substantially lower than normal bank loans. The proceeds may then be reinvested with the Placer County Treasurer or in a Guaranteed Investments Contract (GIC) at a higher rate of interest.

May 17, 2011

Agenda

8.8 Information BUDGET ASSUMPTIONS & MULTI YEAR PROJECTIONS –

Lopes (10-11 G & O Component I, II, III, IV, V)

• The business office is finalizing the budget development process and updating the budget assumptions. The budget assumptions reflect our best information to date and incorporate:

- School Services of California Dartboard projections (attachment A)
- Budget reductions approved by the Board of Trustees on May 3, 2011 (attachment B)
- District staffing trends
- Property tax estimates from Placer County
- Charter school estimates from Horizon
- ADA projections based on DecisionInsite (enrollment consultant) data and school site data

Articles regarding the present State budget environment and the impact of California's fiscal crisis for schools are enclosed for your information.

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
- School Fundraising

9.2 BOARD MEMBER REPORTS/COMMENTS

10. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

- **May 31, 2011 7:00 P.M.**, Special Board of Trustee Meeting – Lincoln High School
- **June 7, 2011 7:00 P.M.**, Regular Board of Trustees Meeting – Lincoln High School, Performing Arts Theater
- **June 21, 2011 7:00 P.M.**, Regular Board of Trustees Meeting – Lincoln High School Performing Arts Theater

11. ADJOURNMENT

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

Posted: 05/12/11

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Western Placer Unified School District

CLOSED SESSION AGENDA

Place: First Street School – Main Office Conference Room

Date: Tuesday, May 17, 2011

Time: 5:00 P.M.

1. LICENSE/PERMIT DETERMINATION
 2. SECURITY MATTERS
 3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR
 4. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION
 5. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION
 6. LIABILITY CLAIMS
 7. THREAT TO PUBLIC SERVICES OR FACILITIES
 8. **PERSONNEL**
 - * PUBLIC EMPLOYEE APPOINTMENT
 - * PUBLIC EMPLOYEE EMPLOYMENT
 - * PUBLIC EMPLOYEE PERFORMANCE EVALUATION
 - * **PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**
 - * COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE
 9. **CONFERENCE WITH LABOR NEGOTIATOR**
 10. **STUDENTS**
 - * **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
 - * STUDENT PRIVATE PLACEMENT
 - * **INTERDISTRICT ATTENDANCE APPEAL**
 - * STUDENT ASSESSMENT INSTRUMENTS
 - * STUDENT RETENTION APPEAL, Pursuant to BP 5123
-
1. **LICENSE/PERMIT DETERMINATION**
 - a. Specify the number of license or permit applications.
 2. **SECURITY MATTERS**
 - a. Specify law enforcement agency
 - b. Title of Officer,
 3. **CONFERENCE WITH REAL PROPERTY NEGOTIATOR**
 - a. Property: specify the street address, or if no street address the parcel number or unique other reference to the property under negotiation.
 - b. Negotiating parties: specify the name of the negotiating party, not the agent who directly or through an agent will negotiate with the agency's agent.

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

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

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

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Student Discipline/
Expulsion
Student #10-11 H

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

John Wyatt
District Hearing Officer

ENCLOSURES:

DEPARTMENT:

FINANCIAL INPUT/SOURCE:

MEETING DATE:

May 17, 2011

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will disclose any action taken during closed session in regards to the expulsion of Student #10-11 H

RECOMMENDATION:

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

**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:

Student Discipline/
Expulsion
Student #10-11 K

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

John Wyatt
District Hearing Officer

ENCLOSURES:

DEPARTMENT:

FINANCIAL INPUT/SOURCE:

MEETING DATE:

May 17, 2011

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will disclose any action taken during closed session in regards to the expulsion of Student #10-11 K

RECOMMENDATION:

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

**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:

May 17, 2011

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.

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

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World	
DISTRICT GLOBAL GOALS	
1.	Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
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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:

Employee Discipline/Dismissal/Release
Approve Closed Session Resolution No. 10/11.21
Authorizing the Release of Temporary
Certificated Employees

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

Ryan Davis
Director of Human Services

ENCLOSURES:

Yes

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

Categorical/General

MEETING DATE:

May 17, 2011

ROLL CALL REQUIRED:

Yes

BACKGROUND:

Pursuant with Education Code 44954 the District may end its employment relationship with all Temporary Certificated Employees by notifying said employees that their temporary employment term ends at the close of the 2010-2011 school year.

RECOMMENDATION:

Administration recommends the Board of Trustees approve Closed Session Resolution No. 10/11.21 authorizing the release of Certificated Temporary Employees. Disclose action taken in closed session.

3.3a

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

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Public Employee Discipline/
Dismissal/Release

- CE 10/11.3

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

Ryan Davis
Director, Human Services

ENCLOSURES:

Yes

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

General/Categorical

MEETING DATE:

May 17, 2011

ROLL CALL REQUIRED:

Yes

BACKGROUND:

Board of Trustees will disclose any action taken in closed session in regard to Employee # CE 10/11.3 Discipline/Dismissal/Release.

RECOMMENDATION:

Administration recommends the Board of Trustees disclose action taken in closed session in regard to Employee # CE 10/11.3 Discipline/Dismissal/Release.

3.3b

**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:

Interdistrict Appeal

AGENDA ITEM AREA:

Disclosure of Action Taken in
Closed Session

REQUESTED BY:

Scott Leaman,
Superintendent

ENCLOSURES:

No

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

May 17, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will discuss disclose any action taken in closed session regarding the following transfer appeals:

- Interdistrict Request Appeal 11/12 - 7
- Interdistrict Request Appeal 11/12 - 8
- Interdistrict Request Appeal 11/12 - 9
- Interdistrict Request Appeal 11/12 - 10
- Interdistrict Request Appeal 11/12 - 11

ADMINISTRATION RECOMMENDATION:

Disclose any action taken.

**SPECIAL
ORDER
OF
BUSINESS**

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

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Featured School:
First Street Elementary School

AGENDA ITEM AREA:

Special Order of Business

REQUESTED BY:

Scott Leaman,
Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

May 17, 2011

ROLL CALL VOTE:

No

BACKGROUND:

First Street Elementary 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.

First Street School

Western Placer Unified School District
"Excellence in Education"



First Street School
Board Presentation – May 17, 2011
7:00 PM – FSS Multi-Purpose Room

First Street School is delighted to have an opportunity to highlight some of the wonderful features of our school to the Western Placer Unified School District Board of Trustees. During our presentation we will feature the following items:

- ✓ Recognition of students who achieved a perfect score on the CST

Board Members

- Cherish Bruce
- Emily Compaan (for the second time)
- Justice Calhoun
- Ethen Darbo
- Dorin Wirth

- ✓ Recognition of outstanding academic achievement
 - Joshua Albornoz

Mr. Ayala

- ✓ Presentation of STEM Program

Ms. Tanja Poley

1400 First Street
Lincoln, CA 95648

Rubén Ayala, Principal

Phone: (916) 645-6330
Fax: (916) 645-6284

4.1

CONSENT

AGENDA

ITEMS

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

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

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:

May 17, 2011

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

May 17, 2011

CLASSIFIED/MANAGEMENT

RESIGNATIONS

1. **Name:** Lori Deschamps
 Position: Campus/Café Supervisor
 Site: Twelve Bridges Elementary
 Hours: 25 Minutes/Day
 Effective: 6/3/11

2. **Name:** Lori Deschamps
 Position: Campus/Café Supervisor
 Site: Twelve Bridges Elementary
 Hours: 20 Minutes/Day
 Effective: 6/3/11

2. **Name:** Wendy Pipkins
 Position: Intervention Services Provider
 Site: Lincoln Crossing Elementary
 Hours: 3.75 Hours/Day
 Effective: 5/25/11

5.1.1

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

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

SUBJECT:

Certificated Personnel Report

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Ryan Davis
Director of Human Services



ENCLOSURES:

Yes

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

Categorical

MEETING DATE:

May 17, 2011

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

May 17, 2011

CERTIFICATED/MANAGEMENT

REQUEST FOR MATERNITY/CHILD REARING LEAVE

- 1. Vanessa Cern, 1st Grade Teacher, Twelve Bridges Elementary**
- 2. Camalyn Sahyoun, 1st Grade Teacher, Foscett Ranch Elementary**

RESIGNATION

- 3. Polly Weldon, resigning .5 FTE of 1.00 FTE Speech Path. position, Lincoln Crossing Elem.**

5.2.1

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

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SUBJECT:

Williams Uniform Quarterly
Complaint Report

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Scott Leaman,
Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

May 17, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

One component of the Williams Settlement Legislation requires each district to submit a quarterly report to the County Superintendent and the Governing Board on the nature and resolution of complaints addressing insufficient instructional material, teacher vacancies and misassignments, and emergency or urgent facilities issues.

RECOMMENDATION:

Administration recommends the Board of Trustees approve the results of the Williams Uniform Complaint report.

Quarterly Report on Williams Uniform Complaints
[Education Code § 35186(d)]

District: Western Placer Unified School

Person completing this form: Rosemary Knutson

Title: Secretary to the Superintendent

Quarterly Report Submission Date: ☒ April - 2011
(Check one) ☐ July - 2011
☐ October - 2011
☐ January - 2012

Date for information to be reported publicly at governing board meeting: May 17, 2011

- ☒ No complaints were filed with any school in the district during the quarter indicated above.
- ☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
TOTALS	0	0	0

Scott Leaman
Print Name of District Superintendent


Signature of District Superintendent

May 9, 2011
Date

5.3.1

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

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DISTRICT GLOBAL GOALS

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- 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:

Waiver of California High School Exit Exam
Requirement for Diploma for Special Education
Student #10-11M1 Student #10-11 M8
Student #10-11M2 Student #10-11M9
Student #10-11 M3 Student #10-11 M10
Student #10-11 M4 Student #10-11 M11
Student #10-11 M5 Student #10-11 M12
Student # 10-11 M6 Student #10-11 M13
Student #10-11 M7 Student #10-11 M14

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Mary Boyle
Deputy Superintendent Ed Services

ENCLOSURES:

Confidential Student Assessment
Information

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

None

MEETING DATE:

May 17, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

Effective January 1, 2009, Assembly Bill (ASB) 2040 (Nunez) required that the State Superintendent of Public Instruction (SSPI) recommend, and the State Board of Education (SBE) select, members of a panel that would convene to make recommendations regarding alternative means for eligible students with disabilities (SWDs) demonstrating that they had achieved the same level of academic achievement in the content standards of English-Language Arts (ELA) or Mathematics, or both, required for passage of the California High School Exit Examination (CAHSEE), by January 1, 2011. For the purpose of AB 2040 requirements (EC Section 60852.2), an eligible SWD is a student meeting all of the following criteria:

- Student has an operative individualized education program (IEP) or Section 504 plan that indicates the student has an anticipated graduation date and is scheduled to receive a high school diploma on or after January 1, 2011.
- Student has not passed the CAHSEE.
- School district certifies that the student has satisfied or will satisfy all other state and local requirements for the receipt of a high school diploma on or after January 1, 2011.
- Student has attempted to pass those sections of the CAHSEE not yet passed at least twice after grade ten, including at least once during the current enrollment of grade twelve, with the accommodations or modifications, if any, specified in the student's IEP or Section 504 plan.

While the panel has met and studied alternative means for students with disabilities to show CAHSEE-level proficiency, there had been no specific recommendations by the fall of 2010, prompting CDE at its September, 2010 meeting, to recommend extending the deadline for passing an alternative measure until July 1, 2012, and temporarily exempting students with disabilities from the CAHSEE requirement.

WPUSD has continued to encourage its students with disabilities to pass the CAHSEE and has continued to adhere to the bulleted requirements above. Students #10-11M1- M14 has completed at least 260 credits at Lincoln High School, has attempted to pass CAHSEE at least twice after the 10th grade and at least once in the 12th grade, and has demonstrated achievement for an eligible disabled student not passing CAHSEE. While a waiver is not technically required, it is our intention to honor the student's attempts at passing CAHSEE with this waiver approval.

RECOMMENDATION:

Approve Waiver Request for Students #10-11M1 – M14.

WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.	
DISTRICT GLOBAL GOALS	
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3.	Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4.	Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5.	Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Approve Agreement with Sport Chalet
Regarding the Purchase of Team Uniforms,
Apparel, Footwear and Equipment

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Joyce Lopes
Assistant Superintendent of Business Services

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

General Fund

MEETING DATE:

May 17, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

The district desires to enter into an agreement with Sport Chalet in which the district agrees to have Athletic teams purchase all team uniforms, apparel, footwear and equipment from Sport Chalet Team Sales. In return, Sport Chalet will provide a rebate in the form of free product, consistent and reduced pricing, consistent color and consistent logos.

RECOMMENDATION:

Administration recommends the Board approve the agreement between Western Placer Unified School District and Sport Chalet.

5.5



Sport Chalet All School Agreement: a tool to enhance the school and the athletic program.

It's not about free product.

1. Elevation of the Athletics program

- Athlete's and Parents know they are using the same products as the major Division 1 programs.
- Consistent pricing from sport to sport and season to season.
- Consistency of color from sport to sport and season to season.
- Consistency of logos.
- Organizes purchasing.
- Benefits of lower pricing extended to individual athlete purchasing.
- Same pricing is extended to the booster club/ bookstore.
- Access to all the top brands at the best possible price.

2. Rebate program

- Controlled by the Athletic Director
- \$5,000 in comps the first year
- \$4,000 in comps the second year
- \$3,000 in comps the third year
- Double comps when volume reaches \$100,000 for the year.

3. Other details

- Program is for three years.
- School comps expire each year and cannot be carried over from year one to year two, etc. It is the Athletic Director's responsibility to use comps by the end of the school year.
- Schools must adhere to payment terms.

Sport Chalet / Lincoln High School Agreement

This agreement confirms the relationship between Sport Chalet and Lincoln High School.

During the term of the agreement Lincoln High School will:

- Require their athletic teams to purchase all Team Uniforms, Apparel, Footwear and Equipment from Sport Chalet Team Sales. This covers only product purchased by the school and does not pertain to product purchased by individual players with their own money.
- It will not be mandatory for the school to purchase all new uniforms in year one. When scheduled to purchase uniforms for their respective athletic teams, the school agrees those uniforms will be purchased from SCTS.
- Sport Chalet has the right to terminate the agreement if the school's athletic teams do not wear Uniforms, Apparel, Footwear, and Equipment from SCTS.

During the term of the agreement Sport Chalet agrees to:

- Provide a rebate in the form of free product, valued at retail. Sport Chalet Team Sales will provide a list of eligible items that Athletics can choose from for their free product allowance. Complimentary Sport Chalet merchandise is unlettered. Embellishment and freight is not included and must be paid for by the high school unless exceptions are agreed upon in advance.

Pricing

- Sport Chalet will pass along the best possible discounts and pricing to these all school agreements.

[illegible]

The period of this agreement is for 3 complete school years, beginning June 1, 2011. This agreement will be reviewed and evaluated in April of each year.

5.5.2

If at the end of the third Year, the school is presented with an offer from another company, the school shall allow Sport Chalet a right to match that other company's offer.

Lincoln High School:

Date: 5/5/11

Signature: Joyce Lopes

Print: Joyce Lopes

Title: Assistant Superintendent of Business Services

Phone Number: 916.645.6350

Sport Chalet Team Sales:

Date: _____

Signature: _____

Print: _____

Title: _____

Phone Number: _____

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

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SUBJECT:

California Environmental
Quality Act Certification
For the Phoenix High School
Portable Addition 2011

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Joyce Lopes, Assistant Superintendent
Business Services

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

Restricted Facilities Fund

MEETING DATE:

May 17, 2011

ROLL CALL REQUIRED:

BACKGROUND:

Phoenix High School has had two classrooms demolished in the past two years. Plans are underway to replace these facilities with a quadruple wide portable classroom where the previous portables were located.

Although we will not be receiving state funding for this project, in order to maintain a transparent project, staff is seeking that the governing board certifies compliance with California Environmental Quality Act (CEQA) requirements as detailed in the Public Resources Code and Regulations. This project qualifies for Class 2 Exemption under CEQA.

Staff is requesting the board approve the attached Form SAB 490.

RECOMMENDATION:

Approve SAB 490 CEQA Certification and direct staff to file said form with the County Clerk/Recorders Office.

5.6

SCHOOL DISTRICT	Western Placer Unified School District	APPLICATION NUMBER	n/a
PROJECT NAME	Phoenix High School Portable Replacement	COUNTY	Placer

General Instructions:

This form must be completed by all Districts after they have performed all relevant California Environmental Quality Act (CEQA) requirements detailed in the Public Resources Code and regulations. After CEQA requirements are completed and the information is certified by the District Representative and President/Secretary of the Governing Board, this form must be forwarded to the Office of Public School Construction. All documents must have original signatures unless a copy is specified.

Note: Please be advised that documentary evidence of CEQA compliance should be retained by the district and may be subject to future audit.

Part A **Notice of Categorical Exemption**

Specific Instructions: *The district must self-certify performance of at least one class of exemption when this method of compliance with CEQA is utilized.*

- ☐ **CLASS 1 EXEMPTION:** This project only required minor alterations to existing public structures involving negligible expansion of use beyond that which previously existed and the Categorical Exemption has been filed and dated with the County clerk (for additional information see the *Applicant Handbook on Categorical Exemptions page 3-B-5*).
- ☒ **CLASS 2 EXEMPTION:** This project only entails replacement of existing structures where the new structure will be located on the same site as the structure replaced and the Categorical Exemption has been filed and dated with the County clerk (for additional information see the *Applicant Handbook on Categorical Exemption page 3-B-5*).
- ☐ **CLASS 14 EXEMPTION:** This project only includes an addition to an existing school and the addition does not increase the original student capacity by more than 25 percent or ten classrooms (whichever is less) and the Categorical Exemption has been filed and dated with the County clerk (for additional information see the *Applicant Handbook on Categorical Exemptions page 3-B-5*).

Part B **Negative Declaration**

Specific Instructions: *The district must self-certify compliance with all Negative Declaration criteria listed below when this method of compliance with CEQA is utilized. For additional information relative to CEQA, see the Applicant Handbook page 3-B-4.*

- ☐ An Initial environmental study which includes responses has been completed.
- ☐ The district has consulted with persons/organizations for comment prior to the district's adoption of the negative declaration (the list of those persons/organizations must be maintained for documentation and audit purposes).
- ☐ The district provided the Negative Declaration upon request to receive public comment and responded to all public comments.
- ☐ The district has evidence that the site has been investigated for previous or current use as a hazardous or solid disposal site, hazardous substance release site or site which contains pipeline which carry hazardous substances, materials, or hazardous wastes.

CALIFORNIA ENVIRONMENTAL QUALITY ACT CERTIFICATION

SAB 490 (REV. 04/98)

PAGE 2 OF 2

- ☐ The district submitted the Negative Declaration to the Office of Planning and Research (OPR) State Clearinghouse including a date (Note: this fact must be documented for audit purposes by an OPR State Clearinghouse environmental document transmittal form complete with clearinghouse number).
- ☐ The closing letter from the OPR State Clearinghouse (acknowledging compliance with OPR review requirements) has been obtained.
- ☐ A Notice of Determination date stamped by the county clerk has been obtained.

Part C**Environmental Impact Report (EIR)**

Specific Instructions: The self-certifying district must indicate compliance with all Environmental Impact Report criteria listed below when this method of compliance with CEQA is utilized. For additional information relative to CEQA, see the Applicant Handbook page 3-B-4.

- ☐ An initial environmental study which includes responses has been completed.
- ☐ The district has consulted with persons/organizations for comment prior to the district filing the notice of completion (the list of those persons/organizations must be maintained for documentation and audit purposes).
- ☐ The district has evidence that the site has been investigated for previous or current use as a hazardous or solid disposal site, hazardous substance release site or site which contains pipelines which carry hazardous substances, materials, or hazardous wastes.
- ☐ The District has evidence that the State Clearinghouse has received a notice of completion of the draft EIR.
- ☐ The District provided the EIR upon request to receive and record public comment and responded to all public comments (if there were no public comments, the district must document that no comments were received).
- ☐ A closing letter from the OPR State Clearinghouse has been obtained.
- ☐ A district has completed the final EIR.
- ☐ If serious adverse environmental consequences has been identified, the district has completed a statement of overriding considerations warranting project approval.
- ☐ A Notice of Determination date stamped by the County Clerk and State Clearinghouse has been obtained.

PART D**DISTRICT CERTIFICATION**

We certify under penalty of perjury that the Governing Board has reviewed this form and supporting documents, that the contents properly set forth the request of the District for funding under Chapter 12, Part 10, of the Education Code, and that the information contained herein is true and accurate to the best of our knowledge and belief. We are aware of Section 17041.2 of the Education Code and 12560 of the Government Code which provide for penalties when information is erroneously self-certified. Submission of the form was authorized by Board action _____.

Both signature blocks must be completed

SIGNATURE OF DISTRICT REPRESENTATIVE	TITLE Asst Supt, Business Srvc	DATE
SIGNATURE OF PRESIDENT/CHAIRPERSON OR SECRETARY/CLERK	TITLE	DATE

5.6.2

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

**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:

Adoption of Revised/New
Policies/Regulations/Exhibits

AGENDA ITEM AREA:

Action

REQUESTED BY:

Scott Leaman
Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

May 17, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

These new and revised policies/regulations/exhibits are now being presented for approval by the Board of Trustees.

- BP/AR/ 3100 Budget
- AR 3460 Financial Reports and Accountability
- BP 3513.3 Tobacco-Free Schools

RECOMMENDATION:

Administration recommends the Board of Trustees approve the new and revised Policies, Regulations and Exhibits as submitted.

MANUAL MAINTENANCE GUIDESHEET

Page 1 of 1

Note: Descriptions below identify major changes in revised materials. Editorial changes have also been made.

<u>DELETE</u>	<u>ADD</u>	<u>DESCRIPTION</u>
BP/AR/E 3100		<u>Budget</u> <u>Delete</u> BP/AR. Updated policy and regulation, delete wording from the policy and regulation.
	AR 3460	<u>Financial Reports and Accountability</u> <u>Revise</u> AR. Regulation updated to reflect new wording.
BP 3513.3	BP 3513.3	<u>Tobacco-Free Schools</u> <u>Revised</u> BP. Policy adds definition of prohibited products, including nicotine delivery devices such as electronic cigarettes, and reflects NEW LAW (SB 882,2010) which prohibits sales of electronic cigarettes to minors.

8.1.1

BUDGET

The Board of Trustees recognizes its critical responsibility for adopting a sound budget for each fiscal year which is aligned with the district's vision, goals, and priorities. The district budget shall guide administrative decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district.

(cf. 0000 - Vision)

(cf. 3000 - Concepts and Roles)

(cf. 3300 - Expenditures/Expending Authority)

(cf. 3460 - Financial Reports and Accountability)

(cf. 9000 - Role of the Board)

The district budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations. Subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

Budget Development and Adoption Process

The Superintendent or designee shall establish an annual budget development process and calendar in accordance with the single budget adoption process described in Education Code 42127(i). He/she shall annually notify the County Superintendent of Schools of the district's decision to use the single budget adoption process in the subsequent year.

In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified district needs and goals and on realistic projections of available funds.

The Superintendent or designee shall oversee the preparation of a proposed district budget for approval by the Board and shall involve appropriate staff at all levels in the development of budget projections.

The Board shall establish and maintain a general fund reserve for economic uncertainty that meets or exceeds the requirements of 5 CCR 15443. In addition, during the period that the district has the unique status of a basic aid district, or a district that would be basic aid except for the transfer of in lieu property taxes to a charter school (Education Code 47663) and is receiving Basic Aid Supplement Charter School Adjustment funds, a separate Basic Aid Reserve ~~Fund~~ will be maintained.

The Board encourages public input in the budget development process and shall hold public hearings and meetings in accordance with law.

BUDGET (continued)

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Meeting Conduct)

The budget that is formally adopted by the Board shall be in the format prescribed by the Superintendent of Public Instruction. The Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the Board, staff, and public.

Budget Advisory Committee

The Board may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.

The committee shall develop recommendations during the budget development process and its duties shall be assigned each year based on district needs. All recommendations of the committee shall be advisory only and shall not be binding on the Board or the Superintendent or designee.

(cf. 1220 - Citizen Advisory Committees)

(cf. 2230 - Representative and Deliberative Groups)

(cf. 3350 - Travel Expenses)

(cf. 9130 - Board Committees)

(cf. 9140 - Board Representatives)

Budget Criteria and Standards

In developing the district budget, the Superintendent or designee shall analyze criteria and standards adopted by the State Board of Education which address estimation of funded average daily attendance (ADA), projected enrollment, ratio of ADA to enrollment, projected revenue limit, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, fund balance, and reserves. The budget review shall also identify supplemental information regarding contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, and the status of labor agreements. (Education Code 33127, 33128, 33129; 5 CCR 15440-15451)

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, categorical program requirements, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

8.1.3

BUDGET (continued)

(cf. 2210 - Administrative Discretion Regarding Board Policy)

(cf. 3110 - Transfer of Funds)

Fund Balance

The Board shall adopt a formal resolution that provides for classification of fund balances in the general fund and is compliant with Governmental Accounting Standards Board (GASB) Statement 54. The resolution also shall:

1. Establish specific steps for committing funds that cannot be used for any other purpose unless the Board takes action to remove or change the constraint
2. Express the authority of the Board and/or delegate authority to other person(s) to identify intended uses of assigned funds
3. Establish the order in which fund balances will be spent when multiple fund balance types are available for an expenditure

The Board reserves the authority to review and amend this resolution as needed to reflect changing circumstances and district needs.

Long-Term Financial Obligations

The district's current-year budget and multi-year projections shall include adequate provisions for addressing the district's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.

(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 4143/4243 - Negotiations/Consultation)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

(cf. 7210 - Facilities Financing)

(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

The Board shall approve a plan for meeting the district's long-term obligations to fund nonpension, other postemployment benefits (OPEBs). This plan shall include a specific funding strategy and the method that will be used to finance the district's annual fiscal obligations for such benefits in a manner that continually reduces the deficit to the district to the extent possible. The Board reserves the authority to review and amend the funding strategy as necessary to ensure that it continues to serve the best interests of the district and maintains flexibility to adjust for changing budgetary considerations.

8.14

BUDGET (continued)

When the Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of OPEBs, the Board shall disclose, as a separate agenda item at the same meeting, whether or not it will reserve a sufficient amount of money in its budget to fund the present value of the benefits of existing retirees and/or the future cost of employees who are eligible for benefits in the current fiscal year. (Education Code 42140)

Budget Amendments

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the district's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for Board approval when the state budget is adopted, collective bargaining agreements are accepted, district income declines, increased revenues or unanticipated savings are made available to the district, program proposals are significantly different from those approved during budget adoption, and/or other significant changes occur that impact budget projections.

(cf. 3110 - Transfer of Funds)

*Legal Reference:*EDUCATION CODE

1240 Duties of county superintendent of schools

33127-33131 Standards and criteria for local budgets and expenditures

35035 Powers and duties of superintendent

35161 Powers and duties, generally, of governing boards

42103 Public hearing on proposed budget; requirements for content of proposed budget;

42120-42129 Budget requirements

42130-42134 Financial certifications

42140-42141 Disclosure of fiscal obligations

42602 Use of unbudgeted fund

42605 Tier 3 categorical flexibility

42610 Appropriation of excess funds and limitation thereon

45253 Annual budget of personnel commission

45254 First year budget of personnel commission

GOVERNMENT CODE

7900-7914 Appropriations limit

CODE OF REGULATIONS, TITLE 5

15060 Standardized account code structure

15440-15452 Criteria and standards for school district budgets

Management Resources: (see next page)

BUDGET (continued)

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance: Budget Planning and Adoption, 2065

Maximizing School Board Governance: Understanding District Budgets, 2006

School Finance DC-ROM, 2005

CDE PUBLICATIONS

California School Accounting Manual

FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS

Fiscal Oversight Guide for AB 1200, AB 2756 and Subsequent Related Legislation, September 2006

GOVERNMENT FINANCE OFFICERS ASSOCIATION

Best Practice: Appropriate Level of Unrestricted Fund Balance in the General Fund, 2009

GOVERNMENTAL ACCOUNTING STANDARDS BOARD STATEMENTS

Statement 34, Basic Financial Statements and Management's Discussion and Analysis - For State and Local Governments, June 1999

Statement 45, Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions, June 2004

Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions, March 2009

WEB SITES

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

Association of California School Administrators: <http://www.acsa.org>

California Department of Education, Finance and Grants: <http://www.cde.ca.gov/fg>

California Department of Finance: <http://www.dof.ca.gov>

Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

Government Finance Officers Association: <http://www.gfoa.org>

Governmental Accounting Standards Board: <http://www.gasb.org>

Legislative Analyst's Office: <http://www.lao.ca.gov>

School Services of California, Inc.: <http://www.sscal.com>

Policy

adopted: September 4, 2007

revised: April 21, 2009

revised: November 16, 2010

revised:

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Lincoln, California

8.1.6

BUDGET

Budget Adoption and Submission Process

Before adopting the district budget for the subsequent fiscal year, the Board of Trustees shall hold a public hearing. An agenda for this hearing shall be posted at least 72 hours before the hearing and shall indicate the location where the budget may be inspected. The proposed budget shall be available for public inspection at least three working days before this hearing. (Education Code 42103, 42127)

The Superintendent or designee shall notify the County Superintendent of Schools of the location, dates, and times at which the proposed budget may be inspected, as well as the location, date, and time of the public hearing, in sufficient time for the County Superintendent to publish such information in a newspaper of general circulation at least 10 days but not more than 45 days before the hearing.

During the hearing, any district resident may speak to the proposed budget or to any item in the budget. The hearing may conclude when all residents who have requested to be heard have had the opportunity to speak. Sufficient time shall be allowed so that the budget can still be adopted by July 1. (Education Code 42103)

(cf. 9320 - Meetings and Notices)

(cf. 9323 - Meeting Conduct)

The district's budget shall be presented in the format prescribed by the Superintendent of Public Instruction. (Education Code 42126)

The Superintendent or designee shall file the adopted budget with the County Superintendent no later than five days after adoption or by July 1, whichever occurs first. The budget and supporting data shall be maintained and made available for public review. (Education Code 42127)

(cf. 1340 - Access to District Records)

No later than 45 days after the Governor signs the annual Budget Act, the Superintendent or designee shall make available for public review any revisions in budgeted revenues and expenditures which are consequently necessary. (Education Code 42127)

If the County Superintendent disapproves the district's budget, the Board shall review and respond to his/her recommendations at a public meeting on or before September 8. The response shall include any revisions to the adopted budget and any other proposed actions to be taken as a result of those recommendations. (Education Code 42127)

BUDGET (continued)**General Fund Reserves****Reserve for Economic Uncertainty**

Per BP 3100, the Board shall establish and maintain a general fund reserve for economic uncertainty that meets or exceeds the requirements of 5 CCR 15443. The reserve for economic uncertainty for the District will be established at no less than 5% of total general fund expenditures. In the event that the District falls below the 5% level, the Board will adopt a plan to achieve the 5% minimum reserve level within one year.

Basic Aid Reserve Fund

1. Recognizing the unique status of Western Placer USD as "a district that loses basic aid status as a result of transferring property taxes to a charter school or schools" pursuant to Section 47635, and that a reserve is a one-time funding source, the District will maintain a separate Basic Aid Reserve **Fund**.
2. Basic Aid Reserve **Fund** may be used only to fund non-recurring expenditures, such as instructional materials, equipment, limited term operating mandates, and unique program opportunities, such as the establishment of a magnet program.
3. The Basic Aide Reserve will be equal to the differential between the WPUSD property tax collections and the state's revenue limit for WPUSD. The differential is to be calculated each June prior to adoption of the annual budget and recalculated in August prior to funds being moved, based on the budgeted property tax estimate for the then current fiscal year and the estimate of the revenue limited for the current fiscal year.
4. As part of the approval of the annual budget, the Board shall consider any proposed use of the Basic Aid Reserve **Fund** and shall take separate action to approve such uses."

Regulation
 approved: September 4, 2007
 revised: April 21, 2009
 revised:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
 Lincoln, California

8.1.8

FINANCIAL REPORTS AND ACCOUNTABILITY

Unaudited Actual Receipts and Expenditures

The Superintendent or designee shall prepare a statement of all unaudited actual receipts and expenditures of the district for the preceding fiscal year, using the state's standardized account code structure (SACS) as prescribed by the Superintendent of Public Instruction (SPI). On or before September 15, the Governing Board shall approve this statement and file it with the County Superintendent of Schools. (Education Code 42100)

Gann Appropriations Limit Resolution

The Board shall adopt a resolution by September 15 of each year to identify the estimated appropriations limit for the district for the current fiscal year and the actual appropriations limit of the district during the preceding year, as determined pursuant to Government Code 7900-7914. Documentation used to identify these limits shall be made available to the public on the day of the Board meeting. (Education Code 42132; Government Code 7910)

Interim Reports

The Superintendent or designee shall submit two interim fiscal reports to the Board of Trustees, the first report covering the district's financial and budgetary status for the period ending October 31 and the second report covering the period ending January 31. The reports and supporting data shall also be made available by the district for public review. (Education Code 42130)

(cf. 1340 - Access to District Records)

Each interim report shall include an assessment of the district budget as revised to reflect current information regarding the adopted state budget, district property tax revenues, if any, and ending balances for the preceding year. The review shall be based on criteria and standards adopted by the State Board of Education which address fund and cash balances, reserves, deficit spending, estimation of average daily attendance (ADA), projected enrollment, ratio of ADA to enrollment, projected revenue limit, salaries and benefits, other revenues and expenditures, and facilities maintenance. The review shall also consider supplemental information regarding contingent liabilities, use of one-time revenues for ongoing expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, temporary interfund borrowings, the status of labor agreements, and the status of other funds. (Education Code 42130, 42131; 5 CCR 15453-15464)

Within 45 days after the close of the period reported, the Board shall assess the interim report on the basis of criteria adopted by the State Board of Education pursuant to Education Code 33127 and on current information regarding the adopted state budget, district property tax revenues if any, and ending balances for the preceding year. The Board shall approve the fiscal report and send it to the County Superintendent of Schools in a format or on forms prescribed by the Superintendent of Public Instruction. In addition, the Board shall submit its

8.1.9

FINANCIAL REPORTS AND ACCOUNTABILITY (continued)

certification of the district's financial status based on current projections, in accordance with the following: (Education Code 42130, 42131; 5 CCR 15453-15463)

1. "Positive certification" indicating that the district will meet its financial obligations for the current fiscal year and two subsequent fiscal years
2. "Qualified certification" indicating that the district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years
3. "Negative certification" indicating that the district will be unable to meet its financial obligations for the remainder of the fiscal year or the subsequent fiscal year

The Superintendent or designee shall submit a copy of the interim report and certification to the County Superintendent using the state's SACS, as prescribed by the SPI. (Education Code 42130, 42131)

If the district submits a positive certification that is subsequently changed by the County Superintendent to a qualified or negative certification, the district may appeal the decision to the SPI within five days of receiving the notice of change. (Education Code 42131)

Whenever the district has a qualified or negative certification, as determined by the Board or the County Superintendent, it shall cooperate in the implementation of any remedial actions taken by the County Superintendent under the authority granted to him/her pursuant to Education Code 42131.

Whenever the County Superintendent conducts a comprehensive review of the district's financial and budgetary conditions after determining that the district's budget does not comply with state standards and criteria for fiscal stability, the Board shall review the County Superintendent's recommendations at a public Board meeting. Within 15 days of receiving the report, the district shall notify the County Superintendent and the SPI of its proposed actions on the recommendations. (Education Code 42637)

If the second interim report of the fiscal year is accompanied by a qualified or negative certification as determined by the Board or the County Superintendent, the Superintendent or designee shall, no later than June 1, provide to the County Superintendent, the State Controller, and the SPI a financial statement that reports data for the period ending April 30 and projects the district's fund and cash balances as of June 30. (Education Code 42131)

Audit Report

By April 1 of each year, the Board shall either provide for an audit of the district's books and accounts or make arrangements with the County Superintendent to provide for that audit. (Education Code 41020)

8.1.10

FINANCIAL REPORTS AND ACCOUNTABILITY (continued)

The Superintendent or designee shall establish a timetable for the completion and review of the audit within the deadlines established by law.

To conduct the audit, the Board shall select a certified public accountant, or public accountant licensed by the State Board of Accountancy, from among those deemed qualified by the State Controller. (Education Code 41020, 41020.5)

The Board shall not select any public accounting firm to provide audit services if the lead audit partner or coordinating audit partner having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for the district in each of the six previous fiscal years. (Education Code 41020)

While a public accounting firm is performing the audit of the district, it shall not provide any nonauditing, management or other consulting services except as provided in Government Accounting Standards, Amendment #3, published by the U.S. Government Accounting Office. (Education Code 41020)

The audit shall include an audit of income and expenditures by source of funds for all funds of the district, including the student body and cafeteria funds and accounts and any other funds under the control or jurisdiction of the district, as well as an audit of student attendance procedures. (Education Code 41020)

(cf. 3430 - Investing)

(cf. 3451 - Petty Cash Funds)

(cf. 3452 - Student Activity Funds)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

(cf. 5117 - Interdistrict Attendance)

The Superintendent or designee shall cooperate with the auditor to provide the necessary financial records and to ensure that the audit report contains all information required by law and the Governmental Accounting Standards Board (GASB).

By January 31 of each year, the Board shall review, at an open meeting, the annual district audit for the prior year, any audit exceptions identified in that audit, the recommendations or findings of any management letter issued by the auditor, and any description of correction or plans to correct any exceptions or any issue raised in a management letter. (Education Code 41020.3)

(cf. 9322 - Agenda/Meeting Materials)

To the extent possible, the Board's review shall occur prior to December 15 to provide the Board and the community an opportunity to review the audit before it is submitted to local and state agencies.

8.1.1 |

FINANCIAL REPORTS AND ACCOUNTABILITY (continued)

No later than December 15, the Superintendent or designee shall file the report of the audit for the preceding fiscal year with the County Superintendent, the California Department of Education, and the State Controller. (Education Code 41020)

If an audit finding results in the district being required to repay an apportionment or pay a penalty, the district may appeal the finding to the Education Audit Appeals Panel by making an informal, summary appeal within 30 days of receiving the final audit report or initiating a formal appeal within 60 days of receiving the report. (Education Code 41344, 41344.1)

Fund Balance

In accordance with GASB Statement 54, external financial reports shall report fund balances in the general fund within the following classifications based on the relative strength of constraints placed on the purposes for which resources can be used:

1. Nonspendable fund balance, including amounts that are not expected to be converted to cash, such as resources that are not in a spendable form or are legally or contractually required to be maintained intact
2. Restricted fund balance, including amounts constrained to specific purposes by their providers or by law
3. Committed fund balance, including amounts constrained to specific purposes by the Board
4. Assigned fund balance, including amounts which the Board or its designee intends to use for a specific purpose
5. Unassigned fund balance, including amounts that are available for any purpose **(at a minimum, the reserve for Economic Uncertainties and the Basic Aid Reserve, per AR 3100).**

Negative Balance Report

Whenever the district reports a negative unrestricted fund balance or a negative cash balance in its annual budget or annual audit report, it shall include in the budget a statement that identifies the reasons for the negative unrestricted fund balance or negative cash balance and the steps that have been taken to ensure that the negative balance will not occur at the end of the current fiscal year. (Education Code 42127.5)

Non-Voter-Approved Debt Report

Upon approval by the Board to proceed with the issuance of revenue bonds or any agreement for financing school construction pursuant to Education Code 17170-17199.5, the

8.1.12

FINANCIAL REPORTS AND ACCOUNTABILITY (continued)

Superintendent or designee shall notify the County Superintendent and the county auditor. The Superintendent or designee shall provide the Board, the county auditor, the County Superintendent, and the public with related repayment schedules and evidence of the district's ability to repay the obligation. (Education Code 17150)

When the Board is considering the issuance of certificates of participation and other debt instruments that are secured by real property and do not require the approval of the voters of the district, the Superintendent or designee shall provide notice to the County Superintendent and county auditor no later than 30 days before the Board's approval to proceed with issuance. The Superintendent or designee shall provide the Board, the county auditor, the County Superintendent, and the public with information necessary to assess the anticipated effect of the debt issuance, including related repayment schedules, evidence of the district's ability to repay the obligation, and the issuance costs. (Education Code 17150.1)

Other Postemployment Benefits Report (GASB 45)

In accordance with GASB Statement 45, the district's financial statements shall report the annual expense of nonpension other postemployment benefits (OPEBs) on an accrual basis over retirees' active working lifetime, as determined by a qualified actuary procured by the Superintendent or designee. To the extent that these OPEBs are not prefunded, the district shall report a liability on its financial statements.

(cf. 4154/4254/4354 - Health and Welfare Benefits)

(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

The Superintendent or designee shall annually present the estimated accrued but unfunded cost of OPEBs and the actuarial report upon which those costs are based at a public meeting of the Board. (Education Code 42140)

The amount of the district's financial obligation for OPEBs shall be reevaluated every two or three years in accordance with GASB 45 depending on the number of members in the OPEB plan.

Regulation
approved: September 4, 2007
revised: November 16, 2010
revised:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.1.13

TOBACCO-FREE SCHOOLS

The Board of Trustees recognizes the health hazards associated with smoking and the use of tobacco products, including the breathing of second-hand smoke, and desires to provide a healthy environment for students and staff.

(cf. 3514 – Environmental Safety)
(cf. 4159/4259/4359 - Employee Assistance Programs)
(cf. 5030 – Student Wellness)
(cf. 5131.62 - Tobacco)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6143 - Courses of Study)

The Board prohibits the use of tobacco products at any time in district-owned or leased buildings, on district property and in district vehicles. (Health and Safety Code 104420; Labor Code 6404.5; 20 USC 6083)

This prohibition applies to all employees, students and visitors at any **school-sponsored instructional program, activity or athletic event held on or off district property. Any written joint use agreement governing community use of district facilities or grounds shall include notice of the district's tobacco-free schools policy and consequences for violations of the policy.**

(cf. 1330 – Use of School Facilities)
(cf. 1330.1 – Joint Use Agreements)

~~Employees and visitors may smoke outside on school or district grounds, except in those areas designated as nonsmoking or otherwise prohibited by law.~~

Prohibited products include any product containing tobacco or nicotine, including, but no limited to, cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, nicotine delivery devices, and electronic cigarettes. Exceptions may be made for the use or possession of prescription nicotine products.

~~Smoking or use of any tobacco-related products and disposal of any tobacco-related waste are prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. (Health and Safety Code 104495)~~

Legal Reference: (see next page)

8.1.14

TOBACCO-FREE SCHOOLS (continued)

Legal Reference:

EDUCATION CODE

48900 Grounds for suspension/expulsion

48901 Prohibition against tobacco use by students

HEALTH AND SAFETY CODE

39002 Control of air pollution from nonvehicular sources

104350-104495 Tobacco use prevention, especially:

104495 Prohibition of smoking and tobacco waste on playgrounds

119405 Unlawful to sell or furnish electronic cigarettes to minors

LABOR CODE

3300 Employer, definition

6304 Safe and healthful workplace

6404.5 Occupational safety and health: use of tobacco products

UNITED STATES CODE, TITLE 20

6083 Nonsmoking policy for children's services

7111-7117 Safe and Drug Free Schools and Communities Act

CODE OF FEDERAL REGULATIONS, TITLE 21

1140.11-1140.34 Unlawful sale of cigarettes and smokeless tobacco to minors

PERB RULINGS

Eureka Teachers Assn v. Eureka City School District (1992) PERB Order #955 (16 PERC 23168)

CSEA #506 and Associated Teachers of Metropolitan Riverside v. Riverside Unified School District (1989) PERB Order #750 (13 PERC 20147)

Management Resources:

WEB SITES

California Department of Education, Alcohol, Tobacco and Other Drug Prevention:

<http://www.cde.ca.gov/ls/he/at>

California Department of Education, Tobacco-Free School District Certification:

CDE: <http://www.cde.ca.gov/ls/he/at/tobaccofreecert.asp>

California Department of Public Health Services, Tobacco

Control: <http://www.cdph.ca.gov/programs/tobacco> <http://www.dhs.ca.gov>

Occupational Safety and Health Standards Board: <http://www.dir.ca.gov/OSHSB/oshsb.html>

Environmental Protection Agency: <http://www.epa.gov>

Policy
adopted: September 4, 2007
revised:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.1.15

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

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

DAWG – District Attendance Work Group

AGENDA ITEM AREA:

Information

REQUESTED BY:

Mary Boyle 
Deputy Superintendent Ed Services

ENCLOSURES:

Handouts

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

General Fund Savings

MEETING DATE:

May 17, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

Western Placer Unified School District boasts a 95.5% attendance rate. While this is a very positive figure, the high rates of attendance of most of our students mask the lower attendance rates of others. When students are absent, opportunities for learning are lost, impacting the student, the teacher, the classmates and support staff. There is a financial cost as well. Last year, WPUSD lost approximately \$1.3 million in state revenues at approximately \$30/day/student, due to student absences.

This spring a committee was established to examine our district attendance rates, attendance policies and procedures. DAWG (District Attendance Work Group) has met to for the purpose of improving student attendance in order to maximize student learning and to minimize disruptions and resource costs to students, staff, families and the community. The group identified areas of concern and procedures for improvement. A report on the committee's work will be shared with the Board, including implementation plans for the coming year for improved school attendance.

RECOMMENDATION:

Information Only.

DISTRICT ATTENDANCE WORK GROUP DAWG

March 29, 2011

Purpose –

- To improve student attendance in order to maximize student learning and to minimize disruptions and resource costs to students, staff, families and the community.

Timelines –

- Spring, 2011 – DAWG – District Attendance Work Group
 - Create understanding of our present situation ACROSS district
 - Absence Rates
 - Costs of Absences
 - Definitions of Chronic Absence
 - What Works re Improved Attendance
 - Current/Potential Practices
 - Resources – School, District & Community
 - Meet 3 – 4 times
 - Come Up with District-Wide Recommendations
 - Set Goal for 2011/12 Attendance Rates
- School Year 2011/2012
 - DAWG meets monthly
 - Monitor District-Wide Efforts
 - Provide Data to Sites
 - Site Efforts
 - To be Determined by Sites



8.2.1

DISTRICT ATTENDANCE WORK GROUP (DAWG)

March 2011

Name	Site	Elementary	Mid Schl	High Schl	District	Classified	Certificated	Admin	Community
Randy Woods	TBMS		X					X	
Daniela Thompson	GEMS		X					X	
Kris Knutson	SES	X						X	
Mary Boyle	DO				X			X	
Lynn Kelso	DO				X			X	
Annie Larsen	COES	X					X	X	
Will Middleton	CCC	X					X		
Monica Mars	GEMS		X				X		
Ruben Ayala	FSS	X						X	
John Wyatt	PHS			X				X	
Marcie Petersen	CCC	X				X			
Vikki Eutsey	LHS			X				X	
Diana Melendrez	LHS			X		X			
Carol Hutchinson	LHS			X		X			
Bonnie Pellow	DO				X	X			
Jeremy Lyche	TBES	X						X	
Todd Murrin	Probation								X
Steve Krueger	LPD								X
Mike Lombardo	PCOE								X
Tammy Forrest	DO				X				
Joyce Lopes	DO							X	
Scott Leaman	DO							X	
Stacy Barsdale	DO				X			X	
TOTALS		6	3	4	5	4	3	13	3

222

DAWG TENTATIVE AGENDAS
Spring, 2011

DAWG Agenda – Thursday, April 14, 2011

1. Current WPUUSD District SARB Rules/Practices
2. What constitutes an Excused Absence?
3. Demographics of Our Chronically Absent Students -
Sharing Specific Data

DAWG Agenda – Thursday, April 28, 2011

1. What works in improving attendance?
2. Community Supports/Parent Outreach - Improving
SARB/Implementing SAM - Mike Lombardo

DAWG Agenda – Thursday, May 12, 2011

1. Tracking attendance on Aeries/disseminating
information monthly
2. Revising District SARB/SAM policies/procedures

DAWG Agenda - Tuesday, May 31, 2011

1. Educating Sites for 2011/2012
2. Rolling Out District Attendance Program for
2011/2012

DAWG
April 14, 2011
BOARD POLICY REVIEW

1. Excused Absences – BP 5113
 - a. Health Reasons
 - b. Family Emergencies
 - c. Justifiable Personal Reasons (by law, Board policy, administrative regs)
Ed Codes 46010, 48205, 48216
2. Excused Absence Definition – AR 5113
 - a. Personal illness
 - b. Quarantine
 - c. Medical, dental, optometrical or chiropractic appointment
 - d. Funeral of immediate family
 - e. Jury duty
 - f. Ill child (for student who is a parent)
 - g. Advanced written request by parent/guardian with administrative approval for:
 - i. Court, funeral, religious holiday/ceremony/retreat/instruction, employment or educational conference, election precinct board meeting
3. Methods of Excusing Absences – AR 5113
 - a. Written note from parent/guardian
 - b. Conversation by phone or in person with parent/guardian
 - c. Home visit
 - d. Confirmation with medical provider to verify time/date IS permissible (but not for reason for appt.)
 - e. **“When a student has had 14 absences in the school year for illness verified by methods above, any further absences for illness MUST BE verified by a physician.”** (AR 5113 – page 2 of 2)
4. Truancy Processes – BP 5113.1
 - a. Early Intervention!
 - b. Communication with parent/guardian; conferences/SST's
 - c. Use of Community Resources
 - d. Use of SARB for habitually truant
5. Truancy Definition – AR 5113.1
 - a. Truant is defined as “absent without a valid excuse 3 full days or tardy more than 30 minutes 3 times – within a school year
 - b. Habitual Truant is defined as 3rd truancy
 - c. Meet with parent/guardian
 - d. Have parent/guardian attend school with student
 - e. May assign Saturday school; consider program changes; refer to community agency; modified day
 - f. SST
 - g. SARB process

8.2.4

WPUUSD ABSENCE INTERVENTION TABLE

All Conferences/Notifications MUST be in Native Language

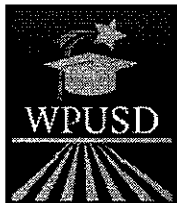
DRAFT #3 - April, 2011

EXCUSED ABSENCES FOR ILLNESS				UNEXCUSED ABSENCES		
EXCUSED ABSENCE for ILLNESS (30+ minute tardy = absence to school or period)	INTERVENTION	LETTER	UNEXCUSED ABS (30+ minute tardy = absence to school or period)	INTERVENTION	DETENTION/ SARB LETTER (Send SARB Letters Receipt Requested)	NOTES
5th	Parent Contact (Phone)	5th Excused Illness Absence Letter				
10th	Parent Contact (Conference)	10th Excused Illness Absence Letter				
14th	SST	14th Excused Illness Absence Letter				
15th w/o Doc Verification			1st Unexcused Absence	Parent Contact (Phone)	Detention Letter - High School Only	Allow a few days between SARB letters to give opportunity for receiving notice.
16th w/o Doc Verification			2nd Unexcused Absence	Parent Contact (Phone)	Detention Letter - High School Only	
17th w/o Doc Verification			3rd Unexcused Absence	Parent Contact (Phone)	SARB LETTER #1 Student Declared a Truant	SARB Process Resets each year, unless student reached SARB Letter #4 and was placed on a SARB Contract - SARB Contract continues year to year
18th w/o Doc Verification			4th Unexcused Absence	Parent Contact (Phone)	SARB LETTER #2	
			5th Unexcused Absence	Parent Contact (Conference)	SARB LETTER #3 (SAM for High School)	
			6th Unexcused Absence	SST	SARB Letter #4 Student Declared a Habitual Truant/Hearing	SARB Contract Continues Year to Year

8.2.5

5/10/2011

12:59 PM



WESTERN PLACER UNIFIED SCHOOL DISTRICT

600 Sixth St, Suite 400, Lincoln CA 95648
Ph: (916) 645-6350 • Fax: (916) 645-6356

Board of Trustees: Paul Long
Brian Haley
Paul Carras
Kris Wyatt
Damian Armitage

Superintendent: Scott Leaman

August 24, 2011

RE: ATTENDANCE

Dear Parent/Guardian:

DRAFT

Your child's education is extremely important to all of us. We know that you recognize the importance of developing strong attendance habits and that you value your child's education as one of the critical building blocks to ensuring his/her successful future. We likewise value your child's education, and wish to do everything that we can to ensure that your child is successful for the coming school year.

Western Placer Unified School District has an admirable attendance rate – 95.5%. However, hidden within that positive bit of information is the fact that some of our students are not attending school regularly. When a student misses more than 9 – 10 days a school year, s/he is considered to be chronically absent. When a student is absent, s/he misses the instruction that is taking place and is at risk of having incomplete areas of learning. A tardy of more than 30 minutes is considered an absence.

In addition to the impact of absences on student learning, there is also a fiscal impact. Last year, our district lost \$1.395 million in state funding due to student absences. This is funding that cannot be made up. Whether a student is absent for illness, vacation, family business or other reason, the state does not reimburse the district for the cost of educating that student for that day of absence.

We understand that illness and mishaps do occur and that there are days that a student cannot and should not attend school. However, we are asking our families to make every effort this year to have your children at school whenever possible. We encourage you to schedule family vacations and special events on non-school days to prevent absences from occurring. If your child has a chronic health problem, please make sure to contact your building principal and ask to communicate with one of our District Nurses to develop a Health Plan. **We will be communicating with families this year when a child reaches the point of having 5, 10 and 14 excused absences for illness, to highlight the importance of regular school attendance. (This includes tardies of greater than 30 minutes.)**

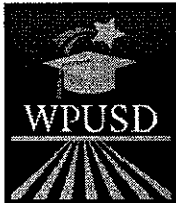
Thank you for your support of your child's education. We look forward to our continued partnership of providing the best education possible to your child.

Most sincerely,

Mary Boyle
Deputy Superintendent of Educational Services

8.2.6





WESTERN PLACER UNIFIED SCHOOL DISTRICT

600 Sixth St, Suite 400, Lincoln CA 95648
Ph: (916) 645-6350 • Fax: (916) 645-6356

Board of Trustees: Paul Long
Brian Haley
Paul Carras
Kris Wyatt
Damian Armitage

Superintendent: Scott Leaman

DATE: _____

(Parent/Guardian Name/Address)

DRAFT

RE: Five (5) Excused Absences for Illness

Dear _____:

Your student's education is extremely important to all of us. We know that you value your student's education as one of the initial building blocks to his/her successful future. We likewise value your student's education, and wish to do everything that we can to ensure that your student is successful for the current school year.

Satisfactory attendance is defined as 95% or better attendance – or approximately 9 absences per year. Your student, _____, has now accumulated five (5) days of excused absences for illness for the current year. While we understand that absences can be unavoidable, we encourage you to make every effort to make sure that your student is attending school regularly so that s/he can maximize his/her education. If your student has a health issue of which we need to be aware, please contact your student's principal and ask for communication with the District Nurse assigned to that site. Your student's teacher or counselor will be communicating with you by phone or email to make sure that we are doing everything possible to support your student's attendance.

Thank you so much for your understanding and for your support of your student's education. We look forward to our continued partnership in providing the best education possible to your student.

Most sincerely,

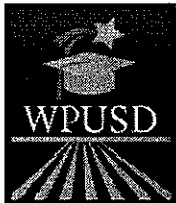
Mary Boyle

Principal/Assistant Principal

Mary Boyle
Deputy Superintendent Ed Services

8.2.7





WESTERN PLACER UNIFIED SCHOOL DISTRICT

600 Sixth St, Suite 400, Lincoln CA 95648
Ph: (916) 645-6350 • Fax: (916) 645-6356

Board of Trustees: Paul Long
Brian Haley
Paul Carras
Kris Wyatt
Damian Armitage

Superintendent: Scott Leaman

DATE: _____

(Parent/Guardian Name/Address)

RE: Ten (10) Excused Absences for Illness

Dear _____:

DRAFT

Your student's education is extremely important to all of us. We know that you value your student's education and because of that we want to draw attention to the fact that your student, _____, has now accumulated ten (10) days of excused absences for illness for the current school year.

Satisfactory attendance is defined as 95% or better attendance – or approximately 9 absences per year. We are concerned that your student is missing valuable educational instruction. While we understand that absences can be unavoidable, we encourage you to make every effort to make sure that your student is attending school regularly so that s/he can maximize his/her education. Please be advised that Western Placer Unified School District Board Administrative Regulation #5113 (page 2 of 2) requires verification by a physician for students with more than 14 absences in the school year due to illness. Should your student reach a 14th absence due to illness this year, we will require a doctor's verification for any further illness absences. Your student's teacher or counselor will be contacting you to schedule a conference regarding this subject.

Thank you so much for your understanding and for your support of your child's education. We look forward to our continued partnership in providing the best education possible to your student. If you have any questions, please feel free to contact us.

Most sincerely,

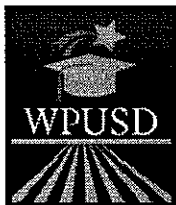
Mary Boyle

Principal/Assistant Principal

Mary Boyle
Deputy Superintendent Ed Services

8.2.8





WESTERN PLACER UNIFIED SCHOOL DISTRICT

600 Sixth St, Suite 400, Lincoln CA 95648
Ph: (916) 645-6350 • Fax: (916) 645-6356

Board of Trustees: Paul Long
Brian Haley
Paul Carras
Kris Wyatt
Damian Armitage

Superintendent: Scott Leaman

DATE: _____

(Parent/Guardian Name/Address)

RE: Fourteen (14) Excused Absences for Illness

Dear _____:

Your student's education is extremely important to all of us. We know that you value your student's education as one of the initial building blocks to his/her successful future. We likewise value your student's education, and wish to do everything that we can to ensure that your student is successful for the current school year.

Satisfactory attendance is defined as 95% or better attendance – or approximately 9 absences per year. Your student, _____, has now accumulated fourteen (14) days of excused absences for illness for the current year. As we have previously notified you, WPUSD Board Administrative Regulation #5113 (page 2 of 2) requires verification by a physician for students with more than 14 absences in the school year due to illness. Therefore, we will be requiring verification by a physician for any further absences due to illness for your student this year. Any future absences that are not verified by a physician will be considered unexcused and may result in a process that culminates with a referral to the School Attendance Review Board (SARB). We will be contacting you shortly to schedule an SST (Student Success Team) meeting regarding this issue.

Please let us know if you have any questions about this. While we understand that absences due to illness can be unavoidable, we want to make sure that your student is receiving the maximum benefit of his/her educational experience with us. We look forward to our continued partnership in providing the best education possible to your student.

Most sincerely,

Mary Boyle

Principal/Assistant Principal

Mary Boyle
Deputy Superintendent Ed Services

8.29



**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:

California High School Exit Exam (CAHSEE)
Results

AGENDA ITEM AREA:

Information

REQUESTED BY:

Mary Boyle
Deputy Superintendent Ed Services

ENCLOSURES:

Handout

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

May 17, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

California high school students take the California High School Exit Examination (CAHSEE) for the first time in tenth grade. If they pass both the English Language Arts (ELA) and Mathematics portions of the test at that time, they have completed the CAHSEE portion of their high school graduation requirements. Students are given an additional two opportunities to pass CAHSEE as juniors, and three opportunities to pass as seniors. During the subsequent years, students have the opportunity to be enrolled in tutoring and/or CAHSEE support elective classes.

Lincoln High School 2011 sophomores showed an 85% pass rate for English Language Arts, up slightly from last year, and a 86% pass rate for Mathematics in their March 2011 CAHSEE testing. All significant subgroups made substantial gains, shrinking the achievement gap for Hispanic, English Learner, Socio-Economically Disadvantaged and Disabled students. A comparison of CAHSEE pass rates for the past five years is attached.

RECOMMENDATION:

Information only.

Western Placer Unified School District
CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)
10th Grade Results
2006 - 2011

ENGLISH LANGUAGE ARTS

% 10th Grade Students Passing CAHSEE

(# Tested if <20; n/a if <10 - not representative sample)

Year	DISTRICT All Students Grade 10	LHS All Students Grade 10	PHS All Students Grade 10	DISTRICT Special Education Students (SWD)	DISTRICT English Learner Students (EL)	DISTRICT Hispanic	DISTRICT Redesignated Fluent-English Proficient Students (RFEF)	DISTRICT Socio- Economically Disadvantaged (SED)	DISTRICT Not Socio- Economically Disadvantaged
2006	81	83	62	42	27	61	n/a	66	90
2007	84	85	42	44	43	68	78	70	89
2008	86	87	64	27	53 (17)	78	89	75	92
2009	86	88	35	31	27 (11)	76	91	75	92
2010	82	84	31	N/A	41 (32)	67	83	57	85
2011	85	86	56	33	50	76	85	74	91

MATHEMATICS

% 10th Grade Students Passing CAHSEE

(# Tested if <20; n/a if <10 - not representative sample)

Year	DISTRICT All Students Grade 10	LHS All Students Grade 10	PHS All Students Grade 10	DISTRICT Special Education Students (SWD)	DISTRICT English Learner Students (EL)	DISTRICT Hispanic	DISTRICT Redesignated Fluent-English Proficient Students (RFEF)	DISTRICT Socio- Economically Disadvantaged (SED)	DISTRICT Not Socio- Economically Disadvantaged
2006	82	83	50	17	58	72	n/a	70	88
2007	83	84	N/A	36	50	68	81	70	90
2008	87	87	79	21	53 (17)	80	86	77	92
2009	86	88	50	26	54 (13)	73	89	77	90
2010	85	88	35	N/A	50 (32)	72	92	68	88
2011	86	87	70	28	70	78	79	77	91

* Consistently strong scores for WUSD 10th grade students passing CAHSEE on first attempt

* For English Language Arts 2011 - Increases in all areas, especially in significant subgroups - EL, SWD, SED, Hispanic and overall at PHS.

* For Math 2011 - Stable overall; strong increases in EL, SED & Hispanic; decrease in RFEF; PHS scores up

* Closing the achievement gap for significant subgroups!

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

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Lincoln High School Marquee Program

AGENDA ITEM AREA:

Information

REQUESTED BY:

Mary Boyle 
Deputy Superintendent Ed Services

ENCLOSURES:

LHS Pathways
LHS College Credit Classes
Project Lead the Way Engineering

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

Lowe's Charitable and Educational
Foundation Grant \$93,880
Linking Education and Economic
Development (LEED) Grant
Tier III & Facilities Funds

MEETING DATE:

May 17, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

District Goal #1 states: Develop and Continually Upgrade a Well-Articulated K – 12 Academic Program. Objective 1b addresses establishing a marquee program for Lincoln High School. During the past year, a committee of Lincoln High School and District administration and teachers has met together to explore additional program options for Lincoln High School. Research, visitations and discussion included Early College/Middle College; increased 2 + 2 Articulation Agreements with Sierra College; Distance Learning; and Career Pathways with an emphasis on Liberal Arts, Engineering & Design, Finance & Business, Health Science & Medical Technology, Agriculture & Natural Resources.

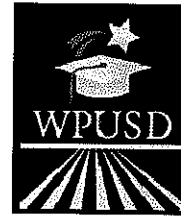
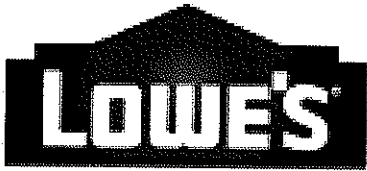
A result of the committee's work will be presented, including endorsement of Project Lead the Way Engineering as the LHS marquee program, and the following program enhancements:

- Implementation of Project Lead the Way Engineering & Design Program Pathway through Partnerships/Grants with Business, Industry, and Sierra Community College
- Continued Development of Health Science/Medical Technology and Agriculture & Natural Resources Pathways
- Increased 2 + 2 Articulation with Sierra College
- Distance Learning for Credit Recovery

RECOMMENDATION:

Information Only.

8.4



Western Placer Unified School District

Contact: Gerard Littlejohn
Lowe's Companies, Inc.
(704) 758-4309
Gerard.g.littlejohn@lowes.com

Contact: Mary Boyle
Deputy Supt Ed Services
Western Placer Unified
(916) 645-6350
mboyle@wpusd.k12.ca.us

FOR IMMEDIATE RELEASE MAY 11, 2011

LINCOLN HIGH SCHOOL OF WESTERN PLACER UNIFIED SCHOOL DISTRICT RECEIVES \$93,880 GRANT! LOWE'S DONATES FUNDS FOR CAREER TECHNICAL EDUCATION ENGINEERING CLASSROOM REMODEL

Lincoln, CA – Lowe's Charitable and Educational Foundation has awarded a \$93,880 Toolbox for Education grant to Lincoln High School of Western Placer Unified School District for the remodel of a Career Technical Education Classroom to accommodate the school's new Engineering Program.

Lincoln High School will use the grant to refurbish an existing CTE classroom to include an instructional computer lab and work station space as part of the school's new four-year Engineering Pathway project, giving students the opportunity to complete a sequence of engineering classes leading to a college program of study in engineering.

"Lowe's is committed to recognizing and supporting efforts that enrich the lives of our neighbors and customers," said Larry D. Stone, chairman of Lowe's Charitable and Educational Foundation. "By supporting schools like Lincoln High School, we believe we are contributing to a cause that's important to our customers and employees and helping build a stronger foundation for the children who will be tomorrow's employees, homeowners and community leaders."

Launched in partnership with PTO Today, a leading organization serving parent-teacher groups, the Toolbox for Education program has provided more than \$20 million through more than 5,000 grants since its inception five years ago.

Since its inception in 1957, Lowe's Charitable and Educational Foundation has helped communities nationwide through employee volunteerism and financial contributions. In 2010, Lowe's and the Lowe's Charitable and Educational Foundation together contributed more than \$30 million to support community and education projects in the United States, Canada and Mexico.

8.4.1

ABOUT LINCOLN HIGH SCHOOL and WESTERN PLACER UNIFIED SCHOOL DISTRICT

Lincoln High School serves 1450 students as the single comprehensive high school in Western Placer Unified School District. LHS offers a wide variety of courses to match students' postsecondary college and career goals. Included in the comprehensive curriculum are Advanced Placement, Honors, and Career Technical Education classes designed to meet UC, CSU, private college, business and industry requirements. Through the Lowe's grant, Linking Education and Economic Development (LEED) support, Sierra College partnerships, and district efforts, Lincoln High School will be implementing the Project Lead the Way Engineering program beginning in the 2011 – 2012 school year. Coursework will include Principles of Engineering, Digital Electronics, Computer Integrated Manufacturing, and Engineering Design & Development. "We are extremely excited about this new program at Lincoln High School," stated Superintendent Scott Leaman. "Project Lead the Way Engineering is a nationally recognized program in over 800 schools nationwide. As research shows more of a need for STEM education – Science, Technology, Engineering, and Mathematics – Lincoln High School will be on the forefront of efforts in this area." To learn more about Lincoln High School, visit the district website at www.wpusd.k12.ca.us.

ABOUT LOWE'S

Lowe's supports the communities it serves through programs that focus on K-12 public education and community improvement projects. The company's signature education grant program, Lowe's Toolbox for Education, has brought more than \$5 million in grants to K-12 public schools every year since its inception in 2005. Lowe's Heroes employee volunteers support local community projects and our national nonprofit partners such as Habitat for Humanity International and the American Red Cross. To learn more, visit Lowe's.com/socialresponsibility.

8.4.2

PATHWAYS

START HERE

CHOOSE YOUR PATH.

Liberal Arts

Finance & Business

**Arts, Media,
& Entertainment**

**Health Science
& Medical Technology**

**Agriculture
& Natural Resources**

Engineering & Design

ENGLISH

ENGLISH 9 HONORS ENGLISH 9
ENGLISH 10 HONORS ENGLISH 10
ENGLISH 11 HONORS ENGLISH 11
ENGLISH 12 AP ENGLISH 12

SOCIAL STUDIES

WORLD HISTORY
HONORS WORLD HISTORY
US HISTORY
AP US HISTORY
GOVERNMENT
ECONOMICS

SEE YOUR COUNSELOR TO
PERSONALIZE YOUR PATHWAY.

MATH

ALGEBRA 1
GEOMETRY
ALGEBRA 2
STATISTICS
PRE-CALCULUS
AP CALCULUS A/B
AP CALCULUS B/C

SCIENCE

INTEGRATED SCIENCE 1
INTEGRATED SCIENCE 2
AG SCIENCE 1
AG SCIENCE 2
BIOLOGY
AG BIOLOGY
CHEMISTRY
AG CHEMISTRY
HONORS ANATOMY
PHYSICS
AP BIOLOGY
AP CHEMISTRY
AP PHYSICS
ROP VETERINARY CAREERS
MEDICAL BIOLOGY
MEDICAL CHEMISTRY

VISUAL PERFORMING ARTS

DRAMA
ART 1
ART 2
ART 3
CERAMICS
CHOIR
MARCHING BAND
ROP GRAPHIC ARTS
ROP VIDEO
PRODUCTION

LANGUAGES

SPANISH 1 FRENCH 1
SPANISH 2 FRENCH 2
SPANISH 3 FRENCH 3
AP SPANISH FRENCH 4

HONORS NATURAL HISTORY
ROP VIRTUAL ENTERPRISE
ROP CHILD DEVELOPMENT
LOCATE AP & HONORS
COURSES ABOVE

**LIBERAL
ARTS**

ROP DIGITAL
COMMUNICATION
ROP BUSINESS
TECHNOLOGY

**FINANCE
& BUSINESS**

ROP GRAPHIC
COMMUNICATION
ROP ART AND ANIMATION
ROP FASHION MERCH.
ROP MARKETING CAREERS
ROP PRODUCT MARKETING

**ARTS, MEDIA
& ENTERTAINMENT**

ROP DENTAL CAREERS
ROP HEALTH CAREERS
ROP HEALTH CARE
ESSENTIALS
ROP CLINICAL MEDICAL
ASSISTING
ROP SPORTS MEDICINE

**HEALTH SCIENCE
& MEDICAL
TECHNOLOGY**

HONORS NATURAL
HISTORY
WATER QUALITY
AG METALS 1A/B
AG METALS 2A/B
FARM POWER
AUTO SHOP
CONSTRUCTION
WOOD TECH
DESIGN
ROP FORESTRY/
NATURAL RESOURCES

**AGRICULTURE
& NATURAL
RESOURCES**

INTRO TO ENGINEERING
PRINCIPLES OF
ENGINEERING
DIGITAL ELECTRONICS
COMPUTER INTEGRATED
MANUFACTURING
ENGINEERING
DEVELOPMENT & DESIGN
WOOD TECH
ROP COMPUTER
TECHNOLOGY
ROP COMPUTER
PROGRAMMING

**ENGINEERING
& DESIGN**

**SET A GOAL
AND FOLLOW
A PATH.**

**WHETHER YOU WANT
TO GRADUATE WITH
EXPERIENCE
IN ART AND MEDIA OR
SPECIALIZE
IN AGRICULTURE,
LINCOLN HIGH SCHOOL
HAS CREATED
PATHS**

**OF EXCITING AND
EDUCATIONAL COURSES.**

8.4.4

LINCOLN HIGH SCHOOL

916.645.6360

790 J STREET
LINCOLN, CA 95648

WWW.LHS.WPUSD.K12.CA.US

LINCOLN HIGH SCHOOL PATHWAYS



FREQUENTLY ASKED QUESTIONS

- ◆ May a student enroll in classes in more than one LHS College Credit Program?
- ◆ YES! Students may enroll in classes in any one or in both of the LHS College Credit Programs
- ◆ Is there a cost to students for any of the LHS College Credit Program classes?
- ◆ NO! LHS College Credit Program classes are free to LHS students! The only cost may be that of the AP Exam.
- ◆ How do I find out more about the LHS College Credit Programs?
- ◆ Contact a LHS Counselor by calling 916-645-6360.



The world awaits our Lincoln High School graduates! Create your college future now!

LINCOLN HIGH SCHOOL COLLEGE CREDIT CLASSES

There are two select programs at Lincoln High School that allow students to earn college credit—while still in high school! Check out these programs!

- ◆ 2 + 2 Program
- ◆ Advanced Placement (AP) Program

Also check out our Career Pathways—four year courses of study at LHS that link directly to two or four-year college programs. Pathways include: Liberal Arts, Engineering & Design, Health Science & Medical Technology; Agriculture & Natural Resources.

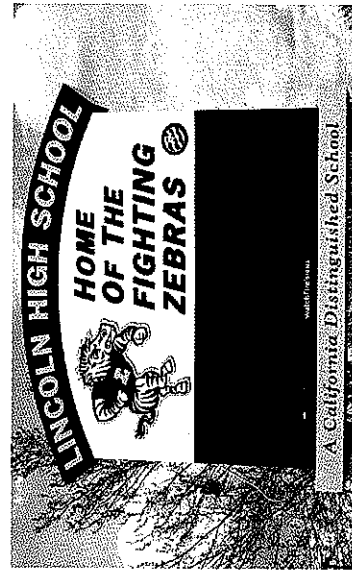
LINCOLN HIGH SCHOOL

COLLEGE CREDIT CLASSES

Earn college credit while enrolled at Lincoln High School

HOME OF THE FIGHTING ZEBRAS
LINCOLN HIGH SCHOOL

Lincoln High School
608 J Street
Lincoln, CA 95648
916.645.6360



WESTERN PLACER
UNIFIED SCHOOL DISTRICT

WESTERN PLACER UNIFIED
SCHOOL DISTRICT

8.4.0

LHS COLLEGE CREDIT CLASS PROGRAMS

LINCOLN HIGH SCHOOL—
HOME OF THE FIGHTING ZEBRAS

THE 2 + 2 (TWO PLUS TWO) PROGRAM

Select classes at Lincoln High School have been identified as "2 + 2" classes, meaning that they are part of a progression of two years of high school classes and two years of college classes for credit toward a two— year or four-year college degree. Students earning a "B" or better in a 2 + 2 class must enroll in a Sierra College course (summer school is recommended) within two years of high school graduation in order to claim their college credit. 2 + 2 class credits then appear on the student's Sierra College Transcript, and may be transferable to four-year university programs.

Current classes in the Lincoln High School 2 + 2 Program:

- ◆ Anatomy
- ◆ AP Physics
- ◆ AP Biology
- ◆ Ag Metals
- ◆ Sports Medicine
- ◆ ROP Accounting
- ◆ ROP Business Entrepreneurship
- ◆ ROP Business Technology
- ◆ ROP Digital Communication
- ◆ ROP Financial Services

THE ENGINEERING & DESIGN PATHWAY PROGRAM

Lincoln High School's newest direct link to college credits is the new Engineering & Design Pathway program. Lincoln High School has adopted the Project Lead the Way Engineering program, which allows students to complete a four-year sequence of classes that links to post-secondary study in that field.

Engineering & Design classes at Lincoln High School will include:

- ◆ Introduction to Engineering & Design (IED)
- ◆ Principles of Engineering (POE)
- ◆ Digital Electronics (DE)
- ◆ Computer Integrated Manufacturing (CIM)
- ◆ Engineering Design & Development (EDD)

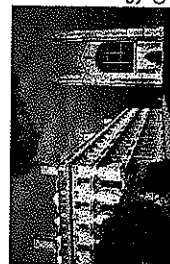
Students continue to take a rigorous program of study with advanced classes in Language Arts, Mathematics, Science (including Physics), and Social Science, while adding Engineering classes to their elective choices. Engineering & Design classes include in-depth study and hands-on experiences in the area of engineering, including the capstone EDD course, involving creating and competing in robotics.

THE ADVANCED PLACEMENT PROGRAM (AP)

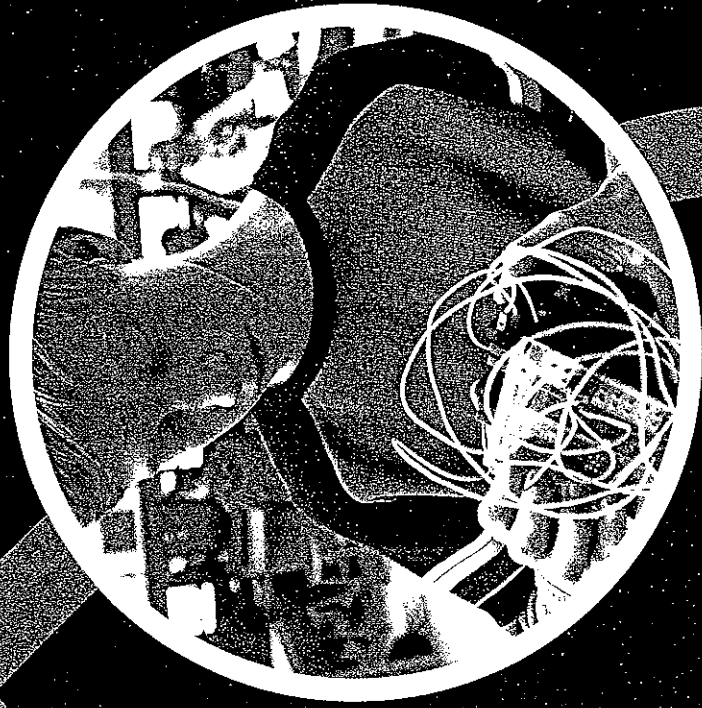
The Advanced Placement Program is a set of rigorous classes that typically begin in a student's junior year, qualifying the student for college credit by passing the required AP test for that subject area. AP college credit is recognized nationwide by public colleges and universities, but may not be recognized by some private colleges. AP classes are taught by Lincoln High School teachers and have a very high pass rate of students passing the AP exams.

Current classes in the Lincoln High School Advanced Placement Program:

- ◆ AP English Literature
- ◆ AP Biology
- ◆ AP Chemistry
- ◆ AP Physics
- ◆ AP U.S. History
- ◆ AP Calculus AB
- ◆ AP Calculus BC
- ◆ AP Spanish
- ◆ AP Computer Science

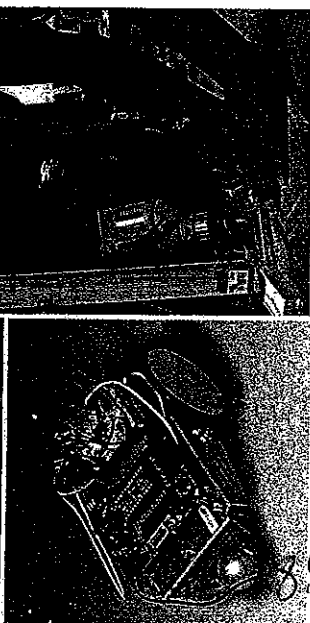
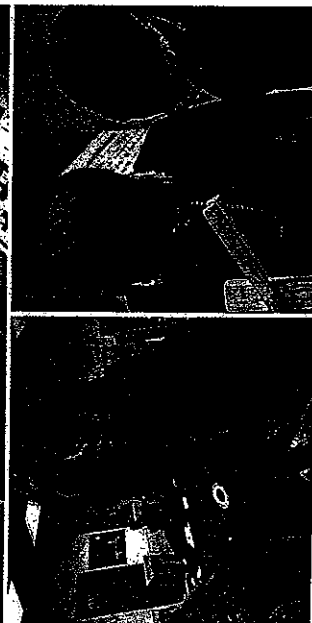
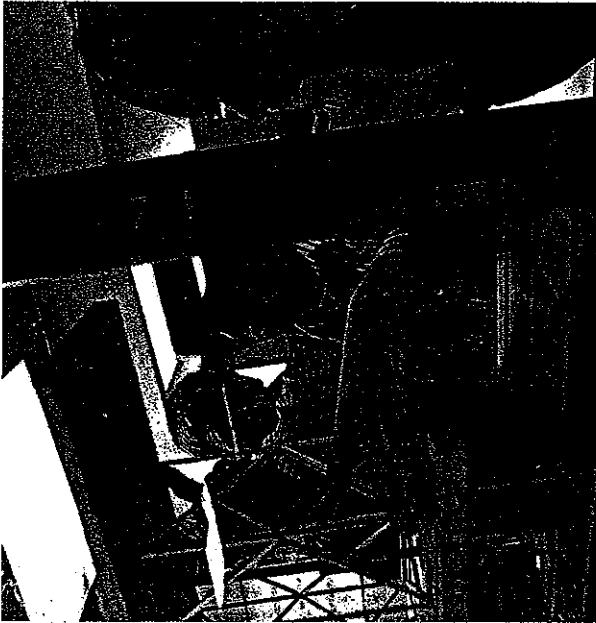


Set your sights on college now!



Engineering

The PLTW Pathway To Engineering Program is a curriculum that is designed to encompass all four years of high school. Foundation courses are supplemented by a number of electives to create eight rigorous, relevant, reality-based courses. Activities are hands-on and project-based. Students learn how to use the same industry-leading 3D design software that's used by companies like Intel, Lockheed Martin and Pixar. They explore aerodynamics, astronautics and space life sciences. Hello, NASA. They apply biological and engineering concepts related to biomechanics - think robotics. Students design, test, and actually construct circuits and devices such as smart phones and tablets, and work collaboratively on a culminating capstone project. Some PLTW students have even received US patents.



Tier 1 - Foundation Courses

Introduction to Engineering Design

IED

In this course, students use 3D solid modeling design software to help them design solutions to solve proposed problems. Students will learn how to document their work and communicate solutions to peers and members of the professional community. This course is designed for 9th or 10th grade students. The major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation.

Principles of Engineering

POE

This survey course of engineering exposes students to some of the major concepts they'll encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers and to develop skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers and members of the professional community. This course is designed for 10th or 11th grade students.

Digital Electronics

DE

This course is the study of electronic circuits that are used to process and control digital signals. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras and high-definition televisions. The major focus of the DE course is to expose students to the process of combinational and sequential logic design, teamwork, communication methods, engineering standards and technical documentation. This course is designed for 10th or 11th grade students.

Tier 2 - Specialization Courses

Aerospace Engineering

AE

The major focus of this course is to expose students to the world of aeronautics, flight and engineering through the fields of aeronautics, aerospace engineering and related areas of study. Lessons engage students in engineering design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering. Students work in teams utilizing hands-on activities, projects and problems and are exposed to various situations faced by aerospace engineers. In addition, students use 3D design software to help design solutions to proposed problems. Students design intelligent vehicles to learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community. This course is designed for 11th or 12th grade students.

Tier 2 - Specialization Courses (cont.)

Biotechnical Engineering

BE

The major focus of this course is to expose students to the diverse fields of biotechnology including biomedical engineering, molecular genetics, bioprocess engineering, and agricultural and environmental engineering. Lessons engage students in engineering design problems related to biomechanics, cardiovascular engineering, genetic engineering, agricultural biotechnology, tissue engineering, biomedical devices, forensics and bioethics. Students in this course apply biological and engineering concepts to design materials and processes that directly measure, repair, improve and extend living systems. The BE course is designed for 11th or 12th grade students.

Civil Engineering & Architecture

CEA

The major focus of this course is completing long-term projects that involve the development of property sites. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of a property. The course provides teachers and students freedom to develop the property as a simulation or for students to model the experiences that civil engineers and architects face. Students work in teams, exploring hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community of civil engineering and architecture. This course is designed for 11th or 12th grade students.

Computer Integrated Manufacturing

CIM

The major focus of this course is to answer questions such as: How are things made? What processes go into creating products? Is the process for making a water bottle the same as it is for a musical instrument? How do assembly lines work? How has automation changed the face of manufacturing? As students find the answers to these questions, they learn about the history of manufacturing, a sampling of manufacturing processes, robotics and automation. The course is built around several key concepts: computer modeling, Computer Numeric Control (CNC) equipment, Computer Aided Manufacturing (CAM) software, robotics and flexible manufacturing systems. This course is designed for 10th, 11th or 12th grade students.

Engineering Design & Development

EDD

Tier 3 - Capstone Course

This capstone course allows students to design a solution to a technical problem of their choosing. They have the chance to eliminate one of the "Don't you hate it when..." statements of the world. This is an engineering research course in which students will work in teams to research, design, test and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide and help the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous Project Lead The Way courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in time management and teamwork skills, a valuable set for students in the future. This course is designed for 12th grade students.

8,4,10

Project Lead the Way LHS program

Course Outline for PLTW at LHS

LHS Goal : Direct and/or expose more students to higher education in the technical fields of Engineering and Design.

Year 1 – 2011/2012

Each course will be completed in a two trimester period.

Trimester 1	Trimester 2	Trimester 3
Shop retrofit	IED A - Seacrist	IED B- Seacrist
	IED A - Gillming	IED B- Gillming

KEY: IED (Introduction to Engineering Design) * training required for Seacrist/Gillming

POE (Principles of Engineering) * training required for Byron

DE (Digital Electronics)

CIM (Computer Integrated Manufacturing)

IED prerequisite would be a completion of Algebra 1 with a C or better. Students will be required to submit an application that will include two teacher recommendation and an interview process. We will create the application and be responsible for review and interviewing.

Year 2 – 2012/2013

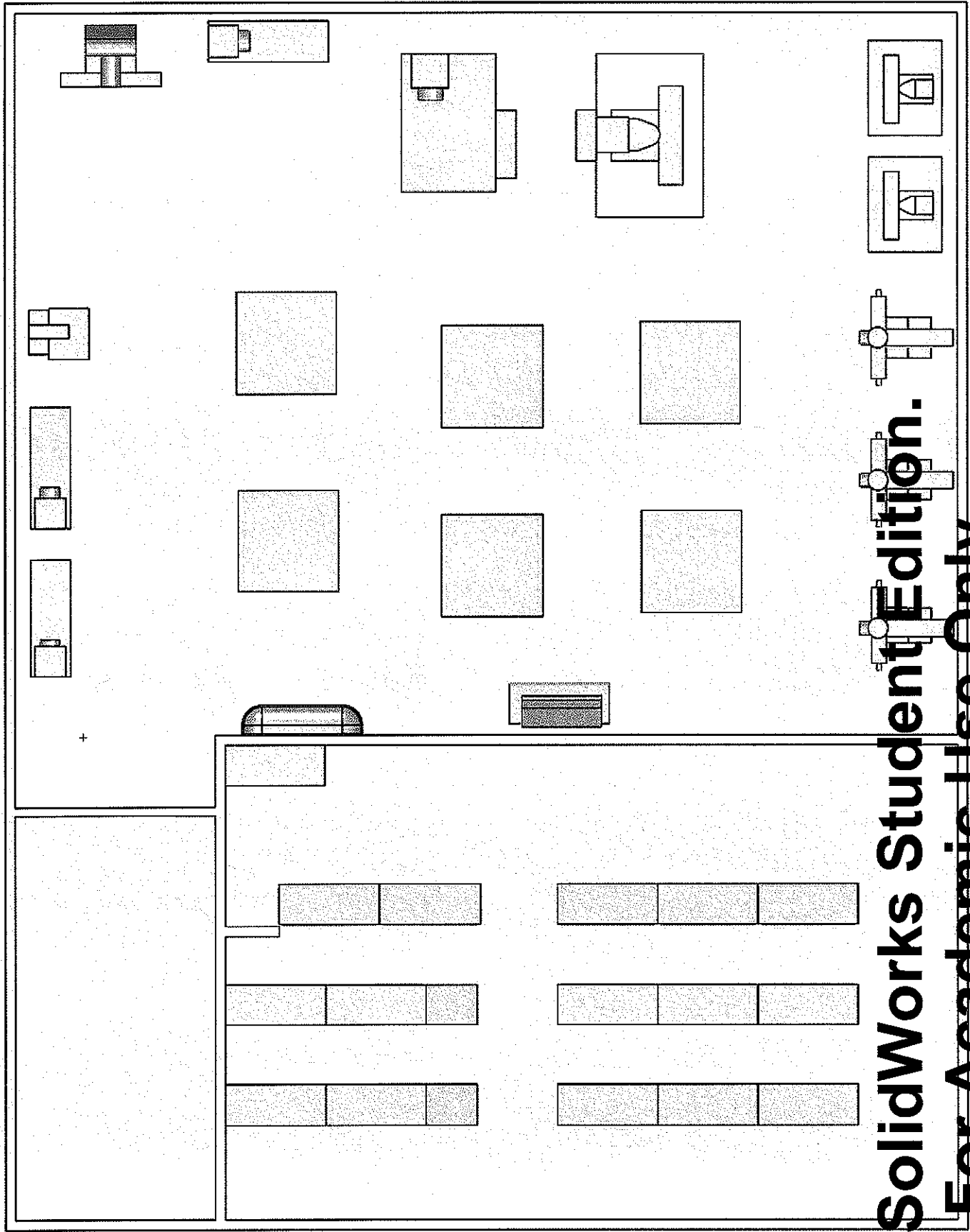
Trimester 1	Trimester 2	Trimester 3
IED A - Seacrist	IED A - Seacrist	
	IED B- Seacrist	IED B- Seacrist
POE A - Byron	POE B - Byron	
	DE A - Gillming	DE B - Gillming

Year 3 – 2013/2014

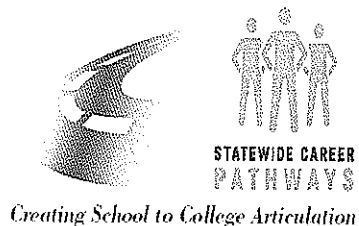
Trimester 1	Trimester 2	Trimester 3
IED A - Seacrist	IED A - Seacrist	
	IED B-Gillming	IED B- Gillming
POE A - Byron	POE B - Byron	
DE A - Gillming	DE B - Gillming	
	CIM A – Seacrist	CIM B - Seacrist

NOTE: Seacrist and Gillming would require additional training prior to Year 3

8.4.11



8.4.12



Discipline: _____

Date Submitted: _____

ARTICULATION TEMPLATE

General Course Title:	
General Course Description:	
College Prerequisite(s):	HS/ROCP Prerequisite(s):
Advisories/Recommendations:	
Course Content:	
Competencies and Skill Requirements (Use additional pages as necessary.) Where appropriate, please incorporate standards being used (e.g. CTE standards). <i>At the conclusion of this course, the student should be able to:</i>	
Measurement Methods (include any industry certification or licensure):	
Sample Textbooks or Other Support Materials (including Software):	
Discipline Work Group (DWG) Comments:	
DWG Facilitator's Signature:	Date:
[Office use only.] TOPs Code:	[Office use only.] Internal Tracking Number:
Date Accepted by Steering Committee:	

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

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Approval of Change Order No. 2 for
Lincoln High School Relocatables
And Modernization Project

AGENDA ITEM AREA:

Discussion/Action

REQUESTED BY:

Joyce Lopes, Assistant Superintendent
Business Services

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

\$29,109.00/COP and State Funds

MEETING DATE:

May 17, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

Change Order No. 2, our full and final change order on this project, represents a \$29,109.00 increase in the Construction Contract with Seward L. Schreder Construction for the Lincoln High School Relocatables and Modernization. The attached documentation shows the breakdown of each Construction Change Directive and corresponding cost and/or credit. The new contract amount will be \$1,897,704.00 which represents just under a 1.5% increase from the original contract amount. The 1.5% includes increases in costs for both the new construction and the modernization portions of the contract.

RECOMMENDATION:

Board approve Change Order No. 2.

8.5

CHANGE ORDER

LPA

Change Order No.: 2
Contract No.: 09-9014-2

DSA File No.: 31-H2
Application No.: 02-110733

Project:
Lincoln High School Relocatables & Modernization

Architect: Steve Newsom
Contact: Heidi Roseler-Kerby
LPA, Inc.
1548 Eureka Road, #101
Roseville, CA 95661
Ph: 916-772-4300
Fax: 916-772-4330

To Design/Builder:
Seward Schreder
Seward L. Schreder Construction, Inc.
1855 Buena Ventura Blvd.
Redding CA 96001

The contract is changed as follows:

1. Contractor CO #01 Install Base Plates at Canopy & install new grout

Requested by: Contractor, Architect, Structural Engineer.

Reason: Canopy columns were not achored to a footing and posed a hazard.

Reference: CCD 1-2R - DSA approved including SSK 102R, RFI 12-002.

☐ No cost or time change ☐ Credit ☒ Debit \$ 3,904.00

2. Contractor CO #02 Changes at MSB for portables

Requested by: Contractor, Electrical Engineer

Reason: Lack of avaiable space in existing MSB for proposed 175 amp breaker

Reference: CCD 4-2, RFI 15-002

☐ No cost or time change ☒ Credit ☒ Debit \$ 3,757.00

3. Contractor CO #05 Install low voltage system

Requested by: Contractor, Electrical Engineer

Reason: Field coordination of existing post indicator valve with fire alarm system

Reference: RFI 39-002. See attached fire alarm as-built drawings, applicable fire alarm system calculations and DSA Approved Fire Sprinkler Deferred Approval

☐ No cost or time change ☐ Credit ☒ Debit \$ 1,206.00

4. Contractor CO #07 Install Low Voltage System

Requested by: Contractor, Electrical Engineer

Reason: Field coordination of fire alarm for existing buildings

Reference: RFI 38-002. See attached fire alarm as-built drawings and applicable fire alarm system calculations.

☐ No cost or time change ☐ Credit ☒ Debit \$ 6,722.00

5. Contractor CO #09-E Upgrade low voltage system

Requested by: Contractor, Electrical Engineer

Reason: Field coordination of existing building fire alarm system

Reference: See attached fire alarm as-built drawings and applicable fire alarm system calculations.

☐ No cost or time change ☐ Credit ☒ Debit \$ 6,297.00

85.1

CHANGE ORDER

LPA

Change Order No.: 2
Contract No.: 09-9014-2

DSA File No.: 31-H2
Application No.: 02-110733

6. Contractor CO #11 EMS system for portables

Requested by: Contractor, Electrical Engineer

Reason: Low voltage connections were shown on opposite side of building in DSA approved drawings

Reference: RFI 33-002, CCD 6-2, ESK - 3

☐ No cost or time change ☐ Credit ☒ Debit \$ 7,223.00

TOTAL COST OF THIS CHANGE ORDER: ☐ Credit ☒ Debit \$ **29,109.00**

The original Contract sum was..... \$ 1,868,595.00
Net change by previously authorized Change Orders..... \$ 0.00
The Contract sum prior to this Change Order was..... \$ 1,868,595.00
The Contract sum will be ☐ increased ☐ decreased by this Change Order by.... \$ 29,109.00
The new Contract sum, including this Change Order will be..... \$ 1,897,704.00

The Contract time will be ☐ increased ☐ decreased by: 0 working days. ☐ Unchanged
The date of completion as of the date of this Change Order is:

Architect:

Affix Stamp Here

Date: _____

Structural Engineer:

Affix Stamp Here

Date: _____

Contractor:

Sign Here

8.5.2

LPA

DSA File No.: 31-H2
Application No.: 02-110733

Date: _____

Date: _____

Sign Here

WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Approve Resolution #10/11.19 Establishing Fund
Balance Classifications

AGENDA ITEM AREA:

Action

REQUESTED BY:

Joyce Lopes
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

May 17, 2011

ROLL CALL REQUIRED:

Yes

BACKGROUND:

Per Board Policy 3100, "The Board shall adopt a formal resolution that provides for classification of fund balances in the general fund and is compliant with Governmental Accounting Standards Board (GASB) Statement 54. The resolution also shall:

1. Establish specific steps for committing funds that cannot be used for any other purpose unless the Board takes action to remove or change the constraint
2. Express the authority of the Board and/or delegate authority to other person(s) to identify intended uses of assigned funds
3. Establish the order in which fund balances will be spent when multiple fund balance types are available for an expenditure"

RECOMMENDATION:

Staff recommends the Board of Trustees adopt the resolution to provide for classification of fund balances in the general fund in compliance with GASB 54.

8.6

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PLACER COUNTY, CALIFORNIA
RESOLUTION NO. 10/11.19

RESOLUTION ESTABLISHING)
FUND BALANCE CLASSIFICATIONS)
OF THE WESTERN PLACER UNIFIED)
SCHOOL DISTRICT)

RECITALS

1. The Governmental Accounting Standards Board Statement Number 54 (GASB 54) made changes in the way governmental fund balances must be reported beginning in the fiscal year starting July 1, 2010.
2. District Board Policy 3100 (BP 3100) requires adoption of a formal resolution that provides for classification of fund balances in accordance with GASB 54, as further described in Administrative Regulation 3460 (AR 3460).
3. District Board Policy 3100 further calls for the aforementioned resolution to establish authority and specific procedural steps requisite to establishing fund balance classifications.

NOW, THEREFORE, BE IT RESOLVED as follows:

1. The above recitals are true and correct.
2. In accordance with GASB Statement 54, external financial reports shall report governmental fund balances within the classifications listed in AR 3460 based on the relative strength of constraints placed on the purposes for which resources can be used.
3. The Board of Trustees (BOARD) serves as the district's highest level of decision making authority and therefore will have sole authority for establishing self-imposed constraints on the use of governmental fund balances classified as COMMITTED.
4. COMMITTED governmental fund balances can only be established or modified by formal resolution of the BOARD occurring on or before June 30 of each fiscal year.
5. The BOARD has sole authority for establishing or modifying governmental fund balances classified as ASSIGNED for specific intended uses. No authority for establishing or modifying ASSIGNED balances are delegated.

8.6.1

6. BOARD approval for the establishment or modification of ASSIGNED governmental fund balance classifications will occur by incorporation within state required budget and annual unaudited financial reporting documents.

7. In the circumstance where multiple fund balance classifications may be used for the same expenditure, the order of use will be: 1) RESTRICTED 2) COMMITTED 3) ASSIGNED 4) UNASSIGNED.

8. The district is committed to maintaining a prudent level of financial resources to protect against the need to reduce service levels because of temporary revenue shortfalls or unpredicted one-time expenditures. The district's Minimum Fund Balance Policy requires a Reserve for Economic Uncertainties consisting of UNASSIGNED amounts equal to no less than 5 percent of total general fund expenditures. In the event that the balance drops below the established minimum level, the district's governing board will develop a plan to replenish the fund balance to the established minimum level within two years. In addition, during the period that the district has the unique status of a basic aid district, or a district that would be basic aid except for the transfer of in lieu property taxes to a charter school (Education Code 47663) and is receiving Basic Aid Supplement Charter School Adjustment funds, a separate Basic Aid Reserve consisting of UNASSIGNED amounts equal to the differential between the district's property tax collections and the state's revenue limit for the district. The differential is to be calculated each June prior to adoption of the annual budget and recalculated in August prior to funds being moved, based on the budgeted property tax estimate for the then current fiscal year and the estimate of the revenue limited for the current fiscal year.

9. The Board reserves the authority to review and amend this resolution as needed to reflect changing circumstances and district needs.

THE FOREGOING RESOLUTION was adopted upon motion by Trustee _____, seconded by Trustee _____, at a regular meeting held on May 17, 2011, by the following vote:

[Please list board member names]

AYES:

NOES:

ABSENT:

I, Scott Leaman, Secretary of the governing Board of the Western Placer Unified School District, do hereby certify that the foregoing Resolution was duly passed and adopted by said Board, at an official and public meeting thereof, this 17th day of May, 2011.

Scott Leaman, Secretary of the Board of Trustees

Date

8.6.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Approve Resolution #10/11.20 Authorizing the Issuance of 2011 Tax Revenue Anticipation Notes

AGENDA ITEM AREA:

Action

REQUESTED BY:

Joyce Lopes
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

General Fund Cash

MEETING DATE:

May 17, 2011

ROLL CALL REQUIRED:

Yes

BACKGROUND:

Tax Revenue Anticipation Notes (TRANS) are used as a financing tool to mitigate cash flow deficits. The notes are issued at a tax-exempt interest rate, which is substantially lower than normal bank loans. The proceeds may then be reinvested with the Placer County Treasurer or in a Guaranteed Investments Contract (GIC) at a higher rate of interest.

The district's cash flow projections reflect potential cash deficits in the months of August through November, March and June. The TRANS will not exceed \$13,000,000 and will be calculated to be the amount needed to carry the District until property tax revenues and state deferrals are received. When the cash from TRANS is not needed to cover the deficit, it remains invested at the higher interest rate.

After the Board has adopted the budget and cash flow is better known, staff will evaluate the costs associated with participating in the TRANS versus dry period financing through the Placer County Treasurer's Office and select the most cost effective option.

RECOMMENDATION:

Staff recommends the Board of Trustees adopt the resolution to authorize participation in the 2011 TRANS process.

8.7

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
PLACER COUNTY, CALIFORNIA
RESOLUTION NO. 10/11.20**

RESOLUTION OF THE BOARD OF)
TRUSTEES OF WESTERN PLACER)
UNIFIED SCHOOL DISTRICT)
AUTHORIZING THE ISSUANCE OF 2011)
TAX AND REVENUE ANTICIPATION)
NOTES FOR SAID DISTRICT AND)
REQUESTING THE BOARD OF)
SUPERVISORS OF PLACER COUNTY TO)
ISSUE SAID NOTES)

RECITALS

WHEREAS, pursuant to Sections 53850 *et seq.* of the Government Code of the State of California (the "Act") contained in Article 7.6, Chapter 4, Part 1, Division 2, Title 5 thereof, entitled "Temporary Borrowing," on or after the first day of any fiscal year (being July 1), the Western Placer Unified School District (the "District") may borrow money by issuing notes for any purpose for which the District is authorized to use and expend moneys, including but not limited to current expenses, capital expenditures, investment and reinvestment and the discharge of any obligation or indebtedness of the District; and

WHEREAS, Section 53853 of the Act provides that such notes must be issued in the name of a school district by the board of supervisors of the county, the county superintendent of which has jurisdiction over said district, as soon as possible following the receipt of a resolution of the governing board of the district requesting the borrowing; and

WHEREAS, the County Superintendent of Schools of the County of Placer (the "County") has jurisdiction over the District, and this Board of Trustees (the "District Board"), being the governing board of the District, hereby requests the borrowing of not to exceed \$13,000,000 at an interest rate not to exceed seven percent (7%), through the issuance by the Board of Supervisors of the County (the "County Board") of 2011 Tax and Revenue Anticipation Notes (the "Notes") in the name of the District; and

WHEREAS, pursuant to federal tax restrictions, such Notes shall be payable no more than thirteen (13) months after their date of delivery which is during the fiscal year succeeding the fiscal year 2011-2012 in which such Notes were issued and pursuant to Section 53854 of the Act, such Notes shall be payable only from revenue received or accrued during the fiscal year 2011-2012 in which issued; and

WHEREAS, pursuant to Section 53856 of the Act, the District may pledge any taxes, income, revenue, cash receipts or other moneys of the District, including moneys deposited in inactive or term deposits, (but excepting certain moneys encumbered for a special purpose); and this Resolution specifies that certain unrestricted revenues which will be received by the District

8.7.1

for the general fund of the District during or allocable to fiscal year 2011-2012 are pledged for the payment of the Notes; and

WHEREAS, the Notes shall be a general obligation of the District, and to the extent not paid from the taxes, income, revenue, cash receipts or other moneys of the District pledged for the payment thereof shall be paid with interest thereon from any other moneys of the District lawfully available therefore, as required by Section 53857 of the Act; and

WHEREAS, the Notes shall be in denominations of \$5,000, or integral multiples thereof, as permitted by Section 53854 of the Act; shall be issued on the date designated by the County Board therefore, as permitted by Section 53853 of the Act; and shall be in the form and executed in the manner prescribed in this Resolution, as required by Section 53853 of the Act; and

WHEREAS, the District Board has found and determined that said \$13,000,000 maximum principal amount of Notes to be issued by the County Board in fiscal year 2011-2012, when added to the interest payable thereon, does not exceed eighty-five percent (85%) of the estimated amount of the uncollected taxes, income, revenue (including but not limited to revenue from state and federal governments), cash receipts and other moneys of the District which will be available for the payment of the Notes and interest thereon, as required by Section 53858 of the Act; and

WHEREAS, the Notes will not be outstanding after a period ending thirteen months after the date on which such Notes are issued and will not be issued in an amount greater than the maximum anticipated cumulative cash flow deficit to be financed by the anticipated tax or other revenue sources for the period for which such taxes or other revenues are anticipated and during which such notes are outstanding, all as provided in the Income Tax Regulations of the United States Treasury promulgated under Section 148 of the Internal Revenue Code of 1986, as amended (the "Code");

NOW, THEREFORE, the Board of Trustees of the Western Placer Unified School District hereby resolves as follows:

Section 1. Authorization of Issuance of Notes; Terms Thereof; Paying Agent. The District Board hereby requests the County Board to issue in the name of the District, an amount not to exceed \$13,000,000 principal amount of Notes pursuant to Sections 53850 *et seq.* of the Act, designated "Western Placer Unified School District, County of Placer, State of California, 2011 Tax and Revenue Anticipation Notes" (the "Notes"); to be numbered from 1 consecutively upward in order of issuance (if more than one Note is registered); to be in the denominations of \$5,000, or integral multiples thereof, as determined by the purchaser thereof; to be dated the date of delivery thereof; to mature (without option of prior redemption) within thirteen (13) months of the dated date; and to bear interest, payable at maturity and computed on a 30-day month/360-day year basis, at the rate or rates determined at the time of sale thereof, but not in excess of seven percent (7%) per annum; provided that if the Notes will mature more than twelve (12) months after the date of issuance thereof, an additional interest payment date on or before the one year anniversary of the issuance of the Notes shall be selected, such selection to be conclusively evidenced by the execution of the Notes. Both the principal of and interest on the Notes shall be payable, only upon surrender thereof, in lawful money of the United States of America at the office of Treasurer-Tax Collector of the County or such other paying agent as the

District or County may appoint (the "Paying Agent") which is hereby designated to be the paying agent on the Notes or such other Paying Agent as the County and District may designate. This District Board hereby approves the payment of the reasonable fees and expenses of the Paying Agent as they shall become due and payable.

Section 2. Form of Notes. The Notes shall be issued in registered form and shall be substantially in the form and substance set forth in the resolution of the County approving the Notes, the blanks in said form to be filled in with appropriate words and figures as authorized herein and in the resolution of the County. The Notes shall be initially registered in the name of "Cede & Co." as nominee of The Depository Trust Company, and shall be evidenced by one note in the full principal amount of the Notes. There shall accompany the Notes, the legal opinion of Quint & Thimmig LLP respecting the validity of said Notes.

Section 3. Deposit of Note Proceeds. The moneys so borrowed shall be deposited in the general fund of the District or in a fund held by the Paying Agent on behalf of the District. Moneys in such funds held by the Paying Agent may be invested as authorized by Section 9 herein.

Section 4. Payment of Notes.

(a) *Source of Payment.* The principal amount of the Notes, together with the interest thereon, shall be payable from taxes, income, revenue, cash receipts and other moneys which are received by the District during fiscal year 2011-2012 and which are available therefor. The Notes shall be a general obligation of the District, and to the extent the Notes are not paid from the Pledged Revenues defined below, the Notes shall be paid with interest thereon from any other moneys of the District lawfully available therefore, as provided herein and by law.

(b) *Pledged Revenues.* The Notes shall be obligations of the District and shall be secured by a pledge of and first lien and charge against the first "unrestricted moneys," as hereinafter defined, to be received by the County on behalf of the District in such months and in such amounts as shall be determined by the Superintendent (or the Superintendent's designee) prior to the date of sale of the Notes, sufficient to pay the principal of and interest on the Notes through the maturity date thereof (the "Pledged Revenues"). The term "unrestricted revenues" shall mean taxes, income, revenue, cash receipts, and other moneys of the District as provided in Section 53856 of the Act, which are intended as receipts for the general fund of the District and which are generally available for the payment of current expenses and other obligations of the District.

The principal of the Notes and the interest thereon shall be a first lien and charge against and shall be payable from the first moneys received by the District from such Pledged Revenues, as provided by law.

In the event that there are insufficient unrestricted revenues received by the District to permit the deposit into the Repayment Fund, as hereinafter defined, of the full amount of Pledged Revenues to be deposited from unrestricted revenues in a month, then the amount of any deficiency shall be satisfied and made up from any other moneys of the District lawfully available for the repayment of the Notes and the interest thereon.

(c) *Covenant Regarding Additional Short-term Borrowing.* The District hereby covenants and warrants that it will not request the County of Placer Treasurer-Tax Collector (the "Treasurer") to make temporary transfers of funds in the custody of the Treasurer to meet any obligations of the District during the 2011-2012 fiscal year pursuant to the authority of Article XVI, Section 6 of the Constitution of the State of California or any other legal authority.

(d) *Deposit of Pledged Revenues in Repayment Fund.* The Pledged Revenues shall be deposited with and held by the Paying Agent in a special fund designated as the "Western Placer Unified School District, County of Placer, State of California, 2011 Tax and Revenue Anticipation Notes Repayment Fund" (herein called the "Repayment Fund") and applied as directed in this Resolution. Any moneys placed in the Repayment Fund shall be for the benefit of the holders of the Notes, and until the Notes and all interest thereon are paid or until provision has been made for the payment of the Notes at maturity with interest to maturity, the moneys in the Repayment Fund shall be applied only for the purposes for which the Repayment Fund is created.

(e) *Disbursement and Investment of Moneys in Repayment Fund.* From the date this Resolution takes effect, all Pledged Revenues shall, when received, be deposited in the Repayment Fund. After such date as the amount of Pledged Revenues deposited in the Repayment Fund shall be sufficient to pay in full the principal of and interest on the Notes, when due, any moneys in excess of such amount remaining in or accruing to the Repayment Fund shall be transferred to the general fund of the District upon the request of the District. On the maturity date of the Notes, the moneys in the Repayment Fund shall be used, to the extent necessary, to pay the principal of and interest on the Notes.

Moneys in the Repayment Fund shall be invested pursuant to Section 9 of this Resolution.

Section 5. Execution of Notes. The District hereby requests the County Chairperson (the "Chairperson") and the Treasurer, or a designee thereof, sign the Notes manually or by facsimile signature and the Clerk of the County Board (the "Clerk") countersign the Notes by use of his or her manual or facsimile signature, and said Clerk is hereby requested to affix the seal of the County thereto by facsimile impression thereof, and said officers are hereby requested to cause the blank spaces thereof to be filled in as may be appropriate. The Notes shall not be valid, unless and until the authenticating agent selected by the District and the Treasurer shall have manually authenticated such Notes.

Section 6. Appointment of Bond Counsel and Financial Advisor. Quint & Thimmig LLP is hereby appointed as bond counsel and disclosure counsel to the District in connection with the issuance of the Notes. Capitol Public Finance Group, LLC is hereby appointed as the financial advisor to the District in connection with the issuance of the Notes (the "Financial Advisor").

Section 7. Official Statement. The District Board hereby approves a preliminary official statement describing the financing, in the form presented to this meeting, together with any changes therein or additions thereto deemed advisable by the Superintendent, or any designee thereof. The District Board authorizes and directs the Superintendent, or any designee thereof, on behalf of the District, to deem "final" pursuant to Rule 15c2-12 under the Securities Exchange

Act of 1934 (the "Rule") the Preliminary Official Statement prior to its distribution to prospective purchasers of the Notes.

The Financial Advisor, on behalf of the District, is authorized and directed to cause the Preliminary Official Statement to be distributed to such persons as may be interested in purchasing the Notes therein offered for sale.

The Superintendent, or any designee thereof, is authorized and directed to cause the Preliminary Official Statement to be brought into the form of a final official statement (the "Final Official Statement") and to execute the Final Official Statement, dated as of the date of the sale of the Notes, and a statement that the facts contained in the Final Official Statement, and any supplement or amendment thereto (which shall be deemed an original part thereof for the purpose of such statement) were, at the time of sale of the Notes, true and correct in all material respects and that the Final Official Statement did not, on the date of sale of the Notes, and does not, as of the date of delivery of the Notes, contain any untrue statement of a material fact with respect to the District or omit to state material facts with respect to the District required to be stated where necessary to make any statement made therein not misleading in light of the circumstances under which it was made. The Superintendent, or any designee thereof, shall take such further actions prior to the signing of the Final Official Statement as are deemed necessary or appropriate to verify the accuracy thereof. The execution of the Final Official Statement, which shall include such changes and additions thereto deemed advisable by the Superintendent, or any designee thereof, and such information permitted to be excluded from the Preliminary Official Statement pursuant to the Rule, shall be conclusive evidence of the approval of the Final Official Statement by the District.

The Final Official Statement, when prepared, is approved for distribution in connection with the offering and sale of the Notes.

Section 8. Sale of the Notes. The Notes shall be sold to the purchaser at a negotiated sale through a competitive process conducted by the Financial Advisor appointed herein. The form of Note Purchase Agreement for the Notes (the "Note Purchase Agreement"), in the form presented to this meeting, is hereby approved. The Chairperson or the Treasurer, or a designee thereof, is hereby requested to execute and deliver the Note Purchase Agreement, and the Superintendent, or any designee thereof, is hereby authorized and requested to acknowledge such Note Purchase Agreement, if necessary, but with such changes therein, deletions therefrom and modifications thereto as the Chairperson or the Treasurer, or a designee thereof, may approve, such approval to be conclusively evidenced by his or her execution and delivery thereof; provided, however, that the maximum interest rate on the Notes shall not exceed seven percent (7%) per annum and that the discount not exceed 1% of the par amount of the Notes. The Superintendent, or any designee thereof, is further authorized to determine the maximum principal amount of Notes to be specified in the Note Purchase Agreement for sale by the County Board, not to exceed \$13,000,000 and to enter into and execute the Note Purchase Agreement with the purchaser, if the conditions set forth in this Resolution are satisfied.

Section 9. Delivery of Notes. The proper officers of the County Board are hereby requested to deliver the Notes to the purchaser thereof. All actions heretofore taken by the officers and agents of the District Board with respect to the Notes are hereby approved, confirmed and ratified, and the officers of the District Board are hereby authorized and directed

to do any and all things and take any and all actions which they, or any of them, may deem necessary or advisable in order to consummate the lawful issuance and delivery of the Notes in accordance with this Resolution and resolutions hereafter adopted by the County Board.

Section 10. Authorization to Invest in Investment Agreement and LAIF. Subject to federal tax restrictions, moneys in the funds created hereunder shall be invested at the Treasurer's discretion pursuant to law and the investment policy of the County, unless otherwise directed in writing by the District. Pursuant to Section 53601(1) of the Government Code of the State of California, the following are also hereby designated as additional authorized investments for the proceeds of the Notes and for the moneys in the Repayment Fund: (i) a guaranteed investment agreement meeting the requirements of each rating agency then rating the Notes necessary to maintain the current rating on the Notes and (ii) the Local Agency Investment Fund administered by the State of California. Investments of moneys in the Repayment Fund shall not have a maturity date later than the maturity date of the Notes.

Section 11. Continuing Disclosure. The District hereby covenants and agrees that it will comply with and carry out all of the provisions of that certain Continuing Disclosure Certificate executed by the District and dated the date of issuance and delivery of the Notes, as originally executed and as it may be amended from time to time in accordance with the terms thereof. Noncompliance with this Section shall not result in acceleration of the Notes.

Section 12. Tax Covenants

(a) *Private Activity Bond Limitation.* The District shall assure that the proceeds of the Notes are not so used as to cause the Notes to satisfy the private business tests of section 141(b) of the Code (as hereinafter defined) or the private loan financing test of section 141(c) of the Code.

(b) *Federal Guarantee Prohibition.* The District shall not take any action or permit or suffer any action to be taken if the result of the same would be to cause any of the Notes to be "federally guaranteed" within the meaning of section 149(b) of the Code.

(c) *Rebate Requirement.* The District shall take any and all actions necessary to assure compliance with section 148(f) of the Code, relating to the rebate of excess investment earnings, if any, to the federal government, to the extent that such section is applicable to the Notes.

(d) *No Arbitrage.* The District shall not take, or permit or suffer to be taken any action with respect to the proceeds of the Notes which, if such action had been reasonably expected to have been taken, or had been deliberately and intentionally taken, on the date of issuance of the Notes would have caused the Notes to be "arbitrage bonds" within the meaning of section 148 of the Code.

(e) *Maintenance of Tax-Exemption.* The District shall take all actions necessary to assure the exclusion of interest on the Notes from the gross income of the registered owners of the Notes to the same extent as such interest is permitted to be excluded from gross income under the Code as in effect on the date of issuance of the Notes.

For purposes of this Section 8, the term "Code" means the Internal Revenue Code of 1986 as in effect on the date of issuance of the Notes or (except as otherwise referenced herein) as it may be amended to apply to obligations issued on the date of issuance of the Notes, together with applicable proposed, temporary and final regulations promulgated, and applicable official public guidance published, under the Code.

Section 13. Covenants and Warranties. It is hereby covenanted and warranted by the District that all representations and recitals contained in this Resolution are true and correct, and that the District, its appropriate officials and the District Board, have duly taken, or will take, all proceedings necessary to be taken by them for the levy, collection and enforcement of the Pledged Revenues in accordance with law for carrying out the provisions of this Resolution and the Notes.

Section 14. Transmittal of Resolution. The Secretary of this Board is hereby directed to send an original certified copy of this Resolution to the County Board, the Treasurer and the County Superintendent of Schools.

Section 15. Recitals. All the recitals in this Resolution above are true and correct and this District Board so finds, determines and represents.

Section 16. Other Actions. All actions heretofore taken by the officers and agents of the District with respect to the sale and issuance of the Notes are hereby approved, confirmed and ratified, and the officers of the District are hereby authorized and directed, for and in the name and on behalf of this District, to do any and all things and take any and all actions and execute and deliver any and all certificates, agreements and other documents, which they, or any of them, may deem necessary or advisable in order to consummate the lawful issuance and delivery of the Notes in accordance with, and to carry out the intent of, this Resolution.

PASSED AND ADOPTED by the Board of Trustees of the Western Placer Unified School District this 17th day of May, 2011, by the following vote

AYES:
NOES:
ABSTENTIONS:
ABSENT:

WESTERN PLACER UNIFIED SCHOOL
DISTRICT

By _____
Paul Carras, Board of Trustees President

ATTEST:

Scott Leaman, Board of Trustees Secretary

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:

Budget Assumptions & Multi Year Projections

AGENDA ITEM AREA:

Information

REQUESTED BY:

Joyce Lopes
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

May 17, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

The business office is finalizing the budget development process and updating the budget assumptions. The budget assumptions reflect our best information to date and incorporate:

- School Services of California Dartboard projections (attachment A)
- Budget reductions approved by the Board of Trustees on May 3, 2011 (attachment B)
- District staffing trends
- Property tax estimates from Placer County
- Charter school estimates from Horizon
- ADA projections based on DecisionInsite (enrollment consultant) data and school site data

Articles regarding the present State budget environment and the impact of California's fiscal crisis for schools are enclosed for your information.

RECOMMENDATION:

The budget assumptions are presented to the Board for their input prior to finalizing the 2011-2012 budget. Staff recommends the Board of Trustees review, discuss and provide input on the 2011-2012 budget assumptions.

8.8

WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES

WESTERN PLACER UNIFIED SCHOOL DISTRICT

2011-12 BUDGET ASSUMPTIONS

March 17, 2011

	11/12 Projection	12/13 Projection	13/14 Projection	
REVENUE				
Enrollment	6,518	6,518	6,583	
ADA Yield	95.5%	95.5%	95.5%	Flat to reflect DAWG activity
ADA	6,225	6,225	6,287	
% Increase Enrollment	-0.5%	0.0%	1.0%	Updated projections
# Increase Enrollment	(33)	-	65	
 Prior Year RL	 \$6,348.07	 \$6,324.07	 \$6,438.07	
COLA %	-0.37%	1.80%	2.30%	SSC Dartboard
COLA	(\$24.00)	\$114.00	\$148.00	
Deficit %	-19.608%	-19.608%	-19.608%	SSC Dartboard
Deficit Applied	(1,240.02)	(1,262.38)	(1,291.40)	
Add'l RL reduction	(330.00)	(330.00)	(330.00)	SSC Dartboard
Funded RL per ADA	4,754.05	4,845.69	4,964.67	
Est. Revenue Limit	29,593,577	30,164,072	31,213,762	
Basic Aid/Charter School	2,500,891	2,100,332	1,304,814	Decreases as RL increases
Property Tax change	0.00%	0.00%	0.00%	County estimates
Est. Property Taxes	32,790,690	32,790,690	32,790,690	
Categorical COLA	0.00%	1.80%	2.30%	SSC Dartboard
Lottery Unrestricted/ADA	111.00	110.00	108.75	SSC Dartboard
Lottery Restricted/ADA	17.50	17.20	17.20	SSC Dartboard
EXPENDITURES				
Certificated New Hires	0 FTE	0 FTE	0 FTE	
Estimated Retirements	-3 FTE	-3 FTE	-3 FTE	
Staffing Ratios:				
Kindergarten	Increases are expected and will be determined through the budget process			
1-3				
4-5				
6-8				
9-12				
Certificated Step/Column	1.50%	1.50%	1.50%	
Classified new Hires	0 FTE	0 FTE	0 FTE	
Estimated Retirements	-1 FTE	-1 FTE	-1 FTE	
Classified Step/Column	1.70%	1.70%	1.70%	
Benefits	5%	5%	5%	
Budget Reductions	(3,000,000)	(7,000,000)	(9,050,000)	11-12 approved by BOT 5/3/11
Site Allocations:				
Elementary	47.00	47.00	47.00	
Middle School	58.50	58.50	58.50	
High School	83.75	83.75	83.75	
SLIG K-6	49.79	49.79	49.79	
SLIG 7-8	18.16	18.16	18.16	
MAA	100,000	100,000	100,000	
Lottery per teacher	500	500	500	

88.1

2011 SSC School District and County Office Financial Projection Dartboard Governor's 2011-12 Budget Proposal

This version of SSC's Financial Projection Dartboard is based on the Governor's 2011-12 State Budget proposal. We have updated the COLA, CPI, and ten-year T-bill factors per the latest economic forecasts. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are, at best, general guidelines.

Factor	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Statutory COLA (applies to K-12 and COE Revenue Limits)	-0.39%	1.67%	1.80%	2.30%	2.70%	2.80%
K-12 Revenue Limit Deficit %	17.963%	19.608% ¹	19.608%	19.608%	19.608%	19.608%
COE Revenue Limit Deficits %	18.250%	19.892% ¹	19.892%	19.892%	19.892%	19.892%
Net Revenue Limit Change: K-12 COEs	5.17%	-0.369% ¹ 5.17%	1.80%	2.30%	2.70%	2.80%
SSC's Recommended Planning COLA—Governor's Budget	N/A	-0.369% ¹	1.80%	2.30%	2.70%	2.80%
SSC's Recommended Planning COLA—If Tax Extensions Fail	N/A	-\$330 per ADA ongoing ²	1.80%	2.30%	2.70%	2.80%
Special Education COLA (on state and local share only)	0.00%	0.00%	1.80%	2.30%	2.70%	2.80%
State Categorical Funding (including adult education and ROC/P)						
Tier I	0.00%	0.00%	1.80%	2.30%	2.70%	2.80%
Tier II	0.00%	0.00%	1.80%	2.30%	2.70%	2.80%
Tier III	0.00%	0.00%	1.80%	2.30%	2.70%	2.80%
California CPI	1.20%	1.70%	2.20%	2.60%	2.90%	3.00%
California Lottery						
Base	\$112.50	\$111.00	\$110.00	\$108.75	\$108.75	\$108.75
Proposition 20	\$17.50	\$17.50	\$17.20	\$17.20	\$17.20	\$17.20
Interest Rate for Ten-Year Treasuries	3.20%	3.80%	4.10%	4.40%	4.50%	4.60%

ESTIMATED STATEWIDE AVERAGE BASE REVENUE LIMITS PER ADA "UNDEFICITED"			
Year	Elementary	High School	Unified
2010-11 Statewide Average (est.)	\$6,108	\$7,340	\$6,386
2011-12 Inflation Increase @ 1.67% COLA	\$102	\$123	\$107
2011-12 Statewide Average (est.)	\$6,210	\$7,463	\$6,493

2011-12 BUDGET ACT ESTIMATED CHARTER SCHOOL RATES				
	K-3	4-6	7-8	9-12
General Purpose Block Grant (will change at each apportionment)	\$5,030	\$5,106	\$5,252	\$6,097
Categorical Block Grant (est.) ³	\$410	\$410	\$410	\$410
Total	\$5,440	\$5,516	\$5,662	\$6,507

¹ The estimated deficit factor of 19.608% calculated by the Department of Finance (DOF) is somewhat higher than that calculated by SSC. We estimate the deficit factor necessary to eliminate the COLA to be about 0.3% lower. We continue to work with the DOF to reconcile the factors used in the calculation and will adjust the SSC Dartboard accordingly.

² The -\$330 per ADA recommendation is based on the Governor's estimate of the loss to Proposition 98 if the temporary taxes expire. The -\$330 would be added to the 0.369% loss for a total of about -\$350 per ADA for the average district.

³ The Charter School Categorical Block Grant rates do not include Economic Impact Aid funding, which is provided separately. For charter schools that began operation in or after 2008-09, there is an additional \$159 per ADA supplemental categorical block grant.

**Budget Cut Suggestions
Recommended for Implementation
Fiscal Year 2011-12**

		Amount Saved
Federal Jobs Funds		<u>\$ 1,187,363</u>
Staffing/Compensation		
4 Furlough Days for 2011-12	736,000	
Move to \$10/\$10/\$25 Kaiser Plan for benefits cap (from \$5/\$5 plan)	350,000	
Total Negotiated Staffing		<u>\$ 1,086,000</u>
Reserves		
Use New School Reserve	500,000	
Total Reserves		<u>\$ 500,000</u>
Other Staffing		
Follow ratios for vice principals	30,000	
Eliminate OT except for emergencies	20,000	
Reduce office staff substitute costs	5,000	
Total Other Staffing		<u>\$ 55,000</u>
Site/District/Other		
Reduce Staff Development costs	10,000	
Reduce Lighthouse contract	5,000	
Reduce trash pickups	15,000	
Move email system to Google Mail	400	
Agressively enforce utility usage	10,000	
Categorical sweep of funds (in addition to funds sweep in prior years)	152,626	
No district provided coffee or bottled water in offices	3,500	
Reduce copies made by 10%	13,000	
Total Site/District/Other		<u>\$ 209,526</u>
Grand Total Recommended Cuts		<u><u>\$ 3,037,889</u></u>

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CASBO newsbreak

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2011-15

Guessing game intensifies

May 9, 2011

By Dennis Meyers, CASBO Assistant Executive Director, Advocacy & Policy

We have had too many conversations with school business officials over the past month to not know that there is a lot of stress in the community surrounding how to plan in an atmosphere where it is impossible to land on a number with any accuracy. We are usually able to rely on what comes out of the May Revision, but this year the best the May Revision will be able to do is lay out the state's revenue projections and what the 2011-12 budget may look like if the extension of temporary revenues does not materialize.

But even as we expect the governor to be forced to lay out an all-cuts scenario, his options on how to treat schools vary by billions of dollars. It is unlikely, but he could hold schools to the automatic drop in Proposition 98 of about \$2 billion, which would translate to about \$330 per ADA below his January budget. He could say that he has no choice other than to propose suspension of Proposition 98 and take the school cut number to about 40 percent of the total amount of the remaining deficit, which without counting on higher revenue projections may be \$6 billion out of a \$15 billion problem. That would be a cut of \$1,000 per ADA below the January budget.

To make the guessing game even more difficult for schools, recent press reports indicate that a deal may come together on the revenue extensions that would provide for a three month extension from July through September with a special election in September to decide on extending those revenues for one or more years. How does an LEA plan for three months of revenue? We have heard from our members and are telling decision makers in Sacramento that a three month extension for schools will be treated locally the same as no extension at all. But it still begs the question of where should LEAs aim?

After the release of the May Revision, we will know where the governor is aiming in an all-cuts world, but LEAs are facing a May 15 deadline. While we don't subscribe to conspiracy theories, bumping the release of the May Revision to May 16 did nothing to make the lives of LEAs any easier. All we can say to LEAs is to continue to aim low and do not give away any of the tools currently available.

With the May 15 layoff deadline looming, we can only point out that not recalling those layoff notices might be the only major tool LEAs may have to implement deeper cuts. While we may propose to the administration changes in the Education Code to allow for other budget cutting to occur in LEAs, we can only count on current law. That means using current categorical flexibility to the fullest extent, using the last of the federal money, drawing on reserves, and not pulling back on layoff notices. And while we may be pushing for additional flexibility, there is a chance, even as unlikely as it may seem, that the Aug. 15 layoff window may not be an option either because it gets waived or a budget comes together so late that it just cannot be implemented. Laying off too many employees on May 15 would surely cause political problems locally, but not doing that and facing bigger cuts later would certainly force LEAs into negative certification.

These are unprecedented times for certain. It seems like we reach a new level of unprecedented every couple of months. The recommendations that our members have to make to their governing boards are getting tougher and tougher to pinpoint.

In this world, you are darned if you do and darned if you do something else. But the costs are too great to chance being

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darned if you don't.

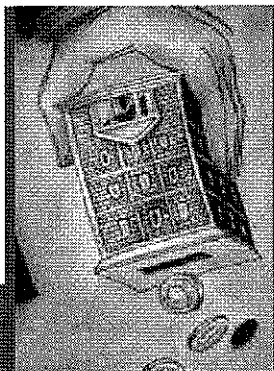
We'll keep you posted.

All CASBO NewsBreaks are posted on the CASBO website at www.casbo.org. The legislative status indicated for the bills in this report reflect the location of each of these measures as of the day the report was posted. To get up-to-the-minute status of bills including additional information on bills, bill text, analyses, legislative vote records, and veto messages, log on to the state's Official Legislative Information website at www.leginfo.ca.gov. For other questions regarding topics covered, you may contact Dennis Meyers, CASBO Assistant Executive Director, Advocacy and Policy, at dmeyers@casbo.org.

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88.5



California's Fiscal Crisis: What does it mean for schools?

Early in 2011, Superintendent of Public Instruction Tom Torlakson declared “a financial emergency” for California public schools. He noted that three years of cuts to education had resulted in nearly 2 million students—roughly 30% of pupils in California—attending a school in a district facing “serious financial jeopardy.”

The state currently has a multibillion-dollar budget deficit. To balance the budget, California policymakers could raise more revenue and/or cut funding. If deep cuts are made to K-12 schools, they could cripple some districts’ ability to function and would likely curtail meaningful efforts at educational improvement throughout the state.

What is the connection between the state budget and public school funding?

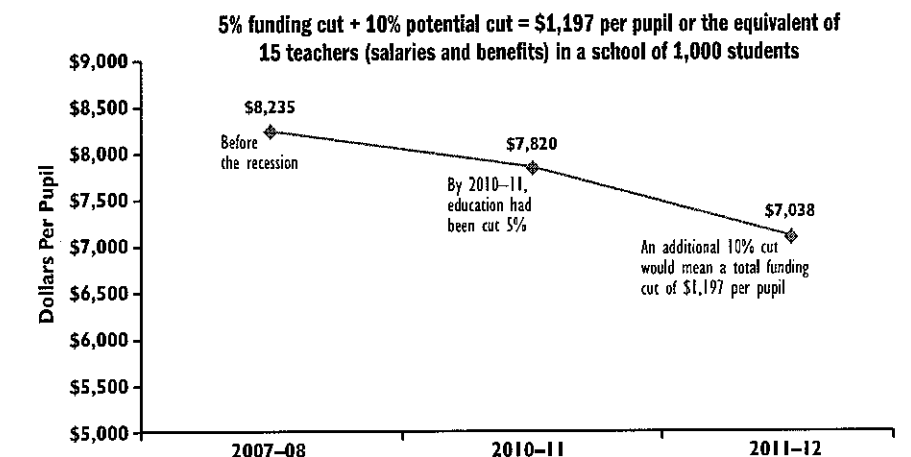
In 2010–11, policymakers allocated more than 40% of the state’s General Fund to K–12 schools to support California’s vast school system, which includes 6.2 million students, 300,000 teachers, and almost 10,000 schools.

Because education takes up such a big share of the General Fund, funding for public schools may need to be cut—some estimate by as much as 10%—if the state decides to close its deficit with cuts alone.

How big is the deficit?

By January 2011, it was clear that California was spending about \$8 billion more than it had received in 2010–11, and budget analysts predicted that the state would be short another \$17 billion in 2011–12. Together, those added up to a \$25 billion budget shortfall if cuts weren’t made or revenue increased.

In March, Gov. Jerry Brown and the Legislature agreed on about \$8 billion in cuts,



DATA: LEGISLATIVE ANALYST’S OFFICE (LAO)

EdSource 5/11

mostly to health and social services, plus \$3 billion in other reductions. And some budget analysts say that higher-than-expected income tax revenues in 2011 could further reduce the deficit. That said, the remaining deficit will still be large.

The governor wants to make up the difference by extending some taxes that Californians have been paying since 2009 but that will soon expire. To date, he has been unable to get the two-thirds approval from the Legislature needed to put those taxes on the ballot for voters to decide. The Legislature could also extend those taxes with a two-thirds vote and the governor’s approval without going to voters.

How much have schools already been cut?

Although schools did not bear the brunt of the budget cuts passed in March, per-pupil spending was reduced by 5% between 2007–08 and 2010–11, according to the non-partisan Legislative Analyst’s Office (LAO). The drop-off has been particularly steep this school year.

The 10% potential cut in education funding mentioned earlier would be in addition to the 5% already cut. To translate that into per-pupil funding, see the figure above.

How did California compare with other states in terms of education funding and salaries before the economic crisis?

California has lagged behind the national average expenditure per pupil for years. In 2007–08, before the crisis hit, California ranked 43rd in the nation in its per-pupil spending. This ranking is based on data collected by the National Center for Education Statistics (NCES) that are adjusted for salary costs of college-educated workers in this state. The salary costs often are considered in education rankings because a substantial portion of a school district’s budget is spent on personnel.

Meanwhile, average teacher salaries in California were the highest in the country in 2007–08, likely reflecting both the state’s high cost of living and generally higher educational requirements for its public school teachers.

QUESTIONS & ANSWERS

In what way do lower per-pupil expenditures affect staffing in California's schools?

The state's modest per-pupil expenditures combined with high labor costs result in schools not being able to hire as many teachers, administrators, and other staff.

California ranks 49th in the nation in its overall ratio of staff to students, according to NCES data for fall 2008. Compared with the U.S. average, California has about half as many school district administrators, guidance counselors, and high school teachers per 1,000 students. The state ranks last in the number of school librarians per pupil.

How much money does K-12 education receive, and where does it go?

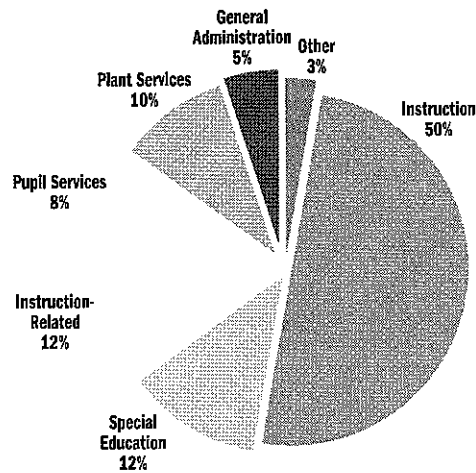
In the 2010–11 school year, California's K–12 public education system is estimated to have revenues totaling \$64.5 billion from all sources—federal, state, and local. Of that, \$56.7 billion is allocated to school districts, charter schools, and county offices of education.

The remaining \$7.8 billion goes to state bond repayments for building and modernizing schools, the teacher retirement system, and state agencies such as the California Department of Education (CDE) and the Commission on Teacher Credentialing (CTC), which help run the K–12 system. The portion of total education spending going to the CTC (which is funded by fees) and the CDE is a fraction of 1%.

How do school districts spend their funds?

California's school districts vary tremendously in terms of size, grades served, and student needs. That said, the average district spends about three-quarters of its money on instruction and instruction-related expenses for both general and Special Education students. Another 8% is spent on pupil services, which include guidance and counseling, psychological services, health services, and transportation. Only 5% is spent on general administration, which includes all district office and school board operations, such as legal costs and payroll and data systems. (See the pie chart above.)

District-Reported Expenditures for 2009–10



DATA: EDUCATION DATA PARTNERSHIP, WWW.ED-DATA.ORG

EdSource 5/11

What has been the impact of budget cuts on K-12 schools during the past few years?

Because school districts are so labor-intensive, many have responded to budget cuts by laying off teachers and other staff and increasing class sizes. Some districts have also consolidated schools and programs and shortened the school year through the use of furlough days. The range of budget cuts varies widely depending on local circumstances.

Some districts have weathered the cuts better than others, often because they have increasing enrollment. When districts are growing, they receive more state funds. When enrollment is falling, the state, after one year, pays districts less even though fixed costs—such as heating and maintenance—do not automatically go down. In California, about two-thirds of the counties are experiencing decreasing enrollment.

One or more of the following conditions can also help districts make ends meet:

- Outside support, such as from a city, foundations, high local property taxes, or parents.
- Deep financial reserves at the beginning of the budget reductions.
- Ability to negotiate pay decreases or pay freezes for staff.
- Ability to reduce costs through consolidating systems, investing in alternative energy, and implementing other efficiencies.

- Continuous cutting. Some districts have been making substantial reductions during the past few years so this year's cuts are less extreme.
- Delaying the use of some federal stimulus funds until the September 2011 deadline, thus having stimulus dollars for 2011–12.

If state cuts continue, what will districts do?

California law severely limits local school districts' ability to increase their revenues. Districts can augment state-provided funding in just a few ways, most notably private donations and parcel taxes (which require two-thirds voter approval).

If state cutbacks continue, the vast majority of districts will have to take more drastic measures, such as laying off more teachers and significantly increasing class sizes; closing schools; shortening the school year; or further cutting administrators and support staff, such as counselors, nurses, and librarians. ■■

To Learn More

- For more information about school finance in California, go to EdSource's website: www.edsource.org/school-finance.html
- To get financial information about specific school districts, visit the Ed-Data website: www.ed-data.org

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"All-Cuts" Budget Would Reduce Funding for Public Schools By Approximately \$764 per Student

May 5, 2011

How would an "all-cuts" budget affect California's public schools?

In February, the Legislative Analyst's Office outlined a path for closing the state's \$26.6 billion budget shortfall that included a \$4.6 billion reduction to public school funding – a cut of approximately \$764 per student.

Two new California Budget Project fact sheets, released last week, outline the local impact of an "all-cuts" budget on schools, by district and county.

According to the CBP fact sheets:

Battered by a still-weak economy, California faces a \$26.6 billion budget shortfall. The Legislature recently approved a spending plan that reflects \$12.5 billion in reductions to higher education, child care, health care, and a range of other state services. The spending plan adopted by the Legislature in March essentially "flat funds" California's public schools in the upcoming budget year. Prior years' budgets, however, have sharply reduced education funding. On a per student basis, funding has dropped from \$8,464 in 2007-08 to \$7,358 this year.

The choice now is between an "all-cuts" budget that closes the remainder of the gap with additional spending reductions or a balanced approach that includes additional revenues.

How would an "all-cuts" budget affect public schools? In a February 10, 2011 letter to Senator Leno, chair of the Senate Budget and Fiscal Review Committee, the Legislative Analyst's Office (LAO) outlined a path for closing the budget gap without the Governor's tax proposals that would require even deeper reductions to all areas of the budget, including public education. This analysis uses the \$4.6 billion reduction to state support for schools assumed by the LAO – a reduction of approximately \$764 per student – to estimate the loss by school districts at the county level under an "all-cuts" budget approach.

To read the fact sheet showing the impact by school district

To read the fact sheet showing the impact by county

Source: California Budget Project

888