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

STUDENT ENROLLMENT

School	2010 CBEDS	05/03/11	06/03/11
Sheridan School (K-5)	84	83	83
First Street School (K-5)	449	454	452
Carlin C. Coppin Elementary (K-5)	420	397	396
Creekside Oaks Elementary (K-5)	620	643	639
Twelve Bridges Elementary (K-5)	716	727	729
Foskett Ranch Elementary (K-5)	543	539	534
Lincoln Crossing Elementary (K-5)	612	608	605
Glen Edwards Middle (6-8)	699	689	688
Twelve Bridges Middle School (6-8)	832	818	810
Lincoln High School (9-12)	1,496	1,414	1,411
Phoenix High School (10-12)	80	84	78
PCOE Home School	0	0	0
TOTAL:	**6,551**	**6,456**	**6,425**

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
June 21, 2011, 7:00 P.M.
LINCOLN HIGH SCHOOL – PERFORMING ARTS THEATER
790 J 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.

5:15 P.M. START

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

5:20 P.M.

2. **CLOSED SESSION** – Lincoln High 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 N

2.3 CONFERENCE WITH LABOR NEGOTIATOR

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

2.4 PERSONNEL
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

2.5 INTERDISTRICT ATTENDANCE APPEAL

a. Interdistrict Request Appeal 11/12 - 19
b. Interdistrict Request Appeal 11/12 - 20
c. Interdistrict Request Appeal 11/12 – 21
d. Interdistrict Request Appeal 11/12 – 22
e. Interdistrict Request Appeal 11/12 – 23
f. Interdistrict Request Appeal 11/12 – 24
g. Interdistrict Request Appeal 11/12 – 25

7:00 P.M.

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

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

a. Student Discipline/Expulsion Pursuant to E.C. 48918
Student Expulsion # 10-11 N

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

3.3 PERSONNEL
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

3.4 INTERDISTRICT ATTENDANCE APPEAL

a. Interdistrict Request Appeal 11/12 -19
b. Interdistrict Request Appeal 11/12 - 20
c. Interdistrict Request Appeal 11/12 - 21
d. Interdistrict Request Appeal 11/12 – 22
e. Interdistrict Request Appeal 11/12 – 23
f. Interdistrict Request Appeal 11/12 – 24
g. Interdistrict Request Appeal 11/12 – 25

4. SPECIAL ORDER OF BUSINESS

The district will honor:

- Retirees
- Classified Employees of the Year
- Teacher of the Year
- LHS Student Representative

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 Approve Student Discipline/Stipulated Expulsion for Student # 10-11 O.
5.3 Approve Consolidated Application Part 1.
5.4 Approve declaration of surplus items.
5.5 Approve Annual Increase of Community Facility District Mello-Roos Rates for CFD #1 and CFD #2.
5.6 Approve Ratification of agreement with DANG Electric for electrical work at Lincoln High School Farm.
5.7 Approve Agreement for Interim Management Service of the Maintenance and Operations Department between Philip H. Hendrix and WPUSD.
5.8 Approve Agreement for implementation and ongoing Administration of Supplementary Retirement Plan between Public Agency Retirement Services and WPUSD.
5.9 Approve 2011-12 Agricultural Career Technical Education Incentive Grant.
5.10 Approve Agreement between KS Telecom Inc., and WPUSD for Cable Installation at Lincoln High.

5.11 Approve Contract between Beeson, Tayer & Bodine, APC, and WPUSD for conflict Resolution Services.
5.12 Approve Agreement between Girard & Edwards and WPUSD for Legal Services for the 2011-12 School Year.
5.13 Approve School Resource Officer.
Roll call vote:

6. COMMUNICATION FROM THE PUBLIC

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

7. REPORTS & COMMUNICATION

7.1 Lincoln High School, Student Advisory – 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. PUBLIC HEARING

8.1 Level II and Level III School Facility Fees.
8.2 2011-12 Western Placer Unified School District Budget.
8.3 Tier III Funding

9. ♦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.

9.1 Discussion/ Action **ADOPT RESOLUTION NO. 10/11.22 TO INCREASE SCHOOL FACILITY FEES – Lopes** *(10-11 G & O Component I, IV, V)*
•Following the Public Hearing the Board may take action to adopt a new Level II Fee as proposed the School Facility Needs Analysis dated April 2011.
Roll call vote:

9.2 Action **2011-12 WESTERN PLACER UNIFIED SCHOOL DISTRICT BUDGET – Lopes** *(10-11 G & O Component I, II, III, IV, V)*
• Per California Education Code 42127, on or before July 1 of each year, the governing Board of each school district shall, following a public hearing, adopt the budget for the subsequent fiscal year.

The Board has received budget assumptions, enrollment projections, has taken action on budget reductions and held a public hearing. The Board will now consider the proposed 2011-12 Annual Budget for adoption.

9.3 Action **ADOPTION OF TIER III FUNDING EXPENDITURES – Lopes** *(10-11 G & O Component I, II, III, IV, V)*

- Per California Education Code 42605, the governing Board of each school district, after holding a public hearing regarding Tier III categorical proposed expenditures for the subsequent fiscal year, shall adopt the use of Tier III categorical funding.

9.4 Discussion Action **CONSIDER APPROVING RESOLUTION NO. 10/11.23, AUTHORIZING THE ELIMINATION AND/OR REDUCTION OF CERTAIN CATEGORICALLY FUNDED CLASSIFIED EMPLOYEE POSITIONS DUE TO LACK OF WORK/LACK OF FUNDS – Davis** *(10-11 G & O Component I, III, IV, V)*

- Pursuant to Education Code section 45117, the District administration is making a recommendation that would require the Governing Board of the Western Placer Unified School District to eliminate and/or reduce certain Classified Employee positions which are categorically funded by adopting Resolution No. 10/11.23. These positions being eliminated or reduced may not reflect the actual person who will be subject to layoff due to the complicated bumping process that will take place pursuant to the Collective Bargaining Agreement with CSEA, Board Policy and Education Code.

Roll call vote:

9.5 Discussion Action **CONSIDER APPROVING NEW JOB DESCRIPTIONS FOR PRESCHOOL INSTRUCTOR, PRESCHOOL INSTRUCTIONAL AIDE AND PRESCHOOL CLERK POSITIONS – Davis** *(10-11 G & O Component I, III, IV, V)*

- The Board recently approved a plan for the District to oversee and provide preschool services previously provided by State Preschool. As a part of the new program there exists a need to approve new job descriptions that meet the requirements of running the preschool program in compliance with law and regulations. The District administration worked with CSEA to bring forward and enclosed job descriptions.

9.6 Discussion Action **COLLECTIVE BARGAINING AGREEMENT BETWEEN WESTERN PLACER UNIFIED SCHOOL DISTRICT AND THE WESTERN PLACER TEACHERS ASSOCIATION – Davis** *(10-11 G & O Component I, II, III, IV, V)*

- The collective bargaining agreement between the Western Placer Teachers Association and the Western Placer Unified School District is being submitted for ratification. Both parties have completed a lengthy effort to finalize the contract. The terms of the agreement will be in effect from July 1, 2011 – June 30, 2014 with opportunities for both parties to reopen limited articles pursuant to the agreement.

9.7 Action **ENGLISH LEARNER PROGRAM & AMAO'S – Boyle/Kelso** *(10-11 G & O Component I, II, III, IV, V)*

- Approximately 20% of our students in Western Placer Unified School District have a family language in the home other than English. Approximately 13% of our students qualify as English Learners (EL), with an additional 7% having progressed in their mastery of the English language to the point that they have met the requirements to be Reclassified Fluent English Proficient (RFEP). Of the home languages represented in our schools, 87% are Spanish; 2% each are Vietnamese, Filipino/Tagalog, and Punjabi; 1% each are Japanese, Russian, Ukranian, and Rumanian; and the remaining 2% are other languages, including Portuguese, Korean, Mandarin, Arabic, French, German, Hmong, Llocano, Urdu, Thai, Hindi, and Mien. The variety of languages offers a rich diversity of culture as well as large educational challenge in meeting the needs of our students.

9.8 Action **LOCAL EDUCATIONAL AREA PLAN (LEAP) – Boyle** *(10-11 G & O Component I, II, III, IV, V)*

•In May, 2002 the CA State Board of Education (SBE) adopted five goals and twelve performance indicators for No Child Left Behind as part of California's commitment to the development of an accountability system to achieve the goals of NCLB. Those five goals pertain to: Student achieving proficiency in reading and mathematics by 2013-14; English Learners becoming proficient in the English language and reaching proficiency in reading/language arts and math; all teachers being highly qualified by 2005-06; all student being educated in safe, drug-free learning environments that are conducive to learning; and all students graduating from high school. The original requirement was for a five year plan, that ended June, 2008. CDE has advised districts to continue updating their LEAP plans as we await new and/or revised NCLB regulations from the federal government.

9.9 Information/ Discussion **TITLE I ANNUAL REPORT – Boyle** *(10-11 G & O Component I, III, IV, V)*

•WPUSD received Federal Title I monies annually to support student achievement in schools with 35% or more students qualifying for free and reduced lunch. Under the federal No Child Left Behind Act, schools and districts receiving Title I monies must meet Annual Yearly Progress (AYP) target for student proficiency in English Language Arts (ELA) and Mathematics. These targets are being raised by approximately ten percentage points annually making the targets exceedingly difficult to reach. Students in ALL significant subgroups must meet the proficiency targets in both ELA and Math at the site and district levels. Failure to make the AYP target for two consecutive years in the same subject area (ELA or Math) results in Title I schools and/or districts entering into Program Improvement (PI).

9.10 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 4111.2 Legal Status Requirement
  4211.2
  4311.2
- BP/AR 5145.7 Sexual Harassment

9.11 Discussion/ Action **LINCOLN HIGH SCHOOL FARM DEED RESTRICTION – Leaman** *(10-11 G & O Component I, II, III, IV, V)*

•After numerous discussions with the Board and members of the Farm Foundation, a subcommittee of both groups met and discussed options to enact Resolution No. 09/10.24. Options were discussed with the committee and were placed on the next Farm Foundation agenda. After discussion with the Farm Foundation, the following option is being forwarded to the Board at this time.

9.12 Discussion/ Information **GOALS AND OBJECTIVES FOR 2010-11 – Leaman** *(10-11 G & O Component I, II, III, IV, V)*

•A final report on the goals and objectives adopted by the Board last September is attached.

10. BOARD OF TRUSTEES

10.1 FUTURE AGENDA ITEMS

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

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

10.2 BOARD MEMBER REPORTS/COMMENTS

11. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

- August 2, 2011 7:00 P.M., Regular Meeting of the Board of Trustee, Lincoln High School
- August 16, 2011 7:00 P.M., Regular Meeting of the Board of Trustee, Lincoln High School

12. ADJOURNMENT

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

DISCLOSURE

OF ACTION

TAKEN IN

CLOSED SESSION,

IF ANY

Western Placer Unified School District
CLOSED SESSION AGENDA

Place: **Lincoln High School – Main Office Conference Room**
Date: **Tuesday, June 21, 2011**
Time: **5:20 P.M.**

1. LICENSE/PERMIT DETERMINATION

2. SECURITY MATTERS

3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR

4. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

5. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

6. LIABILITY CLAIMS

7. THREAT TO PUBLIC SERVICES OR FACILITIES

8. PERSONNEL
- * PUBLIC EMPLOYEE APPOINTMENT
- * PUBLIC EMPLOYEE EMPLOYMENT
- * PUBLIC EMPLOYEE PERFORMANCE EVALUATION
- * **PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**
- * COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE

9. CONFERENCE WITH LABOR NEGOTIATOR

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

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

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

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

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

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

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

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

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

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

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Student Discipline/
Expulsion
Student #10-11 N

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

John Wyatt
District Hearing Officer

ENCLOSURES:

Yes

DEPARTMENT:

FINANCIAL INPUT/SOURCE:

MEETING DATE:

June 21, 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 N

RECOMMENDATION:

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

wp/rlc/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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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:
PULBIC EMPLOYEE DISCIPLINE/DISMISSAL/ RELEASE

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Board of Trustees

ENCLOSURES:
No

DEPARTMENT:
Ryan Davis
Director of Human Services

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 21, 2011

ROLL CALL REQUIRED:
No

BACKGROUND:

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

RECOMMENDATION:

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

wp/rk/factform

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:
June 21, 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.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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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:
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:
June 21, 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 - 19
- Interdistrict Request Appeal 11/12 - 20
- Interdistrict Request Appeal 11/12 - 21
- Interdistrict Request Appeal 11/12 - 22
- Interdistrict Request Appeal 11/12 - 23
- Interdistrict Request Appeal 11/12 - 24
- Interdistrict Request Appeal 11/12 - 25

ADMINISTRATION RECOMMENDATION:

Disclose any action taken.

wp/rk/factform

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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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:
Honor Retirees, and
Recognize

- LHS Student Representative
- Employees of the Year
- Teacher of the Year

AGENDA ITEM AREA:
Special Order of Business

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 21, 2011

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees would like to honor retirees, and recognize special guests.

RECOMMENDATION:

wp/rk/facsheetrecog

4

Retirees

Sheila Allen
Sandra Beckman
Ronal Buda
Lowell Cosgrove
Cassandra Creger
Pamela Cuthbertson
Georgetta Dolinsek
Dale Hannum
Kathleen Kelly
Joan Lacktis
John Massey
Susan Mentze
Michael Rossiter
Nancy Steuck
Susan Valdez
Phillip Volmer
Karen Wold
Robert Wood
Robert Woodward
Beverly Duarte
Alan Eaton
Sara Foxworthy
Thomas Leavell
Henry Martinez
Betty Mylrea
Patricia Pogue
Peggy Turner
Peggy Van Lengen
Vickie Vineyard
David Butler
Robert Kerrigan
Linda Pezanoski
John Wyatt



WPUSD Honoring Retirees

Please Join Us

The Western Placer Unified School District would like to invite you to the Governing Board Meeting on Tuesday June 21, 2011 where we plan to honor you for your years of dedicated service to the students of the District. Please feel free to bring any friends or family members to the meeting as well.

Time:7:00p.m.
Date: June 21, 2011
Location: Lincoln High School Performing Arts Theater

**Please RSVP by calling the Personnel Office at (916)645-5293 so we can have an estimate of the number of retirees attending. However, if you were unable to contact us prior to the meeting, please still feel free to attend the meeting, so you can be honored for your years of dedicated service.*

You Are Invited

WESTERN PLACER
UNIFIED SCHOOL DISTRICT

PLEASE JOIN US FOR A SPECIAL RECOGNITION

I would like to give you a special invitation to attend the next Board of Trustee Meeting on Tuesday, June 21, 2011, 7:00 p.m. in the Lincoln High Performing Arts Theater, located at 790 J Street in Lincoln. You will be recognized for being voted Employee of the Year for 2010-2011 school year.

5.1.1

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
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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:
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:
June 21, 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

June 21, 2011

CLASSIFIED/MANAGEMENT

TRANSFER

1. **Name:** **Robin Davis**
   Position: **Food Service Assistant/Transport**
   New Site: **Foskett Ranch Elementary**
   Hours: **3.5 Hours/Day**
   Effective: **7/1/11**
   Replacement

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/
Stipulated Expulsion
Student #10-11 O

AGENDA ITEM AREA:

Consent

REQUESTED BY:

John Wyatt
District Hearing Officer

ENCLOSURES:

Yes

DEPARTMENT:

FINANCIAL INPUT/SOURCE:

MEETING DATE:

June 21, 2011

ROLL CALL REQUIRED:

BACKGROUND:

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

RECOMMENDATION:

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

wp/rk/factform

5.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Consolidated Application Part I

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Mary Boyle

ENCLOSURES:
Con App Part I

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
Annual Categorical Revenues

MEETING DATE:
June 21, 2011

ROLL CALL REQUIRED:
No

BACKGROUND:

The 2011 - 2012 Consolidated Application Part I reflects our application for funding in all Federal and State categorical aid programs for the coming year. Included in the Con App are applications for federal funding for the 2011 – 12 school year through Title I Part A (Basic Grant), Title II (Improving Teacher Quality), and Title III (Limited English Proficiency Students), as well as applications for state funding through Economic Impact Aid (EIA). The Con App Part I also includes required reports on Teacher and Paraprofessional Requirements, NCLB Teacher Requirements, and Expenditure Reports for Title I, II, and III Programs for 2010 – 2011.

RECOMMENDATION:

Approve 2011 – 2012 Consolidated Application Part I.

2011-12 Consolidated Application for Funding Categorical Aid Programs

California Department of Education (Part I) Consolidated Application

Purpose: To declare the agency's intent to apply for 2011-12 funding of Consolidated Categorical Aid Programs.

Agency: Western Placer Unified

CD code: 3 1 6 6 9 5 1

CDE Contact: Anne Daniels 916-319-0295 ADaniels@cde.ca.gov
LEA Plan Only: Cheryl Tiner 916-319-0414 CTiner@cde.ca.gov

Dates of project duration:
July 1, 2011 -- June 30, 2012

Legal status of agency:

- [X] **School District**
- [ ] **County Office of Education**
- [ ] **Direct Funded Charter**

Do not return the paper copy of this form to the California Department of Education.

The ConApp must be submitted electronically using the ConApp Data System (CADS).

Date of approval by local governing board: 06/21/2011

Our LEA Plan is current and is linked to our web site located at:

Date of LEA Plan approval by State Board of Education: 07/11/2003

www.wpusd.k12.ca.us/Educational-Programs/SARC-LEAP-Plan/index.html

Advisory Committees: *The undersigned certify that they have been given the opportunity to advise on the pages in this application related to compensatory education programs for English learners.*

Signature-District Advisory Committee (DAC)* (Required if the LEA operates a state Compensatory Education program.)	___/___/___ Date	*OR,* for each committee, check the appropriate box to the right	[X] Committee is N/A	[ ] Committee refused to sign
Alma Garcia Signature-District English Learner Advisory Committee (DELAC)* (Required if the LEA has 51 or more identified English learners.)	06/10/2011 Date		[ ] Committee is N/A	[ ] Committee refused to sign

Certification: *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.*

Signature of authorized representative	Printed name of authorized representative	Title	Date
MBoyle	Mary Boyle	Deputy Assistant Superintendt Ed	06/21/2011

[ ] Electronic certification HAS been completed. [X] Electronic certification has NOT been completed.

* Signatures of appropriate committee chairpersons certifying opportunity to review and advise in the development of this application will be required in Part II.

Participation in 2011-12 Consolidated Programs

California Department of Education

Consolidated Application

532

Purpose: To declare that the LEA is applying for specified categorical funds for the 2011-12 school year.

Agency: Western Placer Unified

CD code: 31669951

CDE Contact: Anne Daniels 916-319-0295 ADaniels@cde.ca.gov

Note: Shaded areas ( ) indicate Federal programs.

1*.	3010	3025	4035
2*.	Title I, Part A (Basic Grant) ESEA Sec.1111 et. seq:	Title I, Part D (Delinquent) ESEA Sec. 1401	Title II, Part A (Teacher Quality) ESEA Sec. 2101
3*.	YES	NO	YES
1*.	4201	4203	
2*.	Title III, Part A (Immigrant) ESEA Sec. 3102	Title III, Part A (LEP Students) ESEA Sec. 3102	Title VI Subpart 1 REAP Flexibility ESEA Sec. 6211
3*.	NOT ELIGIBLE	YES	NOT ELIGIBLE
1*.	5810	4126	7090, 7091
2*.	Title VI, Subpart 1 Small Rural School Achievement ESEA Sec. 6211	Title VI, Subpart 2 Rural and Low-Income Grant ESEA Sec. 6221	Economic Impact Aid EC 54000
3*.	NOT ELIGIBLE	NOT ELIGIBLE	YES

* Rows within each type of program: 1. SACS Resource Code 2. Program Title 3. "Yes" if participating, "No" if not participating

2011-12 Title I, Part A, (Basic) Services for Students in Private Nonprofit Schools

California Department of Education **Consolidated Application**

Purpose: To identify private nonprofit schools that will participate in the ESEA Title I, Part A (Improving the Academic Achievement of the Disadvantaged).	**Agency:** Western Placer Unified **CD code:** 31 66951
CDE Contacts: Jyoti Singh 916-319-0372 JySingh@cde.ca.gov ***Tony Salamanca 916-319-0276 TSalamanca@cde.ca.gov***	☐ This page is not applicable; no private schools have chosen to participate or the LEA does not receive Title I, Part A, (Basic Grant) funding on page 2 of the ConApp.

1. The LEA shall, after timely and meaningful consultation with appropriate private school officials, provide to eligible children, on an equitable basis, special educational services or other benefits that address their needs and shall ensure that teachers and families of the children have equitable participation in services and activities developed under Title I, Part A, Sections 1118 and 1119. (See Legal Assurance under ESEA Participation of Private Nonprofit School Students #1)

2. The LEA will provide this consultation during the design and development of the program on issues such as how the children's needs will be identified; what services will be offered; how, where, and by whom the services will be provided; how the services will be assessed and how the results will be used to improve those services; and the method and sources of data used to determine the number of low income students from Title I attendance areas enrolled in private schools. (See Legal Assurance under ESEA Participation of Private Nonprofit School Students #3.)

3. LEA maintains in the agency's records and upon request will provide to CDE a written affirmation signed by officials of each participating private school that the consultation required by ESEA Title I, Part A, Section 1120 (b) has occurred. (See Legal Assurance under NCLB Participation of Private Nonprofit School Students #7).

Note: The LEA of residence is responsible for providing Title I, Part A, services to eligible students who reside in the LEA's Title I attendance area but attend a private school located outside the LEA's boundaries.

A. Name of school	B. School Code	C. District will provide direct services	D. District will contract with another provider for services	E. Affirmation on File	F. School is not participating
Community Christian Schools	7089469			X	X

ESEA Participation and Reporting of Students in Private Nonprofit Schools

California Department of Education **Consolidated Application**

Purpose: 1. To identify private nonprofit schools that will participate 2011-12 in ESEA Title II (Teacher Quality), Title II (Technology), and Title III (LEP), Title IV (Safe and Drug-free Schools and Communities).

2. To report in column F the number of private school English Learner (EL) students served in 2010-11.

Agency: Western Placer Unified

CD code: 31 66951

CDE Contacts: Laura Nelson 916-319-0229 LNelson@cde.ca.gov
(Column F/G Only) Patty Stevens 916-319-5838 PStevens@cde.ca.gov

☐ This page is not applicable because there are no private schools listed below

LEA Responsibilities:

1. The LEA must, after timely and meaningful consultation with appropriate private school officials, provide equitable services that address needs of private school students and staff under the programs listed in columns D - H below. (See Legal Assurance #1.)

2. To ensure timely and meaningful consultation, the LEA must consult with appropriate private school officials during the design and development of these programs. (See Legal Assurance #3 for details that must be addressed in consultation.)

3. To assure that equitable services were delivered to eligible students under Title III, Part A, the LEA must report the number of private school students receiving services in the 2010-11 year.

A	B	C	D	E	F	G	H
			4035	**4045**	**4203: Title III, Part A**		**3710**
Name of school	School Code	Enrollment	Title II, Part A (Teacher Quality)	Title II, Part D (Technology)	Count of private school ELs served in 2010-11	(LEP)	Title IV , Part A (SDFSC) (Carryover Only)
Community Christian Schools	7089469	72	NO	NO	0	NO	NO

2011-12 EIA/SCE Ranking Decisions

California Department of Education **Consolidated Application**

Purpose: To identify options used in ranking schools to determine eligiblity for EIA/SCE.

Agency: Western Placer Unified

CD code: 3 1 6 6 9 5 1

CDE Contacts: Richard Graham 916-319-0303 RGraham@cde.ca.gov
Mark Klinesteker 916-319-0420 MKlinesteker@cde.ca.gov

☐ This page is not applicable because the LEA did not apply for EIA funding on page 2 of the ConApp.

A. EIA/SCE Ranking Decisions

1. Ranking Method	[X] EIA/SCE method is used	[ ] Title I method is used
2. Ranking Order	[ ] Districtwide ranking	[X] Grade span ranking
3. Ranking Type	[ ] Number of students in need	[X] Percent of students in need

B. Low Income Measure (check appropriate box)

X	Eligibility for Free and Reduced-Price Lunch
	Receipt of CalWORKS
	Poverty count from most recent Census Data
	Eligibility for Medicaid
	Composite of the above (Describe in a comment) (See directions for constructing a composite)

C. Grade spans and poverty rate calculations (based on page 6 data)

Grade Span	Grades	Enrollment	Low Income	Poverty Rate
1	01-05	3,454	1,178	34.1%
2	06-08	1,551	583	37.6%
3	09-12	1,599	604	37.8%
Districtwide	N/A	6,604	2,365	35.8%

2011-12 EIA Ranking of Public Schools

California Department of Education **Consolidated Application**

Purpose: To identify options used in developing an intra-district allocation plan for EIA funds.

Agency: Western Placer Unified

CD code: 31 66 95 1

CDE Contacts: Richard Graham 916-319-0303 RGraham@cde.ca.gov
Mark Klinesteker 916-319-0420 MKlinesteker@cde.ca.gov

☐ This page is not applicable because the LEA did not apply for EIA funding on page 2 of the ConApp.

☐ Ranked using Title I, Part A method
☒ Ranked using EIA/SCE method

EIA/SCE Ranking orders: ☐ Districtwide ☒ Grade Span

☐ Number of students in need
☒ Percent of students in need

A	B	C	D	E	F	G	H	I	J
Name of School / Grade Levels / School Code	Grade Span Group	Student Enrollment in Attend. Area	Number of Low-Income Students	Number of LEP Students	Number of EDY Students	Total Students in Need	Percent of Students in Need	EIA/SCE School Rank*	EIA Intended for Funding ("X")
First Street KK-05 6117493	1	451	336	201	236	773	171.4%	(1)	X
Sheridan KK-05 6031363	1	84	57	23	35	115	136.9%	(2)	X
Creekside Oaks Elementary KK-05 6098610	1	621	316	141	237	694	111.8%	(3)	X
Carlin C. Coppin Elementary KK-05 6085252	1	421	173	56	126	355	84.3%	(4)	X
Lincoln Crossing Elementary KK-05 0113068	1	615	101	41	160	302	49.1%	5	
Foskett Ranch Elementary KK-05 0108514	1	545	119	27	112	258	47.3%	6	
Twelve Bridges Elementary KK-05 0106443	1	717	76	30	86	192	26.8%	7	
Glen Edwards Middle 06-08 6108351	2	699	357	93	374	824	117.9%	(1)	X
Twelve Bridges Middle 06-08 0111385	2	852	226	28	275	529	62.1%	(2)	X
Phoenix High (Continuation) 09-12 3130036	3	86	53	14	50	117	136.0%	(1)	X
Lincoln High 09-12 3134657	3	1,513	551	81	904	1,536	101.5%	(2)	X

*If EIA/SCE ranking method used, ( ) indicates school is eligible based on 25% low-income students. 25% EL students or 50% EDY students.
*If Title I ranking method used, () indicates school is eligible based on the district or grade-span poverty rate percent or 35%.

2011-12 Title I, Part A Ranking Decisions

California Department of Education

Consolidated Application

5.37

Purpose: To identify options used in ranking schools to determine eligiblilty for ESEA, Title I, Part A.

Agency: Western Placer Unified

CD code: 3 1 6 6 9 5 1

CDE Contacts: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov
Judi Brown 916-319-0942 JBrown@cde.ca.gov

☐ This page is not applicable becasue the LEA did not apply for Title I, Part A, (Basic Grant) funding on page 2 of the ConApp.

A. Title I Ranking Decisions

☐ The LEA has an enrollment of fewer than 1,000 students or has only one school per grade span.

1. Ranking Order: Districtwide ranking X Grade span ranking

2. Low-Income Measure (check appropriate boxes)

X	Eligibility for Free and Reduced-Price Lunch
	Receipt of CalWORKS
	Poverty count from most recent Census Data
	Eligibility for Medicaid
	Composite of the above (Describe in a comment) (See directions for constructing a composite)

C. Title I Ranking Exceptions

Use the following alpha codes to indicate exceptions used in column G on page 8.

a. At least 35% low income

b. Public school poverty rate (rather than attendance area poverty rate) above District poverty rate.

c. Skipping school that will be served by state or local program that meets the requirements of Title I, Part A. (must receive at least the same allocation as under Title I, Part A.)

d. Desegregation-25% waiver. An approved waiver is on file.

e. Additional year of funding (grandfather provision).

f. Feeder pattern.

B. Grade spans and poverty rate calculations (based on page 8 data)

Grade Span	Grades	Enrollment	Low Income	Poverty Rate
1	01-05	3,454	1,178	34.1%
2	06-08	1,551	583	37.6%
3	09-12	1,599	604	37.8%
Districtwide	N/A	6,604	2,365	35.8%

2011-12 Title I, Part A Ranking of Public Schools

California Department of Education **Consolidated Application**

Purpose: To document the process used to identify and rank schools Title I, Part A, schools for compensatory education funding/services.

Reminder: If a school below 35% is identified for funding in column H, the 125% rule will apply to all schools funded.

Agency: Western Placer Unified

CD code: 3 1 6 6 9 5 1

CDE Contact: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov
Judi Brown 916-319-0942 JBrown@cde.ca.gov

☐ This page is not applicable because the LEA did not apply for Title I, Part A, (Basic Grant) funding on page 2 of the ConApp.

Low-income measure: Free Lunch Ranking order: Gradespan Poverty rate(s): 34.1% 37.6% 37.8%

A	B	C	D	E	F	G	H	I	J
Name of School / Grade Levels / School Code	Grade Span Group	Student Enrollment in Attend. Area	Number of Low-Income Students	Percent Low-Income Students	Title I Rank*	Ranking Exception (see page 7)	ESEA, Title I Intended for Funded ("X")	EIA/SCE Intended for Funded ("X")	Other State or Local Funded ("X")
First Street KK-05 6117493	1	451	336	74.5%	(1)		X	X	
Sheridan KK-05 6031363	1	84	57	67.9%	(2)		X	X	
Creekside Oaks Elementary KK-05 6098610	1	621	316	50.9%	(3)		X	X	
Carlin C. Coppin Elementary KK-05 6085252	1	421	173	41.1%	(4)			X	
Foskett Ranch Elementary KK-05 0108514	1	545	119	21.8%	5				
Lincoln Crossing Elementary KK-05 0113068	1	615	101	16.4%	6				
Twelve Bridges Elementary KK-05 0106443	1	717	76	10.6%	7				
Glen Edwards Middle 06-08 6108351	2	699	357	51.1%	(1)		X	X	
Twelve Bridges Middle 06-08 0111385	2	852	226	26.5%	2			X	
Phoenix High (Continuation) 09-12 3130036	3	86	53	61.6%	(1)		X	X	
Lincoln High 09-12 3134657	3	1,513	551	36.4%	[2]			X	

* ( ) Indicates school is at or above the district poverty rate and eligible;
[ ] indicates school is at or above 35% poverty and eligible.

2010-11 LEA Reporting Form for Federal Gun-Free Schools Act (GFSA)

California Department of Education **Consolidated Application**

Purpose: The Gun-Free Schools Act requires districts and county offices of education requesting Elementary and Secondary Education Act (ESEA) funds to submit to the CDE expulsion information related to firearms. Failure to complete this form places an LEA's federal funds in jeopardy.

Agency: Western Placer Unified

CD code: 3 1 6 6 9 5 1

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

A. Are there any expulsions to report for students who have brought a firearm to school or who have possessed a firearm at school? ☐ Yes ☒ No

Notes: 1. Only students who have been officially expelled, by vote of the governing board, during the 2010-11 school year are included in this report.
2. Expulsions for students who have brought a bb gun, pellet gun, stun gun, imitation/simulated gun, paint ball gun, cap gun, antique or replica of antique firearm, gun clip, ammunition, or Class-C common fireworks are not reportable in column E under the GFSA requirements. See instructions for further details.

B. School Code (7 digits)	C. School Name	D. Student's Grade Level	E. * Type of firearm for which student was expelled	F. Was this student referred to an alternative school or program?	Modifications on a case-by-case basis. G. Was this expulsion shortened to a term of less than one year?	H. Was this student disabled as defined in Section 602(a)(1) of the IDEA?**
			☐ Handgun ☐ Shotgun/Rifle ☐ Other (Specify) _____	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No

** Refer to the instructions for a brief description of the IDEA.

2010-11 LEA Reporting Form for ESEA Title I, Part D, Neglected, Delinquent, or At-Risk - Demographics

California Department of Education **Consolidated Application**

Purpose: To report the number of students served with Title I, Part D, funds during 2010-11.

Agency: Western Placer Unified

CD code: 3 1 6 6 9 5 1

CDE Contacts: Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov
Karen Neilsen 916-319-0946 KNeilsen@cde.ca.gov

[X] This page is not applicable because the LEA did not participate in Title I, Part D, Neglected, Delinquent, or At-Risk programs in 2010-11.

Number of programs operating in a multiple purpose facility	0		
	At-Risk Programs	Neglected Programs	Juvenile Detention
Number of Facilities/Programs	0	0	0
	Students Served in At-Risk Programs	Students Served in Neglected Programs	Students Served in Juvenile Detention
Race/Ethnicity			
Hispanic or Latino of any race	0	0	0
American Indian or Alaskan Native, not Hispanic or Latino	0	0	0
Asian, not Hispanic or Latino	0	0	0
Black or African American, not Hispanic or Latino	0	0	0
Native Hawaiian or Pacific Islander, not Hispanic or Latino	0	0	0
White, not Hispanic or Latino	0	0	0
Multiracial, not Hispanic or Latino	0	0	0
No Response	0	0	0
Gender			
Male	0	0	0
Female	0	0	0
Age			
5-10 years old	0	0	0
11-15 years old	0	0	0
16-18 years old	0	0	0
19 years and older	0	0	0
Total Unduplicated Students Served	0	0	0
# of Long-term Students	0	0	0

2010-11 LEA Reporting Form for ESEA Title I, Part D, Neglected, Delinquent, or At-Risk - Offerings & Outcomes

California Department of Education **Consolidated Application**

Purpose: To report the number of facilities and the academic and vocational outcomes of students served with Title I, Part D, funds during 2010-11.

Agency: Western Placer Unified

CD code: 31 66951

CDE Contacts: Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov
Karen Neilsen 916-319-0946 KNeilsen@cde.ca.gov

[X] This page is not applicable because the LEA did not participate in Title I, Part D, Neglected, Delinquent, or At-Risk programs in 2010-11.

1. Facility Academic Offerings	Number of Facilities		
	At-Risk Programs	Neglected Programs	Juvenile Detention
1. Awarded high school course credit	0	0	0
2. Awarded high school diplomas	0	0	0
3. Awarded GED	0	0	0

2. Academic & Vocational Outcomes	Number of Students		
	At-Risk Programs	Neglected Programs	Juvenile Detention
1. Academic			
While in the facility, the number of students who...			
1. Earned high school course credits	0	0	0
2. Were enrolled in a GED program	0	0	0
While in the facility, or within 30 calendar days after exit, the number of students who...			
3. Enrolled in their local district school	0	0	0
4. Earned a GED	0	0	0
5. Obtained high school diploma	0	0	0
6. Were accepted into post-secondary education	0	0	0
7. Enrolled in post-secondary education	0	0	0
2. Vocational			
While in the facility, the number of students who...			
1. Enrolled in elective job training	0	0	0
While in the facility, or within 30 calendar days after exit, the number of students who...			
2. Enrolled in external job training education	0	0	0
3. Obtained employment	0	0	0

2010-11 Title I, Part D, Neglected, Delinquent or At-Risk - Academic Performance Report

California Department of Education **Consolidated Application**

5, 3, 12

Purpose: To report the academic performance of long-term students served with Title I, Part D, funds during 2010-11.

Agency: Western Placer Unified

CD code: 3 1 6 6 9 5 1

CDE Contacts: Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov
Karen Neilsen 916-319-0946 KNeilsen@cde.ca.gov

[X] This page is not applicable because the LEA did not participate in Title I, Part D, Neglected, Delinquent, or At-Risk program in 2010-11.

Performance Data (Based on most recent pre/post-test data)	Reading			Mathematics		
	At-risk Programs	Neglected Programs	Juvenile Corrections/ Detention	At-risk Programs	Neglected Programs	Juvenile Corrections/ Detention
1. Long-term students who tested below grade level upon entry	0	0	0	0	0	0
2. Long-term students who have completed pre- and post-test results (data)	0	0	0	0	0	0
3. Negative grade level change from the pre- to post-test exams	0	0	0	0	0	0
4. No change in grade level from the pre- to post-test exams	0	0	0	0	0	0
5. Improvement of up to 1/2 grade level from the pre- to post-test exams	0	0	0	0	0	0
6. Improvement from 1/2 up to one full grade level from the pre- to post-test exams	0	0	0	0	0	0
7. Improvement of more than one full grade level from the pre- to post-test exams	0	0	0	0	0	0

2010-11 LEA Reporting Form for ESEA Title I, Part A, Neglected

California Department of Education **Consolidated Application**

Purpose: To be completed for each LEA that received ESEA Title I, Part A, Neglected Program funding to provide services to eligible youth during 2010-11. LEAs are to collect and aggregate data for all sites, enter combined totals, and submit one composite electronic form per LEA.

Agency: Western Placer Unified

CD code: 31 66951

CDE Contacts: ***Lorene Euerle*** ***916-319-0728*** ***LEuerle@cde.ca.gov***
Karen Neilsen ***916-319-0946*** ***KNeilsen@cde.ca.gov***

[X] This page is not applicable because the LEA did not participate in Title I, Part A, Neglected in 2010-11.

A. Student Participation by Grade Level 2010-11 School Year

Pre-K	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0
Ungraded	0
TOTAL	0

B. If student participation total is zero, the reason is as follows.

2010-11 School Reporting Form for Title I, Part A - 1

California Department of Education **Consolidated Application**

14
5.3

Purpose: To be completed for each **Public** and **Private** school that received Title I, Part A, funding/services during 2010-11.

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Twelve Bridges Elementary
School code: 0 1 0 6 4 4 3

CDE Contacts: Paul Jacobs ***916-319-0256*** ***PJacobs@cde.ca.gov***
Stephanie Smith ***916-319-0948*** ***SSmith@cde.ca.gov***

[X] This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

A. **2010-11 Title I School Type:** [ ] Schoolwide Program School (SWP) [ ] Targeted Assistance School (TAS)

B. **2010-11 Total Title I, Part A, Allocation: (do not include ARRA)** 0

C. **Program Participants By:** 0 Male 0 Female

D. **Program Participants:** Enter the count of students who received ESEA, Title I, Part A, services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

E. **Migrant** 0 **F.** **Students with Disabilities** 0 **G.** **LEP Participants** 0

H. **Racial/Ethnic Group:** Enter by racial/ethnic group the number of students who received ESEA, Title I, Part A ,services.

Hispanic or Latino of any race	American Indian or Alaskan Native, not Hispanic or Latino	Asian, not Hispanic or Latino	Black or African American, not Hispanic or Latino	Native Hawaiian or Pacific Islander, not Hispanic or Latino	White, not Hispanic or Latino	Multiracial, not Hispanic or Latino	No Response
0	0	0	0	0	0	0	0

2010-11 School Reporting Form for Title I, Part A - 1

California Department of Education

Consolidated Application

5.3.15

Purpose: To be completed for each **Public** and **Private** school that received Title I, Part A, funding/services during 2010-11.

Agency: Western Placer Unified

CD code: 3 1 6 6 9 5 1

School: Foskett Ranch Elementary

School code: 0 1 0 8 5 1 4

CDE Contacts: Paul Jacobs ***916-319-0256*** ***PJacobs@cde.ca.gov***

Stephanie Smith ***916-319-0948*** ***SSmith@cde.ca.gov***

[X] This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

A. **2010-11 Title I School Type:** [ ] Schoolwide Program School (SWP) [ ] Targeted Assistance School (TAS)

B. **2010-11 Total Title I, Part A, Allocation: (do not include ARRA)** 0

C. **Program Participants By:** 0 Male 0 Female

D. **Program Participants:** Enter the count of students who received ESEA, Title I, Part A, services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

E. **Migrant** 0

F. **Students with Disabilities** 0

G. **LEP Participants** 0

H. **Racial/Ethnic Group:** Enter by racial/ethnic group the number of students who received ESEA, Title I, Part A ,services.

Hispanic or Latino of any race	American Indian or Alaskan Native, not Hispanic or Latino	Asian, not Hispanic or Latino	Black or African American, not Hispanic or Latino	Native Hawaiian or Pacific Islander, not Hispanic or Latino	White, not Hispanic or Latino	Multiracial, not Hispanic or Latino	No Response
0	0	0	0	0	0	0	0

2010-11 School Reporting Form for Title I, Part A - 1

California Department of Education **Consolidated Application**

Purpose: To be completed for each **Public** and **Private** school that received Title I, Part A, funding/services during 2010-11.

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Twelve Bridges Middle
School code: 0 1 1 1 3 8 5

CDE Contacts: Paul Jacobs ***916-319-0256*** ***PJacobs@cde.ca.gov***
Stephanie Smith ***916-319-0948*** ***SSmith@cde.ca.gov***

[X] This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

A. **2010-11 Title I School Type:** [ ] Schoolwide Program School (SWP) [ ] Targeted Assistance School (TAS)

B. **2010-11 Total Title I, Part A, Allocation: (do not include ARRA)** 0

C. **Program Participants By:** 0 Male 0 Female

D. **Program Participants:** Enter the count of students who received ESEA, Title I, Part A, services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

E. **Migrant** 0 **F.** **Students with Disabilities** 0 **G.** **LEP Participants** 0

H. **Racial/Ethnic Group:** Enter by racial/ethnic group the number of students who received ESEA, Title I, Part A ,services.

Hispanic or Latino of any race	American Indian or Alaskan Native, not Hispanic or Latino	Asian, not Hispanic or Latino	Black or African American, not Hispanic or Latino	Native Hawaiian or Pacific Islander, not Hispanic or Latino	White, not Hispanic or Latino	Multiracial, not Hispanic or Latino	No Response
0	0	0	0	0	0	0	0

2010-11 School Reporting Form for Title I, Part A - 1

California Department of Education **Consolidated Application**

Purpose: To be completed for each **Public** and **Private** school that received Title I, Part A, funding/services during 2010-11.

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Lincoln Crossing Elementary
School code: 0 1 1 3 0 6 8

CDE Contacts: Paul Jacobs ***916-319-0256*** ***PJacobs@cde.ca.gov***
Stephanie Smith ***916-319-0948*** ***SSmith@cde.ca.gov***

[X] This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

A. **2010-11 Title I School Type:** [ ] Schoolwide Program School (SWP) [ ] Targeted Assistance School (TAS)

B. **2010-11 Total Title I, Part A, Allocation: (do not include ARRA)** 0

C. **Program Participants By:** 0 Male 0 Female

D. **Program Participants:** Enter the count of students who received ESEA, Title I, Part A, services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

E. **Migrant** 0 **F.** **Students with Disabilities** 0 **G.** **LEP Participants** 0

H. **Racial/Ethnic Group:** Enter by racial/ethnic group the number of students who received ESEA, Title I, Part A ,services.

Hispanic or Latino of any race	American Indian or Alaskan Native, not Hispanic or Latino	Asian, not Hispanic or Latino	Black or African American, not Hispanic or Latino	Native Hawaiian or Pacific Islander, not Hispanic or Latino	White, not Hispanic or Latino	Multiracial, not Hispanic or Latino	No Response
0	0	0	0	0	0	0	0

2010-11 School Reporting Form for Title I, Part A - 1

California Department of Education **Consolidated Application**

Purpose: To be completed for each **Public** and **Private** school that received Title I, Part A, funding/services during 2010-11.

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Phoenix High (Continuation)
School code: 3 1 3 0 0 3 6

CDE Contacts: Paul Jacobs ***916-319-0256*** ***PJacobs@cde.ca.gov***
Stephanie Smith ***916-319-0948*** ***SSmith@cde.ca.gov***

☐ This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

A. **2010-11 Title I School Type:** ☐ Schoolwide Program School (SWP) ☒ Targeted Assistance School (TAS)

B. **2010-11 Total Title I, Part A, Allocation: (do not include ARRA)** 19,928

C. **Program Participants By:** 34 Male 9 Female

D. **Program Participants:** Enter the count of students who received ESEA, Title I, Part A, services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	0	0	0	0	0	0	0	0	0	4	8	14	17	0

E. **Migrant** 0 **F.** **Students with Disabilities** 0 **G.** **LEP Participants** 0

H. **Racial/Ethnic Group:** Enter by racial/ethnic group the number of students who received ESEA, Title I, Part A ,services.

Hispanic or Latino of any race	American Indian or Alaskan Native, not Hispanic or Latino	Asian, not Hispanic or Latino	Black or African American, not Hispanic or Latino	Native Hawaiian or Pacific Islander, not Hispanic or Latino	White, not Hispanic or Latino	Multiracial, not Hispanic or Latino	No Response
19	0	0	2	0	22	0	0

2010-11 School Reporting Form for Title I, Part A - 1

California Department of Education **Consolidated Application**

Purpose: To be completed for each **Public** and **Private** school that received Title I, Part A, funding/services during 2010-11.

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Lincoln High
School code: 3 1 3 4 6 5 7

CDE Contacts: Paul Jacobs ***916-319-0256*** ***PJacobs@cde.ca.gov***
Stephanie Smith ***916-319-0948*** ***SSmith@cde.ca.gov***

[X] This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

A. **2010-11 Title I School Type:** [ ] Schoolwide Program School (SWP) [ ] Targeted Assistance School (TAS)

B. **2010-11 Total Title I, Part A, Allocation: (do not include ARRA)** 0

C. **Program Participants By:** 0 Male 0 Female

D. **Program Participants:** Enter the count of students who received ESEA, Title I, Part A, services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

E. **Migrant** 0 **F.** **Students with Disabilities** 0 **G.** **LEP Participants** 0

H. **Racial/Ethnic Group:** Enter by racial/ethnic group the number of students who received ESEA, Title I, Part A ,services.

Hispanic or Latino of any race	American Indian or Alaskan Native, not Hispanic or Latino	Asian, not Hispanic or Latino	Black or African American, not Hispanic or Latino	Native Hawaiian or Pacific Islander, not Hispanic or Latino	White, not Hispanic or Latino	Multiracial, not Hispanic or Latino	No Response
0	0	0	0	0	0	0	0

2010-11 School Reporting Form for Title I, Part A - 1

California Department of Education **Consolidated Application**

Purpose: To be completed for each **Public** and **Private** school that received Title I, Part A, funding/services during 2010-11.

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Sheridan
School code: 6 0 3 1 3 6 3

CDE Contacts: Paul Jacobs ***916-319-0256*** ***PJacobs@cde.ca.gov***
Stephanie Smith ***916-319-0948*** ***SSmith@cde.ca.gov***

☐ This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

A. **2010-11 Title I School Type:** ☐ Schoolwide Program School (SWP) ☒ Targeted Assistance School (TAS)

B. **2010-11 Total Title I, Part A, Allocation: (do not include ARRA)** 25,440

C. **Program Participants By:** 26 Male 27 Female

D. **Program Participants:** Enter the count of students who received ESEA, Title I, Part A, services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	14	9	6	7	10	7	0	0	0	0	0	0	0	0

E. **Migrant** 0 **F.** **Students with Disabilities** 0 **G.** **LEP Participants** 17

H. **Racial/Ethnic Group:** Enter by racial/ethnic group the number of students who received ESEA, Title I, Part A ,services.

Hispanic or Latino of any race	American Indian or Alaskan Native, not Hispanic or Latino	Asian, not Hispanic or Latino	Black or African American, not Hispanic or Latino	Native Hawaiian or Pacific Islander, not Hispanic or Latino	White, not Hispanic or Latino	Multiracial, not Hispanic or Latino	No Response
17	0	0	0	0	36	0	0

2010-11 School Reporting Form for Title I, Part A - 1

California Department of Education **Consolidated Application**

Purpose: To be completed for each **Public** and **Private** school that received Title I, Part A, funding/services during 2010-11.

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Carlin C. Coppin Elementary
School code: 6 0 8 5 2 5 2

CDE Contacts: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov
Stephanie Smith 916-319-0948 SSmith@cde.ca.gov

[X] This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

A. **2010-11 Title I School Type:** [ ] Schoolwide Program School (SWP) [ ] Targeted Assistance School (TAS)

B. **2010-11 Total Title I, Part A, Allocation: (do not include ARRA)** 0

C. **Program Participants By:** 0 Male 0 Female

D. **Program Participants:** Enter the count of students who received ESEA, Title I, Part A, services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

E. **Migrant** 0 **F.** **Students with Disabilities** 0 **G.** **LEP Participants** 0

H. **Racial/Ethnic Group:** Enter by racial/ethnic group the number of students who received ESEA, Title I, Part A ,services.

Hispanic or Latino of any race	American Indian or Alaskan Native, not Hispanic or Latino	Asian, not Hispanic or Latino	Black or African American, not Hispanic or Latino	Native Hawaiian or Pacific Islander, not Hispanic or Latino	White, not Hispanic or Latino	Multiracial, not Hispanic or Latino	No Response
0	0	0	0	0	0	0	0

2010-11 School Reporting Form for Title I, Part A - 1

California Department of Education **Consolidated Application**

Purpose: To be completed for each **Public** and **Private** school that received Title I, Part A, funding/services during 2010-11.

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Creekside Oaks Elementary
School code: 6 0 9 8 6 1 0

CDE Contacts: Paul Jacobs ***916-319-0256*** ***PJacobs@cde.ca.gov***
Stephanie Smith ***916-319-0948*** ***SSmith@cde.ca.gov***

☐ This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

A. **2010-11 Title I School Type:** ☐ Schoolwide Program School (SWP) ☒ Targeted Assistance School (TAS)

B. **2010-11 Total Title I, Part A, Allocation: (do not include ARRA)** 118,296

C. **Program Participants By:** 66 Male 55 Female

D. **Program Participants:** Enter the count of students who received ESEA, Title I, Part A, services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	0	39	28	21	13	20	0	0	0	0	0	0	0	0

E. **Migrant** 0 **F.** **Students with Disabilities** 0 **G.** **LEP Participants** 30

H. **Racial/Ethnic Group:** Enter by racial/ethnic group the number of students who received ESEA, Title I, Part A ,services.

Hispanic or Latino of any race	American Indian or Alaskan Native, not Hispanic or Latino	Asian, not Hispanic or Latino	Black or African American, not Hispanic or Latino	Native Hawaiian or Pacific Islander, not Hispanic or Latino	White, not Hispanic or Latino	Multiracial, not Hispanic or Latino	No Response
56	1	4	4	1	51	4	0

2010-11 School Reporting Form for Title I, Part A - 1

California Department of Education

Consolidated Application

5.3.23

Purpose: To be completed for each **Public** and **Private** school that received Title I, Part A, funding/services during 2010-11.

Agency: Western Placer Unified

CD code: 3 1 6 6 9 5 1

School: First Street

School code: 6 1 1 7 4 9 3

CDE Contacts: Paul Jacobs ***916-319-0256*** ***PJacobs@cde.ca.gov***

Stephanie Smith ***916-319-0948*** ***SSmith@cde.ca.gov***

☐ This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

A. **2010-11 Title I School Type:** ☐ Schoolwide Program School (SWP) ☒ Targeted Assistance School (TAS)

B. **2010-11 Total Title I, Part A, Allocation: (do not include ARRA)** 127,466

C. **Program Participants By:** 53 Male 57 Female

D. **Program Participants:** Enter the count of students who received ESEA, Title I, Part A, services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	0	32	32	14	14	18	0	0	0	0	0	0	0	0

E. **Migrant** 0

F. **Students with Disabilities** 11

G. **LEP Participants** 70

H. **Racial/Ethnic Group:** Enter by racial/ethnic group the number of students who received ESEA, Title I, Part A ,services.

Hispanic or Latino of any race	American Indian or Alaskan Native, not Hispanic or Latino	Asian, not Hispanic or Latino	Black or African American, not Hispanic or Latino	Native Hawaiian or Pacific Islander, not Hispanic or Latino	White, not Hispanic or Latino	Multiracial, not Hispanic or Latino	No Response
77	0	1	0	1	31	0	0

2010-11 School Reporting Form for Title I, Part A - 1

California Department of Education **Consolidated Application**

Purpose: To be completed for each **Public** and **Private** school that received Title I, Part A, funding/services during 2010-11.

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Community Christian Schools
School code: 7 0 8 9 4 6 9

CDE Contacts: Paul Jacobs ***916-319-0256*** ***PJacobs@cde.ca.gov***
Stephanie Smith ***916-319-0948*** ***SSmith@cde.ca.gov***

[X] This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

A. **2010-11 Title I School Type:** [ ] Schoolwide Program School (SWP) [ ] Targeted Assistance School (TAS)

B. **2010-11 Total Title I, Part A, Allocation: (do not include ARRA)** 0

C. **Program Participants By:** 0 Male 0 Female

D. **Program Participants:** Enter the count of students who received ESEA, Title I, Part A, services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

E. **Migrant** 0 **F.** **Students with Disabilities** 0 **G.** **LEP Participants** 0

H. **Racial/Ethnic Group:** Enter by racial/ethnic group the number of students who received ESEA, Title I, Part A ,services.

Hispanic or Latino of any race	American Indian or Alaskan Native, not Hispanic or Latino	Asian, not Hispanic or Latino	Black or African American, not Hispanic or Latino	Native Hawaiian or Pacific Islander, not Hispanic or Latino	White, not Hispanic or Latino	Multiracial, not Hispanic or Latino	No Response
0	0	0	0	0	0	0	0

2010-11 School Reporting Form for Title I, Part A - 2

California Department of Education **Consolidated Application**

Purpose: To be completed for each Title I, Part A,Targeted Assistance School (TAS).	**Agency:** Western Placer Unified **CD code:** 3 1 6 6 9 5 1 **School:** Twelve Bridges Elementary **School Code:** 0 1 0 6 4 4 3
CDE Contacts: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov ***Stephanie Smith 916-319-0948 SSmith@cde.ca.gov***	[X] This page is not applicable because this is not a Title I, Part A, TAS.

5.3.25

I. Type of Service: TAS only. Enter number of students who received ESEA, Title I, Part A, services.

Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	0	0	0	0	0	0

Support Service Area	Health, Dental, and Eye Care	Supporting Guidance/Advocacy	Other
Participants	0	0	0

J. School-Level Staff: TAS only. Enter the school-level staff FTE paid with ESEA, Title I, Part A, funds.

Administrators (non-clerical)	Teachers	Paraprofessionals	Support Staff (clerical and non-clerical)	Other
0.00	0.00	0.00	0.00	0.00

2010-11 School Reporting Form for Title I, Part A - 2

California Department of Education **Consolidated Application**

Purpose: To be completed for each Title I, Part A,Targeted Assistance School (TAS).	**Agency:** Western Placer Unified **CD code:** 3 1 6 6 9 5 1 **School:** Foskett Ranch Elementary **School Code:** 0 1 0 8 5 1 4
CDE Contacts: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov ***Stephanie Smith 916-319-0948 SSmith@cde.ca.gov***	[X] This page is not applicable because this is not a Title I, Part A, TAS.

5.26

I. Type of Service: TAS only. Enter number of students who received ESEA, Title I, Part A, services.

Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	0	0	0	0	0	0

Support Service Area	Health, Dental, and Eye Care	Supporting Guidance/Advocacy	Other
Participants	0	0	0

J. School-Level Staff: TAS only. Enter the school-level staff FTE paid with ESEA, Title I, Part A, funds.

Administrators (non-clerical)	Teachers	Paraprofessionals	Support Staff (clerical and non-clerical)	Other
0.00	0.00	0.00	0.00	0.00

2010-11 School Reporting Form for Title I, Part A - 2

California Department of Education **Consolidated Application**

Purpose: To be completed for each Title I, Part A,Targeted Assistance School (TAS).	**Agency:** Western Placer Unified **CD code:** 3 1 6 6 9 5 1 **School:** Twelve Bridges Middle **School Code:** 0 1 1 1 3 8 5
CDE Contacts: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov ***Stephanie Smith 916-319-0948 SSmith@cde.ca.gov***	[X] This page is not applicable because this is not a Title I, Part A, TAS.

5.3.27

I. Type of Service: TAS only. Enter number of students who received ESEA, Title I, Part A, services.

Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	0	0	0	0	0	0

Support Service Area	Health, Dental, and Eye Care	Supporting Guidance/Advocacy	Other
Participants	0	0	0

J. School-Level Staff: TAS only. Enter the school-level staff FTE paid with ESEA, Title I, Part A, funds.

Administrators (non-clerical)	Teachers	Paraprofessionals	Support Staff (clerical and non-clerical)	Other
0.00	0.00	0.00	0.00	0.00

2010-11 School Reporting Form for Title I, Part A - 2

California Department of Education **Consolidated Application**

Purpose: To be completed for each Title I, Part A,Targeted Assistance School (TAS).

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Lincoln Crossing Elementary
School Code: 0 1 1 3 0 6 8

CDE Contacts: Paul Jacobs ***916-319-0256*** ***PJacobs@cde.ca.gov***
Stephanie Smith ***916-319-0948*** ***SSmith@cde.ca.gov***

[X] This page is not applicable because this is not a Title I, Part A, TAS.

I. Type of Service: TAS only. Enter number of students who received ESEA, Title I, Part A, services.

Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	0	0	0	0	0	0

Support Service Area	Health, Dental, and Eye Care	Supporting Guidance/Advocacy	Other
Participants	0	0	0

J. School-Level Staff: TAS only. Enter the school-level staff FTE paid with ESEA, Title I, Part A, funds.

Administrators (non-clerical)	Teachers	Paraprofessionals	Support Staff (clerical and non-clerical)	Other
0.00	0.00	0.00	0.00	0.00

2010-11 School Reporting Form for Title I, Part A - 2

California Department of Education **Consolidated Application**

Purpose: To be completed for each Title I, Part A,Targeted Assistance School (TAS).

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Phoenix High (Continuation)
School Code: 3 1 3 0 0 3 6

CDE Contacts: Paul Jacobs ***916-319-0256*** ***PJacobs@cde.ca.gov***
Stephanie Smith ***916-319-0948*** ***SSmith@cde.ca.gov***

☐ This page is not applicable because this is not a Title I, Part A, TAS.

I. Type of Service: TAS only. Enter number of students who received ESEA, Title I, Part A, services.

Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	43	43	0	0	0	0

Support Service Area	Health, Dental, and Eye Care	Supporting Guidance/Advocacy	Other
Participants	0	0	0

J. School-Level Staff: TAS only. Enter the school-level staff FTE paid with ESEA, Title I, Part A, funds.

Administrators (non-clerical)	Teachers	Paraprofessionals	Support Staff (clerical and non-clerical)	Other
0.00	0.30	0.00	0.00	0.00

2010-11 School Reporting Form for Title I, Part A - 2

California Department of Education **Consolidated Application**

Purpose: To be completed for each Title I, Part A,Targeted Assistance School (TAS).

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Lincoln High
School Code: 3 1 3 4 6 5 7

CDE Contacts: Paul Jacobs ***916-319-0256*** ***PJacobs@cde.ca.gov***
Stephanie Smith ***916-319-0948*** ***SSmith@cde.ca.gov***

[X] This page is not applicable because this is not a Title I, Part A, TAS.

I. Type of Service: TAS only. Enter number of students who received ESEA, Title I, Part A, services.

Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	0	0	0	0	0	0

Support Service Area	Health, Dental, and Eye Care	Supporting Guidance/Advocacy	Other
Participants	0	0	0

J. School-Level Staff: TAS only. Enter the school-level staff FTE paid with ESEA, Title I, Part A, funds.

Administrators (non-clerical)	Teachers	Paraprofessionals	Support Staff (clerical and non-clerical)	Other
0.00	0.00	0.00	0.00	0.00

2010-11 School Reporting Form for Title I, Part A - 2

California Department of Education **Consolidated Application**

Purpose: To be completed for each Title I, Part A,Targeted Assistance School (TAS).	**Agency:** Western Placer Unified **CD code:** 3 1 6 6 9 5 1 **School:** Sheridan **School Code:** 6 0 3 1 3 6 3
CDE Contacts: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov ***Stephanie Smith 916-319-0948 SSmith@cde.ca.gov***	☐ This page is not applicable because this is not a Title I, Part A, TAS.

I. Type of Service: TAS only. Enter number of students who received ESEA, Title I, Part A, services.

Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	53	53	0	0	0	0

Support Service Area	Health, Dental, and Eye Care	Supporting Guidance/Advocacy	Other
Participants	0	0	0

J. School-Level Staff: TAS only. Enter the school-level staff FTE paid with ESEA, Title I, Part A, funds.

Administrators (non-clerical)	Teachers	Paraprofessionals	Support Staff (clerical and non-clerical)	Other
0.00	0.00	0.08	0.00	0.00

2010-11 School Reporting Form for Title I, Part A - 2

California Department of Education **Consolidated Application**

Purpose: To be completed for each Title I, Part A,Targeted Assistance School (TAS).	**Agency:** Western Placer Unified **CD code:** 3 1 6 6 9 5 1 **School:** Carlin C. Coppin Elementary **School Code:** 6 0 8 5 2 5 2
CDE Contacts: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov ***Stephanie Smith 916-319-0948 SSmith@cde.ca.gov***	[X] This page is not applicable because this is not a Title I, Part A, TAS.

5.37

I. Type of Service: TAS only. Enter number of students who received ESEA, Title I, Part A, services.

Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	0	0	0	0	0	0

Support Service Area	Health, Dental, and Eye Care	Supporting Guidance/Advocacy	Other
Participants	0	0	0

J. School-Level Staff: TAS only. Enter the school-level staff FTE paid with ESEA, Title I, Part A, funds.

Administrators (non-clerical)	Teachers	Paraprofessionals	Support Staff (clerical and non-clerical)	Other
0.00	0.00	0.00	0.00	0.00

2010-11 School Reporting Form for Title I, Part A - 2

California Department of Education **Consolidated Application**

5.3.33

Purpose: To be completed for each Title I, Part A,Targeted Assistance School (TAS).

Agency: Western Placer Unified

CD code: 3 1 6 6 9 5 1

School: Creekside Oaks Elementary

School Code: 6 0 9 8 6 1 0

CDE Contacts: Paul Jacobs ***916-319-0256*** ***PJacobs@cde.ca.gov***
Stephanie Smith ***916-319-0948*** ***SSmith@cde.ca.gov***

☐ This page is not applicable because this is not a Title I, Part A, TAS.

I. Type of Service: TAS only. Enter number of students who received ESEA, Title I, Part A, services.

Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	0	121	0	0	0	0

Support Service Area	Health, Dental, and Eye Care	Supporting Guidance/Advocacy	Other
Participants	0	0	0

J. School-Level Staff: TAS only. Enter the school-level staff FTE paid with ESEA, Title I, Part A, funds.

Administrators (non-clerical)	Teachers	Paraprofessionals	Support Staff (clerical and non-clerical)	Other
1.00	1.00	1.00	0.00	0.00

2010-11 School Reporting Form for Title I, Part A - 2

California Department of Education **Consolidated Application**

Purpose: To be completed for each Title I, Part A,Targeted Assistance School (TAS).

Agency: Western Placer Unified

CD code: 3 1 6 6 9 5 1

School: First Street

School Code: 6 1 1 7 4 9 3

CDE Contacts: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov
Stephanie Smith 916-319-0948 SSmith@cde.ca.gov

☐ This page is not applicable because this is not a Title I, Part A, TAS.

I. Type of Service: TAS only. Enter number of students who received ESEA, Title I, Part A, services.

Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	0	110	0	0	0	0

Support Service Area	Health, Dental, and Eye Care	Supporting Guidance/Advocacy	Other
Participants	0	0	0

J. School-Level Staff: TAS only. Enter the school-level staff FTE paid with ESEA, Title I, Part A, funds.

Administrators (non-clerical)	Teachers	Paraprofessionals	Support Staff (clerical and non-clerical)	Other
0.00	1.00	2.00	2.00	0.00

2010-11 School Reporting Form for Title I, Part A - 2

California Department of Education **Consolidated Application**

Purpose: To be completed for each Title I, Part A,Targeted Assistance School (TAS).

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Community Christian Schools
School Code: 7 0 8 9 4 6 9

CDE Contacts: Paul Jacobs ***916-319-0256*** ***PJacobs@cde.ca.gov***
Stephanie Smith ***916-319-0948*** ***SSmith@cde.ca.gov***

[X] This page is not applicable because this is not a Title I, Part A, TAS.

I. Type of Service: TAS only. Enter number of students who received ESEA, Title I, Part A, services.

Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	0	0	0	0	0	0

Support Service Area	Health, Dental, and Eye Care	Supporting Guidance/Advocacy	Other
Participants	0	0	0

J. School-Level Staff: TAS only. Enter the school-level staff FTE paid with ESEA, Title I, Part A, funds.

Administrators (non-clerical)	Teachers	Paraprofessionals	Support Staff (clerical and non-clerical)	Other
0.00	0.00	0.00	0.00	0.00

2010-11 Title I Report of Program Improvement Activities

California Department of Education **Consolidated Application**

Purpose: To report activities by the school as a result of being identified as a Title I Program Improvement School.

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1

School: Phoenix High (Continuation)
CD code: 3 1 3 0 0 3 6

CDE Contacts: ***Paul Jacobs*** ***916-319-0256*** ***PJacobs@cde.ca.gov***
Malik Abul-Khaliq ***916-319-0236*** ***MAbdulKhaliq@cde.ca.gov***

A.	**Year of Program Improvement (PI) in 2010-11** Year 2	
1.	The number of students in PI schools Years 1or above who applied for Public School Choice (Choice) under Elementary and Secondary Education (ESEA) Act.	0
2.	The number of students who transferred from a PI school Years 1 or above to attend a non-PI school under ESEA.	0
3.	The number of students who transferred from a PI school Year 1 or aboveto attend a non-PI school under a local or state school choice program.	0
4.	The number of students in PI schools Year 2 or above who applied for supplemental educational services (SES).	0
5.	The number of students in PI schools Year 2 or above who received SES.	0

B.	**For a PI School in Year 3, the LEA implemented at least one of the following corrective actions (check all that apply):**	
	1. Replaced school staff relevant to the failure to make adequate yearly progress (AYP).	
	2. Implemented a new curriculum, including appropriate professional development.	
	3. Decreased management authority at the school level.	
	4. Appointed an outside expert to advise the school on making AYP based on its school plan.	
	5. Extended the school year or school day.	
	6. Restructured the internal organizational structure of the school.	
C.	**For a PI School in Year 4, the LEA developed an alternative governance plan to restructure the school's governance and staffing using at least one of the following approaches (check all that apply):**	
	1. Reopen the school as a public charter school.	
	2. Replace all or most of the staff (may include the principal) relevant to the failure to make AYP.	
	3. Contract with an outside entity with a record of effectiveness to operate the public school.	
	4. Institute other major restructuring of the school's governance.	
D.	**For a PI School in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply):**	
	1. Reopened the school as a public charter school.	
	2. Replaced all or most of the staff (may include the principal) relevant to the failure to make AYP.	
	3. Contracted with an outside entity with a record of effectiveness to operate the public school.	
	4. Instituted other major restructuring of the school's governance.	

2010-11 Title I Report of Program Improvement Activities

California Department of Education **Consolidated Application**

Purpose: To report activities by the school as a result of being identified as a Title I Program Improvement School.

Agency: Western Placer Unified
CD code: 31669951

School: First Street
CD code: 6117493

CDE Contacts: ***Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov***
Malik Abul-Khaliq 916-319-0236 MAbdulKhaliq@cde.ca.gov

A.	**Year of Program Improvement (PI) in 2010-11** Year 3	
	1. The number of students in PI schools Years 1or above who applied for Public School Choice (Choice) under Elementary and Secondary Education (ESEA) Act.	1
	2. The number of students who transferred from a PI school Years 1 or above to attend a non-PI school under ESEA.	1
	3. The number of students who transferred from a PI school Year 1 or aboveto attend a non-PI school under a local or state school choice program.	0
	4. The number of students in PI schools Year 2 or above who applied for supplemental educational services (SES).	0
	5. The number of students in PI schools Year 2 or above who received SES.	0
B.	**For a PI School in Year 3, the LEA implemented at least one of the following corrective actions (check all that apply):**	
	1. Replaced school staff relevant to the failure to make adequate yearly progress (AYP).	
X	2. Implemented a new curriculum, including appropriate professional development.	
	3. Decreased management authority at the school level.	
	4. Appointed an outside expert to advise the school on making AYP based on its school plan.	
	5. Extended the school year or school day.	
	6. Restructured the internal organizational structure of the school.	
C.	**For a PI School in Year 4, the LEA developed an alternative governance plan to restructure the school's governance and staffing using at least one of the following approaches (check all that apply):**	
	1. Reopen the school as a public charter school.	
	2. Replace all or most of the staff (may include the principal) relevant to the failure to make AYP.	
	3. Contract with an outside entity with a record of effectiveness to operate the public school.	
	4. Institute other major restructuring of the school's governance.	
D.	**For a PI School in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply):**	
	1. Reopened the school as a public charter school.	
	2. Replaced all or most of the staff (may include the principal) relevant to the failure to make AYP.	
	3. Contracted with an outside entity with a record of effectiveness to operate the public school.	
	4. Instituted other major restructuring of the school's governance.	

2010-11 Title I, Part A, End-of-Year Expenditure Report for School Choice and SES

California Department of Education **Consolidated Application**

Purpose: To report on end-of-year expenditures of Title I, Part A funds on Public School Choice (Choice) and Supplemental Educational Services (SES).

Agency: Western Placer Unified

CD code: 31 66951

CDE Contacts: Paul Jacobs ***916 319-0256*** ***PJacobs@cde.ca.gov***
Malik Abdul-Khaliq ***916 319-0236*** ***MAbdulKhaliq@cde.ca.gov***

☐ This page is not applicable because the LEA did not have schools in Program Improvement in 2010-11.

A.	Expenditures for Choice Transportation and Supplemental Education Services (SES)	Title I, Part A	Non-Title I, Part A
1.	Amount of funds expended and encumbered for Choice transportation for students who transferred from a PI school to a non-PI school under ESEA.	500	0
2.	Amount of funds expended and encumbered for eligible students who received SES.	500	0
3.	Amount of funds expended for parent outreach activities for Choice and SES. (0.2% = 1,089)*	1,000	0
4.	Total expended and encumbered amount for Choice and SES (A1 + A2 + A3).	2,000	0
5.	Amount of unspent funds. (20% of 2010-11 LEA Title I allocation (108,894)** - line A4).	106,894	

If the amount in line A.5. is larger than 0, continue to Section B.

B.	Circumstances in Which the LEA is Not Subject to the Reallocation Criteria (check all boxes that apply)	Check if Applies
1.	Provided Choice and/or SES to ALL eligible students using less than the 20 percent.	X
2.	Encumbered 100 percent of the 20 percent obligation in SES contracts and in Choice transportation.	☐
3.	The LEA has only one school in each grade span and has not been able to establish interdistrict transfer agreements. The LEA could not offer SES because it was not served by any approved providers including online providers.	☐

If none of the boxes are checked, the LEA must complete Section C.

C.	Reallocation Criteria for Unspent Funds of the 20% Obligation (check all boxes that apply)	Yes	No	N/A
1.	Partnered or made efforts to partner with groups such as community-based organizations to inform eligible students and their parents of the opportunity to sign up for Choice and SES.	☐	☐	
2.	Provided timely and accurate notice of the availability of Choice and SES to eligible students and their parents.	☐	☐	
3.	Ensured that sign-up forms for SES are distributed directly to eligible students and their parents and made widely available and accessible through broad means of dissemination.	☐	☐	☐
4.	Provided a minimum of two enrollment "windows," at separate points in the school year for eligible students and their parents to sign up for SES.	☐	☐	☐
5.	Ensured that approved SES providers are given access to school facilities, using a fair, open, and objective process, on the same basis and terms as are available to other groups that seek access to school facilities.	☐	☐	☐

* This is 0.2% of the LEA's 2010-11 Title I, Part A, allocation after transfer (line 4 on page 34).

** This is 20% of the LEA's 2010-11 Title I, Part A, allocation after transfer (line 4 on page 34).

2010-11 LEA Reporting Form for ESEA Title I, Part A and Homeless Education

California Department of Education **Consolidated Application**

Purpose: To provide the number of homeless children and youth in the LEA and their primary nighttime residence.

Agency: Western Placer Unified

CD Code: 31 66951

CDE Contacts: Leanne Wheeler 916-319-0383 LWheeler@cde.ca.gov
Pat Boncella 916-319-0384 PBoncell@cde.ca.gov

A. McKinney-Vento Homeless Education Funding

☐ LEA received three-year McKinney-Vento Homeless Education funding.

☒ LEA did not receive three-year McKinney-Vento Homeless Education funding.

B. Enrollment

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded*	Total
Number of Homeless	0	3	2	3	2	2	2	2	2	3	0	0	1	1	0	23

*Ungraded means served in an educational unit that has no separate grades.

C. Primary Nighttime Residency

Type of Residency	Shelters	Doubled-up/Tripled-up	Unsheltered*	Hotels/Motels	Total
Number of Homeless	0	23	0	0	23

*Unsheltered (e.g., cars, parks, campgrounds, etc.)

2010-11 Rural and Low-Income School Program (Title VI, Part B, Subpart 2)

California Department of Education **Consolidated Application**

Purpose: To determine how LEAs that received Rural and Low-Income School (RLIS) grants used their funds.	**Agency:** Western Placer Unified **CD code:** 31 66951
CDE Contact: Bob Storelli 916-319-0482 BStorelli@cde.ca.gov	[X] This page is not applicable. The LEA received no RLIS funds in 2010-11.

Check all boxes that apply to the LEA's participation in the RLIS Program

Use of Funds	2010-11
1. No RLIS funds expended (if checked, no other boxes should be checked for the year in question)	☐
2. Teacher recruitment and retention, including the use of signing bonuses and other financial incentives	☐
3. Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	☐
4. Educational technology, including software and hardware as described in Title II, Part D	☐
5. Parental involvement activities	☐
6. Activities authorized under Title IV, Part A (Safe and Drug-Free Schools Program)	☐
7. Activities authorized under Title I, Part A	☐
8. Activities authorized under Title III (Language instruction for LEP and immigrant students)	☐

2010-11 School Reporting Form for UMIRS Data

California Department of Education **Consolidated Application**

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).	**Agency:** Western Placer Unified **CD code:** 3 1 6 6 9 5 1 **School:** Twelve Bridges Elementary **School Code:** 0 1 0 6 4 4 3

5341

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	717	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	103	Truancy Rate (Number at left ÷ enrollment):	* 14.4%

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions

NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp

Overall Total:	0	0
Violence/Drug Total:	0	0
Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	0.0% *	0.0% *
Total of Persistently Dangerous Expulsions Only:	0	**N/A**
Number of Non-Student Firearm Incidents:	0	

Was school at risk of being designated "persistently dangerous" for 2008-09?	No	Was school at risk of being designated "persistently dangerous" for 2009-10?	No	Is school at risk of being designated "persistently dangerous" for 2010-11?	No

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education **Consolidated Application**

5, 8, 42

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Western Placer Unified

CD code: 3 1 6 6 9 5 1

School: Foskett Ranch Elementary

School Code: 0 1 0 8 5 1 4

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment: 545	Number of students with an unexcused absence of more than 30 minutes on 3 or more days: 77	Truancy Rate (Number at left ÷ enrollment): * 14.1%

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(a)(1)	Related to physical injury to another person	0	3
48900(a)(2)	Related to use of force or violence	0	1
48900(b)	Related to firearms, knives, explosive devices, etc.	0	1
48900(k)	Related to disruption of school activities or willfull defiance	0	1

NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp

Overall Total:	0	6
Violence/Drug Total:	0	5
Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	0.0% *	0.9% *
Total of Persistently Dangerous Expulsions Only:	0	**N/A**
Number of Non-Student Firearm Incidents:	0	

Was school at risk of being designated "persistently dangerous" for 2008-09?	Was school at risk of being designated "persistently dangerous" for 2009-10?	Is school at risk of being designated "persistently dangerous" for 2010-11?
No	No	No

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education **Consolidated Application**

5,344

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Twelve Bridges Middle
School Code: 0 1 1 1 3 8 5

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment: 852	Number of students with an unexcused absence of more than 30 minutes on 3 or more days: 207	Truancy Rate (Number at left ÷ enrollement): * 24.3%

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(a)(1)	Related to physical injury to another person	0	10
48900(a)(2)	Related to use of force or violence	0	24
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	1	5
48900(f)	Caused or attempted to cause damage to school property or private property	0	6
48900(g)	Stole or attempted to steal school property or private property	0	5
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity	0	1
48900(k)	Related to disruption of school activities or willfull defiance	0	102
48900(l)	Knowingly received stolen school property or private property	0	1

NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp

Overall Total:	2	166
Violence/Drug Total:	2	50
Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	0.2% *	5.9% *
Total of Persistently Dangerous Expulsions Only:	0	**N/A**
Number of Non-Student Firearm Incidents:	0	

Was school at risk of being designated "persistently dangerous" for 2008-09?	Was school at risk of being designated "persistently dangerous" for 2009-10?	Is school at risk of being designated "persistently dangerous" for 2010-11?
No	No	No

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education **Consolidated Application**

5, 8, 45

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Twelve Bridges Middle
School Code: 0 1 1 1 3 8 5

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment: 852	Number of students with an unexcused absence of more than 30 minutes on 3 or more days: 207	Truancy Rate (Number at left ÷ enrollment): * 24.3%

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(n)	Related to sexual assault	0	2
48900(o)	Related to intimidation of a witness	0	1
48900(r)	Related to bullying and bullying through electronic means	0	1
48900.4	Related to harassment, threats, or intimidation	1	8

NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp

Overall Total:	2	166
Violence/Drug Total:	2	50
Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	0.2% *	5.9% *
Total of Persistently Dangerous Expulsions Only:	0	**N/A**
Number of Non-Student Firearm Incidents:	0	

Was school at risk of being designated "persistently dangerous" for 2008-09?	Was school at risk of being designated "persistently dangerous" for 2009-10?	Is school at risk of being designated "persistently dangerous" for 2010-11?
No	No	No

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education **Consolidated Application**

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).	**Agency:** Western Placer Unified **CD code:** 3 1 6 6 9 5 1 **School:** Lincoln Crossing Elementary **School Code:** 0 1 1 3 0 6 8

5,346

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	609	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	59	Truancy Rate (Number at left ÷ enrollment):	* 9.7%

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48915(a)(2)	Possession of any knife or other dangerous object of no reasonable use to the pupil	0	1

NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp

Overall Total:	0	1
Violence/Drug Total:	0	1
Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	0.0% *	0.2% *
Total of Persistently Dangerous Expulsions Only:	0	N/A
Number of Non-Student Firearm Incidents:	0	

Was school at risk of being designated "persistently dangerous" for 2008-09?	No	Was school at risk of being designated "persistently dangerous" for 2009-10?	No	Is school at risk of being designated "persistently dangerous" for 2010-11?	No

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education **Consolidated Application**

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Phoenix High (Continuation)
School Code: 3 1 3 0 0 3 6

5,847

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment: 87	Number of students with an unexcused absence of more than 30 minutes on 3 or more days: 31	Truancy Rate (Number at left ÷ enrollement): * 35.6%

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(a)(1)	Related to physical injury to another person	0	8
48900(a)(2)	Related to use of force or violence	0	4
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	0	3
48900(f)	Caused or attempted to cause damage to school property or private property	0	1
48900(g)	Stole or attempted to steal school property or private property	0	1
48900(h)	Related to possession or use of tobacco products	0	4
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity	3	29
48900(k)	Related to disruption of school activities or willfull defiance	0	74

NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp

Overall Total:	3	125
Violence/Drug Total:	0	20
Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	0.0% *	23.0% *
Total of Persistently Dangerous Expulsions Only:	0	**N/A**
Number of Non-Student Firearm Incidents:	0	

Was school at risk of being designated "persistently dangerous" for 2008-09?	Was school at risk of being designated "persistently dangerous" for 2009-10?	Is school at risk of being designated "persistently dangerous" for 2010-11?
No	No	No

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education **Consolidated Application**

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Western Placer Unified

CD code: 3 1 6 6 9 5 1

School: Phoenix High (Continuation)

School Code: 3 1 3 0 0 3 6

5348

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	87	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	31	Truancy Rate (Number at left ÷ enrollement):	* 35.6%

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900.4	Related to harassment, threats, or intimidation	0	1

NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp

Overall Total:	3	125
Violence/Drug Total:	0	20
Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	0.0% *	23.0% *
Total of Persistently Dangerous Expulsions Only:	0	**N/A**
Number of Non-Student Firearm Incidents:	0	

Was school at risk of being designated "persistently dangerous" for 2008-09?	No	Was school at risk of being designated "persistently dangerous" for 2009-10?	No	Is school at risk of being designated "persistently dangerous" for 2010-11?	No

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education **Consolidated Application**

5 of 49

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Lincoln High
School Code: 3 1 3 4 6 5 7

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment: 1514	Number of students with an unexcused absence of more than 30 minutes on 3 or more days: 146	Truancy Rate (Number at left ÷ enrollment): * 9.6%

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(a)(1)	Related to physical injury to another person	2	29
48900(a)(2)	Related to use of force or violence	2	15
48900(b)	Related to firearms, knives, explosive devices, etc.	8	1
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	1	22
48900(f)	Caused or attempted to cause damage to school property or private property	0	1
48900(g)	Stole or attempted to steal school property or private property	0	6
48900(h)	Related to possession or use of tobacco products	0	9
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity	0	7

NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp

Overall Total:	16	208
Violence/Drug Total:	13	92
Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	0.9% *	6.1% *
Total of Persistently Dangerous Expulsions Only:	0	N/A
Number of Non-Student Firearm Incidents:	0	

Was school at risk of being designated "persistently dangerous" for 2008-09?	Was school at risk of being designated "persistently dangerous" for 2009-10?	Is school at risk of being designated "persistently dangerous" for 2010-11?
No	No	No

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education **Consolidated Application**

5.3.50

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Glen Edwards Middle
School Code: 6 1 0 8 3 5 1

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment: 699	Number of students with an unexcused absence of more than 30 minutes on 3 or more days: 65	Truancy Rate (Number at left ÷ enrollement): * 9.3%

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(a)(1)	Related to physical injury to another person	1	32
48900(a)(2)	Related to use of force or violence	0	11
48900(b)	Related to firearms, knives, explosive devices, etc.	2	8
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	1	4
48900(f)	Caused or attempted to cause damage to school property or private property	0	2
48900(g)	Stole or attempted to steal school property or private property	1	1
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity	0	6
48900(k)	Related to disruption of school activities or willfull defiance	0	46

NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp

Overall Total:	5	120
Violence/Drug Total:	4	64
Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	0.6% *	9.2% *
Total of Persistently Dangerous Expulsions Only:	0	**N/A**
Number of Non-Student Firearm Incidents:	0	

Was school at risk of being designated "persistently dangerous" for 2008-09?	Was school at risk of being designated "persistently dangerous" for 2009-10?	Is school at risk of being designated "persistently dangerous" for 2010-11?
No	No	No

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for Title I, Part A - 2

California Department of Education **Consolidated Application**

Purpose: To be completed for each Title I, Part A,Targeted Assistance School (TAS).	**Agency:** Western Placer Unified **CD code:** 3 1 6 6 9 5 1 **School:** Glen Edwards Middle **School Code:** 6 1 0 8 3 5 1
CDE Contacts: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov ***Stephanie Smith 916-319-0948 SSmith@cde.ca.gov***	☐ This page is not applicable because this is not a Title I, Part A, TAS.

I. Type of Service: TAS only. Enter number of students who received ESEA, Title I, Part A, services.

Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	84	76	52	50	0	170

Support Service Area	Health, Dental, and Eye Care	Supporting Guidance/Advocacy	Other
Participants	0	0	0

J. School-Level Staff: TAS only. Enter the school-level staff FTE paid with ESEA, Title I, Part A, funds.

Administrators (non-clerical)	Teachers	Paraprofessionals	Support Staff (clerical and non-clerical)	Other
0.00	0.50	1.50	0.00	0.00

2010-11 School Reporting Form for Title I, Part A - 1

California Department of Education **Consolidated Application**

Purpose: To be completed for each **Public** and **Private** school that received Title I, Part A, funding/services during 2010-11.

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Glen Edwards Middle
School code: 6 1 0 8 3 5 1

CDE Contacts: Paul Jacobs ***916-319-0256*** ***PJacobs@cde.ca.gov***
Stephanie Smith ***916-319-0948*** ***SSmith@cde.ca.gov***

☐ This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

A. **2010-11 Title I School Type:** ☐ Schoolwide Program School (SWP) ☒ Targeted Assistance School (TAS)

B. **2010-11 Total Title I, Part A, Allocation: (do not include ARRA)** 132,712

C. **Program Participants By:** 107 Male 74 Female

D. **Program Participants:** Enter the count of students who received ESEA, Title I, Part A, services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	0	0	0	0	0	0	93	69	19	0	0	0	0	0

E. **Migrant** 0 **F.** **Students with Disabilities** 80 **G.** **LEP Participants** 60

H. **Racial/Ethnic Group:** Enter by racial/ethnic group the number of students who received ESEA, Title I, Part A ,services.

Hispanic or Latino of any race	American Indian or Alaskan Native, not Hispanic or Latino	Asian, not Hispanic or Latino	Black or African American, not Hispanic or Latino	Native Hawaiian or Pacific Islander, not Hispanic or Latino	White, not Hispanic or Latino	Multiracial, not Hispanic or Latino	No Response
80	3	4	4	4	86	0	0

2010-11 School Reporting Form for UMIRS Data

California Department of Education **Consolidated Application**

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).	**Agency:** Western Placer Unified **CD code:** 3 1 6 6 9 5 1 **School:** Lincoln High **School Code:** 3 1 3 4 6 5 7

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment: 1514	Number of students with an unexcused absence of more than 30 minutes on 3 or more days: 146	Truancy Rate (Number at left ÷ enrollement): * 9.6%

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(j)	Related to possession or sale of drug paraphernalia	0	7
48900(k)	Related to disruption of school activities or willfull defiance	3	99
48900(o)	Related to intimidation of a witness	0	1
48900(r)	Related to bullying and bullying through electronic means	0	3
48915(a)(2)	Possession of any knife or other dangerous object of no reasonable use to the pupil	0	8

NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp	**Overall Total:**	16	208
	Violence/Drug Total:	13	92
	Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	0.9% *	6.1% *
	Total of Persistently Dangerous Expulsions Only:	0	N/A
	Number of Non-Student Firearm Incidents:	0	

Was school at risk of being designated "persistently dangerous" for 2008-09? No	Was school at risk of being designated "persistently dangerous" for 2009-10? No	Is school at risk of being designated "persistently dangerous" for 2010-11? No

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education **Consolidated Application**

5.3.11

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Western Placer Unified	
CD code:	3 1 6 6 9 5 1
School: Sheridan	
School Code:	6 0 3 1 3 6 3

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	84	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	3	Truancy Rate (Number at left ÷ enrollement):	* 3.6%

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions

NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp

Overall Total:	0	0
Violence/Drug Total:	0	0
Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	0.0%*	0.0%*
Total of Persistently Dangerous Expulsions Only:	0	**N/A**
Number of Non-Student Firearm Incidents:	0	

Was school at risk of being designated "persistently dangerous" for 2008-09?	No	Was school at risk of being designated "persistently dangerous" for 2009-10?	No	Is school at risk of being designated "persistently dangerous" for 2010-11?	No

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education **Consolidated Application**

5,355

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Carlin C. Coppin Elementary
School Code: 6 0 8 5 2 5 2

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment: 421	Number of students with an unexcused absence of more than 30 minutes on 3 or more days: 61	Truancy Rate (Number at left ÷ enrollment): * 14.5%

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(a)(1)	Related to physical injury to another person	0	2
48900(g)	Stole or attempted to steal school property or private property	0	1
48900(k)	Related to disruption of school activities or willfull defiance	0	10
48900.2	Related to sexual harassment	0	2
48900.4	Related to harassment, threats, or intimidation	0	1
48900.7	Related to terroristic threats	0	1

NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp

Overall Total:	0	17
Violence/Drug Total:	0	6
Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	0.0% *	1.4% *
Total of Persistently Dangerous Expulsions Only:	0	**N/A**
Number of Non-Student Firearm Incidents:	0	

Was school at risk of being designated "persistently dangerous" for 2008-09?	Was school at risk of being designated "persistently dangerous" for 2009-10?	Is school at risk of being designated "persistently dangerous" for 2010-11?
No	No	No

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education **Consolidated Application**

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Creekside Oaks Elementary
School Code: 6 0 9 8 6 1 0

5,356

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment: 619	Number of students with an unexcused absence of more than 30 minutes on 3 or more days: 88	Truancy Rate (Number at left ÷ enrollment): * 14.2%

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(a)(1)	Related to physical injury to another person	0	10
48900(a)(2)	Related to use of force or violence	0	2
48900(f)	Caused or attempted to cause damage to school property or private property	0	1
48900(g)	Stole or attempted to steal school property or private property	0	1
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity	0	1
48900(o)	Related to intimidation of a witness	0	1

NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp

Overall Total:	0	16
Violence/Drug Total:	0	13
Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	0.0% *	2.1% *
Total of Persistently Dangerous Expulsions Only:	0	N/A
Number of Non-Student Firearm Incidents:	0	

Was school at risk of being designated "persistently dangerous" for 2008-09?	Was school at risk of being designated "persistently dangerous" for 2009-10?	Is school at risk of being designated "persistently dangerous" for 2010-11?
No	No	No

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education **Consolidated Application**

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).	**Agency:** Western Placer Unified **CD code:** 3 1 6 6 9 5 1 **School:** Glen Edwards Middle **School Code:** 6 1 0 8 3 5 1

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment:	699	Number of students with an unexcused absence of more than 30 minutes on 3 or more days:	65	Truancy Rate (Number at left ÷ enrollement):	* 9.3%

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(l)	Knowingly received stolen school property or private property	0	1
48900.2	Related to sexual harassment	0	3
48900.4	Related to harassment, threats, or intimidation	0	6

NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp

Overall Total:	5	120
Violence/Drug Total:	4	64
Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	0.6% *	9.2% *
Total of Persistently Dangerous Expulsions Only:	0	**N/A**
Number of Non-Student Firearm Incidents:	0	

Was school at risk of being designated "persistently dangerous" for 2008-09?	No	Was school at risk of being designated "persistently dangerous" for 2009-10?	No	Is school at risk of being designated "persistently dangerous" for 2010-11?	No

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for UMIRS Data

California Department of Education **Consolidated Application**

Purpose: To collect student expulsion, suspension, and truancy information to satisfy ESEA requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: First Street
School Code: 6 1 1 7 4 9 3

CDE Contact: Stephanie Papas 916-445-8441 SPapas@cde.ca.gov

October 2010 CBEDS Enrollment: 451	Number of students with an unexcused absence of more than 30 minutes on 3 or more days: 48	Truancy Rate (Number at left ÷ enrollement): * 10.6%

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(a)(2)	Related to use of force or violence	0	1
48900(g)	Stole or attempted to steal school property or private property	0	1
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity	0	1
48900(k)	Related to disruption of school activities or willfull defiance	0	1

NOTE TO LEA: Please read instructions carefully. Do not photocopy hard copies of this form in order to collect data from individual school sites. Background, guidance, and a data input form (to collect data from school sites) are available at http://www.cde.ca.gov/ls/ss/se/umirs.asp

Overall Total:	0	4
Violence/Drug Total:	0	1
Violence/Drug Rate (Violence/Drug Total ÷ Enrollment):	0.0% *	0.2% *
Total of Persistently Dangerous Expulsions Only:	0	**N/A**
Number of Non-Student Firearm Incidents:	0	

Was school at risk of being designated "persistently dangerous" for 2008-09?	Was school at risk of being designated "persistently dangerous" for 2009-10?	Is school at risk of being designated "persistently dangerous" for 2010-11?
No	No	No

* If this reads 'N/A' it means that the enrollment figure is missing.

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education **Consolidated Application**

Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Twelve Bridges Elementary
School code: 0 1 0 6 4 4 3

CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A)
Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)

A. Teachers in Class Size Reduction in 2010-11

1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	18
2. Of the total in line 1, number paid with Title II funds	0
3. Number of teachers in line 1 who meet the ESEA teacher requirements	18

[X] The school did NOT receive Title I, Part A for 2010-11.

If this box is checked, this page is now complete. If not checked, complete sections B and C.

B. New Teachers Hired Into Title I Funded Programs in 2010-11

1. Total number of Title I teachers including Schoolwide and Targeted Assistance	0
2. Number of these teachers who did not meet the ESEA teacher requirements	0

C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)

[X] The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11.

[ ] The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs.

[ ] The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.

1. Number of FTE paraprofessionals in Title I schools	0.00
2. Number of these FTE paraprofessionals who meet the ESEA requirements	0.00
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	0.00%
4. Target percentage for June 30, 2011	100%

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education **Consolidated Application**

5360

Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Foskett Ranch Elementary
School code: 0 1 0 8 5 1 4

CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A)
Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)

A. Teachers in Class Size Reduction in 2010-11

1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	13
2. Of the total in line 1, number paid with Title II funds	0
3. Number of teachers in line 1 who meet the ESEA teacher requirements	13

[X] The school did NOT receive Title I, Part A for 2010-11.

If this box is checked, this page is now complete. If not checked, complete sections B and C.

B. New Teachers Hired Into Title I Funded Programs in 2010-11

1. Total number of Title I teachers including Schoolwide and Targeted Assistance	0
2. Number of these teachers who did not meet the ESEA teacher requirements	0

C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)

[X] The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11.

[ ] The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs.

[ ] The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.

1. Number of FTE paraprofessionals in Title I schools	0.00
2. Number of these FTE paraprofessionals who meet the ESEA requirements	0.00
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	0.00%
4. Target percentage for June 30, 2011	100%

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education **Consolidated Application**

Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Lincoln Crossing Elementary
School code: 0 1 1 3 0 6 8

CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A)
Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)

A. Teachers in Class Size Reduction in 2010-11

1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	14
2. Of the total in line 1, number paid with Title II funds	1
3. Number of teachers in line 1 who meet the ESEA teacher requirements	14

[X] The school did NOT receive Title I, Part A for 2010-11.

If this box is checked, this page is now complete. If not checked, complete sections B and C.

B. New Teachers Hired Into Title I Funded Programs in 2010-11

1. Total number of Title I teachers including Schoolwide and Targeted Assistance	0
2. Number of these teachers who did not meet the ESEA teacher requirements	0

C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)

[X] The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11.

[ ] The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs.

[ ] The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.

1. Number of FTE paraprofessionals in Title I schools	0.00
2. Number of these FTE paraprofessionals who meet the ESEA requirements	0.00
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	0.00%
4. Target percentage for June 30, 2011	100%

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education **Consolidated Application**

Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Twelve Bridges Middle
School code: 0 1 1 1 3 8 5

CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A)
Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)

A. Teachers in Class Size Reduction in 2010-11

1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	0
2. Of the total in line 1, number paid with Title II funds	0
3. Number of teachers in line 1 who meet the ESEA teacher requirements	0

[X] The school did NOT receive Title I, Part A for 2010-11.

If this box is checked, this page is now complete. If not checked, complete sections B and C.

B. New Teachers Hired Into Title I Funded Programs in 2010-11

1. Total number of Title I teachers including Schoolwide and Targeted Assistance	0
2. Number of these teachers who did not meet the ESEA teacher requirements	0

C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)

[X] The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11.

[ ] The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs.

[ ] The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.

1. Number of FTE paraprofessionals in Title I schools	0.00
2. Number of these FTE paraprofessionals who meet the ESEA requirements	0.00
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	0.00%
4. Target percentage for June 30, 2011	100%

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education **Consolidated Application**

Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Phoenix High (Continuation)
School code: 3 1 3 0 0 3 6

CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A)
Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)

A. Teachers in Class Size Reduction in 2010-11

1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	0
2. Of the total in line 1, number paid with Title II funds	0
3. Number of teachers in line 1 who meet the ESEA teacher requirements	0

☐ The school did NOT receive Title I, Part A for 2010-11.

If this box is checked, this page is now complete. If not checked, complete sections B and C.

B. New Teachers Hired Into Title I Funded Programs in 2010-11

1. Total number of Title I teachers including Schoolwide and Targeted Assistance	0
2. Number of these teachers who did not meet the ESEA teacher requirements	0

C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)

☒ The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11.

☐ The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs.

☐ The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.

1. Number of FTE paraprofessionals in Title I schools	0.00
2. Number of these FTE paraprofessionals who meet the ESEA requirements	0.00
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	0.00%
4. Target percentage for June 30, 2011	100%

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education **Consolidated Application**

Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Lincoln High
School code: 3 1 3 4 6 5 7

CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A)
Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)

A. Teachers in Class Size Reduction in 2010-11

1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	0
2. Of the total in line 1, number paid with Title II funds	0
3. Number of teachers in line 1 who meet the ESEA teacher requirements	0

[X] The school did NOT receive Title I, Part A for 2010-11.

If this box is checked, this page is now complete. If not checked, complete sections B and C.

B. New Teachers Hired Into Title I Funded Programs in 2010-11

1. Total number of Title I teachers including Schoolwide and Targeted Assistance	0
2. Number of these teachers who did not meet the ESEA teacher requirements	0

C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)

[X] The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11.

[ ] The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs.

[ ] The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.

1. Number of FTE paraprofessionals in Title I schools	0.00
2. Number of these FTE paraprofessionals who meet the ESEA requirements	0.00
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	0.00%
4. Target percentage for June 30, 2011	100%

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education **Consolidated Application**

Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Sheridan
School code: 6 0 3 1 3 6 3

CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A)
Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)

A. Teachers in Class Size Reduction in 2010-11

1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	2
2. Of the total in line 1, number paid with Title II funds	0
3. Number of teachers in line 1 who meet the ESEA teacher requirements	2

☐ The school did NOT receive Title I, Part A for 2010-11.

If this box is checked, this page is now complete. If not checked, complete sections B and C.

B. New Teachers Hired Into Title I Funded Programs in 2010-11

1. Total number of Title I teachers including Schoolwide and Targeted Assistance	0
2. Number of these teachers who did not meet the ESEA teacher requirements	0

C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)

☐ The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11.

☒ The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs.

☐ The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.

1. Number of FTE paraprofessionals in Title I schools	0.80
2. Number of these FTE paraprofessionals who meet the ESEA requirements	0.80
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	100.00%
4. Target percentage for June 30, 2011	100%

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education **Consolidated Application**

5,666

Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Carlin C. Coppin Elementary
School code: 6 0 8 5 2 5 2

CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A)
Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)

A. Teachers in Class Size Reduction in 2010-11

1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	10
2. Of the total in line 1, number paid with Title II funds	0
3. Number of teachers in line 1 who meet the ESEA teacher requirements	10

[X] The school did NOT receive Title I, Part A for 2010-11.

If this box is checked, this page is now complete. If not checked, complete sections B and C.

B. New Teachers Hired Into Title I Funded Programs in 2010-11

1. Total number of Title I teachers including Schoolwide and Targeted Assistance	0
2. Number of these teachers who did not meet the ESEA teacher requirements	0

C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)

[X] The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11.

[ ] The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs.

[ ] The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.

1. Number of FTE paraprofessionals in Title I schools	0.00
2. Number of these FTE paraprofessionals who meet the ESEA requirements	0.00
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	0.00%
4. Target percentage for June 30, 2011	100%

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education **Consolidated Application**

Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Creekside Oaks Elementary
School code: 6 0 9 8 6 1 0

CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A)
Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)

A. Teachers in Class Size Reduction in 2010-11

1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	16
2. Of the total in line 1, number paid with Title II funds	0
3. Number of teachers in line 1 who meet the ESEA teacher requirements	16

☐ The school did NOT receive Title I, Part A for 2010-11.

If this box is checked, this page is now complete. If not checked, complete sections B and C.

B. New Teachers Hired Into Title I Funded Programs in 2010-11

1. Total number of Title I teachers including Schoolwide and Targeted Assistance	0
2. Number of these teachers who did not meet the ESEA teacher requirements	0

C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)

☐ The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11.

☒ The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs.

☐ The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.

1. Number of FTE paraprofessionals in Title I schools	1.00
2. Number of these FTE paraprofessionals who meet the ESEA requirements	1.00
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	100.00%
4. Target percentage for June 30, 2011	100%

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education **Consolidated Application**

5.2.9.8

Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Glen Edwards Middle
School code: 6 1 0 8 3 5 1

CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A)
Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)

A. Teachers in Class Size Reduction in 2010-11

1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	0
2. Of the total in line 1, number paid with Title II funds	0
3. Number of teachers in line 1 who meet the ESEA teacher requirements	0

☐ The school did NOT receive Title I, Part A for 2010-11.

If this box is checked, this page is now complete. If not checked, complete sections B and C.

B. New Teachers Hired Into Title I Funded Programs in 2010-11

1. Total number of Title I teachers including Schoolwide and Targeted Assistance	0
2. Number of these teachers who did not meet the ESEA teacher requirements	0

C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)

☐ The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11.

☒ The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs.

☐ The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.

1. Number of FTE paraprofessionals in Title I schools	1.50
2. Number of these FTE paraprofessionals who meet the ESEA requirements	1.50
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	100.00%
4. Target percentage for June 30, 2011	100%

2010-11 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education **Consolidated Application**

Purpose: To collect school-level data, as required by the ESEA, about teachers funded by Title II funds in Class Size Reduction and teachers and instructional paraprofessionals in Title I, Part A, (Basic Grant) programs.

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: First Street
School code: 6 1 1 7 4 9 3

CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov (Section A)
Stephanie Smith 916-319-0948 SSmith@cde.ca.gov (Section B and C)

A. Teachers in Class Size Reduction in 2010-11

1. Total number of teachers in 2010-11 in Class Size Reduction paid for with local, state and federal funds	10
2. Of the total in line 1, number paid with Title II funds	0
3. Number of teachers in line 1 who meet the ESEA teacher requirements	10

☐ The school did NOT receive Title I, Part A for 2010-11.

If this box is checked, this page is now complete. If not checked, complete sections B and C.

B. New Teachers Hired Into Title I Funded Programs in 2010-11

1. Total number of Title I teachers including Schoolwide and Targeted Assistance	0
2. Number of these teachers who did not meet the ESEA teacher requirements	0

C. ESEA Compliant Paraprofessionals in 2010-11 (Complete items 1-4 if either of the bottom two boxes are checked)

☐ The school is NOT using Title I, Part A funds to employ paraprofessionals to assist in instruction in 2010-11.

☒ The school uses Title I, Part A funds to employ paraprofessionals to assist in instruction in Title I Targeted Assistance Programs.

☐ The school uses paraprofessionals to assist in instruction in Schoolwide Title I Schools.

1. Number of FTE paraprofessionals in Title I schools	2.00
2. Number of these FTE paraprofessionals who meet the ESEA requirements	2.00
3. Percentage of these FTE paraprofessionals who meet the ESEA requirements	100.00%
4. Target percentage for June 30, 2011	100%

2009-10 and 2010-11 Year-to-Date Expenditure Report for Selected Federal Programs

California Department of Education **Consolidated Application**

Purpose: To report year-to-date expenditures for 2009-10 and 2010-11. Each LEA that received a subgrant for Title II, Part A in either fiscal year must complete this page.	**Agency:** Western Placer Unified **CD Code:** 31669951
CDE Contacts: Jackie Rose 916-322-9503 JRose@cde.ca.gov ***Kelly Heffington 916-324-5689 KHeffington@cde.ca.gov***	☐ This page is not applicable because the LEA did not participate in any of the listed programs.

SACS Code	Description	2009-10	2010-11
4035	1. Total Title II, Part A expenditures	$ 123,131	$ 38,133
	a. Amount of line 1 spent on Professional Development	$ 116,751	$ 0
	b. Amount of line 1 spent on exam and test prep	$ 0	$ 0
	c. Amount of line 1 spent on recruiting, training, and retaining	$ 0	$ 0
	d. Amount of line 1 spent on Class Size Reduction	$ 6,380	$ 38,133

2011-12 Title III Immigrant Actual and Proposed Expenditure Report

California Department of Education **Consolidated Application**

Purpose: To report Title III Immigrant funds expenditures for fiscal year (FY) 2009-10 and 2010-11 and proposed expenditures for FY 2011-12. Projected funding from the CDE Request for Applications Web page at: *http://www.cde.ca.gov/fg/fo/r22/imm11rfa.asp*

Agency: Western Placer Unified

CD Code: 3 1 6 6 9 5 1

CDE Contact: Jim Shields 916-319-0267 JShields@cde.ca.gov

[X] This page is not applicable because the LEA is not participating in Title III Immigrant funding.

Sub grantee Activities			2009-10	2010-11	2011-12
Section 3115 (e)(1)			Entitlement	Entitlement	Projected Entitlement
			0	0	0
(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH- (1) IN GENERAL-An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional (opportunities for immigrant children and youth, which may include - (A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children; (B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth: (C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth: (D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds; (E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services; (F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and (G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.	**Object Code**	**Activities**	**Actual Expenditures**	**Actual Expenditures**	**Proposed Expenditures**
	1000-1999	Certificated Personnel Salaries		$ 0	$ 0
	2000-2999	Classified Personnel Salaries		$ 0	$ 0
	3000-3999	Employee Benefits		$ 0	$ 0
	4000-4999	Books and Supplies		$ 0	$ 0
	5000-5999	Services & Other Operating Expenditures		$ 0	$ 0
		Administrative & Indirect Costs		$ 0	$ 0
		Total	$ 0	$ 0	$ 0

2011-12 Title III LEP Actual and Proposed Expenditure Report

California Department of Education — Consolidated Application

5.3.72

Purpose: To report Title III LEP funds expenditures for fiscal year (FY) 2009-10 and 2010-11 and proposed expenditures for 2011-12. Projected funding from the CDE Request for Applications Web page at: *http://www.cde.ca.gov/fg/fo/r22/lep11rfa.asp.*

Agency: Western Placer Unified

CD Code: 3 1 6 6 9 5 1

CDE Contact: Patty Stevens 916-323-5838 PStevens@cde.ca.gov

☐ This page is not applicable because the LEA is not participating in Title III LEP funding.

Required

Section 3115 (c)(1) To increase the English Proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

Section 3115(d)
(1) Upgrading program objectives and effective instruction strategies.
(2) Improving the instruction program for limited English proficient children by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures
(3) Providing tutorials and academic or vocational education for limited English proficient children and intensified instruction
(4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services
(5) Improving the English proficiency and academic achievement of limited English proficient children.
(6) Providing community participation programs, family literacy services and parent outreach and training activities to limited English proficient children and their families.

Required/Authorized Sub grantee Activities		2009-10	2010-11	2011-12
		Entitlement	Entitlement	Projected Entitlement
		72,200	73,602	80,115
Object Code	**Activities**	**Actual Expenditures**	**Actual Expenditures**	**Proposed Expenditures**
1000-1999	Certificated Personnel Salaries		$ 22,802	$ 35,757
2000-2999	Classified Personnel Salaries		$ 0	$ 8,099
3000-3999	Employee Benefits		$ 8,353	$ 10,363
4000-4999	Books and Supplies		$ 0	$ 0
5000-5999	Services & Other Operating Expenditures		$ 0	$ 12,023
	Administrative & Indirect Costs (2% Cap)		$ 0	$ 0
	Total	$ 72,200	$ 31,155	$ 66,242

2011-12 Constitutionally Protected Prayer LEA Policy

California Department of Education **Consolidated Application**

5373

Purpose: To meet annual federal requirements specified in Section 9524(b) of the ESEA Act regarding constitutionally protected prayer in public elementary and secondary schools.

Agency: Western Placer Unified

CD code: 3 1 6 6 9 5 1

CDE Contacts: Franco Rozic 916-319-0269 FRozic@cde.ca.gov

Mary Payne 916-319-0379 MPayne@cde.ca.gov

Protected Prayer Certification

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools." This document can be located at the following Web site address:

http://www.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

Mary Boyle

Signature of authorized representative

Mary Boyle

Printed name of authorized representative

Deputy Assistant Superintendent, Ed

Title

06/21/2011

Date

[X] The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the CDE upon request or as part of an audit, a compliance review, or a complaint investigation.

[ ] The LEA cannot certify at this time.

2010-11 Title I, Part A, LEA-level Parent Involvement Policy

California Department of Education **Consolidated Application**

Purpose: To meet annual federal requirements specified in ESEA Sections 1116(c)(1) and 1118 regarding Title I LEA-level programs, activities, and procedures for the involvement of parents in Title I programs.

Agency: Western Placer Unified

CD code: 3 1 6 6 9 5 1

5.3.74

CDE Contacts: Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov
Tony Salamanca 916-319-0276 TSalamanca@cde.ca.gov

A. 2010-11 Title I Parent Involvement Certification

☐ This section is not applicable because the LEA did not receive Title I, Part A, funding in 2010-11.

Each LEA shall develop jointly with, agree on with, and distribute to parents of Title I children, a written Title I parent involvement policy (ESEA Section 1118(a)). The policy describes how the LEA will:

a) Involve parents in the joint development of the LEA Plan and the process of school review and improvement for program improvement schools under ESEA Section 1116;

b) Help schools to plan and implement effective parent involvement activites to improve student academic achievement and school performance;

c) Build the schools' and parents' capacity for strong parental involvement;

d) Coordinate and integrate parental involvement strategies under Part A and under other programs as specified;

e) Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and use the findings of the evaluation to design more effective parental involvement; and

f) Involve parents in the activities of the Title I schools.

Does your current Title I district-level parent involvement board policy describe how your LEA will meet all six of these criteria? ☒ Yes ☐ No

Date of local board approval of the current Title I parent involvement policy: 09/04/2007

B. 2010-11 Title I LEA-level Parent Involvement Policy Required Annual Evaluation of Content and Effectiveness

☐ This section is not applicable because the LEA did not receive Title I, Part A, funding in 2010-11.

Describe how the LEA involved parents in the 2010-11 required annual evaluation of the content and effectiveness of the Title I LEA-level parent involvement policy.

WPUSD involves parents by working through the Title I school sites. Each Title I site holds yearly a meeting either in an individual or large group setting. The purpose of the meeting is to discuss the Title I programs offered at that site. Parent input is solicited about their students' participation in the program(s) and whether they have suggestions for improvement. Parent feedback from these meetings is shared with the district.

C. 2010-11 Title I One Percent Set-aside to Carry Out ESEA, Section 1118, "Parent Involvement"

☐ This section is not applicable because the LEA did not receive Title I, Part A, funding in 2010-11 or did not receive a total of $500,000 or more.

Describe how the LEA involved parents in the decisions regarding how the 1 percent set-aside for parental involvement activities was allotted.

The 1% set-aside at the sites has been used primarily for parent communication and outreach. During the yearly Title I site meetings paretns have not indicated any suggestion for spending this money for another purpose.

2010-11 Title I, Part A, School-level Parent Involvement Policy

California Department of Education **Consolidated Application**

Purpose: To meet federal requirements specified in ESEA Section 1118 to "review the LEA's parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118." [ESEA 1118 (c)]

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Twelve Bridges Elementary
School code: 0 1 0 6 4 4 3

CDE Contacts: Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov
Tony Salamanca 916-319-0276 TSalamanca@cde.ca.gov

[X] This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

1. The Title I school-level parental involvement policy describes the means for carrying out:
   (a) Involvement of parents in the policy
   (b) School-parent compacts
   (c) Building of capacity for involvement of parents
   (d) Accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students

   [ ] Yes [X] No

2. Describe how the school involved parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy.

3. The Title I school-level parental involvement policy was jointly developed with parents: [ ] Yes [X] No

4. Date last approved by school site council: __/__/__

5. School-site Parent Involvement contact:

_____ Name

_____ Title

_____ E-mail

( ) - _____ Phone and Extension

2010-11 Title I, Part A, School-level Parent Involvement Policy

California Department of Education **Consolidated Application**

5.376

Purpose: To meet federal requirements specified in ESEA Section 1118 to "review the LEA's parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118." [ESEA 1118 (c)]

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Foskett Ranch Elementary
School code: 0 1 0 8 5 1 4

CDE Contacts: Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov
Tony Salamanca 916-319-0276 TSalamanca@cde.ca.gov

[X] This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

1. The Title I school-level parental involvement policy describes the means for carrying out:
   (a) Involvement of parents in the policy
   (b) School-parent compacts
   (c) Building of capacity for involvement of parents
   (d) Accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students

   [ ] Yes [X] No

2. Describe how the school involved parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy.

3. The Title I school-level parental involvement policy was jointly developed with parents: [ ] Yes [X] No

4. Date last approved by school site council: __/__/__

5. School-site Parent Involvement contact:

_____ Name

_____ Title

_____ E-mail

( ) - _____ Phone and Extension

2010-11 Title I, Part A, School-level Parent Involvement Policy

California Department of Education **Consolidated Application**

Purpose: To meet federal requirements specified in ESEA Section 1118 to "review the LEA's parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118." [ESEA 1118 (c)]

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Twelve Bridges Middle
School code: 0 1 1 1 3 8 5

CDE Contacts: Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov
Tony Salamanca 916-319-0276 TSalamanca@cde.ca.gov

[X] This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

5.3.17

1. The Title I school-level parental involvement policy describes the means for carrying out:
   (a) Involvement of parents in the policy
   (b) School-parent compacts
   (c) Building of capacity for involvement of parents
   (d) Accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students

   [ ] Yes [X] No

2. Describe how the school involved parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy.

3. The Title I school-level parental involvement policy was jointly developed with parents: [ ] Yes [X] No

4. Date last approved by school site council: __/__/__

5. School-site Parent Involvement contact:

_____ Name

_____ Title

_____ E-mail

( ) - _____ Phone and Extension

2010-11 Title I, Part A, School-level Parent Involvement Policy

California Department of Education **Consolidated Application**

Purpose: To meet federal requirements specified in ESEA Section 1118 to "review the LEA's parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118." [ESEA 1118 (c)]

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1

School: Lincoln Crossing Elementary
School code: 0 1 1 3 0 6 8

CDE Contacts: Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov
Tony Salamanca 916-319-0276 TSalamanca@cde.ca.gov

[X] This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

1. The Title I school-level parental involvement policy describes the means for carrying out:
   (a) Involvement of parents in the policy
   (b) School-parent compacts
   (c) Building of capacity for involvement of parents
   (d) Accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students

   [ ] Yes [X] No

2. Describe how the school involved parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy.

3. The Title I school-level parental involvement policy was jointly developed with parents: [ ] Yes [X] No

4. Date last approved by school site council: __/__/__

5. School-site Parent Involvement contact:

Name _____ Title _____

E-mail _____ ( ) - Phone and Extension _____

2010-11 Title I, Part A, School-level Parent Involvement Policy

California Department of Education **Consolidated Application**

Purpose: To meet federal requirements specified in ESEA Section 1118 to "review the LEA's parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118." [ESEA 1118 (c)]

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Lincoln High
School code: 3 1 3 4 6 5 7

CDE Contacts: Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov
Tony Salamanca 916-319-0276 TSalamanca@cde.ca.gov

[X] This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

1. The Title I school-level parental involvement policy describes the means for carrying out:
   (a) Involvement of parents in the policy
   (b) School-parent compacts
   (c) Building of capacity for involvement of parents
   (d) Accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students

   [ ] Yes [X] No

2. Describe how the school involved parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy.

3. The Title I school-level parental involvement policy was jointly developed with parents: [ ] Yes [X] No

4. Date last approved by school site council: __/__/__

5. School-site Parent Involvement contact:

_____ Name

_____ Title

_____ E-mail

( ) - _____ Phone and Extension

2010-11 Title I, Part A, School-level Parent Involvement Policy

California Department of Education **Consolidated Application**

Purpose: To meet federal requirements specified in ESEA Section 1118 to "review the LEA's parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118." [ESEA 1118 (c)]

Agency: Western Placer Unified

CD code: 3 1 6 6 9 5 1

School: Phoenix High (Continuation)

School code: 3 1 3 0 0 3 6

CDE Contacts: Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov

Tony Salamanca 916-319-0276 TSalamanca@cde.ca.gov

☐ This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

1. The Title I school-level parental involvement policy describes the means for carrying out:
   (a) Involvement of parents in the policy
   (b) School-parent compacts
   (c) Building of capacity for involvement of parents
   (d) Accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students

   ☒ Yes ☐ No

2. Describe how the school involved parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy.

   Each student has a meeting with staff and parents for the adoption of the student's Student Learning Plan. The Parent Involvement Plan is presented to the parents at that meeting.

3. The Title I school-level parental involvement policy was jointly developed with parents: ☒ Yes ☐ No

4. Date last approved by school site council: 09/08/2010

5. School-site Parent Involvement contact:

John Wyatt	Principal
Name	Title
wyattj@wpusd.k12.ca.us	(916) 645-6395
E-mail	Phone and Extension

2010-11 Title I, Part A, School-level Parent Involvement Policy

California Department of Education **Consolidated Application**

Purpose: To meet federal requirements specified in ESEA Section 1118 to "review the LEA's parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118." [ESEA 1118 (c)]

Agency: Western Placer Unified

CD code: 3 1 6 6 9 5 1

School: Sheridan

School code: 6 0 3 1 3 6 3

CDE Contacts: Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov

Tony Salamanca 916-319-0276 TSalamanca@cde.ca.gov

☐ This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

1. The Title I school-level parental involvement policy describes the means for carrying out:
   (a) Involvement of parents in the policy
   (b) School-parent compacts
   (c) Building of capacity for involvement of parents
   (d) Accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students

   ☒ Yes ☐ No

2. Describe how the school involved parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy.

Sheridan Elementary School involves parents by using monthly meetings and Site Based Leadership Team (SBLT) membership.

3. The Title I school-level parental involvement policy was jointly developed with parents: ☒ Yes ☐ No

4. Date last approved by school site council: 11/29/2010

5. School-site Parent Involvement contact:

Name	Title
Lori Houck	SBLT Chair
lorihouck@farwestwireless.com	(530) 305-5180
E-mail	Phone and Extension

2010-11 Title I, Part A, School-level Parent Involvement Policy

California Department of Education **Consolidated Application**

Purpose: To meet federal requirements specified in ESEA Section 1118 to "review the LEA's parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118." [ESEA 1118 (c)]

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1
School: Carlin C. Coppin Elementary
School code: 6 0 8 5 2 5 2

CDE Contacts: Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov
Tony Salamanca 916-319-0276 TSalamanca@cde.ca.gov

[X] This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

1. The Title I school-level parental involvement policy describes the means for carrying out:
   (a) Involvement of parents in the policy
   (b) School-parent compacts
   (c) Building of capacity for involvement of parents
   (d) Accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students

   [ ] Yes [X] No

2. Describe how the school involved parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy.

3. The Title I school-level parental involvement policy was jointly developed with parents: [ ] Yes [X] No

4. Date last approved by school site council: __/__/__

5. School-site Parent Involvement contact:

_____ Name

_____ Title

_____ E-mail

( ) - _____ Phone and Extension

2010-11 Title I, Part A, School-level Parent Involvement Policy

California Department of Education **Consolidated Application**

Purpose: To meet federal requirements specified in ESEA Section 1118 to "review the LEA's parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118." [ESEA 1118 (c)]

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1

School: Creekside Oaks Elementary
School code: 6 0 9 8 6 1 0

CDE Contacts: Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov
Tony Salamanca 916-319-0276 TSalamanca@cde.ca.gov

☐ This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

1. The Title I school-level parental involvement policy describes the means for carrying out:
   (a) Involvement of parents in the policy
   (b) School-parent compacts
   (c) Building of capacity for involvement of parents
   (d) Accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students

   ☒ Yes ☐ No

2. Describe how the school involved parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy.

There is a yearly meeting to review the Title I programs and the parental involvement policy. Title I student participation and progress is also discussed during parent conferences.

3. The Title I school-level parental involvement policy was jointly developed with parents: ☒ Yes ☐ No

4. Date last approved by school site council: 10/23/2010

5. School-site Parent Involvement contact:

Linda Pezanoski	Principal
Name	Title
lpezanoski@wpusd.k12.ca.us	(916) 645-6380
E-mail	Phone and Extension

2010-11 Title I, Part A, School-level Parent Involvement Policy

California Department of Education **Consolidated Application**

Purpose: To meet federal requirements specified in ESEA Section 1118 to "review the LEA's parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118." [ESEA 1118 (c)]

Agency: Western Placer Unified
CD code: 3 1 6 6 9 5 1

School: Glen Edwards Middle
School code: 6 1 0 8 3 5 1

CDE Contacts: Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov
Tony Salamanca 916-319-0276 TSalamanca@cde.ca.gov

☐ This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

1. The Title I school-level parental involvement policy describes the means for carrying out:
   (a) Involvement of parents in the policy
   (b) School-parent compacts
   (c) Building of capacity for involvement of parents
   (d) Accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students

   ☒ Yes ☐ No

2. Describe how the school involved parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy.

Parents are invited to an orientation meeting at the beginning of the year and again at the end to review students' progress.
Parents are encouraged to participate in various school committees such as ELAC and/or SSC.
Parents are actively recruited to enroll in the Parent Project to gain parenting skills as well as the Parent Institute for Quality Education in 2009-2010.

3. The Title I school-level parental involvement policy was jointly developed with parents: ☒ Yes ☐ No

4. Date last approved by school site council: 05/19/2009

5. School-site Parent Involvement contact:

Michael Doherty	Principal
Name	Title
mdoherty@wpusd.k12.ca.us	(916) 645-6370
E-mail	Phone and Extension

2010-11 Title I, Part A, School-level Parent Involvement Policy

California Department of Education **Consolidated Application**

Purpose: To meet federal requirements specified in ESEA Section 1118 to "review the LEA's parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118." [ESEA 1118 (c)]

Agency: Western Placer Unified

CD code: 3 1 6 6 9 5 1

School: First Street

School code: 6 1 1 7 4 9 3

CDE Contacts: Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov

Tony Salamanca 916-319-0276 TSalamanca@cde.ca.gov

☐ This page is not applicable because the school did not receive any Title I, Part A, (Basic Grant) funds.

1. The Title I school-level parental involvement policy describes the means for carrying out:
   (a) Involvement of parents in the policy
   (b) School-parent compacts
   (c) Building of capacity for involvement of parents
   (d) Accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students

   ☒ Yes ☐ No

2. Describe how the school involved parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy.

The Title I teacher participates in parent conferenes to discuss the Title I program and each students progress.
The Title I teacher participates in Student Study Team meetings to discuss the progress of Title I students.
There is an annual Title I meeting for parents to inform parents about the Title I program and to solicit parent input.

3. The Title I school-level parental involvement policy was jointly developed with parents: ☒ Yes ☐ No

4. Date last approved by school site council: 03/10/2008

5. School-site Parent Involvement contact:

Ruben Ayala	Principal
Name	Title
rayala@wpusd.k12.ca.us	(916) 645-6330 14
E-mail	Phone and Extension

2011-12 Consolidated Application Contact Pages

California Department of Education | Consolidated Application

Purpose: To maintain a complete listing of contact information for each district.	**Agency:** Western Placer Unified
	CD code: 3 1 6 6 9 5 1
CDE Contact: Linda Parker 916-319-0297 LParker@cde.ca.gov	

	Name	Title	Salutation
Consolidated Application	Mary Boyle	Deputy Assistant Superintendent Ed Se	
	Phone	**FAX**	**E-mail**
	(916) 645-6350 Ext.	(916) 645-6356	mboyle@wpusd.k12.ca.us
Title I, Part A ☐ Contact is N/A	Name: Mary Boyle	Title: Deputy Assistant Superintendent Ed Se	Salutation:
	Phone: (916) 645-6350 Ext.	FAX: (916) 645-6356	E-mail: mboyle@wpusd.k12.ca.us
Title I, D, Neglected or Delinquent ☐ Contact is N/A	Name: Mary Boyle	Title: Deputy Assistant Superintendent Ed Se	Salutation:
	Phone: (916) 645-6350 Ext.	FAX: (916) 645-6356	E-mail: mboyle@wpusd.k12.ca.us
Parent/Family Involvement ☐ Contact is N/A	Name: Mary Boyle	Title: Deputy Assistant Superintendent Ed Se	Salutation:
	Phone: (916) 645-6350 Ext.	FAX: (916) 645-6356	E-mail: mboyle@wpusd.k12.ca.us
Title II, Part A (Teacher Quality) ☐ Contact is N/A	Name: Mary Boyle	Title: Deputy Assistant Superintendent Ed Se	Salutation:
	Phone: (916) 645-6350 Ext.	FAX: (916) 645-6356	E-mail: mboyle@wpusd.k12.ca.us
Title III, Part A (LEP/Immigrant) ☐ Contact is N/A	Name: Mary Boyle	Title: Deputy Assistant Superintendent Ed Se	Salutation:
	Phone: (916) 645-6350 Ext.	FAX: (916) 645-6356	E-mail: mboyle@wpusd.k12.ca.us

5.3.80

2011-12 Consolidated Application Contact Pages

California Department of Education

Consolidated Application

Purpose: To maintain a complete listing of contact information for each district.	**Agency:** Western Placer Unified
	CD code: 3 1 6 6 9 5 1
CDE Contact: Linda Parker 916-319-0297 LParker@cde.ca.gov	

	Name	Title	Salutation
Title IV (SDFSC)	Mary Boyle	Deputy Assistant Superintendent Ed Se	
☐ Contact is N/A	**Phone** (916) 645-6350 Ext.	**FAX** (916) 645-6356	**E-mail** mboyle@wpusd.k12.ca.us
Title I, Part A, Supplemental Ed. Services	Mary Boyle	Deputy Assistant Superintendent Ed Se	
☐ Contact is N/A	(916) 645-6350 Ext.	(916) 645-6356	mboyle@wpusd.k12.ca.us
Foster Youth Education Liaison	Mary Boyle	Deputy Assistant Superintendent Ed Se	
	(916) 645-6350 Ext.	(916) 645-6356	mboyle@wpusd.k12.ca.us
Homeless Liaison	Mary Boyle	Deputy Assistant Superintendent Ed Se	
	(916) 645-6350 Ext.	(916) 645-6356	mboyle@wpusd.k12.ca.us
Rural Education Achievement Program (REAP)	Mary Boyle	Deputy Assistant Superintendent Ed Se	
☐ Contact is N/A	(916) 645-6350 Ext.	(916) 645-6356	mboyle@wpusd.k12.ca.us
School Safety & Violence Prevention AB 1113, 1999	Mary Boyle	Deputy Assistant Superintendent Ed Se	
	(916) 645-6350 Ext.	(916) 645-6356	mboyle@wpusd.k12.ca.us

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:

Declaration of Surplus Items

AGENDA ITEM AREA:

Agenda Consent

REQUESTED BY:

Joyce Lopes, Assistant Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

General Fund

MEETING DATE:
June 21, 2011

ROLL CALL REQUIRED:
No

BACKGROUND:

In an effort to clean up Glen Edwards Middle School site following the fire in Wing B in October 2010, two large storage containers are being emptied. These containers hold furniture items, listed on enclosure, that staff would like to have declared as surplus and seek Board of Trustee approval to sell with proceeds returning to the General Fund.

Board Policy 3270 provides that Board of Trustees may authorize the disposal of surplus equipment when the equipment becomes unusable, obsolete or no longer needed.

RECOMMENDATION:

Staff requests that the Board of Trustees declares listed items as surplus and authorize staff to liquidate items.

Items for Surplus from Glen Edwards Middle School:

Quantity	Item
3	Carousels (Isolation Desks)
6	Pressboard bookshelf frames
5	4' teacher desks
3	4 drawer vertical file cabinets
1	6' table
4	4' tables
4	6' metal cabinets
1	2 drawer file cabinet
60	Jr. executive student desks

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:

Annual Increase of
Community Facility District
Mello-Roos Rates for CFD #1 and
CFD #2

AGENDA ITEM AREA:

Agenda Consent

REQUESTED BY:

Joyce Lopes, Assistant Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

CFD Tax Income

MEETING DATE:
June 21, 2011

ROLL CALL REQUIRED:
No

BACKGROUND:
Annually the rates for fee calculations for Mello-Roos tax within the Western Placer Unified School District's Community Facilities Districts #1 and #2 are adjusted in coordination with the Construction Cost Index that is obtained by staff from ENR. As of June 2011, there was an increase in the Construction Cost Index of 0.96%. This will increase the rates within CFD #1 to $6.01/sq ft and CFD #2 to 0.3962/sq ft respectively. If approved, these rate increases will be in effect beginning July 1, 2011 and continue through the 2011-12 Fiscal Year.

RECOMMENDATION:
Staff requests that the Board of Trustees approve the CFD rate increases for the 2011-12 Fiscal Year.

5.5

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Mello-Roos Inflationary Increases

Fiscal Year	Comparison of Construction Cost Index		Difference	Percent	CFD #1 Rate	CFD #2 Rate
1993-94					3.63	
1994-95	5058	5310	252	4.98%	3.81	
1995-96	5278	5439	161	3.05%	3.95	
1996-97	5439	5524	85	1.56%	3.95	
1997-98	5519	5744	225	4.08%	3.95	
1998-99	5740	5838	98	1.71%	4.02	
1999-00	5838	5995	157	2.69%	4.13	
2000-01	5995	6127	132	2.20%	4.22	
2001-02	6127	6266	139	2.27%	4.33	
2002-03	6266	6410	144	2.30%	4.43	
2003-04	6410	6578	168	2.62%	4.55	0.3006
2004-05	6578	6794	216	3.28%	4.70	0.3105
2005-06	6794	7312	518	7.62%	5.03	0.3322
2006-07	7312	7630	318	4.35%	5.25	0.3465
2007-08	7630	7911	281	3.68%	5.44	0.3593
2008-09	7911	8089	178	2.25%	5.57	0.3673
2009-10	8089	8578	489	6.05%	5.90	0.3896
2010-11	8578	8641	63	0.73%	5.95	0.3924
2011-12	8641	9052	412	0.96%	6.01	0.3962

Note: Increase is capped at 7% per year. Increases greater than 4% require approval by the City of Lincoln

5.5.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
Ratification of agreement with DANG Electric for electrical work at Lincoln High School Farm

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Joyce Lopes, Assistant Superintendent, Business Services

ENCLOSURES:
Yes

DEPARTMENT:
Business

FINANCIAL INPUT/SOURCE:
COP Funds/Grant Funds

MEETING DATE:
June 21, 2011

ROLL CALL REQUIRED:
No

BACKGROUND:

Staff requests Board of Trustee ratification of agreement with DANG Electric to provide electrical work at the Lincoln High School Farm. The attached quote details the project of expanding electrical capabilities within the Farm Barn in order to accommodate the Agriculture Metals Class. This would make the current classroom available on the Lincoln High School campus for the Project Lead the Way classroom project.

RECOMMENDATION:

Board of Trustees ratify work agreement with DANG Electric.

WESTERN PLACER
UNIFIED SCHOOL DISTRICT
600 SIXTH ST, SUITE 400, LINCOLN CA 95648
PH: 916-645-6350

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

Superintendent: Scott Leaman

June 2, 2011

Dan Griffin
DANG Electric
190 Todd Lane
Lincoln CA 95648

Dear Mr. Griffin:

Thank you for your recent quote dated May 30, 2011 for electrical work at the Lincoln High School Farm.

As you know, we received several quotes from various vendors, but we would like to offer the project to you at the quoted price of $31,210.00. We will be issuing a purchase order for the full amount and will forward a vendor copy of that to you.

Please coordinate with our Maintenance and Operations Department for; access to the site, changes or issues with the scoped work or any questions that may arise. Maintenance can be reached at 916-434-5000, or you can contact Facilities at 916-645-5100.

Thank you again for your time and we look forward to working with you.

Sincerely,

Joyce Lopes, Assistant Superintendent
Business Services Department

5.6.1

Lincoln All-America City 2006

DANG Electric

190 Todd Lane
Lincoln, CA 95648
916-645-7934 fax 916-645-8928

CA. Lic.#783868

Invoice No.

Quote

Customer

Name	WPUSD
Address	600 F Street
City	Lincoln, Ca. 95648
Phone	434-5000 fax- 645-4016

Date	5/30/2011
P.O.	
Rep	Curtis Stizzo
FOB	

Qty	Description	Unit Price	TOTAL
	High School metal shop at Farm Barn 400 amp panel for electrical use of 10 welders.		
1	Replace old single ph panel in barn with a new Square D 400 amp 3ph 220volt panel. Then wire shop area as per attached drawing, as per Berret Hess direction. With 10 welder booths each with 50 amp welder outlet, 120v outlet and sw for fan. Two 3ph service for lathe & vert mill,outlet for plama cutter & Iron worker with 9 duplex outlets on wall for Misc. All smaller conduit and wire & devices supplied by Dist, DanG to supply panel and breaker only inside shop, and labor to install all conduit & wire as per mentioned attached drawing. Others to trench and back fill from main panel to new shop for 4" & 2" conduits, DanG to provide and install consuit & power wires, with string in 2" com conduit	$31,210.00	$31,210.00

	Subtotal	$31,210.00
	Shipping & Handling	$0.00
Taxes	CA	
	TOTAL	$31,210.00

Payment Details

- ○ Cash
- ◉ Check
- ○ Credit Card

Name
CC #
Expires

Office Use Only

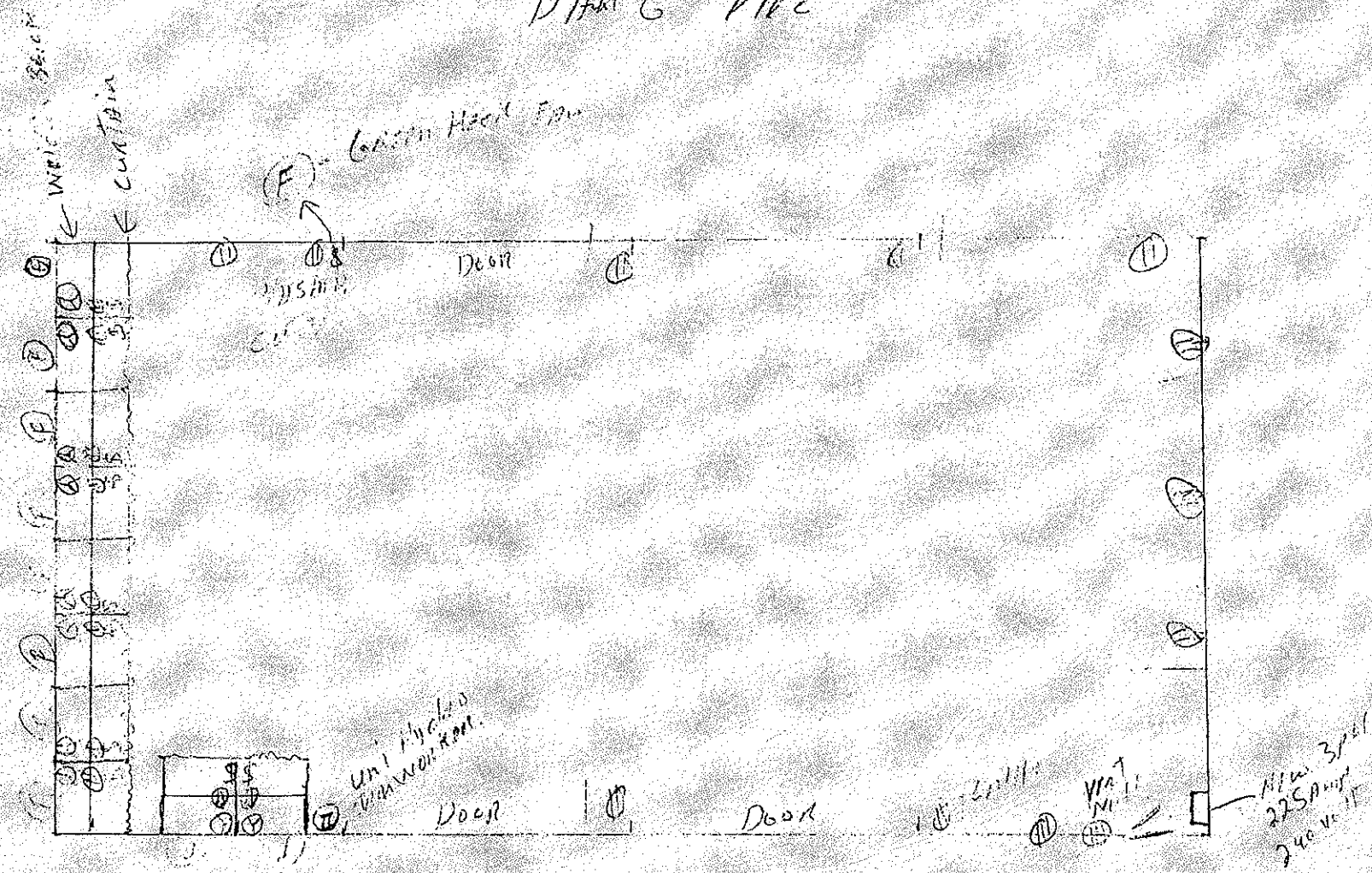
Thank's
Dan Griffin

Thank you for your business

5.6.2

Dan Griffin 916-645-8928 p.2

DAN G Elec



(A) - 208/220V 1ph 50 Amp Receptacles

(B) - 120V 20 Amp Receptacles - Duplex outlet

(C) - 220V 3ph 20 Amp Service

(D) - 220 1ph 30 Amp

½" = 5'

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

Agreement for Interim Management Services of the Maintenance and Operations Department between Philip H. Hendrix and WPUSD

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Joyce Lopes
Assistant Superintendent of Business Services

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

General Fund
Maintenance Restricted Funds

MEETING DATE:

June 21, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

Due to temporary staffing changes and needs in the Maintenance Department, the district wishes to contract with Philip H. Hendrix for interim management services of the district's Maintenance and Operations Department.

RECOMMENDATION:

Administration recommends the Board ratify the agreement between Philip H. Hendrix and Western Placer Unified School District for interim management services of the district's Maintenance and Operations Department.

5.7

MISCELLANEOUS HOURLY SERVICES
AGREEMENT BETWEEN DISTRICT AND CONSULTANT

This AGREEMENT, made and entered into on the 15th day of June, 2011, by and between **Western Placer Unified School District**, hereinafter called the DISTRICT and **Philip H. Hendrix**, hereinafter called CONSULTANT, for services related to the Interim management services of the District's Maintenance and Operations Department, and miscellaneous projects as requested.

Now Therefore, The District and Consultant agree as follows:

I. Scope of Agreement

Consultant is specially trained, experienced, and competent to perform the special services that will be required by this Agreement. Consultant is further willing to render such special services on the following terms and conditions.

II. Independent Contractor Status

Consultant is an independent contractor and not an agent or employee of the District under this Agreement. As an independent contractor, it shall be the sole responsibility of Consultant to obtain any needed business licenses, certificates, or permits to conduct business or meet the terms of this Agreement. Further, any employee or associate working for Consultant shall be an independent contractor and as such is not an agent or employee of the District under this Agreement.

III. Consultant's Compensation

Fees

The Consultant agrees to perform consultant services on an hourly basis and District agrees to pay the Consultant for such services. See Exhibit "A" Fee Schedule for hourly rates.

Consultant shall be paid no later than the 30th of each month on the basis of billing submitted by or on the fifth day of the month. The District shall not withhold State and/or Federal income taxes, social security, or other deductions. It shall be the sole responsibility of the Consultant to account for State and/or Federal income taxes, social security, or other deductions, and Consultant agrees to hold District harmless from all liability for these taxes. The District shall issue an IRS Form 1099 to Consultant for the payments received under this Agreement.

IV. Additional Services

When additional professional services are found necessary or desirable, Consultant shall present a written proposal listing the specific additional services and fees associated therewith to the District. Signature by the Districts authorized representative applied thereto will indicate acceptance of Consultants' proposal for additional services.

Owner's Representative and Consulting Associates * P.O. Box 5819 * Marysville, CA 95901
(530) 870-6933 * Fax (530) 743-9149 * philhendrix@comcast.net

V. Indemnification / Limitation of Liability

The parties to this Agreement shall defend, indemnify, and hold harmless each other and the other's Board Members, officers, agents, and/or employees from and against all liability, claims, damages, losses, costs, and expenses, including but not limited to attorneys' fees and litigation costs, to the extent they arise out of or result from the performance of or failure to perform duties required by this Agreement.

Notwithstanding anything in this Agreement to the contrary, the total aggregate liability of Consultant to the Client and/or anyone claiming by, through, under, or in association with the Client, for any and all claims, losses, costs, liabilities, or damages whatsoever arising out of, resulting from, or in any way related to the Project or this Agreement, shall not exceed One Thousand Dollars ($1,000.00).

VI. Termination of Services

This Agreement shall commence upon signed approval of this agreement by the legal signatory of the District, and shall stay in force for a period of 12 months. Either party may terminate this agreement upon thirty (30) days written notice. Upon termination of this Agreement, all outstanding invoices become due and payable within 30 days. By mutual consent of the parties hereto, the term of service described herein may be extended by reformation of this Agreement and the attachment hereto of an addendum mutually executed setting forth the extended term and conditions.

VII. Miscellaneous.

Severability
If any part of this Agreement is determined to be illegal, invalid or unenforceable, the remaining parts shall not be affected thereby and the illegal, unenforceable or invalid part shall be deemed not to be part of this Agreement.

Entire Agreement; Modification.
This Agreement contains the entire Agreement between the parties. The terms of this agreement are contractual and not a mere recital. This Agreement may be modified only by the further written agreement of the parties.

Attorneys' Fees
Except as otherwise provided in this Agreement, each side shall bear its own costs and attorney fees in connection with enforcing any provision of this Agreement.

Reimbursable Expenses
All Reimbursable Expenses shall be pre-approved by the District prior to billing.

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(530) 870-6933 * Fax (530) 743-9149 * philhendrix@comcast.net

IN WITNESS WHEREOF, THE PARTIES HERETO HAVE SUBSCRIBED THEIR SIGNATURES ON THIS 15TH DAY OF JUNE, 2011

Western Placer Unified School District	**Owner's Representative and Consulting Associates**
Joyce Lopes **Assistant Superintendent** **Western Placer Unified School District** **600 Sixth Street, Suite 400** **Lincoln, CA 95648**	**Philip H. Hendrix** **Owners Representative and Consulting Assoc.'s** **P.O. Box 5819** **Marysville, CA 95901**
Date	**Date**

Owner's Representative and Consulting Associates * P.O. Box 5819 * Marysville, CA 95901
(530) 870-6933 * Fax (530) 743-9149 * philhendrix@comcast.net

EXHIBIT A - FEE SCHEDULE

Hourly Rate Schedule effective January 1, 2008

Principal/Consultant	$145
Program/Project Manager	$145
Staff Architect	$145
Assistant Program/Project Manager	$125
Budget Analyst	$100
Clerical	$ 55

**Note: Per agreement with Joyce Lopes, interim service rate shall be billed at $95 per hour, exclusive of all other services.

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5.7.4

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:

Agreement for Implementation and Ongoing Administration of Supplementary Retirement Plan between Public Agency Retirement Services and WPUSD.

Agreement for Custody Services between Union Bank, N.A., and WPUSD

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:

June 21, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

On May 31, 2011, the Board unanimously agreed to adopt a Supplementary Retirement Plan as designed by Public Agency Retirement Services. The attached agreements authorize Public Agency Retirement to implement and provide ongoing administration services for the retirement plan and Union Bank, N.A., to hold all account assets in safekeeping.

RECOMMENDATION:

Administration recommends the Board ratify the agreements between Public Agency Retirement and Western Placer Unified School District, and Union Bank, N.A., and Western Placer Unified School District for the implementation, administration and custody services related to the Supplementary Retirement Plan.

EXECUTION AGREEMENT

Employer hereby adopts the Addendum for Supplementary Retirement Plan which modifies the 403(b) plan of the Employer as identified below and agrees that the following provisions shall be incorporated as part of the Addendum and Plan.

EMPLOYER INFORMATION

Name of Employer: Western Placer Unified School District

Federal Tax ID: 94-1599904

Employer's Address: 600 Sixth Street, Suite 400, Lincoln, CA 95648

Telephone Number: 916-645-6350 **Fax:** 916-645-6356

Contact Person: Joyce Lopes, Assistant Superintendent of Business Services

Telephone/Extension: 916-645-6387 **E-mail:** jlopes@wpusd.k12.ca.us

Type of Organization:

☒ K-12 Public School ☐ County Office of Education ☐ Community College ☐ Public College/University

Note: If Employer is not a public education organization, this document may not be used.

PLAN INFORMATION

1. Name of Employer's 403(b) Plan: Western Placer Unified School District PARS Supplementary Retirement Plan.

2. Effective Date: This Addendum is effective as of April 5, 2011.

3. Eligibility: Employees that satisfy all of the requirements as indicated below are eligible to receive Employer Contributions under this Addendum:

- ☒ is a .65 full-time equivalent (FTE) or greater Certificated or Classified employee (excluding the Superintendent, Deputy Superintendent and Assistant Superintendents) of the Employer as of April 5, 2011;
- ☒ has at least five (5) years of service with the Employer as of June 30, 2011;
- ☒ is eligible to retire under STRS (age fifty-five (55) with five (5) or more years of STRS service or age fifty (50) with thirty (30) or more years of STRS service) or PERS (age fifty (50) with five (5) or more years of PERS service) as of June 30, 2011;
- ☒ has resigned from employment with the Employer effective after completion of the 2010-11 school year, on or before June 30, 2011; and
- ☒ has applied for benefits under this Plan.

5.8.1

4. Benefits Funded:

The Employer shall fund a Supplemental Benefit under this Addendum for each Participant in the form of Employer Contributions into the Participant's 403(b) Annuity Contract held at Pacific Life Insurance Company. The sum of the Employer Contributions shall equal seventy five percent (75%) of the Participant's Final Pay.

The contributions shall be made by the Employer in accordance with the following schedule:

Contribution Date	Amount Funded
July 10, 2011	15% of Final Pay
July 10, 2012	15% of Final Pay
July 10, 2013	15% of Final Pay
July 10, 2014	15% of Final Pay
July 10, 2015	15% of Final Pay
Total Contribution Amount	**75% of Final Pay**

5. Final Pay: For purposes of calculating the Employer's Contribution, "Final Pay" means: the Participant's 2010-11 Contract Salary multiplied by the Participant's current FTE (full-time equivalent).

6. Monthly Benefit Payment Options: Benefits are payable in the form of monthly payments as follows:

- ☒ Payments over life of Participant
- ☒ 100% joint and survivor payments over lives of Participant and Beneficiary
- ☒ Payments over life of Participant with a minimum guarantee of 10 years of payments
- ☒ Fixed term payments guaranteed over the term selected
- ☐ Other (Describe) _____

7. Benefits Begin: The first benefit payment shall be made as of: August 1, 2011.

8. Investment Provider: Any Annuity Contracts that meet the requirements of Section 403(b) of the Code issued by Pacific Life Insurance Company.

9. Plan Administration: The Plan shall be administered by Phase II Systems, a California corporation doing business as Public Agency Retirement Services ("PARS").

The following section may be used to insert provisions for which there were no acceptable alternatives provided. It may be used to modify any portion of the Addendum or Execution Agreement.

NOTE: Any modifications should be carefully reviewed by Employer's legal counsel to ensure that changes do not adversely affect the Plan's qualification under Section 403(b) of the Code.

The Addendum and Execution Agreement are modified as follows: (Attach additional pages as necessary):

_____

_____

_____

_____

_____

EMPLOYER ACKNOWLEDGEMENTS AND SIGNATURES

Employer acknowledges that it is an eligible public education organization under Section 170(b)(1)(A)(ii) of the Code and is authorized to offer a program qualified under Section 403(b) of the Internal Revenue Code.

EMPLOYER

Print Name of Employer: Western Placer Unified School District

By: Joyce Lopes

Print Name of Signer: Joyce Lopes

Title: Assistant Superintendent, Business Services

Date: 6/15/14

5.8.3

Addendum For
Supplementary Retirement Plan

The 403(b) plan documentation that describes the terms and conditions of the Employer's 403(b) plan is hereby modified by this Addendum and the Execution Agreement related to this Addendum for those Participants that qualify for contributions pursuant to the attached Execution Agreement. This Addendum and Execution Agreement, when combined with the Employer's other 403(b) plan documentation, constitutes the entire 403(b) plan of the Employer.

Section 1 - Definitions

The following words and terms, when used in this Addendum to the Plan, have the meanings set forth below.

1.1 **Account Balance** means the total value credited to each Participant's account attributable to contributions made under this Addendum, including any earnings or losses of the Investment Products (net of expenses) allocable to the Participant, any transfers for the Participant's benefit, less any distribution made to the Participant or the Participant's Beneficiary, if applicable. The Account Balance includes the value of any account established for a Beneficiary after a Participant's death, and any account or accounts established for an alternate payee (as defined in section 414(p)(8) of the Code).

1.2 **Addendum** means this separate addendum, and the benefits, terms and conditions set forth herein for certain eligible Employees, which is included as a part of the Employer's Plan.

1.3 **Administrator** means for purposes of administering the terms of this Addendum only, is Phase II Systems, a California corporation doing business as Public Agency Retirement Services. The Administrator shall coordinate in all compliance matters with the administrator named in the Employer's Plan. Notwithstanding this appointment, the Employer may delegate, by separate agreement, any administrative responsibilities hereunder to one or more persons, committees, Vendor, or other organization.

1.4 **Beneficiary** means the designated person who is entitled to receive benefits under this Addendum to the Plan after the death of a Participant. The Beneficiary under this Addendum may be a different person or entity than the beneficiary designated under the Plan.

1.5 **Code** means the Internal Revenue Code of 1986, as now in effect or as hereafter amended. All citations to sections of the Code are to such sections as they may from time to time be amended or renumbered.

1.6 **Employee** means each individual, whether appointed or elected, who is a common law employee of the Employer performing services for a public school as an employee of the Employer. This definition is not applicable unless the Employee's compensation for performing services for a public school is paid by the Employer.

1.7 **Employer** means the public education organization identified in the Execution Agreement as the Employer.

1.8 **Employer Contributions** means the nonelective contributions made under this Addendum by the Employer as provided in the Execution Agreement.

5.8.4

1.9 **Execution Agreement** means the instrument related to this Addendum in which optional features related to the benefit provided under this Addendum are identified and by which the Employer executes this Addendum to the Plan.

1.10 **Funding Vehicle** means the Investment Product authorized by the Employer in the Execution Agreement used to fund the supplemental benefit provided under this Addendum.

1.11 **Investment Product** means any "Annuity Contract" that is a nontransferable contract meeting the requirements of section 403(b)(1) of the Code issued by an insurance company qualified to issue annuities in the state in which the Employer or Participant, as applicable, resides that includes payment in the form of an annuity and any "Custodial Account" that meets the requirements of section 403(b)(7) of the Code, established for each Participant to hold assets of the Plan.

1.12 **Participant** means any individual for whom Employer Contributions, as provided under this Addendum, are or were made who has an Account Balance.

1.13 **Plan** means the 403(b) plan established by the Employer and identified as such on the Execution Agreement.

1.14 **Severance from Employment** means severance from employment with the Employer. A Severance from Employment also occurs on any date on which an Employee ceases to be an employee of a public school, even though the Employee may continue to be employed by another unit of the State or local government that is not a public school or in a capacity that is not employment with a public school.

Section 2 - Participation and Contributions

2.1 **Eligibility.** Each Employee that meets the eligibility requirements as selected in the Execution Agreement shall be a Participant under this Addendum.

2.2 **Contributions.** The Employer shall make nonelective Employer contributions for each eligible Participant determined in accordance with the Execution Agreement. Participants may not make contributions under this Addendum and have no cash alternative option from the Employer to the benefits provided under this Addendum. Contributions made under this Section 2.2 shall be deposited into the Investment Product designated by the Employer on the Execution Agreement for each Participant. If any Employer Contributions are made following an Employee's Severance from Employment such contributions must satisfy all of the following conditions:

a. Contributions may not be made later than the fifth calendar year following the year in which the former Employee ceased to be an Employee.
b. Contributions shall be 100% vested at all times.
c. Contributions shall be based on "includible compensation" as defined in section 403(b)(3) of the Code as modified by IRS regulations and shall be subject to the limitations of section 415(c)(1) of the Code.

Subject to paragraph a. above and applicable IRS regulations governing contributions made for former Employees, amounts not contributed by Employer to any former Employee's 403(b) Account due to the contribution limitations of section 415(c) of the Code shall be contributed in the next Plan Year (and each succeeding Plan Year) until the Employer contributes all amounts due to Participant.

5.8.5

2.3 **Contributions Made Promptly.** Employer Contributions shall be deposited by Employer into the Investment Product within a reasonable period of time but in no event later than thirty (30) days after the end of the Employer's standard work year for which such contributions were owed.

2.4 **Annual Contribution Limits.** The aggregate annual amount under the Plan, including this Addendum, for each Participant shall not exceed the amount permitted under section 415(c) of the Code. If any Employer Contributions cause a Participant's 403(b) Contract to exceed the annual contribution limitation of section 415(c)(1) of the Code, the excess contributions shall be segregated and treated in a manner consistent with applicable IRS guidance on excess "annual additions."

Section 3 - Benefit Distributions

3.1 **Benefit Distributions.** Distributions of a Participant's Account Balance may not be made earlier than the earliest of the date on which the Participant has a Severance from Employment, dies, becomes disabled, or attains age 59½. The form and timing of distributions made hereunder shall be made in conformity with the terms of the Funding Vehicle and related enrollment and administrative forms completed by each Participant.

3.2 **Minimum Distributions.** Any Account Balances held hereunder are included as part of each Participant's total accumulated benefit under the Plan and must conform to the applicable minimum distribution requirements of section 401(a)(9) of the Code and the regulations thereunder.

3.3 **Rollover Distributions.** If a Participant elects a form of distribution that qualifies as an eligible rollover distribution under section 402(c)(4) of the Code, then such Participant may elect to have his or her Account Balance paid directly to an eligible retirement plan (as defined in section 402(c)(8)(B) of the Code) specified by the Participant in a direct rollover. In the case of a distribution to a Beneficiary who at the time of the Participant's death was neither the spouse or former spouse of the Participant or alternate payee under a domestic relations order, a direct rollover is payable only to an individual retirement account or individual retirement annuity (IRA) that has been established on behalf of the Beneficiary as an inherited IRA (within the meaning of section 408(d)(3)(C) of the Code). The Investment Product provider is responsible for providing, within a reasonable time period before making an initial eligible rollover distribution, an explanation to the Participant of his or her right to elect a direct rollover and the income tax withholding consequences of not electing a direct rollover.

Section 4 – Investment Requirements

4.1 **Manner of Investment.** All Employer Contributions, property and rights purchased with such amounts under the Funding Vehicles, and all income attributable to such amounts, property, or rights shall be held and invested in Annuity Contracts or Custodial Accounts established through the Investment Provider. Each Custodial Account shall provide for it to be impossible, prior to the satisfaction of all liabilities with respect to Participants and their Beneficiaries, for any part of the assets and income of the Custodial Account to be used for, or diverted to, purposes other than for the exclusive benefit of Participants and their Beneficiaries.

4.2 **Identification of Investment Providers.** Administrator shall maintain a list of Investment Providers authorized to accept Employer Contributions under this Addendum. Such list is hereby incorporated as part of the Plan. Each Investment Provider and the Administrator shall exchange such information as may be necessary to satisfy section 403(b) of the Code or other requirements of applicable law and the obligation to continue to exchange such information shall continue even if Investment Provider ceases to be authorized to receive Employer Contributions hereunder. Administrator shall keep Investment Provider informed of the name and contact information of the Administrator to coordinate information necessary to satisfy section 403(b) of the Code or other requirements of applicable law.

Section 5 - Amendments to the Plan

5.1 **Termination of Contributions.** Employer has adopted the Addendum with the intention and expectation that contributions will be continuous. However, Employer has no obligation or liability whatsoever to maintain the Addendum for any length of time and may discontinue contributions under this Addendum at any time without any liability hereunder for any such discontinuance.

5.2 **Amendment.** Employer reserves the authority to amend this Addendum at any time, provided that any amendment which reduces the contractual rights or benefits under an Annuity Contract or Custodial Account shall apply prospectively only except as required under the Code and applicable regulations.

Section 6 – Miscellaneous

6.1 **Conformity with Plan.** Except where specifically provided to the contrary herein, the terms of this Addendum shall be construed and interpreted in a manner consistent with the terms of the Plan and any documentation establishing or supporting the Plan as a 403(b) plan that meets the requirements applicable to such plans. In the event any provisions of this Addendum conflict with the Plan, the terms of the Plan shall prevail.

6.2 **Limitations of Addendum Provisions.** This Addendum is intended to provide a supplemental benefit to eligible Participants as part of the Employer's Plan. However, the Plan includes features and conditions that are different than those applicable to Account Balances under this Addendum. The terms set forth in this Addendum shall determine the features, conditions and restrictions applicable to Account Balances hereunder. Features that may be provided under the Plan are not applicable to benefits provided under this Addendum unless expressly provided for. For example, this Addendum does not accept any contributions other than nonelective Employer Contributions and plan to plan transfers, contract exchanges, hardship withdrawals, loans, permissive service credits, lump sum payments and similar features that may be available under the Plan are not available under this Addendum.

6.3 **Non-Assignability.** Except as required to satisfy the requirements of section 414(p) of the Code relating to qualified domestic relations orders or to accommodate a lawful tax levy demand by the Internal Revenue Service, the interests of each Participant or Beneficiary under this Addendum are not subject to the claims of the Participant's or Beneficiary's creditors; and neither the Participant nor any Beneficiary shall have any right to sell, assign, transfer, or otherwise convey the right to receive any payments

hereunder or any interest in their Account Balance, which payments and interest are expressly declared to be non-assignable and non-transferable.

6.4 **Payments to Minors and Incompetents.** If a Participant or Beneficiary entitled to receive any benefits under this Addendum is a minor or is adjudged to be legally incapable of giving valid receipt and discharge for such benefits, or is deemed so by the Administrator, benefits will be paid in conformity with applicable Annuity Contracts or Custodial Accounts issued by the Investment Providers. If the applicable Annuity Contracts or Custodial Accounts do not address the issue of payments to minors and incompetents, then the Administrator shall direct payment of the benefit to such person as the Administrator may designate for the benefit of such Participant or Beneficiary. Such payments shall be considered a payment to such Participant or Beneficiary and shall, to the extent made, be deemed a complete discharge of any liability for such payments under the Plan.

6.5 **Mistaken Contributions.** If any Employer Contribution is made under this Addendum by a good faith mistake of fact, then within one (1) year after the payment of the contribution, and upon receipt in good order of a proper request approved by the Administrator, the amount of the mistaken contribution (adjusted for any income or loss in value, if any, allocable thereto) shall be returned to the party that made the contribution.

6.6 **Incorporation of Individual Agreements.** The Addendum, together with the Execution Agreement, the documentation establishing and maintaining the Plan and any Annuity Contracts and Custodial Accounts issued by authorized Investment Providers are intended to satisfy the requirements of section 403(b) of the Code and the Income Tax Regulations thereunder. Where any terms are inconsistent with this Addendum, the Plan or section 403(b) of the Code, the materials shall be interpreted, to the extent possible, in a manner to conform to the Addendum, the Plan and applicable requirements.

6.7 **Construction.** Headings of the Addendum have been inserted for convenience of reference only and are to be ignored in any construction of the provisions hereof. Pronouns used in the Plan in the masculine or feminine gender include both genders unless the context clearly indicates otherwise.

6.8 **No Employer Liability.** Employer shall have no liability for the payment of benefits under the Addendum. Each Participant shall look solely to the Investment Provider for receipt of payments or benefits under the Plan.

The Employer has evidenced its intent to adopt this Addendum by completing and signing the Execution Agreement which is a part of the Plan. This Addendum, the Execution Agreement, the Plan and any underlying Annuity Contracts and Custodial Accounts provided by Investment Providers authorized by the Employer, as well as necessary forms and administrative policies and procedures incorporated by the Employer, an Administrator or any Funding Vehicle shall constitute the entire Plan.

Union Bank, N.A.
AGREEMENT FOR CUSTODY SERVICES
(Business Trust Division)

Union Bank, N.A., a national banking association, ("**Bank**"), agrees to provide Western Placer Unified School District ("**Client**") with custody services according to the terms and conditions of this agreement ("Agreement") for all assets delivered to and received by Bank for Client's account ("Account" or "Account Assets") pursuant to this Agreement entered into on the date written below. Client may augment or withdraw Account Assets from this Account upon reasonable notice to Bank.

1. **CUSTODY SERVICES.** As Custodian, Bank agrees to hold in safekeeping all Account Assets, and Client hereby authorizes Bank to:

(a) Keep records of all transactions entered into for the Account. Furnish to Client statements no less frequently than quarterly showing all principal and income transactions and Account Assets, which shall be deemed ratified and approved by Client unless Bank is advised to the contrary within ninety (90) days of Bank's mailing thereof by first class mail to Client;

(b) Receive payments of income and principal on Account Assets, and retain or remit in accordance with Client's written instructions;

(c) Hold Account Assets in Bank's name as Custodian for Client, or in Bank's nominee name, or, as to securities eligible to be held by the Depository Trust Company or other depository, in its nominee name;

(d) Purchase and sell securities, attend to the exchange of securities, deposit or exchange securities of companies in reorganization, and tender securities on redemption or tender offer solely upon direction of Client;

(e) Sign Client's name(s) to stock and bond powers and any other instruments required for the proper exercise of Bank's duties, and Bank is appointed Client's attorney-in-fact for these purposes.

(f) Forward all proxies and accompanying materials to Client to be voted unless directed in writing to the contrary. Disclose Client's name and address in response to requests from issuers of securities and others to facilitate direct communication for proxy and tender offer response;

(g) Sell all fractional shares of stock received as a result of stock dividends or other corporate action.

(h) Notify Client of any inability to collect income or principal if the securities or other property constituting Assets upon which such amount is payable is in default, or if payment is refused after due demand. Bank shall be under no obligation or duty to take any action to effect collection of defaulted payments, or to file or pursue any bankruptcy or class action claims with respect to Account Assets.

(i) Perform a telephonic verification to Client or Client's Authorized Representative or such other security procedure selected by Client prior to wiring funds or following facsimile directions as Bank may require. Client assumes all risk of delay of transfer if Bank is unable to reach Client or Client's Authorized Representative, or in the event of delay as a result of attempts to comply with any other security procedure selected by Client.

2. **ADDITIONAL AGREEMENTS.**

(a) Client shall inform Bank immediately in writing of the appointment of any authorized representative to whom Client has given investment authority over the Account ("Investment Counselor") and any other authorized representative to whom Client has given authorization to direct Bank with respect to the Account (collectively "Authorized Representative"), any change in tax status, or any other change in circumstances which could affect Bank's administration of the Account. Bank may rely on such designations and follow any instructions of such person(s) whether verbal, by facsimile or in writing as though they were Client's instructions, and Bank's business record entry of any directions by Client or Client's Authorized Representative shall be conclusive proof of the giving of such directions. Unless otherwise instructed, Bank is authorized to pay the fees of Investment Counselor or other Authorized Representative from the Account. Bank shall not be charged with notice of any change with respect to such Authorized Representative(s) or their authority until Bank has actually received Client's written instructions advising of such change. Any transactions initiated by Bank before learning of the termination of the Account, or of Client's death, incapacity or that Client's fiduciary status is terminated, shall be valid and binding on Client, Client's successors and assigns, and the fiduciary account.

(b) Client, or Authorized Representative shall have sole responsibility for the investment, review, and management of all Assets held in the Account. Investment directions acceptable to Bank shall be (i) in writing; (ii) immediately confirmed in writing if Bank agrees to accept verbal directions; (iii) by facsimile; or (iv) confirmed by an eligible trade report if effected through the Institutional Delivery System (DTC ID) or comparable system. All other instructions shall be in writing. Bank shall follow Client's directions and shall have no liability for doing so, and shall have no liability for any omission to act in the absence of instructions and Client shall indemnify Bank against all liability, including attorneys fees and costs, for following Client's or Authorized Representative's directions in connection with the Account and for complying with the provisions of this Agreement.

(c) Bank may invest available principal and income cash in the Account, pending disbursement or other investment, in cash management vehicles from which Bank or Bank's affiliate may receive additional fees for providing administrative, advisory or other services. For administrative convenience, Custodian may

from time to time hold uninvested cash awaiting disbursement without paying interest thereon, and as a result may receive indirect compensation on such funds. Client authorizes Bank or Bank's affiliates to provide other services as Client may direct for which Bank or Bank's affiliates may charge the Account fees according to the current schedule of fees pertaining to such services, including but not limited to, (i) placing securities transactions through Bank's affiliated broker, (ii) using Union Bank wire transfer services, and (iii) use of investment companies, including mutual funds, as well as collective investment funds, from which Bank or its affiliate will receive an advisory fee or other fees in addition to any compensation paid directly from Account. Client acknowledges receipt of prospectuses of any such investment companies, including mutual funds, as well as collective investment funds.

(d) Bank agrees to perform its duties under this Agreement in good faith and with reasonable care. In no event shall Bank be held liable under this Agreement except for the gross negligence or willful misconduct of Bank officers and employees. Bank shall not be liable for the acts or omissions of (i) any broker or other agent to which Client has directed any securities transactions or granted discretionary authority or (ii) any broker, depository or other agent selected by Bank with reasonable care. In no event shall either party to this Agreement be entitled to consequential or exemplary damages. In the event of any claim brought by a third party to obtain Account Assets, Client agrees to indemnify and defend Bank against all demands, costs and liability, including attorneys fees.

(e) Bank's expenses of administration, and compensation for Bank services as stated on the schedule of fees and charges, receipt of which Client acknowledges or any changes thereto of which the Client receives notice, shall be debited from the Account unless otherwise agreed in writing by the parties.

(f) Bank shall have no responsibility to send confirmations of securities transactions occurring in this Account to Client or to any Authorized Representative; however, Client or Authorized Representative may request confirmations for securities transactions at any time, and such confirmations shall be sent to Client or to Authorized Representative within the time prescribed by law.

(g) Client is responsible for all income and other tax returns and for paying the taxes on all Assets and income of this Account.

(h) This Agreement constitutes the entire Agreement among the parties. All previous agreements, and instructions whether written or oral, between the Bank and Client are hereby superseded.

3. **VENUE.** This Agreement shall be governed and construed in accordance with the laws of the State of (***Check one***): ☑California; ☐Texas, ☐Ohio, ☐Other _____ to the extent not preempted by federal laws. Venue and jurisdiction of any disputes shall be in the State of (***Check one***): ☑ California; ☐Texas; ☐ Ohio, ☐ Other _____.

4. **CLIENT REPRESENTATIONS.** Client represents and warrants to Bank that Client has full power and authority to enter into this Agreement and to exercise control over the Account Assets. If Client is acting in a fiduciary capacity, Client further represents and warrants to Bank that Client is duly appointed, qualified and acting in such capacity, and that Client has the authority under the governing document(s) to act alone to bind the fiduciary account, and that Client will take no action regarding the Account without having first obtained all necessary consents from any co-fiduciary or court. If Client is a corporation or partnership, Client represents and warrants to Bank that Client is authorized pursuant to board of director's action or partnership agreement to open this Account, to sign the Account Agreement, and to bind the corporation, partnership or other entity to the terms of this Agreement. Client agrees to indemnify Bank against any claim, demand or liability, including attorney's fees Bank may incur in acting in reliance upon these representations and warranties and Client will immediately notify Bank of any change in circumstances which affects such representations and warranties.

5. **ERISA CERTIFICATIONS.** If Account Assets are assets of a qualified employee benefit plan and trust ("Plan"), Client certifies that Client is the Plan Administrator, the Plan Sponsor, or the Trustee of the Plan, and that Client is a "named fiduciary" with respect to the Plan, and that retention of Bank as a custodian is permitted under the Plan and under applicable law, including ERISA. Client represents and warrants that Client has only delegated to Bank the responsibility to safekeep the Account Assets as custodian, and no discretionary fiduciary responsibility for investment management of Account Assets, nor for diversification or other duties with respect to the Account Assets or any other Plan assets not subject to this Agreement. Client certifies that the Plan is qualified and agrees to inform Bank immediately, in writing, of any change in qualified status.

Bank is hereby authorized to invest and reinvest the Account Assets, or any part thereof, in any one or more collective investment trust funds including common and group trust funds that consist exclusively of assets of exempt pension and profit sharing trusts and individual retirement accounts qualified and tax exempt under the Internal Revenue Code, that are maintained by Bank or any affiliate thereof. The Plan document incorporates by reference all of the provisions of any Union Bank collective investment fund or group trust agreement which is to be invested in by the Plan. Notwithstanding anything to the contrary in this Agreement, Bank shall have full investment responsibility over assets of the Account invested in such commingled funds.

Client agrees to obtain and maintain a bond satisfying the requirements of Section 412 of ERISA if required under that statute. Client agrees that Bank is not a Trustee of the Plan as defined in Section 403(a) of ERISA.

6. **DIRECTION OF CUSTODIAN.** Public Agency Retirement Services ("PARS") may direct the Custodian to make disbursements from the Custody Account, to fund a Code Section 403(b) arrangement or other tax qualified plan, for participant investment elections, and to direct the Custodian to pay any applicable fees due to PARS.

7. Disputes. All claims, causes of action or other disputes concerning this Agreement (each a "Claim"), including any and all questions of law or fact relating thereto, shall, at the written request of any party, be determined by judicial reference pursuant to the California Code of Civil Procedure ("Reference"). The parties shall select a single neutral referee, who shall be a retired state or federal judge. In the event that the parties cannot agree upon a referee, the referee shall be appointed by the court. The referee shall report a statement of decision to the court. Nothing in this paragraph shall limit the right of any party at any time to exercise self-help remedies, foreclose against collateral or obtain provisional remedies. The parties shall bear the fees and expenses of the referee equally unless the referee orders otherwise. The referee shall also determine all issues relating to the applicability, interpretation, and enforceability of this paragraph. The parties acknowledge that the Claims will not be adjudicated by a jury.

8. **AMENDMENT AND TERMINATION OF AGREEMENT.** This Agreement may be amended only by a written agreement executed by Bank and Client. This Agreement may be terminated at any time by written notice from one party to the other, effective upon thirty (30) days written notice to the other party. Assets will be delivered pursuant to Client's written direction upon payment of all fees due and costs incurred by Bank in connection with the Account and subject to retention of a reserve for outstanding costs and expenses for which Bank is hereby granted a lien against Account Assets. All indemnities shall survive termination of this Agreement.

9. To enable Bank to execute for Client any federal income tax ownership certificates that are necessary and appropriate, Client certifies that Client is:

____ U.S. Corporation ____ U.S. Partnership
__x__ Other (please specify)
Governmental Agency

Client's principal place of business where notices shall be sent until written notice is otherwise received by Bank is:

Street Address 600 Sixth Street, Suite 400	City & State Lincoln, CA	Zip 95648

Client certifies under penalties of perjury that Client's Taxpayer or Employer Identification Number(s) is (are) as stated below, and that Client is not subject to backup withholding as Client has not been notified to the contrary by the IRS. Client agrees to notify Bank promptly in writing in case of any change in the above certifications.

Executed this 15 day of June, 2011 at Placer County.

CORPORATION, PARTNERSHIP, FOUNDATION, FIDUCIARY, OR OTHER ENTITY - Authorized Signers required by Signing Authorization/Resolution. Attach separate page, if required. Attach Corporate or other Resolution, or Trustee's Certification.

Western Placer Unified School District
NAME OF ENTITY OR FIDUCIARY ACCOUNT

94-1599904
ENTITY'S OR EMPLOYER'S TAXPAYER ID NUMBER

Ψ Joyce Lopes
SIGNATURE

Joyce Lopes — Asst Superintendent, Business Svcs
NAME (PRINT OR TYPE) — TITLE OR CAPACITY

Ψ
SIGNATURE

NAME (PRINT OR TYPE) — TITLE OR CAPACITY

Accepted by
UNION BANK, N.A.
("Bank")

Ψ
SIGNATURE

NAME (PRINT OR TYPE) — TITLE OR CAPACITY

Ψ
SIGNATURE

NAME (PRINT OR TYPE) — TITLE OR CAPACITY

Please Note: *The Unlawful Internet Gambling Enforcement Act of 2006 (UIGEA) prohibits the transfer of funds from a financial institution to an internet gambling site. The UIGEA defines restricted transactions as those prohibited under applicable federal, state, or tribal gambling laws. Restricted transactions are prohibited from being processed through your account or relationship.*

UnionBank

Mutual Fund Disclosure Statement And Money Market Funds Directive For Directed Accounts

Form MFDS-2

Union Bank, N.A. ("Bank") makes a variety of mutual funds available to its clients. Among the funds available are the HighMark® Funds ("Funds"), a family of mutual funds sponsored and distributed by HighMark Funds Distributor, Inc., an affiliate of PFPC Distributors, Inc. HighMark Capital Management, Inc. ("HCM"), a registered investment adviser and wholly owned investment management subsidiary of the Bank, serves as the investment adviser and administrator for the Funds, while the Bank serves as custodian and provides certain additional services to the Funds.

Fees for the services described below are paid by the Funds to HCM, the Bank or its affiliates. "Account" means the client plan, trust or other account. Additionally, the Bank charges your Account fees for the services provided to you. You can contact your Account officer for an additional copy of your Account fee schedule.

HCM and the Bank may also receive certain indirect benefits from having your Account(s) invested in the Funds. For example, a larger fund size creates certain economies of scale and lowers that Fund's expense ratio. The extent to which these factors help each Fund grow benefits HCM and the Bank, whose fees are partially based on the size of each Fund.

Accompanying this Disclosure are prospectuses that contain information on the investment objectives, operation and fees for all Fund portfolios available to Accounts of the type you have. Additional copies of the prospectuses for all of the Fund portfolios, that contain information on the investment objectives, operation and fees for all of the Funds are available from your trust officer, or from the distributor as follows: HighMark Funds Distributors, Inc. 760 Moore Road, King of Prussia, PA 19406, 1-800-433-6884 or by electronic access through www.HighMarkFunds.com. **Read the prospectuses carefully.**

HighMark Funds offers its shares solely through its distributor, which is not affiliated with HCM or the Bank. The Bank does not endorse or sponsor the Funds. The Funds are not obligations of the Bank, and are not insured by the FDIC or any other government agency. Investments in the Funds, like any mutual fund investments, involve risk, including the possible loss of principal.

FEES FOR SERVICES

The services performed for the Funds by HCM, the Bank or its affiliates, and the maximum fees which may be paid for such services, are fully set forth below. The fees may, from time to time, be voluntarily reduced pursuant to agreement with the Funds. Voluntary reduction in the fees of a Fund lower that Fund's expenses and, thus, temporarily increase that Fund's yield while the voluntary reduction is in effect.

- Money Market Funds: At the annual rate of thirty one-hundredths of one percent (.30%) of each fund's average daily net assets.
- Bond Funds: For each fund, except the Short-Term Bond Fund, at the annual rate of up to fifty one-hundredths of one percent (.50%) of each fund's average daily net assets. For the Short-Term Bond Fund, at the annual rate of forty one-hundredths of one percent (.40%) of the fund's average daily net assets.
- Asset Allocation Funds: At the annual rate of eighteen one-hundredths of one percent (.18%) of each fund's average daily net assets.
- Equity Index Funds: At the annual rate of up to fifty one-hundredths of one percent (.50%) of the fund's average daily net assets.
- International Equity Funds: At the annual rate of ninety-five one-hundredths of one percent (.95%) of the fund's average daily net assets.
- Domestic Equity And Balanced Funds: At the annual rate of sixty one-hundredths of one percent (.60%) of each fund's average daily net assets, except for the funds listed in the table below:

HighMark Fund(s)	Rate
Equity Income	At the annual rate of up to fifty-five one-hundredths of one percent (.55%) of the fund's average daily net assets.
Cognitive Value, Enhanced Growth, Geneva Growth	At the annual rate of up to seventy-five one-hundredths of one percent (.75%) of the fund's average daily net assets.
Small Cap Advantage	At the annual rate of ninety-five one-hundredths of one percent (.95%) of the fund's average daily net assets.
Small Cap Value, Geneva Small Cap Growth	At the annual rate of up to one percent (1.00%) of the fund's average daily net assets.

Custodian and Bank Services: For its services as the Funds' domestic custodian, the Bank receives a custodian fee at an annual rate of six and one quarter one thousandths of one percent (.0.00625%) of each fund's average daily net assets and reimbursement for reasonable out of pocket expenses incurred in connection with these services. The Bank also receives six one-hundredth of one percent (0.06%) per annum, calculated on the value of total daily outstanding loan balances for each HighMark Fund portfolio that participates in the Union Bank securities lending program. Global custody fees are ad valorem and transaction fees vary with the country in which settlement takes place. For more detailed information, contact the Fund through the distributor at the number set forth above.

58.13

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Shareholder Servicing Fees: The Bank provides certain shareholder support services to the Funds, and fees for shareholder servicing vary from time to time, but may be up to twenty-five one hundredths of one percent (.25%) of the average daily net assets of a Fund.

Administrator Services: HCM acts as administrator to the Funds. HCM is entitled to receive fees from the Fund for services actually performed at an annual rate of up to fifteen one-hundredths of one percent (.15%) of the Fund's average daily net assets computed daily and paid monthly in arrears. From the administration fee, HCM pays sub-administration fees as more fully described in the Fund's Statement of Additional Information (SAI), available upon request.

Other Services: HCM and the Bank reserve the right to direct that certain brokerage transactions be performed through their affiliates. Such transactions would be subject to "best execution" requirements, entered into solely pursuant to the provisions of applicable law and regulation, and only after approval by the Board of Trustees of the Funds. In the event of such transactions, the affiliates would be paid brokerage fees by the Funds.

OTHER MUTUAL FUND FAMILIES

The Bank has entered into contracts with a variety of unaffiliated mutual funds which are made available in a variety of the Bank's products. The Bank will perform a variety of administrative or transfer agency related services for these funds. Pursuant to the provisions of the respective funds' sub-transfer agency, shareholder servicing or recordkeeping agreements or the funds' 12b-1 fees, and for the services provided, the Bank or its affiliates may be paid fees as summarized below:

BANK COMPENSATION FOR VARIOUS SERVICES PERFORMED FOR UNAFFILIATED MUTUAL FUNDS PURSUANT TO CONTRACT OR 12b-1 PLAN*	
12b-1 plan or other asset-based fee**	Annually up to 1.00% of average net assets
Finders fee	Up to.25% of net eligible fund contributions

*As of 08/12/09. Subject to frequent change. Refer to fund prospectus for details.
**May include shareholder servicing fees and/or sub-transfer agency fees.

Bank or its affiliates may receive soft dollar compensation from brokers consistent with section 28(e) of the Securities Exchange Act of 1934. Mutual funds may also direct trades through Bank's affiliated broker.

Please review the prospectuses for mutual funds carefully to identify risks, investment objectives, any investment limitations and restrictions, and costs and expenses of investing in any mutual fund you purchase, including fees paid to service providers such as Bank. Mutual fund prospectuses are available through electronic access from the mutual fund's distributor, your broker or your Union Bank Relationship Manger.

Occasionally, it may not be possible to buy shares, or it may be necessary to redeem shares because a mutual fund offered in the cash management sweep options below may close or cease allowing new or additional investments. Under limited circumstances, the Bank may find it necessary to eliminate a mutual fund from the options due to administrative issues. In such event, if possible the Bank will send affected Plan sponsors at least 30 days prior notice about the fund elimination, including the effective date of the change, etc.

In the event that you decide to purchase for your Account an interest in a Morgan Stanley sponsored or advised mutual fund, you are advised that Bank's ultimate parent company, Mitsubishi UFJ Financial Group, Inc. ("MUFG"), has acquired preferred stock of Morgan Stanley, the parent company of Morgan Stanley & Co. Incorporated, a registered broker-dealer ("MS&Co."). This investment gives MUFG a greater than 20 percent ownership interest in Morgan Stanley on a fully diluted basis. A portion of such preferred stock is convertible (subject to certain regulatory approvals) into voting common stock of Morgan Stanley. MUFG is entitled to nominate one member of Morgan Stanley's board of directors and to have an additional "observer" present at meetings of Morgan Stanley's board.

5.8.14

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CONSENT AND DIRECTION TO USE PROPRIETARY MUTUAL FUNDS

Investment in the HighMark Funds family of mutual funds may be beneficial because it gives portability to Account holders whose Accounts provide for in-kind distributions or rollovers; results in diversification of plan assets, thereby potentially lowering overall investment risk; allows Account holders to benefit from professional management of the mutual funds' investments; and allows selection among a family of related funds for quick and inexpensive movement between funds in response to market shifts or changes in investment objectives.

Applicable fiduciary law and regulation, including, if applicable, the Employee Retirement Income Security Act of 1974 ("ERISA"), as amended, require full disclosure of relevant fee information so that the client or an independent fiduciary acting on the client's behalf may monitor the reasonableness of the total fees being received by the Bank for its services to the Account.

I hereby acknowledge receipt of the prospectuses for the HighMark Funds. If my Account is subject to ERISA, I acknowledge that I have been offered a copy of Prohibited Transaction Exemption 94-86, the exemption upon which the Bank relies when investing assets of the Account in proprietary mutual funds. I also approve the receipt of fees by the Bank in accordance with the information set forth above and in the Fund prospectuses, in addition to the Account level fees reflected in my Account fee schedule.

I hereby authorized and direct that the following fund be utilized for cash management sweep services utilized by the Account:

☒ HighMark Government Money Market Fund

ACCOUNT NAME: Western Placer Unified School District PARS Supplementary Retirement Plan

CLIENT/COMPANY/ENTITY NAME: Western Placer Unified School District

Authorized Signer: Joyce Lopes

Title: Assistant Superintendent, Business Services

Signature of Authorized Signer: Joyce Lopes

Date: 6/15/11

Authorized Signer:

Title:

Signature of Authorized Signer:

Date:

Authorized Signer:

Title:

Signature of Authorized Signer:

Date:

5.8.15

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UnionBank

Shareholders Communication Act Disclosure

ACCOUNT NAME: Western Placer Unified School District PARS Supplementary Retirement Plan

The Shareholder Communications Act of 1985 sets forth the Securities and Exchange Commission's (SEC) requirements to facilitate business communications between a company and its shareholders whose stock is registered in the name of a bank as a fiduciary or in its nominee or street name.

In an effort to improve such communications, SEC Rule 14b-2 directs us to determine whether those persons who have voting authority over the securities which we hold permit us to provide their name, address and share position to requesting companies. For your protection, the SEC prohibits the requesting company from using the name and address for any purpose other than company communications.

- If you check "NO" we will not provide your contact information to the requesting companies.
- If you check "YES" we will provide your name, address, and share position to the requesting companies.

Note: Under the SEC rule, your election will apply to all securities we hold for you in the above referenced account. **If you do not check an election below, you will be deemed to not object to disclosure of your contact information, and we will treat this as a "YES" response.**

Please check ONE of the following alternatives.

☐ **YES**, Union Bank, N.A. is authorized to disclose my name, address, and securities position to all the companies in which the above-referenced account owns securities registered in the Bank's name its "nominee" or "street" name.

☑ **NO**, Union Bank, N.A. is NOT authorized to disclose my name, address, and securities position to all the companies in which the above-referenced account owns securities registered in the Bank's name or its "nominee" or "street" name.

SIGNATURE OF PARTY WITH VOTING AUTHORITY

By: Joyce Lopes	Joyce Lopes	Asst Superintendent, Business Services
Authorized Signature	Name (print or type)	Title
By:		
Authorized Signature	Name (print or type)	Title

5.8.16

03979-10/09

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PACIFIC LIFE

June 10, 2011

Ms. Joyce Lopes
Assistant Superintendent, Business Services
Western Placer Unified School District
600 Sixth Street, Suite 400
Lincoln, CA 95648

RE: WESTERN PLACER UNIFIED SCHOOL DISTRICT
PACIFIC LIFE GROUP TAX SHELTERED (403(b)) ANNUITY CONTRACT G-27537-01-0001

Dear Ms. Lopes:

We are pleased that the Western Placer Unified School District has selected Pacific Life Insurance Company for their annuity purchase. This letter confirms the terms of the annuity purchase under a Master Annuity Contract G-27537-01-0001 as agreed to on June 2, 2011 for thirty-three (33) participants of the Western Placer Unified School District PARS Supplementary Retirement Plan (SRP) 403(b).

Five premiums will be paid by the Western Placer Unified School District to Pacific Life Insurance Company through the PARS custodial account as follows:

Premium Due Date	Premium Amount
July 20, 2011	$363,798.76
July 20, 2012	$363,798.76
July 19, 2013	$363,798.76
July 18, 2014	$363,798.76
July 20, 2015	$363,798.76

Interest at the Prime rate will be charged for late payment of scheduled premiums.

The annuity purchase is subject to the following specifications and/or assumptions:

1. The Western Placer Unified School District PARS Supplementary Retirement Plan (SRP) 403(b) is a "qualified" plan.

2. California state premium tax at the "qualified" plan rate of 0.5% is included in the premiums.

3. No commissions are payable.

4. The Purchase Date is June 2, 2011, with an effective date of August 1, 2011. There will be a refund of premium for any death occurring prior to August 1, 2011. If a death benefit is to be paid by Pacific Life, the premium refund will be subject to an adjustment.

5. There are no retroactive benefit payments involved in this purchase.

6. The annuities purchased are shown in the attached Illustration of Benefits.

7. Pacific Life will be responsible for tax reporting only for those months we actually issue individual checks to the annuitants. Annuitant data for benefit payment purposes has not been received.

PACIFIC LIFE INSURANCE COMPANY
700 Newport Center Drive, Newport Beach, California 92660-6397 Tel (949) 219-3011

8. The benefits for the annuitants to be assumed by Pacific Life will be paid in the amounts and in the annuity forms as indicated in the attached Illustration of Benefits.

9. There will be no post-retirement death benefits other than those inherent in the annuity forms/options elected.

10. There are no employee contributions.

11. There are no cost-of-living adjustments for these annuities.

12. The annuities cannot be surrendered for cash after purchase.

Any changes to the premium due to revision in the participant data or annuity specifications will be based on the same assumptions used in the original pricing, with the exception of the interest rate applicable to the "net" difference in premium. The rate used will be an impartially determined rate equal to the net pricing rate used for this annuity purchase, adjusted by the change from the date of purchase (June 2, 2011) to the date on which revised calculations are completed, in the yield to maturity of the 10-Year U.S. Treasury Bond.

Pacific Life has been a major provider of guaranteed annuities for many years and is pleased to count the Western Placer Unified School District as one of its valued clients.

Enclosed is our standard disclosure information. Please complete the form and return it as soon as possible to Ms. Shauna Volcan, Manager, Plan Implementation. Also enclosed is our Privacy Statement to Customers.

This letter must be signed by a person authorized to represent the Plan for the purchase of annuities in the spaces provided below and returned to Pacific Life to my attention. Please retain a copy of the signed letter for your records.

Thank you for selecting Pacific Life for this annuity purchase.

Sincerely,

Linda Balani

Linda Balani
Sr. Business Development Coordinator
Retirement Solutions Division
Pacific Life Insurance Company
949-219-4092

Enclosures

cc: Mr. Patrick Pacheco, PARS

I HAVE READ AND UNDERSTAND THE CONDITIONS OF SALE AS OUTLINED IN THIS LETTER AND ACCEPT THE TERMS.

Joyce Lopes — 6/15/11

AUTHORIZED REPRESENTATIVE OF THE PLAN — DATE

ASST. Sup per Brian Sers

TITLE

5.8.18

DISCLOSURE OF SALES COMMISSIONS (INCLUDING A DESCRIPTION OF ANY CHARGES, FEES, DISCOUNTS, PENALTIES OR ADJUSTMENTS) GROUP TAX SHELTERED (403(B)) ANNUITY CONTRACT G-27537.01.0001

SALES COMMISSIONS

No Commissions are payable under the Policy.

AGENT OF RECORD'S AFFILIATION

Not applicable.

CHARGES, FEES, DISCOUNTS, PENALTIES OR ADJUSTMENTS

Following is a brief description of the charges, fees, discounts, penalties or adjustments which may be imposed under the recommended Policy. The actual charges, fees, discounts, penalties or adjustments made under the Policy shall be in accordance with the actual provisions of the Policy. To the extent there is any difference between this brief description and the actual provisions of the Policy, the actual provisions of the Policy shall prevail.

If an Annuitant's date of birth (as it appears in the information provided to Pacific Life) is incorrect, the amount of Annuity Payment payable to such Annuitant shall be that which the portion of the gross premium paid to Pacific Life for such Annuitant would have purchased on the effective date of the Policy, had his or her correct date of birth been used. Any overpayment or underpayment by Pacific Life on account of any misstatement of date of birth shall, with interest thereon at five percent (5%) per annum, be charged against or added to the current or next succeeding payment or payments to be made by Pacific Life under this Policy.

In the event a scheduled premium is not paid, the annuity amount for the involved Annuitant shall be reduced as follows:

1. The same rate used to purchase the original annuity shall be used to determine a new annuity amount that is equivalent, as of the original purchase date, to the present value of premiums paid, but reflecting the annuity amounts paid to the date of adjustment and a $300 per annuity recalculation charge.

2. The annuity amount determined in (1.) above shall be further reduced if the yield to maturity of a U.S. Treasury bond with a maturity closest to 10 years at the time of purchase, "T" at the time of recalculation, is greater than the yield to maturity of the same U.S. Treasury bond, 2.99% at the time of purchase. The reduction percentage under this part shall equal four (4) times the amount by which T exceeds 2.99%, that is [4 x (T- 2.99%)].

ACKNOWLEDGEMENT

I acknowledge that I have received and read a copy of this Disclosure of Sales Commissions and Agent of Record's Affiliation (including a description of any charges, fees, discounts, penalties or adjustments), and that I am a fiduciary of the above-named Plan. I hereby approve the purchase of the annuity on behalf of the Plan with Plan assets.

By: Joyce Lopes
Plan Fiduciary

Date: 6/15/11

5.8.19

PACIFIC LIFE

Western Placer Unified School District
PACIFIC LIFE GROUP ANNUITY CONTRACT G-27537.01.0001

Illustration of Benefits
Annuity Payment Start Date: As Indicated Below
Retroactive Payments As Indicated Below

	Annuitant	Annuity Type	Total Fixed Number of Term Payments to be made by Pacific Life	ANNUITANT'S SEX	ANNUITANT'S DATE OF BIRTH	JOINT ANNUITANT'S SEX	JOINT ANNUITANT'S DATE OF BIRTH	Annuity Effective/Start Date	Retroactive Payments		Monthly Benefit
1	Buda, Ronald	Life Only	N/A	M	5/5/1949			08/01/2011	0	$	316.42
2	Mentze, Susan	Life Only	N/A	F	9/11/1950			08/01/2011	0	$	299.39
3	Myirea, Betty	100% J&S	N/A	F	12/10/1941	M	1/7/1948	08/01/2011	0	$	103.93
4	Wood, Robert	100% J&S	N/A	M	6/13/1947	F	11/22/1946	08/01/2011	0	$	292.82
5	Hannum, Dale	Life w 10 Yrs	120	F	7/11/1947			08/01/2011	0	$	327.01
6	Allen, Sheila	Fixed Term	60					08/01/2011	0	$	1,063.50
7	Butler, David	Fixed Term	60					08/01/2011	0	$	1,508.36
8	Cosgrove, Lowell	Fixed Term	60					08/01/2011	0	$	1,024.59
9	Creger, Cassandra	Fixed Term	60					08/01/2011	0	$	1,078.68
10	Eaton, Alan	Fixed Term	60					08/01/2011	0	$	546.59
11	Foxworthy, Sara	Fixed Term	60					08/01/2011	0	$	422.66
12	Kelly, Kathleen	Fixed Term	60					08/01/2011	0	$	1,029.61
13	Kerrigan, Robert	Fixed Term	60					08/01/2011	0	$	1,263.65
14	Leavell, Thomas	Fixed Term	60					08/01/2011	0	$	533.42
15	Massey, John	Fixed Term	60					08/01/2011	0	$	1,014.43
16	Pogue, Patricia	Fixed Term	60					08/01/2011	0	$	374.30
17	Steuck, Nancy	Fixed Term	60					08/01/2011	0	$	1,078.68
18	Turner, Peggy	Fixed Term	60					08/01/2011	0	$	374.30
19	Valdez, Susan	Fixed Term	60					08/01/2011	0	$	1,090.71
20	Vineyard, Vickie	Fixed Term	60					08/01/2011	0	$	373.80
21	Volmer, Phillip	Fixed Term	60					08/01/2011	0	$	1,063.50
22	Wold, Karen	Fixed Term	60					08/01/2011	0	$	1,063.50
23	Woodward, Robert J	Fixed Term	60					08/01/2011	0	$	1,063.50
24	Wyatt, John	Fixed Term	60					08/01/2011	0	$	1,325.71
25	Lacktis, Joan	Fixed Term	72					08/01/2011	0	$	871.30
26	Beckman, Sandra	Fixed Term	96					08/01/2011	0	$	691.41
27	Dolinsek, Georgetta	Fixed Term	108					08/01/2011	0	$	600.55
28	Martinez, Henry	Fixed Term	108					08/01/2011	0	$	330.73
29	Duarte, Beverly	Fixed Term	120					08/01/2011	0	$	213.17
30	Rossiter, Michael	Fixed Term	120					08/01/2011	0	$	547.02
31	Van Lengen, Peggy	Fixed Term	120					08/01/2011	0	$	377.99
32	Pezanoski, Linda	Fixed Term	168					08/01/2011	0	$	534.91
33	Cuthbertson, Pamela	Fixed Term	180					08/01/2011	0	$	410.56
	TOTAL: MONTHLY BENEFIT PAYMENTS									**$**	**23,210.70**

Our Privacy Promise

- **We do not sell information about you.**
- **We do not share your information with anyone else for marketing purposes.**
- **We use your personal information only to help transact the business you have with us.**

Privacy Notice to Our Customers
As our customer, you trust us to help you achieve financial success and security. We provide this notice because you have a right to know how we protect the privacy of the personal information you share with us. Your knowledge of our privacy principles and practices will confirm the trust you have placed in us.

What Personal Information Do We Collect?
The type of information that we collect depends on the type of product or service you request. This includes:

- Information you provide on an application or other form (for example, name, address, social security number, or income).
- Information we get from other sources such as credit reporting agencies and information to verify employment or income.
- Information about your business and history with us.
- Medical or health information you permit us to receive from doctors or other health care providers.

Most of the personal information we collect is obtained from you. We collect personal information needed only to service and administer your business with us.

How Do We Use and Disclose Your Information?
The main use of your information is to confirm your identity in the course of business that we perform at your request. We also use your information to underwrite policies or contracts, process claims, and service your accounts with us.

Information may be disclosed to other entities that provide business services to us related to our transactions with you. This includes administrative, claims, or audit services. Examples are your agent, broker, or a reinsurance company. Before we disclose your information, these entities must agree to keep it private.

We may also share information within our corporate family to service your business. For example, our business units provide administrative services, policy document preparation and delivery, and claims processing.

If necessary, we disclose information when it is required by law. An example is a routine filing to the Internal Revenue Service (such as a Form 1099). We may also disclose certain information to other entities to help us report or prevent fraud. Examples are reports to a regulatory or law enforcement agency.

What Medical and Health Information Do We Collect?
We may receive medical or health information about you. This may be on an application for insurance or when we process a claim, as approved by you in writing. We do not share that medical or health information among our family of companies. We do not share it with unrelated companies, except as needed to process your transactions. This may be necessary to provide services that you have requested related to your insurance coverage or payment.

5.8.21

How Do We Protect the Security of Your Information?
We have policies to maintain physical, electronic, and procedural safeguards to protect the confidentiality of your personal information. Access to personal information is available only to those people who need to know it in order to service your business.

Should your relationship with us end, we will continue to follow the privacy policies described in this notice to the extent that we retain information about you. If we no longer need to retain that information, we will dispose of it in a secure manner.

Do You Need to Do Anything?
It is not necessary for you to take any action. This is because we do not share your information except to service the business you have requested from us. You do not need to "opt-out" or "opt-in" as you may have done with other financial companies.

How Can You See And Correct Your Information?
Generally, you have the right to review the personal information we have about you. You must request this in writing. We will not disclose information we have collected in connection with a claim or lawsuit. If you believe that any of the information we have is in error, you may write us and request a correction. Where justified, corrections will be made.

Please direct inquiries about accessing or correcting your information to the address below:

Pacific Life Privacy Office
700 Newport Center Drive Newport Beach, CA 92660

If you have questions regarding Pacific Life's Privacy Promise, please call toll free
(877) 722-7848

Please have a copy of your policy or contract available when you call so we may provide you with the best service.

You may also review this privacy notice and Pacific Life's Web Site privacy notice at
www.PacificLife.com

Pacific Life will send you a copy of our privacy notice annually.

Pacific Life, as referred to in this notice, includes:
Pacific Life Insurance Company
Pacific Select Distributors, Inc.

5.8.22

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
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5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:

2011-12 Agricultural Career Technical Education Incentive Grant

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Joyce Lopes
Assistant Superintendent of Business Services

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

Grant Revenues

MEETING DATE:

June 21, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

Each year the District applies for, and receives, an Agricultural Career Technical Education Incentive Grant from the State of California. Funds from the grant are used for supplies, travel, conference fees and vehicle payments at the Lincoln High School Farm.

RECOMMENDATION:

Administration recommends the Board approve the 2011-12 Agricultural Career Technical Education Incentive Grant

California Department of Education

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT

2011–12 APPLICATION FOR FUNDING

(Due Date: To be received in Regional Supervisor's Office by June 30, 2011)

DATES OF PROJECT DURATION - JULY 1, 2011, TO JUNE 30, 2012

Lincoln High School	Western Placer Unified
(School Site)	(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Signature of Authorized Agent	Director Business Services Title
Signature of Agriculture Teacher Responsible for the Program	Signature of Principal

Contact Phone Number: (916)599-2275

Date of Approval of Local Agency Board: 6/21/11

Funds Requested - Part I	$5,000.00
Part II	$2,232.00
Part III	$0.00
Part IV	$12,000.00
Part V	$0.00
Total	$19,232.00

Number of Different Agriculture Teachers at Site: 4

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	x	
2. Leadership and Citizenship Development	x	
3. Practical Application of Occupational Skills	x	
4. Qualified and Competent Personnel	x	
5. Facilities, Equipment, and Materials	x	
6. Community, Business, and Industry Involvement	x	
7. Career Guidance	x	
8. Program Promotion	x	
9. Program Accountability and Planning	x	

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

S.9.1

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	$4,000	
Two Teachers	$4,500	
Three Teachers or More	$5,000	$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2010–11 R2 Number	Amount Requested
List Number from R2 Report ($8/Member)	279	$2,232.00

PART III - SAE AND RETENTION ALLOCATION

Number of State Degrees in 2010		
Percent of Students (R2) Receiving State Degree	0%	
SAE/Retention Standard Funds - If percentage of State Degree recipients is 5 percent or greater, then you are eligible for $200 per degree awarded. Maximum of $10,000.		FALSE

PART IV - QUALITY CRITERIA 10–11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

* Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
* Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of $2,000 for year-round employment.
* Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site: 4

List the Names of the Agriculture Teachers:

Michael Trueblood	Jessica Armistead
Barret Hess	5.
Cassandra Walker	6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio	3	$6,000.00
Criterion 11A - Year-Round Employment	3	$6,000.00
Criterion 11B - Project Supervision Period	0	$0.00
TOTAL FUNDS REQUESTED PART IV		$12,000.00

PART V - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list $3,000 (funds requesting) in space to the right. no

5.9.2

PART VI - FINANCIAL SCHEDULE

Part A

			A	B		C
Line	Acct. No.	Classification	Description of Item for Which Funds Will be Expended	Incentive Grant Funds		Matching Funds
1	4000	Books & Supplies		10,232.00		10,232.00
2			Subtotal for 4000	**$10,232.00**		**$10,232.00**
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Conference/Travel	4,000.00		4,000.00
4			2.			
5			3.			
6			4.			
			5.			
7			6.			
8			Subtotal for 5000	**$4,000.00**		**$4,000.00**
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1. Farm improvements	5,000.00		5,000.00
10			2.			
11			3.			
			4.			
12			5.			
13			Subtotal for 6000	**$5,000.00**		**$5,000.00**
14			Total for 4000–6000 Lines 2, 8, 13	**$19,232.00**		**$19,232.00**

TOTAL 2011–2012 Incentive Grant Allocation: $19,232.00

Part B - Complete this portion if a waiver of the matching requirement was granted:

			A	B		C
Line	Acct No.	Classification	Description of Item for Which Funds Were Expended	Incentive Grant Funds		Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries			
16	1000	Salaries	Teachers' Salaries for Project Supervision Period			
17	3000	Benefits	Benefits for the Above Items (1000)			
18			TOTAL			**$0.00**

TOTAL Amount of Waiver Requested: $0.00

5.9.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

Agreement between KS Telecom, Inc., and WPUSD for Cable Installation at Lincoln High

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Joyce Lopes
Assistant Superintendent of Business Services

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

General Fund
Technology Department

MEETING DATE:

June 21, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

On April 5, 2011, the Board approved the purchase of specialized software and hardware to track meal information for child nutrition services. The attached agreement authorizes KS Telecom, Inc., to install cabling at Lincoln High School to support the new child nutrition software and hardware.

RECOMMENDATION:

Administration recommends the Board ratify the agreement between KS Telecom, Inc., and Western Placer Unified School District for installation of cabling at Lincoln High School.

5.10

K S TELECOM, Inc.

916-652-4735
FAX 916-652-4296
P. O. Box 330
Penryn, California 95663-0330
evl@kstelcom.com

May 11, 2011

Western Placer Unified School District

Lincoln High School Cafeteria Cabling

K S Telecom, Inc. (**KST**) is providing a quote for the additional (14) Cat 6 cables in the gym. The feed cable will be a new station cable ran from an existing IDF, **KST** and terminated on the 24th port of the new patch panel. Materials included in this quote are (14) Cat 6 PVC cables, (14) Cat 6 jacks, (8) faceplates, (1) lot EMT fittings, Wiremold race and fittings, (1) 2' Chatsworth cabinet, plywood back board, misc. consumable materials, termination, labeling and testing.

Station cables are to be tested to Cat 6 standards with an Agilent Wirescope or Fluke DTX 1800. All warranties and exclusions to the original project apply.

Our portion of the project does not including any electrical, electrical conduit, grounding feeds, a grounding bus bar, grounding of the cabinet, active components, patch cords or patching/cross-connecting of the cables, warranty of the feed cable to the IDF.

The price for this addition is: $4,840.00
(Materials: $1,820.69, Tax: ~~$159.31~~, Labor: $2,860.00)

150.21

Sincerely,

Eric Vander Linden

Eric Vander Linden
K S Telecom, Inc.
(916) 257-4796 Cell
(916) 652-4296 Fax
(916) 652-4735 Office ext. 220
evl@kstelcom.com

5.10.1

WESTERN PLACER
UNIFIED SCHOOL DISTRICT
600 Sixth Street, Suite 400, Lincoln, CA 95648 Ph: 916-645-6350

May 25, 2011

K S Telecom, Inc
P.O. Box 330
Penryn, CA 95663

Lincoln High School Cafeteria Cabling Quote– May 11, 2011

K S Telecom Inc. will provide Structured Wiring Infrastructure for the Lincoln High School cafeteria to be completed by July 15, 2011.

Both parties have read and agree to the terms and conditions hereto. It is agreed and understood that ***adherences to the WPUSD 2010 district data specifications and the Lincoln High School Cafeteria Cabling quote dated May 11, 2011 are incorporated into this agreement.*** This Agreement will be effective only when executed below by both parties.

AGREED TO:

Western Placer Unified School District

Joyce Lopes, Asst. Supt.

Authorized Representative Signature

Date: 6/3/11

Name: Scott Leaman

for Superintendent

Address: 600 Sixth St., Fourth Floor

Lincoln, CA 95648

Email: sleaman@wpusd.k12.ca.us

Phone: 916-645-6350

Fax: 916-645-6356

K S Telecom, Inc

Authorized Representative Signature

Date:

Name: Ian Vander Linden

Vice President of Sales

Address: P.O. Box 330
Penryn, CA 95663-0330

Email: ivl@sktelcom.com

Cell: 916-996-3818
Phone: 916-652-4735 ext. 210
Fax: 916-652-4298

5.10.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:

Contract between Beeson, Tayer & Bodine, APC, and WPUSD for Conflict Resolution Services

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Joyce Lopes
Assistant Superintendent of Business Services

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

General Fund
Maintenance Department

MEETING DATE:

June 21, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

The Placer County Grand Jury issued a report on April 12, 2011, entitled Trouble at Western Placer Unified School District in which it recommended the district consider consulting with an outside mediator to build teamwork, trust and positive communication within the Facilities and Maintenance Department. The district contracted with Beeson, Tayer & Bodine, APC, to facilitate the Grand Jury's recommendations.

RECOMMENDATION:

Administration recommends the Board ratify the contract for conflict resolution services between Beeson, Tayer & Bodine, APC, and Western Placer Unified School District.

5.11

BEESON, TAYER & BODINE, APC

1404 FRANKLIN STREET FIFTH FLOOR OAKLAND, CA 94612	520 CAPITOL MALL SUITE 300 SACRAMENTO, CA 95814
510.625.9700 (V) * 510.625.8275 (F)	916.325.2100(V) * 916-325.2120 (F)

WWW.BEESONTAYER.COM

CONTRACT FOR SERVICES

Western Placer Unified School District (Client) and Beeson, Tayer and Bodine (Firm) agree to the Firm's provision of Western Placer Unified School District: Facilitation re: Relationship Planning/Conflict Resolution.

1 **CONDITIONS:** This Agreement will not take effect until the Client signs and returns a copy of the Agreement. By signing this Agreement, the Client agrees to retain the Firm and the Firm agrees to provide services under the terms and conditions outlined below. Unless the Client and the Firm make a different written Agreement, this Agreement will apply to all services provided by the Firm.

2 **SERVICES PROVIDED:** The Firm's services will include:

- Conflict Resolution
  - Conduct an assessment of the conflict
  - Recommend processes to resolve the conflict
  - Facilitate the process of conflict resolution
  - Off-site preparation for the assessments, recommendations and conflict resolution process

3 **CLIENT DUTIES:** The Client will provide a suitable facility, easels and flipcharts. The Client agrees to advise the Firm of any changes in the Client's address or telephone number(s), pay bills when due and abide by this Agreement.

4 **FEES, COSTS AND BILLING PRACTICES:** The Firm will bill the Client within thirty (30) days of the date of service. Invoices are due and payable within 30 days of the date of the invoice. Invoices will provide fee details, costs and copies of receipts. Because the bill will contain detail about fees and costs, the Client will review the bill before receipt of the next invoice and inform the Firm about any issues related to the bill. Otherwise, the Firm will assume that the Client agrees with the charges and will pay the bill in full.

4.1 The Client will be responsible for costs, disbursements and other expenses. The Firm may advance costs and expenses as part of its service. The Client agrees to reimburse the Firm for all advanced costs and expenses. These items may include, but are not limited, to shipping and delivery fees, parking, mileage, travel, airfare, lodging, meals and other similar items. The Firm will charge costs and expenses based on the actual costs incurred. The Firm will charge mileage at the current IRS rate.

5.11.1

5 **REPRESENTATION OF ADVERSE INTERESTS:** The Rules of Professional Conduct of the State Bar of California require the Client's informed, written consent before the Firm may begin or continue to provide services if any of the Firm's attorneys has had a legal, business, financial, professional, or personal relationship with interested party that could substantially affect the Firm's services or the confidentiality of such services to the Client.

5.1 Based on the Client's disclosures to the Firm, the Firm does not nor has it represented any party interested in the subject matter of these services. Nor is the Firm aware of any relationship with a party interested in the subject matter of these services.

6 **PROFESSIONAL LIABILITY INSURANCE:** The Firm maintains professional liability insurance with limits meeting or exceeding that required by law. Beeson, Tayer and Bodine is a Professional Corporation.

7 **EFFECTIVE DATE:** This Agreement will take effect when both parties have signed this Agreement or when the Firm first performs services for the Client, whichever is earlier.

BEESON, TAYER & BODINE

Dated: June 8, 2011

Neil Bodine
NEIL BODINE

I have read and I understand the terms of this Agreement and agree to them. I also acknowledge that I have received a fully executed duplicate of this Agreement.

WESTERN PLACER UNIFIED
SCHOOL DISTRICT

Dated: June 15, 2011

Joyce Lopes
JOYCE LOPES, Associate Superintendent
for Business Services

5.11.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Agreement between Girard & Edwards and WPUSD for Legal Services for the 2011-12 School Year

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:

June 21, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached agreement authorizes Girard & Edwards to provide legal services to Western Placer Unified School District for the 2011-12 school year.

RECOMMENDATION:

Administration recommends the Board ratify the agreement for legal services between Girard & Edwards and Western Placer Unified School District.

5.12

AGREEMENT FOR THE PROVISION OF LEGAL SERVICES BY GIRARD & EDWARDS

THIS AGREEMENT is made and entered into this 1st day of June, 2011, by and between WESTERN PLACER UNIFIED SCHOOL DISTRICT, hereinafter called "CLIENT," and GIRARD & EDWARDS hereinafter called "ATTORNEYS."

In consideration of the promises and the mutual agreements hereinafter contained, CLIENT and ATTORNEYS agree as follows:

ATTORNEYS agree to provide the following professional services upon request:

1. Represent and advise CLIENT on those aspects of law as directed by the CLIENT;

2. Prepare legal opinions regarding statutes, court decisions, legislation, and other legal issues;

3. Represent the CLIENT before the courts, and other legal and administrative agencies;

4. Assist CLIENT in legal matter relating to administration of the CLIENT;

5. Perform such other duties as may be assigned by CLIENT in meeting its obligations under the law; and

6. Other duties as assigned by CLIENT and acceptable to ATTORNEYS.

ATTORNEYS shall provide those legal services reasonably required to represent CLIENT in these matters. ATTORNEYS shall also take reasonable steps to keep the CLIENT informed of significant developments and respond to the CLIENT's inquiries.

CLIENT shall be truthful with ATTORNEYS, cooperate with ATTORNEYS, keep ATTORNEYS informed of developments, and perform the obligations it has agreed to perform under this Agreement.

This Agreement shall continue in effect thereafter at CLIENT's option, unless terminated in writing with at least 30 days advance notice.

5.12.1

CLIENT agrees to pay ATTORNEYS their hourly rate of Two Hundred Fifty-Five Dollars ($255) for Senior Partners, Two Hundred Fourty-Five ($245) for Partners, Two Hundred Thirty five Dollars ($235) for Associates, One Hundred Thirty-Five Dollars ($135) for paralegal/law clerk, and Eighty Five Dollars ($85) for Administrative Assistant for legal services performed with no cap on the number of hours to be provided at this rate. CLIENT agrees that it will pay ATTORNEYS any increase in their hourly rates. CLIENT will be notified of increases in hourly rates 30 days in advance, either by letter or by a notation on the monthly bill from ATTORNEYS.

Agreements for legal fees other than the current hourly basis may be made by mutual written agreement for special projects.

CLIENT further agrees to reimburse ATTORNEYS for actual and necessary expenses and costs with respect to providing legal services including but not limited to costs of milcage, lodging and travel expenses (including travel time), serving pleadings, filing fees and other charges assessed by courts and other public agencies, arbitrator's fees, court reporters' fees, jury fees, witness fees, investigation expenses, overnight delivery costs, costs of computer research outside of standard databases, consultants' fees and expert witness fees. In addition, CLIENT agrees to pay fifty cents (50¢) per page for copying and a dollar and fifty cents ($1.50) per page for facsimile transmissions. Telephone calls will be billed at a minimum of .30 hours, E-mails will be billed at a minimum of .25 per hour. Fees and costs will be billed to the CLIENT as incurred by ATTORNEY on a monthly basis.

ATTORNEYS shall send CLIENT a statement for fees and costs incurred every calendar month. ATTORNEYS' statements shall: (1) clearly state the hourly rate; (2) the hours billed; and (3) provide a thorough description of the work performed. CLIENT shall pay ATTORNEYS' statements within 30 days of each statement's date.

It is expressly understood and agreed to by both parties that ATTORNEYS, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the CLIENT. Nevertheless CLIENT agrees that is shall provide attorneys with a defense and indemnification for any and all acts undertaken by attorneys on CLIENTS behalf to the extent attorneys would be entitled to such indemnity and defense if attorneys were employed by CLIENT.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement for the provision of legal services.

Scott Leaman, Superintendent Date: 12/15/10

David W. Girard Date:

DAVID W. GIRARD

5.12.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
School Resource Officer

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Scott Leaman, Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
District office

FINANCIAL INPUT/SOURCE:
General Fund

MEETING DATE:
June 21, 2011

ROLL CALL REQUIRED:
No

BACKGROUND:

The contract for the School Resource Officer, or Youth Services Officer as described by the City of Lincoln, expires this month. The district has been in discussions with interim Chief of Police Shelgren to reduce the cost of the contract based on the Board's 2010-11 objective. The City has reduced the cost $26,953.00 and will provide the officer for a cost of $116,000 for the 2011-12 school year.

The agenda item presented to the City Council's June 14, 2011 meeting is attached.

RECOMMENDATION:

The superintendent recommends approval of a one-year contract with the City of Lincoln.

MEMORANDUM

TO: City Council

FROM: Jim Estep, City Manager

PREPARED BY: Paul Shelgren, Interim Chief of Police

REVIEWED BY:

FINANCE REVIEW: Anna Jatczak, Chief Financial Officer

DATE: June 14, 2011

ITEM: Adopt a Resolution authorizing the City Manager to execute a one-year extension to the agreement with the Western Placer Unified School District for the Youth Services Officer Program

RESOLUTION(s): Yes

ORDINANCE(s): N/A

RECOMMENDATION:
Staff recommends the City Council adopt the attached resolution, authorizing the City Manager to execute a one-year extension to the agreement with the Western Placer Unified School District for the Youth Services Officer (YSO) Program.

BACKGROUND/ANALYSIS:
On July 28, 2009 City Council approved Resolution 2009-107 authorizing the City Manager to execute a two-year agreement with the Western Placer Unified School District (District) for the Youth Services Officer Program. The provisions of the agreement were for two YSO's -- one YSO assigned to the middle schools and one YSO assigned to cover both Lincoln and Phoenix High Schools.

Under the terms of the agreement the District pays the City to partially offset the City's personnel, equipment and administration costs of the YSO Program.

- FY 2009/10: the District agreed to pay the City of Lincoln $132,416.00 to expand the YSO Program with the addition of a second officer who primarily was assigned to the high school and the continuation high school.
- FY 2010/11: the District agreed to pay the City of Lincoln $142,953.00 to maintain two officers in the YSO Program.
- FY 2011/12: the District and the City of Lincoln re-examined this agreement and made adjustments as mutually agreed upon.

6.3 A
5.13.1

5.13.2

Due to budget reductions, the police department eliminated the YSO position assigned to the middle schools for the FY 2010-11 school year. The YSO assigned to the high schools has continued with the District agreeing to pay the full amount ($142,953) specified in the MOU.

Recently, City staff met with District officials who expressed the desire to continue the YSO program at the high school level. The District has agreed to a cost allocation of $116,000 based on the school year of 180 days rather than the full calendar year as was done in previous years. The financial commitment from the District will pay for 80% of the YSO's annual salary and benefits.

Police department staff believes this is a vital program and its continuation is in the best interest of the District and the City. Continuing this program will allow the youth services officer to work in conjunction with high school students, school staff, and administrators towards the goal of maintaining a safe and secure environment for learning, as well as providing liaison services between the Police Department and our schools.

The Lincoln Police Department requests that the City Council adopt the attached resolution authorizing the City Manager to execute an agreement with the Western Placer Unified School District for the Youth Services Officer Program.

OPTIONS: The City Council may take the following action:

1. Adopt the attached resolution authorizing the City Manager to execute an agreement with the Western Placer Unified School District extending the Youth Services Officer Program for one year (FY 2011-12) with an annual payment of $116,000.
2. Provide staff with further direction.

FISCAL IMPACT: None,

RELATED ACTION(s): None

5.13.3

RESOLUTION NO. 2011-

RESOLUTION OF THE CITY COUNCIL OF THE CITY OF LINCOLN AUTHORIZING THE CITY MANAGER TO EXECUTE A ONE-YEAR EXTENSION TO THE AGREEMENT WITH THE WESTERN PLACER UNIFIED SCHOOL DISTRICT FOR THE YOUTH SERVICES OFFICER PROGRAM

WHEREAS, the Western Placer Unified School District desires the services of the Lincoln Police Department to fulfill the goal of a safe and secure environment for learning on District campuses by expanding the Youth Services Officer Program; and

WHEREAS, the City of Lincoln desires to continue the Youth Services Officer Program with an officer dedicated to providing services at the high schools; and

WHEREAS, the City will be able to continue providing police personnel resources related to the Youth Services Officer Program upon the payment of a portion of the costs by the District.

NOW, THEREFORE, THE CITY COUNCIL OF THE CITY OF LINCOLN DOES HEREBY RESOLVE AS FOLLOWS:

Section 1. The City Council of the City of Lincoln hereby authorizes the City Manager to execute a one-year extension to the Agreement with the Western Placer Unified School District for one Youth Services Officer assigned to the high schools at a cost of $116,000 for the 2011-12 school year.

Section 2. The City Council further authorizes the Chief of Police to modify operational issues of the current agreement as listed in Attachment A.

PASSED AND ADOPTED this 14th day of June 2011 by the following roll call vote:

AYES: Councilmembers:

NOES: Councilmembers:

ABSENT: Councilmembers:

Paul Joiner, Mayor

ATTEST:

Patricia Avila, City Clerk

5.13.4

YOUTH SERVICES OFFICER PROGRAM
MOU EXTENSION
2011-12 SCHOOL YEAR

To City:
City Manager
City of Lincoln
600 6th Street
Lincoln, CA 95648

To District:
Superintendent
Western Placer Unified School District
600 6th Street
Lincoln, CA 95648

This agreement is for a one-year extension (2011-12 school year) to the current Memorandum of Understanding between the City of Lincoln and Western Placer Unified School District to provide one Youth Service Officer to continue high schools duties and responsibilities as specified in attachment A of the MOU.

The District will pay $116,000 to the City of Lincoln for the Youth Services Officer Program for the 2011-12 school year.

In the event this Agreement is terminated: (1) after the Annual Payment has been paid to the City by the District; and (2) prior to the end of the school year, City shall reimburse the District for that portion of the Annual Payment not used for the cost of the YSO program.

This agreement shall take effect upon approval of the governing bodies of the parties hereto.

IN WITNESS WHEREOF, this agreement is dated this____day of_____2011, in the City of Lincoln, Placer County, California.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

By:_____
Scott Leaman, Superintendent

CITY OF LINCOLN

By:_____
Jim Estep, City Manager

ATTEST:

_____
Patricia Avila, City Clerk

5.13.5

RESOLUTION NO. 2009-107

A RESOLUTION OF THE CITY COUNCIL OF THE CITY OF LINCOLN AUTHORIZING THE CITY MANAGER TO EXECUTE AN AGREEMENT WITH THE WESTERN PLACER UNIFIED SCHOOL DISTRICT FOR THE YOUTH SERVICES OFFICER PROGRAM

WHEREAS, the Western Placer Unified School District desires the services of the Lincoln Police Department to fulfill the goal of a safe and secure environment for learning on District campuses by expanding the Youth Services Officer Program: and

WHEREAS, the City of Lincoln desires to expand the Youth Services Officer Program to include a second officer dedicated to providing service to the schools: and

WHEREAS, the City is able to expand the personnel resources related to the Youth Services Officer Program upon the payment of a portion of the costs by the District.

NOW, THEREFORE, THE CITY COUNCIL OF THE CITY OF LINCOLN DOES HEREBY RESOLVE AS FOLLOWS:

Section 1. The City Council of the City of Lincoln hereby authorizes the City Manager to execute an Agreement with the Western Placer Unified School District for a Youth Services Officer Program, in substantially the form attached hereto as Exhibit A and by this reference incorporated herein.

Section 2. The City Council further authorizes the Chief of Police to modify operational issues listed in Attachment A.

PASSED AND ADOPTED this 28th day of July 2009, by the following roll call vote:

AYES: Councilmembers: Joiner, Short, Stackpoole, Cosgrove, Nakata

NOES: Councilmembers: None

ABSENT: Councilmembers: None

Spencer Short, Mayor

ATTEST:
Patricia Avila, City Clerk

I hereby certify that this is a true and correct copy of RESO No 2009-107 adopted by the Lincoln City Council on 7-28-09
City Clerk

5.13.6

AGREEMENT
WESTERN PLACER UNIFIED SCHOOL DISTRICT/CITY OF LINCOLN
YOUTH SERVICES OFFICER PROGRAM

WHEREAS, the Western Placer Unified School District ("District") desires the services of the Lincoln Police Department to fulfill the goal of a safe and secure environment for learning on District campuses by expanding the Youth Services Officer Program ("YSO Program") described in [**Attachment A**]; and

WHEREAS, the City of Lincoln ("City") desires to make available the services of two (2) sworn police officers as Youth Services Officers ("YSO's"); and

WHEREAS, the City is willing to expand the personnel resources to operate the YSO Program upon the payment of a portion of the costs by the District.

NOW, THEREFORE, and in consideration of the mutual promises herein set forth, the City of Lincoln and the Western Placer Unified School District agree as follows:

1. City shall provide two (2) sworn police officers to conduct the YSO Program for the District at the locations and at such times as may be mutually agreed upon by City's Police Chief and District's Superintendent or designee. The YSO's shall be assigned to the Program for forty (40) hours per week each during the regular school year, unless emergency or other unforeseen circumstances occur. The District may request hours in excess of forty (40) per week for the YSO. Approval of the request shall be at the sole discretion of City's Police Chief or his designee. The City will be responsible for compensation of all police employee overtime hours.

2. The YSO shall be an employee of the City under the direction and supervision of the Police Chief of the City or his designee. No agency, joint powers agreement, or other relationship is created or intended to be created by this Agreement. The City will be solely responsible for the compensation and fiscal liabilities of the YSO.

3. The District shall pay the City to partially offset the City's personnel, equipment and administration costs of the YSO Program. The annual payment shall be made to the City by the 1st day of August each year in the amounts as stated in section 4 and section 5 of this Agreement ("Annual Payment"). Fully burdened Police Officer salary rates are described herein [**Attachment B**].

4. During the 2009/10 fiscal year the Western Placer School District agrees to pay the City of Lincoln $132,416.00 to expand the YSO Program with the addition of a second officer who will primarily be assigned at the high school and the continuation high school.

SCANNED

5.13.7

5. During the 2010/11 fiscal year the Western Placer School District agrees to pay the City of Lincoln $142,953.00 to maintain two officers in YSO Program.

6. During the 2011/12 fiscal year the Western Placer School District and the City of Lincoln shall re-examine this agreement and make adjustments as necessary if mutually agreed upon.

7. Shift distribution and work schedule shall be made by joint approval of City and District, provided that in no event shall City be required to make assignment or scheduling decisions contrary to any collective bargaining agreement between City and the Lincoln Police Officer's Association. On a timely basis, City agrees to provide notice to District of any scheduled leave of assigned personnel, including, but not limited to, vacation leave, compensatory time-off, personal leave, in-service training, and court appearances. The City will make every good faith effort to schedule YSO vacations, training and other extended time off during periods that school is not in session at the affected campus. Incidental or extenuating circumstance time off requests may be granted at any time with the approval of the police YSO supervisor.

8. The District may participate and input will be considered in the selection and assignment of police personnel to the YSO program. The Chief of Police or his designee will have the final decision on the selection, appointment, assignment, back-fill, removal or replacement of any police personnel assigned to the YSO program.

9. City reserves the right to temporarily withdraw any or all assigned personnel for the duration of an emergency situation, should one arise. After any withdrawal, assigned personnel shall be returned to their regular assignment as soon as practical. If the withdrawal is protracted, affected positions may be backfilled by the City. Whenever assigned personnel are withdrawn from the District jurisdiction for an emergency assignment, notification shall be provided to the District Superintendent without delay. The Chief of Police or his designee shall have final discretion on emergency reassignment decisions related to any YSO.

10. City shall indemnify and defend the District against, and hold it harmless from any and all loss, damage, and liability for damages, including attorney's fees and other costs of defense incurred by the District, whether for damage to or loss of property, or injury to or death of District officers, agents, employees, students, parents, or other members of the public which shall in any way arise out of or be connected with the City's operations hereunder, unless damage, loss, injury, or death shall be caused solely by the negligence or willful misconduct of the District.

11. District shall indemnify and defend the City and defend the District against, and all loss, damage, and liability for damages, including attorney's fees and other costs of defense incurred by the City, whether for damage to or loss of property, or injury to or death of City, employees, agents, or other members of the public which shall in any way arise out of or be connected with the District's operation hereunder, unless damage, loss, injury, or death shall be caused solely by the negligence or willful misconduct of the City.

12. This agreement may be terminated by either party upon thirty (30) days of written notice, first class mail, postage prepaid, to the following.

To City:
City Manager
City of Lincoln
600 Sixth Street
Lincoln. CA 95648

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

In the event that this Agreement is terminated (1) after the Annual Payment has been paid to the City by the District and (2) prior to the end of the school year, City shall reimburse District for that portion of the Annual Payment not used for the costs of the YSO Program.

13. This agreement shall take effect upon the approval of the governing bodies of the parties hereto.

IN WITNESS WHEREOF, this agreement is dated this 6th day of AUGUST, 2009, in the City of Lincoln, Placer County, California.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

By: _____
Scott Leaman, Superintendent

CITY OF LINCOLN

By: _____
Jim Estep, City Manager
8.6.09

ATTEST:

Patricia Avila
Patricia Avila, City Clerk 8.6.09

5.13.9

Attachment A

YOUTH SERVICES OFFICER PROGRAM

To accomplish our mission of forming partnerships within the community, the Lincoln Police Department will provide the services of two trained police officers to be assigned to the Western Placer School District to work in the schools. One officer will be assigned to work at both of the middle schools, and one officer will be assigned to work at the high school and the continuation school.

The Youth Services Officers will work in conjunction with students, school staff, and school administrators towards the goal of maintaining a safe and secure environment for learning.

As well as providing liaison services between the Police Department and schools, the Youth Services Officers will network with allied law enforcement agencies, Placer County Juvenile Probation, Child Protective Services, counselors, parents, school neighborhoods, and other community groups with related interests in the school system. The Youth Service Officers will share information and encourage responsive involvement and cooperation between agencies to solve school law enforcement issues.

PRIMARY DUTIES:

1. Enforcement of laws and assistance to the assigned campuses and surrounding areas.

2. Present more visibility and supervision on the high school and middle school campuses and surrounding neighborhoods to suppress criminal activity and promote positive relationships.

3. Conduct educational programs in the classrooms related to the criminal justice system thus providing greater insight into the Administration of Justice.

4. Coordinate security for special events on campus, especially after school functions such as social and athletic events.

OTHER DUTIES:

1. Act as liaison between the schools and Police Department.

2. Provide training for school staff personnel on, but not limited to; crime trends, drug use, crime prevention, search and seizure, juvenile law, and mandatory crime reporting.

3. Actively participate in a truancy control program utilizing such methods as; attendance patrol, home visits, and School Attendance Review Board (SARB).

5.13.10

4. Liaison with school related community groups and District organizations such as: Parents on Campus, Booster Club and the Paren: Teacher Club (P.T.C.).

5. Help in the identification and intervention of high-risk students.

6. Work with school staff on school safety plans.

Assignment: The high school shall have one school YSO assigned to it for a 40-hour per week period of time. The two middle schools shall share one YSO on a 40 hour per week basis. The Lincoln High YSO will have primary responsibility for responding to Phoenix High's needs. However, depending upon the circumstances and situation, any other YSO or on-duty police department staff may provide service to Lincoln High School. During the summer months, the Police Chief or his designee may assign one or both of the YSO's to work at the City's Youth Center.

The YSO's work week shall be Monday thru Friday. The YSO Coordinator will collaborate with the District Superintendent or his designee to establish the days of the week for service ensuring that there is at least one YSO on duty every day of the week within the District. An individual's work week may be mutually modified to meet specific needs of a school(s).

YSO work schedules shall be set in alignment with school schedules; YSO work shifts should typically begin at least 30 minutes prior to the start time of normal school hours at the YSO's primary assigned school.

YSO's may, at the discretion of the YSO supervisor, adjust their regular work schedule to accommodate special school events. Alternatively, the YSO may coordinate, with police supervisory approval, the assignment of other appropriate on-duty or overtime police personnel to special events when the YSO is unable to attend. Overtime costs associated with District special events will be borne by the City.

5.13.11

ATTACHMENT B

City of Lincoln
Police Officer - Burdened Rate

		FY 2009-10	FY 2010-11
Salary		$ 81,282	$ 87,378
Benefits:			
Insurance		$ 16,861	$ 18,378
PERS		$ 23,182	$ 24,920
W/C		$ 3,111	$ 3,677
FICA & SUI		$ 6,456	$ 6,922
Def. Comp		$ 1,524	$ 1,676
Total Salary & Benefits		$ 132,416	$ 142,953
Direct Costs			
Salary:		$ 39.08	$ 42.01
Fringe Benefits:		$ 24.58	$ 26.72
Maint. & Equip:	3.9%	$ 1.52	$ 1.64
Indirect Costs			
Overhead Allocation:	82.1%	$ 32.08	$ 34.49
Burdened Rate		$ 97.27	$ 104.85

5.13.12

MEMORANDUM OF UNDERSTANDING
BETWEEN
CITY OF LINCOLN – POLICE DEPARTMENT
AND
AND WESTERN PLACER UNIFIED SCHOOL DISTRICT

On behalf of the Lincoln Police Department, I am pleased to submit this memorandum of understanding between the Department and the Western Placer Unified School District (After School Program).

1. The Police Department will continue to actively cooperate with the school district.
2. Continue to assign our Youth Officer to work with the schools in the city of Lincoln.
3. Support community efforts to expand positive after school and summer activities for youth.
4. Provide data that maybe required for program evaluation.

As a partner in the Western Placer Unified School District after school program, we will actively seek out ways and means of supporting the goals of the program.

Brian Vizzusi _____ Date 8-14-06
Brian Vizzusi
Chief of Police

_____ Date 8-14-06
Steven Krueger
Youth Police Officer

5.13.13

5.13.14

Public

Hearing

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

AGENDA ITEM:

Establish School Fees in Accordance with the Provision of Senate Bill 50

SUBJECT AREA:

Public Hearing

REQUESTED BY:

Joyce Lopes, Assistant Superintendent
Business Services

ENCLOSURES:

No

MEETING DATE:

June 21, 2011

BACKGROUND:

This public hearing provides the Board of Trustees an opportunity to hear public comment regarding the establishment of Level II and Level III school facility fees. The proposed fee increases are as follows:

	Level II	Level III
Residential	$4.29	$8.58

ADMINISTRATION RECOMMENDATION:

Board conduct public hearing. No further action is required.

8.1

SCHOOL FACILITY NEEDS ANALYSIS AND JUSTIFICATION STUDY

for the

WESTERN PLACER UNIFIED SCHOOL DISTRICT

April 2011

Prepared by
School Facility Consultants
1303 J Street, Suite 500
Sacramento, CA 95814
(916) 441-5063

DRAFT

8.1.1

SCHOOL FACILITY NEEDS ANALYSIS AND JUSTIFICATION STUDY

for the

WESTERN PLACER UNIFIED SCHOOL DISTRICT

April 2011

Prepared for
Western Placer Unified School District
600 6th Street, Fourth Floor
Lincoln, CA 95648
(916) 645-6350

Prepared by
School Facility Consultants
1303 J Street, Suite 500
Sacramento, CA 95814
(916) 441-5063

DRAFT

8.1.2

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Appendix B. Calculation of Allowable Per-Pupil Site Acquisition and Site Development Costs

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8.1.3

Executive Summary

The Western Placer Unified School District is authorized to collect $4.29 per square foot of residential development pursuant to Government Code Section 65995.5 and $8.58 per square foot pursuant to Government Code Section 65995.7 (also known as Level II and III fees, respectively).

The District meets the eligibility requirements in Government Code Section 65995.5(b) regarding the collection of Level II and III fees. The dollar amounts of the fees are based on the following facts and projections:

1. The student generation rate of residential housing units projected to be built in the District, calculated in accordance with Government Code Section 65995.6(a), is 0.437 for single-family units and 0.638 for multi-family units.
2. The number of new residential housing units subject to Level II and Level III fees projected to be built in the District over the next five years is 250 single-family and 100 multi-family units, based on information obtained from the City of Lincoln and County of Placer planning departments.
3. Multiplying the appropriate terms in (1) and (2) shows that future single- and multi-family residential development is projected to add 116 K-6 students, 25 7-8 students and 33 9-12 students.
4. The District has zero excess pupil capacity at the K-6 and 9-12 grade levels available for pupils generated by future residential development even when accounting for capacity added through the construction of the Twelve Bridges Elementary School, Foskett Ranch Elementary School, Lincoln Crossing Elementary school, Twelve Bridges Middle School, Lincoln High School Addition projects and the inclusion of capacity provided by relocatable classrooms on various campuses. At the 7-8 grade levels the District has 122 seats available for students generated by future residential development.
5. The total number of unhoused pupils generated by future development equals 116 K-6 students and 33 9-12 students from future single- and multi-family residential development.
6. The per-pupil allowable costs for the Level II fee equation equal $15,874.50, $16,993.50 and $24,049.00 for elementary, middle and high school students, respectively. These figures are equal to the per-pupil grant amounts in the State School Facility Program plus allowable per-pupil site development and site acquisition costs calculated pursuant to Government Code Section 65995.5(c) and 65995.6(h).
7. Total allowable costs for the Level II fee equation equal $2,635,059 (unhoused students generated by future development times the appropriate allowable per-pupil cost).
8. The total amount of residential square footage projected to be built in the District over the next five years is 613,550 square feet, based on an average square footage of 2,059 square feet for single-family units and 988 square feet for multi-family units projected to be built in the District and subject to Level II fees.
9. The District has no local funds available to dedicate to school facilities necessitated by future residential development.

As shown in the body of this Report, the District meets the requirements of Government Code Section 66001 regarding the collection of developer fees (the nexus requirements).

End of Summary

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8.1.4

Introduction

The purpose of this Report is to calculate the fee amount that the Western Placer Unified School District (District) is authorized to collect on residential development projects pursuant to Government Code Sections 65995.5 and 65995.7. *School Facility Consultants* has been retained by the District to conduct the analysis and prepare this Report.

State law gives school districts the authority to charge fees on new residential developments if those developments generate additional students and cause a need for additional school facilities. All districts with a demonstrated need may collect fees pursuant to Education Code Section 17620 and Government Code Section 65995 (referred to as Level I fees). Level I fees are currently capped at $2.97 per square foot of new residential development. Government Code Sections 65995.5 and 65995.7 authorize districts to collect fees (referred to as Level II and Level III fees) in excess of Level I fees, provided that the districts meet certain conditions. Government Code Section 66001 requires that a reasonable relationship exist between the amount and use of developer fees and the developments on which they are to be charged.

This Report is divided into three sections. The first summarizes the specific requirements in State law regarding Level II and Level III fees and establishes the District's authority to collect them. The second calculates the dollar amounts of Level II and Level III fees that the District is authorized to collect. The third explains how the District satisfies the requirements of Government Code Section 66001 with respect to Level II and III fees, summarizes other potential funding sources for school facilities, and presents recommendations regarding the collection of developer fees.

End of Section

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8.15

I. Authority to Collect Level II and Level III Fees

State law establishes several requirements in order for school districts to collect Level II fees. Specifically, districts must: (1) apply to the State Allocation Board and be deemed eligible for State funding for new school construction, (2) adopt a school facility needs analysis and justification study, and (3) satisfy at least two of the four criteria set forth in Government Code Section 65995.5(b)(3)(A-D).

The general conditions required for collecting Level III fees are the same as those for Level II fees. Before districts can collect Level III fees, however, the State Allocation Board must no longer be approving apportionments for new construction pursuant to Article 5 (commencing with Section 17072.20) of Chapter 12.5 of Part 10 of the Education Code.

The District satisfies the three conditions listed above in the following ways.

A. Eligibility for State Funding for New Construction

The District has been deemed eligible to receive State funding for construction of new school facilities as outlined in Government Code Section 65995.5(b)(1). The District's most recent eligibility approval was at the November 4, 2009, meeting of the State Allocation Board.

B. Adoption of School Facility Needs Analysis and Justification Study

This Report meets the requirements of Government Code Section 65995.6 for a School Facility Needs Analysis and Justification Study, that is, a study that shall "determine the need for new school facilities for unhoused pupils that are attributable to projected enrollment growth from the development of new residential units over the next five years." By adopting this study, the District will satisfy this requirement.

C. Criteria in Government Code Section 65995.5(b)(3)(A-D)

The District meets the criterion outlined in 65995.5(b)(3)(C) in that it has issued debt equal to at least 30% of its bonding capacity.

The District also meets the criterion outlined in 65995.5(b)(3)(D), that is, that at least twenty percent of a district's classrooms are relocatable. According to the District's current Office of Public School Construction Form SAB 50-02, 46.53 percent (67 out of 144) of the total classrooms in the District are relocatable. The District has also added capacity through the construction of Twelve Bridges Elementary School (30 permanent teaching stations), Foskett Ranch Elementary School (29 permanent teaching stations), Foskett Ranch Elementary Addition (two modular teaching stations), Lincoln Crossing Elementary School (27 permanent teaching stations), Twelve Bridges Middle School (39 permanent teaching stations), Lincoln High School Addition (five modular teaching Stations) and the addition of 22 relocatable classrooms on various campuses. Including these projects in the District's capacity indicates that 29.9 percent (89 out of 298) of the total classrooms in the District are relocatable.

End of Section

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8.1.6

II. Amount of Level II and Level III Fees

State law outlines the method by which Level II fees are calculated. The intent of the law is that the Level II fee represents half the cost of providing new school facilities, as defined in the State School Facility Program. The methods defined in State law for calculating the Level II fee, however, underestimate the District's true cost of providing school facilities. Additional sources of funds are necessary to fully fund the facilities that are required as a result of new development and the generation of students from such development activity within the District.

The Level II fee is calculated by (1) determining the allowable cost for new school facilities as outlined in the State School Facility Program, and (2) dividing that cost by the amount of new residential square footage projected to be built in the District over the next five years.

A. Allowable Cost for New School Facilities

State law prescribes the following process for calculating the allowable cost for new school facilities:

(1) determine the number of unhoused students attributable to future residential development;
(2) multiply the number of unhoused students by the per-pupil grant costs of new elementary, middle, or high schools as outlined in Education Code Section 17072.10;
(3) determine the amount of site acquisition and development costs to be included as allowed by Government Code Section 65995.5(h); and
(4) subtract the amount of local funds dedicated to school facilities necessitated by future residential development from the sum of (2) and (3).

1) Number of Unhoused Students

The number of unhoused students generated by future development equals the total number of students generated by future development minus the District's existing excess pupil capacity.

As required by Government Code Section 65995.6(a), this Report estimates the number of students generated by new development based on the historical student generation rates of residential units constructed during the previous five years.

This Report estimates the number of students that will be generated by each new single- and multi-family housing unit by (1) counting the number of students in the District who live in housing units constructed between January 2005 and December 2009, and (2) dividing that number by the total number of housing units constructed

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8.1.7

over the same time period. This Report uses Placer County Assessor data to derive the housing counts and a District-provided student list to derive the student counts.

Addresses for units that paid developer fees from January 2010 to the present date are not used in the calculation because (1) student address files may not reflect residents' address changes for approximately one year, (2) students who have moved from a nearby district may continue to attend their previous school until the end of the school year and (3) units listed may not have been completed and occupied by the time the student address list was compiled.

It is noted that student generation rates are a calculation of students per residential unit at any one moment in time. Therefore, student generation rates are constantly changing based on increases and decreases in enrolled students and the number of residential units within the District at the time of calculation. As such, the District should be cautious with regards to using student generation rates for long-term planning and development and should adjust such planning and development based on updated student generation rates that are more in line with the current conditions at the time of evaluation.

Table 1-1 summarizes the student generation rates for single- and multi-family units.

Table 1-1
Student Generation Rates

Grade Group	Single-Family	Multi-Family
K-6	0.298	0.413
7-8	0.069	0.075
9-12	0.070	0.150
Total	**0.437**	**0.638**

This report estimates that 250 single-family units and 100 multi-family units subject to Level II and Level III fees will be built in the District within the next five years. These estimates do not include residential units that are projected to be built within a school district Community Facilities District (CFD), as CFD units are not charged Level II fees and Level III fees.

Table 1-2 shows the total number of students projected to enter the District from new housing units subject to Level II and Level III fees built over the next five years.

(Continued on the next page)

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8.1.8

Table 1-2
Students Generated by Future Development

	K-6 Students	7-8 Students	9-12 Students
Single-Family	0.298 x 250 = 75	0.069 x 250 = 17	0.070 x 250 = 18
Multi-Family	0.413 x 100 = 41	0.075 x 100 = 8	0.150 x 100 = 15
Total	**116**	**25**	**33**

In determining how many of the students in Table 1-2 are unhoused, the District must consider any existing excess capacity. State law requires districts to calculate their total pupil capacity according to the method described in Section 17071.10 of the Education Code. As stated on the District's current Office of Public School Construction Form SAB 50-02, the District's pupil capacity, as calculated pursuant to Education Code Section 17071.10 is 1,325 in grades K-6, 567 in grades 7-8 and 675 in grades 9-12. These capacities are inclusive of the Special Day Class capacity identified on the District's Office of Public School Construction Form SAB 50-02 and include an adjustment for the Substantial Enrollment Requirement. In addition to the capacity reflected on the District's Form SAB 50-02, the District has added capacity through the State School Facility Program funding and construction of Twelve Bridges Elementary School (738 K-6 seats), Foskett Ranch Elementary School (713 K-6 seats), Foskett Ranch Elementary Addition (22 K-6 seats), Lincoln Crossing Elementary (663 K-6 seats) and Twelve Bridges Middle School (313 K-6 seats and 685 7-8 seats), Lincoln High School Addition (135 9-12 seats) and the addition of relocatable classrooms (570 K-12 seats) on various campuses.

At the K-6 grade group, the District has 89 seats of existing excess capacity (see Table 1-3). However, pupils from existing development will require all 89 spaces of this existing capacity (total five-year K-6 enrollment growth [800 pupils] based on the State cohort survival enrollment projection model, minus 116 K-6 pupils generated by future residential development [see Table 1-2, 250 new single-family units times K-6 Student Generation Rate {0.298} equals 75, plus 100 new multi-family units times K-6 Student Generation Rate {0.413} equals 41, for a total of 116 pupils] equals 684 pupils from existing development). The District therefore has no excess capacity available for K-6 pupils generated by future development, and all K-6 pupils listed in Table 1-2 are defined as unhoused.

At the 7-8 grade group, the District has 397 seats of existing excess capacity (see Table 1-3). However, pupils from existing development will require 244 spaces of this existing capacity (total five-year 7-8 enrollment growth [300 pupils] based on the State cohort survival enrollment projection model, minus 25 7-8 pupils generated by future residential development [see Table 1-2, 250 new single-family units times the 7-8 Student Generation Rate {0.069} equals 17, plus 100 new multi-family units times the 7-8 Student Generation Rate {0.075} equals 8, for a total of 25 pupils] equals 275 pupils from existing development). The District therefore has 119 seats of existing excess capacity available for pupils generated by future development.

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At the 9-12 grade group, the District's 2010/11 enrollment is greater than the 9-12 pupil capacity listed in Table 1-3, below: 1,576 pupils are enrolled in grades 9-12. Therefore, all 33 pupils listed in Table 1-2 are defined as unhoused.

Table 1-3
Existing Capacity

Grade Group	Current Capacity	2010/11 Enrollment	Existing Excess Capacity	Existing Capacity Available for Students from Future Development	Unhoused Students From Future Development
K-6	4,074	3,985	89	0	116
7-8	1,387	990	397	122	0
9-12	945	1,576	0	0	33
Total	**6,406**	**6,551**	**486**	**122**	**149**

2) Allowable Grant Costs

Table 1-4 shows the total allowable grant costs for new facilities. The per-pupil grant costs are taken from Education Code Section 17072.10 and include adjustments as required by Labor Code Section 1771.7(e) and Education Code Section 17074.56(a) (see Appendix A for details regarding grant cost funding).

Table 1-4
Allowable Grant Costs for Pupils Generated from Future Residential Development

Grade Group	Per-Pupil Grant Cost	Number of Unhoused Students	Total Grant Cost
K-6	$9,346.00	116	$1,084,136.00
7-8	$9,902.50	0	$0.00
9-12	$12,564.50	33	$414,628.50
Total	**N/A**	**149**	**$1,498,764.50**

The per-pupil grant does not include all cost items that the local community may deem important to meeting the quality of facilities in the District. Because the per-pupil grants do not address certain costs, the actual funding will likely not be adequate to fund school facilities to the quality and level required by the District. Therefore, the final calculation of Level II fees will likely understate the funding required by the District.

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3) Allowable Site Acquisition and Development Costs

Table 1-5 shows the per-pupil site acquisition and development costs for elementary, middle and high school students. The site sizes for the District's elementary, middle and high school cost models are based on acreage amounts that are consistent with the guidelines in the "School Site Analysis and Development Handbook" published by the California State Department of Education (CDE).

Site acquisition costs for the District's planned elementary, middle and high school cost model projects are based on (1) per acre land prices from recent appraisals of future school sites and future land acquisition costs estimated by District administrators, and (2) applicable increases pursuant to Section 1859.74 of Title 2 of the California Code of Regulations for appraisals, surveys, site testing, CDE review/approval, preparation of the POESA and PEA and DTSC cost for review, approval and oversight of the POESA and the PEA.

Site development costs for elementary, middle and high school projects are consistent with the guidelines in Government Code Section 65995.5(h). For more detail regarding site acquisition and site development cost estimates, see Appendix B.

Table 1-5
Calculation of Per-Pupil Site Acquisition and Development Costs

Grade Group	Per-Pupil Site Acquisition Costs	Per-Pupil Site Development Costs	Per-Pupil Acquisition and Development Costs
K-6	$3,750	$9,307	$13,057
7-8	$5,400	$8,782	$14,182
9-12	$12,840	$10,129	$22,969

Pursuant to Government Code Sections 65995.5(c) and 65995.5(h), the allowable cost for site acquisition and development is calculated by (1) multiplying the per-pupil cost by one-half and (2) multiplying that result by the number of unhoused elementary, middle and high school students. Table 1-6 shows the total allowable site acquisition and development costs.

(*Continued on the next page*)

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Table 1-6
Allowable Site Acquisition and Development Costs

Grade Group	One-Half of Per-Pupil Costs	Number of Unhoused Students from Future Development	Allowable Cost
K-6	$6,528.50	116	$757,306.00
7-8	$7,091.00	0	$0.00
9-12	$11,484.50	33	$378,988.50
Total	**N/A**	**149**	**$1,136,294.50**

4) Local Funds Dedicated to School Facilities Necessitated by Future Development

The District has no funds dedicated to school facilities necessitated by future development. All District funds available for additional school facilities are required to provide facilities for existing unhoused students.

In addition, the District has no surplus property that could be used for a school site or that is available for sale to finance school facilities.

According to District administrators, the amount of funds currently available in the District's capital facility accounts totals $3.5 million. Portions of these amounts are reserved for debt service related to the construction of school projects included in the capacity figures outlined in Table 1-3.

As outlined in Table 1-7, the District currently has 631 9-12 students that are unhoused.

Table 1-7
Existing Unhoused Pupils

Grade Group	Current Capacity	2010/11 Enrollment	Existing Unhoused Pupils
K-6	4,074	3,985	0
7-8	1,387	990	0
9-12	945	1,576	631
Total	**6,406**	**6,551**	**631**

Table 1-8 summarizes the cost of providing school facilities for existing unhoused pupils. Table 1-8 reflects the District's anticipated per-pupil costs for the construction of facilities to house the Existing Unhoused Pupils identified in Table 1-7 above.

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Table 1-8
Cost of Providing School Facilities for Existing Unhoused Students

Grade Group	Existing Unhoused Pupils	Per-Pupil Grant Costs	Per-Pupil Site Acquisition and Development Costs	Total Cost
K-6	0	$18,692	$13,057	$0
7-8	0	$19,805	$14,182	$0
9-12	631	$25,129	$22,969	$30,349,838
Total	**631**	**N/A**	**N/A**	**$30,349,838**

Comparing all of the funds in the District's capital facility accounts ($3.5 million) to the cost of providing school facilities for existing unhoused students ($30,349,838) demonstrates that all District funds available for the construction of new facilities are required to provide facilities for existing unhoused students.

5) Total Allowable School Facility Cost for Level II Fees

Table 1-9 shows the total allowable cost for Level II fees for K-6, 7-8 and 9-12 students from future residential development.

Table 1-9
Total Allowable Cost for Level II Fees

Category	Amount
SFP Grant	$1,498,764.50
Site Acquisition and Development	$1,136,294.50
Less Local Funds	N/A
Total	**$2,635,059.00**

B. Amount of Level II Fee

The Level II fee is calculated by dividing the total allowable cost by the amount of new residential square footage projected to be built in the District over the next five years.

As stated in Section II.A.1. above, over the next five years, 250 single-family units and 100 multi-family units that will be subject to Level II and Level III fees are projected to be built in the District. This report estimates that new housing units in the District will have an average square footage of 2,059 and 988 for single- and multi-family units, respectively. Multiplying the average square footage by number of units projected produces a total of 613,550 square feet of new residential development to be built in the next five years. Dividing this total square footage into total allowable cost results in a Level II fee of $4.29 per square foot of new residential development.

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The calculation of Level II fees, in accordance with the formulas provided in the statutes, will likely be understated when measured against the actual calculation of costs due to the limited inclusion of cost categories to determine actual costs per student and the fluctuating student generation rates. The District needs to account for these issues when conducting a revenue/cost analysis utilizing the calculated Level II fee.

C. Amount of Level III Fee

Under certain circumstances, State law allows school districts to charge a fee higher than a Level II fee if: (1) the district meets the requirements for Level II fees and (2) the State Allocation Board is no longer approving apportionments for new construction pursuant to Article 5 (commencing with Section 17072.20) of Chapter 12.5 of Part 10 of the Education Code. In the District's case, this higher fee, referred to as a Level III fee, can be no more than twice the Level II fee. The maximum Level III fee the District is authorized to charge, therefore, is $8.58 per square foot of new residential development.

End of Section

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III. Findings and Recommendations

This Section (1) shows that the District meets the requirements of Government Code Section 66001 regarding the collection of developer fees, (2) summarizes other potential funding sources for the District's capital projects, and (3) presents recommendations regarding the collection of developer fees.

A. Findings

(1) Government Code Section 66001(a)(1)—Purpose of the Fee

The purpose of collecting Level II and III fees on residential development is to acquire funds to construct or reconstruct school facilities for the students generated by future residential developments.

(2) Government Code Section 66001(a)(2)—Use of the Fee

The District use of the fee will involve constructing and/or reconstructing new elementary, middle and high school campuses and/or additional permanent facilities on existing elementary, middle, and high school campuses. In addition, the District may build other school related facilities or purchase or lease portable classrooms to use for interim housing while permanent facilities are being constructed.

Revenue from Level II and III fees collected on residential development may be used to pay for all of the following:
(1) land (purchased or leased) for school facilities,
(2) design of school facilities,
(3) permit and plan checking fees,
(4) construction or reconstruction of school facilities,
(5) testing and inspection of school sites and school buildings,
(6) furniture for use in new school facilities, and
(7) interim school facilities (purchased or leased) to house students generated by future development while permanent facilities are being constructed.

(3) Government Code Section 66001(a)(3)—Relationship Between Fee's Use and the Type of Project Upon Which the Fee is Imposed

All types of new residential development—including but not limited to single- and multi-family units in new subdivisions and in "in-fill" lots, single- and multi-family units in redevelopment projects, single- and multi-family units that replace demolished units (to the extent that the new units are larger than the demolished units), additions of residential space to existing single- and multi-family units, manufactured homes, mobile homes, and condominiums—are projected to cause new families to move into the District and, consequently, generate additional students in the District. As shown earlier in this Report, sufficient school facilities do not exist

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for these students. All types of new residential development, therefore, create a need for additional school facilities. The fee's use (acquiring school facilities) is therefore reasonably related to the type of projects (new residential developments) upon which it is imposed.

(4) Government Code Section 66001(a)(4)—Relationship Between the Need for the Public Facility and the Type of Project Upon Which the Fee is Imposed

The District is currently operating over capacity, that is, the District has no available capacity to house additional students. Future residential development in the District will generate additional students and, consequently, a need for additional school facilities. A relationship exists, therefore, between the District's need to build additional school facilities and new residential development projects.

(5) Government Code Section 66001(b)—Relationship Between the Fee and the Cost of the Public Facility Attributable to the Development on Which the Fee is Imposed

This Report concludes that the methods prescribed by the State law for estimating school facility construction costs, and for calculating the Level II and Level III fees, supports the establishment of Level II and Level III fees which, when collected, will contribute to the District's cost of constructing and reconstructing school facilities to house students generated by future residential construction.

(6) Other Funding Sources

The following is a review of other potential funding sources for constructing school facilities:

a) General Fund
The District's General Fund budget is typically committed to instructional and day-to-day operating expenses and not used for capital outlay uses, as funds are needed solely to meet the District's non-facility needs.

b) State Programs
The District has applied for and received State funding for construction of new school facilities under the 1998 Leroy F. Greene School Facility Program. Even projects funded at 100 percent of the State allowance, however, often experience a shortfall between State funding and the District's actual facility needs. State funds for deferred maintenance may not be used to pay for new facilities. State law prohibits use of lottery funds for facilities.

c) General Obligation Bonds
School districts can, with the approval of either two-thirds or 55 percent of its voters, issue general obligation bonds that are paid for out of property taxes.

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d) Parcel Taxes
Approval by two-thirds of the voters is required to impose taxes that are not based on the assessed value of individual parcels. While these taxes have been occasionally used in school districts, the revenues are typically minor and are used to supplement operating budgets.

e) Mello-Roos Community Facilities Districts
This alternative uses a tax on property owners within a defined area to pay long-term bonds issued for specific public improvements. Mello-Roos taxes require approval from two-thirds of the voters (or land owners if fewer than 12) in an election.

f) Surplus Property
The District has no properties that could be sold to create a significant source of capital outlay funds.

g) Alternatives for Reducing Facility Costs
Alternatives to reducing facility costs, which have been used and/or explored by the District, include additional portable classrooms, joint-use of facilities, multi-track-year-round education, and other measures. These options remain available to the District in the future.

B. Recommendations

Based on the findings outlined above, it is recommended that the Board of Trustees, as provided for in Government Code Sections 65995.5 and 65995.7, approve a resolution to levy Level II and Level III fees on future residential development in the amounts of $4.29 and $8.58 per square foot, respectively.

End of Report

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Appendix A

Calculation of Allowable Per-Pupil
Grant Costs

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Appendix A
Calculation of Allowable Per-Pupil Grant Costs

The per-pupil grant costs, calculated per the provisions of Government Code Section 65995.5(c)(1), include the School Facility Program (SFP) grants outlined in Education Code Section 17072.10, fire alarm and sprinkler grants mandated by Education Code Section 17074.56(a) and Labor Compliance Program (LCP) funding per Labor Code Section 1771.7(e).

Table A-1 increases the SFP base grant amounts by per-pupil grant increases mandated by SB 575 (fire alarm and sprinkler grants). For each of the District's cost models below, Table A-1 dollar amounts will be used in determining the LCP per-pupil grant increases for each grade grouping. The sum of SFP base grant amounts, per-pupil grant increases mandated by SB 575 and LCP per-pupil grant increases, will be used in calculating the District's Level II/III fees.

Table A-1
SFP Per-Pupil Grants Plus Fire Alarm/Sprinkler Funding

Grade Group	K-6	7-8	9-12
SFP Grant	$9,112	$9,637	$12,260
SB 575 Fire Alarm Grant	$11	$15	$24
SB 575 Sprinkler Grant	$153	$182	$189
50% Total Grant	**$9,276**	**$9,834**	**$12,473**
100% Total Grant	**$18,552**	**$19,668**	**$24,946**

Estimated total funding (excluding site acquisition) for each cost model in Table A-2 illustrates new per-pupil base grants added to the per-pupil site development figures calculated in Appendix B, multiplied by the pupil capacity of each cost model. Table A-2 also calculates the per-pupil LCP grant addition by grade grouping, using the total LCP grants and dividing that figure by the appropriate pupil capacity.

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Table A-2
Calculation of Total Funding for Each District Cost Model Project and Per-Pupil LCP Grant Additions by Grade Grouping

Elementary Projects				
School	Per-Pupil Cost	Number of Pupils	Total Cost	Total LCP Grant
K-6 Cost Model Project	$27,859	800	$22,287,200	$111,606
			100%	$140.00
			50%	$70.00
Middle School Projects				
	Per-Pupil Cost	Number of Pupils	Total Cost	Total LCP Grant
7-8 Cost Model Project	$28,450	1,000	$28,450,000	$137,490
			100%	$137.00
			50%	$68.50
High School Projects				
School	Per-Pupil Cost	Number of Pupils	Total Cost	Total LCP Grant
9-12 Cost Model Project	$35,075	500	$17,537,500	$91,565
			100%	$183.00
			50%	$91.50

Table A-3 adds 50 percent of the per-pupil LCP grant addition calculated in Table A-2 to the totals calculated in Table A-1 to determine the final per-pupil grants allowable for use in the Level II/III fee calculations.

Table A-3
Calculation of Final Per-Pupil Grant Costs by Grade Group

Grade Group	K-6	7-8	9-12
SFP Grant	$9,276.00	$9,834.00	$12,473.00
50% LCP Grant	$70.00	$68.50	$91.50
50% Total Grant	**$9,346.00**	**$9,902.50**	**$12,564.50**

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Appendix B

Calculation of Allowable Per-Pupil
Site Acquisition and Site Development Costs

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Appendix B
Calculation of Allowable Per-Pupil Site Acquisition and Site Development Costs

Site Acquisition Costs for Elementary, Middle and High School Projects

The site sizes for the District's elementary, middle and high school cost models are based on acreage amounts that are consistent with the guidelines in the "School Site Analysis and Development Handbook" published by the California State Department of Education (CDE).

Site acquisition costs for the District's planned elementary, middle and high school cost model projects are based on (1) per acre land prices from recent appraisals of future school sites and future land acquisition costs estimated by District administrators, and (2) applicable increases pursuant to Section 1859.74 of Title 2 of the California Code of Regulations for appraisals, surveys, site testing, CDE review/approval, preparation of the POESA and PEA and DTSC cost for review, approval and oversight of the POESA and the PEA.

Table B-1
Calculation of Total Site Acquisition Cost

Grade Group	Site Acquisition Per Acre	Acreage	Total Site Acquisition Cost
New Elementary School	$300,000	10*	$3,000,000
New Middle School	$300,000	18**	$5,400,000
New High School	$300,000	21.4***	$6,420,000

*Based on 10 acres required for the District's Elementary Cost Model project with a student capacity of 800 K-6 pupils.
**Based on 18 acres required for the District's Middle School Cost Model project with a student capacity of 1,000 7-8 pupils.
***Based on 21.4 acres required for Phase I of the District's New Comprehensive High School Cost Model project with a student capacity of 500 9-12 pupils.

Table B-2 calculates the per-pupil site acquisition costs by grade grouping by taking the per-pupil site acquisition costs for all of the above cost models and calculating the average cost per grade group.

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Table B-2
Calculation of Per-Pupil Site Acquisition Costs by Grade Grouping

K-6 Cost Models			
School	Total Site Acquisition	K-6 Pupils	K-6 Per-Pupil Site Acq. Cost
New Elementary School	$3,000,000	800	$3,750
		100% Cost	$3,750
7-8 Cost Models			
School	Total Site Acquisition	7-8 Pupils	7-8 Per-Pupil Site Acq. Cost
New Middle School	$5,400,000	1,000	$5,400
		100% Cost	$5,400
9-12 Cost Models			
School	Total Site Acquisition	9-12 Pupils	9-12 Per-Pupil Site Acq. Cost
New High School	$6,420,000	500	$12,840
		100% Cost	$12,840

Site Development Costs for a New Elementary School

Service site development, off-site development, and utilities costs for new District K-6 school cost model projects are based on State Allocation Board (SAB) approved Site Development Costs, as defined in Section 1859.76 of Title 2 of the California Code of Regulations, for the District's Twelve Bridges and Lincoln Crossing Elementary School projects. The Twelve Bridges project was approved on August 27, 2003, and has had the allowable costs increased by 37.4 percent in accordance with adjustments to the Class B Construction Cost Index (CCI) of 1.47 in August 2003 to 2.02 in January 2011. The Lincoln Crossing project was approved on September 27, 2006, and has had allowable costs increased by 9.8 percent in accordance with adjustments to the Class B CCI from 1.84 in September 2006 to 2.02 in January 2011. These costs are as follows:

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Table B-3
Site Development Costs for New K-6 Cost Model Project

Twelve Bridges K-6 Elementary School Project	Site Development Costs
Site Development Costs (Service Site, Off-Site and Utility Services)	$5,513,138
Class B CCI Adjustment (37.4%)	$2,061,914
Total	**$7,575,052**
Total Capacity	**738**
Per-Pupil Site Development Costs	**$10,264**
Lincoln Crossing K-6 Elementary School Project	**Site Development Costs**
Site Development Costs (Service Site, Off-Site and Utility Services)	$3,084,738
Class B CCI Adjustment (9.8%)	$302,304
Total	**$3,387,042**
Total Capacity	**663**
Per-Pupil Site Development Costs	**$5,109**
Total Combined Site Development Cost	**$10,962,094**
Total Combined Capacity	**1,401**
Average of District Per-Pupil Site Development Costs	**$7,824**

Estimated general site development costs for District K-6 school cost model projects are based on the average allowable general site development costs, as defined in Section 1859.76 of Title 2 of the California Code of Regulations, for the District's next planned school projects. These costs are as follows:

Table B-4
General Site Development Costs for K-6 Cost Model Project

K-6 Cost Model Projects	Acres	Per-Acre Cost	Pupils	Per-Pupil Cost	Costs
K-6 School					
Per-Useable Acre General Site Cost	10	$29,616	n/a	n/a	$296,160
K-6 Per-Pupil General Site Cost	n/a	n/a	800	$1,113*	$890,400
Totals	**10**	**n/a**	**800**	**n/a**	**$1,186,560**
Average Per-Pupil General Site Development Cost**					**$1,483**

*Equals 6% of the K-6 per-pupil base grant amount of $18,552.
**Equals the totals of the General Site Costs, divided by the pupil capacity of the District's proposed K-6 projects (800 students).

The total anticipated Site Development Costs for District K-6 school cost model projects equals the per-pupil service site, off-site and utilities development cost for the District's K-6 school cost model projects, plus the average per-pupil general site development costs related to the District's K-6 school cost model projects. The following table illustrates the total per-pupil site development costs for future District K-6 school cost model projects.

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Table B-5
Total Site Development Costs for K-6 Cost Model Project

K-6 Cost Model Projects	Costs
Average K-6 Per-Pupil Service Site, Off-Site and Utility Costs	$7,824
Average K-6 Per-Pupil General Site Development Costs	$1,483
Total K-6 Per-Pupil Site Development Cost	**$9,307**

Site Development Costs for a New Middle School

Service site development, off-site development, and utilities costs for a new District 7-8 cost model project are based on SAB approved Site Development Costs, as defined in Section 1859.76 of Title 2 of the California Code of Regulations, for the District's Twelve Bridges Middle School. The Twelve Bridges project was approved on June 22, 2005, and has had allowable costs increased by 18.1 percent in accordance with adjustments to the Class B CCI from 1.71 in June 2005 to 2.02 in January 2011. These costs are as follows:

Table B-6
Site Development Costs for a New 7-8 Cost Model Project

Twelve Bridges Middle School	Site Development Costs
Site Development Costs (Service Site, Off-Site and Utility Services)	$5,973,312
Class B CCI Adjustment (18.1%)	$1,081,169
Total	**$7,054,481**
Total Capacity	**998***
Per-Pupil Site Development Cost	**$7,069**

*Equals the total capacity of the District's Twelve Bridges Middle School.

Estimated general site development costs for District 7-8 school cost model projects are based on the average allowable general site development costs, as defined in Section 1859.76 of Title 2 of the California Code of Regulations, for the District's next planned school projects. These costs are as follows:

Table B-7
General Site Development Costs for 7-8 Cost Model Project

7-8 Cost Model Projects	Acres	Per-Acre Cost	Pupils	Per-Pupil Cost	Costs
7-8 School					
Per-Useable Acre General Site Cost	18	$29,616	n/a	n/a	$533,088
7-8 Per-Pupil General Site Cost	n/a	n/a	1,000	$1,180*	$1,180,000
Totals	**18**	**n/a**	**1,000**	**n/a**	**$1,713,088**
Average Per-Pupil General Site Development Cost**					**$1,713**

*Equals 6% of the 7-8 per-pupil base grant amount of $19,668.
**Equals the totals of the General Site Costs, divided by the pupil capacity of the District's proposed 7-8 projects (1,000 students).

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The total anticipated Site Development Costs for District 7-8 school cost model projects equals the per-pupil service site, off-site and utilities development cost for the District's 7-8 school cost model projects, plus the average per-pupil general site development costs related to the District's 7-8 school cost model projects. The following table illustrates the total per-pupil site development costs for future District 7-8 school cost model projects.

Table B-8
Total Site Development Costs for 7-8 Cost Model Project

7-8 Cost Model Projects	Costs
Average 7-8 Per-Pupil Service Site, Off-Site and Utility Costs	$7,069
Average 7-8 Per-Pupil General Site Development Costs	$1,713
Total 7-8 Per-Pupil Site Development Cost	**$8,782**

Site Development Costs for a New High School

Service site development, off-site development, and utilities costs for a new District high school are based on the allowable per-pupil site development costs, as defined in Section 1859.76 of Title 2 of the California Code of Regulations for the Rocklin Unified School District's Liberty High School. This project was approved on May 3, 2005, and has had the allowable costs increased by 18.8 percent in accordance with adjustments to the Class B CCI from 1.70 in May 2005 to 2.02 in January 2011. These costs are as follows:

Table B-9
Site Development Costs for a New High School

Rocklin Unified School District's Liberty High School Project	Site Development Costs
Site Development Costs (Service Site, Off-Site and Utility Services)	$11,101,088
Class B CCI Adjustment (18.8%)	$2,087,005
Subtotal	**$13,188,093**
Total Project Capacity	**1,664**
Per-Pupil Cost	**$7,926**

Estimated general site development costs for District 9-12 school cost model project are based on the average allowable general site development costs, as defined in Section 1859.76 of Title 2 of the California Code of Regulations, for the District's next planned school projects. These costs are as follows:

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Table B-10
General Site Development Costs for 9-12 Cost Model Project

9-12 Cost Model Projects	Acres	Per-Acre Cost	Pupils	Per-Pupil Cost	Costs
New 9-12 School					
Per-Useable Acre General Site Cost	21.4	$29,616	n/a	n/a	$633,782
9-12 Per-Pupil General Site Cost	n/a	n/a	500	$935*	$467,500
Totals	**21.4**	**n/a**	**500**	**n/a**	**$1,101,282**
Average Per-Pupil General Site Development Cost**					**$2,203**

*Equals 3.75% of the 9-12 per-pupil base grant amount of $24,946.
**Equals the totals of the General Site Costs, divided by the total pupil capacity of the District's proposed 9-12 projects.

The total anticipated Site Development Costs for District 9-12 school cost model projects equals the per-pupil service site, off-site and utilities development cost for the District's 9-12 school cost model projects, plus the average per-pupil general site development costs related to the District's 9-12 school cost model projects. The following table illustrates the total per-pupil site development costs for future District 9-12 school cost model projects.

Table B-11
Total Site Development Costs for 9-12 Cost Model Project

9-12 Cost Model Projects	Costs
Average 9-12 Per-Pupil Service Site, Off-Site and Utility Costs	$7,926
Average 9-12 Per-Pupil General Site Development Costs	$2,203
Total 9-12 Per-Pupil Site Development Cost	**$10,129**

DRAFT
8.1.27

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:

Public Hearing on 2011-12 Western Placer Unified School District Budget

AGENDA ITEM AREA:

Public Hearing

REQUESTED BY:

Joyce Lopes
Assistant Superintendent of Business Services

ENCLOSURES:

Included in Budget Adoption Back Up

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

June 21, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

Per California Education Code 42127, on or before July 1 of each year, the governing Board of each school district shall hold a public hearing on the budget to be adopted for the subsequent fiscal year. At this hearing, the Board will take testimony from the public.

This hearing has been advertised in at least one local newspaper as required by law and notice was posted at least 72 hours in advance. The proposed budget was made available for public inspection at the District office and online at least 72 hours in advance.

RECOMMENDATION:

Administration recommends the Board hold a public hearing regarding the proposed 2011-12 Annual Budget.

8.2

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:

Public Hearing on Tier III Funding

AGENDA ITEM AREA:

Public Hearing

REQUESTED BY:

Joyce Lopes
Assistant Superintendent, Business Services

ENCLOSURES:

Included in Tier III Adoption Back Up

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

June 21, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

Per California Education Code 42605, as a condition of receipt of funds, the governing Board of each school district shall hold a public hearing regarding Tier III categorical proposed expenditures for the subsequent fiscal year. At this public hearing the Board shall take testimony from the public, discuss, approve or disapprove the proposed use of funding.

This public hearing was noticed in the local newspaper and notices were posted 72 hours in advance of the hearing.

RECOMMENDATION:

Administration recommends the Board hold a public hearing regarding the proposed Tier III categorical funding expenditures.

INFORMATION

DISCUSSION

ACTION

ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Adopt Resolution No. 10/11.22 to Increase School Facility Fees

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Joyce Lopes, Assistant Superintendent
Business Services

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Developer Fees

MEETING DATE:
June 21, 2011

ROLL CALL REQUIRED:
Yes

BACKGROUND:

Following the Public Hearing the Board may take action to adopt a new Level II Fee as proposed the School Facility Needs Analysis dated April 2011.

RECOMMENDATION:

Staff recommends the Board of Trustees adopt Resolution No. 10/11.22 to establish school facility fees in accordance with the provision of Senate Bill 50.

RESOLUTION NO. 10/11.22

A RESOLUTION OF THE GOVERNING BOARD OF THE
WESTERN PLACER UNIFIED SCHOOL DISTRICT
ESTABLISHING SCHOOL FACILITY FEES IN
ACCORDANCE WITH THE PROVISIONS OF SENATE BILL 50

WHEREAS, under Government Code Section 65995.5 which was enacted pursuant to Chapter 407, Statutes of 1998 ("Senate Bill 50" or "SB 50"), a school district's governing board may establish fees to offset the cost of school facilities made necessary by new construction following the making of certain findings by such governing board; and

WHEREAS, the Western Placer Unified School District ("District") has undertaken a review of its eligibility to establish fees under the provisions of SB 50; and

WHEREAS, separate and apart from determining its eligibility to establish such fees, the District has prepared an analysis entitled "Facility Needs Analysis" dated April 2011 (the "Needs Analysis") in accordance with the provisions of SB 50; and

WHEREAS, the District seeks to establish fees in accordance with and under the authority of Senate Bill 50 for the purpose of funding the construction of school facilities made necessary by development within the District's boundaries; and

WHEREAS, the District continues to submit applications to the State Allocation Board of California for new construction funding when necessary and has been determined by the State Allocation Board to meet the eligibility requirements for new construction in accordance with the provisions of Government Code section 65995.5(b)(1); and

WHEREAS, the District has issued debt for capital outlay equal to at least 30% of its bonding capacity in accordance with the provisions of Government Code section 65995.5(b)(3)(C); and

WHEREAS, at least 20% (twenty percent) of the teaching stations within the District are relocatable classrooms in accordance with the provisions of Government Code section 65995.5(b)(3)(D); and

WHEREAS, in accordance with Government Code section 65995.5, a purpose of this Resolution is to declare the District's eligibility for, and to establish fees under the provisions of SB 50 consistent with the information and data set forth in the Needs Analysis and upon such other information and documentation prepared by or on file with the District, as presented and described to the Board.

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Western Placer Unified School District as follows:

Section 1. Procedure. This Board hereby finds that prior to the adoption of this Resolution, the Board conducted public hearings at the June 21, 2011 Board meetings at

which oral and written presentations were made. Notice of the time and place of both public hearings, including a general explanation of the matter to be considered, have been published in a newspaper of general circulation in accordance with Government Code section 65995.6(d), and a notice, including a statement that the Needs Analysis required by Government Code section 65995.6 was available, was mailed at least 30 days prior to both public hearings to any interested party who had filed a written request with the District for mailed notice of the meeting on new or increased fees or service charges within the period specified by law. At least 30 days prior to the public hearing, the District made available to the public in its Needs Analysis, data indicating the amount of the cost, or estimated cost, required to provide the facilities for which the fee is to be levied pursuant to this Resolution. By way of such public meetings, the Board received oral and written presentations by District staff which are summarized and contained in the District's Needs Analysis along with the District's related facility planning documents (the "Plan") and along with other materials which formed the basis for the action taken pursuant to this Resolution.

Section 2. Findings. The Board has reviewed the provisions of the Needs Analysis and the Plan as they relate to proposed and potential development, the resulting school facilities needs, the cost thereof, and the available sources of revenue including the fees provided by this Resolution, and based thereon and upon all other written and oral presentations to the Board, the Board hereby approves and adopts the Needs Analysis and makes the following findings:

a) Enrollment at the various District schools is presently at or exceeding capacity.

b) Additional development projects within the District involving increases in habitable areas will increase the need for school facilities.

c) Without the addition of new school facilities, further residential development projects within the District will result in a significant decrease in the quality of education presently offered by the District.

d) New residential development is projected within the District's boundaries and the enrollment produced thereby will exceed the capacity of the schools of the District. Projected development within the District, without additional school facilities, will result in conditions of overcrowding which will impair the normal functioning of the District's educational programs.

e) The fees proposed in the Needs Analysis and levied pursuant to this Resolution are for the purpose of providing adequate school facilities and related support facilities to maintain the quality of education offered by the District.

f) The fees proposed in the Needs Analysis and levied pursuant to this Resolution will be used for the construction of school facilities and support facilities as identified in the Needs Analysis.

g) The uses of the fees proposed in the Needs Analysis and levied pursuant to this Resolution are reasonably related to the types of development projects on which the fees are imposed.

h) The fees proposed in the Needs Analysis and levied pursuant to this Resolution bear a reasonable relationship to the need for school and support facilities created by the types of development projects on which the fees are imposed.

i) The fees proposed in the Needs Analysis and levied pursuant to this Resolution do not exceed the estimated amount required to provide funding for the construction of school and support facilities for which the fees are levied; and in making this finding, the Board declares that it has considered the availability of revenue sources anticipated to provide such facilities, including general fund revenues.

j) The fees will be collected for school and support facilities for which an account has been established and funds appropriated and for which the District has adopted a construction schedule or in some instances, will be used to reimburse the District for expenditures previously made.

Section 3. Fee. Based upon the foregoing findings, the Board hereby establishes a new fee upon residential construction, to be known as the "Level II Fee", as follows:

a) The Level II Fee for residential units is hereby established and set at the rate of $4.29 per square foot of residential development.

b) The Level II Fee shall be collected as a precondition to the issuance of any building permit for construction within the District's boundaries.

Section 4. Determination of Eligibility.

a) The District continues to submit applications to the State Allocation Board of California for new construction funding when necessary and has been determined by the State Allocation Board to meet the eligibility requirements for new construction in accordance with the provisions of Education Code section 17071.10 et seq. and section 17071.75 et seq. along with Government Code section 65995.5(b)(1); and

b) In accordance with the provisions of Government Code section 65995.5(b)(3)(C), the District has issued debt for capital outlay equal to at least 30% of its local bonding capacity.

c) In accordance with the provisions of Government Code section 65995.5(b)(3)(D), at least 20% (twenty percent) of the teaching stations within the District are relocatable classrooms.

d) The Board has reviewed the provisions of the Needs Analysis along with such oral and written information as has been presented by District staff and consultants and has determined that the Needs Analysis meets the requirements of Government Code section 65995.6 and is a suitable basis for the establishment of Level II fees in accordance with the provisions of Government Code section 65995.5.

Section 5. Determination of "Level III Fee". In accordance with the provisions of Government Code section 65995.7, the District's Board is authorized to establish a fee in an amount higher than the Level II fee in the event the State Allocation Board is no longer approving apportionments for new construction in accordance with Education Code section 17072.20 due to lack of funds and the State Allocation board has notified the Secretary of the Senate and Chief Clerk of the Assembly, in writing, of the determination that such funds are no longer being allocated. In the event that on or before the Anniversary Date of this Resolution as defined below, the State Allocation Board is no longer approving apportionments due to inadequate funding and such fact is relayed to the appropriate state representatives, the Level II fee shall be supplemented with an additional fee amount which when combined with the Level II fee shall be known as the "Level III Fee" as follows:

a) The Level III Fee for residential development shall be $8.58 per square foot of residential development.

b) The Level III Fee shall be placed in effect immediately by action of the Superintendent, without any additional action by the Board other than the approval of this Resolution upon a determination by the Superintendent that the requirements of Government Code section 65995.7 as outlined above have been met.

Section 6. Fee Adjustments and Limitations. The fees established herewith shall be subject to the following:

a) The District's Level II Fee (or the Level III Fee in the event it is implemented by the Superintendent) shall be effective for a period of one year following the adoption date of this Resolution as set forth below (the "Anniversary Date") and shall be reviewed on or before the Anniversary Date, and annually thereafter to determine if such fee is to be re-established or revised.

b) The Level II Fee established hereby (or the Level III Fee in the event it is implemented by the Superintendent) shall not apply during the term of any mitigation agreement entered into between a subdivider or builder and the District, or any applicable city or county on or before January 1, 1987, that requires the payment of a fee, charge or dedication for the construction of school facilities as a condition to the approval of residential development.

c) The Level II Fee established hereby (or the Level III Fee in the event it is implemented by the Superintendent) shall not apply during the term of any mitigation agreement entered into between a person and the District or any applicable city or county, after January 1, 1987 but before November 4, 1998 that requires payment of a fee, charge, or dedication for school facilities mitigation.

d) The Level II Fee established hereby (or the Level III Fee in the event it is implemented by the Superintendent) shall not apply to any construction that is not subject to a mitigation agreement such as described above, but that is carried out on real property for which residential development was made subject to a condition relating to school facilities imposed by a state or local agency in connection with a legislative act approving or authorizing such residential development after January 1, 1987 but before November 4, 1998. Any such construction shall be required to comply with such condition until January 1, 2000. On and after January 1, 2000, such construction shall be subject to the Level II Fee or the Level III Fee as applicable.

Section 7. Additional Mitigation Methods. The policies set forth in this Resolution are not exclusive, and the Board reserves the authority to undertake other or additional methods to finance school facilities including but not limited to the Mello-Roos Community Facilities Act of 1982 (Government Code §§53311, et seq.) and such other funding mechanisms as are authorized by Government Code section 65996. This Board reserves the authority to substitute the dedication of land or other property or other form of requirement in lieu of the fees levied by way of this Resolution at its discretion, so long as the reasonable value of land to be dedicated does not exceed the maximum fee amounts contained herein or modified pursuant hereto.

Section 8. Implementation. For construction projects within the District, the Superintendent, or the Superintendent's designee, is authorized to issue Certificates of Compliance upon the payment of any fee levied under the authority of this Resolution.

Section 9. California Environmental Quality Act. The Board hereby finds that the fees established pursuant to this Resolution are exempt from the provisions of the California Environmental Quality Act (CEQA).

Section 10. Commencement Date. The Board orders that the fees established hereby shall take effect immediately.

Section 11. Notification of Local Agencies. The Secretary of the Board is hereby directed to forward copies of this Resolution along with a map of the District's boundaries to the planning commission and city council of the City of Lincoln, the planning commission and board of supervisors of Placer County and to file a Notice of Exemption from the California Environmental Quality Act with the Placer County Clerk.

Section 12. Severability. If any portion of this Resolution is found by a Court of competent jurisdiction to be invalid, such finding shall not affect the validity of the remaining portions of this Resolution. The Board hereby declares its intent to adopt this Resolution irrespective of the fact that one or more of its provisions may be declared invalid subsequent hereto.

APPROVED, PASSED and ADOPTED by the Governing Board of the Western Placer Unified School District this 21st day of June, 2011, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

_____
President, Governing Board
Western Placer Unified School District

ATTEST:

_____
Secretary, Governing Board
Western Placer Unified School District

9.1.6

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:

2011-12 Western Placer Unified School District Budget Adoption

AGENDA ITEM AREA:

Action

REQUESTED BY:

Joyce Lopes
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

Included in Back Up

MEETING DATE:

June 21, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

Per California Education Code 42127, on or before July 1 of each year, the governing Board of each school district shall, following a public hearing, adopt the budget for the subsequent fiscal year.

The Board has received budget assumptions, enrollment projections, has taken action on budget reductions and held a public hearing. The Board will now consider the proposed 2011-12 Annual Budget for adoption.

RECOMMENDATION:

Administration recommends the Board adopt the 2011-12 Annual Budget as presented.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
2011-12 Annual Budget Adoption Notes

Each year the Board of Trustees is required to adopt an annual budget. The 2011-12 Budget material is provided for your review and approval. While the California state legislature has not yet approved a state budget for 2011-12, the district is required to adopt a budget for the subsequent fiscal year by July 1 each year.

Assumptions:
The 2011-12 Budget is based on the 2010-11 revised budget, adjusted for one time changes and reflective of various assumptions. The 2011-12 Budget Adoption is based on assumptions provided by Placer County Office of Education (PCOE), School Services of California dartboard, and district data. PCOE and School Services documents are attached. The assumptions based on district data and trends are provided in the following two tables.

Revenue Assumptions:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
2011-12 BUDGET ASSUMPTIONS
June 21, 2011

	10/11 2nd Interim	11/12 Projection	12/13 Projection	13/14 Projection	
REVENUE					
Enrollment	6,551	6,551	6,551	6,617	
ADA Yield	95.5%	95.5%	95.5%	95.5%	Flat to reflect DAWG activity
ADA	6,256	6,230	6,256	6,319	
% Increase Enrollment	1.1%	0.0%	0.0%	1.0%	Updated projections
# Increase Enrollment	71	-	-	66	
Prior Year RL	$6,373.07	$6,348.07	$6,492.07	$6,700.07	
COLA %	-0.39%	2.24%	3.20%	2.70%	SSC Dartboard
COLA	($25.00)	$144.00	$208.00	$181.00	
Deficit %	-17.963%	-19.754%	-19.754%	-19.754%	SSC Dartboard
Deficit Applied	(1,140.30)	(1,218.63)	(1,323.53)	(1,359.29)	
Add'l RL reduction	-	(323.03)	-	-	SSC Dartboard
Funded RL per ADA	5,207.77	4,950.41	5,376.54	5,521.78	
Est. Revenue Limit	32,580,853	30,841,046	33,636,725	34,890,863	
Basic Aid/Charter School	132,283	357,289	-	-	Decreases as RL increases
Property Tax change	-9.00%	-4.50%	1.00%	2.00%	County estimates
Est. Property Taxes	32,737,129	31,263,958	31,576,598	32,208,130	
Categorical COLA	0.00%	0.00%	3.20%	2.70%	SSC Dartboard
Lottery Unrestricted/ADA	112.50	111.00	110.00	108.75	SSC Dartboard
Lottery Restricted/ADA	17.50	17.50	17.20	17.20	SSC Dartboard

Revenue assumptions include a $349 per ADA reduction, a 2.24% COLA, a 4.5% property tax reduction, and flat enrollment. Revenue limit reflects a $1.7 million reduction and basic aid supplemental funding reflects a $225 thousand increase from the 2010-11 Second Interim Report to 2011-12 Adopted Budget. Federal revenue includes the one-time $1.2 million Federal Jobs Funds receipts that will be used in 2011-12 to reduce the general fund deficit. At the same time, federal revenues have been reduced by the one-time ARRA (American Recovery and Reinvestment Act) and SFSF (State Fiscal Stabilization Fund) receipts fully expended in 2010-11.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
2011-12 Annual Budget Adoption Notes

Expenditure Assumptions:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
2011-12 BUDGET ASSUMPTIONS
June 21, 2011

	10/11 2nd Interim	11/12 Projection	12/13 Projection	13/14 Projection	
EXPENDITURES					
Certificated New Hires	0 FTE	0 FTE	0 FTE	0 FTE	
Estimated Retirements	-3 FTE	-9 FTE	-3 FTE	-3 FTE	
Staffing Ratios:					
Kindergarten	25:1	Increases are			
1-3	21:1	expected and			
4-5	30:1	will be determined			
6-8	25:1	through the			
9-12	28:1	budget process			
Certificated Step/Column	1.50%	1.50%	1.50%	1.50%	
Classified new Hires	0 FTE	0 FTE	0 FTE	0 FTE	
Estimated Retirements	0 FTE	-3.5 FTE	-1 FTE	-1 FTE	
Classified Step/Column	1.70%	1.70%	1.70%	1.70%	
Benefits	5%	5%	5%	5%	
Budget Reductions		(3,000,000)	(7,000,000)	(7,000,000)	11-12 approved by BOT 5/3/11
Site Allocations:					
Elementary	47.00	47.00	47.00	47.00	
Middle School	58.50	58.50	58.50	58.50	
High School	83.75	83.75	83.75	83.75	
SLIG K-6	49.79	49.79	49.79	49.79	
SLIG 7-8	18.16	18.16	18.16	18.16	
MAA	100,000	100,000	100,000	100,000	
Lottery per teacher	500	500	500	500	

Expenditures decreased by $3 million in the 2011-12 Adopted Budget due to budget cuts proposed by the Budget Committee and Superintendent and approved by the Board of Trustees at the May 3, 2011, Board Meeting. In addition, the budget reflects a 9.0 FTE (full-time equivalent) certificated and 3.5 FTE classified reduction in staffing due to attrition primarily from early retirement incentive participants. In addition, the expenditure assumptions include $3 million in budget reductions for 2011-12 approved by the Board of Trustees on May 3, 2011, and summarized in the table below.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
2011-12 Annual Budget Adoption Notes

Budget Reductions:
The budget reductions recommended by the Budget Committee and Superintendent, approved by the Board and incorporated in the 2011-12 Adopted Budget are as follows:

Budget Cut Suggestions
Recommended for Implementation
Fiscal Year 2011-12

		Amount Saved
Federal Jobs Funds		$1,187,363
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		$1,086,000
Reserves		
Use New School Reserve	500,000	
Total Reserves		$ 500,000
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		$ 55,000
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	
Aggressively 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		$ 209,526
Grand Total Recommended Cuts		**$3,037,889**

9.2.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
2011-12 Annual Budget Adoption Notes

Proposed Budget:
When reviewing the proposed 2011-12 adopted budget, it is helpful to identify changes from the second interim report to year-end estimated actuals. Those changes are reflected in the table below and summarized in the comments.

2010-11 Estimated Actuals / 2011-12 Adopted Budget

	Projection 2nd Interim Combined	Projection Est. Actuals Combined	Adopted Budget 2011-12 Unrestricted	Restricted	Combined
Revenue					
Revenue Limit Sources	33,197,926	33,078,858	31,000,584	1,543,186	32,543,770
Federal Revenue	4,268,413	3,086,544	721	3,092,022	3,092,743
State Revenue	6,200,256	6,218,383	3,887,400	1,188,003	5,075,403
Local Revenue	3,479,429	3,159,742	861,103	2,306,117	3,167,220
Total Revenue	**47,146,024**	**45,543,527**	**35,749,808**	**8,129,328**	**43,879,136**
Expenditures					
Certificated Salaries	25,359,024	25,425,131	19,920,845	4,400,413	24,321,258
Classified Salaries	7,360,484	7,401,709	3,971,853	3,075,923	7,047,776
Benefits	10,738,045	10,628,868	8,207,416	2,726,717	10,934,133
Books and Supplies	3,740,181	2,874,053	2,150,296	595,477	2,745,773
Other Services & Oper. Exp	4,596,965	4,470,357	3,304,414	681,722	3,986,136
Capital Outlay	598,609	591,829	10,000	241,383	251,383
Other Outgo 7xxx	1,356,853	1,421,895	1,422,268	-	1,422,268
Transfer of Indirect 73xx	(108,107)	(110,785)	(665,029)	562,162	(102,867)
Total Expenditures	**53,642,054**	**52,703,057**	**38,322,063**	**12,283,797**	50,605,860
Deficit/Surplus	(6,496,030)	(7,159,530)	(2,572,255)	(4,154,469)	(6,726,724)
Transfers In	336,451	336,451	500,000	-	500,000
Transfers out	(616,486)	(139,814)	(128,169)	-	(128,169)
Contributions to Restricted	-	-	(4,193,367)	4,193,367	-
Net increase (decrease) in Fund Balance	(6,776,065)	(6,962,893)	(6,393,791)	38,898	(6,354,893)
Beginning Balance	14,618,439	14,618,439	7,405,376	250,170	7,655,546
Ending Balance	**7,842,374**	**7,655,546**	**1,011,585**	**289,068**	**1,300,653**
	14.62%	*14.53%*	*2.00%*		*2.57%*

Changes from Second Interim Report to Estimated Actuals:

1. Revenue Limit Sources - $120,000 decrease due to 33 ADA reduction in actual from second interim.
2. Federal Revenue - $1.18 million decrease due to Federal Jobs Funds deferred to 2011-12 budget.
3. State Revenue - $20,000 increase due to slight increase in CSR funding.
4. Local Revenue - $100,000 increase in co-curricular, facility fees and interest income and $465,000 decrease to move insurance funds from GEMS fire to Fund 40.
5. Classified Salaries – coaching stipends
6. Benefits – reduction in retiree benefit expense
7. Books & Supplies – categorical and site allocations budgeted but not spent in 2010-11, most will be carried over to 2011-12.
8. Other Services & Operating – same as books & supplies.
9. Other Outgo – increase in PCOE Special Education billback
10. Transfers Out - $465,000 decrease for GEMS fire insurance funds; moved to Fund 40.

Multi-Year Projections:

9.2.4

WESTERN PLACER UNIFIED SCHOOL DISTRICT
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2011-12 Annual Budget Adoption Notes

The multi-year projections provide a view of the next two years' budget plan. They are built off assumptions provided by PCOE, School Services of California and district trends. Budget planning in our current economic climate is difficult due to the many moving parts. Property taxes, state allocations, cash deferrals, new legislature, and ballot measures can all have a significant impact on revenue assumptions.

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

The $3 million in budget reductions incorporated in the 2011-12 Adopted Budget are primarily one-time solutions. Only the savings of $350 thousand from the change in benefit co-pays is ongoing. The remaining $2.65 million of the 2011-12 reductions will need to be identified again in 2012-13. An additional $4.35 million will need to be identified in 2012-13 for a total of $7 million in budget reductions to maintain a positive certification. No further cuts will be needed in 2013-14. This is primarily due to the compounding effect of compensation savings from positions not backfilled in 2011-12.

The ending fund balance in 2011-12 will dip below 3 percent. The state flexibility language allows a district to have a reserve for economic uncertainty below 3 % in a single year with the caveat that the reserve is restored in the two subsequent years. The Board directed reserves for basic aid and 5 percent economic uncertainty will not be preserved in 2011-12. The basic aid reserve is not necessary in 2012-13 or 2013-14 as the district will no longer receive basic aid supplemental funding from the state. It will be important for the district to focus on restoring the 5 percent economic uncertainty reserve per Board direction over the next several years.

	Adopted Budget	Projection			Projection		
	2011-12	2012-13			2013-14		
	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined
Revenue							
Revenue Limit Sources	32,543,770	33,656,007	1,592,981	35,248,988	34,923,999	1,635,992	36,559,990
Federal Revenue	3,092,743	721	1,904,659	1,905,380	721	1,904,659	1,905,380
State Revenue	5,075,403	3,387,400	1,226,039	4,613,439	3,387,400	1,259,142	4,646,542
Local Revenue	3,167,220	836,103	2,130,117	2,966,220	836,103	2,130,117	2,966,220
Total Revenue	**43,879,136**	**37,880,231**	**6,853,796**	**44,734,027**	**39,148,223**	**6,929,910**	**46,078,133**
Expenditures							
Certificated Salaries	24,321,258	21,590,000	3,640,000	25,230,000	21,920,000	3,690,000	25,610,000
Classified Salaries	7,047,776	4,140,000	3,130,000	7,270,000	4,210,000	3,180,000	7,390,000
Benefits	10,934,133	9,060,000	2,530,000	11,590,000	9,510,000	2,690,000	12,200,000
Books and Supplies	2,745,773	1,530,000	600,000	2,130,000	1,530,000	600,000	2,130,000
Other Services & Oper. Exp	3,986,136	3,210,000	680,000	3,890,000	3,210,000	680,000	3,890,000
Capital Outlay	251,383	10,000	70,000	80,000	10,000	70,000	80,000
Other Outgo 7xxx	1,422,268	1,420,000	-	1,420,000	1,420,000	-	1,420,000
Transfer of Indirect 73xx	(102,867)	(670,000)	560,000	(110,000)	(670,000)	560,000	(110,000)
Unidentified Budget Cuts		(7,000,000)	-	(7,000,000)	(7,000,000)	-	(7,000,000)
Total Expenditures	50,605,860	**33,290,000**	**11,210,000**	**44,500,000**	**34,140,000**	**11,470,000**	**45,610,000**
Deficit/Surplus	(6,726,724)	4,590,231	(4,356,204)	234,027	5,008,223	(4,540,090)	468,133
Transfers In	500,000	-	-	-	-	-	
Transfers out	(128,169)	(130,000)	-	(130,000)	(130,000)	-	(130,000)
Contributions to Restricted	-	(4,070,000)	4,070,000	-	(4,540,000)	4,540,000	-
Net increase (decrease) in Fund Balance	(6,354,893)	390,231	(286,204)	104,027	338,223	(90)	338,133
Beginning Balance	7,655,546	1,011,585	289,068	1,300,653	1,401,816	2,864	1,404,680
Ending Balance	**1,300,653**	**1,401,816**	**2,864**	**1,404,680**	**1,740,038**	**2,774**	**1,742,813**
	2.57%	*3.15%*		3.16%	*3.82%*		3.82%

Revenue Limit and Property Taxes

9.25

WESTERN PLACER UNIFIED SCHOOL DISTRICT
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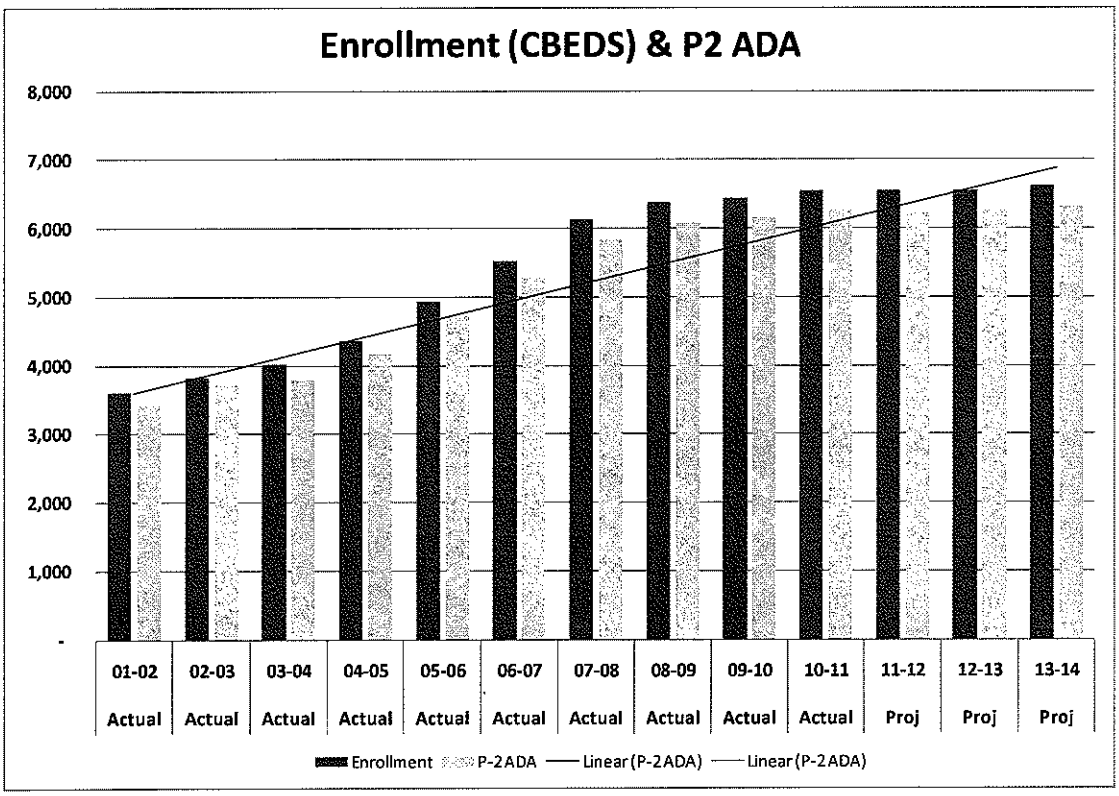
The revenue limit for 2011-12 reflects a $349/ADA reduction per PCOE instructions and a 2.24% COLA based on state guidelines. This reduction only impacts the 2011-12 fiscal year and decreases revenue by $1.7 million. In addition, property taxes are anticipated to decline another 4.5% in 2011-12. District staff met with the County Assessor's Office in May and received updated material regarding property tax assessment trends. The median price for single-family detached homes continues to drop in Placer County with 2011 monthly assessments being the lowest in the past 10 years. The median price in April 2011 was $249 thousand and the County is reassessing 30 to 40 percent of the property tax roll each year. We will continue to meet with the Assessor's Office twice a year to discuss property tax projections.

The district continues to work with California Department of Education (CDE) to recover the 2009-10 Basic Aid Supplemental funding reduction of approximately $2 million. This reduction was due to CDE's interpretation of SERAF funding and the one time revenue limit reduction of $242/ADA in 2009-10. We will keep you posted as we work through these issues.

Enrollment and ADA

Enrollment and ADA have doubled over the last 10 years. In recent years the district has continued to experience growth but at a slower rate than in previous years. We have had 1 percent growth per year for the past two years. Analysis of home purchases, census data, and kindergarten enrollments indicate enrollment will be flat or slightly negative next year. We will continue to follow the data and trends carefully and adjust our assumptions as appropriate.



9.2.6

WESTERN PLACER UNIFIED SCHOOL DISTRICT
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2011-12 Annual Budget Adoption Notes

Categorical Revenue

Categorical funds are expected to decline next year by as much as 10 percent in some programs. The 2011-12 budget reflects the carry forward of unspent funds from 2010-11, no COLA, and a decline in funding. We have exercised flexibility over $152,000 of Tier III funds in 2011-12 as authorized by state legislation. Details of the use of Tier III funds is outlined the previous board agenda item. Some categorical programs require contributions from the district unrestricted funds. A summary of the change in contributions from 2010-11 to 2011-12 is summarized below.

Contributions to Restricted Programs
2010-11 Estimated Actuals and 2011-12 Budget

Program	*Resource*		*2010-11 Estimate*	*Adopted Budget*	*Change*	*Comments*
Special Ed-Basic Grant (PL94-142)	3310	*	$470,219	$807,747	$337,528	$330k in 2010-11 spent from one-time ARRA funds. In 2011-12, these expenditures will revert to Resource 3310
ARRA (PL94-142)	3313	*	$20,591	$0	($20,591)	Spent final ARRA funds in 2010-11; contribution made so that no employee's salary and benefits
Spec Ed Pre-School	3315	*	$55,944	$45,663	($10,281)	Transfer .18 FTE from preschool to regular special ed (Resource 6500); four furlough days
Spec Ed Pre-School	3320	*	$23,176	$14,956	($8,220)	Transfer .22 FTE from preschool to regular special ed (Resource 6500); four furlough days
Special Education	6500	*	$1,399,901	$1,144,143	($255,758)	$130k increase in revenues; four furlough days; $100k decrease in mental health liability
Transportation	7230		$109,344	$149,181	$39,837	$30k decrease in revenues
Special Ed Transportation	7240	*	$931,359	$950,508	$19,149	Step, column, diesel
Special Education Transportation Equipment	7240		$388,644	$0	($388,644)	10-11 bus purchase of $389k
Maintenance	8150		$1,232,479	$1,081,169	($151,310)	Decrease of $45k due to eliminiation of Asst. Supt. of Facilities position, $70k decrease in legal fees; four furlough days
Total Contribution to Restr Programs			$4,631,657	$4,193,367	($438,290)	

9.2.7

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
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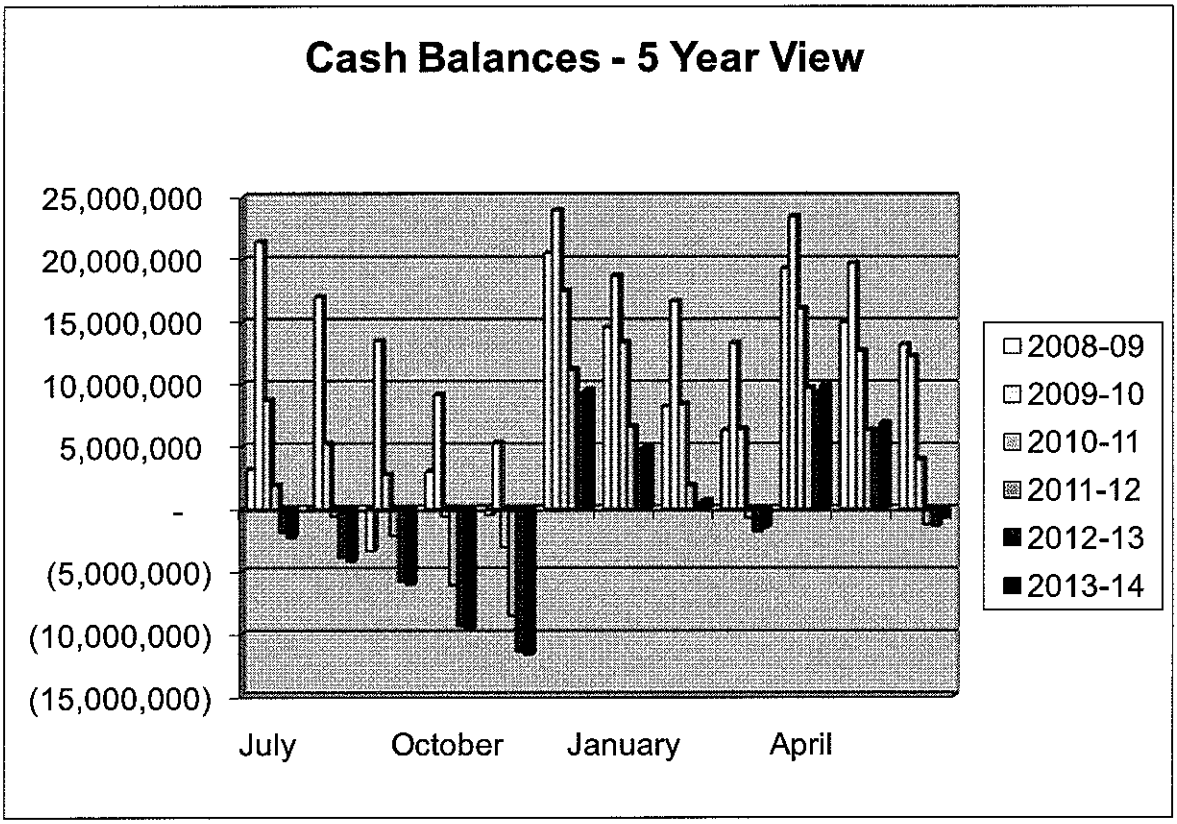
Cash

The district has negotiated a TRANS (Tax Revenue Anticipation Note) and received authorization for dry period financing from the County Treasurer. These steps have been taken to handle the cash deferrals imposed on the district by the state. We have been fortunate to have reserves to help with cash flow issues in the past three years. However, as we spend down our reserves, we will need to pay close attention to our cash flow and have borrowing options available. The following chart shows our cash balance for the past three years and projections for the next three years. We anticipate negative cash in 7 out of 12 months of the year in the coming years.



9.2.8

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
2011-12 Annual Budget Adoption Notes

Other Funds

The district uses separate funds to identify and track fiscal activity related to separate enterprises. The Board adopts a budget each year for each fund. A summary of the fund balances for each fund is listed below and the funds purpose. 2010-11 estimated actuals and 2011-12 budget are outlined.

2011-12 ADOPTED BUDGET
OTHER FUNDS
June 21, 2011

	Beginning Fund Balance	Ending Fund Balance
Fund 11 - Adult Education Fund	**25,916**	**64,874**
Fund 12 - Child Development Fund	**17,897**	**17,897**
Fund 13 - Cafeteria Fund	**89,669**	**103,192**
Fund 14 - Deferred Maintenance Fund	**2,062,801**	**2,099,801**
Fund 17 - Special Reserve for Other Than Capital Outlay Projects	**1,267,658**	**782,658**
Fund 21 - Building Fund	**1,640,933**	**1,285,251**
Fund 25 - Capital Facilities Fund	**185,111**	**335,880**
Fund 40 - Special Reserve for Capital Outlay Projects	**680,391**	**167,363**
Fund 49 - Debt Service Fund for Blended Component Units	**17,986,166**	**15,681,864**
Fund 52 - Debt Interest and Redemption Fund	**400**	**-**
Fund 71 - Retiree Benefit Fund	**143,198**	**283,198**
Fund 73 - Foundation Private-Purpose Trust Fund	**160,216**	**160,216**

Fund 11 - Adult Education Fund
Fund is used to account for all revenues and expenses for adult education programs.

	2010-11 Estimated Actuals	2011-12 Adopted Budget
Beginning Fund Balance	12,516	25,916
Revenues	271,913	276,491
Expenses		
Salaries	179,167	167,385
Benefits	62,460	57,605
Supplies	10,146	6,650
Other	6,740	5,893
Total Expenses	258,513	237,533
Surplus (deficit)	13,400	38,958
Ending Fund Balance	25,916	64,874

9.2.9

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
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Fund 12 - Child Development Fund
Fund is used to account for all revenues and expenses to operate child development programs.

	2010-11 Estimated Actuals	2011-12 Adopted Budget
Beginning Fund Balance	115,459	17,897
Revenues	224,878	221,277
Expenses		
Salaries	-	127,443
Benefits	-	79,653
Supplies	2,114	930
Other	320,326	13,251
Total Expenses	322,440	221,277
Surplus (deficit)	(97,562)	-
Ending Fund Balance	17,897	17,897

Fund 13 - Cafeteria Fund
Fund is used to account for all revenues and expenses to operate the food service program.

	2010-11 Estimated Actuals	2011-12 Adopted Budget
Beginning Fund Balance	124,338	89,669
Revenues	1,857,600	1,819,500
Expenses		
Salaries	678,518	669,383
Benefits	315,756	328,568
Supplies	759,746	699,000
Other	138,249	109,026
Total Expenses	1,892,269	1,805,977
Surplus (deficit)	(34,669)	13,523
Ending Fund Balance	89,669	103,192

9.2.10

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
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Fund 14 - Deferred Maintenance Fund
Fund is used to account for all revenues and expenses to repair, replace and maintain school buildings.

	2010-11 Estimated Actuals	2011-12 Adopted Budget
Beginning Fund Balance	2,176,602	2,062,801
Revenues	37,000	37,000
Expenses		
Salaries	-	-
Benefits	-	-
Supplies	-	-
Other	150,801	-
Total Expenses	150,801	-
Surplus (deficit)	(113,801)	37,000
Ending Fund Balance	2,062,801	2,099,801

Fund 17 - Special Reserve for Other Than Capital Outlay Projects
Fund is used to account for special reserves such as new schools reserve and w etlands reserve.

	2010-11 Estimated Actuals	2011-12 Adopted Budget
Beginning Fund Balance	1,569,109	1,267,658
Revenues	35,000	15,000
Expenses		
Salaries	-	-
Benefits	-	-
Supplies	-	-
Other	336,451	500,000
Total Expenses	336,451	500,000
Surplus (deficit)	(301,451)	(485,000)
Ending Fund Balance	1,267,658	782,658

9.2.11

WESTERN PLACER UNIFIED SCHOOL DISTRICT
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Fund 21 - Building Fund
Fund is used to account for proceeds from bond and other long term financing used for construction projects.

	2010-11 Estimated Actuals	2011-12 Adopted Budget
Beginning Fund Balance	2,271,278	1,640,933
Revenues	1,201,600	35,000
Expenses		
Salaries	83,819	19,803
Benefits	31,059	7,609
Supplies	34,000	4,000
Other	1,683,067	359,270
Total Expenses	1,831,945	390,682
Surplus (deficit)	(630,345)	(355,682)
Ending Fund Balance	1,640,933	1,285,251

Fund 25 - Capital Facilities Fund
Fund is used to account for moneys received from developers. Any excess is transferred to Fund 49 for debt service.

	2010-11 Estimated Actuals	2011-12 Adopted Budget
Beginning Fund Balance	60,058	185,111
Revenues	483,000	303,000
Expenses		
Salaries	53,907	63,162
Benefits	28,087	31,069
Supplies	-	-
Other	275,953	58,000
Total Expenses	357,947	152,231
Surplus (deficit)	125,053	150,769
Ending Fund Balance	185,111	335,880

9.2.12

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
2011-12 Annual Budget Adoption Notes

Fund 35 - County School Facilities Fund
Fund receives apportionments from the State of California for new school facility construction and modernization projects.

	2010-11 Estimated Actuals	2011-12 Adopted Budget
Beginning Fund Balance	-	4,052,033
Revenues	4,054,341	100,000
Expenses		
Salaries	-	-
Benefits	-	-
Supplies	2,308	25,000
Other	-	341,096
Total Expenses	2,308	366,096
Surplus (deficit)	4,052,033	(266,096)
Ending Fund Balance	4,052,033	3,785,937

Project for 11-12 is the new Phoenix High School portable classroom building.

Fund 40 - Special Reserve for Capital Outlay Projects
Fund is used to account for the accumulation and expenditure of funds for capital outlay purposes.

	2010-11 Estimated Actuals	2011-12 Adopted Budget
Beginning Fund Balance	148,036	680,391
Revenues	567,276	972,754
Expenses		
Salaries	-	-
Benefits	-	-
Supplies	-	542,478
Other	34,921	943,304
Total Expenses	34,921	1,485,782
Surplus (deficit)	532,355	(513,028)
Ending Fund Balance	680,391	167,363

Projects for 2011-12 are the Glen Edwards Middle School repair of fire-damaged wing b and the grant from Lowe's to upgrade the Project Lead the Way classroom at Lincoln High School.

9.2.13

WESTERN PLACER UNIFIED SCHOOL DISTRICT
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Fund 49 - Debt Service Fund for Blended Component Units Fund is used to account for payment of principal and interest on long-term debt.	**2010-11 Estimated Actuals**	**2011-12 Adopted Budget**
Beginning Fund Balance	20,438,775	17,986,166
Revenues	5,688,040	5,483,680
Expenses		
Salaries	-	-
Benefits	-	-
Supplies	-	-
Other	8,140,649	7,787,982
Total Expenses	8,140,649	7,787,982
Surplus (deficit)	(2,452,609)	(2,304,302)
Ending Fund Balance	17,986,166	15,681,864

Fund 52 - Debt Interest and Redemption Fund Fund is used for the payment of principal and interest on leases.	**2010-11 Estimated Actuals**	**2011-12 Adopted Budget**
Beginning Fund Balance	-	400
Revenues	81,069	80,269
Expenses		
Salaries	-	-
Benefits	-	-
Supplies	-	-
Other	80,669	80,669
Total Expenses	80,669	80,669
Surplus (deficit)	400	(400)
Ending Fund Balance	400	-

9.2.14

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
2011-12 Annual Budget Adoption Notes

Fund 71 - Retiree Benefit Fund
Fund is used to account for postemployment benefit plan trust activity.

	2010-11 Estimated Actuals	2011-12 Adopted Budget
Beginning Fund Balance	2,384,237	143,198
Revenues	140,000	140,000
Expenses		
Salaries		-
Benefits	-	-
Supplies	-	-
Other	2,381,039	-
Total Expenses	2,381,039	-
Surplus (deficit)	(2,241,039)	140,000
Ending Fund Balance	143,198	283,198

Fund 73 - Foundation Private-Purpose Trust Fund
Fund is used to accounts for gifts designated for student scholarships.

	2010-11 Estimated Actuals	2011-12 Adopted Budget
Beginning Fund Balance	161,216	160,216
Revenues	4,000	4,000
Expenses		
Salaries	-	-
Benefits	-	-
Supplies	-	-
Other	5,000	4,000
Total Expenses	5,000	4,000
Surplus (deficit)	(1,000)	-
Ending Fund Balance	160,216	160,216

9.2.15

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
2011-12 Annual Budget Adoption Notes

PCOE
GOLD IN EDUCATION
Gayle Garbolino-Mojica
County Superintendent of Schools

Board of Education
Mr. Stanford G. Hirata
Area 1
Mr. Robert Tomasini
Area 1
Ms. Suzanne Jones
Area 2
Mr. Scott Gnile
Area 3
Ms. Pam Robie Hart
Area 4
Mr. E. Ken Tokutomi
Area 4
Mrs. Lynn M. Oliver
Area 5

Superintendent's Cabinet
Keith J. Bray
Chief of Staff/General Counsel
Jerry Johnson
Associate Superintendent Business Services
Renee Regacho-Anaclerio, Ed. D.
Associate Superintendent Educational Services
Phillip J. Williams
Assistant Superintendent Special Education
James L. Anderberg
Executive Director Administrative Services
Catherine Goins
Executive Director Early Childhood Education
Ward H. Andrus, Ed. D.
Executive Director Educational Innovation & Career Development

May 25, 2011

Scott Leaman, Superintendent
Western Placer Unified School District
600 Sixth Street, Suite 400
Lincoln, CA 95648

Dear Scott,

This letter is to provide guidance as you prepare the FY 2011-12 budget. In the May Revision, the Governor proposes to extend temporary taxes, resulting in an increase of $3 billion to Proposition 98 funding above the January proposal to $52.4 billion. However, this boost in funding will not result in an increase in per-pupil funding at the district level because the Governor's May Revision proposes to allocate the increase in Proposition 98 to offset deferrals.

Essentially the Governor proposes to "flat fund" education, providing Proposition 98 funding in FY 2011-12 at the same level as FY 2010-11. However, the Governor's plan assumes lawmakers will agree to a budget that includes the tax extension ballot measure by June 30 with ballot ratification by voters sometime later in the year, both of which have great uncertainty. It is this level of uncertainty, combined with a number of other variables that make it difficult to project the level of Proposition 98 funding for FY 2011-12 and as a result require a cautious approach when developing the budget. Given this context, districts are strongly advised to prepare the FY 2011-12 budget with a revenue limit adjustment of $349 per ADA, which remains consistent with prior advice provided with the Second Interim Budget Report. This adjustment can be accommodated with an adjustment in ending fund balance or in reserve funds if existing resources are sufficient.

If the Governor and Legislature ultimately agree that next year education will be flat funded and sign the state budget, these dollars could then be used to bring back positions and restore education programs.

Please contact Jerry Johnson if any additional information regarding development of the FY 2011-12 budget is needed.

Yours in education,

GAYLE GARBOLINO-MOJICA
SUPERINTENDENT OF SCHOOLS

GGM/jk
C: Joyce Lopes

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9.2.16

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
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SSC School District and County Office Financial Projection Dartboard
2011-12 May Revision

This version of SSC's Financial Projection Dartboard is based on the Governor's 2011-12 May Revision. 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%	2.24%	3.20%	2.70%	2.90%	3.10%
K-12 Revenue Limit Deficit %		17.963%	19.754%	19.754%	19.754%	19.754%	19.754%
COE Revenue Limit Deficits %		18.250%	20.041%	20.041%	20.041%	20.041%	20.041%
Net Revenue Limit Change:	K-12	5.17%	0.00%	3.20%	2.70%	2.90%	3.10%
	COEs	5.17%	0.00%	3.20%	2.70%	2.90%	3.10%
Special Education COLA (on state and local share only)		0.00%	0.00%	3.20%	2.70%	2.90%	3.10%
State Categorical Funding (including adult education and ROC/P)	Tier I	0.00%	0.00%	3.20%	2.70%	2.90%	3.10%
	Tier II	0.00%	0.00%	3.20%	2.70%	2.90%	3.10%
	Tier III	0.00%	0.00%	3.20%	2.70%	2.90%	3.10%
California CPI		1.80%	3.10%	2.70%	3.10%	3.20%	3.30%
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%	4.30%	4.40%	4.50%

ESTIMATED STATEWIDE AVERAGE BASE REVENUE LIMITS PER ADA "UNDEFICITED"			
Year	**Elementary**	**High School**	**Unified**
2010-11 Statewide Average (est.)	$6,110	$7,340	$6,392
2011-12 Inflation Increase @ 2.24% COLA	$137	$164	$143
2011-12 Statewide Average (est.)	$6,247	$7,504	$6,535

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)	$5,049	$5,125	$5,271	$6,116
Categorical Block Grant (est.)[1]	$410	$410	$410	$410
Total	$5,459	$5,535	$5,681	$6,526

[1] The Charter School Categorical Block Grant rates do not include Economic Impact Aid funding, which is provided separately. In addition, charter schools that began operation in or after 2008-09, there is an additional amount per ADA in supplemental categorical block grant funding.

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9.2.17

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2011-12 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) Revenue Limit Sources		8010-8099	31,522,752.00	1,556,106.00	33,078,858.00	31,000,584.00	1,543,186.00	32,543,770.00	-1.6%
2) Federal Revenue		8100-8299	801.00	3,085,743.00	3,086,544.00	721.00	3,092,022.00	3,092,743.00	0.2%
3) Other State Revenue		8300-8599	4,906,756.00	1,311,627.00	6,218,383.00	3,887,400.00	1,188,003.00	5,075,403.00	-18.4%
4) Other Local Revenue		8600-8799	940,952.00	2,218,790.00	3,159,742.00	861,103.00	2,306,117.00	3,167,220.00	0.2%
5) TOTAL, REVENUES			37,371,261.00	8,172,266.00	45,543,527.00	35,749,808.00	8,129,328.00	43,879,136.00	-3.7%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	21,268,774.03	4,156,356.46	25,425,130.49	19,920,845.00	4,400,413.00	24,321,258.00	-4.3%
2) Classified Salaries		2000-2999	4,237,051.48	3,164,657.33	7,401,708.81	3,971,853.00	3,075,923.00	7,047,776.00	-4.8%
3) Employee Benefits		3000-3999	7,985,277.81	2,643,591.13	10,628,868.94	8,207,416.00	2,726,717.00	10,934,133.00	2.9%
4) Books and Supplies		4000-4999	1,628,678.00	1,245,375.00	2,874,053.00	2,150,296.00	595,477.00	2,745,773.00	-4.5%
5) Services and Other Operating Expenditures		5000-5999	3,476,932.00	993,425.00	4,470,357.00	3,304,414.00	681,722.00	3,986,136.00	-10.8%
6) Capital Outlay		6000-6999	43,220.00	548,609.00	591,829.00	10,000.00	241,383.00	251,383.00	-57.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,421,895.00	0.00	1,421,895.00	1,422,268.00	0.00	1,422,268.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(665,027.00)	554,242.00	(110,785.00)	(665,029.00)	562,162.00	(102,867.00)	-7.1%
9) TOTAL, EXPENDITURES			39,396,801.32	13,306,255.92	52,703,057.24	38,322,063.00	12,283,797.00	50,605,860.00	-4.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(2,025,540.32)	(5,133,989.92)	(7,159,530.24)	(2,572,255.00)	(4,154,469.00)	(6,726,724.00)	-6.0%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers a) Transfers In		8900-8929	336,451.00	0.00	336,451.00	500,000.00	0.00	500,000.00	48.6%
b) Transfers Out		7600-7629	139,814.00	0.00	139,814.00	128,169.00	0.00	128,169.00	-8.3%
2) Other Sources/Uses a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(4,631,657.00)	4,631,657.00	0.00	(4,193,367.00)	4,193,367.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(4,435,020.00)	4,631,657.00	196,637.00	(3,821,536.00)	4,193,367.00	371,831.00	89.1%

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2011-12 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(6,460,560.32)	(502,332.92)	(6,962,893.24)	(6,393,791.00)	38,898.00	(6,354,893.00)	-8.7%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance a) As of July 1 - Unaudited		9791	13,865,936.00	752,503.00	14,618,439.00	7,405,375.68	250,170.08	7,655,545.76	-47.6%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			13,865,936.00	752,503.00	14,618,439.00	7,405,375.68	250,170.08	7,655,545.76	-47.6%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			13,865,936.00	752,503.00	14,618,439.00	7,405,375.68	250,170.08	7,655,545.76	-47.6%
2) Ending Balance, June 30 (E + F1e)			7,405,375.68	250,170.08	7,655,545.76	1,011,584.68	289,068.08	1,300,652.76	-83.0%
Components of Ending Fund Balance (Actuals) a) Reserve for Revolving Cash		9711	2,000.00	0.00	2,000.00				
Stores		9712	0.00	0.00	0.00				
Prepaid Expenditures		9713	18,586.40	0.00	18,586.40				
All Others		9719	0.00	0.00	0.00				
General Reserve		9730	0.00	0.00	0.00				
Legally Restricted Balance		9740	0.00	250,170.08	250,170.08				
b) Designated Amounts Designated for Economic Uncertainties		9770	0.00	0.00	0.00				
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00	0.00	0.00				
Other Designations		9780	1,205,046.00	0.00	1,205,046.00				
Basic Aid Designation	0000	9780	*425,046.00*		*425,046.00*				
Co-Curricular Carryover	0000	9780	*120,000.00*		*120,000.00*				
Lottery and Tier III Carryovers	0000	9780	*660,000.00*		*660,000.00*				
c) Undesignated Amount		9790	6,179,743.28	0.00	6,179,743.28				
d) Unappropriated Amount		9790							
Components of Ending Fund Balance (Budget) a) Nonspendable Revolving Cash		9711				2,000.00	0.00	2,000.00	
Stores		9712				0.00	0.00	0.00	
Prepaid Expenditures		9713				0.00	0.00	0.00	
All Others		9719				0.00	0.00	0.00	

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals Unrestricted (A)	2010-11 Estimated Actuals Restricted (B)	2010-11 Estimated Actuals Total Fund col. A + B (C)	2011-12 Budget Unrestricted (D)	2011-12 Budget Restricted (E)	2011-12 Budget Total Fund col. D + E (F)	% Diff Column C & F
b) Restricted		9740				0.00	289,071.30	289,071.30	
c) Committed									
Stabilization Arrangements		9750				0.00	0.00	0.00	
Other Commitments		9760				0.00	0.00	0.00	
d) Assigned									
Other Assignments		9780				0.00	0.00	0.00	
e) Unassigned/unappropriated									
Reserve for Economic Uncertainties		9789				1,009,584.68	0.00	1,009,584.68	
Unassigned/Unappropriated Amount		9790				0.00	(3.22)	(3.22)	

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals Unrestricted (A)	2010-11 Estimated Actuals Restricted (B)	2010-11 Estimated Actuals Total Fund col. A + B (C)	2011-12 Budget Unrestricted (D)	2011-12 Budget Restricted (E)	2011-12 Budget Total Fund col. D + E (F)	% Diff Column C & F
G. ASSETS									
1) Cash									
a) in County Treasury		9110	15,686,370.45	(3,358,344.85)	12,328,025.60				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Fund		9130	2,000.00	0.00	2,000.00				
d) with Fiscal Agent		9135	0.00	0.00	0.00				
e) collections awaiting deposit		9140	325.64	0.00	325.64				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	(537.82)	89,930.30	89,392.48				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	18,586.40	0.00	18,586.40				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Fixed Assets		9400							
10) TOTAL, ASSETS			15,706,744.67	(3,268,414.55)	12,438,330.12				
H. LIABILITIES									
1) Accounts Payable		9500	(5,638.83)	159,780.91	154,142.08				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Deferred Revenue		9650	0.00	0.00	0.00				
6) Long-Term Liabilities		9660							
7) TOTAL, LIABILITIES			(5,638.83)	159,780.91	154,142.08				
I. FUND EQUITY									
Ending Fund Balance, June 30 (G10 - H7)			15,712,383.50	(3,428,195.46)	12,284,188.04				

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals Unrestricted (A)	2010-11 Estimated Actuals Restricted (B)	2010-11 Estimated Actuals Total Fund col. A + B (C)	2011-12 Budget Unrestricted (D)	2011-12 Budget Restricted (E)	2011-12 Budget Total Fund col. D + E (F)	% Diff Column C & F
REVENUE LIMIT SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	9,770,115.00	0.00	9,770,115.00	9,804,543.00	0.00	9,804,543.00	0.4%
Charter Schools General Purpose Entitlement - State Aid		8015	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Aid - Prior Years		8019	(799,663.00)	0.00	(799,663.00)	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	339,053.00	0.00	339,053.00	339,053.00	0.00	339,053.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	30,336,814.00	0.00	30,336,814.00	29,206,521.00	0.00	29,206,521.00	-3.7%
Unsecured Roll Taxes		8042	852,390.00	0.00	852,390.00	852,390.00	0.00	852,390.00	0.0%
Prior Years' Taxes		8043	67,150.00	0.00	67,150.00	0.00	0.00	0.00	-100.0%
Supplemental Taxes		8044	242,014.00	0.00	242,014.00	242,014.00	0.00	242,014.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	623,993.00	0.00	623,993.00	623,993.00	0.00	623,993.00	0.0%
Supplemental Educational Revenue Augmentation Fund (SERAF)		8046	268,905.00	0.00	268,905.00				
Community Redevelopment Funds (SB 617/699/1992)		8047	11,111.00	0.00	11,111.00	30,706.00	0.00	30,706.00	176.4%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-Revenue Limit (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, Revenue Limit Sources			41,711,882.00	0.00	41,711,882.00	41,099,220.00	0.00	41,099,220.00	-1.5%
Revenue Limit Transfers									
Unrestricted Revenue Limit Transfers - Current Year	0000	8091	(641,707.00)		(641,707.00)	(702,874.00)		(702,874.00)	9.5%
Continuation Education ADA Transfer	2200	8091		0.00	0.00		0.00	0.00	0.0%
Community Day Schools Transfer	2430	8091		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals Unrestricted (A)	2010-11 Estimated Actuals Restricted (B)	2010-11 Estimated Actuals Total Fund col. A + B (C)	2011-12 Budget Unrestricted (D)	2011-12 Budget Restricted (E)	2011-12 Budget Total Fund col. D + E (F)	% Diff Column C & F
Special Education ADA Transfer	6500	8091		641,707.00	641,707.00		702,874.00	702,874.00	9.5%
All Other Revenue Limit Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction Transfer		8092	92,049.00	0.00	92,049.00	68,839.00	0.00	68,839.00	-25.2%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(9,639,472.00)	0.00	(9,639,472.00)	(9,464,601.00)	0.00	(9,464,601.00)	-1.8%
Property Taxes Transfers		8097	0.00	914,399.00	914,399.00	0.00	840,312.00	840,312.00	-8.1%
Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, REVENUE LIMIT SOURCES			31,522,752.00	1,556,106.00	33,078,858.00	31,000,584.00	1,543,186.00	32,543,770.00	-1.6%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	1,310,721.00	1,310,721.00	0.00	1,018,846.00	1,018,846.00	-22.3%
Special Education Discretionary Grants		8182	0.00	157,997.00	157,997.00	0.00	144,207.00	144,207.00	-8.7%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB/IASA (incl. ARRA)	3000-3299, 4000-4139, 4201-4215, 4610, 5510	8290		1,535,879.00	1,535,879.00		1,846,121.00	1,846,121.00	20.2%
Vocational and Applied Technology Education	3500-3699	8290		20,167.00	20,167.00		18,150.00	18,150.00	-10.0%
Safe and Drug Free Schools	3700-3799	8290		8,630.00	8,630.00		4,698.00	4,698.00	-45.6%
Other Federal Revenue (incl. ARRA)	All Other	8290	801.00	52,349.00	53,150.00	721.00	60,000.00	60,721.00	14.2%
TOTAL, FEDERAL REVENUE			801.00	3,085,743.00	3,086,544.00	721.00	3,092,022.00	3,092,743.00	0.2%

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals Unrestricted (A)	2010-11 Estimated Actuals Restricted (B)	2010-11 Estimated Actuals Total Fund col. A + B (C)	2011-12 Budget Unrestricted (D)	2011-12 Budget Restricted (E)	2011-12 Budget Total Fund col. D + E (F)	% Diff. Column C & F
OTHER STATE REVENUE									
Other State Apportionments									
Community Day School Additional Funding Current Year	2430	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	2430	8319		0.00	0.00		0.00	0.00	0.0%
ROC/P Entitlement Current Year	6355-6360	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6355-6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
Home-to-School Transportation	7230	8311		335,618.00	335,618.00		302,056.00	302,056.00	-10.0%
Economic Impact Aid	7090-7091	8311		399,733.00	399,733.00		359,760.00	359,760.00	-10.0%
Spec. Ed. Transportation	7240	8311		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Year Round School Incentive		8425	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Class Size Reduction, K-3		8434	2,158,286.00	0.00	2,158,286.00	1,587,000.00	0.00	1,587,000.00	-26.5%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	250,849.00	0.00	250,849.00	0.00	0.00	0.00	-100.0%
Lottery - Unrestricted and Instructional Materials		8560	692,517.00	107,725.00	800,242.00	694,416.00	109,480.00	803,896.00	0.5%
Tax Relief Subventions Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
School Based Coordination Program	7250	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650-6690	8590		1,677.00	1,677.00		0.00	0.00	-100.0%
Healthy Start	6240	8590		0.00	0.00		0.00	0.00	0.0%
Class Size Reduction Facilities	6200	8590		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals			2011-12 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
School Community Violence Prevention Grant	7391	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,805,104.00	466,874.00	2,271,978.00	1,605,984.00	416,707.00	2,022,691.00	-11.0%
TOTAL, OTHER STATE REVENUE			4,906,756.00	1,311,627.00	6,218,383.00	3,887,400.00	1,188,003.00	5,075,403.00	-18.4%

9.2.25

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals Unrestricted (A)	2010-11 Estimated Actuals Restricted (B)	2010-11 Estimated Actuals Total Fund col. A + B (C)	2011-12 Budget Unrestricted (D)	2011-12 Budget Restricted (E)	2011-12 Budget Total Fund col. D + E (F)	% Diff Column C & F
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to RL Deduction		8625	83,505.00	0.00	83,505.00	83,505.00	0.00	83,505.00	0.0%
Penalties and Interest from Delinquent Non-Revenue Limit Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	11,983.00	11,983.00	0.00	0.00	0.00	-100.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	145,000.00	0.00	145,000.00	145,000.00	0.00	145,000.00	0.0%
Interest		8660	150,000.00	0.00	150,000.00	100,000.00	0.00	100,000.00	-33.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	82,000.00	82,000.00	0.00	82,000.00	82,000.00	0.0%
Transportation Services	7230, 7240	8677		0.00	0.00		0.00	0.00	0.0%
Interagency Services	All Other	8677	180,664.00	0.00	180,664.00	162,598.00	0.00	162,598.00	-10.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals Unrestricted (A)	2010-11 Estimated Actuals Restricted (B)	2010-11 Estimated Actuals Total Fund col. A + B (C)	2011-12 Budget Unrestricted (D)	2011-12 Budget Restricted (E)	2011-12 Budget Total Fund col. D + E (F)	% Diff Column C & F
Other Local Revenue									
Plus: Misc Funds Non-Revenue									
Limit (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From									
Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	381,783.00	223,611.00	605,394.00	370,000.00	176,383.00	546,383.00	-9.7%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		1,901,196.00	1,901,196.00		2,047,734.00	2,047,734.00	7.7%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			940,952.00	2,218,790.00	3,159,742.00	861,103.00	2,306,117.00	3,167,220.00	0.2%
TOTAL, REVENUES			37,371,261.00	8,172,266.00	45,543,527.00	35,749,808.00	8,129,328.00	43,879,136.00	-3.7%

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2011-12 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	18,346,011.06	3,833,887.96	22,179,899.02	17,152,744.00	4,083,687.00	21,236,431.00	-4.3%
Certificated Pupil Support Salaries		1200	972,176.58	0.00	972,176.58	869,897.00	0.00	869,897.00	-10.5%
Certificated Supervisors' and Administrators' Salaries		1300	1,919,463.03	162,194.10	2,081,657.13	1,865,329.00	159,716.00	2,025,045.00	-2.7%
Other Certificated Salaries		1900	31,123.36	160,274.40	191,397.76	32,875.00	157,010.00	189,885.00	-0.8%
TOTAL, CERTIFICATED SALARIES			21,268,774.03	4,156,356.46	25,425,130.49	19,920,845.00	4,400,413.00	24,321,258.00	-4.3%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	246,679.33	1,540,027.66	1,786,706.99	201,024.00	1,488,525.00	1,689,549.00	-5.4%
Classified Support Salaries		2200	1,121,347.06	1,034,155.67	2,155,502.73	972,746.00	1,047,554.00	2,020,300.00	-6.3%
Classified Supervisors' and Administrators' Salaries		2300	418,970.28	412,979.68	831,949.96	392,923.00	373,781.00	766,704.00	-7.8%
Clerical, Technical and Office Salaries		2400	2,125,382.28	156,911.86	2,282,294.14	2,097,949.00	152,936.00	2,250,885.00	-1.4%
Other Classified Salaries		2900	324,672.53	20,582.46	345,254.99	307,211.00	13,127.00	320,338.00	-7.2%
TOTAL, CLASSIFIED SALARIES			4,237,051.48	3,164,657.33	7,401,708.81	3,971,853.00	3,075,923.00	7,047,776.00	-4.8%
EMPLOYEE BENEFITS									
STRS		3101-3102	1,728,029.00	337,500.00	2,065,529.00	1,627,706.00	357,223.00	1,984,929.00	-3.9%
PERS		3201-3202	640,576.00	481,658.00	1,122,234.00	636,169.00	473,257.00	1,109,426.00	-1.1%
OASDI/Medicare/Alternative		3301-3302	596,780.00	295,063.00	891,843.00	567,474.00	292,959.00	860,433.00	-3.5%
Health and Welfare Benefits		3401-3402	4,088,590.29	1,331,020.73	5,419,611.02	3,904,685.00	1,333,700.00	5,238,385.00	-3.3%
Unemployment Insurance		3501-3502	190,023.00	51,041.00	241,064.00	382,731.00	116,997.00	499,728.00	107.3%
Workers' Compensation		3601-3602	307,019.00	87,980.00	394,999.00	295,413.00	92,271.00	387,684.00	-1.9%
OPEB, Allocated		3701-3702	224,325.60	0.00	224,325.60	236,627.00	0.00	236,627.00	5.5%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	57,189.00	31,763.00	88,952.00	33,559.00	31,813.00	65,372.00	-26.5%
Other Employee Benefits		3901-3902	152,745.92	27,565.40	180,311.32	523,052.00	28,497.00	551,549.00	205.9%
TOTAL, EMPLOYEE BENEFITS			7,985,277.81	2,643,591.13	10,628,868.94	8,207,416.00	2,726,717.00	10,934,133.00	2.9%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	437,017.00	124,969.00	561,986.00	305,378.00	70,000.00	375,378.00	-33.2%
Books and Other Reference Materials		4200	16,628.00	14,675.00	31,303.00	183.00	0.00	183.00	-99.4%

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2011-12 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Materials and Supplies		4300	752,508.00	931,367.00	1,683,875.00	1,626,603.00	486,977.00	2,113,580.00	25.5%
Noncapitalized Equipment		4400	422,525.00	174,364.00	596,889.00	218,132.00	38,500.00	256,632.00	-57.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,628,678.00	1,245,375.00	2,874,053.00	2,150,296.00	595,477.00	2,745,773.00	-4.5%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	99,830.00	62,633.00	162,463.00	110,864.00	21,742.00	132,606.00	-18.4%
Dues and Memberships		5300	26,407.00	700.00	27,107.00	23,200.00	0.00	23,200.00	-14.4%
Insurance		5400 - 5450	295,775.00	0.00	295,775.00	314,813.00	0.00	314,813.00	6.4%
Operations and Housekeeping Services		5500	1,687,660.00	5,000.00	1,692,660.00	1,592,000.00	5,000.00	1,597,000.00	-5.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	225,531.00	74,256.00	299,787.00	163,474.00	67,000.00	230,474.00	-23.1%
Transfers of Direct Costs		5710	47,612.00	(47,612.00)	0.00	30,000.00	(30,000.00)	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	986,785.00	879,948.00	1,866,733.00	965,693.00	600,980.00	1,566,673.00	-16.1%
Communications		5900	107,332.00	18,500.00	125,832.00	104,370.00	17,000.00	121,370.00	-3.5%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,476,932.00	993,425.00	4,470,357.00	3,304,414.00	681,722.00	3,986,136.00	-10.8%

9.2.29

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals Unrestricted (A)	2010-11 Estimated Actuals Restricted (B)	2010-11 Estimated Actuals Total Fund col. A + B (C)	2011-12 Budget Unrestricted (D)	2011-12 Budget Restricted (E)	2011-12 Budget Total Fund col. D + E (F)	% Diff Column C & F
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	43,220.00	548,609.00	591,829.00	10,000.00	241,383.00	251,383.00	-57.5%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			43,220.00	548,609.00	591,829.00	10,000.00	241,383.00	251,383.00	-57.5%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	1,416,579.00	0.00	1,416,579.00	1,416,579.00	0.00	1,416,579.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2011-12 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	1,163.00	0.00	1,163.00	973.00	0.00	973.00	-16.3%
Other Debt Service - Principal		7439	4,153.00	0.00	4,153.00	4,716.00	0.00	4,716.00	13.6%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,421,895.00	0.00	1,421,895.00	1,422,268.00	0.00	1,422,268.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(554,242.00)	554,242.00	0.00	(562,162.00)	562,162.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(110,785.00)	0.00	(110,785.00)	(102,867.00)	0.00	(102,867.00)	-7.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(665,027.00)	554,242.00	(110,785.00)	(665,029.00)	562,162.00	(102,867.00)	-7.1%
TOTAL, EXPENDITURES			39,396,801.32	13,306,255.92	52,703,057.24	38,322,063.00	12,283,797.00	50,605,860.00	-4.0%

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2011-12 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	336,451.00	0.00	336,451.00	500,000.00	0.00	500,000.00	48.6%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			336,451.00	0.00	336,451.00	500,000.00	0.00	500,000.00	48.6%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Deferred Maintenance Fund		7615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	139,814.00	0.00	139,814.00	128,169.00	0.00	128,169.00	-8.3%
(b) TOTAL, INTERFUND TRANSFERS OUT			139,814.00	0.00	139,814.00	128,169.00	0.00	128,169.00	-8.3%
OTHER SOURCES/USES									
SOURCES									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Sale/Lease-Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2011-12 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(4,631,657.00)	4,631,657.00	0.00	(4,193,367.00)	4,193,367.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Restricted Balances		8997	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(4,631,657.00)	4,631,657.00	0.00	(4,193,367.00)	4,193,367.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(4,435,020.00)	4,631,657.00	196,637.00	(3,821,536.00)	4,193,367.00	371,831.00	89.1%

Q.2.33

Description	Function Codes	Object Codes	2010-11 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2011-12 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) Revenue Limit Sources		8010-8099	31,522,752.00	1,556,106.00	33,078,858.00	31,000,584.00	1,543,186.00	32,543,770.00	-1.0%
2) Federal Revenue		8100-8299	801.00	3,085,743.00	3,086,544.00	721.00	3,092,022.00	3,092,743.00	0.2%
3) Other State Revenue		8300-8599	4,906,756.00	1,311,627.00	6,218,383.00	3,887,400.00	1,188,003.00	5,075,403.00	-18.4%
4) Other Local Revenue		8600-8799	940,952.00	2,218,790.00	3,159,742.00	861,103.00	2,306,117.00	3,167,220.00	0.2%
5) TOTAL, REVENUES			37,371,261.00	8,172,266.00	45,543,527.00	35,749,808.00	8,129,328.00	43,879,136.00	-2.9%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		24,620,159.96	8,131,552.21	32,751,712.17	24,577,173.00	7,832,489.00	32,409,662.00	-1.0%
2) Instruction - Related Services	2000-2999		4,598,103.42	938,557.29	5,536,660.71	4,233,711.00	834,075.00	5,067,786.00	-8.5%
3) Pupil Services	3000-3999		1,590,532.57	1,992,185.79	3,582,718.36	1,425,168.00	1,650,712.00	3,075,880.00	-14.1%
4) Ancillary Services	4000-4999		531,333.73	366,194.15	897,527.88	634,092.00	323,190.00	957,282.00	6.7%
5) Community Services	5000-5999		162,488.28	10,000.00	172,488.28	122,708.00	0.00	122,708.00	-28.9%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		2,760,380.10	709,489.00	3,469,869.10	2,347,004.00	567,162.00	2,914,166.00	-16.0%
8) Plant Services	8000-8999		3,711,908.26	1,158,277.48	4,870,185.74	3,559,939.00	1,076,169.00	4,636,108.00	-4.8%
9) Other Outgo	9000-9999	Except 7600-7699	1,421,895.00	0.00	1,421,895.00	1,422,268.00	0.00	1,422,268.00	0.0%
10) TOTAL, EXPENDITURES			39,396,801.32	13,306,255.92	52,703,057.24	38,322,063.00	12,283,797.00	50,605,860.00	-4.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(2,025,540.32)	(5,133,989.92)	(7,159,530.24)	(2,572,255.00)	(4,154,469.00)	(6,726,724.00)	-6.0%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	336,451.00	0.00	336,451.00	500,000.00	0.00	500,000.00	48.6%
b) Transfers Out		7600-7629	139,814.00	0.00	139,814.00	128,169.00	0.00	128,169.00	-8.3%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(4,631,657.00)	4,631,657.00	0.00	(4,193,367.00)	4,193,367.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(4,435,020.00)	4,631,657.00	196,637.00	(3,821,536.00)	4,193,367.00	371,831.00	89.1%

Description	Function Codes	Object Codes	2010-11 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2011-12 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(6,460,560.32)	(502,332.92)	(6,962,893.24)	(6,393,791.00)	38,898.00	(6,354,893.00)	-8.7%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance a) As of July 1 - Unaudited		9791	13,865,936.00	752,503.00	14,618,439.00	7,405,375.68	250,170.08	7,655,545.76	-47.6%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			13,865,936.00	752,503.00	14,618,439.00	7,405,375.68	250,170.08	7,655,545.76	-47.6%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			13,865,936.00	752,503.00	14,618,439.00	7,405,375.68	250,170.08	7,655,545.76	-47.6%
2) Ending Balance, June 30 (E + F1e)			7,405,375.68	250,170.08	7,655,545.76	1,011,584.68	289,068.08	1,300,652.76	-83.0%
Components of Ending Fund Balance (Actuals) a) Reserve for Revolving Cash		9711	2,000.00	0.00	2,000.00				
Stores		9712	0.00	0.00	0.00				
Prepaid Expenditures		9713	18,586.40	0.00	18,586.40				
All Others		9719	0.00	0.00	0.00				
General Reserve		9730	0.00	0.00	0.00				
Legally Restricted Balance		9740	0.00	250,170.08	250,170.08				
b) Designated Amounts Designated for Economic Uncertainties		9770	0.00	0.00	0.00				
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00	0.00	0.00				
Other Designations (by Resource/Object)		9780	1,205,046.00	0.00	1,205,046.00				
Basic Aid Designation	0000	9780	*425,046.00*		*425,046.00*				
Co-Curricular Carryover	0000	9780	*120,000.00*		*120,000.00*				
Lottery and Tier III Carryovers	0000	9780	*660,000.00*		*660,000.00*				
c) Undesignated Amount		9790	6,179,743.28	0.00	6,179,743.28				
d) Unappropriated Amount		9790							
Components of Ending Fund Balance (Budget) a) Nonspendable Revolving Cash		9711				2,000.00	0.00	2,000.00	
Stores		9712				0.00	0.00	0.00	
Prepaid Expenditures		9713				0.00	0.00	0.00	

Description	Function Codes	Object Codes	2010-11 Estimated Actuals Unrestricted (A)	2010-11 Estimated Actuals Restricted (B)	2010-11 Estimated Actuals Total Fund col. A + B (C)	2011-12 Budget Unrestricted (D)	2011-12 Budget Restricted (E)	2011-12 Budget Total Fund col. D + E (F)	% Diff Column C & F
All Others		9719				0.00	0.00	0.00	
b) Restricted		9740				0.00	289,071.30	289,071.30	
c) Committed									
Stabilization Arrangements		9750				0.00	0.00	0.00	
Other Commitments (by Resource/Object)		9760				0.00	0.00	0.00	
d) Assigned									
Other Assignments (by Resource/Object)		9780				0.00	0.00	0.00	
e) Unassigned/unappropriated									
Reserve for Economic Uncertainties		9789				1,009,584.68	0.00	1,009,584.68	
Unassigned/Unappropriated Amount		9790				0.00	(3.22)	(3.22)	

9,236

Resource	Description	2010-11 Estimated Actuals	2011-12 Budget
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	(0.33)	0.00
3011	NCLB: ARRA Title I, Part A, Basic Grants Low Income and Neglectec	(0.31)	0.00
3200	ARRA: State Fiscal Stabilization Fund	(0.83)	0.00
3310	Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 61	0.33	0.33
3313	Special Ed: ARRA IDEA Part B, Sec 611, Basic Local Assistance	(0.26)	0.00
3315	Special Ed: IDEA Preschool Grants, Part B, Sec 619	0.42	0.42
3320	Special Ed: IDEA Preschool Local Entitlement, Part B, Sec 611	0.27	0.27
4035	NCLB: Title II, Part A, Teacher Quality	(0.29)	0.00
4124	NCLB: Title IV, Part B, 21st Century Community Learning Centers Pr	0.40	0.40
4203	NCLB: Title III, Limited English Proficient (LEP) Student Program	(0.14)	0.00
5640	Medi-Cal Billing Option	48,038.76	86,936.76
6010	After School Education and Safety (ASES)	0.45	0.45
6286	English Language Acquisition Program, Teacher Training & Student /	0.88	0.88
6500	Special Education	(0.19)	0.00
6520	Special Ed: Project Workability I LEA	1.08	1.08
7091	Economic Impact Aid: Limited English Proficiency (LEP)	0.01	0.01
7230	Transportation: Home to School	(0.86)	0.00
7240	Transportation: Special Education (Severely Disabled/Orthopedically	(0.01)	0.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Secti	0.52	0.52
9010	Other Local	202,130.18	202,130.18
Total, Restricted Balance		250,170.08	289,071.30

Q.2.37

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	48,322.00	48,322.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	83,777.00	100,000.00	19.4%
5) TOTAL, REVENUES			132,099.00	148,322.00	12.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	104,660.50	101,736.00	-2.8%
2) Classified Salaries		2000-2999	74,506.96	65,649.00	-11.9%
3) Employee Benefits		3000-3999	62,459.88	57,605.00	-7.8%
4) Books and Supplies		4000-4999	10,146.00	6,650.00	-34.5%
5) Services and Other Operating Expenditures		5000-5999	1,295.00	0.00	-100.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	5,445.00	5,893.00	8.2%
9) TOTAL, EXPENDITURES			258,513.34	237,533.00	-8.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(126,414.34)	(89,211.00)	-29.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	139,814.00	128,169.00	-8.3%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			139,814.00	128,169.00	-8.3%

9.2.38

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			13,399.66	38,958.00	190.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	12,516.00	25,915.66	107.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,516.00	25,915.66	107.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,516.00	25,915.66	107.1%
2) Ending Balance, June 30 (E + F1e)			25,915.66	64,873.66	150.3%
Components of Ending Fund Balance (Actuals)					
a) Reserve for					
Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts					
Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations		9780	0.00		
c) Undesignated Amount		9790	25,915.66		
d) Unappropriated Amount		9790			
Components of Ending Fund Balance (Budget)					
a) Nonspendable					
Revolving Cash		9711		0.00	
Stores		9712		0.00	
Prepaid Expenditures		9713		0.00	
All Others		9719		0.00	
b) Restricted		9740		63,440.22	
c) Committed					
Stabilization Arrangements		9750		0.00	
Other Commitments		9760		0.00	
d) Assigned					
Other Assignments		9780		1,433.76	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789		0.00	
Unassigned/Unappropriated Amount		9790		(0.32)	

9.2.39

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(98,464.87)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets		9400	0.00		
10) TOTAL, ASSETS			(98,464.87)		
H. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Deferred Revenue		9650	0.00		
6) Long-Term Liabilities		9660			
7) TOTAL, LIABILITIES			0.00		
I. FUND EQUITY					
Ending Fund Balance, June 30 (G10 - H7)			(98,464.87)		

9.2.40

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
FEDERAL REVENUE					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
NCLB / IASA (incl. ARRA)	3000-3299, 4000-4139, 4201-4215, 4610, 5510	8290	0.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3699	8290	0.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.0%
Other Federal Revenue (incl. ARRA)	All Other	8290	48,322.00	48,322.00	0.0%
TOTAL, FEDERAL REVENUE			48,322.00	48,322.00	0.0%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%

9.2.41

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Adult Education Fees		8671	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	83,777.00	100,000.00	19.4%
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			83,777.00	100,000.00	19.4%
TOTAL, REVENUES			132,099.00	148,322.00	12.3%

9.2.42

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	83,545.30	80,023.00	-4.2%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	21,115.20	21,713.00	2.8%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			104,660.50	101,736.00	-2.8%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	40,783.72	40,619.00	-0.4%
Clerical, Technical and Office Salaries		2400	32,503.68	24,030.00	-26.1%
.Other Classified Salaries		2900	1,219.56	1,000.00	-18.0%
TOTAL, CLASSIFIED SALARIES			74,506.96	65,649.00	-11.9%
EMPLOYEE BENEFITS					
STRS		3101-3102	8,546.00	8,312.00	-2.7%
PERS		3201-3202	12,685.00	11,241.00	-11.4%
OASDI/Medicare/Alternative		3301-3302	7,358.00	6,206.00	-15.7%
Health and Welfare Benefits		3401-3402	29,112.84	25,653.00	-11.9%
Unemployment Insurance		3501-3502	1,302.00	2,611.00	100.5%
Workers' Compensation		3601-3602	2,220.00	2,060.00	-7.2%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
PERS Reduction		3801-3802	589.00	409.00	-30.6%
Other Employee Benefits		3901-3902	647.04	1,113.00	72.0%
TOTAL, EMPLOYEE BENEFITS			62,459.88	57,605.00	-7.8%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	10,146.00	6,650.00	-34.5%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			10,146.00	6,650.00	-34.5%

9.243

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	200.00	0.00	-100.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,095.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,295.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%

9.2.44

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	5,445.00	5,893.00	8.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			5,445.00	5,893.00	8.2%
TOTAL, EXPENDITURES			258,513.34	237,533.00	-8.1%

9.2.45

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	139,814.00	128,169.00	-8.3%
(a) TOTAL, INTERFUND TRANSFERS IN			139,814.00	128,169.00	-8.3%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
Transfers of Restricted Balances		8997	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			139,814.00	128,169.00	-8.3%

9.2.46

Description	Function Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	48,322.00	48,322.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	83,777.00	100,000.00	19.4%
5) TOTAL, REVENUES			132,099.00	148,322.00	12.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		103,785.86	96,000.00	-7.5%
2) Instruction - Related Services	2000-2999		81,650.16	68,251.00	-16.4%
3) Pupil Services	3000-3999		67,137.32	67,389.00	0.4%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		5,445.00	5,893.00	8.2%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	495.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			258,513.34	237,533.00	-8.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(126,414.34)	(89,211.00)	-29.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers a) Transfers In		8900-8929	139,814.00	128,169.00	-8.3%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			139,814.00	128,169.00	-8.3%

9.2.47

Description	Function Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			13,399.66	38,958.00	190.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	12,516.00	25,915.66	107.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,516.00	25,915.66	107.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,516.00	25,915.66	107.1%
2) Ending Balance, June 30 (E + F1e)			25,915.66	64,873.66	150.3%
Components of Ending Fund Balance (Actuals)					
a) Reserve for Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations (by Resource/Object)		9780	0.00		
c) Undesignated Amount		9790	25,915.66		
d) Unappropriated Amount		9790			
Components of Ending Fund Balance (Budget)					
a) Reserve for Revolving Cash		9711		0.00	
Stores		9712		0.00	
Prepaid Expenditures		9713		0.00	
All Others		9719		0.00	
b) Restricted		9740		63,440.22	
c) Committed Stabilization Arrangements		9750		0.00	
Other Commitments (by Resource/Object)		9760		0.00	
d) Assigned Other Assignments (by Resource/Object)		9780		1,433.76	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789		0.00	
Unassigned/Unappropriated Amount		9790		(0.32)	

Resource	Description	2010-11 Estimated Actuals	2011-12 Budget
9010	Other Local	0.00	63,440.22
Total, Restricted Balance		0.00	63,440.22

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,212.00	0.00	-100.0%
3) Other State Revenue		8300-8599	195,666.00	221,277.00	13.1%
4) Other Local Revenue		8600-8799	2,000.00	0.00	-100.0%
5) TOTAL, REVENUES			198,878.00	221,277.00	11.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	42,415.00	New
2) Classified Salaries		2000-2999	0.00	85,028.00	New
3) Employee Benefits		3000-3999	0.00	79,653.00	New
4) Books and Supplies		4000-4999	2,114.00	930.00	-56.0%
5) Services and Other Operating Expenditures		5000-5999	303,692.00	0.00	-100.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	16,634.00	13,251.00	-20.3%
9) TOTAL, EXPENDITURES			322,440.00	221,277.00	-31.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(123,562.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	26,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			26,000.00	0.00	-100.0%

9.2.50

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(97,562.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	115,459.00	17,897.00	-84.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			115,459.00	17,897.00	-84.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			115,459.00	17,897.00	-84.5%
2) Ending Balance, June 30 (E + F1e)			17,897.00	17,897.00	0.0%
Components of Ending Fund Balance (Actuals)					
a) Reserve for Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts					
Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations		9780	0.00		
c) Undesignated Amount		9790	17,897.00		
d) Unappropriated Amount		9790			
Components of Ending Fund Balance (Budget)					
a) Nonspendable Revolving Cash		9711		0.00	
Stores		9712		0.00	
Prepaid Expenditures		9713		0.00	
All Others		9719		0.00	
b) Restricted		9740		17,897.00	
c) Committed Stabilization Arrangements		9750		0.00	
Other Commitments		9760		0.00	
d) Assigned Other Assignments		9780		0.00	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789		0.00	
Unassigned/Unappropriated Amount		9790		0.00	

9.2.51

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	66,453.88		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets		9400	0.00		
10) TOTAL, ASSETS			66,453.88		
H. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Deferred Revenue		9650	0.00		
6) Long-Term Liabilities		9660			
7) TOTAL, LIABILITIES			0.00		
I. FUND EQUITY					
Ending Fund Balance, June 30 (G10 - H7)			66,453.88		

9.2.52

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Other Federal Revenue (incl. ARRA)		8290	1,212.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			1,212.00	0.00	-100.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6055, 6056, 6105	8590	136,764.00	221,277.00	61.8%
All Other State Revenue	All Other	8590	58,902.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			195,666.00	221,277.00	13.1%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	2,000.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,000.00	0.00	-100.0%
TOTAL, REVENUES			198,878.00	221,277.00	11.3%

9.253

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	42,415.00	New
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	42,415.00	New
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	81,370.00	New
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	3,658.00	New
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	85,028.00	New
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	3,499.00	New
PERS		3201-3202	0.00	14,984.00	New
OASDI/Medicare/Alternative		3301-3302	0.00	7,109.00	New
Health and Welfare Benefits		3401-3402	0.00	47,685.00	New
Unemployment Insurance		3501-3502	0.00	2,039.00	New
Workers' Compensation		3601-3602	0.00	1,608.00	New
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	1,548.00	New
Other Employee Benefits		3901-3902	0.00	1,181.00	New
TOTAL, EMPLOYEE BENEFITS			0.00	79,653.00	New
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	2,114.00	930.00	-56.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			2,114.00	930.00	-56.0%

9.2.54

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	303,692.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			303,692.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	16,634.00	13,251.00	-20.3%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			16,634.00	13,251.00	-20.3%
TOTAL, EXPENDITURES			322,440.00	221,277.00	-31.4%

9.255

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	26,000.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			26,000.00	0.00	-100.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			26,000.00	0.00	-100.0%

9.2.56

Description	Function Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,212.00	0.00	-100.0%
3) Other State Revenue		8300-8599	195,666.00	221,277.00	13.1%
4) Other Local Revenue		8600-8799	2,000.00	0.00	-100.0%
5) TOTAL, REVENUES			198,878.00	221,277.00	11.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		247,806.00	148,162.00	-40.2%
2) Instruction - Related Services	2000-2999		0.00	59,864.00	New
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		16,634.00	13,251.00	-20.3%
8) Plant Services	8000-8999		58,000.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			322,440.00	221,277.00	-31.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(123,562.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	26,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			26,000.00	0.00	-100.0%

9.2.57

Description	Function Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(97,562.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	115,459.00	17,897.00	-84.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			115,459.00	17,897.00	-84.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			115,459.00	17,897.00	-84.5%
2) Ending Balance, June 30 (E + F1e)			17,897.00	17,897.00	0.0%
Components of Ending Fund Balance (Actuals)					
a) Reserve for Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations (by Resource/Object)		9780	0.00		
c) Undesignated Amount		9790	17,897.00		
d) Unappropriated Amount		9790			
Components of Ending Fund Balance (Budget)					
a) Reserve for Revolving Cash		9711		0.00	
Stores		9712		0.00	
Prepaid Expenditures		9713		0.00	
All Others		9719		0.00	
b) Restricted		9740		17,897.00	
c) Committed Stabilization Arrangements		9750		0.00	
Other Commitments (by Resource/Object)		9760		0.00	
d) Assigned Other Assignments (by Resource/Object)		9780		0.00	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789		0.00	
Unassigned/Unappropriated Amount		9790		0.00	

Resource	Description	2010-11 Estimated Actuals	2011-12 Budget
6130	Child Development: Center-Based Reserve Account	0.00	17,897.00
Total, Restricted Balance		0.00	17,897.00

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,010,000.00	1,000,000.00	-1.0%
3) Other State Revenue		8300-8599	82,000.00	80,000.00	-2.4%
4) Other Local Revenue		8600-8799	765,600.00	739,500.00	-3.4%
5) TOTAL, REVENUES			1,857,600.00	1,819,500.00	-2.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	678,517.82	669,383.00	-1.3%
3) Employee Benefits		3000-3999	315,756.19	328,568.00	4.1%
4) Books and Supplies		4000-4999	759,746.00	699,000.00	-8.0%
5) Services and Other Operating Expenditures		5000-5999	25,100.00	25,300.00	0.8%
6) Capital Outlay		6000-6999	24,443.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	88,706.00	83,726.00	-5.6%
9) TOTAL, EXPENDITURES			1,892,269.01	1,805,977.00	-4.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(34,669.01)	13,523.00	-139.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

9.2.60

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(34,669.01)	13,523.00	-139.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	124,338.00	89,668.99	-27.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			124,338.00	89,668.99	-27.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			124,338.00	89,668.99	-27.9%
2) Ending Balance, June 30 (E + F1e)			89,668.99	103,191.99	15.1%
Components of Ending Fund Balance (Actuals)					
a) Reserve for					
Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts					
Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations		9780	0.00		
c) Undesignated Amount		9790	89,668.99		
d) Unappropriated Amount		9790			
Components of Ending Fund Balance (Budget)					
a) Nonspendable					
Revolving Cash		9711		0.00	
Stores		9712		0.00	
Prepaid Expenditures		9713		0.00	
All Others		9719		0.00	
b) Restricted		9740		103,191.99	
c) Committed					
Stabilization Arrangements		9750		0.00	
Other Commitments		9760		0.00	
d) Assigned					
Other Assignments		9780		0.00	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789		0.00	
Unassigned/Unappropriated Amount		9790		0.00	

9,261

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	65,476.78		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets		9400	0.00		
10) TOTAL, ASSETS			65,476.78		
H. LIABILITIES					
1) Accounts Payable		9500	232.07		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Deferred Revenue		9650	0.00		
6) Long-Term Liabilities		9660			
7) TOTAL, LIABILITIES			232.07		
I. FUND EQUITY					
Ending Fund Balance, June 30 (G10 - H7)			65,244.71		

9,262

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
REVENUE LIMIT SOURCES					
Revenue Limit Transfers					
Unrestricted Revenue Limit Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other Revenue Limit Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, REVENUE LIMIT SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Child Nutrition Programs		8220	1,010,000.00	1,000,000.00	-1.0%
Other Federal Revenue (incl. ARRA)		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			1,010,000.00	1,000,000.00	-1.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	82,000.00	80,000.00	-2.4%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			82,000.00	80,000.00	-2.4%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	720,000.00	700,000.00	-2.8%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	600.00	500.00	-16.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	45,000.00	39,000.00	-13.3%
TOTAL, OTHER LOCAL REVENUE			765,600.00	739,500.00	-3.4%
TOTAL, REVENUES			1,857,600.00	1,819,500.00	-2.1%

9.2.63

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	560,813.74	558,386.00	-0.4%
Classified Supervisors' and Administrators' Salaries		2300	80,320.80	79,085.00	-1.5%
Clerical, Technical and Office Salaries		2400	32,498.40	31,912.00	-1.8%
Other Classified Salaries		2900	4,884.88	0.00	-100.0%
TOTAL, CLASSIFIED SALARIES			678,517.82	669,383.00	-1.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	85,486.00	82,371.00	-3.6%
OASDI/Medicare/Alternative		3301-3302	49,466.00	48,239.00	-2.5%
Health and Welfare Benefits		3401-3402	163,603.24	175,172.00	7.1%
Unemployment Insurance		3501-3502	4,737.00	10,152.00	114.3%
Workers' Compensation		3601-3602	8,068.00	8,008.00	-0.7%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	4,395.95	4,626.00	5.2%
TOTAL, EMPLOYEE BENEFITS			315,756.19	328,568.00	4.1%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	94,618.00	56,000.00	-40.8%
Noncapitalized Equipment		4400	37,042.00	3,000.00	-91.9%
Food		4700	628,086.00	640,000.00	1.9%
TOTAL, BOOKS AND SUPPLIES			759,746.00	699,000.00	-8.0%

9.2.6f

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	1,000.00	1,000.00	0.0%
Dues and Memberships		5300	100.00	100.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	2,000.00	1,500.00	-25.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	19,500.00	20,700.00	6.2%
Communications		5900	2,500.00	2,000.00	-20.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			25,100.00	25,300.00	0.8%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	24,443.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			24,443.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	88,706.00	83,726.00	-5.6%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			88,706.00	83,726.00	-5.6%
TOTAL, EXPENDITURES			1,892,269.01	1,805,977.00	-4.6%

9.265

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
Transfers of Restricted Balances		8997	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

9.266

Description	Function Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,010,000.00	1,000,000.00	-1.0%
3) Other State Revenue		8300-8599	82,000.00	80,000.00	-2.4%
4) Other Local Revenue		8600-8799	765,600.00	739,500.00	-3.4%
5) TOTAL, REVENUES			1,857,600.00	1,819,500.00	-2.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		1,803,563.01	1,722,251.00	-4.5%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		88,706.00	83,726.00	-5.6%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,892,269.01	1,805,977.00	-4.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(34,669.01)	13,523.00	-139.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

9.2.67

Description	Function Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(34,669.01)	13,523.00	-139.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	124,338.00	89,668.99	-27.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			124,338.00	89,668.99	-27.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			124,338.00	89,668.99	-27.9%
2) Ending Balance, June 30 (E + F1e)			89,668.99	103,191.99	15.1%
Components of Ending Fund Balance (Actuals)					
a) Reserve for					
Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts					
Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations (by Resource/Object)		9780	0.00		
c) Undesignated Amount		9790	89,668.99		
d) Unappropriated Amount		9790			
Components of Ending Fund Balance (Budget)					
a) Reserve for					
Revolving Cash		9711		0.00	
Stores		9712		0.00	
Prepaid Expenditures		9713		0.00	
All Others		9719		0.00	
b) Restricted		9740		103,191.99	
c) Committed					
Stabilization Arrangements		9750		0.00	
Other Commitments (by Resource/Object)		9760		0.00	
d) Assigned					
Other Assignments (by Resource/Object)		9780		0.00	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789		0.00	
Unassigned/Unappropriated Amount		9790		0.00	

9-2.68

Resource	Description	2010-11 Estimated Actuals	2011-12 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School	0.00	103,191.99
Total, Restricted Balance		0.00	103,191.99

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	37,000.00	37,000.00	0.0%
5) TOTAL, REVENUES			37,000.00	37,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	144,407.00	0.00	-100.0%
6) Capital Outlay		6000-6999	6,394.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			150,801.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(113,801.00)	37,000.00	-132.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

9.2.70

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(113,801.00)	37,000.00	-132.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,176,602.00	2,062,801.00	-5.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,176,602.00	2,062,801.00	-5.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,176,602.00	2,062,801.00	-5.2%
2) Ending Balance, June 30 (E + F1e)			2,062,801.00	2,099,801.00	1.8%
Components of Ending Fund Balance (Actuals)					
a) Reserve for Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts					
Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations		9780	0.00		
c) Undesignated Amount		9790	2,062,801.00		
d) Unappropriated Amount		9790			
Components of Ending Fund Balance (Budget)					
a) Nonspendable					
Revolving Cash		9711		0.00	
Stores		9712		0.00	
Prepaid Expenditures		9713		0.00	
All Others		9719		0.00	
b) Restricted		9740		0.00	
c) Committed					
Stabilization Arrangements		9750		0.00	
Other Commitments		9760		0.00	
d) Assigned					
Other Assignments		9780		2,099,801.00	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789		0.00	
Unassigned/Unappropriated Amount		9790		0.00	

9.2.71

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,294,563.81		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets		9400	0.00		
10) TOTAL, ASSETS			2,294,563.81		
H. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Deferred Revenue		9650	0.00		
6) Long-Term Liabilities		9660			
7) TOTAL, LIABILITIES			0.00		
I. FUND EQUITY					
Ending Fund Balance, June 30 (G10 - H7)			2,294,563.81		

9.2.72

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	37,000.00	37,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			37,000.00	37,000.00	0.0%
TOTAL, REVENUES			37,000.00	37,000.00	0.0%

9.2.73

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

9.2.74

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	87,981.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	56,426.00	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			144,407.00	0.00	-100.0%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	6,394.00	0.00	-100.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			6,394.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			150,801.00	0.00	-100.0%

9.2.75

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General, Special Reserve, & Building Funds		8915	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
Transfers of Restricted Balances		8997	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

9.2.76

Description	Function Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	37,000.00	37,000.00	0.0%
5) TOTAL, REVENUES			37,000.00	37,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		150,801.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			150,801.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(113,801.00)	37,000.00	-132.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

9.2.77

Description	Function Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(113,801.00)	37,000.00	-132.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,176,602.00	2,062,801.00	-5.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,176,602.00	2,062,801.00	-5.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,176,602.00	2,062,801.00	-5.2%
2) Ending Balance, June 30 (E + F1e)			2,062,801.00	2,099,801.00	1.8%
Components of Ending Fund Balance (Actuals)					
a) Reserve for Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts					
Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations (by Resource/Object)		9780	0.00		
c) Undesignated Amount		9790	2,062,801.00		
d) Unappropriated Amount		9790			
Components of Ending Fund Balance (Budget)					
a) Reserve for Revolving Cash		9711		0.00	
Stores		9712		0.00	
Prepaid Expenditures		9713		0.00	
All Others		9719		0.00	
b) Restricted		9740		0.00	
c) Committed					
Stabilization Arrangements		9750		0.00	
Other Commitments (by Resource/Object)		9760		0.00	
d) Assigned					
Other Assignments (by Resource/Object)		9780		2,099,801.00	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789		0.00	
Unassigned/Unappropriated Amount		9790		0.00	

9.2.78

Resource	Description	2010-11 Estimated Actuals	2011-12 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	35,000.00	15,000.00	-57.1%
5) TOTAL, REVENUES			35,000.00	15,000.00	-57.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			35,000.00	15,000.00	-57.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	336,451.00	500,000.00	48.6%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(336,451.00)	(500,000.00)	48.6%

9.2.80

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(301,451.00)	(485,000.00)	60.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,569,109.00	1,267,658.00	-19.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,569,109.00	1,267,658.00	-19.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,569,109.00	1,267,658.00	-19.2%
2) Ending Balance, June 30 (E + F1e)			1,267,658.00	782,658.00	-38.3%
Components of Ending Fund Balance (Actuals)					
a) Reserve for Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations		9780	0.00		
c) Undesignated Amount		9790	1,267,658.00		
d) Unappropriated Amount		9790			
Components of Ending Fund Balance (Budget)					
a) Nonspendable Revolving Cash		9711		0.00	
Stores		9712		0.00	
Prepaid Expenditures		9713		0.00	
All Others		9719		0.00	
b) Restricted		9740		0.00	
c) Committed Stabilization Arrangements		9750		0.00	
Other Commitments		9760		0.00	
d) Assigned Other Assignments		9780		782,658.00	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789		0.00	
Unassigned/Unappropriated Amount		9790		0.00	

9.2.81

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,267,667.81		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets		9400	0.00		
10) TOTAL, ASSETS			1,267,667.81		
H. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Deferred Revenue		9650	0.00		
6) Long-Term Liabilities		9660			
7) TOTAL, LIABILITIES			0.00		
I. FUND EQUITY					
Ending Fund Balance, June 30 (G10 - H7)			1,267,667.81		

9,282

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	35,000.00	15,000.00	-57.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			35,000.00	15,000.00	-57.1%
TOTAL, REVENUES			35,000.00	15,000.00	-57.1%

9.2.83

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	336,451.00	500,000.00	48.6%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
To: Deferred Maintenance Fund		7615	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			336,451.00	500,000.00	48.6%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d)			(336,451.00)	(500,000.00)	48.6%

9.2.84

Description	Function Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	35,000.00	15,000.00	-57.1%
5) TOTAL, REVENUES			35,000.00	15,000.00	-57.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			35,000.00	15,000.00	-57.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	336,451.00	500,000.00	48.6%
2) Other Sources/Uses a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(336,451.00)	(500,000.00)	48.6%

9.28S

Description	Function Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(301,451.00)	(485,000.00)	60.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,569,109.00	1,267,658.00	-19.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,569,109.00	1,267,658.00	-19.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,569,109.00	1,267,658.00	-19.2%
2) Ending Balance, June 30 (E + F1e)			1,267,658.00	782,658.00	-38.3%
Components of Ending Fund Balance (Actuals)					
a) Reserve for					
Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts					
Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations (by Resource/Object)		9780	0.00		
c) Undesignated Amount		9790	1,267,658.00		
d) Unappropriated Amount		9790			
Components of Ending Fund Balance (Budget)					
a) Reserve for					
Revolving Cash		9711		0.00	
Stores		9712		0.00	
Prepaid Expenditures		9713		0.00	
All Others		9719		0.00	
b) Restricted		9740		0.00	
c) Committed					
Stabilization Arrangements		9750		0.00	
Other Commitments (by Resource/Object)		9760		0.00	
d) Assigned					
Other Assignments (by Resource/Object)		9780		782,658.00	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789		0.00	
Unassigned/Unappropriated Amount		9790		0.00	

9.2.86

Resource	Description	2010-11 Estimated Actuals	2011-12 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,201,600.00	35,000.00	-97.1%
5) TOTAL, REVENUES			1,201,600.00	35,000.00	-97.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	83,818.80	19,803.00	-76.4%
3) Employee Benefits		3000-3999	31,058.96	7,609.00	-75.5%
4) Books and Supplies		4000-4999	34,000.00	4,000.00	-88.2%
5) Services and Other Operating Expenditures		5000-5999	273,362.00	82,500.00	-69.8%
6) Capital Outlay		6000-6999	1,409,705.00	60,000.00	-95.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,831,944.76	173,912.00	-90.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(630,344.76)	(138,912.00)	-78.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	216,770.00	New
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	(216,770.00)	New

9.2.88

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(630,344.76)	(355,682.00)	-43.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,271,278.00	1,640,933.24	-27.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,271,278.00	1,640,933.24	-27.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,271,278.00	1,640,933.24	-27.8%
2) Ending Balance, June 30 (E + F1e)			1,640,933.24	1,285,251.24	-21.7%
Components of Ending Fund Balance (Actuals)					
a) Reserve for Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts					
Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations		9780	0.00		
c) Undesignated Amount		9790	1,640,933.24		
d) Unappropriated Amount		9790			
Components of Ending Fund Balance (Budget)					
a) Nonspendable					
Revolving Cash		9711		0.00	
Stores		9712		0.00	
Prepaid Expenditures		9713		0.00	
All Others		9719		0.00	
b) Restricted		9740		0.00	
c) Committed					
Stabilization Arrangements		9750		0.00	
Other Commitments		9760		0.00	
d) Assigned					
Other Assignments		9780		1,285,251.24	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789		0.00	
Unassigned/Unappropriated Amount		9790		0.00	

9.2.89

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,230,944.33		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets		9400			
10) TOTAL, ASSETS			2,230,944.33		
H. LIABILITIES					
1) Accounts Payable		9500	(101.46)		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Deferred Revenue		9650	0.00		
6) Long-Term Liabilities		9660			
7) TOTAL, LIABILITIES			(101.46)		
I. FUND EQUITY					
Ending Fund Balance, June 30 (G10 - H7)			2,231,045.79		

9.290

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
Other Federal Revenue (incl. ARRA)		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to RL Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-Revenue Limit Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	25,000.00	35,000.00	40.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	1,176,600.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,201,600.00	35,000.00	-97.1%
TOTAL, REVENUES			1,201,600.00	35,000.00	-97.1%

9.291

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	83,818.80	19,803.00	-76.4%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			83,818.80	19,803.00	-76.4%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	14,332.00	3,506.00	-75.5%
OASDI/Medicare/Alternative		3301-3302	5,363.00	1,252.00	-76.7%
Health and Welfare Benefits		3401-3402	7,436.72	1,833.00	-75.4%
Unemployment Insurance		3501-3502	580.00	302.00	-47.9%
Workers' Compensation		3601-3602	994.00	230.00	-76.9%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
PERS Reduction		3801-3802	1,504.00	360.00	-76.1%
Other Employee Benefits		3901-3902	849.24	126.00	-85.2%
TOTAL, EMPLOYEE BENEFITS			31,058.96	7,609.00	-75.5%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	4,000.00	2,000.00	-50.0%
Noncapitalized Equipment		4400	30,000.00	2,000.00	-93.3%
TOTAL, BOOKS AND SUPPLIES			34,000.00	4,000.00	-88.2%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	3,268.00	0.00	-100.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	45,405.00	49,500.00	9.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%

9.292 -

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	222,262.00	30,000.00	-86.5%
Communications		5900	2,427.00	3,000.00	23.6%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			273,362.00	82,500.00	-69.8%
CAPITAL OUTLAY					
Land		6100	0.00	60,000.00	New
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	1,318,704.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	91,001.00	0.00	-100.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,409,705.00	60,000.00	-95.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,831,944.76	173,912.00	-90.5%

9.2.93

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
To: Deferred Maintenance Fund		7615	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	216,770.00	New
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	216,770.00	New

9.2.94

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Sale/Lease-Purchase of Land/Buildings		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	(216,770.00)	New

9.2.95

Description	Function Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,201,600.00	35,000.00	-97.1%
5) TOTAL, REVENUES			1,201,600.00	35,000.00	-97.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		1,831,944.76	173,912.00	-90.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,831,944.76	173,912.00	-90.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(630,344.76)	(138,912.00)	-78.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	216,770.00	New
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	(216,770.00)	New

9.2.96

Description	Function Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(630,344.76)	(355,682.00)	-43.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,271,278.00	1,640,933.24	-27.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,271,278.00	1,640,933.24	-27.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,271,278.00	1,640,933.24	-27.8%
2) Ending Balance, June 30 (E + F1e)			1,640,933.24	1,285,251.24	-21.7%
Components of Ending Fund Balance (Actuals)					
a) Reserve for Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations (by Resource/Object)		9780	0.00		
c) Undesignated Amount		9790	1,640,933.24		
d) Unappropriated Amount		9790			
Components of Ending Fund Balance (Budget)					
a) Nonspendable Revolving Cash		9711		0.00	
Stores		9712		0.00	
Prepaid Expenditures		9713		0.00	
All Others		9719		0.00	
b) Restricted		9740		0.00	
c) Committed Stabilization Arrangements		9750		0.00	
Other Commitments (by Resource/Object)		9760		0.00	
d) Assigned Other Assignments (by Resource/Object)		9760		1,285,251.24	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789		0.00	
Unassigned/Unappropriated Amount		9790		0.00	

9.2.97

Resource	Description	2010-11 Estimated Actuals	2011-12 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	483,000.00	303,000.00	-37.3%
5) TOTAL, REVENUES			483,000.00	303,000.00	-37.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	53,907.38	63,162.00	17.2%
3) Employee Benefits		3000-3999	28,086.40	31,069.00	10.6%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	65,692.00	58,000.00	-11.7%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	10,261.00	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			157,946.78	152,231.00	-3.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			325,053.22	150,769.00	-53.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	200,000.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(200,000.00)	0.00	-100.0%

9.2.99

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			125,053.22	150,769.00	20.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	60,058.00	185,111.22	208.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			60,058.00	185,111.22	208.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			60,058.00	185,111.22	208.2%
2) Ending Balance, June 30 (E + F1e)			185,111.22	335,880.22	81.4%
Components of Ending Fund Balance (Actuals)					
a) Reserve for Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts					
Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations		9780	0.00		
c) Undesignated Amount		9790	185,111.22		
d) Unappropriated Amount		9790			
Components of Ending Fund Balance (Budget)					
a) Nonspendable					
Revolving Cash		9711		0.00	
Stores		9712		0.00	
Prepaid Expenditures		9713		0.00	
All Others		9719		0.00	
b) Restricted		9740		0.00	
c) Committed					
Stabilization Arrangements		9750		0.00	
Other Commitments		9760		0.00	
d) Assigned					
Other Assignments		9780		335,880.22	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789		0.00	
Unassigned/Unappropriated Amount		9790		0.00	

9.2.100

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	318,347.47		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets		9400			
10) TOTAL, ASSETS			318,347.47		
H. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Deferred Revenue		9650	0.00		
6) Long-Term Liabilities		9660			
7) TOTAL, LIABILITIES			0.00		
I. FUND EQUITY					
Ending Fund Balance, June 30 (G10 - H7)			318,347.47		

9.2.101

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to RL Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-Revenue Limit Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	3,000.00	3,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	480,000.00	300,000.00	-37.5%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			483,000.00	303,000.00	-37.3%
TOTAL, REVENUES			483,000.00	303,000.00	-37.3%

9.2.102

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	53,907.38	63,162.00	17.2%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			53,907.38	63,162.00	17.2%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	9,548.00	11,184.00	17.1%
OASDI/Medicare/Alternative		3301-3302	4,129.00	4,638.00	12.3%
Health and Welfare Benefits		3401-3402	12,223.80	12,224.00	0.0%
Unemployment Insurance		3501-3502	391.00	976.00	149.6%
Workers' Compensation		3601-3602	664.00	770.00	16.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
PERS Reduction		3801-3802	1,004.00	1,150.00	14.5%
Other Employee Benefits		3901-3902	126.60	127.00	0.3%
TOTAL, EMPLOYEE BENEFITS			28,086.40	31,069.00	10.6%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

9.2.103

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	14,350.00	8,000.00	-44.3%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	51,342.00	50,000.00	-2.6%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			65,692.00	58,000.00	-11.7%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	760.00	0.00	-100.0%
Other Debt Service - Principal		7439	9,501.00	0.00	-100.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			10,261.00	0.00	-100.0%
TOTAL, EXPENDITURES			157,946.78	152,231.00	-3.6%

9.2.104

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	200,000.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			200,000.00	0.00	-100.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale/Lease-Purchase of Land/Buildings		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(200,000.00)	0.00	-100.0%

Description	Function Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	483,000.00	303,000.00	-37.3%
5) TOTAL, REVENUES			483,000.00	303,000.00	-37.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		83,335.78	94,231.00	13.1%
8) Plant Services	8000-8999		64,350.00	58,000.00	-9.9%
9) Other Outgo	9000-9999	Except 7600-7699	10,261.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			157,946.78	152,231.00	-3.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			325,053.22	150,769.00	-53.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	200,000.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(200,000.00)	0.00	-100.0%

9.2.106

Description	Function Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			125,053.22	150,769.00	20.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	60,058.00	185,111.22	208.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			60,058.00	185,111.22	208.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			60,058.00	185,111.22	208.2%
2) Ending Balance, June 30 (E + F1e)			185,111.22	335,880.22	81.4%
Components of Ending Fund Balance (Actuals)					
a) Reserve for Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations (by Resource/Object)		9780	0.00		
c) Undesignated Amount		9790	185,111.22		
d) Unappropriated Amount		9790			
Components of Ending Fund Balance (Budget)					
a) Nonspendable Revolving Cash		9711		0.00	
Stores		9712		0.00	
Prepaid Expenditures		9713		0.00	
All Others		9719		0.00	
b) Restricted		9740		0.00	
c) Committed Stabilization Arrangements		9750		0.00	
Other Commitments (by Resource/Object)		9760		0.00	
d) Assigned Other Assignments (by Resource/Object)		9760		335,880.22	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789		0.00	
Unassigned/Unappropriated Amount		9790		0.00	

9.2.107

Resource	Description	2010-11 Estimated Actuals	2011-12 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	4,049,341.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	5,000.00	100,000.00	1900.0%
5) TOTAL, REVENUES			4,054,341.00	100,000.00	-97.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	25,000.00	New
5) Services and Other Operating Expenditures		5000-5999	0.00	5,000.00	New
6) Capital Outlay		6000-6999	2,308.00	336,096.00	14462.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,308.00	366,096.00	15762.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			4,052,033.00	(266,096.00)	-106.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

9.2.109

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			4,052,033.00	(266,096.00)	-106.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	4,052,033.00	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	4,052,033.00	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	4,052,033.00	New
2) Ending Balance, June 30 (E + F1e)			4,052,033.00	3,785,937.00	-6.6%
Components of Ending Fund Balance (Actuals)					
a) Reserve for Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts					
Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations		9780	0.00		
c) Undesignated Amount		9790	4,052,033.00		
d) Unappropriated Amount		9790			
Components of Ending Fund Balance (Budget)					
a) Nonspendable					
Revolving Cash		9711		0.00	
Stores		9712		0.00	
Prepaid Expenditures		9713		0.00	
All Others		9719		0.00	
b) Restricted		9740		3,785,937.00	
c) Committed					
Stabilization Arrangements		9750		0.00	
Other Commitments		9760		0.00	
d) Assigned					
Other Assignments		9780		0.00	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789		0.00	
Unassigned/Unappropriated Amount		9790		0.00	

9.2.110

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	4,048,198.66		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets		9400			
10) TOTAL, ASSETS			4,048,198.66		
H. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Deferred Revenue		9650	0.00		
6) Long-Term Liabilities		9660			
7) TOTAL, LIABILITIES			0.00		
I. FUND EQUITY					
Ending Fund Balance, June 30 (G10 - H7)			4,048,198.66		

9.2.111

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
FEDERAL REVENUE					
Other Federal Revenue (incl. ARRA)		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	4,049,341.00	0.00	-100.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			4,049,341.00	0.00	-100.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	5,000.00	100,000.00	1900.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5,000.00	100,000.00	1900.0%
TOTAL, REVENUES			4,054,341.00	100,000.00	-97.5%

9.2.112

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	10,000.00	New
Noncapitalized Equipment		4400	0.00	15,000.00	New
TOTAL, BOOKS AND SUPPLIES			0.00	25,000.00	New

9.2.113

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	5,000.00	New
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	5,000.00	New
CAPITAL OUTLAY					
Land		6100	410.00	2,500.00	509.8%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	1,898.00	333,596.00	17476.2%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			2,308.00	336,096.00	14462.2%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			2,308.00	366,096.00	15762.0%

9.2.14

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/ County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

9.2.11S

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale/Lease-Purchase of Land/Buildings		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

9.2.116

Description	Function Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	4,049,341.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	5,000.00	100,000.00	1900.0%
5) TOTAL, REVENUES			4,054,341.00	100,000.00	-97.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		2,308.00	366,096.00	15762.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,308.00	366,096.00	15762.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			4,052,033.00	(266,096.00)	-106.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

9.2.117

Description	Function Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			4,052,033.00	(266,096.00)	-106.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	4,052,033.00	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	4,052,033.00	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	4,052,033.00	New
2) Ending Balance, June 30 (E + F1e)			4,052,033.00	3,785,937.00	-6.6%
Components of Ending Fund Balance (Actuals)					
a) Reserve for Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations (by Resource/Object)		9780	0.00		
c) Undesignated Amount		9790	4,052,033.00		
d) Unappropriated Amount		9790			
Components of Ending Fund Balance (Budget)					
a) Nonspendable Revolving Cash		9711		0.00	
Stores		9712		0.00	
Prepaid Expenditures		9713		0.00	
All Others		9719		0.00	
b) Restricted		9740		3,785,937.00	
c) Committed Stabilization Arrangements		9750		0.00	
Other Commitments (by Resource/Object)		9760		0.00	
d) Assigned Other Assignments (by Resource/Object)		9760		0.00	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789		0.00	
Unassigned/Unappropriated Amount		9790		0.00	

9.2.11 8

Resource	Description	2010-11 Estimated Actuals	2011-12 Budget
7710	State School Facilities Projects	0.00	3,785,937.00
Total, Restricted Balance		0.00	3,785,937.00

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	567,276.00	755,984.00	33.3%
5) TOTAL, REVENUES			567,276.00	755,984.00	33.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	542,478.00	New
5) Services and Other Operating Expenditures		5000-5999	350.00	3,700.00	957.1%
6) Capital Outlay		6000-6999	34,571.00	939,604.00	2617.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			34,921.00	1,485,782.00	4154.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			532,355.00	(729,798.00)	-237.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	216,770.00	New
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	216,770.00	New

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			532,355.00	(513,028.00)	-196.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	148,036.00	680,391.00	359.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			148,036.00	680,391.00	359.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			148,036.00	680,391.00	359.6%
2) Ending Balance, June 30 (E + F1e)			680,391.00	167,363.00	-75.4%
Components of Ending Fund Balance (Actuals)					
a) Reserve for					
Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts					
Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations		9780	0.00		
c) Undesignated Amount		9790	680,391.00		
d) Unappropriated Amount		9790			
Components of Ending Fund Balance (Budget)					
a) Nonspendable					
Revolving Cash		9711		0.00	
Stores		9712		0.00	
Prepaid Expenditures		9713		0.00	
All Others		9719		0.00	
b) Restricted		9740		12,500.00	
c) Committed					
Stabilization Arrangements		9750		0.00	
Other Commitments		9760		0.00	
d) Assigned					
Other Assignments		9780		154,863.00	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789		0.00	
Unassigned/Unappropriated Amount		9790		0.00	

9.2.121

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	234,275.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets		9400			
10) TOTAL, ASSETS			234,275.00		
H. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Deferred Revenue		9650	0.00		
6) Long-Term Liabilities		9660			
7) TOTAL, LIABILITIES			0.00		
I. FUND EQUITY					
Ending Fund Balance, June 30 (G10 - H7)			234,275.00		

9.2.122

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
Other Federal Revenue (incl. ARRA)		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to RL Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	3,000.00	5,000.00	66.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	564,276.00	750,984.00	33.1%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			567,276.00	755,984.00	33.3%
TOTAL, REVENUES			567,276.00	755,984.00	33.3%

9.2.123

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	308,598.00	New
Noncapitalized Equipment		4400	0.00	233,880.00	New
TOTAL, BOOKS AND SUPPLIES			0.00	542,478.00	New

9.2.124

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	350.00	700.00	100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	3,000.00	New
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			350.00	3,700.00	957.1%
CAPITAL OUTLAY					
Land		6100	1,298.00	4,000.00	208.2%
Land Improvements		6170	0.00	2,000.00	New
Buildings and Improvements of Buildings		6200	33,273.00	897,604.00	2597.7%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	36,000.00	New
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			34,571.00	939,604.00	2617.9%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			34,921.00	1,485,782.00	4154.7%

9.2.12S

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	216,770.00	New
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	216,770.00	New
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
To: Deferred Maintenance Fund		7615	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

9.2.126

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale/Lease-Purchase of Land/Buildings		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	216,770.00	New

9.2.127

Description	Function Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	567,276.00	755,984.00	33.3%
5) TOTAL, REVENUES			567,276.00	755,984.00	33.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		34,921.00	1,485,782.00	4154.7%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			34,921.00	1,485,782.00	4154.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			532,355.00	(729,798.00)	-237.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	216,770.00	New
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	216,770.00	New

9.2.128

Description	Function Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			532,355.00	(513,028.00)	-196.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	148,036.00	680,391.00	359.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			148,036.00	680,391.00	359.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			148,036.00	680,391.00	359.6%
2) Ending Balance, June 30 (E + F1e)			680,391.00	167,363.00	-75.4%
Components of Ending Fund Balance (Actuals)					
a) Reserve for Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations (by Resource/Object)		9780	0.00		
c) Undesignated Amount		9790	680,391.00		
d) Unappropriated Amount		9790			
Components of Ending Fund Balance (Budget)					
a) Nonspendable Revolving Cash		9711		0.00	
Stores		9712		0.00	
Prepaid Expenditures		9713		0.00	
All Others		9719		0.00	
b) Restricted		9740		12,500.00	
c) Committed Stabilization Arrangements		9750		0.00	
Other Commitments (by Resource/Object)		9760		0.00	
d) Assigned Other Assignments (by Resource/Object)		9760		154,863.00	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789		0.00	
Unassigned/Unappropriated Amount		9790		0.00	

9.2.129

Resource	Description	2010-11 Estimated Actuals	2011-12 Budget
9010	Other Local	0.00	12,500.00
Total, Restricted Balance		0.00	12,500.00

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,488,040.00	5,483,680.00	-0.1%
5) TOTAL, REVENUES			5,488,040.00	5,483,680.00	-0.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	91,140.00	0.00	-100.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	7,941,440.00	7,707,713.00	-2.9%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			8,032,580.00	7,707,713.00	-4.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(2,544,540.00)	(2,224,033.00)	-12.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	200,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	108,069.00	80,269.00	-25.7%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			91,931.00	(80,269.00)	-187.3%

9.2.131

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,452,609.00)	(2,304,302.00)	-6.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	20,438,775.00	17,986,166.00	-12.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			20,438,775.00	17,986,166.00	-12.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			20,438,775.00	17,986,166.00	-12.0%
2) Ending Balance, June 30 (E + F1e)			17,986,166.00	15,681,864.00	-12.8%
Components of Ending Fund Balance (Actuals)					
a) Reserve for Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts					
Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations		9780	0.00		
c) Undesignated Amount		9790	17,986,166.00		
d) Unappropriated Amount		9790			
Components of Ending Fund Balance (Budget)					
a) Nonspendable Revolving Cash		9711		0.00	
Stores		9712		0.00	
Prepaid Expenditures		9713		0.00	
All Others		9719		0.00	
b) Restricted		9740		0.00	
c) Committed					
Stabilization Arrangements		9750		0.00	
Other Commitments		9760		0.00	
d) Assigned					
Other Assignments		9780		15,681,864.00	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789		0.00	
Unassigned/Unappropriated Amount		9790		0.00	

9.2.132

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	14,372,256.94		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	3,446,171.59		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets		9400			
10) TOTAL, ASSETS			17,818,428.53		
H. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Deferred Revenue		9650	0.00		
6) Long-Term Liabilities		9660			
7) TOTAL, LIABILITIES			0.00		
I. FUND EQUITY					
Ending Fund Balance, June 30 (G10 - H7)			17,818,428.53		

9.2.133

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
FEDERAL REVENUE					
Other Federal Revenue (incl. ARRA)		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	5,180,040.00	5,233,680.00	1.0%
Community Redevelopment Funds Not Subject to RL Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-Revenue Limit Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	250,000.00	250,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	58,000.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5,488,040.00	5,483,680.00	-0.1%
TOTAL, REVENUES			5,488,040.00	5,483,680.00	-0.1%

9.2.134

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%

9.2.13S

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	91,140.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			91,140.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	7,056,440.00	7,112,713.00	0.8%
Other Debt Service - Principal		7439	885,000.00	595,000.00	-32.8%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			7,941,440.00	7,707,713.00	-2.9%
TOTAL, EXPENDITURES			8,032,580.00	7,707,713.00	-4.0%

9.2.136

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	200,000.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			200,000.00	0.00	-100.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
To: Deferred Maintenance Fund		7615	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	108,069.00	80,269.00	-25.7%
(b) TOTAL, INTERFUND TRANSFERS OUT			108,069.00	80,269.00	-25.7%

9.2.137

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			91,931.00	(80,269.00)	-187.3%

9.2.138

Description	Function Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,488,040.00	5,483,680.00	-0.1%
5) TOTAL, REVENUES			5,488,040.00	5,483,680.00	-0.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		15,000.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	8,017,580.00	7,707,713.00	-3.9%
10) TOTAL, EXPENDITURES			8,032,580.00	7,707,713.00	-4.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(2,544,540.00)	(2,224,033.00)	-12.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	200,000.00	0.00	0.0%
b) Transfers Out		7600-7629	108,069.00	80,269.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			91,931.00	(80,269.00)	0.0%

9.2.139

Description	Function Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,452,609.00)	(2,304,302.00)	-6.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	20,438,775.00	17,986,166.00	-12.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			20,438,775.00	17,986,166.00	-12.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			20,438,775.00	17,986,166.00	-12.0%
2) Ending Balance, June 30 (E + F1e)			17,986,166.00	15,681,864.00	-12.8%
Components of Ending Fund Balance (Actuals)					
a) Reserve for Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations (by Resource/Object)		9780	0.00		
c) Undesignated Amount		9790	17,986,166.00		
d) Unappropriated Amount		9790			
Components of Ending Fund Balance (Budget)					
a) Nonspendable Revolving Cash		9711		0.00	
Stores		9712		0.00	
Prepaid Expenditures		9713		0.00	
All Others		9719		0.00	
b) Restricted		9740		0.00	
c) Committed Stabilization Arrangements		9750		0.00	
Other Commitments (by Resource/Object)		9760		0.00	
d) Assigned Other Assignments (by Resource/Object)		9760		15,681,864.00	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789		0.00	
Unassigned/Unappropriated Amount		9790		0.00	

9.2.140

Resource	Description	2010-11 Estimated Actuals	2011-12 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

9.2.142

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,006,798.52	1,006,798.52	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,006,798.52	1,006,798.52	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,006,798.52	1,006,798.52	0.0%
2) Ending Balance, June 30 (E + F1e)			1,006,798.52	1,006,798.52	0.0%
Components of Ending Fund Balance (Actuals)					
a) Reserve for					
Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts					
Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations		9780	0.00		
c) Undesignated Amount		9790	1,006,798.52		
d) Unappropriated Amount		9790			
Components of Ending Fund Balance (Budget)					
a) Nonspendable					
Revolving Cash		9711		0.00	
Stores		9712		0.00	
Prepaid Expenditures		9713		0.00	
All Others		9719		0.00	
b) Restricted		9740		0.00	
c) Committed					
Stabilization Arrangements		9750		0.00	
Other Commitments		9760		0.00	
d) Assigned					
Other Assignments		9780		1,006,798.52	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789		0.00	
Unassigned/Unappropriated Amount		9790		0.00	

9.2.143

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets		9400			
10) TOTAL, ASSETS			0.00		
H. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Deferred Revenue		9650	0.00		
6) Long-Term Liabilities		9660			
7) TOTAL, LIABILITIES			0.00		
I. FUND EQUITY					
Ending Fund Balance, June 30 (G10 - H7)			0.00		

9.2.144

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
FEDERAL REVENUE					
Other Federal Revenue (incl. ARRA)		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	0.00	0.00	0.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-Revenue Limit Taxes		8629	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%

9.2.145

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

9.2.146

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d)			0.00	0.00	0.0%

9.2.147

Description	Function Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

9.2.148

Description	Function Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,006,798.52	1,006,798.52	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,006,798.52	1,006,798.52	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,006,798.52	1,006,798.52	0.0%
2) Ending Balance, June 30 (E + F1e)			1,006,798.52	1,006,798.52	0.0%
Components of Ending Fund Balance (Actuals)					
a) Reserve for Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations (by Resource/Object)		9780	0.00		
c) Undesignated Amount		9790	1,006,798.52		
d) Unappropriated Amount		9790			
Components of Ending Fund Balance (Budget)					
a) Nonspendable Revolving Cash		9711		0.00	
Stores		9712		0.00	
Prepaid Expenditures		9713		0.00	
All Others		9719		0.00	
b) Restricted		9740		0.00	
c) Committed Stabilization Arrangements		9750		0.00	
Other Commitments (by Resource/Object)		9760		0.00	
d) Assigned Other Assignments (by Resource/Object)		9760		1,006,798.52	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789		0.00	
Unassigned/Unappropriated Amount		9790		0.00	

9.2.149

Resource	Description	2010-11 Estimated Actuals	2011-12 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	(1,000.00)	0.00	-100.0%
5) TOTAL, REVENUES			(1,000.00)	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	80,669.00	80,669.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			80,669.00	80,669.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(81,669.00)	(80,669.00)	-1.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	82,069.00	80,269.00	-2.2%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			82,069.00	80,269.00	-2.2%

9.2.151

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			400.00	(400.00)	-200.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	400.00	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	400.00	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	400.00	New
2) Ending Balance, June 30 (E + F1e)			400.00	0.00	-100.0%
Components of Ending Fund Balance (Actuals)					
a) Reserve for Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts					
Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations		9780	0.00		
c) Undesignated Amount		9790	400.00		
d) Unappropriated Amount		9790			
Components of Ending Fund Balance (Budget)					
a) Nonspendable Revolving Cash		9711		0.00	
Stores		9712		0.00	
Prepaid Expenditures		9713		0.00	
All Others		9719		0.00	
b) Restricted		9740		0.00	
c) Committed					
Stabilization Arrangements		9750		0.00	
Other Commitments		9760		0.00	
d) Assigned					
Other Assignments		9780		0.00	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789		0.00	
Unassigned/Unappropriated Amount		9790		0.00	

9.2.152

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(298.82)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets		9400			
10) TOTAL, ASSETS			(298.82)		
H. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Deferred Revenue		9650	0.00		
6) Long-Term Liabilities		9660			
7) TOTAL, LIABILITIES			0.00		
I. FUND EQUITY					
Ending Fund Balance, June 30 (G10 - H7)			(298.82)		

9.2.153

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
FEDERAL REVENUE					
Other Federal Revenue (incl. ARRA)		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	0.00	0.00	0.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Other		8622	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-Revenue Limit Taxes		8629	0.00	0.00	0.0%
Interest		8660	(1,000.00)	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			(1,000.00)	0.00	-100.0%
TOTAL, REVENUES			(1,000.00)	0.00	-100.0%

9.2.154

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	4,335.00	4,142.00	-4.5%
Other Debt Service - Principal		7439	76,334.00	76,527.00	0.3%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			80,669.00	80,669.00	0.0%
TOTAL, EXPENDITURES			80,669.00	80,669.00	0.0%

9.2.155

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	82,069.00	80,269.00	-2.2%
(a) TOTAL, INTERFUND TRANSFERS IN			82,069.00	80,269.00	-2.2%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d)			82,069.00	80,269.00	-2.2%

9.2.156

Description	Function Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	(1,000.00)	0.00	-100.0%
5) TOTAL, REVENUES			(1,000.00)	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	80,669.00	80,669.00	0.0%
10) TOTAL, EXPENDITURES			80,669.00	80,669.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(81,669.00)	(80,669.00)	-1.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	82,069.00	80,269.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			82,069.00	80,269.00	0.0%

9.2.157

Description	Function Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			400.00	(400.00)	-200.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	400.00	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	400.00	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	400.00	New
2) Ending Balance, June 30 (E + F1e)			400.00	0.00	-100.0%
Components of Ending Fund Balance (Actuals)					
a) Reserve for Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations (by Resource/Object)		9780	0.00		
c) Undesignated Amount		9790	400.00		
d) Unappropriated Amount		9790			
Components of Ending Fund Balance (Budget)					
a) Nonspendable Revolving Cash		9711		0.00	
Stores		9712		0.00	
Prepaid Expenditures		9713		0.00	
All Others		9719		0.00	
b) Restricted		9740		0.00	
c) Committed Stabilization Arrangements		9750		0.00	
Other Commitments (by Resource/Object)		9760		0.00	
d) Assigned Other Assignments (by Resource/Object)		9760		0.00	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789		0.00	
Unassigned/Unappropriated Amount		9790		0.00	

9.2.158

Resource	Description	2010-11 Estimated Actuals	2011-12 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	140,000.00	140,000.00	0.0%
5) TOTAL, REVENUES			140,000.00	140,000.00	0.0%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	2,381,039.00	0.00	-100.0%
6) Depreciation		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			2,381,039.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(2,241,039.00)	140,000.00	-106.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

9.2.160

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET ASSETS (C + D4)			(2,241,039.00)	140,000.00	-106.2%
F. NET ASSETS					
1) Beginning Net Assets					
a) As of July 1 - Unaudited		9791	2,384,237.00	143,198.00	-94.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,384,237.00	143,198.00	-94.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Assets (F1c + F1d)			2,384,237.00	143,198.00	-94.0%
2) Ending Net Assets, June 30 (E + F1e)			143,198.00	283,198.00	97.8%
Components of Ending Net Assets (Actuals)					
a) Reserve for Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts					
Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations		9780	0.00		
c) Undesignated Amount		9790	143,198.00		
d) Unappropriated Amount		9790			
Components of Ending Net Assets (Budget)					
a) Capital Assets, Net of Related Debt		9796		283,198.00	
b) Restricted Net Assets		9797		0.00	
c) Unrestricted Net Assets		9790		0.00	

9.2.16l

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	6,369.62		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	2,381,039.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets		9400			
10) TOTAL, ASSETS			2,387,408.62		
H. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Deferred Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Net OPEB Obligation		9664	0.00		
b) Compensated Absences		9665	0.00		
c) COPs Payable		9666	0.00		
d) Capital Leases Payable		9667	0.00		
e) Lease Revenue Bonds Payable		9668	0.00		
f) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
I. NET ASSETS					
Net Assets, June 30 (G10 - H7)			2,387,408.62		

9,2,162

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	140,000.00	140,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/ Contributions		8674	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			140,000.00	140,000.00	0.0%
TOTAL, REVENUES			140,000.00	140,000.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2,381,039.00	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			2,381,039.00	0.00	-100.0%
TOTAL, EXPENSES			2,381,039.00	0.00	-100.0%

9.2.163

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a + c - d)			0.00	0.00	0.0%

9.2.164

Description	Function Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	140,000.00	140,000.00	0.0%
5) TOTAL, REVENUES			140,000.00	140,000.00	0.0%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		2,381,039.00	0.00	-100.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			2,381,039.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(2,241,039.00)	140,000.00	-106.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

9,2,165

Description	Function Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET ASSETS (C + D4)			(2,241,039.00)	140,000.00	-106.2%
F. NET ASSETS					
1) Beginning Net Assets					
a) As of July 1 - Unaudited		9791	2,384,237.00	143,198.00	-94.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,384,237.00	143,198.00	-94.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Assets (F1c + F1d)			2,384,237.00	143,198.00	-94.0%
2) Ending Net Assets, June 30 (E + F1e)			143,198.00	283,198.00	97.8%
Components of Ending Net Assets (Actuals)					
a) Reserve for					
Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts					
Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations (by Resource/Object)		9780	0.00		
c) Undesignated Amount		9790	143,198.00		
Components of Ending Net Assets (Budget)					
a) Capital Assets, Net of Related Debt		9796		283,198.00	
b) Restricted Net Assets		9797		0.00	
c) Unrestricted Net Assets		9790		0.00	

9.2.166

Resource	Description	2010-11 Estimated Actuals	2011-12 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4,000.00	4,000.00	0.0%
5) TOTAL, REVENUES			4,000.00	4,000.00	0.0%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	5,000.00	4,000.00	-20.0%
6) Depreciation		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			5,000.00	4,000.00	-20.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,000.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

9.2.168

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET ASSETS (C + D4)			(1,000.00)	0.00	-100.0%
F. NET ASSETS					
1) Beginning Net Assets					
a) As of July 1 - Unaudited		9791	161,216.00	160,216.00	-0.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			161,216.00	160,216.00	-0.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Assets (F1c + F1d)			161,216.00	160,216.00	-0.6%
2) Ending Net Assets, June 30 (E + F1e)			160,216.00	160,216.00	0.0%
Components of Ending Net Assets (Actuals)					
a) Reserve for Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts					
Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations		9780	0.00		
c) Undesignated Amount		9790	160,216.00		
d) Unappropriated Amount		9790			
Components of Ending Net Assets (Budget)					
a) Capital Assets, Net of Related Debt		9796		160,216.00	
b) Restricted Net Assets		9797		0.00	
c) Unrestricted Net Assets		9790		0.00	

9.2.169

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	162,106.99		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
10) TOTAL, ASSETS			162,106.99		

9.2.170

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
H. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Deferred Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Net OPEB Obligation		9664	0.00		
b) Compensated Absences		9665	0.00		
c) COPs Payable		9666	0.00		
d) Capital Leases Payable		9667	0.00		
e) Lease Revenue Bonds Payable		9668	0.00		
f) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
I. NET ASSETS					
Net Assets, June 30 (G10 - H7)			162,106.99		

9.2.171

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	4,000.00	4,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			4,000.00	4,000.00	0.0%
TOTAL, REVENUES			4,000.00	4,000.00	0.0%

9.2.172

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

9.2.173

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	5,000.00	4,000.00	-20.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			5,000.00	4,000.00	-20.0%
DEPRECIATION					
Depreciation Expense		6900	0.00	0.00	0.0%
TOTAL, DEPRECIATION			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENSES			5,000.00	4,000.00	-20.0%

9.2.174

Description	Resource Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a + c - d + e)			0.00	0.00	0.0%

9.2.175

Description	Function Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4,000.00	4,000.00	0.0%
5) TOTAL, REVENUES			4,000.00	4,000.00	0.0%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		5,000.00	4,000.00	-20.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			5,000.00	4,000.00	-20.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(1,000.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

9.2.176

Description	Function Codes	Object Codes	2010-11 Estimated Actuals	2011-12 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET ASSETS (C + D4)			(1,000.00)	0.00	-100.0%
F. NET ASSETS					
1) Beginning Net Assets					
a) As of July 1 - Unaudited		9791	161,216.00	160,216.00	-0.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			161,216.00	160,216.00	-0.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Assets (F1c + F1d)			161,216.00	160,216.00	-0.6%
2) Ending Net Assets, June 30 (E + F1e)			160,216.00	160,216.00	0.0%
Components of Ending Net Assets (Actuals)					
a) Reserve for					
Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts					
Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations (by Resource/Object)		9780	0.00		
c) Undesignated Amount		9790	160,216.00		
Components of Ending Net Assets (Budget)					
a) Capital Assets, Net of Related Debt		9796		160,216.00	
b) Restricted Net Assets		9797		0.00	
c) Unrestricted Net Assets		9790		0.00	

9.2.177

Resource	Description	2010-11 Estimated Actuals	2011-12 Budget
Total, Restricted Balance		0.00	0.00

Description	2010-11 Estimated Actuals			2011-12 Budget		
	P-2 ADA	Annual ADA	Revenue Limit ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Revenue Limit ADA
ELEMENTARY						
1. General Education			4,655.07	4,655.07	4,655.07	4,655.07
a. Kindergarten	554.15	554.15				
b. Grades One through Three	1,697.20	1,697.20				
c. Grades Four through Six	1,491.27	1,491.27				
d. Grades Seven and Eight	910.99	910.99				
e. Opportunity Schools and Full-Day Opportunity Classes						
f. Home and Hospital	1.46	1.46				
g. Community Day School						
2. Special Education						
a. Special Day Class	94.93	94.93	94.93	94.93	94.93	94.93
b. Nonpublic, Nonsectarian Schools (EC 56366[a][7])	2.53	2.53	2.53	2.53	2.53	2.53
c. Nonpublic, Nonsectarian Schools - Licensed Children's Institutions						
3. TOTAL, ELEMENTARY	4,752.53	4,752.53	4,752.53	4,752.53	4,752.53	4,752.53
HIGH SCHOOL						
4. General Education			1,430.66	1,430.66	1,430.66	1,430.66
a. Grades Nine through Twelve	1,359.08	1,359.08				
b. Continuation Education	69.22	69.22				
c. Opportunity Schools and Full-Day Opportunity Classes						
d. Home and Hospital	2.36	2.36				
e. Community Day School						
5. Special Education						
a. Special Day Class	45.07	45.07	45.07	45.07	45.07	45.07
b. Nonpublic, Nonsectarian Schools (EC 56366[a][7])	1.31	1.31	1.31	1.31	1.31	1.31
c. Nonpublic, Nonsectarian Schools - Licensed Children's Institutions						
6. TOTAL, HIGH SCHOOL	1,477.04	1,477.04	1,477.04	1,477.04	1,477.04	1,477.04
COUNTY SUPPLEMENT						
7. County Community Schools (EC 1982[a])						
a. Elementary	2.77	2.77	2.77	2.77	2.77	2.77
b. High School	0.73	0.73	0.73	0.73	0.73	0.73
8. Special Education						
a. Special Day Class - Elementary	26.77	26.77	26.77	26.77	26.77	26.77
b. Special Day Class - High School	8.91	8.91	8.91	8.91	8.91	8.91
c. Nonpublic, Nonsectarian Schools - Elementary						
d. Nonpublic, Nonsectarian Schools - High School						
e. Nonpublic, Nonsectarian Schools - Licensed Children's Institutions - Elementary						
f. Nonpublic, Nonsectarian Schools - Licensed Children's Institutions - High School						
9. TOTAL, ADA REPORTED BY COUNTY OFFICES	39.18	39.18	39.18	39.18	39.18	39.18
10. TOTAL, K-12 ADA (sum lines 3, 6, and 9)	6,268.75	6,268.75	6,268.75	6,268.75	6,268.75	6,268.75
11. ADA for Necessary Small Schools also included in lines 3 and 6.						
12. REGIONAL OCCUPATIONAL CENTERS & PROGRAMS*						

9.2.179

Description	2010-11 Estimated Actuals			2011-12 Budget		
	P-2 ADA	Annual ADA	Revenue Limit ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Revenue Limit ADA
CLASSES FOR ADULTS						
13. Concurrently Enrolled Secondary Students*						
14. Adults Enrolled, State Apportioned*						
15. Students 21 Years or Older and Students 19 or Older Not Continuously Enrolled Since Their 18th Birthday, Participating in Full-Time Independent Study*						
16. TOTAL, CLASSES FOR ADULTS (sum lines 13 through 15)						
17. Adults in Correctional Facilities						
18. TOTAL, ADA (sum lines 10, 12, 16, and 17)	6,268.75	6,268.75	6,268.75	6,268.75	6,268.75	6,268.75
SUPPLEMENTAL INSTRUCTIONAL HOURS						
19. ELEMENTARY*						
20. HIGH SCHOOL*						
21. TOTAL, SUPPLEMENTAL INSTRUCTIONAL HOURS (sum lines 19 and 20)						
COMMUNITY DAY SCHOOLS - Additional Funds						
22. ELEMENTARY						
a. 5th & 6th Hour (ADA) - Mandatory Expelled Pupils only						
b. 7th & 8th Hour Pupil Hours (Hours)*						
23. HIGH SCHOOL						
a. 5th & 6th Hour (ADA) - Mandatory Expelled Pupils only						
b. 7th & 8th Hour Pupil Hours (Hours)*						
CHARTER SCHOOLS						
24. Charter ADA Funded Through the Block Grant						
a. Charters Sponsored by Unified Districts - Resident (EC 47660) (applicable only for unified districts with Charter School General Purpose Block Grant Offset recorded on line 30 in Form RL)						
b. All Other Block Grant Funded Charters						
25. Charter ADA Funded Through the Revenue Limit						
26. TOTAL, CHARTER SCHOOLS ADA (sum lines 24a, 24b, and 25)	0.00	0.00	0.00	0.00	0.00	0.00
27. SUPPLEMENTAL INSTRUCTIONAL HOURS*						

*ADA is no longer collected as a result of flexibility provisions of SBX3 4 (Chapter 12, Statutes of 2009), currently in effect for a five-year period from 2008-09 through 2012-13.

9.2.180

ANNUAL BUDGET REPORT:
July 1, 2011 Single Budget Adoption

This budget was developed using the state-adopted Criteria and Standards. It was filed and adopted subsequent to a public hearing by the governing board of the school district. (Pursuant to Education Code sections 33129 and 42127)

Budget available for inspection at:

Place: 600 6th Street, Suite 400, Lincoln, CA
Date: June 17, 2011

Public Hearing:

Place: Lincoln High School
Date: June 21, 2011
Time: 07:00 PM

Adoption Date: _____

Signed: _____
Clerk/Secretary of the Governing Board
(Original signature required)

Contact person for additional information on the budget reports:

Name: Carrie Carlson
Telephone: (916) 434-5095

Title: Director of Business Services
E-mail: ccarlson@wpusd.k12.ca.us

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Revenue Limit	Projected change in revenue limit is within the standard for the budget and two subsequent fiscal years.		X

9.2.181

CRITERIA AND STANDARDS (continued)			Met	Not Met
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7a	Deferred Maintenance	SBX3 4 (Chapter 12, Statutes of 2009) eliminates the local match requirement for Deferred Maintenance for a five-year period from 2008-09 through 2012-13. Therefore, this item has been inactivated for that period.		
7b	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.		X
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.		X

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?		X
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel tax, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X

9.2.182

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2010-11) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?	X	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)	X	
		• Classified? (Section S8B, Line 1)	X	
		• Management/supervisor/confidential? (Section S8C, Line 1)	X	

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to EC Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

( ) Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	$
Less: Amount of total liabilities reserved in budget:	$
Estimated accrued but unfunded liabilities:	$ 0.00

(X) This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:
The District is insured through Schools Insurance Group

( ) This school district is not self-insured for workers' compensation claims.

Signed _____ Date of Meeting: _____
Clerk/Secretary of the Governing Board
(Original signature required)

For additional information on this certification, please contact:

Name: Carrie Carlson

Title: Director of Business Services

Telephone: (916) 434-5095

E-mail: ccarlson@wpusd.k12.ca.us

9.2.184

Description	Object Codes	2011-12 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2012-13 Projection (C)	% Change (Cols. E-C/C) (D)	2013-14 Projection (E)
A. REVENUES AND OTHER FINANCING SOURCES (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted except line A1h)						
1. Revenue Limit Sources	8010-8099	31,000,584.00				
a. Base Revenue Limit per ADA (Form RL, line 4, ID 0024)		6,169.04	9.03%	6,726.04	2.69%	6,907.04
b. Revenue Limit ADA (Form RL, line 5b, ID 0033)		6,268.75	0.53%	6,302.00	1.02%	6,366.00
c. Total Base Revenue Limit (Line A1a times line A1b, ID 0269)		38,672,169.50	9.61%	42,387,504.08	3.73%	43,970,216.64
d. Other Revenue Limit (Form RL, lines 6 thru 14)		0.00	0.00%	0.00	0.00%	0.00
e. Total Revenue Limit Subject to Deficit (Sum lines A1c plus A1d, ID 0082)		38,672,169.50	9.61%	42,387,504.08	3.73%	43,970,216.64
f. Deficit Factor (Form RL, line 16)		0.80246	0.00%	0.80246	0.00%	0.80246
g. Deficited Revenue Limit (Line A1e times line A1f, ID 0284)		31,032,869.14	9.61%	34,014,276.52	3.73%	35,284,340.04
h. Plus: Other Adjustments (e.g., basic aid, charter schools object 8015, prior year adjustments objects 8019 and 8099)			0.00%		0.00%	
i. Revenue Limit Transfers (Objects 8091 and 8097)		(702,874.00)	9.09%	(766,768.00)	2.69%	(787,398.00)
j. Other Adjustments (Form RL, lines 18 thru 20 and line 41)		670,589.00	-39.08%	408,498.00	4.54%	427,057.00
k. Total Revenue Limit Sources (Sum lines A1g thru A1j) (Must equal line A1)		31,000,584.14	8.57%	33,656,006.52	3.77%	34,923,999.04
2. Federal Revenues	8100-8299	721.00	0.00%	721.00	0.00%	721.00
3. Other State Revenues	8300-8599	3,887,400.00	-12.86%	3,387,400.00	0.00%	3,387,400.00
4. Other Local Revenues	8600-8799	861,103.00	-2.90%	836,103.00	0.00%	836,103.00
5. Other Financing Sources	8900-8999	(3,693,367.00)	10.20%	(4,070,000.00)	11.55%	(4,540,000.00)
6. Total (Sum lines A1k thru A5)		32,056,441.14	5.47%	33,810,230.52	2.36%	34,608,223.04
B. EXPENDITURES AND OTHER FINANCING USES (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
1. Certificated Salaries						
a. Base Salaries				19,920,845.00		21,590,000.00
b. Step & Column Adjustment				296,963.00		328,750.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				1,372,192.00		1,250.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	19,920,845.00	8.38%	21,590,000.00	1.53%	21,920,000.00
2. Classified Salaries						
a. Base Salaries				3,971,853.00		4,140,000.00
b. Step & Column Adjustment				67,735.00		71,380.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				100,412.00		(1,380.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,971,853.00	4.23%	4,140,000.00	1.69%	4,210,000.00
3. Employee Benefits	3000-3999	8,207,416.00	10.39%	9,060,000.00	4.97%	9,510,000.00
4. Books and Supplies	4000-4999	2,150,296.00	-28.85%	1,530,000.00	0.00%	1,530,000.00
5. Services and Other Operating Expenditures	5000-5999	3,304,414.00	-2.86%	3,210,000.00	0.00%	3,210,000.00
6. Capital Outlay	6000-6999	10,000.00	0.00%	10,000.00	0.00%	10,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,422,268.00	-0.16%	1,420,000.00	0.00%	1,420,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(665,029.00)	0.75%	(670,000.00)	0.00%	(670,000.00)
9. Other Financing Uses	7600-7699	128,169.00	1.43%	130,000.00	0.00%	130,000.00
10. Other Adjustments (Explain in Section F below)				(7,000,000.00)		(7,000,000.00)
11. Total (Sum lines B1 thru B10)		38,450,232.00	-13.08%	33,420,000.00	2.54%	34,270,000.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(6,393,790.86)		390,230.52		338,223.04
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		7,405,375.68		1,011,584.82		1,401,815.34
2. Ending Fund Balance (Sum lines C and D1)		1,011,584.82		1,401,815.34		1,740,038.38
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	2,000.00				
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,009,584.68				
2. Unassigned/Unappropriated	9790	0.00		1,401,815.34		1,740,038.38
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,011,584.68		1,401,815.34		1,740,038.38

9,2185

Description	Object Codes	2011-12 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2012-13 Projection (C)	% Change (Cols. E-C/C) (D)	2013-14 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,009,584.68		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		1,401,815.34		1,740,038.38
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		1,009,584.68		1,401,815.34		1,740,038.38

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Assumptions are included in the Adopted Budget narrative. B.1.d.: $831k for Ed Jobs funds charged back to unrestricted, $540k added back for furlough days that are in 2011-12 only. B.2.d: $100k added back for furlough days. Line B.10. reflects budget reductions to be identified by the school board.

9.2.186

Description	Object Codes	2011-12 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2012-13 Projection (C)	% Change (Cols. E-C/C) (D)	2013-14 Projection (E)
A. REVENUES AND OTHER FINANCING SOURCES (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
1. Revenue Limit Sources	8010-8099	1,543,186.00	3.23%	1,592,981.00	2.70%	1,635,992.00
2. Federal Revenues	8100-8299	3,092,022.00	-38.40%	1,904,659.00	0.00%	1,904,659.00
3. Other State Revenues	8300-8599	1,188,003.00	3.20%	1,226,039.00	2.70%	1,259,142.00
4. Other Local Revenues	8600-8799	2,306,117.00	-7.63%	2,130,117.00	0.00%	2,130,117.00
5. Other Financing Sources	8900-8999	4,193,367.00	-2.94%	4,070,000.00	11.55%	4,540,000.00
6. Total (Sum lines A1 thru A5)		12,322,695.00	-11.35%	10,923,796.00	5.00%	11,469,910.00
B. EXPENDITURES AND OTHER FINANCING USES (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
1. Certificated Salaries						
a. Base Salaries				4,400,413.00		3,640,000.00
b. Step & Column Adjustment				67,239.00		54,600.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(827,652.00)		(4,600.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	4,400,413.00	-17.28%	3,640,000.00	1.37%	3,690,000.00
2. Classified Salaries						
a. Base Salaries				3,075,923.00		3,130,000.00
b. Step & Column Adjustment				52,661.00		52,870.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				1,416.00		(2,870.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,075,923.00	1.76%	3,130,000.00	1.60%	3,180,000.00
3. Employee Benefits	3000-3999	2,726,717.00	-7.21%	2,530,000.00	6.32%	2,690,000.00
4. Books and Supplies	4000-4999	595,477.00	0.76%	600,000.00	0.00%	600,000.00
5. Services and Other Operating Expenditures	5000-5999	681,722.00	-0.25%	680,000.00	0.00%	680,000.00
6. Capital Outlay	6000-6999	241,383.00	-71.00%	70,000.00	0.00%	70,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	562,162.00	-0.38%	560,000.00	0.00%	560,000.00
9. Other Financing Uses	7600-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		12,283,797.00	-8.74%	11,210,000.00	2.32%	11,470,000.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		38,898.00		(286,204.00)		(90.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		250,170.08		289,068.08		2,864.08
2. Ending Fund Balance (Sum lines C and D1)		289,068.08		2,864.08		2,774.08
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	289,071.30		322,871.08		372,781.08
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(3.22)		(320,007.00)		(370,007.00)
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		289,068.08		2,864.08		2,774.08

9.2.187

Description	Object Codes	2011-12 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2012-13 Projection (C)	% Change (Cols. E-C/C) (D)	2013-14 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

B.1.d. 2012-13: $831k decrease in Federal Jobs Funds expenditures--moved to unrestricted. B.2.d. Rounding

9.2.188

Description	Object Codes	2011-12 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2012-13 Projection (C)	% Change (Cols. E-C/C) (D)	2013-14 Projection (E)
A. REVENUES AND OTHER FINANCING SOURCES						
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
1. Revenue Limit Sources	8010-8099	32,543,770.00	8.31%	35,248,987.52	3.72%	36,559,991.04
2. Federal Revenues	8100-8299	3,092,743.00	-38.39%	1,905,380.00	0.00%	1,905,380.00
3. Other State Revenues	8300-8599	5,075,403.00	-9.10%	4,613,439.00	0.72%	4,646,542.00
4. Other Local Revenues	8600-8799	3,167,220.00	-6.35%	2,966,220.00	0.00%	2,966,220.00
5. Other Financing Sources	8900-8999	500,000.00	-100.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5)		44,379,136.14	0.80%	44,734,026.52	3.00%	46,078,133.04
B. EXPENDITURES AND OTHER FINANCING USES						
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
1. Certificated Salaries						
a. Base Salaries				24,321,258.00		25,230,000.00
b. Step & Column Adjustment				364,202.00		383,350.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				544,540.00		(3,350.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	24,321,258.00	3.74%	25,230,000.00	1.51%	25,610,000.00
2. Classified Salaries						
a. Base Salaries				7,047,776.00		7,270,000.00
b. Step & Column Adjustment				120,396.00		124,250.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				101,828.00		(4,250.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	7,047,776.00	3.15%	7,270,000.00	1.65%	7,390,000.00
3. Employee Benefits	3000-3999	10,934,133.00	6.00%	11,590,000.00	5.26%	12,200,000.00
4. Books and Supplies	4000-4999	2,745,773.00	-22.43%	2,130,000.00	0.00%	2,130,000.00
5. Services and Other Operating Expenditures	5000-5999	3,986,136.00	-2.41%	3,890,000.00	0.00%	3,890,000.00
6. Capital Outlay	6000-6999	251,383.00	-68.18%	80,000.00	0.00%	80,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,422,268.00	-0.16%	1,420,000.00	0.00%	1,420,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(102,867.00)	6.93%	(110,000.00)	0.00%	(110,000.00)
9. Other Financing Uses	7600-7699	128,169.00	1.43%	130,000.00	0.00%	130,000.00
10. Other Adjustments				(7,000,000.00)		(7,000,000.00)
11. Total (Sum lines B1 thru B10)		50,734,029.00	-12.03%	44,630,000.00	2.49%	45,740,000.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(6,354,892.86)		104,026.52		338,133.04
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		7,655,545.76		1,300,652.90		1,404,679.42
2. Ending Fund Balance (Sum lines C and D1)		1,300,652.90		1,404,679.42		1,742,812.46
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	2,000.00		0.00		0.00
b. Restricted	9740	289,071.30		322,871.08		372,781.08
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,009,584.68		0.00		0.00
2. Unassigned/Unappropriated	9790	(3.22)		1,081,808.34		1,370,031.38
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,300,652.76		1,404,679.42		1,742,812.46

9-2189

Description	Object Codes	2011-12 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2012-13 Projection (C)	% Change (Cols. E-C/C) (D)	2013-14 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,009,584.68		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		1,401,815.34		1,740,038.38
d. Negative Restricted Ending Balances (Negative resources 2000-9999) (Enter projections)	979Z	(3.22)		0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		1,009,581.46		1,401,815.34		1,740,038.38
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		1.99%		3.14%		3.80%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00				
2. District ADA						
Used to determine the reserve standard percentage level on line F3d						
(Col. A: Form A, Estimated P-2 ADA column, lines 3, 6, and 25; enter projections)		6,229.57		6,256.00		6,319.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		50,734,029.00		44,630,000.00		45,740,000.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		50,734,029.00		44,630,000.00		45,740,000.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,522,020.87		1,338,900.00		1,372,200.00
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		1,522,020.87		1,338,900.00		1,372,200.00
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		NO		YES		YES

9.2.190

Description	Principal Appt. Software Data ID	2010-11 Estimated Actuals	2011-12 Budget
BASE REVENUE LIMIT PER ADA			
1. Base Revenue Limit per ADA (prior year)	0025	6,373.07	6,348.07
2. Inflation Increase	0041	(25.00)	144.00
3. All Other Adjustments	0042, 0525, 0719	25.40	(323.03)
4. TOTAL, BASE REVENUE LIMIT PER ADA (Sum Lines 1 through 3)	0024	6,373.47	6,169.04
REVENUE LIMIT SUBJECT TO DEFICIT			
5. Total Base Revenue Limit			
a. Base Revenue Limit per ADA (from Line 4)	0024	6,373.47	6,169.04
b. Revenue Limit ADA	0033	6,268.75	6,268.75
c. Total Base Revenue Limit (Line 5a times Line 5b)	0269	39,953,690.06	38,672,169.50
6. Allowance for Necessary Small School	0489		
7. Gain or Loss from Interdistrict Attendance Agreements	0272		
8. Meals for Needy Pupils	0090		
9. Special Revenue Limit Adjustments	0274		
10. One-time Equalization Adjustments	0275		
11. Miscellaneous Revenue Limit Adjustments	0276, 0659		
12. Less: All Charter District Revenue Limit Adjustment	0217		
13. Beginning Teacher Salary Incentive Funding	0552		
14. Less: Class Size Penalties Adjustment	0173		
15. REVENUE LIMIT SUBJECT TO DEFICIT (Sum Lines 5c through 11, plus Line 13, minus Lines 12 and 14)	0082	39,953,690.06	38,672,169.50
DEFICIT CALCULATION			
16. Deficit Factor	0281	0.82037	0.80246
17. TOTAL DEFICITED REVENUE LIMIT (Line 15 times Line 16)	0284	32,776,808.71	31,032,869.14
OTHER REVENUE LIMIT ITEMS			
18. Unemployment Insurance Revenue	0060	244,045.00	512,005.00
19. Less: Longer Day/Year Penalty	0287		
20. Less: Excess ROC/P Reserves Adjustment	0288		
21. Less: PERS Reduction	0195	92,046.00	68,839.00
22. PERS Safety Adjustment/SFUSD PERS Adjustment	0205, 0654		
23. TOTAL, OTHER REVENUE LIMIT ITEMS (Sum Lines 18 and 22, minus Lines 19 through 21)	---	151,999.00	443,166.00
24. TOTAL REVENUE LIMIT (Sum Lines 17 and 23)	0088	32,928,807.71	31,476,035.14

Description	Principal Appt. Software Data ID	2010-11 Estimated Actuals	2011-12 Budget
REVENUE LIMIT - LOCAL SOURCES			
25. Property Taxes	0587, 0660	32,737,129.00	31,263,958.00
26. Miscellaneous Funds	0588	0.00	13.00
27. Community Redevelopment Funds	0589	4,301.00	30,706.00
28. Less: Charter Schools In-lieu Taxes	0595	9,639,472.00	9,464,601.00
29. TOTAL, REVENUE LIMIT - LOCAL SOURCES (Sum Lines 25 through 27, minus Line 28)	0126	23,101,958.00	21,830,076.00
30. Charter School General Purpose Block Grant Offset (Unified Districts Only)	0293		
31. STATE AID PORTION OF REVENUE LIMIT (Sum Line 24, minus Lines 29 and 30. If negative, then zero)	0111	9,826,849.71	9,645,959.14
OTHER ITEMS			
32. Less: County Office Funds Transfer	0458	196,810.00	200,490.00
33. Core Academic Program	9001		
34. California High School Exit Exam	9002		
35. Pupil Promotion and Retention Programs (Retained and Recommended for Retention, and Low STAR and At Risk of Retention)	9016, 9017		
36. Apprenticeship Funding	0570		
37. Community Day School Additional Funding	3103, 9007		
38. Basic Aid "Choice"/Court Ordered Voluntary Pupil Transfer	0634, 0629		
39. Basic Aid Supplement Charter School Adjustment	9018	140,075.00	359,074.00
40. All Other Adjustments	---		
41. TOTAL, OTHER ITEMS (Sum Lines 33 through 40, minus Line 32)	---	(56,735.00)	158,584.00
42. TOTAL, STATE AID PORTION OF REVENUE LIMIT (Sum Lines 31 and 41) (This amount should agree with Object 8011)	---	9,770,114.71	9,804,543.14
43. Less: Revenue Limit State Apportionment Receipts	---		
44. NET ACCRUAL TO STATE AID - REVENUE LIMIT (Line 42 minus Line 43)	---	9,770,114.71	

OTHER NON-REVENUE LIMIT ITEMS			
45. Core Academic Program	9001		
46. California High School Exit Exam	9002		
47. Pupil Promotion and Retention Programs (Retained and Recommended for Retention, and Low STAR and At Risk of Retention)	9016, 9017		
48. Apprenticeship Funding	0570		
49. Community Day School Additional Funding	3103, 9007		

9.2.192

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines 3, 6, and 25): 6,230

District's ADA Standard Percentage Level: 1.0%

1A. Calculating the District's ADA Variances

DATA ENTRY: Enter data in the Revenue Limit ADA, Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Revenue Limit (Funded) ADA Original Budget (Use Form RL, Line 5b)	Revenue Limit (Funded) ADA Estimated/Unaudited Actuals (Form RL, Line 5b)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2008-09)	6,021.00	6,154.96	N/A	Met
Second Prior Year (2009-10)	6,370.00	6,202.03	2.6%	Not Met
First Prior Year (2010-11)	6,233.79	6,268.75	N/A	Met
Budget Year (2011-12) (Criterion 4A1, Step 2a)	6,268.75			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

9.2.193

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines 3, 6, and 25): 6,230

District's Enrollment Standard Percentage Level: 1.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual, column for the First Prior Year; all other data are extracted or calculated.

Fiscal Year	Enrollment Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2008-09)	6,371	6,388	N/A	Met
Second Prior Year (2009-10)	6,635	6,447	2.8%	Not Met
First Prior Year (2010-11)	6,480	6,551	N/A	Met
Budget Year (2011-12)	6,551			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

9.2.194

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines 3, 6, and 25)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2008-09)	6,090	6,388	95.3%
Second Prior Year (2009-10)	6,156	6,447	95.5%
First Prior Year (2010-11)	6,230	6,551	95.1%
		Historical Average Ratio:	95.3%

District's ADA to Enrollment Standard (historical average ratio plus 0.5%): 95.8%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: If Form MYP exists, Estimated P-2 ADA for the two subsequent years will be extracted; if not, enter Estimated P-2 ADA data in the first column. Enter data in the Enrollment column for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines 3, 6, and 25) (Form MYP, Line F2)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2011-12)	6,230	6,551	95.1%	Met
1st Subsequent Year (2012-13)	6,256	6,551	95.5%	Met
2nd Subsequent Year (2013-14)	6,319	6,617	95.5%	Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

9.2.195

4. CRITERION: Revenue Limit

STANDARD: Projected revenue limit for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population and the funded cost-of-living adjustment (COLA) plus or minus one percent.

For basic aid districts, projected revenue limit has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected revenue limit has not changed from the prior fiscal year by more than the funded cost-of-living adjustment plus or minus one percent.

4A1. Calculating the District's Revenue Limit Standard

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year columns for Step 1a and Step 2a will be extracted; if not, enter data for the two subsequent years. In addition, the deficit factor, Step 1b, for the two subsequent years will be extracted from Form MYP if it exists; if not, it will link from the Budget Year column, but may be overwritten. All other data are extracted or calculated.

Projected Revenue Limit

	Prior Year (2010-11)	Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Step 1 - Funded COLA				
a. Base Revenue Limit (BRL) per ADA (Form RL, Line 4) (Form MYP, Unrestricted, Line A1a)	6,373.47	6,169.04	6,726.04	6,907.04
b. Deficit Factor (Form RL, Line 16) (Form MYP, Unrestricted, Line A1f)	0.82037	0.80246	0.80246	0.80246
c. Funded BRL per ADA (Step 1a times Step 1b)	5,228.60	4,950.41	5,397.38	5,542.62
d. Prior Year Funded BRL per ADA		5,228.60	4,950.41	5,397.38
e. Difference (Step 1c minus Step 1d)		(278.19)	446.97	145.24
f. Percent Change Due to COLA (Step 1e divided by Step 1d)		-5.32%	9.03%	2.69%
Step 2 - Change in Population				
a. Revenue Limit (Funded) ADA (Form RL, Line 5b) (Form MYP, Unrestricted, Line A1b)	6,268.75	6,268.75	6,302.00	6,366.00
b. Prior Year Revenue Limit (Funded) ADA		6,268.75	6,268.75	6,302.00
c. Difference (Step 2a minus Step 2b)		0.00	33.25	64.00
d. Percent Change Due to Population (Step 2c divided by Step 2b)		0.00%	0.53%	1.02%
Step 3 - Total Change in Funded COLA and Population (Step 1f plus Step 2d)		-5.32%	9.56%	3.71%
Revenue Limit Standard (Step 3, plus/minus 1%):		**-6.32% to -4.32%**	**8.56% to 10.56%**	**2.71% to 4.71%**

4A2. Alternate Revenue Limit Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected Revenue Limit (applicable if Form RL, Budget column, line 31, is zero)

	Prior Year (2010-11)	Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Projected Local Property Taxes (Form RL, Lines 25 thru 27)	32,741,430.00	31,294,677.00		
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

9.2.196

4A3. Alternate Revenue Limit Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected Revenue Limit (applicable if Form RL, Budget column, line 6, is greater than zero, and line 5b, RL ADA, is zero)

	Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Necessary Small School Standard (Funded COLA change - Step 1f, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in Revenue Limit

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for Revenue Limit; all other data are extracted or calculated.

	Prior Year (2010-11)	Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Revenue Limit (Fund 01, Objects 8011, 8020-8089)	42,511,545.00	41,099,220.00	44,706,587.00	46,150,967.00
District's Projected Change in Revenue Limit:		-3.32%	8.78%	3.23%
Revenue Limit Standard:		**-6.32% to -4.32%**	**8.56% to 10.56%**	**2.71% to 4.71%**
Status:		Not Met	Met	Met

4C. Comparison of District Revenue Limit to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Projected change in revenue limit is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting revenue limit.

Explanation:
(required if NOT met)

The District is projecting a one-time revenue limit reduction of $349 per ADA in the 2011-12 school year. This reduces the base revenue limit per ADA from 2010-11 to 2011-12. It results in a significant increase in the base revenue limit per ADA from 2011-12 to 2012-13 due to the reinstatement of the $349 per ADA and the projected 2.7% COLA.

9.2.197

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2008-09)	30,810,349.67	36,343,124.68	84.8%
Second Prior Year (2009-10)	31,637,449.68	37,489,060.52	84.4%
First Prior Year (2010-11)	33,491,103.32	39,396,801.32	85.0%
		Historical Average Ratio:	84.7%

	Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**81.7% to 87.7%**	**81.7% to 87.7%**	**81.7% to 87.7%**

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2011-12)	32,100,114.00	38,322,063.00	83.8%	Met
1st Subsequent Year (2012-13)	34,790,000.00	33,290,000.00	104.5%	Not Met
2nd Subsequent Year (2013-14)	35,640,000.00	34,140,000.00	104.4%	Not Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Projected ratio(s) of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation:
(required if NOT met)

The MYP reflects $7 million in unidentified budget reductions in 2012-13 and 2013-14. Once these reductions are identified, they will be spread among the various expenditure classifications accordingly.

9.2.198

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
1. District's Change in Population and Funded COLA (Criterion 4A1, Step 3):	-5.32%	9.56%	3.71%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-15.32% to 4.68%**	**-.44% to 19.56%**	**-6.29% to 13.71%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-10.32% to -.32%	4.56% to 14.56%	-1.29% to 8.71%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2010-11)	3,086,544.00		
Budget Year (2011-12)	3,092,743.00	0.20%	Yes
1st Subsequent Year (2012-13)	1,905,380.00	-38.39%	Yes
2nd Subsequent Year (2013-14)	1,905,380.00	0.00%	No

Explanation: (required if Yes)
The small increase in 2011-12 is due to the net of reduced revenues based on the spending down of one-time revenues (ARRA, SFSF) in 2010-11, plus the recognition of prior year carryover amounts in 2010-11, and the $1.2 million budgeted Ed Jobs Funds revenues in 2011-12. These two changes amount to budgeted 2011-12 federal revenues slightly exceeding 2010-11 revenues. 2012-13 and 2013-14 federal revenues equal the budgeted 2011-12 revenues minus the one-time Ed Jobs Funds.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2010-11)	6,218,383.00		
Budget Year (2011-12)	5,075,403.00	-18.38%	Yes
1st Subsequent Year (2012-13)	4,613,439.00	-9.10%	Yes
2nd Subsequent Year (2013-14)	4,646,542.00	0.72%	No

Explanation: (required if Yes)
Reduction of $500k in CSR revenues due to increased class sizes; $250k reduction in mandated cost revenues (no revenues anticipated in 2011-12); $175k reduction for Tier III programs (budgeted 2011-12 allocations at 90% of 2010-11 actuals). An additional decrease of $500k in CSR revenues is budgeted in 2012-13.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2010-11)	3,159,742.00		
Budget Year (2011-12)	3,167,220.00	0.24%	Yes
1st Subsequent Year (2012-13)	2,966,220.00	-6.35%	Yes
2nd Subsequent Year (2013-14)	2,966,220.00	0.00%	No

Explanation: (required if Yes)
Received nearly $500k in insurance proceeds from a fire at Glen Edwards Middle School in 2010-11. 2011-12 includes a $176k Clean Air Grant. This is not budgeted in 2012-13 or 2013-14.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)			
First Prior Year (2010-11)	2,874,053.00		
Budget Year (2011-12)	2,745,773.00	-4.46%	No
1st Subsequent Year (2012-13)	2,130,000.00	-22.43%	Yes
2nd Subsequent Year (2013-14)	2,130,000.00	0.00%	No

Explanation: (required if Yes)
2011-12 budget reflects a decrease in Technology budget of $130k; 2010-11 budget includes $630k in restricted carryover; the 2011-12 budget includes $780k in carryover from 201011 (which has been taken out of the 2010-11 budget).

9.2.199

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2010-11)	4,470,357.00		
Budget Year (2011-12)	3,986,136.00	-10.83%	Yes
1st Subsequent Year (2012-13)	3,890,000.00	-2.41%	Yes
2nd Subsequent Year (2013-14)	3,890,000.00	0.00%	No

Explanation: (required if Yes)
One-time expenditures in 2010-11: $180k in prior years' city parcel taxes; $30k in prior years' utilities for D.O. building. Decrease of $100k in mental health costs, decrease of $35k in District's contribution to the 12 Bridges Library operating expenses; $25k reduction in cost of School Resource Officer; reductions in utilities and copier costs ($55k total); $70k reduction in Maintenance legal budget. 2011-12 includes $90k carryover, which is not included in 2012-12 or 2013-14.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Total Federal, Other State, and Other Local Revenue (Criterion 6B)

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
First Prior Year (2010-11)	12,464,669.00		
Budget Year (2011-12)	11,335,366.00	-9.06%	Met
1st Subsequent Year (2012-13)	9,485,039.00	-16.32%	Not Met
2nd Subsequent Year (2013-14)	9,518,142.00	0.35%	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2010-11)	7,344,410.00		
Budget Year (2011-12)	6,731,909.00	-8.34%	Met
1st Subsequent Year (2012-13)	6,020,000.00	-10.58%	Not Met
2nd Subsequent Year (2013-14)	6,020,000.00	0.00%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Federal Revenue (linked from 6B if NOT met)
The small increase in 2011-12 is due to the net of reduced revenues based on the spending down of one-time revenues (ARRA, SFSF) in 2010-11, plus the recognition of prior year carryover amounts in 2010-11, and the $1.2 million budgeted Ed Jobs Funds revenues in 2011-12. These two changes amount to budgeted 2011-12 federal revenues slightly exceeding 2010-11 revenues. 2012-13 and 2013-14 federal revenues equal the budgeted 2011-12 revenues minus the one-time Ed Jobs Funds.

Explanation: Other State Revenue (linked from 6B if NOT met)
Reduction of $500k in CSR revenues due to increased class sizes; $250k reduction in mandated cost revenues (no revenues anticipated in 2011-12); $175k reduction for Tier III programs (budgeted 2011-12 allocations at 90% of 2010-11 actuals). An additional decrease of $500k in CSR revenues is budgeted in 2012-13.

Explanation: Other Local Revenue (linked from 6B if NOT met)
Received nearly $500k in insurance proceeds from a fire at Glen Edwards Middle School in 2010-11. 2011-12 includes a $176k Clean Air Grant. This is not budgeted in 2012-13 or 2013-14.

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Books and Supplies (linked from 6B if NOT met)
2011-12 budget reflects a decrease in Technology budget of $130k; 2010-11 budget includes $630k in restricted carryover; the 2011-12 budget includes $780k in carryover from 201011 (which has been taken out of the 2010-11 budget).

Explanation: Services and Other Exps (linked from 6B if NOT met)
One-time expenditures in 2010-11: $180k in prior years' city parcel taxes; $30k in prior years' utilities for D.O. building. Decrease of $100k in mental health costs, decrease of $35k in District's contribution to the 12 Bridges Library operating expenses; $25k reduction in cost of School Resource Officer; reductions in utilities and copier costs ($55k total); $70k reduction in Maintenance legal budget. 2011-12 includes $90k carryover, which is not included in 2012-12 or 2013-14.

9.2.200

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amounts required pursuant to Education Code sections 17584 (Deferred Maintenance) and 17070.75 (Ongoing and Major Maintenance/Restricted Maintenance Account), if applicable.

7A. Determining the District's Compliance with the Contribution Requirement for EC Section 17584 - Deferred Maintenance

NOTE: SBX3 4 (Chapter 12, Statutes of 2009) eliminates the local match requirement for Deferred Maintenance for a five-year period from 2008-09 through 2012-13. Therefore, this section has been inactivated for that period.

7B. Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 as modified by Section 17070.766, effective 2008-09 through 2012-13 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.766 reduces the contributions required in EC Section 17070.75 from 3 percent to 1 percent for a five-year period from 2008-09 through 2012-13. Therefore, the calculation in this section has been revised accordingly for that period.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenue that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?

   b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(C) (Fund 10, objects 7211-7213 and 7221-7223 with resources 3300-3499 and 6500-6540) — 0.00

2. **Ongoing and Major Maintenance/Restricted Maintenance Account**

		1% Required Minimum Contribution (Line 2c times 1%)	Budgeted Contribution [1] to the Ongoing and Major Maintenance Account	Status
a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999)	50,734,029.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)				
c. Net Budgeted Expenditures and Other Financing Uses	50,734,029.00	507,340.29	1,081,169.00	Met

[1] Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- Not applicable (district does not participate in the Leroy F. Green School Facilities Act of 1998)
- Exempt (due to district's small size [EC Section 17070.75 (b)(2)(D)])
- Other (explanation must be provided)

Explanation: (required if NOT met and Other is marked)

9.2.201

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2008-09)	Second Prior Year (2009-10)	First Prior Year (2010-11)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Designated for Economic Uncertainties (Funds 01 and 17, Object 9770)	1,613,519.00	2,611,308.00	0.00
b. Undesignated Amounts (Funds 01 and 17, Object 9790)	16,946,610.77	8,205,127.68	7,447,401.28
c. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	(3.22)
d. Available Reserves (Lines 1a through 1c)	18,560,129.77	10,816,435.68	7,447,398.06
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	53,783,961.82	52,226,169.83	52,842,871.24
b. Less: Special Education Pass-through Funds (Fund 01, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)			0.00
c. Net Expenditures and Other Financing Uses (Line 2a minus Line 2b)	53,783,961.82	52,226,169.83	52,842,871.24
3. District's Available Reserve Percentage (Line 1d divided by Line 2c)	34.5%	20.7%	14.1%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**11.5%**	**6.9%**	**4.7%**

[1]Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2]A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expeditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2008-09)	(2,335,438.36)	41,070,163.68	5.7%	Met
Second Prior Year (2009-10)	(2,664,519.31)	37,797,668.66	7.0%	Not Met
First Prior Year (2010-11)	(6,460,560.32)	39,536,615.32	16.3%	Not Met
Budget Year (2011-12) (Information only)	(6,393,791.00)	38,450,232.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Unrestricted deficit spending has exceeded the standard percentage levels for two or more of the previous three fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budgets, and what change, if any, will be made to ensure that the subsequent budgets are balanced within the standard.

Explanation: (required if NOT met)

The District had a 34% ending fund balance at June 30, 2009. The Board planned to spend down reserves in 2009-10, 2010-11 and 2011-12, while making cuts each of these years, until the budget is balanced in the 2012-13 year. At the end of 2012-13, an unrestricted ending balance of 3.14% is projected, and by the end of 2013-14, this will increase to 3.80%.

9.2.202

9. CRITERION: Fund Balance

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level [1]	District ADA		
1.7%	0	to	300
1.3%	301	to	1,000
1.0%	1,001	to	30,000
0.7%	30,001	to	400,000
0.3%	400,001	and	over

[1] Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District ADA (Form A, Estimated P-2 ADA column, lines 3, 6, and 25): 6,230

District's Fund Balance Standard Percentage Level: 1.0%

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance [2] (Form 01, Line F1e, Unrestricted Column) Original Budget	Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2008-09)	8,447,709.00	18,865,893.53	N/A	Met
Second Prior Year (2009-10)	15,043,080.00	16,530,455.17	N/A	Met
First Prior Year (2010-11)	13,914,291.00	13,865,936.00	0.3%	Met
Budget Year (2011-12) (Information only)	7,405,375.68			

[2] Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

9.2.203

10. CRITERION: Reserves

STANDARD: Available reserves[1] for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

Percentage Level	District ADA		
5% or $60,000 (greater of)	0	to	300
4% or $60,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

[1] Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2] Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

[3] A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
District Estimated P-2 ADA (Criterion 3, Item 3B):	6,230	6,256	6,319
District's Reserve Standard Percentage Level:	3%	3%	3%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? No
2. If you are the SELPA AU and are excluding special education pass-through funds:
   a. Enter the name(s) of the SELPA(s):

	Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	0.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

	Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	50,734,029.00	44,630,000.00	45,740,000.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00		
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	50,734,029.00	44,630,000.00	45,740,000.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,522,020.87	1,338,900.00	1,372,200.00
6. Reserve Standard - by Amount ($60,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7. **District's Reserve Standard (Greater of Line B5 or Line B6)**	**1,522,020.87**	**1,338,900.00**	**1,372,200.00**

9.2.204

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	1,009,584.68		
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	1,401,815.34	1,740,038.38
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	(3.22)	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	1,009,581.46	1,401,815.34	1,740,038.38
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	1.99%	3.14%	3.80%
District's Reserve Standard (Section 10B, Line 7):	**1,522,020.87**	**1,338,900.00**	**1,372,200.00**
Status:	Not Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Projected available reserves are below the standard in one or more of the budget or two subsequent fiscal years. Provide reasons for reserves falling below the standard and what plans and actions are anticipated to be taken to increase reserves to, or above, the standard.

Explanation: (required if NOT met)

It is the District's understanding that reserves may fall below 3% in the 2011-12 year as long as they are restored to 3% or more by 2012-13. Significant budget reductions will be made in 2012-13 to ensure that the 3% reserve is met that year. The reserve will continue to grow in 2013-14.

9.2.20S

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget? — No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources? — Yes

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

In addition to making significant reductions in expenditures, the District is using a portion of its significant reserves to cover the excess of expenditures over revenues in 2011-12.

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues? — No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? — No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

9.2.206

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: **-10.0% to +10.0% or -$20,000 to +$20,000**

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: Enter data in the Projection column for contributions, transfers in, and transfers out for all fiscal years, except the First Prior Year and Budget Year for Contributions, which will be extracted, and click the appropriate button for item 1d; all other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2010-11)	(4,631,657.00)			
Budget Year (2011-12)	(4,193,367.00)	(438,290.00)	-9.5%	Met
1st Subsequent Year (2012-13)	(4,400,000.00)	206,633.00	4.9%	Met
2nd Subsequent Year (2013-14)	(4,600,000.00)	200,000.00	4.5%	Met
1b. Transfers In, General Fund *				
First Prior Year (2010-11)	336,451.00			
Budget Year (2011-12)	500,000.00	163,549.00	48.6%	Not Met
1st Subsequent Year (2012-13)	0.00	(500,000.00)	-100.0%	Not Met
2nd Subsequent Year (2013-14)	0.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2010-11)	616,486.00			
Budget Year (2011-12)	128,169.00	(488,317.00)	-79.2%	Not Met
1st Subsequent Year (2012-13)	130,000.00	1,831.00	1.4%	Met
2nd Subsequent Year (2013-14)	130,000.00	0.00	0.0%	Met

1d. Impact of Capital Projects
Do you have any capital projects that may impact the general fund operational budget? No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation: (required if NOT met)

1b. NOT MET - The projected transfers in to the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timelines, for reducing or eliminating the transfers.

Explanation: (required if NOT met)

The 2010-11 transfer of $336,451 is for the purchase of new special education school busses. The 2011-12 transfer in is the planned utilization of one-time funds to help reduce the decrease to Fund 01 ending balance. No transfers in are expected in the two subsequent years.

1c. NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

The 2010-11 budget includes a transfer to the Building Fund, of $476,674 in insurance proceeds due to a fire at one of the District's schools. The budget and subsequent years reflect planned normal transfers to other funds.

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payments for the budget year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments? (If No, skip item 2 and Sections S6B and S6C) — Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commmitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2011
Capital Leases		01/8011, 12/8590, 49/8622	01/743x, 12/7439, 52/743x	182,139
Certificates of Participation		See Below		
General Obligation Bonds		51/861x	51/743x	6,375,694
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences		01/8xxx, 11/8xxx, 13/8xxx, 21/8xxx, 25/8xxx	01/1xxx&2xxx, 11/1xxx&2xxx,13/2xxx,21/2xxx,25/2xxx	
Other Long-term Commitments (do not include OPEB):				
Mello Roos Bonds		49/8622	49/743x	13,465,000
Series 2006A COP		49/8622	49/743x	8,000,000
Series 2008 COP		49/8622	49/743x	32,370,000
Series 2008B COP		49/8622	49/743x	36,725,000
Series 2009 COP		49/8622	49/743x	52,505,000
Accreted Interest on GO Bond		51/861x	51/7439	

Type of Commitment (continued)	Prior Year (2010-11) Annual Payment (P & I)	Budget Year (2011-12) Annual Payment (P & I)	1st Subsequent Year (2012-13) Annual Payment (P & I)	2nd Subsequent Year (2013-14) Annual Payment (P & I)
Capital Leases	144,576	121,315	18,316	18,316
Certificates of Participation	See Below			
General Obligation Bonds	1,460,000	1,585,000	1,705,000	1,840,000
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Mello Roos Bonds	938,396	943,745	947,095	944,339
Series 2006A COP	292,000	292,000	292,000	292,000
Series 2008 COP	1,569,505	1,569,505	1,569,505	1,569,505
Series 2008B COP	1,843,194	1,843,194	1,843,194	1,843,194
Series 2009 COP	3,252,131	3,059,539	3,067,414	3,163,489
Accreted Interest on GO Bond				
Total Annual Payments:	9,499,802	9,414,298	9,442,524	9,670,843
Has total annual payment increased over prior year (2010-11)?		**No**	**No**	**Yes**

9.2.209

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation:
(required if Yes to increase in total annual payments)

Ongoing Mello-Roos revenues

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

9.2.210

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the annual required contribution; and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5) — Yes

2. For the district's OPEB:
   a. Are they lifetime benefits? — No
   b. Do benefits continue past age 65? — No
   c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

Certificated employees are eligible to receive retiree benefits for 10 years up to age 65 if they have been employed by the District for at least 15 years and are at least age 55. The District will pay the amount equal to employee-only Kaiser health, Delta Dental and VSP. Classified employees have the same eligibility criteria as certificated. The District will pay a maximum of $2,775 per year towards health benefits for up to 5 years, up to age 65, or $4,667 per year for up to 3 years, up to age 65.

3. a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method? — Actuarial

   b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund	Governmental Fund
0	6,370

4. OPEB Liabilities

a. OPEB actuarial accrued liability (AAL)	2,980,414.00
b. OPEB unfunded actuarial accrued liability (UAAL)	593,005.00
c. Are AAL and UAAL based on the district's estimate or an actuarial valuation?	Actuarial
d. If based on an actuarial valuation, indicate the date of the OPEB valuation	Oct 16, 2010

5. OPEB Contributions

	Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
a. OPEB annual required contribution (ARC) per actuarial valuation or Alternative Measurement Method	441,083.00	441,083.00	441,083.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	236,627.00	248,458.00	260,881.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	174,463.00	178,034.00	214,023.00
d. Number of retirees receiving OPEB benefits	40	40	40

9.2.211

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

   No

2. Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

3. Self-Insurance Liabilities
   a. Accrued liability for self-insurance programs
   b. Unfunded liability for self-insurance programs

4. Self-Insurance Contributions

	Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
a. Required contribution (funding) for self-insurance programs			
b. Amount contributed (funded) for self-insurance programs			

9.2.212

S8. Status of Labor Agreements

Analyze the status of employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:
The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2010-11)	Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Number of certificated (non-management) full-time-equivalent (FTE) positions	324.0	312.2	312.2	312.2

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? Yes

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting: Jun 21, 2011

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official? Yes
If Yes, date of Superintendent and CBO certification: Jun 21, 2011

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement? Yes
If Yes, date of budget revision board adoption: Jun 21, 2011

4. Period covered by the agreement: Begin Date: Jul 01, 2011 End Date: Jun 30, 2012

5. Salary settlement:

	Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?	Yes	Yes	Yes
One Year Agreement			
Total cost of salary settlement	(540,000)	0	0
% change in salary schedule from prior year	N/A - See Below		
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

The District and bargaining unit agreed to four unpaid furlough days during the 2011-12 year. This resulted in a savings of approximately $570k in salaries and benefits.

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

	Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
7. Amount included for any tentative salary schedule increases			

Certificated (Non-management) Health and Welfare (H&W) Benefits	Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	3,460,000	3,630,000	3,810,000
3. Percent of H&W cost paid by employer	Capped @ K+C+Den+Vision	Capped @ K + C + Den + Vision	Capped @ K + C + Den + Vis
4. Percent projected change in H&W cost over prior year		5.0%	5.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments	Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	330,000	335,000	340,000
3. Percent change in step & column over prior year	1.5%	1.5%	1.5%

Certificated (Non-management) Attrition (layoffs and retirements)	Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
1. Are savings from attrition included in the budget and MYPs?	Yes	No	No
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	No	No

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2010-11)	Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Number of classified (non-managment) FTE positions	192.1	184.5	184.5	184.5

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? Yes

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official? Yes

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement? Yes

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: Jul 01, 2011 End Date: Jun 30, 2012

5. Salary settlement:

	Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?	Yes	No	No
One Year Agreement			
Total cost of salary settlement	(110,000)	0	0
% change in salary schedule from prior year	N/A - See below		
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

The District and union agreed on four unpaid furlough days to be taken during the 2011-12 school year. This resulted in a savings of approximately $110,000 in salaries and benefits

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

	Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
7. Amount included for any tentative salary schedule increases			

Classified (Non-management) Health and Welfare (H&W) Benefits

		Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	1,450,000	1,450,000	1,450,000
3.	Percent of H&W cost paid by employer	$12,224/year for 1.0 FTE	$12,224/year for 1.0 FTE	$12,224/year for 1.0 FTE
4.	Percent projected change in H&W cost over prior year	0.0%	0.0%	0.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?		No		
	If Yes, amount of new costs included in the budget and MYPs			
	If Yes, explain the nature of the new costs:			

Classified (Non-management) Step and Column Adjustments

		Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	108,000	110,000	113,000
3.	Percent change in step & column over prior year	1.7%	1.7%	1.7%

Classified (Non-management) Attrition (layoffs and retirements)

		Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
1.	Are savings from attrition included in the budget and MYPs?	Yes	No	No
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	No	No

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

9.2.216

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2010-11)	Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Number of management, supervisor, and confidential FTE positions	41.3	42.1	42.1	42.1

Management/Supervisor/Confidential Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? Yes

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

	Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?	Yes	No	No
Total cost of salary settlement	(76,000)	0	0
% change in salary schedule from prior year (may enter text, such as "Reopener")	-4 unpaid furlough days		

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

	Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
4. Amount included for any tentative salary schedule increases			

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits

	Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	500,000	500,000	500,000
3. Percent of H&W cost paid by employer	$12,224/year for 1.0 FTE	$12,224/year for 1.0 FTE	$12,224/year for 1.0 FTE
4. Percent projected change in H&W cost over prior year	0.0%	0.0%	0.0%

Management/Supervisor/Confidential Step and Column Adjustments

	Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
1. Are step & column adjustements included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step and column adjustments	24,022	0	0
3. Percent change in step & column over prior year	0.8%	0.8%	0.8%

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)

	Budget Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
1. Are costs of other benefits included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of other benefits	55,550	55,550	55,550
3. Percent change in cost of other benefits over prior year	2.3%	0.0%	0.0%

9.2.217

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column of Criterion 2A are used to determine Yes or No)	No
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

9.2.218

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:

Adoption of Tier III Funding Expenditures

AGENDA ITEM AREA:

Action

REQUESTED BY:

Joyce Lopes
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

Included in Back Up

MEETING DATE:

June 21, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

Per California Education Code 42605, the governing Board of each school district, after holding a public hearing regarding Tier III categorical proposed expenditures for the subsequent fiscal year, shall adopt the use of Tier III categorical funding.

The Board has held a public hearing regarding Tier III categorical expenditures. The Board will now consider the proposed Tier III categorical expenditures.

RECOMMENDATION:

Administration recommends that the Board adopt the proposed 2011-12 Tier III categorical funding expenditures.

Categorical Flexibility (Tier III Programs)
Adopted Budget 2011-12

Fiscal Year 2010-2011 Awards and Flexibility:

Description	2010-11 Award	2010-11 Flex Amount	10-11 Program	Use
Hourly Programs	91,149	0	91,149	Summer School & educational purposes
Adult Education Apportionment	96,861	0	96,861	Adult Education
P.E. Teacher Incentive Grant	88,079	88,079	0	Educational purposes
Deferred Maintenance	191,680	191,680	0	Educational purposes
Community Based English Tutoring	19,593	0	19,593	English language tutoring & educational purposes
School Safety & Violence Prevention	64,168	0	64,168	Campus monitors and security cameras
Art & Music Block Grant	90,455	80,500	9,955	Educational purposes
CAHSEE Intensive Instruction	18,998	0	18,998	Educational purposes
Supplemental School Counseling	138,644	138,644	0	Counseling & educational purposes
Gifted and Talented	39,620	8,102	31,518	Gifted and talented & educational purposes
Instructional Materials	339,309	0	339,309	Educational purposes
Peer Assistance & Review	23,756	0	23,756	Teacher assistance & educational purposes
Math & Reading Professional Devel.	26,063	0	26,063	Staff development & educational purposes
Math & Reading Prof. Dev - EL	27,064	0	27,064	Staff development & educational purposes
Pupil Retention Block Grant	151,095	0	151,095	Classroom aides & educational purposes
Professional Development Block Grant	105,001	0	105,001	Staff development & educational purposes
Targeted Instructional Improvement	6,542	6,542	0	Educational purposes
School & Library Improvement	260,536	0	260,536	School & Library Improvement & educational purposes
Total	1,778,613	425,468	1,353,145	

Fiscal Year 2011-2012 Awards and Flexibility:

Description	2011-12 Proj. Award	2011-12 Flex Amount	2011-12 Program	Use
Hourly Programs	82,034	0	82,034	Summer School & educational purposes
Adult Education Apportionment	87,175	0	87,175	Adult Education
Deferred Maintenance	172,512	171,451	1,061	Educational purposes
P.E. Teacher Incentive Grant	79,271	78,939	332	Educational purposes
Community Based English Tutoring	17,634	0	17,634	English Language Tutoring & educational purposes
School Safety & Violence Prevention	57,751	0	57,751	School supervisors
Art & Music Block Grant	81,410	71,455	9,955	Educational purposes
CAHSEE Intensive Instruction	17,098	0	17,098	Educational purposes
Supplemental School Counseling	124,780	131,232	(6,452)	Counseling & educational purposes
Gifted and Talented	35,658	4,140	31,518	Gifted and talented & educational purposes
Instructional Materials	305,378	0	305,378	Instructional materials & educational purposes
Peer Assistance & Review	21,380	0	21,380	Educational purposes
Math & Reading Professional Devel.	23,457	23,457	0	Staff development & educational purposes
Math & Reading Prof. Dev - EL	24,358	24,358	0	Staff development & educational purposes
Pupil Retention Block Grant	135,986	0	135,986	Classroom aides & educational purposes
Professional Development Block Grant	94,501	0	94,501	Staff development & educational purposes
Targeted Instructional Improvement	5,888	5,863	25	Educational purposes
School & Library Improvement	234,482	0	234,482	School & Library Improvement & educational purposes
Total	1,431,544	510,895	920,649	

9.3.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
Consider Approving Resolution No. 10/11.23, Authorizing the Elimination and/or reduction of Certain Categorically Funded Classified Employee Positions Due to Lack of Work/Lack of Funds.

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Ryan Davis
Director of Human Services

ENCLOSURES:
Resolution No. 10/11.23

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
Categorical Savings

MEETING DATE:
June 21, 2011

ROLL CALL REQUIRED:
Yes

BACKGROUND:

Pursuant to Education Code section 45117, the District administration is making a recommendation that would require the Governing Board of the Western Placer Unified School District to eliminate and/or reduce certain Classified Employee positions which are categorically funded by adopting Resolution No. 10/11.23. These positions being eliminated or reduced may not reflect the actual person who will be subject to layoff due to the complicated bumping process that will take place pursuant to the Collective Bargaining Agreement with CSEA, Board Policy and Education Code.

RECOMMENDATION:

Approve Resolution No. 10/11.23, Authorizing the Elimination and/or reduction of Certain Classified Employee Positions due to Lack of Work/Lack of Funds.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 10/11.23

RESOLUTION FOR A REDUCTION IN CLASSIFIED STAFF DUE TO LACK OF WORK/LACK OF FUNDS

WHEREAS, Education Code §45117, District Policy and the collective bargaining agreement between the Western Placer Unified School District and the California School Employees Association permit the Governing Board to reduce the number of classified positions for lack of work or lack of funds;

WHEREAS, the Governing Board of the Western Placer Unified School District has determined that it shall be necessary to reduce the following positions in the District not later than August 12, 2011, due to lack of work/lack of funds:

Eliminate One (1) 2 hour Bilingual Clerk Position (Creekside Oaks Elementary).

Eliminate Two (2) 3.5 hour Instructional Aide Bilingual/ESL positions (Creekside Oaks Elementary).

Eliminate One (1) 2.8 hour Instructional Aide position (Creekside Oaks Elementary).

Eliminate One (1) 4 hour Instructional Aide position (Sheridan Elementary).

Eliminate One (1) 3.66 hour Instructional Aide position (Sheridan Elementary).

Eliminate One (1) 3.66 hour Campus Monitor position (Lincoln High School).

Reduce One (1) 4 hour Adult School Account Clerk position to a 1.66 hour Adult School Account Clerk position.

Reduce One (1) 6 hour Campus Monitor position to a 4.66 hour Campus Monitor position (Glen Edwards Middle School).

NOW, THEREFORE BE IT RESOLVED, that as of the close of the business day on August 12, 2010, the above-referenced classified positions shall be eliminated.

DRAFT

BE IT FURTHER RESOLVED, that the Superintendent, or Superintendent's designee, is authorized and directed to give notice to the affected classified employees pursuant to District rules and regulations and applicable provisions of Education Code not later than forty-five (45) days prior to the effective day of layoff as set forth above.

ADOPTED by the Governing Board of Western Placer Unified School District on June ___, 2011, by the following vote:

AYES:

NOES:

ABSENT:

Paul Carras, President
Board of Trustees
Western Placer Unified School District

Attested:

I certify that the foregoing resolution was adopted by the Board of Trustees of the Western Placer Unified School District, County of Placer, on the date shown above.

Clerk
Board of Trustees
Western Placer Unified School District

DRAFT

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:
Consider Approving New Job Descriptions for Preschool Instructor, Preschool Instructional Aide And Preschool Clerk positions.

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Ryan Davis
Director of Human Services

ENCLOSURES:
Job Descriptions for:
Preschool Instructor
Preschool Instructional Aide
Preschool Clerk

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
Grant Funded

MEETING DATE:
June 21, 2011

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board recently approved a plan for the District to oversee and provide preschool services previously provided by State Preschool. As a part of the new program there exists a need to approve new job descriptions that meet the requirements of running the preschool program in compliance with law and regulations. The District administration worked with CSEA to bring forward the enclosed job descriptions.

RECOMMENDATION:

Approve the new job descriptions for the Preschool Instructor (Range 24), Preschool Instructional Aide (Range 15) and Preschool Clerk (Range 22) positions.

Western Placer Unified School District

POSITION DESCRIPTION

Position Title:	Preschool Instructor
Department:	Educational Services
Reports:	Preschool Program Coordinator

SUMMARY:

Under the direction of the Preschool Program Coordinator, ensures the effective implementation of the classroom care and education programs designed for preschool children. Requires the ability to train instructional aides and parent volunteers, conduct child evaluations, instruct preschool children, and meet the qualifications for the job.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Plans curriculum and activities around each child's developmental level, pace, and self study habits.
- Coordinates activities of Preschool Instruction Aide, and enlists their support in activity planning.
- Plans, oversees, and implements a preschool learning program in accordance with the philosophy of the Western Placer Unified School District.
- Provides care, guidance and positive experiences for the children. Establishes a safe and healthy learning environment by assuring the premises comply with licensing and program requirements.
- Maintains accurate daily attendance using the District's record keeping process.
- Administers developmental inventories and maintains developmental records of student progress.
- Maintains open and effective home-school participation - education program.
- Participates in the development of and implements effective curriculum to advance the competence of children.
- Participates in professional development as appropriate and required of the position; attends workshops, in-services and staff meetings.
- Participates in delivering a program of professional growth for staff and parents. Assists the coordinator in training instructional aides.
- Participates in meetings relative to student needs, such as 504, IEP or other student-centered meetings.
- Meets with parents regarding student progress.
- Collaborates with other District staff, including regular education and special education teachers, for the benefit and transition of Preschool students.
- Assists children with their personal hygiene, toileting and other physical needs.
- Performs other related duties as assigned.

QUALIFICATION REQUIREMENTS:

The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Knowledge and Skills:

- Requires knowledge of early childhood development theory and programs.
- Requires a solid knowledge of the policies, procedures, goals and objectives of the program and District organization, goals and objectives as they relate to the program.
- Requires thorough knowledge of relevant regulations, codes and laws relating to program area of responsibility.

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- Requires skills in the techniques of caring for, guiding and instructing preschool children.
- Requires sufficient analytical skills to assess child learning habits, interests, and outcomes.
- Requires record keeping and report writing skills.
- Requires sufficient communication skills to facilitate small group learning.

EDUCATION and/or EXPERIENCE:
High school diploma or general education diploma (GED) **and** a valid California Child Development Teacher Permit

- **Or** A CURRENT CREDENTIAL ISSUED BY THE Commission on Teacher Credentialing authorizing teaching service in elementary school
- or a single subject credential in home economics, including 12 units in ECE and/or Child Development and 8 hours of general college education, with 100 hours of experiential learning with children and 2 years experience as a Preschool Instructor or 24 units of ECE and 12 hours of general college and one year experience as a Preschool Instructor.

LANGUAGE SKILLS:
Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to customers, clients, and other employees of the organization.

MATHEMATICAL SKILLS:
Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent, draw and interpret bar graphs.

REASONING ABILITY:
Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.

OTHER SKILLS and ABILITIES:
Previous work in childcare. Ability to develop effective working relationships with students, staff and the school community. Ability to communicate clearly and concisely, both orally and in writing. Ability to perform duties with awareness of all district requirements and Board of Trustee policies.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, talk or hear. The employee is occasionally required to stand; walk, climb or balance; and stoop kneel, crouch, or crawl.

The employee must occasionally lift and/or move up to 25 pounds. The employee must be able to push items of 50 lbs such as pushing children on a bike or moving/rearranging furniture. Specific vision abilities required by this job include close vision, distance vision, and peripheral vision.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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The noise level in the work environment is usually loud at a standard acceptable level for this environment. The employee is continuously responsible for the safety, well-being and work output of students.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

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Western Placer Unified School District

POSITION DESCRIPTION

Position Title:	Preschool **INSTRUCTIONAL AIDE**
Department:	Educational Services
Reports:	Preschool Program Coordinator and/or Applicable Preschool Instructor

SUMMARY:

Under the direction of the Coordinator and/or applicable preschool instructor; performs supportive instructional and clerical duties, and other related assignments as required.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Perform a variety of duties to assist teacher and other professional staff with various instructional and recreational activities for children enrolled in the preschool program.
- Be able to photocopy and assemble instructional materials; prepare student folders; assist with planning and implementing a variety of activities to meet the needs and interests of the children; take attendance; supervise children in outdoor and indoor play activities; lead children in singing, dancing and other play activities.
- Tutor individual or small groups of students, reinforce instruction as directed by the instructor; monitor and oversee student drills, practices and assignments.
- Provide for the safety of the children as required; respond to a child's needs and problems in a patient, caring and sensitive manner.
- Administer, monitor and score a variety of tests and assignments; rephrase materials and explain instructions and words.
- Assist with snack time as assigned; clean up eating areas and wash children's hands and faces after play times and meals as needed; provide for other physical, toileting, and personal hygiene needs of the children.
- Provide guidance, assistance, and encouragement with various projects; assist in promoting self-esteem and a healthy self-image.
- Assists and instructs pupils in personal hygiene; feeding skills; toileting, tooth brushing and hand washing.
- Operate a computer terminal to load and retrieve instructional programs related to classroom subject matter; assist students in the operation of the computer.
- Prepare and maintain daily logs, sign in and out sheets, lunch counts and other records related to daily activities; assist with updating files and records.
- Maintain a clean, safe, sanitary and orderly child care environment; wash toys, walls, tables and other furniture.
- Attend workshops and in-services as assigned; attend staff meetings; participate in meetings and compliance review activities as assigned.
- Administer minor first aid according to established procedures as assigned; call School Health Clerk or District Nurse in emergency situations.
- Performs other related duties as assigned.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or

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ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:
High school diploma or general education degree (GED) and a Valid California Child Development Assistant Permit.

- Completion of six (6) semester units of early childhood education or child development coursework;
- Completion of an accredited secondary Home Economics Related Occupation (HERO) program supported by local, federal, or Regional Occupational Center/Program (ROC/P) funds or Regional Occupational Program (ROP) in Child Development Related Occupations; or
- Completion of equivalent training approved by the Commission on Teacher Credentialing Equivalent training may include traditional coursework taken through a regionally accredited institution of higher education and Commission approved alternative education programs.

LANGUAGE SKILLS:
Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to customers, clients, and other employees of the organization.

MATHEMATICAL SKILLS:
Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent, draw and interpret bar graphs.

REASONING ABILITY:
Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.

OTHER SKILLS and ABILITIES:
Previous work in childcare. Ability to develop effective working relationships with students, staff and the school community. Ability to communicate clearly and concisely, both orally and in writing. Ability to perform duties with awareness of all district requirements and Board of Trustee policies.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, talk or hear. The employee is occasionally required to stand; walk, climb or balance; and stoop kneel, crouch, or crawl.

The employee must occasionally lift and/or move up to 25 pounds. The employee must be able to push items of 50 lbs such as pushing children on a bike or moving/rearranging furniture. Specific vision abilities required by this job include close vision, distance vision, and peripheral vision.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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The noise level in the work environment is usually loud at a standard acceptable level for this environment. The employee is continuously responsible for the safety, well-being and work output of students.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

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Western Placer Unified School District

POSITION DESCRIPTION

Position Title:	**Preschool Clerk**
Department:	Educational Services
Reports to:	Preschool Program Coordinator and/or Applicable Preschool Instructor

SUMMARY:
Acts as support personnel to Preschool Program Coordinator.

ESSENTIAL DUTIES AND RESPONSIBILITIES:
* Must have knowledge of district policies and rules and regulations, and ability to carry these out without direct supervision.
* Knowledge and ability to perform duties of attendance accounting for state preschool
* Prepares state reporting documents as required.
* Performs general clerical work as needed.
* Utilizes data management systems, student information systems, word processing, spreadsheet, and other technological systems to support the Preschool program.
* Processes purchase orders and maintains budgets for the Preschool program.
* Interacts with families; provides information and support to families.
* Interacts with the Preschool staff and other District staff to ensure accurate and complete records for the Preschool program and transition information to District elementary programs.
* Performs basic first aid/CPR and assists with student health monitoring. (The District will not hold employee liable as referenced in Govt. Code 820.2 & 825).
* Other related duties as assigned.

QUALIFICATIONS:
Ability to follow directions accurately, typing, knowledge of business English, vocabulary, punctuation and grammar, filing methods, office machines, ability to meet the public and maintain effective working relationship with children and adults.

EDUCATION and/or EXPERIENCE
High school diploma or general education degree (GED) and two years of responsible secretarial experience, preferably in a school environment.

OTHER SKILLS and ABILITIES:
Knowledge of word processing, spreadsheet, data management systems, and computer procedures. Ability to develop effective working relationships with students, staff and the school community. Ability to communicate clearly and concisely, both orally and in writing. Ability to perform duties with awareness of all district requirements and Board of Trustee policies.

LANGUAGE SKILLS:
Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of people.

MATHEMATICAL SKILLS
Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

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REASONING ABILITY:
Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, talk or hear. The employee is occasionally required to stand; walk, climb or balance; and stoop kneel, crouch, or crawl.

The employee must occasionally lift and/or move up to 25 pounds. The employee must be able to push items of 50 lbs such as moving/rearranging furniture. Specific vision abilities required by this job include close vision, distance vision, and peripheral vision.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate to loud at a standard acceptable level for this environment.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

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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:
Collective Bargaining Agreement Between Western Placer Unified School District and the Western Placer Teachers Association

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Ryan Davis
Director of Human Services

ENCLOSURES:
Tentative Agreements reflecting changes from previous Agreement.

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 21, 2011

ROLL CALL REQUIRED:
No

BACKGROUND:

The collective bargaining agreement between the Western Placer Teachers Association and the Western Placer Unified School District is being submitted for ratification. Both parties have completed a lengthy effort to finalize the contract. The terms of the agreement will be in effect from July 1, 2011 – June 30, 2014 with opportunities for both parties to reopen limited articles pursuant to the agreement.

RECOMMENDATION:

Administration recommends the Board of Trustees ratify the collective bargaining agreement as presented.

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TENTATIVE AGREEMENT

Tentative agreement has been reached between the District, Western Placer Unified School District, and the Association, Western Placer Teachers Association on the following articles:

Article I, Agreement;
Article VII, Teaching Hours;
Article VIII, Leaves;
Article IX, Class Size;
Article X, Assignment/Reassignment/Transfer;
Article XII, Certificated Employee Evaluation;
Article XIII, Salaries;
Article XIV, Employee Benefits;
Article XXIII, Peer Assistance and Review;
Article XXIV, Shared Contract;
Article XXV, Summer School Instruction;
Appendix B, Special Assignment Salary Schedule;
Appendix D, Evaluation Document;
Appendix H, Certificated Staffing Assignment Notice; and
Appendix J, Summer Certificated Vacancy Request Form (To be removed)

Jennifer Tarabochia
W.P.T.A. Negotiation Chair

Ryan Davis
W.P.U.S.D. Designee

6/7/11
Date

6/7/11
Date

Date Ratified by W.P.T.A. Members

Date Adopted by Board

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ARTICLE I

AGREEMENT

A. The Articles and provisions contained herein constitute a bilateral and binding agreement ~~by an~~ between the Western Placer Unified School District (hereafter "District") and the Western Placer Teachers Association (hereafter "WPTA" or "Association"). Any outstanding re-openers will be included in successor contract negotiations.

The term of this agreement is July 1, **2011** to June 30, **2014**. During the term of this agreement, three (3) articles as determined by each party may be reopened. **During the 2011-2012 school year the parties agree that Safety, Article XXVII will be reopened and it shall not count against either party as one of their three (3) reopeners. Employee Benefits, Article XIV shall be reopened during each year of this three (3) year agreement starting in the 2011-2012 school year and it shall not count against either party as one of their three (3) reopeners. (The District will identify new Special education Programs and the Association and District will negotiate class sizes before the end of this contract.)**

B. Upon mutual agreement of both parties, any portion of the contract may be amended. Salary, Article XIII, shall be reopened for the **2012-13** school year through negotiations beginning no later than January 1, 2012, but may be opened by mutual agreement at any time. **Salary, Article XIII, shall be reopened for the 2013-14 school year through negotiations beginning no later than January 1, 2013, but may be opened by mutual agreement at any time.**

C. **The parties agree that for the period from July 1, 2009 to June 30, 2011 the previous three year agreement with a stated term of July 1, 2006 to June 30, 2009 shall be considered the terms of the agreement between the parties.**

D. The parties acknowledge that, if a successor agreement is not negotiated by June 30, 2014, each shall be bound by the terms of the expired contract until completion of the statutory impasse procedures set forth in the Educational Employment Relations Act.

E. It is the intent and desire of both parties to this agreement to meet on an ongoing and as needed basis with the goal of maintaining open and clear lines of communication to:

   a. Minimize contract interpretation misunderstanding

   b. Monitor contract implementation

   c. Prevent and resolve problems.

Upon the mutual agreement of both parties any portion of this contract may be amended to further the above stated goals.

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ARTICLE II

RECOGNITION

The District recognizes the Association as the exclusive representative for all certificated employees excluding those employed as:

- Management,
- Supervisory,
- Psychologist,
- Confidential,
- Substitute teachers,
- Adult Education,
- Summer school teachers not employed in the regular school year,

and

Horizon Instructional Systems employees

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ARTICLE VII

TEACHING HOURS

A. The length of the teacher work day, including preparation time, lunch relief periods, shall not exceed seven and one-half (7 ½) hours. The beginning of the work day will be defined as 30 minutes before the start of the school day and may be modified by mutual agreement between the site administrator and the teacher. This does not limit the teacher to 7 ½ hours, if the teacher so chooses. District paid supplemental instruction may begin before the end of the teacher work day.

Teacher assignments shall determine the beginning and ending time at each site. Teachers will be responsible for work related activities during the time following the school day until the end of their work day. Teachers employed at elementary sites will be excluded from the after school duty schedule for the time between the end of the school day and work day. The teacher is free to leave after all duties and assignments have been completed, as determined by the site principal.

BEYOND TEACHER'S WORK DAY
The District may require building based teachers to attend two ~~seventy (70) minute~~ meetings per month not to exceed forty (40) minutes beyond the teacher's work day. **One of these meetings may be used as an Early Release Articulation Day.** This shall not be construed as requiring two meetings per month. **If additional Early Release or Late Start Days are considered, then the District and the Association shall work together to ensure that contractual teaching hour limits and guidelines are met.**

DURING TEACHER'S WORK DAY
In addition to attending two meetings per month not to exceed forty (40) minutes beyond the teacher's work day, teachers will not be required to attend more than ~~five (5)~~ three (3) meetings per month excluding IEP's, SST/CST's, **504's, and brief informal discussions**. Scheduling of IEP's, SST/CST's, **and 504's** will be coordinated with the classroom teacher in order to minimize scheduling conflicts **and should be scheduled during the teacher's work day whenever possible.** Any meetings exceeding this, the teacher will be compensated at the District hourly rate, excluding Back to School and Open House nights. The employee shall spend the work day on campus except for lunch, unless permission is given by the principal to leave.

B. School Day means the amount of time each day students are required to be in school. Before changing the length of the school day, the District and the Association will meet to negotiate any impact on teachers.

C. A period is defined as either a minimum of forty (40) continuous minutes and a maximum of ~~fifty-five (55)~~ **sixty (60)** continuous minutes, or between sixty-five (65) and eighty (80) minutes.

1. When a period is between a minimum of forty (40) continuous minutes and a maximum of ~~fifty-five (55)~~ **sixty (60)** continuous minutes, an instructor's regular day of instruction will consist of no more than six (6) teaching periods.

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Any deviation is to be submitted in writing and approved by the majority of the affected bargaining unit members, including calculation of potential overage amounts. Any such deviation will be submitted to the WPTA Chief Negotiator.

2. When a period is between sixty-five (65) to eighty (80) minutes, an instructor's regular day of instruction will consist of no more than four (4) teaching periods. Any deviation is to be submitted in writing and approved by the majority of the affected bargaining unit members, including calculation of potential overage amounts. Any such deviation will be submitted to the WPTA Chief Negotiator.

D. Block means two periods, which is a minimum of eighty (80) continuous minutes and a maximum of ~~one hundred ten (110)~~ **one hundred twenty (120)** continuous minutes. Any deviation is to be submitted in writing and approved by the majority of the affected bargaining unit members, including calculation of potential overage amounts. Any such deviation will be submitted to the WPTA Chief Negotiator.

E. No **middle or high school** teacher shall have more than thirty (30) teaching periods per week. A daily non-instructional homeroom period of ten (10) minutes or less will not be counted in the calculation of total teaching periods. Teachers shall not be assigned to teach during their preparation time. Teachers shall not be required to travel during their preparation time, **unless compensated at the hourly rate for the time spent travelling.**

If requested by the District, a teacher may agree to teach during their preparation period. The teacher will be compensated based on dividing the period taught by the total periods during the teacher's work day. However, they shall not receive the additional compensation for a day of absence. Such additional contract shall not increase the employee's base assignment and may be renewed only by mutual consent of the employee and the District. A teacher who agrees to teach an additional period shall not be docked additional time for sick leave, personal necessity, etc., due to an absence. From the available pool of teachers, these periods will be offered in descending order starting with the earliest district hire date.

F. Teachers shall have the following time for preparation and planning during the school day:

1. Grades six through twelve - at least five (5) unassigned periods weekly.
2. Grades four and five - at least two hundred fifteen (215) minutes weekly.
3. Grades one through three - at least one hundred seventy (170) minutes weekly.
4. Elementary Teachers providing prep - at least two hundred (200) minutes weekly.
5. **Kindergarten Teachers – The school day time (see B) exceeding the 200 minutes student contact time and 100 minutes of additional required teaching duties shall be considered preparation and planning time. This time includes time for required meetings as stated in the paragraph "During Teacher's Work Day" in Section A above.**

9.6.5

No preparation and planning session for elementary classroom teachers shall be less than thirty-five (35) minutes in length. No elementary teacher shall have more than two preparation and planning sessions scheduled in one day. When an elementary preparation and planning session is interrupted by a recess in which the teacher is assigned duty, the preparation and planning teacher or another school employee shall stand duty for the assigned teacher.

Preparation time, unless delivered through the school library, will commence on the first student day. A minimum day schedule will be developed to provide preparation time for all teachers normally scheduled to receive preparation time that minimum day. The minimum day schedule, **as well as Early Release or Late Start schedules,** may not follow the parameters of the paragraph above.

G. Preparation time is the opportunity for teachers to meet with students, conference with parents in person or by telephone, collaborate with other educational professionals, plan lessons, and participate in other professional activities which benefit their assignment, including mutually agreed upon discussions to implement the evaluation process as described in Article XII. If the teacher's classroom is used during the teacher's preparation period, a suitable preparation area will be decided upon by mutual agreement.

H. Every teacher shall be entitled to one duty-free, uninterrupted lunch period each day. Travel time shall not be required during a teacher's uninterrupted lunch period. The lunch period shall be a minimum of thirty (30) minutes.

I. Extra-curricular duties means those, which are outside of the 7 ½ hour work day. All teachers will be expected to supervise a minimum amount of student activities. These supervision assignments will be determined by one of the following methods as chosen by a vote of the site personnel:

1. Duty week by lottery
2. Event by lottery
3. Duty schedule constructed by site administrator
4. Sign up

District required duty shall not include Saturday or Sunday or rooters' busses. Extra-curricular duty each week shall not exceed eleven (11) hours. If assigned by option one (1) above, the teachers will not be assigned more than three (3) duty weeks per year. Regardless of the method chosen, no teacher shall be assigned more than thirty-three (33) hours per year. Multi-site teachers shall have only one designated primary site for duty.

J. When the principal asks a teacher to substitute for another teacher during the school day, **including elementary teachers providing preparation time**, it shall be on a voluntary basis paid at the regular hourly rate.

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K. Teachers shall not be required to write or evaluate state or federally funded projects unless required by their job description or position.

L. Elementary RSP services will begin no later than the fifth day of school and end no earlier than five (5) days before the end of the school year.

9.6.7

ARTICLE VIII

LEAVES

A. PAID LEAVE OF ABSENCE

1. A unit member will be entitled to receive wages and fringe benefits, including, but not limited to, insurance and retirement benefits.

2. A unit member will be entitled to return to the same assignment which he/she held immediately preceding commencement of the leave.

3. Paid leave shall be considered by the Board of Trustees on its own merit.

4. A written request for paid leave of absence shall be submitted to the Director of Personnel or designee.

5. The Director of Personnel or designee shall acknowledge in writing receipt of a request for paid leave of absence within ten (10) days.

B. UNPAID LEAVE OF ABSENCE

1. Unpaid leave shall be considered by the Board of Trustees on its own merit.

2. A unit member shall be entitled to the same health benefits accorded unit members who are on paid leave at the expense of the unit member.

3. A written request for unpaid leave of absence shall be submitted to the Director of Personnel or designee.

4. The Director of Personnel or designee shall acknowledge in writing receipt of a request for unpaid leave of absence within ten (10) days.

5. The Director of Personnel will discuss with the unit member his/her request for unpaid leave including possible options for reinstatement before the request is submitted to the Board of Trustees. Written notice of the decision will be provided to the bargaining unit member. The decision will be based on the amount of leave requested.

6. If the unit member requests additional unpaid leave, the process outlined in B.1 – B. 5. of this article will be implemented.

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c. SICK LEAVE

Sick leave is earned at the rate of ten (10) days per year accumulative without limit. Every employee shall be notified by September 1 of the number of accumulated sick leave days he/she has. Credit for sick leave of absence need not be accrued prior to taking such leave by the employee and such leave of absence may be taken at any time during the school year.

Sick leave is for the illness and/or medical/dental appointments of the employee. However, up to ten (10) days of sick leave per year may also be used for the illness and/or medical/dental appointments of the employee's child, parent, spouse, registered domestic partner, or domestic partner's child, **including child birth.**

In the case of a catastrophic illness/injury as described in I.2. to a family member as described in I.3., a bargaining unit member may apply to the Catastrophic Leave Committee using the process outlined in I of this article to request the use of any remaining accrued sick leave beyond the ten (10) days allotted.

Sick leave may be allowed in amounts of one-half (1/2) day(s). When a unit member is absent from his/her duties due to illness or accident, not job connected, he/she shall receive full pay for all days covered by sick leave.

After sick leave is exhausted, the actual amount paid a substitute or the amount that would have been paid a substitute shall be deducted from the unit member's salary for up to 100 duty days (Ed. Code 44977). If the amount paid a substitute should exceed the unit member's daily rate of pay, the unit member will not be required to compensate the difference. The Superintendent may require verification of illness or injury from a physician if it is deemed necessary and /or a second medical opinion paid for by the District.

Any employee shall have the right to utilize sick leave provided for in this section and the benefits provided by Education Code, Section 44977 for absences necessitated by pregnancy, miscarriage, childbirth, and recovery therefrom, when disabled.

If an eligible unit member becomes totally disabled, is under the care of a doctor, and unable to perform the duties of their job, while insured pursuant to Article XIV, Section B-5, benefits will be payable per benefits provided under the Group Salary Protection Insurance plan cited above.

D. PREGNANCY DISABILITY/CHILD REARING

1. Pregnancy Disability

   Any certificated employee of the District who is required to be absent from duties because of pregnancy, miscarriage, childbirth, and recovery therefrom, the length of the leave of absence, including the date on which the leave shall commence

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~~and the date on which the employee shall resume duties, shall be determined by~~ the employee and the employee's physician.

Disabilities caused or contributed to by pregnancy, miscarriage, childbirth, and recovery therefrom are, for all job-related purposes, temporary disabilities and shall be treated as such under any health or temporary disability insurance or sick leave plan available in connection with employment by the District.

Except as provided herein, written and unwritten employment policies and practices of the District shall be applied to disability due to pregnancy or childbirth on the same terms and conditions applied to other temporary disabilities.

This section shall be construed as requiring the Governing Board of the School District to grant leaves with pay only when it is necessary to do so in order that leaves of absence for disabilities caused or contributed to by pregnancy, miscarriage, or childbirth be treated the same as leaves for illness, injury or disability. **Sick leave can only be used during the medical portion of leave.**

2. Child Rearing

During the course of child rearing leave, the unit member shall be compensated his/her normal rate of pay less any actual amount paid for a substitute or the amount that would have been paid a substitute (Ed. Code 44977). If the amount paid a substitute should exceed the unit member's daily rate of pay, the unit member will not be required to compensate the difference.

Up to ~~six (6)~~ **five (5) calendar** months of child rearing leave, which includes all such leave provided pursuant to federal and state family leave laws, may be requested by those permanent unit members intending at the time of the request to return to a position in the district. Such request shall be made within three (3) months of the child's birth or adoption. For employees on pregnancy disability leave, child rearing leave shall commence upon the **birth of the child** ~~completion of pregnancy disability leave~~. **Probationary teachers not given a notice of non-reelection by March 15th of their 2nd probationary year shall be considered permanent for the purposes of this article. Birth or adoption must occur on or after March 15th of the 2nd probationary year. If birth or adoption occurs prior to permanent date, the employee is ineligible for child rearing, regardless of request date.**

Within sixty (60) calendar days of the start of the child rearing leave, a unit member shall file in writing (Appendix E) with the Personnel Office of his/her intention to return to District employment.

During the course of the leave, the employee shall suffer no diminishment of benefits provided by Article XIV.
Return from leave shall, whenever possible, coincide with the commencement of a trimester.

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E. INDUSTRIAL LEAVE – SECTION 44984 OF THE EDUCATION CODE

Industrial Accident and Illness Leave:

1. A unit member shall be entitled to such leave as covered by Section 44984 of the Education Code.

2. The total of the unit member's temporary disability indemnity and portion of salary due him/her during his/her absence shall equal his/her salary.

3. A unit member shall be deemed to have recovered from an industrial accident or illness, and thereby able to return to work, at such time as he/she and his/her physician agree that there has been such a recovery.

4. An industrial accident or illness as used in this paragraph means injury or illness whose cause can be traced to the performance of services for the District.

F. PERSONAL NECESSITY

A unit member shall be entitled to seven (7) days of paid sick leave per school year to be used for personal necessity. Each unit member will attempt to provide 24-hour notice of their absence to their immediate supervisor except in emergencies (see F1, F2, and F4). These seven (7) days may be used for the following purposes:

1. Death of a member of his/her immediate family when additional leave is required beyond that provided in Section 44985 Bereavement Leave:

   "Every person employed by a school district in a position requiring certification qualifications is entitled to a leave of absence, not to exceed three days, or five days if out of state travel is required, on account of the death of any member of his/her immediate family. No deduction shall be made from the salary of such employee nor shall such leave be deducted from leave granted by other sections of this code or provided by the governing board of this district."

2. Accident or illness, involving his/her person or property, or the person or property of a member of his/her immediate family.

3. Appearance in any court or before any administrative tribunal as a litigant, party, or witness under subpoena or any order made with jurisdiction.

4. Inability of the unit member to report for work due to circumstances beyond his/her control and advance planning.

5. The seven (7) days may be used at the sole discretion of the unit member.

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6. **Up to ten (10) additional days of accrued sick leave may be used for the adoption of a child.**

7. Using more than seven (7) discretionary days requires prior written approval of the Superintendent. The criteria used to approve these days are at the Superintendent's discretion. **Any additional days approved will be without pay.**

G. ASSOCIATION LEAVE

The Association may take up to twenty (20) days of paid leave per school year for local, state, or national conferences or for conducting other business pertinent to Association affairs. Unit members using these days are at the discretion of the WPTA. **The WPTA President may take eight (8) additional days leave and the Chief Negotiator may take six (6) additional days not included in the twenty (20) day limit for conducting other business pertinent to Association affairs.** This Association leave taken by the WPTA President and Chief Negotiator will not be included in the twenty (20) day limit. The Association shall be charged a fee not to exceed the actual cost of the substitute.

H. STUDY AND TRAVEL LEAVE

1. The Board of Trustees may approve study and travel leaves not to exceed one (1) year for certificated employees who have served the District for seven (7) consecutive years. Study and travel leaves granted in any one semester shall not exceed two (2) employees in the unit.

   Study and travel leaves may be granted by the Board of Trustees from the District rather than from any given position, for the purpose of advance study, travel study programs, and research. Such leaves are granted not as a reward for professional services, but rather as an opportunity to prepare for improved service which will benefit the schools and the pupils of the District.

   The study and travel leave programs shall operate according to the established Provisions of this Agreement. The establishment of these provisions does not Void the option of the Superintendent to make recommendations or the Board of Trustees to grant special study and travel leaves in the best interest of the District.

2. Application for study and travel leave will be made in accordance with the following provisions:

   a. The application for study and travel leave shall be in writing and submitted to the Superintendent who shall call a meeting of the Units Committee, and present application and/or applicant for review.

   b. The deadline for submitting applications for study and travel leave for the fall semester is February 1, and the spring semester is October 1.

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c. The ability of the District to provide a qualified substitute during the absence.

3. Applications for this leave will be reviewed by the Units Committee (see Article XII, Salary, Section D, Definitions) for making recommendations and establishing priority to the Superintendent. The Superintendent will submit his recommendations to the Board of Trustees.

   a. A majority of the Units Committee must approve a study and travel leave request for recommendation to the Superintendent. Should there be more than one approved request, the applications shall be ranked in priority order by the Units Committee and presented to the Superintendent for his recommendation to the Board of Trustees.

   b. The following criteria shall be utilized in establishing priority order for study and travel leave recommendation:

      1) Contribution to the needs of the pupils and school of the District

      2) Likelihood of continued service beyond the minimum service required at completion of leave.

      3) Record of contribution to the District.

      4) Following the granting of a study and travel leave by the Board of Trustees a contract of agreement shall be completed including the following: effective dates, salary and method of payment, number of collegiate units to be earned, and other purposes to be fulfilled. The signing of such a contract, including the agreement to refund study and travel leave salary as prescribed by these provisions shall be in lieu of furnishing a bond.

      5) Compensation during a study and travel leave shall be computed as fifty percent (50%) of the pay and those benefits that employee would have received had the employee remained in the employee's regular position, including any factor dependent upon special credentials, but not including any payment for special assignment or extra-curricular activities. Time spent on study and travel leave shall be credited as regular District service in the determination of years of service for sick leave, seniority, and eligibility for fringe benefits provided the requirements established for the study and travel leave have been satisfactorily met.

      6) Persons returning from study and travel leave shall serve the District for a period not less than twice the length of the leave.

         a) If an employee does not serve the District after return for a period which is equal to twice the period of the leave, but not less than one semester, the employee shall refund to the District an amount which bears the same proportion to the total compensation received while on leave as the amount of time which was not served bears to the total amount of time agreed upon.

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b) If death prevents the employee from fulfilling the agreement to return to service in the District, no repayment of salary will be required from the employee's estate.

7) Upon return from study and travel leave, the employee shall file with the Superintendent a detailed report within 20 days after returning giving evidence that the provision of the leave has been met. It shall also include a personal appraisal of the experience and activities involved that will be useful to the District.

a) In the event that the program of study agreed upon in the study and travel leave contract with the District is interrupted by serious accident or illness during the leave and properly verified by a qualifying physician, such interruptions shall not constitute a violation of the contract or prejudice the teacher against receiving the rights and benefits provided for under the terms of the study and travel leave. Such an interruption shall not extend over such a period of time that would cause the purpose of study and travel leave to be abandoned.

b) Should the disability extend to the point that the program has to be abandoned, the study and travel leave may be terminated and either sick leave or regular long-term leave may be substituted by mutual agreement.

c) In all cases of serious accident or illness of a prolonged nature, the Superintendent shall be properly notified by registered letter within ten (10) days after the occurrence or medical diagnosis.

I. CATASTROPHIC LEAVE

1. The purpose of the Catastrophic Leave Bank is to create a bank of donated sick leave days, which may be used by unit members who are suffering from a catastrophic illness or injury or whose family members are suffering from a catastrophic illness or injury.

2. Catastrophic illness or injury is defined as an illness or injury that is expected to incapacitate the employee for an extended period of time, or that incapacitates a member of the employee's family which incapacity requires the employee to take time off from work for an extended period of time to care for that family member, and taking extended time off work creates a financial hardship for the employee because he/she has exhausted all of his/her sick leave and other paid time off. (Ed. Code 44043.5)

3. Family Members shall be defined as the employee's child, parent, spouse, registered domestic partner, and domestic partner's child. Leave requested to care for grandparents, grandchildren, brother, sister, or any relative living in the immediate household with a catastrophic illness or injury, will be considered for approval by the Catastrophic Leave Committee.

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4. Membership in the Bank

   a. A unit member may join the Bank:

      1) upon employment with the District;

      2) at the beginning of each school year;

      3) at the time any additional sick leave days are requested of unit members by the joint committee.

   b. The unit member who chooses to participate in the Bank must initially donate two (2) sick leave days, **based on the unit members current FTE,** and any additional days as determined by the joint committee.

   c. The annual rate of contribution by each participating Bank Member for each school year shall be one (1) day of sick leave, **based on the unit members current FTE**. If the number of days in the Bank, at the beginning of the school year, exceeds 3 times the number of participating Bank members, no annual contribution shall be required from the participating Bank members. Those unit members joining the Catastrophic Bank for the first time shall be required to contribute two (2) sick leave days to the Bank, **based on the unit members current FTE**.

   d. An additional day, **based on the unit members current FTE,** will be required of Bank members if the number of days in the Bank falls below the number of members in the Bank.

   e. The joint committee may determine any need of further donation(s). In the event further donations are requested, as stated in 4.d., a unit member must donate the number of sick leave days requested, **based on the unit members current FTE,** to continue participation in the Bank, even if the unit member has exhausted their sick leave except as noted in the following paragraph.

      If the Bank member does not have sick leave days to donate, his/her participation shall continue until the end of the school year. In order to continue participating in the Bank the following school year, the Bank member must contribute the previously required day, **based on the unit members current FTE,** as stated in 4.d., as well as the annual contribution, if any, to remain an active Bank member.

   f. Bank participants who are withdrawing from the Bank at the time the joint committee requests additional days will not be required to contribute to remain eligible to withdraw from the Bank until the next time the committee requests additional days.

   g. Bank participants wishing to remove themselves from participation in the Bank may do so when further donations are requested. They may do so by submitting a signed written request to be removed from the Bank to the Personnel Department.

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5. Use of the Bank

   a. Applicants may annually request the use of up to twenty (20) full salary, sick leave days, **based on the unit members current FTE,** that have been donated to the Bank. Upon full use, an additional twenty (20) days may be requested for a maximum of forty (40) days to be used per catastrophic illness ~~of~~ **or** injury. An additional twenty (20) days beyond the maximum may be granted by the Catastrophic Leave Committee.

   b. To use the Bank, a unit member must have:

      1) exhausted all sick leave except differential sick leave;

      2) exhausted if applicable, all industrial leave;

      3) initially donated at least two (2) sick leave days, **based on the unit members current FTE,** and has donated any additional sick leave days requested by the joint committee;

      4) complete the Request for Catastrophic Leave Form (Appendix I)

   c. Participants who have exhausted sick leave, but still have differential leave available, are eligible for a withdrawal from the Bank. Catastrophic leave and differential leave cannot be used simultaneously.

   d. If a participant is incapacitated, applications may be submitted to the Committee by the participant's designee or member of the participant's family.

   e. Participants applying to withdraw or extend their withdrawal from the Bank are required to submit a physician's statement indicating the nature of the illness or injury and the probable length of needed absence from work. Members of the Committee shall keep information regarding the nature of the illness confidential.

   f. For any participant applying to the Bank or requesting an extension of withdrawal, the Committee may require a medical review by a physician of the Committee's choice at the participant's expense. The Committee shall choose only a physician who qualifies under the District insurance policy, if available. Refusal to submit to the medical review will terminate the participant's eligibility to withdraw from the Bank.

   g. If the Bank does not have sufficient days to fund a withdrawal request, the Committee is under no obligation to provide days and the District is under no obligation to pay the participant any funds whatsoever. If the Committee denies a request for withdrawal, or an extension of withdrawal, because of insufficient days to fund the request, they shall notify the participant, in writing, of the reason for the denial.

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6. Administration of the Bank

   a. A joint committee consisting of two (2) members appointed by the WPTA and two (2) members appointed by the Superintendent shall administer the Bank.

   b. The joint committee shall determine the procedures whereby a unit member applies to use of catastrophic sick leave days.

   c. The form to be used by unit members to contribute to and apply for use of the Bank is attached as Appendix I.

   d. The joint committee shall grant or deny, based on an approval of three votes or more, all requests for use of the Bank. The deliberations of the committee shall be closed and confidential. The committee's decisions shall be based on the information provided by the application process. All decisions are final.

   e. The District will maintain the records of the Bank. The Committee shall have the responsibility to receiving withdrawal requests, verifying the validity of requests, approving or denying the requests, determining that a recipient or applicant is no longer eligible and communicating its decisions, in writing, to the District.

   f. WPTA and WPUSD will work jointly to annually notify Bank participants of their current status.

   g. The Committee shall keep all records confidential and shall not disclose the nature of the illness except as is necessary to process the request for withdrawal.

7. General Provisions

   a. Donations to the Bank are irrevocable and may not be designated for the use of any specific participant.

   b. Days may only be used by a unit member who, per medical verification, is incapacitated by a catastrophic illness or injury or whose family member is incapacitated by a catastrophic illness or injury (see 1.2 and 1.3). **Catastrophic leave terminates upon the resolution of the catastrophic illness, injury, upon death or at the end of the school year.** Unused catastrophic sick leave days granted will be returned to the Bank. Unit members will be compensated at their daily rate of pay for each catastrophic sick leave day used.

   c. Unit members receiving compensation under worker's Compensation benefits shall not be eligible to withdraw days from the Bank until exhausting all such benefits.

   d. Upon an approval by STRS of retirement disability payments, the unit member's eligibility for withdrawal of days from the Bank shall cease.

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8. The provisions of this section, which relate to the application process and the approval of requests for catastrophic sick leave, shall not be subject to grievance procedures established in this agreement.

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ARTICLE IX

CLASS SIZE

A. Class size shall not exceed the following maximums except where the Association and/or teacher has agreed in writing to exceed these maximums per teacher, or in accordance with section A.4 below. Mainstreamed special day class students shall be assigned as equally as possible among the teachers of their assigned grade.

1. Kindergarten classes shall not exceed 25, **with a 10% overage to 28.**

2. All first through fifth grade classes shall not exceed 31, **with a 10% overage to 34.**

3. Self-contained combination classes shall not exceed 30, **with a 10% overage to 33.**

4. Sixth through twelfth grade classes shall not exceed 32, **with a 10% overage to 35,** except as indicated in A.5 below.

5. Exceptions to the above stated maximums will be as follows (This will not mean that these classes must be offered):

   a. All Grade Levels:

      1. RSP 28
      Resource Specialist Program (RSP) caseload shall not exceed the maximum established by Education Code Section 56362 (c) for more than fifteen (15) student days unless waived by the teacher and approved by the California Department of Education. WPTA will participate per state law in any waiver request **indicating a position of neutral, support or opposed.**

      2. SDC 16
      There shall be at least one full-time aide per Special Day Class. When 17 students are enrolled in the classroom, an additional full-time aide will be assigned. ~~This excludes aides assigned exclusively to a specific student per Individualized Educational Plan (IEP).~~ **(While students with an aide assigned to them through their IEP do not count toward qualification of the class for additional aide time, they do count toward payment to the teacher for student overages, as detailed in B.3.b.4 below.) (The District will identify new Special education Programs and the Association and District will negotiate class sizes before the end of this contract.)**

      3. Speech Therapist **55**
      Speech therapist case load shall not exceed 55. At no time will any case load size exceed 55 with a 10% cap of 61. In the event a speech therapist case load exceeds 55, the speech therapist will receive $1,000 per trimester. (See Appendix G.)

If speech case loads averaged across all therapists, excluding PPPIP (Parent Participation Preschool Intervention Program), are exceeded after the first day of

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~~school, non-bargaining unit members may be used for speech services. Prior to~~ using non-bargaining unit members, the District will utilize the process outlined in Article X and recruitment efforts will be documented and reviewed by the WPTA Chief Negotiator.

If a speech caseload is comprised of predominately or exclusively preschool aged students, the case load shall not exceed forty (40). At no time shall any preschool case load size exceed forty-four (44). In the event a preschool speech therapist case load exceeds forty (40), the preschool speech therapist will receive $1000 per trimester. (See Appendix G).

b. Elementary School:

1. Music/**Science** 37
   In the event that maximum class sizes in K-3 Class Size Reduction (CSR) are increased by state law:
   a) The maximum class size for elementary music/**science** will change with the standards established at that time, and
   b) at no time will any class size exceed 40 with a 10% cap of 44.
2. Band 40
3. Chorus 40
4. P.E. per teacher 40

c. Middle School:

1. Band 50
2. Chorus 50
3. P.E. per teacher (this number includes mainstreamed students) **43**
4. Counselors – as defined by Board adopted staffing ratios

d. High School:

1. Band 100
2. Chorus 60
3. **Guitar/Keyboard** **32**
4. ~~Home Economics~~ **Life Skills** ~~**Other Electives**~~ **32**
5. **Child Development** **32**
6. **Sewing** **25**
7. **Culinary Arts** **25**
8. Lab Sciences **27**
   Once modifications for appropriately equipped lab stations are in place this number can be renegotiated.
9. Shop Classes **28**
   No overages for Shop classes
10. **Computer Technology** ~~Keyboarding~~ **32**
    Not to exceed the number of computers
11. P.E. per teacher **43**
12. Athletic ~~Training~~ **Conditioning** 40 **or** *
    ***Dependent on team size and agreement with coach or teacher**
    ~~Any deviation, including overage pay must be agreed to in writing by the affected bargaining unit member(s) and WPTA bargaining team.~~
13. Counselors – as defined by Board adopted staffing ratios.

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e. Continuation High School:
Phoenix High School 19
~~Any deviation is to be submitted in writing and approved by the majority of the affected bargaining unit members. These deviations cannot result in additional compensation beyond 21 students.~~

B. Class size maximum is defined as the maximum number of students in a class as stated in Section A. of this article.

Class size cap is defined as the number of students over the class size maximum which will not exceed ten percent (10%) of the class size maximum as stated in Section A of this article. This class size cap is not to be used as a loading standard. At no time, from the first student day through the last student day of a regular school year, will class size exceed ten percent (10%) of the stated class size maximums, except as stated in B.1. of this article.

It is understood when figuring the class size cap, when the decimal is .5 or greater, the number will be rounded up.

Class size maximums will never be exceeded except as stated in B.1. of this article. Class size maximums may be exceeded only under the following circumstances:

1. During the first three weeks (fifteen teaching days) of the opening of school, class size will not exceed twenty percent (20%) of stated maximums in Section A of this article. The site administrator and the bargaining unit member will coordinate their efforts to acquire adequate materials and furniture for the additional students.

2. During the first two weeks (ten teaching days) of a subsequent semester/trimester.

3. When a student enrolls during the school year, the student shall be placed in a classroom determined by the administration. Should that placement cause the class size to exceed the stated maximums, the administrator shall meet with the teacher(s) within two (2) days of the student's enrollment, prior to placement of the student in a class. This meeting is to identify any problems caused by the class size, and to agree on one of the following solutions. Upon request of the teacher, an Association representative may also be present.

   Solutions:

   a. Placement of the student at a site where class size maximums have not been reached.

   b. ~~The expenditure of additional dollars per student per trimester will be determined by the teacher for his/her personal compensation or the purchase of classroom supplies.~~ **The compensation for class size overage will be determined as follows:**

      1) These dollar amounts will be adjusted annually by the State COLA actually received by the District. Dollar amounts will be paid on a per trimester basis.

      2) In a self-contained classroom, the teacher will receive $376.26 per trimester exceeding the maximum per trimester after the student has been enrolled for five days. (See Appendix G.)

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~~3) In a departmental classroom, the teacher will receive $53.53 per period, per~~ trimester, per student exceeding the maximum per trimester after the student has been enrolled for five days. (See Appendix G.)

4) In a self-contained SDC classroom, the teacher will receive $470.32 per trimester, per student exceeding 15 students after the student has been enrolled for five days. (See Appendix G.)

5) In a departmental SDC classroom, the teacher will receive $66.92 per trimester, per period, per student exceeding 15 students, after the student as been enrolled for five days. (See Appendix G.)

6) In an elementary music/**science** classroom, the teacher will receive $1,168.77 per trimester when any class exceeds 31. (See Appendix G.)

7) In the event that there is a change to a semester schedule, class size overage amounts will be negotiated.

c. Creation of a combination class.

d. Increase in aide time or the addition of an aide if none is presently in the class.

e. Reassignment of a teacher.

f. Addition of a teacher when total site enrollment increases by 25 students.

g. Provide release/prep time via substitute or other methods.

h. Other solutions that can be agreed upon by the teacher and administrator.

If the process above is followed and no solution is agreed upon, then solution B.3.b. shall be implemented. At no time will class size exceed ten percent (10%) of stated maximums. It is understood when the decimal is .5 or greater, the number will be rounded up. This is not to be used as a loading standard, but as a cap.

C. When a student enrolls during the school year, he/she will be distributed as equally as possible among teachers assigned to the same grade level, by site, in grades K-5. Principals will attempt to have balanced classes on the first day of school.

D. All student transfers, K-5, at a school site will be preceded by a conference involving affected teachers and the administration. Any such transfers, which result in an imbalance, will require agreement of the receiving teacher.

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ARTICLE X

ASSIGNMENT / REASSIGNMENT / TRANSFERS

A. DEFINITION OF TERMS

1. Assignment – the teaching position that a unit member is assigned and retains unless reassigned or transferred in accordance with the procedures set forth in this article.

2. Reassignment – the assignment of a unit member from one assignment to another assignment at the same work site.

3. Transfer – the assignment of a unit member to another school within the District.

4. Vacancy – a newly created teaching position or an existing teaching position created by reassignment, transfer, resignation, retirement or termination.

B. ASSIGNMENT / REASSIGNMENT / TRANSFER CRITERIA

The District and school sites shall consider and determine the following in considering initial assignment, reassignments and transfers:

All of the following being equal, the final determination shall be based upon the earliest District hire date.

1. Credential requirements

2. Major/minor field of study

3. Years of service to the district

4. Experience of the employee, **including grade level/subject area**

5. Recent training of the employee

6. Employee's preference

7. **Highly Qualified Teacher Status for the assignment (ex. of Highly Qualified is NCLB compliance or in the event NCLB is no longer operative the unit member must meet the standards set forth by state and federal law and regulations in order to teach all of the courses within an assignment).**

~~Bargaining unit members are eligible for any position for which they are appropriately credentialed using the process outlined in this article.~~ Any unit member whose assignment requires a Special Education Credential (RSP, SDC, and Speech) will be notified in writing upon his/her assignment that any reassignment or transfer is subject to the district finding an appropriately credentialed teacher to fill his/her position. ~~(See C.)~~ **However, if the**

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district is unable to find a teacher with the appropriate credential or qualification, the unit member will return to his/her original assignment.

C. ASSIGNMENT

~~On~~ **By** February 15 the District shall begin the process for determining the assignments for the coming school year. The process shall begin by completing the Statement of Intent (Appendix E).

~~When the assignment of a unit member would result in an opening requiring a special credential or qualification, the unit member will be assigned to the new position. However, if the district is unable to find a teacher with the appropriate credential or qualification, the unit member will return to his/her original assignment (See B.).~~

No later than fourteen (14) calendar days prior to the end of the school year, all unit members shall be notified in writing of his/her assignment(s) on the Certificated Staffing Assignment Notice (Appendix H). The Certificated Staffing Assignment Notice (Appendix H) shall include Primary Assignment Information and Additional Information which includes:

1. PRIMARY INFORMATION
   (Any change in Primary Information shall result in a transfer or reassignment).

K-5	Grade level and work location
6-8	Subject taught and work location
9-12	Subject taught and work location
K-12 RSP/Speech	**Grade levels, subject taught, and work location for 80% of the assignment**
K-12 Itinerate* (Elementary Prep)	Grade levels, subject taught, and work location for 80% of the assignment
K-12 Nurse	**District-wide**

~~*Bargaining unit members are considered itinerate when they are to more than one work location.~~

2. ADDITIONAL INFORMATION
   (A modification of Additional Information does not constitute a change in assignment. **K-12 RSP/Speech, Itinerant and Grade 6-8** unit members may be subject to no more that one modification per school year. **Grade 9-12 unit members will be subject to no more than one (1) modifications per trimester/semester. More than one (1) modifications per trimester/semester shall be by mutual consent of the member and the district.**

6-8	grade level
9-12	specific course title
K-12 RSP/Speech	**other work locations**
K-12 Itinerate* **(Elementary Prep)**	other work locations

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This assignment is for the coming school year, except in cases of unforeseen circumstances as determined by the Superintendent, WPTA President, Negotiations Chairman, and unit member(s) affected. If a modification of Additional Information is required, the District will notify the bargaining unit member ~~fourteen (14)~~ **ten (10)** calendar days prior to the teacher's first duty day. If ~~this~~ **a** modification of Additional Information occurs ~~thirteen (13)~~ **nine (9)** calendar days or less prior to the unit member's first duty day, the unit member will be compensated an amount equal to two (2) additional days of his/her daily rate of pay for preparation as well as one hundred dollars ($100) to purchase new materials, and the District shall **assist in** move**ing** all school related materials of the unit member.

If this modification of Additional Information occurs after the unit member's first duty day, the unit member shall be given five days notice, ~~two~~ **three (3)** days of preparation time, **which shall run concurrently, and** one hundred dollars ($100) to purchase new materials, and the District shall **assist in** move**ing** all school related materials of the transferred unit member. ~~Unit members may be subject to no more than one Additional Information modification per school year.~~

If Speech Therapists are occasionally needed to assist one another, this shall not constitute a modification of Additional Information.

Unit members assigned to a combination grade have District hire date seniority at both grade levels.

~~On a yearly basis, subject to mutual agreement by certificated personnel and administration, tenured teachers may accept a categorically funded position (temporary) with written assurance they will return to their original assignment.~~

D. REASSIGNMENT

1. Circumstances which may result in reassignments shall include:

   a. A shift in student population resulting in a decline or increase of enrollment at a grade level(s) or department.
   b. Reduction in program.
   c. Initiation or expansion of program.
   d. Change in staffing ratios
   e. Highly Qualified Teacher Status.

2. The school principal shall ~~actively~~ seek volunteers via a **district email with a request for response message** informing all teachers of position openings prior to making any reassignments. **A paper posting of the position openings shall also be posted on the staff bulletin board.** If opening(s) occur at the site during the ~~routing~~**/posting** process, each new vacancy will be ~~routed~~**/posted** at that site **via a district email as described above,** until no further interest is indicated by eligible staff. Any positions remaining after this process, will be posted on ~~a district-wide basis and routed~~ **EdJoin.Org** pursuant to Section E below. **If the new vacancy occurs after April 15th the District may post the position for outside applicants in lieu of posting it first at the site. In the event the District fills the position with an outside applicant then the position will be posted at the site the following year.**

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a. It is the responsibility of the unit member to respond to the email requesting a response for a Reassignment posting and in the event the unit member does not respond, said failure to respond shall not prohibit the site and District from proceeding with the filling of a vacancy.

3. ~~A router sheet will be distributed informing staff of a position opening. When the router sheet is initialed, the teacher is indicating they have been notified of a vacancy. If interested, the teacher will sign a Vacancy Interest Form located on the site secretary's desk. All absent teachers will be notified by telephone the day the router is initiated. In the event a teacher cannot be contacted, documented attempts to reach the teacher will be signed by the principal and site WPTA representative.~~ **The site reps(s) and the principal will work collaboratively to document attempts to notify all teachers.** Note: interest must be indicated no later than 4:00 p.m. the following workday **from the date of the email notification described in D(2) above**. No vacancy shall be filled by means of a reassignment if there is a volunteer who best meets the criteria set forth in B.1 – B. 2 and B.7 of this article. If there are two or more volunteers, the site administration will make the final decision taking into consideration the criteria set forth in B.3-B.–7 ~~and F.1.h.5.~~

4. When a reassignment becomes necessary and there are no volunteers, the unit member with the most recent District hire date from the affected grade level/subject area will be involuntarily reassigned. If there is more than one unit member with the same district hire date, refer to F.7.

5. ~~If~~ **When** a voluntary/involuntary reassignment occurs **within five (5) calendar days before school begins the unit member shall be given five (5) calendar days notice and the unit member shall be given two (2) days of his/her rate of pay for preparation. This time may run concurrently.** (For the purposes of the section, "school begins" shall be defined as the first contract day for teachers). **When** a voluntary/involuntary reassignment occurs after school begins, the unit member shall be given ~~three (3)~~ **five (5)** days **notice and three (3) days** preparation time. **In the two aforementioned reassignment scenarios, if the notice and preparation period would require the unit member to miss the first or subsequent student days, the unit member may elect to waive the notice and preparation days and commence with the new assignment immediately and receive compensation equal to three (3) days of his/her rate of pay.** The unit member at their own discretion may prepare offsite, after meeting with their site administrator once during the three days of preparation. More or less time may be granted upon consultation between the unit member and his/her immediate supervisor. The unit member shall be allotted one hundred dollars ($100) to purchase new materials. The District shall **assist in** moveing all school-related materials of any reassigned unit member.

6. Unit members employed at a site where a vacancy occurs shall be given the first opportunity to be reassigned. **Bargaining Unit Members assigned to more than one site will give written notice to their site administrator(s) prior to applying for vacancies at multiple sites.**

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7. Unit members may be subject to no more than one involuntary reassignment per school year.

8. ~~Unit members who are involuntarily reassigned shall be notified in writing by the principal or designee seven (7) calendar days prior to reassignment.~~
When a reassignment would result in a subject area being taught by more than two itinerate teachers and would result in the itinerate teacher being assigned to more than two sites, the reassignment request will be forwarded to the committee described in E.35.c of this article. The committee will seek solutions to limit the delivery of the subject area to no more than two sites. If no solution is agreed upon, the reassignment may be denied.

E. TRANSFER

1. The District shall ~~actively~~ seek volunteers prior to making any transfers **for vacancies occurring between August 1st and April 15th of each school year.**

2. **Principals serving in schools ranked in deciles 1 to 3 on the Academic Performance Index may refuse to accept the transfer of a bargaining unit member (Ed. Code 35036).**

3. **After April 15 of the school year, prior to the school year in which a transfer would become effective, priority to bargaining unit members may not be assigned over other qualified applicants who have applied for positions requiring certification qualification at the school (Ed. Code 35036).**

4. Voluntary Transfers (Employee Initiated)

   a. A unit member may submit to the Personnel Department at the District Office a written request for a transfer when a vacancy exists ~~except for any vacancy that occurs after July 1st, unless routed at the District's discretion~~. **The determination of whether the District fills any post April 15th vacancies with outside applicants or with current unit members filing written requests for transfer is at the discretion of the District.**

   ~~b. A transfer request may be made by a unit member at any time without the knowledge of his/her supervisor.~~

   c. A transfer request shall be considered using the criteria set forth in B.1-B. ~~67 and F.1.h.5.1~~ of this Article.

   ~~d. Probationary teachers for the purpose of this section only, not given a notice of non-reelection by March 15th of their 2nd probationary year shall be considered permanent.~~

   e. If a unit member's request for transfer is denied, the Superintendent or designee shall meet and discuss reasons for denial if requested by the unit member. If requested by the unit member, reasons for the denial shall be provided in writing. Reasons must be correlated to B.1-B. ~~67 and F.1.h.5.1~~ of this article, **unless the vacancy occurred after April 15th.**

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f. Unit members, excluding those hired after the beginning of the school year, who fill vacancies through transfers after the school year begins are entitled to the same benefits as described in **5**.e.

g. For vacant positions in which the vacancy becomes known by the District between August 1st and April 15th, and which were not first filled through site reassignment, the District will post the vacancy on Edjoin.org for a period of no less than three (3) business days and shall notify all bargaining unit members via email of the availability of posted vacancies. Once a vacant position is posted on Edjoin.org as stated above, it does not need to be posted or made available again. Any variation of the original vacancy or new vacancy based on A.4 shall be posted on Edjoin.org. (Business days shall be defined as days in which the District office is open for business).

H. When a transfer would result in a subject area being taught by more than two itinerate teachers and would result in the itinerate teacher being assigned to more than two sites, the transfer request will be forwarded to the committee described in E.5.c of this article. The committee will seek solutions to limit the delivery of the subject area to no more than two teachers and/or the assignment to no more than two sites. If no solution is agreed upon, the transfer may be denied.

5. Involuntary Transfer (District Initiated)

a. Circumstances which may result in involuntary transfers shall include:

1) A shift in student population resulting in a decline or increase of enrollment at grade level(s), site(s), or department(s).

2) Reduction of program(s).

3) Initiation or expansion of program(s).

4) Opening of a new school.

5) **Highly Qualified Teacher Status.**

b. The District shall ~~actively~~ seek volunteers prior to making any involuntary transfers. No vacancy shall be filled by means of an involuntary transfer, if there is a volunteer who best meets the criteria set forth in B.1-B. ~~6~~7 of this Article. When there is a need for an involuntary transfer at a site, the following criteria will be utilized:

K-5 unit member with the most recent District hire date from that site shall be transferred.

6-12 unit members with the most recent District hire date in the affected subject area from that site shall be transferred.

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c. When there is a need for an involuntary transfer, an involuntary transfer committee shall be convened prior to any involuntary transfer being made. This committee will meet with the Superintendent or designee to review the situation and seek options and alternatives to resolve the needs of the District and the teacher(s). The committee will be comprised of no more than six members, two of whom are administration and a maximum of four unit members. **The District, the affected teacher(s), and the Association may collectively waive the requirement for convening the committee.**

d. After Step E.1 and E~~3~~5.c. have been completed and there is still a need for an involuntary transfer, refer to E.~~3~~5.b.

e. When involuntary transfers occur ~~in the summer~~ **after Certificated Staffing Assignment Notices have been distributed and up to ten (10) calendar days prior to the beginning of the following work year** and there are no volunteers:

1) The District shall notify the employee in writing ~~fourteen (14)~~ **ten (10)** calendar days in advance of the effective date of the transfer by certified mail or personal delivery.

2) The unit member may request a review of the transfer and submit a rebuttal in writing.

3) The transferred unit member shall receive payment for ~~one~~ **two (2)** additional days before the start of school at the unit member per diem rate.

4) **The unit member shall be allotted one hundred dollars to purchase new materials.**

5) **The district shall assist in moving all school related materials of the transferred bargaining unit member.**

f. **In grades K-5 only, when involuntary transfers occur within five (5) business days before the start of the teacher work year through the first three weeks of school (first 15 teaching days), volunteers will be sought at the site. If there is an acceptable volunteer, prior to accepting the volunteer, the least senior teacher at the affected grade level will be offered the volunteer's assignment or a transfer off site.**

g.f When voluntary/involuntary transfers occur and are implemented after the beginning of school:

1) The **bargaining** unit member shall be given **five (5) days notice** and three (3) days of preparation time. **This time may run concurrently**. More or less time may be granted upon consultation between the unit member and his/her immediate supervisor. The unit member, at their own discretion, may prepare offsite after meeting with their site administrator once during the three days of preparation.

2) A grant of one hundred dollars ($100) shall be provided to purchase new materials.

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3) The District shall **assist in** moveing all school-related materials of any transferred unit member.

h. Unit members may be subject to no more than one involuntary transfer per school year.

~~i. Unit members who are involuntarily transferred shall be notified in writing by the principal or designee five (5) calendar days prior to the transfer.~~

F. VACANCIES

1. General Provisions

a. The District ~~will~~ **shall** make every attempt to fill all **known** vacancies **which become known between August 1st and April 15th** prior to ~~the end of the school year~~ **April 15th. Those vacancies known but filled prior to April 15th will not be subject to the language in E.3.**

b. Eligible bargaining unit members are all bargaining unit members except those who have been assigned to a position that has not been ~~routed~~ **posted** district-wide (see F.3.b).

Eligible bargain unit members will also include bargaining unit members who either voluntarily or involuntarily transfer or who are voluntarily or involuntarily reassigned after the school year has begun due to circumstances stated in E.~~35~~.a., regardless of whether or not the position was previously ~~routed~~ **posted on Edjoin.org as a** district-wide **vacancy.**

Bargaining unit members who begin the school year as temporary teachers **and who become probationary teachers during the school year** will not be eligible to apply for first round reassignment and transfer ~~routing~~**/posting** at the end of the school year.

c. Eligible bargaining unit members currently assigned to a school site where a vacancy occurs will be given first priority for filling that vacancy.

d. **For known vacancies occurring prior to April 15th** ~~E~~ eligible bargaining unit members will have first opportunity to apply and be selected for all **pre April 15th** district-wide vacancies after the completion of site ~~routings~~**/postings**. This does not guarantee being selected for the vacancy if there is more than one bargaining unit member that meets the criteria as stated in the Notice of Vacancy.

e. Bargaining unit members shall receive an interview for any vacancy for which they apply and are appropriately credentialed **and Highly Qualified.**

f. During the ~~routing~~**/posting** process for each school year, a bargaining unit member may fill no more than one (1) vacancy by means of a voluntary transfer.

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g. No vacancies will be filled until after the closing date as stated on the Notice of Vacancy.

h. A teacher may elect in writing to not participate in the vacancy process and may rescind their decision to participate in the process by notifying the Personnel Office in writing.

i. The Notice of Vacancy shall include: **(Via email and/or Edjoin.org posting)**
   1. Closing date for receipt of application;
   2. Site location;
   3. Grade level, subject and/or specialist area;
   4. Credential requirement;
   ~~5. Special qualifications needed for position (if any);~~
      ~~Grade level/subject area~~
      ~~Other experience related directly to the position~~
      ~~Specific Recent training~~
   5. **Experience of the employee requested**
   6. **Recent training of the employee requested**
   7. **Highly Qualified Teacher Status.**

The Notice of Vacancy will not include job requirements for which a stipend is paid.

2. Vacancy List

The District shall develop a list of all vacancies and identify each vacancy as being either "~~routed~~**/posted**" or "not ~~routed~~**/posted.**" This list, referred to as the "**Posted** ~~Routed~~ and Not **Posted** ~~Routed~~ Vacancy List", shall be provided to the WPTA President~~, WPTA Chief Negotiator, WPTA Transfer Committee Chair, and WPTA appointed Summer Vacancy Coordinator.~~ ~~The "Routed and Not Routed Vacancy List"~~ **and** will be ~~posted and remain posted in a conspicuous place at each school site until the end of the current school year.~~ **available on the District website.**

3. School Year Vacancies **(August 1st until April 15th)**

a. If a vacancy occurs **on or** after **August 1st and prior to April 15th** ~~the time stated in F.4.a~~, the vacancy will be ~~routed~~ **posted during** ~~by April 1st of~~ the current school year. A new teacher may be hired to fill the vacancy.

b. These new bargaining unit members are not eligible for the first round of Site/District ~~routings~~**/postings** but will be eligible for all **postings** ~~routings~~ thereafter.

c. The District shall notify that bargaining unit member, in writing, that his/her assignment will be ~~routed~~**/posted** by April **15th** ~~1st~~ of the current school year and he/she will not be eligible for the first round of site/District ~~routings~~**/postings**, resulting in a possible change in assignment for the following school year.

4. ~~Summer Vacancies~~ **Post April 15th Vacancies through August 1st**

a. If a vacancy occurs after **April 15th** ~~the last day of the teacher's work year~~ and ~~up to fourteen (14) calendar days~~ prior to **August 1st** ~~beginning of the following teacher's work year~~, the vacancy ~~may~~ **will** be posted **on EdJoin.org.** ~~and filled by utilizing the Summer Certificated Vacancy Request Form (attachment) as referred to in F.4.b.~~ ~~This second~~

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~~process shall be referred to as summer routing. If the District chooses not to route a summer vacancy the District will notify in writing any bargaining unit member hired to fill that position that F.3.c. applies.~~

b. **If the bargaining unit member applies for an April 15 through August 1 vacancy and would result in a transfer, priority may not be assigned to this bargaining unit member over other qualified applicants who have applied for this position.**

b. ~~Prior to May 20, the District shall make available the Summer Certificated Vacancy Request Form (attachment). These forms may be obtained from the school secretary at each school site. WPUSD and WPTA will be jointly responsible for notifying bargaining unit members of the availability of the Summer Certificated Vacancy Request Forms. By 4 PM of the last day of the teacher's work year, a~~**All bargaining unit members who are interested in Reassignment/Transfer during the summer must submit a Summer Certificated Vacancy Request Form (attachment) to the Director of Human Resources. Only those bargaining unit members who submit a Summer Certificated Vacancy Request Form (attachment) will be considered for summer vacancies.**

c. Bargaining unit members currently assigned to a school site where a**n April 15 through August 1** ~~summer~~ vacancy occurs and who have **applied on Edjoin.org** ~~submitted a Summer Certificated Vacancy Request Form~~, will be given first priority to fill the site vacancy.

5. Combination Classes

In the event that a bargaining unit member's assignment, as per the Certificated Staffing Assignment Notice, is a combination class, the District will notify that bargaining unit member, in writing, of the following routing and reassignment/transfer options. If, by the beginning of the routing process of the current school year an assigned combination class teacher has not taught more than one grade level, that bargaining unit member will be given an updated Certificated Staffing Assignment Notice reflecting their single grade assignment.

a. In the event that a combination class is eliminated during the school year due to growth and two classes are created, the bargaining unit member will have the option of choosing their assignment from the resulting two vacancies. The position they choose will not be ~~routed~~ **posted** at the end of the school year. **If the elimination of the combination class and the creation of two classes occurs prior to April 15th** ~~T~~the other vacancy will be ~~routed~~ **posted** following the process described in F.3.a. ~~or F.4.a.~~

b. In the event that a combination class is eliminated due to growth and one class is created, the bargaining unit member will be assigned to the resulting class. **The position will not be posted at the end of the school year.**

6. Part-Time Bargaining Unit Members

Part-time bargaining unit members are those employed less than 1.0 FTE. Part-time bargaining unit members are not eligible for the first round of Site/District ~~routings~~ **postings** but will be eligible for all ~~routings~~ **postings** thereafter. In the event that a bargaining unit member's assignment is less than 1.0 FTE, the District shall notify the affected bargaining unit member in writing of the part-time ~~routing~~ **posting** procedures.

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7. Seniority Determination

For purposes of this article only, reassignment/transfer ranking for unit members with the same seniority date will be determined by the time and date of the bargaining unit member's signature on the Intent to Hire Form. This does not mean the District will use the signature date/time for tie-breaking criteria during a Reduction in Force (RIF/ Layoff).

For unit members who have the same initial contracted work day who were hired prior to the practice of tracking the time and date of a unit members signature on an Intent to Hire Form or any year in which the practice of tracking the time and date of the signature was not followed, their seniority ranking for purposes of reassignment/transfer only will be determined by lot. At least one District Administrator and two WPTA Executive Board Members must participate in the lottery drawing in the event one becomes necessary. This does not mean the District will use the lottery drawing used pursuant to this section for tie-breaking criteria during a Reduction in Force (RIF/ Layoff).

G. STIPEND POSITIONS (APPENDIX B)

1. **Stipend positions listed in the Special Assignment salary schedule (Appendix B) shall first be offered to bargaining unit members at the site where the position is located.**
2. **If at that time, there are no bargaining unit members who have applied for the position, then the position may be offered to non-bargaining unit members.**

H. COACHING (APPENDIX B)

1. Temporary athletic team coaching stipends stated in the special assignment salary schedule (Appendix B), shall first be offered to certificated teachers employed by the District who satisfy the qualification criteria established for the position. (Education Code 44919).

2. The principal or administrator designee at each site that offers temporary athletic team coaching stipends shall apply the qualifications based on Board policy and law on an annual basis to all temporary coaching assignments. Certificated teachers employed by the District that apply for a temporary coaching assignment and do not receive the assignment, may request the reason in writing within ten (10) work days. Reasons will be aligned to the criteria stated in Board Policy. The District reserves the right to cancel a sport even if a coach has been chosen. Only the process outlined in section G is subject to grievance.

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ARTICLE XII

CERTIFICATED PERSONNEL EVALUATION

A. PHILOSOPHY

The philosophy underlying these evaluation procedures is embodied in the following basic concepts:

1. The purpose of teacher evaluation is to improve the educational program in the Western Placer Unified School District and to advance toward attainment of the District's stated educational goals.

2. The evaluation of teachers is viewed as a positive process, which is program and performance oriented, and not personally centered.

3. The evaluation of teachers, in all its facets, is seen as a cooperative effort and a shared responsibility between evaluatee and evaluator. Final responsibility for performing evaluative judgment and for signing evaluation forms rests with the site principal or assistant principal, **program director, or designated administrator with direct oversight responsibilities of the evaluatee's program.**

4. The teacher's evaluator shall take affirmative action to help the employee to correct any cited deficiencies. Such action shall include specific recommendations for improvement, direct assistance in implementing such recommendation, and/or released time for the teacher to visit and observe other similar classes in other schools.

5. Teachers shall not be required to participate in the evaluation and/or observation of other teachers. Teachers who are assigned as half-time teachers and half-time administrators shall participate in the evaluation and/or formal observation of other teachers. Final evaluations shall be subject to review by a full-time principal or district administrator if requested by the unit member.

6. If subsequent remedial action eliminates the negative evaluation and/or the identified deficiencies, at the evaluatee's request, the evaluation(s) citing such deficiencies shall be removed from the evaluatee's file after a period of thirty-eight (38) months following the completion of the remediation.

7. All teachers to be evaluated will be notified by October 1 of each school year. A list will be maintained at the District Office.

8. **The summary evaluation of a unit member's performance pursuant to this Article shall not include the use of publishers' norms established by standardized tests. In the event that laws or regulations including, but not limited to, those which impact funding require the District to modify the first sentence in this section A8 the language shall be removed or modified to be in compliance with law or regulation and any modification will be negotiated**

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only to the extent specifically required by said law or regulation. Nothing in this section A8 shall prohibit teachers and administrators from having professional discussions about test scores including discussions about the scores of the students currently or previously taught by the teacher.

B. DEFINITION OF TERMS

1. Evaluation: A process that is composed of at least three parts. Those are:

   a. The written goals and objectives, or the development of an annual professional plan.

   b. Observation(s), formal/informal.

   c. A summary written evaluation.

2. **Evaluator: An evaluator shall be the site principal, assistant principal, program director, or designated administrator with direct oversight responsibility of the evaluatee's program.**

3. Goals and Objectives: A goal is an individualized plan that states what a unit member will strive to achieve as related to their instructional position during the school year. An objective is the method(s) to be used by the unit member to achieve the goals that have been established.

4. Annual Professional Plan: Individualized annual plan developed by permanent and identified experienced probationary unit members for the express purpose of providing a self-evaluative program of growth.

5. Observation: Observation is the basis for the summary evaluation as written by the site principal or assistant principal. All other observations and supervision activities performed by other than the site principal or assistant principal are not to be a part, either directly or indirectly, of the summary evaluation without the written permission of the evaluatee.

6. Informal Classroom Observation: Shall be a classroom visit of an unspecified period of time, with or without prior notification of the visit.

7. Formal Classroom Observation: Shall be at least 30 minutes to one (1) period in duration. Shall be preceded and followed by conferences between evaluator and evaluatee.

C. EVALUATION OF PERMANENT TEACHERS

1. Permanent teachers shall be evaluated once every other year. When a permanent employee has received a ~~less than satisfactory~~ **needs improvement or an unsatisfactory** summary evaluation, the employee will be evaluated annually by his

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or her current ~~site principal or assistant principal~~ **evaluator** until the employee receives a positive evaluation or is separated from the District.

2. By October 15, the ~~principal or designee~~ **evaluator** shall confer with all permanent teachers being evaluated that year to establish in writing either goals and objectives or an annual professional plan and may review site goals and the summary evaluation process.

3. During the year a teacher is being evaluated, the evaluator may conduct one formal observation **to occur no later than April 30**; unless he/she is a Mandatory Participating Teacher in Peer Assistance and Review (PAR). See Article 23.

4. Not later than May 1 of the year that the permanent teacher is to be evaluated, the ~~principal or designee~~ **evaluator** shall meet with the unit member and discuss ~~their~~ **his/her** summary evaluation.

5. Unit members with permanent status and who have been employed at least ten (10) years with the school district, are highly qualified, as defined in 20 USC Sec. 7801, and whose previous evaluation rated the unit member as meeting or exceeding standards, may be evaluated every five (5) years if the evaluator and unit member being evaluated agree. The unit member or the evaluator may withdraw consent at any time. If the parties do not mutually agree, the process reverts back to C.1. of this article. It is understood that this process may result in an inconsistent practice from site to site.

D. EVALUATION OF PROBATIONARY TEACHERS

1. All probationary teachers shall be evaluated every year.

2. By October 15, the ~~principal or designee~~ **evaluator** shall confer with all teachers being evaluated that year to establish:

   a. Written instructional goals and objectives for teachers with less than two (2) years experience.

   b. A written annual professional plan or goals and objectives for teachers with three (3) or more years experience.

3. At least three formal observations shall be conducted each year **prior to March 15.**

4. A summary evaluation and conference shall be scheduled for no later than March 15 in the first and second year of employment.

5. A determination that any probationary teacher has received ~~less than satisfactory~~ **a needs improvement or an unsatisfactory** evaluation shall be recorded on the probationary teacher's evaluation form.

E. EVALUATION OF TEMPORARY TEACHERS

1. All temporary teachers may be evaluated every year.

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2. The ~~principal or designee~~ **evaluator** shall confer with all temporary teachers being evaluated to establish instructional goals and objectives which shall be put in writing.

3. ~~Two~~ **Three** formal observations may be conducted during the year the temporary teacher is evaluated **before April 30.**

4. A summary evaluation and conference shall be scheduled no later than May 1.

5. A determination that any temporary employee has received ~~less that satisfactory~~ **a needs improvement or an unsatisfactory** evaluation shall be recorded on the temporary employee's evaluation form.

F. FORMAL CLASSROOM OBSERVATION (if used)

1. The provisions of this Article do not preclude other methods of evaluation and observation by the ~~site principal or assistant principal~~ **evaluator**. ~~Teachers, site principal and assistant principal~~ **Evaluators and evaluatees** may suggest other methods of evaluation and observation which, if mutually agreed upon, will be utilized in the individual's evaluation process.

   a. A formal classroom observation shall be arranged by the evaluator and the evaluatee at least two (2) days in advance of the observation. This requirement may be waived at the discretion of the ~~teacher~~ **evaluatee**.

   b. This classroom observation shall be preceded and followed by a conference during which evaluator and ~~teacher~~ **evaluatee** shall discuss data relevant to the observation. The evaluator's observation shall be put in writing (Appendix D).

   c. In the event of a negative classroom observation, the ~~teacher~~ **evaluatee** may request additional formal classroom observations.

2. Formal classroom observations may be waived by mutual agreement.

G. WRITTEN SUMMARY EVALUATION

1. The summary evaluation may include at least one formal classroom observation lasting thirty (30) minutes or one full period **which shall occur by April 30.**.

2. The summary evaluation shall not be based solely on classroom observations.

3. The summary evaluation shall include recommendations, if necessary, as to areas of improvement in the performance of the employees.

4. A copy of the written summary evaluation shall be presented to a permanent employee not later than May 1.

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5. Within seven (7) days, the employee may attach a written response to the summary evaluation before such evaluation is placed in the employee's personnel file located in the District Office.

6. The written summary evaluation, goals and objectives, and observation forms will be jointly developed by the Association and the district and no other forms may be used for purposes of observation and evaluation without the mutual consent of the Association and District.

7. The selection by the eligible unit member of either an annual professional plan or goals and objectives shall not reflect negatively upon the summary evaluation.

H. FORMATS

A variety of formats may be used for the annual professional plan.

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ARTICLE XIII

SALARIES

A. BASIC TEACHER'S SALARY SCHEDULE

1. The District hereby adopts a single Salary Schedule, the provisions of which shall apply to all personnel recognized in Article II of the Agreement with the Western Placer Unified School District. All salary schedules shall be based on training, experience, and years of service.
2. One step on the salary schedule shall be allowed for each successful year of service as an employee of the District, except for the first year of employment in the District in which they must be in paid status at least 50 percent of the school year.
3. It is also our hope that these regulations will effect the realization of the following additional objectives: To attract and keep competent teachers, and to encourage all teachers to improve the quality of their teaching services as long as they remain in the employ of the Western Placer Unified School District.

B. DEFINITIONS

1. A unit shall be evaluated in terms of semester units from accredited institutions.
2. A year shall be designated as the time from July 1 of one year to June 30 of the next year.
3. A school year is designated on the school calendar as the number of days a unit member is required to work.
4. The base salary shall be the salary represented at Class C – Step 1.
5. A successful year of service is when a unit member has been in a paid status for at least 75% of the school year.
6. Units Committee shall be comprised of two (2) Association appointed members and two (2) administrators appointed by the Superintendent.

C. UNITS ALLOWABLE ON THE SALARY SCHEDULE

1. If a teacher obtains fifteen (15) units beyond one classification, he/she is placed on the next higher classification until fifteen (15) or more units have been obtained.
2. Courses for credit on the salary schedule shall be limited to upper division or graduate courses **from a regionally accredited institution.** Credit for other units will be guaranteed only on prior approval of Units Committee.
3. Employees will be advanced by not more than one salary class in any one-year (horizontal movement).

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4. **During the first year of employment with Western Placer Unified School District, bargaining unit members will be eligible to move one column any time during first year if they meet the requirements in C. 1. and 2. Units must be submitted to the Personnel Department no later than the 10th of the month for the salary advancement to become effective on the next available end-of-month payroll. The first salary advancement is not retroactive.**

5. A bonus of 2.5 percent of F–1 will be added to the salary of an employee with an earned Masters degree, who submits evidence of such degree in accordance with Section D, Deadline Dates, below.

D. DEADLINE DATES

1. All unit members must file a Statement of Intent (Appendix E) by February 15 indicating whether they are planning on moving from one column to another for the next year.

   ~~a. If the Statement of Intent is not filed by February 15, or~~

   ~~b. If the Statement does not indicate that the unit member plans on moving from one column to another, then the individual will not receive unit credit for the next year for salary schedule purposes.~~

2. Grade cards and/or **official** college transcripts must be submitted to the District by ~~September 1~~ **November 1** of the year in which unit credit is to be applied to the salary schedule.

E. TEACHER ENTERING THE SYSTEM

1. New teachers entering Western Placer Unified School District system will receive full credit for each year of experience **teaching in United States/American schools** requiring a **United States/American** credential ~~outside the district~~ **for up to fourteen (14) years of service.**

2. All credits shall be evaluated at the time of hiring if credit is desired.

~~F. CORRESPONDENCE COURSES~~

~~Teachers will receive credit for correspondence courses from accredited institutions upon approval by the Units Committee.~~

~~G~~.F. DISTRICT SPONSORED UNITS

In addition to units from accredited institutions, units may be awarded for salary schedule purposes for District approved in-service activities, District approved committees, or District approved projects.

1. Participation in District approved and sponsored in-service:

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a. Fifteen (15) hours of participation for one unit of credit.

b. These hours of participation must by outside of the regular hours of contract day or contracted duty year and for which there is no pay.

2. Participation in District approved committees:

a. Fifteen (15) hours of participation for one unit of credit.

b. These hours of participation must be outside of the regular hours of contract day or contracted duty year and for which there is no pay.

c. Committee work must be approved by the Units Committee.

3. District approved projects:

a. A unit member or group of unit members may submit a written proposal for a project that would benefit their classroom(s), school, or the district. These projects may include but are not limited to curriculum, in-service, and/or travel.

b. The proposal shall be submitted to the unit member's supervisor, Assistant Superintendent of Educational Services, and the Units Committee.

c. After consulting with the applicant(s), the supervisor(s), Assistant Superintendent for Educational Services, and Units Committee will approve/disapprove the proposed project.

d. The work to be completed, proposed timeline, and number of units to be potentially earned will be agreed upon at the time of approval.

e. Upon conclusion of the project, the Units Committee will make the final determination for the granting of units. This determination shall be submitted in writing to the District Office by the Units Committee.

~~H~~.G. SALARY SCHEDULE

1. See attached Appendix A for the ~~2005 – 06 salary schedule and the 2006 – 07~~ **2010-2011** salary schedule. ~~The 2007 – 08 salary schedule will be available upon adoption of the 2007 – 08 State budget.~~ **Adjustments to this salary schedule will be available on the Western Placer Unified School District website.**

2. Counselors' salary schedule shall be an additional ten percent (10%) above normal placement on the certificated salary schedule (Appendix A).

~~I~~.H. SPECIAL ASSIGNMENT SALARY SCHEDULE

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1. ~~Bargaining unit employees who are designated by the District to perform the duties~~ of the assignments listed in Appendix B shall receive the appropriate compensation listed in Appendix B. Employees who serve less than a full year, or less than a full assignment, shall receive a pro-rated stipend.

2. Each year the principal of each school site shall submit in writing a list of persons authorized to serve in the special assignments to the District office. This shall be done as soon as possible so these persons can be paid in accordance with the supplemental salary schedule.

3. Certificated staff authorized to fill special assignments shall be paid in accordance with the criteria for establishment of supplemental pay, which is based upon yearly extra-curricular schedules and time factors involved. The pay will be stated as a percentage of the base salary (C-1).

4. If a new special assignment job classification is established, the District will negotiate with the Association over the appropriate salary for this classification. If possible, said negotiations shall take place prior to the filling of the position. The salary subsequently agreed upon shall be retroactive to the first day the position was filled. These new assignments will be included in Appendix B.

5. If there is any substantial change in the duties of any existing special assignment job classification, the District will negotiate with the Association regarding possible modification in the salary for such position and any modification in the salary for such position agreed to will become effective on the first day that the change in duties became effective.

6. A new special assignment job classification shall be defined as any position that receives compensation over and beyond the salary schedule (Appendix A).

J.I. OTHER SPECIAL ASSIGNMENT JOB CLASSIFICATION

1. The District will notify the Association Bargaining Chairperson of stipends offered to bargaining unit members not included in Appendix B at its inception and ~~at the beginning of~~ **by September 15 of** each school year **regardless of the source of funding for the position**. Notification will include title of the stipend, site(s), duties, date posted, approximate hours required, compensation, and comments if necessary.

2. Within fifteen (15) instructional days of each notification by the District, the Association will notify the district if the stipend will be negotiated using the process outlined in ~~I.~~**H.**4. of this article.

3. Using 2002 - 2003 as a base school year, only stipends offered more than once to bargaining unit members will be subject to **J.I.**2. of this section.

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ARTICLE XIV

EMPLOYEE BENEFITS

A. COST CONTAINMENT COMMITTEE

A health care cost containment committee shall be formed. It shall be comprised of two Association representatives and two District representatives **and representatives from other groups (at the discretion of the District).**

1. This committee shall be charged with annually reviewing District health plans for cost-effective alternatives and may make recommendations, which shall be subject to ~~ratification by both parties.~~ **negotiations.**

2. Annual recommendations for health insurance shall include a minimum of three alternatives. One of the alternatives shall be Kaiser and at least one alternative shall permit retirees who have at least reached the age of sixty-five (65) to participate upon timely payment by the retiree of the required premium.

3. The Association shall activate this committee not later than February 1 of each year of this contract.

B. BENEFIT PACKAGE

The required **total** District monthly contribution for **a unit member not enrolling in a high deductable health insurance plan** ~~total benefits~~ shall be the amount equal to Kaiser employee + children **(Kaiser $10/$10/$25 Plan without vision)**, dental, **and** vision **(VSP),** ~~and salary protection~~. **Due to economic uncertainties WPTA recognizes that concessions may be necessary and will be negotiated on a year to year basis.**

The required total District monthly contribution for a unit member enrolling in a high deductable health insurance plan shall be the amount equal to Kaiser employee + children (Kaiser High Deductible Plan with HSA) , dental and vision. The District will pay all high deductible single premiums and up to the Kaiser employee + children high deductible premium. Premium amounts in excess of Kaiser employee + children high deductable rate are the responsibility of the employee. Additionally, the District will contribute $163.80 per month to an employee specific account at a reputable third party administrator.

1. Health Insurance

   a. The District shall provide each **eligible** unit member, and **eligible** dependents where appropriate, with the option of enrolling in Kaiser, or one of the agreed upon alternative health insurance plans

   b. Unit members who are absent on account of prolonged illness ~~and~~ who have exhausted their accumulated paid leaves **and are therefore on the 39-month reemployment list** shall continue to receive full insurance coverage to be paid by the District for that period of illness not to exceed ~~twelve (12)~~ **eight (8)** months

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~~following exhaustion of said leave.~~ **In order for a unit member to avail themselves of this additional coverage the employee must sign up for COBRA benefits and the District will make payments to the COBRA administrator in an amount equal to or less than the maximum amount the District contributes towards active employee benefits, as described above, depending on the plan selected by the unit member. The unit member will be responsible for any amount due to the COBRA administrator in excess of the amount the District contributes towards active employees as described above.**

c. Unit members on approved unpaid leaves of absence may continue to receive health insurance coverage for the period of the leave at the employee's expense.

2. Dental Insurance

The District shall provide each ~~full-time~~ **eligible** member, and **eligible** dependents where appropriate, with a dental plan. The plan (carrier) shall be determined by ~~the Association and~~ the District. Dental coverage will be $2000 maximum per annum.

3. Vision Care Plan

The District shall provide each ~~full-time~~ **eligible** unit member, and **eligible** dependents **where appropriate**, with a vision care plan. The plan (carrier) shall be determined by ~~the Association and~~ the District.

4. Life Insurance

The District shall provide each full-time **eligible** unit member with a life insurance policy. The policy shall be ~~Provident Life and Accident~~ **provided by The Standard Insurance Company** (~~Plan 3~~ **Basic Life and Accidental Death or Dismemberment** or its **current** equivalent) unless otherwise agreed to by the Association and the District. **Premiums paid by the District are in addition to the medical, dental and vision premiums.**

The unit member may provide, at his/her own expense, each of his/her family members with a life insurance policy through payroll deduction subject to carrier restrictions.

5. Income Protection

The District shall provide each full-time **eligible** unit member with an income protection policy. The policy shall be ~~Provident Life and Accident~~ **provided by The Standard Insurance Company** (~~Plan D~~ **Disability** or its **current** equivalent) unless otherwise agreed to by the Association and the District. **Premiums paid by the District are in addition to the medical, dental and vision premiums.**

6. ~~TSA Deduction~~

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~~In the event that the Western Placer Teachers Association's health coverage is coordinated by a company that allows for implementation of Section B.6. of Article XIV (TSA Deduction), Section B.6. of Article XIV will be implemented without further negotiations.~~

~~Upon proof to the District of health coverage from another full-time district employee, and having signed the District waiver, teachers may elect to have the District add an amount equal to Kaiser Employee Only monthly premium to their payroll. This payroll augmentation is eligible for a TSA subject to the IRS maximum exclusion allowance rules.~~

~~Pre-tax dollars may be used by teachers to pay:~~

~~Dependent Care Reimbursement~~
~~Health Care Reimbursement~~

7. Open Enrollment

   The open enrollment period shall be at least fifteen (15) days unless information from any insurance carrier is not released in a timely manner.

C. TRANSITION COVERAGE – (COBRA)

1. Pursuant to Federal Law (COBRA), an employee who terminates or is terminated (except for gross misconduct) is entitled to continue group health plan coverage at the group rate for up to eighteen (18) months **or the amount prescribed by law.** Group health plan includes the package of health, dental, vision, and prescription coverage.

2. In certain circumstances, an employee's spouse, former spouse, or dependent child may have a right to continued coverage for up to 36 months.

3. All such continued coverage is at the sole cost of the employee or other qualified individual. Continued coverage may be subject to an administrative fee.

D. ~~PART-TIME~~ **ELIGIBLE** EMPLOYEES

1. ~~Part-time contractual employees shall be entitled~~ **Unit members are eligible when working at least half-time. Unit members working from .5 to .99 FTE** shall be entitled to receive pro-rated health and life insurance benefits Entitlement shall be based on the ratio of the employee's contracted service to 1.0 FTE.

2. Participation shall be subject to lawful rules of the insurance provider and timely payment of the remaining balance by the employee through payroll deduction.

E. RETIREE BENEFITS

1. The District ~~shall~~ **may** offer unit members the Golden Handshake Additional Service Credit program authorized by Education Code 44929 between July 1 and March 1.

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Or

2. The District agrees to make available medical (including prescription), dental, vision, ~~and life insurance benefits~~ to an employee who retires during the life of this contract. The plans provided shall be the same as those which are provided to an active employee subject to the following conditions:

   a. The unit member must have served at least fifteen (15) years in the Western Placer Unified School District as an employee; those members with fewer than fifteen (15) years may choose to enroll in the benefit package at their own cost.

   b. The member must have reached a minimum of age fifty-five (55).

   c. The District obligation under this provision shall not exceed the amount equal to employee only Kaiser Health, or when applicable, Kaiser composite rate, Delta Dental, and VSP Vision, or $2,775.00 annually, whichever is greater, for a maximum of ten (10) consecutive years or until age sixty-five (65), whichever comes first. This amount will be paid directly to appropriate insurance carriers.

   d. Benefit (E.2.c.) is only available to employees who:

      1) Submit, in writing, their letter of retirement between the dates of July 1 and March 1, and

      2) Elect, in writing, to receive this benefit.

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ARTICLE XXIII

PEER ASSISTANCE AND REVIEW

A. INTRODUCTION

The Association and the District are continuously striving to provide the highest possible quality of education. In order for students to succeed in learning, teachers must succeed in teaching. Therefore, the parties agree to cooperate in the design and implementation of programs to improve the quality of instruction through expanded and improved professional development and peer assistance. Teachers referred to or who volunteer for the program are viewed as valuable professionals who deserve to have the best resources available provided to them in the interest of improving performance to a successful standard.

B. PROGRAM COMPONENTS

1. Peer Assistance and Review (PAR) Program

   a. There shall be a Peer Assistance and Review Program (hereafter referred to as "PAR") for all unit members who have classroom responsibilities. Speech pathologist, psychologist, nurses, and counselors are not eligible for PAR. The purpose of this program is to provide peer assistance and review to assure quality teachers.

   b. PAR shall provide assistance to permanent teachers who receive an "unsatisfactory" evaluation using Article XII (Evaluation) of this Agreement through Consulting Teachers.

   c. PAR shall not deal with teachers' employment issues that arise from accusations of neglect of duty or misconduct, which are distinct from teachers' evaluations.

   d. Funding the assistance of Mandatory and Volunteer Participation Teachers is the first priority for the PAR program. Thereafter, the priorities of the PAR program are beginning teachers, mentor teachers per Article XIX, and other activities listed in Education Code 445(X).

2. Mandatory Participating Teacher

   Teachers receiving an "unsatisfactory" ~~in Section A (Progress of Students Toward the Established Standards) and/or B (Establishment and Maintenance of a Suitable Learning Environment) of Part III,~~ Summary Evaluation (Article XII), and after documented sustained affirmative action to correct the deficiency by the teacher's evaluator (Article XII~~, A.f.~~), shall be referred to the Peer Assistance and Review Panel (hereafter referred to as "PAR Panel") by the principal for assistance under this Program.

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3. Consulting Teacher

A Consulting Teacher is a teacher who provides assistance to a Participating Teacher who is in need of development of subject matter knowledge, teaching strategies, teaching methodology, or instruction.

4. Volunteer Participating Teacher

a. A Volunteer Participating Teacher is a teacher with permanent status who volunteers to participate in the PAR program.

b. Permanent teachers desiring assistance in improving their practice may apply to the PAR Panel for such assistance on a confidential basis.

c. When a teacher is accepted into the PAR program as a volunteer, PAR documentation will not be placed in the personnel file only so long as participation continues to be on a voluntary basis. All communication between the Volunteer Participation Teacher and the Consulting Teacher shall be confidential.

5. PAR Panel

The PAR Program shall be governed by the PAR Panel composed of two District members selected by the District and three teachers selected by the Association. Decisions shall be made by consensus where possible. Should a vote be required, action must be taken on an affirmative vote of a least a majority of the members.

C. MANDATORY PARTICIPATING TEACHER IN THE PAR PROGRAM

1. Purpose

The purpose of this Program is to provide peer assistance and review for quality teaching in order to offer assistance to a Mandatory Participating Teacher whose performance has been evaluated as "unsatisfactory" as provided for above in Section B.2.a.

2. Assistance

a. Assistance provided by the Consulting Teacher shall focus on the specific areas recommended for improvement by the Participating Teacher's evaluator based upon the unsatisfactory rating or ratings in the performance evaluation that resulted in the referral to the PAR Program.

b. Assistance and remedial efforts and activities shall be intense and multifaceted, and shall be preceded by a conference during the school year after the teacher receives the "unsatisfactory" evaluation as described in Section B.2.a. above. The conference shall involve the teacher being referred, the evaluator who evaluated the teacher or designee if the evaluator is not available, and the Consulting Teacher assigned by the PAR Panel to review the evaluation, in anticipation of the development of an Assistance Plan as specified below. If the Mandatory Participating Teacher so desires, the Association shall provide representation in this meeting as an observer whose role is to support the integrity of the WPTA/WPUSD Agreement.

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c. Teachers participating in the PAR Program may request the assignment of his or her Consulting Teacher from the list of consultants provided by the PAR Panel.

d. The assistance shall be provided by a Consulting Teacher under this Article and shall be monitored by the PAR Panel. Such assistance shall not include the Consulting Teacher's participation in the performance review under Article XII of any Mandatory Participating Teacher.

e. The course of assistance to the Mandatory Participating Teacher shall include multiple classroom observations by the Consulting Teacher and one or more of the following:

   1) Assistance specific to the unsatisfactory area(s) of teaching which resulted in the mandatory referral.

   2) Opportunities for the teacher receiving assistance to observe exemplary practice, either by the Consulting Teacher or other exemplary teachers. Other release time, as appropriate to the assistance plan, shall be provided.

   3) The school district shall provide sufficient staff development activities to assist a teacher to improve his or her teaching skills and knowledge.

   4) Workshop attendance. If necessary, the Consulting Teacher will accompany the Mandatory Participating Teacher to facilitate reflection on how this experience fits into the Assistance Plan.

   5) Other forms of assistance, which the Consulting Teacher and the Panel may provide.

f. The parties understand that every possible subject matter competency may not be available within the corps of Consulting Teachers, and therefore, it shall occasionally be necessary to secure additional assistance to fully address identified deficiencies. In such cases, the Consulting Teacher shall maintain prime responsibility for the Assistance Plan, but may function more like a facilitator who assures the availability of appropriate resources.

g. Communication and consultation between the evaluatee and principal/evaluator shall be ongoing.

h. Nothing in this article precludes the principal/evaluator or District from doing observations nor from notifying the teacher verbally and/or in writing regarding conduct or performance issues related to the teacher's fulfillment of his or her professional obligations.

i. Communication between evaluator and the Consulting Teacher shall be ongoing. This communication shall not be evaluative in nature.

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3. Reports

a. The Consulting Teacher on a semester basis will submit written peer review reports to the Panel. The Consulting Teacher will share all written reports during the conference with the Mandatory Participating Teacher, prior to submission to the Panel.

b. The Consulting Teacher shall submit an oral and written final report regarding the teacher's participation in PAR to the Panel no later than March 1. This report shall describe the measures of assistance provided to the teacher and describe the results of the assistance in the area or areas recommended for improvement. The final report will be made available to the principal and may become a part of the Mandatory Participating Teacher's personnel file. The teacher shall have the opportunity to attach his or her comments.

c. The Mandatory Participating Teacher and if desired an Association representative, may be present for the Consulting Teacher's presentation and will be given an opportunity to respond to the report.

D. VOLUNTEER PARTICIPATING TEACHER IN THE PAR PROGRAM

1. Purpose

a. Teachers may volunteer for the PAR Program. All participants referred to the PAR Program based on an unsatisfactory evaluation in teaching methods, strategies, instruction and/or subject area must be served prior to the Panel accepting any voluntary participants.

b. The purpose of participation in the PAR Program for the Volunteer Participating Teacher is for peer assistance only and the Consulting Teacher shall not participate in a performance review per Article XII of the Volunteer Participating Teacher. The Volunteer Participating Teacher may terminate his or her participation in the PAR Program at any time. The PAR Panel will determine adequate compensation for the Consulting Teacher in the event the Volunteer Participating Teacher terminates his or her participation in the PAR Program.

2. Assistance

a. The Consulting Teacher and Participating Teacher will meet to determine the volunteer teacher's needs and jointly develop an Assistance Plan. This plan will draw from the course of assistance that is available through the PAR Program enumerated above and include timelines.

b. The Consulting Teacher will provide oral and/or written feedback to the Volunteer Participating Teacher. All communication between the Volunteer Participating Teacher and the Consulting Teacher shall be confidential.

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E. PAR PANEL

1. The PAR Panel shall:

   a. Establish its own rules and procedures;

   b. Select its own chairperson;

   c. Arrange appropriate training for PAR Panel members.

2. The PAR Panel regarding the Consulting Teacher will:

   a. Establish a procedure for application and selection of Consulting Teacher and publish it district-wide;

   b. Seek applications for Consulting Teachers;

   c. Select Consulting Teachers as needed;

   d. Arrange appropriate training for Consulting Teachers;

   e. Determine the number of Consulting Teachers based upon funding available from the state for PAR;

   f. Assign Consulting Teachers to all Participating Teachers.

3. The PAR Panel regarding the Participating Teacher will:

   a. Accept mandatory referrals for PAR from principals or designated evaluators;

   b. Consider voluntary requests for assistance from individual teachers. Rejection may be based on a lack of available Consulting Teachers to serve additional requests for services;

   c. Make any decisions about eligibility for the Program as stipulated in Education Code 44500-44503 and the WPTA/WPUSD Agreement;

   d. Send a written notification of participation in the PAR Program to the Mandatory Participating Teacher, the Consulting Teacher, and the principal/evaluator;

   e. Notwithstanding the above, and while the term of this assistance shall normally be for one school year, the assistance may be extended to a second year if the Panel believes progress is being made, although the Mandatory Participating Teacher may not have returned to a "proficient" level of performance as determined by the principal/evaluator. A decision by the Panel to continue the teacher in PAR shall not affect a principal's evaluation and recommendation(s) per Article XII with respect to the Mandatory Participating Teacher.

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4. The General Duties of the PAR Panel are to:

   a. Meet at least four times annually to review the work of the Consulting Teacher with their caseloads;

   b. Monitor and review the work of Consulting Teacher and their documentation;

   c. Monitor the effectiveness of the PAR Program, including informing the Board of Trustees of the names of mandatory participants for who further assistance and remediation is required. All reports pursuant to this provision shall be made to the Board not later than April 1 of the school year in which the PAR Program was utilized to assist a teacher.

   d. Recommend a budget for the PAR Program to include activities outlined in this article, subject to Board and WPTA approval before the end of the school year.

   e. Evaluate annually the impact of the Program in order to improve its effectiveness. The Program evaluation shall be presented to the Board of Trustees and the Association by June 15 of each school year for possible revision through the bargaining process.

   f. A Panel member shall neither participate in discussion nor vote on any matter in which he/she has a personal conflict of interest.

   g. Depending upon the funds needed for Mandatory Participating Teachers, the PAR Panel can assign beginning teachers, Volunteer Participating Teachers, to undertake mentor activities (Article XIX), and to support other activities organized to develop and train teachers. PAR program funding shall be allocated pursuant to the priority order established in B.1.d. above.

   h. The PAR Panel shall determine whether;

      1) The teacher has successfully completed the PAR program, or

      2) Future assistance and remediation will be successful with reasons in support of this conclusion.

   i. The deliberations of the Panel shall be closed and confidential. Panel decisions shall be based on the information provided by the Consulting Teacher, the principal/evaluator, and the Mandatory Participating Teacher. If the Mandatory Participating Teacher so desires, the Association shall provide representation in this meeting as an observer whose role is to support the integrity of the WPTA/WPUSD Agreement.

   j. Neither the Mandatory Participating Teacher, Consulting Teacher, nor principal/evaluator may be present during deliberations of the Panel, which are confidential. The Panel may request additional information from the Mandatory Participating Teacher involved in the PAR Program.

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k. The decision of the Panel shall be reported to the Mandatory Participating Teacher and if the Mandatory Participating Teacher desires, the Association representative. The decision of the PAR Panel shall also be reported to the Consulting Teacher and the principal/evaluator prior to it being forwarded to the Board of Trustees.

l. The Panel shall report their findings to the Board of Trustees.

5. Compensation

All Panel members shall be paid an annual stipend of $1,000. The administrative Panel members will receive a stipend in addition to their regular salary or the money will be retained in the PAR budget.

F. CONSULTING TEACHER

1. Qualifications

a. Be a credential teacher with permanent status;

b. Have a minimum of four years of recent classroom teaching experience;

c. Demonstrate exemplary teaching ability, as indicated by, among other things, effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of pupils in different contexts;

d. Demonstrate positive personal relations, collaboration, communication and team building skills; and

e. Demonstrate subject matter knowledge when applicable.

2. Selection

a. Candidates must file an application with the Panel.

b. Candidates for Consulting Teacher shall be observed in their classrooms by Panel members prior to their selection. Observations will be arranged with the site administrators and the candidate.

c. The Panel may establish additional procedures for selecting Consulting Teachers, which shall be made known in advance to all candidates.

d. Selection of Consulting Teachers shall be by majority vote of the Panel.

3. Term

a. Consulting Teachers will serve a three year term unless reduced. Based upon funding and/or need, the number of consulting Teachers or their term may be reduced at the discretion of the PAR Panel. Reduction in the number of Consulting Teachers or their terms will be preceded by a thirty (30) day notice to the affected Consulting Teacher(s).

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b. All terms are subject to annual evaluation by the Panel. The documentation of the evaluation shall not be made a part of the consulting Teacher's personnel file, except upon the written request of the individual consulting Teacher.

c. A Consulting Teacher may not be appointed to an administrative position in the District while serving as a Consulting Teacher.

4. Responsibilities

a. Each Consulting Teacher shall have responsibility for no more than two Mandatory Participating Teachers. Two Volunteer Participating Teachers shall count as one Mandatory Participating Teacher.

b. The Consulting Teacher and Participating Teacher shall prepare the Assistance Plan that outlines the assistance to be provided as well as timelines.

c. If not serving a Mandatory or Voluntary Participating Teacher, the Consulting Teacher shall have other responsibilities as determined by the PAR Panel.

5. Compensation

Teachers who function as a Consulting Teacher shall receive a stipend of $4,000 for their initial training year, and $3,000 for subsequent years of service as a Consulting Teacher plus $2,000 per Mandatory Participating Teacher and/or $1,000 per Volunteer Participating Teacher. If a Consulting Teacher serves less than a full term, their compensation will be prorated on a monthly basis.

G. DUE PROCESS

1. The Participating Teacher shall be entitled to review all reports generated by the Consulting Teacher prior to submission to the Panel and to have affixed thereto his or her comments. The Consulting Teacher shall provide the Participating Teacher being reviewed with copies of such reports at least five working days prior to any such meeting.

2. The Participating Teacher shall have a right to be represented by the Association in any meetings of the Panel to which he/she is called, and shall be given a reasonable opportunity to present his/her point of view concerning any report being made.

3. The Participating Teacher shall have the right to timely review of any progress reports.

4. The Participating Teacher shall have the right to present to the Panel reasons why a specific Consulting Teacher should be replaced and another Consulting Teacher substituted and to have those reasons considered. A Consulting Teacher shall also have the right to request that he/she no longer be assigned to a specific Participating Teacher. The Participating Teacher cannot request more than one change in Consulting Teachers per year.

5. A teacher shall not have access to the grievance process to challenge the content of a report but may file responses to each, which shall become part of the official record of the PAR report.

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6. This Program in no manner diminishes the legal and contractual rights and responsibilities of bargaining unit members of the District.

H. MISCELLANEOUS

1. Funding

   a. Expenditures for the Program shall not exceed revenues received from the state for the PAR Program.

   b. Program funds may be made available per decision of the PAR Panel for reasonable staff development activities for Consulting Teacher(s) and Participating Teacher(s).

   c. Funds may be used for release days for Participating Teacher(s), teacher Panel members, and Consulting Teacher(s) assigned to the Program.

   d. It is the intent of the District and the Association that this Article remains in effect for as long as the District receives specific state funding for the California Peer Assistance and Review Program for Teachers. If state funding for the PAR Program is eliminated, and if no program funding is used to replace PAR Program funding, and if all prior years' funding has been expended, this Article shall expire and have no force or effect without the need for further action by either the District or the Association. The District shall notify the Association in writing that state funding for PAR has been eliminated.

2. Retention of Education Code Rights

   a. Nothing herein shall modify or in any manner affect the rights of the Governing Board/District or teacher under provisions of the Education Code relating to employment, classification, retention, or non-reelection of certificated staff.

   b. Nothing herein shall modify or affect the District's right to issue notices of unsatisfactory performance and/or unprofessional conduct pursuant to Education Code Section 44938.

   c. Nothing herein shall preclude the Board from examining information that it is entitled by law to review in connection with the evaluation of and/or decision to retain in the employment of permanent, probationary or temporary certificated employees.

3. Liability Protection and Defense

   Consulting Teacher and Panel members who perform duties pursuant to this Article will have the same protection form liability and access to appropriate legal defense as other public school employees pursuant to Division 3.6 (commencing with Section 810) of Title I of the California Government Code.

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4. Confidentiality

   All proceedings and materials related to the administration of the program shall be strictly confidential. Therefore, Panel members and Consulting Teacher(s) may disclose such information only as necessary to administer the Program.

5. Records

   Documents and writings relating to an employee's participation in the PAR Program are regarded as personnel matters and shall be subject to the personnel record exemption of the Public Records Act (Government Code Section 6250, et seq.)

6. Non-Management / Supervisory Status

   Functions performed by teacher Panel members and/or Consulting Teachers pursuant to the Program shall not constitute either management or supervisory functions as defined by subdivisions (g) and (m) of Section 3540.1 of the Government Code.

7. Association Representation

   A Mandatory Participating Teacher has the right to be represented at any time by the Association representative of his/her choice. If the Mandatory Participating Teacher so desires, the Association shall provide representation in any meeting as an observer whose role is to support the integrity of the WPTA/WPUSD Agreement.

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ARTICLE XXIV

SHARED CONTRACT

A. PURPOSE

In contrast to the provisions of Article VIII and Article XX, the purpose of shared contracts is to provide options to share the responsibilities for one (1) full-time position.

B. DEFINITION

Shared contract is defined as:

1. working one-half (1/2) day, either morning or afternoon, on every day that students are present; or

2. working one-half (1/2) of the number of days required of a full-time employee; or

3. other arrangements approved by the District.

C. SHARED CONTRACT PROCEDURES

All shared contract proposals and the terms thereof with bargaining unit members are subject to the approval of the affected employees and the superintendent **on an annual basis**. Shared contracts are subject to the following approval guidelines:

1. The written plan shall be submitted to the superintendent and a copy to the WPTA President prior to ~~January 15~~ **February 1** of the school year preceeding the school year for which the shared contract is requested.

2. Each requesting employee must have permanent status with the District **and must be properly credentialed including CLAD and Highly Qualified for the shared positions as defined by applicable state and federal guidelines**. Teachers are eligible to participate in a shared contract ~~only once, renewable up to two (2) consecutive years~~ by mutual agreement of the teachers **and subject to the annual review and approval of the superintendent with site administrator consultation**.

3. After **plans are** reviewed ~~for completeness~~ by the District and the Association, up to ~~two~~ **seven (7)** plans submitted to the superintendent by the deadline ~~will~~ **may** be approved. No more than ~~two~~ **seven** shared contracts, excluding district initiated contracts, will be approved for a school year. If more than ~~two~~ **seven** plans are submitted to the superintendent by the deadline **and all are acceptable to the superintendent,** ~~the completed plans submitted by the two teachers with the most combined seniority will be approved~~ **the final determination of which seven plans are approved is completely at the discretion of the superintendent.** District initiated shared contracts may be reviewed.

    a. The superintendent's decision to approve or not approve specific plans submitted for shared contracts under sections C(2) and C(3) above

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~~shall not be subject to the grievance procedures established in Article~~ **VI.**

4. Each certificated employee in a shared contract may return to their previous FTE status at the end of the shared contract as provided in Article X (F.6).

5. If one of the teaching partners vacates their portion of an approved shared contract, the remaining partner will either assume the full-time position or with District approval, continue to share the position.

6. Both teachers in an approved shared contract commit to signing their assignment within ten (10) days of receipt. **If the shared contract request has been approved, both teachers in the shared contract must request a part-time leave of absence from their full time teaching positions.**

D. PLAN REQUIREMENTS

1. Two teachers will jointly submit the written plan.

2. Each certificated employee in a shared contract will be required, unless otherwise arranged with the site principal, to attend faculty meetings, IEP meetings, non-duty days, Back to School and Open House nights, and parent conferences.

3. Each certificated employee in a shared contract will be evaluated per the process described in Article XII.

4. Each shared contract proposal should address the following:

   a. Classroom management and instruction

   b. Substituting for teaching partner's absence

   c. Supervisorial duties

   d. Field trips

   e. Advantages to the team approach

   f. Which of the two teachers shall have the right to retain the shared position at the end of the shared assignment.

E. SALARY AND BENEFITS

1. Salary shall be pro-rated.

2. Each shared contract employee enrolled in health (medical, dental, and vision) shall receive a pro-rated District contribution toward premium costs.

3. Pro-rating of salary and benefits shall be based upon the percent of service defined in the shared contract plan.

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4. Contribution to the retirement system will be based on actual salary paid. The employee will receive only the pro-rated service credit as computed by STRS.

5. Workers' Compensation benefits are based on the actual salary received by the employee.

6. Each teacher on a shared contract shall advance to the next appropriate step on the salary schedule **each year, only if they are in paid status for seventy-five percent (75%) or more of the school year** ~~each year~~.

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ARTICLE XXV

SUMMER SCHOOL INSTRUCTION

A. DEFINITION

The provisions contained in this article shall apply to the instructors of all summer school instructional programs offered by the District for the benefit of the students.

B. COMPENSATION

The compensation for summer school programs shall be calculated as:

- assignment/hourly rate as stated in Appendix A x (times)
  the number of hours per day x (times)
  the number of summer school days plus one teacher preparation day.

The principal may require attendance at one (1) orientation meeting prior to school, or one (1) information meeting on the preparation day, and no more than two (2) meetings not to exceed thirty-five (35) minutes beyond the student day. Compensation for attendance at these meetings is included in the formula outlined in this paragraph.

C. WORK DAY

Bargaining unit members shall report to summer school classrooms fifteen (15) minutes before classes start and may leave at the completion of their duties. Teachers may be required to stay up to fifteen (15) minutes after their last class, if asked to do so by the principal.

D. SICK DAY

Each four ~~or~~ **to** six week teaching position shall be entitled to one summer school sick day (e.g. 4.5 hours) without any reduction in pay. The most senior bargaining unit member in a shared teaching position will receive the assigned sick leave, unless otherwise agreed to by the teaching partners. **The summer school sick day will not roll over into an employee's regular sick leave.** Additional non-attendance will be subtracted from the summer school stipend at the amount equal to:

- the hourly rate as stated in Appendix A x (times) the number of hours per day.

E. APPLICATION PROCESS

1. Selection and appointment of bargaining unit members serving in summer school programs shall be the responsibility of the District in compliance with this article.

2. Bargaining unit members of the District shall be given preference over outside applicants for summer school programs placement.

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3. The vacancies for all summer school employment opportunities shall be posted in a conspicuous place at each school site and district office for at least ten (10) workdays.

4. For summer school assignments, the District shall conduct an application process prior to May 1. By Friday before the last week of school, all applicants shall be notified of their tentative selection or non-selection. This timeline may be extended by five (5) days to accommodate fluctuations in enrollment.

F. CLASS SIZE LIMITS FOR REMEDIAL **AND RSP** SUMMER SCHOOL

1. K – 1st grade students enrolled in remedial summer school shall be in classes and/or groups of no larger than 20 students for each credentialed teacher.

2. 2nd – 3rd grade students enrolled in remedial summer school shall be in classes and/or groups of no larger than ~~15~~ **20** students for each credentialed teacher.

3. 4th – ~~8th~~ **5th** grade students enrolled in remedial summer school shall be in classes and/or groups of no larger than 20 students for each credentialed teacher.

4. ~~9th~~ **6th** – 12th grade students enrolled in remedial summer school shall be in classes and/or groups of no larger than 28 students for each credentialed teacher.

At the end of the first ten (10) instructional days, if the enrollment in a class exceeds the class size limits, the teacher(s) of that class will receive $3.87 per student per hour for each day that the enrollment exceeds the stated maximums. (See Appendix G)

Class size limits do not apply to grant funded, or non-remedial summer school programs.

G. CLASS SIZE FOR EXTENDED SCHOOL YEAR (SPECIAL EDUCATION - SDC)

1. **Pre-K SDC: 12 students enrolled with at least one aide assigned to the class**
2. **Elementary SDC: 16 students enrolled with at least one aide assigned to the class**
3. **Middle and High School SDC: 16 students enrolled with at least one aide assigned to the class**

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SPECIAL ASSIGNMENT SALARY SCHEDULE

ASSIGNMNENTS	PERCENTAGE
A. YEARLY	
Agriculture Instructor (not less than 40 additional days during the fiscal year) **(limited to 3 stipends)**	20%
Activities Director, High School	**8.5%**
Activities Director, Middle School	**6.5%**
Athletic Director, High School	**8.5%**
Athletic Director, MiddleSchool	**6.5%**
Yearbook Advisor, High School	6.5%
Yearbook Advisor, Middle School	6.5%
Yearbook Advisor, Elementary School	1.0%
Drama, High School	6.5%
Drama, Middle School	6.5%
Music Director, High School	8.5%
Music Director, Middle School	4.2%
Exhibition/Marching Assistant	6.0%
~~Woodleaf~~ **Middle School Environmental Camp**	3.0%
Academic Decathlon Advisor	4.2%
Teacher in charge when serving as site administrator	$100/day
Elementary Assessment Assistant for school of 400 ADA or more	3.0%
Site Tech Trainer	2.8%
DISTRICT CATEGORICAL FUNDED	
Gate Coordinator	11.0%
B. SEASONAL: HIGH SCHOOL	
Football:	
Head Coach	8.5%
Assistant	6.5%
Assistant	6.5%
Assistant	6.5%
Assistant	6.5%
Assistant	6.5%
Assistant	6.5%
Basketball:	
Head Coach	8.5%
J.V.	6.5%
Freshman	5.5%
Girl's Varsity	8.5%
Girl's J.V.	6.5%
Girl's Freshman	5.5%
Baseball:	
Head Coach	7.2%
J.V.	6.5%
Freshman	5.5%
Track:	
Head Coach	7.2%

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~~Assistant~~	~~5.5%~~
Wrestling:	
Head Coach	8.5%
Assistant	6.5%
Cross Country:	
Head Coach	5.5%
Soccer:	
Head Coach	7.2%
J.V.	5.5%
Tennis:	
Head Coach	7.2%
Golf:	
Boys Head Coach	5.5%
Girls Head Coach	5.5%
Girl's Athletics:	
Softball	7.2%
J.V. Softball	6.5%
Volleyball	7.2%
J.V. Volleyball	6.5%
Freshman Volleyball	5.5%
Soccer	7.2%
J.V. Soccer	5.5%
Cheerleading	8.5%

C. SEASONAL – MIDDLE SCHOOL

Basketball:	
7th Grade Boys	5.5%
8th Grade Boys	5.5%
7th Grade Girls	5.5%
8th Grade Girls	5.5%
Wrestling:	
7th Grade Boys	4.2%
8th Grade Boys	4.2%
Softball:	
7th Grade Girls	4.2%
8th Grade Girls	4.2%
Track:	
6/7/8th Grade Boys	4.2%
6/7/8th Grade Girls	4.2%
Volleyball:	
7th Grade Girls	4.2%
8th Grade Girls	4.2%
7th Grade Boys	4.2%
8th Grade Boys	4.2%

Flag Football:	
8th Grade Boys	5.5%

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~~7th Grade Boys~~	~~5.5%~~
Roller Hockey	5.5%
Cross Country	4.2%

D. HOURLY

The regular rate of pay per hour, or ¼ fraction thereof, shall be based on C.1 of the Certificated Salary Schedule which is Appendix A. (i.e., C.1 divided by 183 days divided by 7.5 hours)

E. SITE FUNDED OPTIONAL NEGOTIATED STIPENDS

Elementary Assessment Assistant for schools less than 400 ADA	1.1%
Elementary Student Body Advisor	1.4%
Elementary Student Study Team Coordinator/Facilitator for schools of 400 ADA or more	5.5%
Elementary Student Study Team Coordinator/Facilitator for schools of less than 400 ADA	2.8%
Middle School Curriculum Lead Teachers	2.8%
High School Department Chairs	**2.8%**

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PURPOSE

The purpose of teacher evaluation is to improve the educational program in the Western Placer Unified School District and to advance toward attainment of the District's stated educational goals.

The criteria to be used for evaluation relate specifically to the California Standards for the Teaching Profession:

Standard One: Engaging and Supporting All Students in Learning

1.1 Using knowledge of students to engage them in learning
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and Interests
1.3 Connecting subject matter to meaningful, real-life contexts
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
1.5 Promoting critical thinking through inquiry, problem solving, and reflection
1.6 Monitoring student learning and adjusting instruction while teaching

Standard Two: Creating and Maintaining Effective Environments for Student Learning

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
2.5 Developing, communicating, and maintaining high standards for individual and group Behavior
2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
2.7 Using instructional time to optimize learning

Standard Three: Understanding and Organizing Subject Matter for Student Learning

3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
3.3 Organizing curriculum to facilitate student understanding of the subject matter
3.4 Utilizing instructional strategies that are appropriate to the subject matter
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials to make subject matter accessible to all students
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

Standard Four: Planning Instruction and Designing Learning Experiences for All Students

4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
4.2 Establishing and articulating goals for student learning
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

Standard Five: Assessing Students for Learning

5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
5.3 Reviewing data, both individually and with colleagues, to monitor student learning
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
5.5 Involving all students in self-assessment, goal setting, and monitoring progress
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
5.7 Using assessment information to share timely and comprehensible feedback with students and their families

Standard Six: Developing as a Professional Educator

6.1 Reflecting on teaching practice in support of student learning
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
6.4 Working with families to support student learning
6.5 Engaging local communities in support of the instructional program
6.6 Managing professional responsibilities to maintain motivation and commitment to all students
6.7 Demonstrating professional responsibility, integrity, and ethical conduct

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~~WESTERN TEACHER UNIFIED SCHOOL DISTRICT~~

TIMELINE FOR CERTIFICATED EMPLOYEES EVALUATIONS

NOTIFICATION
By October 1st of each school year:
Notification of teachers to be evaluated during the school year.

↓

GOAL SETTING CONFERENCE
By October 15th:
Attend Goal Setting Conference and complete Goal Setting Conference Form and Attachment at meeting or prior to the meeting.

↓

PRE-OBSERVATION CONFERENCE
At least Two (2) working days before the observation (unless agreed upon by both parties):
Complete Pre-observation form and meet with evaluator prior to lesson to preview lesson using pre-observation form (Appendix __).

↓

OBSERVATION BY EVALUATOR
Collection of evidence based on California Standards for the Teaching Profession using the Classroom Observation Form (Appendix __).

↓

POST-OBSERVATION CONFERENCE
Within three (3) working days of Observation (unless agreed upon by both parties):
The teacher and administrator will review evidence and discuss the Observation at the Post-observation Conference.

↓

WRITTEN OBSERVATION NOTIFICATION
The administrator will complete the Classroom Observation Form and give it to the teacher within five (5) working days of the Post-observation Conference.

↓

PROBATIONARY SUMMARY EVALUATION CONFERENCE
By March 15th:
Discuss Self-Evaluation Form for the year and Summary Evaluation Report.

PERMANENT SUMMARY EVALUATION CONFERENCE
By May 1st:
Discuss Self-Evaluation Form for the year and Summary Evaluation Report.

↓

PERSONNEL FILE
After each evaluation the Formal Classroom Observation Form and the Summary Evaluation Report will be placed in the teacher's Personnel File. Within seven (7) days, the employee may attach a written response to the summary evaluation before such evaluation is placed in the employee's personnel file located in the District Office.

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WESTERN PLACER UNIFIED SCHOOL DISTRICT

Pre-Observation Conference Form

Please complete this form and bring it with you to the pre-observation conference for discussion.

Teacher: Pre-Observation Conference Date/Time:

Evaluator: Classroom Observation Date/Time:

1. What specific content standards and goals/objectives have you set for the lesson to be observed?

2. What information have students learned just prior to this lesson?

3. How will you engage and support all students in learning?

4. How will you create and maintain an effective environment for student learning?

5. How will you organize subject matter, plan instruction and design experiences for student learning?

6. How will you assess students for learning?

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WESTERN PLACER UNIFIED SCHOOL DISTRICT

~~Classroom Observation Form~~

Teacher: _____ Evaluator: _____ School Year: _____

Date: _____ Time of observation (Min. 30 minutes): _____

Employment Status: ☐Permanent ☐Probationary ☐Temporary ☐Other_____

		Observed	Not Observed
ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING			
1.1	Using knowledge of students to engage them in learning		
1.2	Connecting learning to students' prior knowledge, backgrounds, life experiences, and Interests		
1.3	Connecting subject matter to meaningful, real-life contexts		
1.4	Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs		
1.5	Promoting critical thinking through inquiry, problem solving, and reflection		
1.6	Monitoring student learning and adjusting instruction while teaching		
Comments:			
CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING			
2.1	Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully		
2.2	Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students		
2.3	Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe		
2.4	Creating a rigorous learning environment with high expectations and appropriate support for all students		
2.5	Developing, communicating, and maintaining high standards for individual and group Behavior		
2.6	Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn		
2.7	Using instructional time to optimize learning		
Comments:			
UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING			
3.1	Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks		
3.2	Applying knowledge of student development and proficiencies to ensure student understanding of subject matter		
3.3	Organizing curriculum to facilitate student understanding of the subject matter		
3.4	Utilizing instructional strategies that are appropriate to the subject matter		
3.5	Using and adapting resources, technologies, and standards-aligned instructional materials to make subject matter accessible to all students		
3.6	Addressing the needs of English learners and students with special needs to provide equitable access to the content		
Comments:			

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		Observed	Not Observed
PLANNING INSTRUCTION AND DESIGNING LEARNING ACTIVITIES FOR ALL STUDENTS			
4.1	Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction		
4.2	Establishing and articulating goals for student learning		
4.3	Developing and sequencing long-term and short-term instructional plans to support student learning		
4.4	Planning instruction that incorporates appropriate strategies to meet the learning needs of all students		
4.5	Adapting instructional plans and curricular materials to meet the assessed learning needs of all students		
Comments:			
ASSESSING STUDENT LEARNING			
5.1	Applying knowledge of the purposes, characteristics, and uses of different types of assessments		
5.2	Collecting and analyzing assessment data from a variety of sources to inform instruction		
5.3	Reviewing data, both individually and with colleagues, to monitor student learning		
5.4	Using assessment data to establish learning goals and to plan, differentiate, and modify instruction		
5.5	Involving all students in self-assessment, goal setting, and monitoring progress		
5.6	Using available technologies to assist in assessment, analysis, and communication of student learning		
5.7	Using assessment information to share timely and comprehensible feedback with students and their families		
Comments:			

PRACTICES YOU SHOULD CONTINUE TO USE:

AREAS FOR FUTURE GROWTH:

_____ _____

Evaluator Date

_____ _____

Teacher Date

The teacher's signature does not constitute an endorsement of the evaluator's notations, but is an acknowledgment that the document has been received. Teachers have the right to submit an additional written response for inclusion in this report.

ATTACHMENTS: [ ] Yes (Signed and dated by both parties) Submitted by _____
[ ] No

Original/White - Personnel File, Copy/Canary - Teacher, Copy/Pink - Evaluator

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WESTERN PLACER UNIFIED SCHOOL DISTRICT

~~Self-Evaluation Form (Optional)~~

Teacher's Name:
Subjects/Grade Levels Taught:
School:

Standard One:	Engaging and Supporting All Students in Learning
1.1	Using knowledge of students to engage them in learning
1.2	Connecting learning to students' prior knowledge, backgrounds, life experiences, and Interests
1.3	Connecting subject matter to meaningful, real-life contexts
1.4	Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
1.5	Promoting critical thinking through inquiry, problem solving, and reflection
1.6	Monitoring student learning and adjusting instruction while teaching

Strengths:

Area(s) for Improvement:

Standard Two:	Creating and Maintaining Effective Environments for Student Learning
2.1	Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
2.2	Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
2.3	Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
2.4	Creating a rigorous learning environment with high expectations and appropriate support for all students
2.5	Developing, communicating, and maintaining high standards for individual and group Behavior
2.6	Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
2.7	Using instructional time to optimize learning

Strengths:

Area(s) for Improvement:

Standard Three:	Understanding and Organizing Subject Matter for Student Learning
3.1	Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
3.2	Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
3.3	Organizing curriculum to facilitate student understanding of the subject matter
3.4	Utilizing instructional strategies that are appropriate to the subject matter
3.5	Using and adapting resources, technologies, and standards-aligned instructional materials to make subject matter accessible to all students
3.6	Addressing the needs of English learners and students with special needs to provide equitable access to the content

Strengths:

Area(s) for Improvement:

9.6.70

Standard Four:	Planning Instruction and Designing Learning Experiences for All Students

4.1 ~~Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction~~
4.2 Establishing and articulating goals for student learning
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

Strengths:

Area(s) for Improvement:

Standard Five:	Assessing Students for Learning

5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
5.3 Reviewing data, both individually and with colleagues, to monitor student learning
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
5.5 Involving all students in self-assessment, goal setting, and monitoring progress
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
5.7 Using assessment information to share timely and comprehensible feedback with students and their families

Strengths:

Area(s) for Improvement:

Standard Six:	Developing as a Professional Educator

6.1 Reflecting on teaching practice in support of student learning
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
6.4 Working with families to support student learning
6.5 Engaging local communities in support of the instructional program
6.6 Managing professional responsibilities to maintain motivation and commitment to all students
6.7 Demonstrating professional responsibility, integrity, and ethical conduct

Strengths:

Area(s) for Improvement:

9.6.71

CERTIFICATED EVALUATION RUBRIC
Western Placer Unified School District

This rubric will be used as a basis for the Summary Evaluation

	Does Not Meet the California Standards for the Teaching Profession (1)	Infrequently Meets the California Standards for the Teaching Profession (2)	Meets the California Standards for the Teaching Profession (3)	Consistently Exceeds the California Standards for the Teaching Profession (4)
STANDARD ONE: Engaging and Supporting All Students in Learning	Teacher confines instruction to materials in text and uses a limited range of instructional strategies. Skills may be presented in isolation and with little opportunity to assess prior knowledge or apply new learning to problem solving situations. Other components of this standard are not evidenced.	Teacher occasionally builds on prior knowledge and life experiences in designing lessons. Multiple learning strategies may be used to engage students in thinking within and across subject areas. Students begin to apply few new skills to real life problems.	Teacher routinely assesses background knowledge and designs activities to build or correct inaccurate knowledge. Learning activities are selected from a wide range of experiences to meet the learning styles of groups within the class. Students are encouraged to ask critical questions and view problems from different perspectives when problem solving. Students take an active part in correcting and reviewing their work, with some opportunities for peer evaluation.	Teacher regularly designs motivational openings for lessons that engage, assess, and build background knowledge, and continues to assess throughout instruction. In addition to having well planned lessons, the teacher is able to take advantage of unexpected events or to modify the lesson effectively when students are not succeeding. Students pose relevant questions and consider other viewpoints when reflecting and evaluating content in meaningful contexts that encourage application of skills. A variety of activities are planned that help students make decisions about managing time, materials, and learning activities, leading toward autonomous learning.
STANDARD TWO: Creating and Maintaining Effective Environment for Student Learning	Teacher demonstrates limited skill in establishing and maintaining a safe learning environment in which all students are treated fairly. Other components of this standard are not evidenced.	Teacher maintains a safe learning environment. Teacher institutes some routines and procedures that promote interactions between teacher and students and among students.	Teacher creates a safe physical environment that engages all students and promotes the effective use of instructional time. Teacher institutes and models procedures and routines that are consistent and clearly understood by all. Classroom environment and climate promote social development and group responsibility as well as support student learning.	Teacher facilitates multiple learning opportunities in which students take responsibility for creating a safe environment that is conducive to learning. Teacher ensures constructive interaction, students working independently and collaboratively. Teacher maximizes effective use of time and resources.
STANDARD THREE: Understanding and Organizing Subject Matter for Student Learning	Teacher exhibits limited working knowledge of subject matter and student development. Other components of this standard are not evidenced.	Teacher uses some subject matter knowledge and student development knowledge to organize curriculum to facilitate students' understanding of the basic central themes, concepts, and skills.	Teacher uses a good understanding of subject matter and student development to interrelate ideas and information within and across subject areas to extend student's understanding.	Teacher uses a strong knowledge of subject matter, student development, instructional resources, and teaching strategies to make subject matter accessible to all students and to help students understand the central themes, concepts, and skills within the subject area and across subject areas.
STANDARD FOUR: Planning Instruction and Designing Learning Experiences for All Students	Teacher rarely sequences curriculum and designs long and short term plans. Other components of this standard are not evidenced.	Teacher generally plans instruction without drawing upon students' backgrounds. Occasionally establishes class goals with regard for student experience, language development, and home and school expectations.	Teacher's plans incorporate related subject matter knowledge, reflect grade-level curriculum expectations, and effectively use a variety of instructional strategies to promote learning goals and connect with student experiences and interests. Teacher routinely assesses student progress and modifies instructional plans to adjust for student needs.	Teacher creates long and short term plans and helps students take ownership of challenging goals that are enriched by student background and experiences, guided by state and local standards and grade level expectations. Teacher modifies and adjusts plans and goals according to student achievement, as measured by ongoing assessment and student interests.
STANDARD FIVE: Assessing Student Learning	Teacher collects information about student performance from a single or limited source. Other components of this standard are not evidenced.	Teacher collects information from a variety of sources, including formal and informal assessments without consistently utilizing the results to adjust instruction.	Teacher uses a variety of sources to assess students and involves students in assessing and setting goals based on an examination of their own work. Teacher uses available District tools to assist in assessment, analysis, and communication of student learning in a timely manner. Teacher adjusts instruction and learning activities based on assessment.	Using a variety of sources and available District tools (including students' assessment of own work) and based on clearly articulated goals, teacher assesses student achievement and communicates results with parents, support staff, and students. Teacher (sometimes teacher and student collaboratively) continually adjusts instruction and learning opportunities to more closely fit student needs. Teacher guides students in setting and adjusting independent learning goals based on collaborative examination of students' work.
STANDARD SIX: Developing as a Professional Educator	Teacher minimally collaborates with colleagues or the broader professional community to support student learning. Teacher does not work collaboratively with families to support student learning. Teacher manages professional responsibilities marginally. Other components of this standard not evidenced	Teacher occasionally collaborates with colleagues or the broader professional community to support student learning. At times, teacher works collaboratively with families to support student learning. Teacher manages professional responsibilities occasionally.	Teacher reflects on personal teaching practices and actively engages in planning personal goals for professional development. Teacher demonstrates effective interpersonal communication skills within the school and larger community. Teacher manages professional duties proficiently. Teacher works effectively with families to support student learning.	Teacher has leadership role in creating professional working relationships with staff and in the larger school community. Teacher seeks learning opportunities and professional contacts to enhance classroom practice and school goals and to expand and deepen personal repertoire of skills and strategies. Teacher positively manages challenging situations that may involve conflicts with families and colleagues.

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WESTERN PLACER UNIFIED SCHOOL DISTRICT
Summary Evaluation Report

Teacher:
Site: Date:
Grade Level/Subject:

Status:
☐Probationary 1 ☐Permanent ☐Other_____
☐Probationary 2 ☐Temporary

The following information is derived using the Certificated Evaluation Rubric

Definitions:

4 Consistently exceeds the California Standards for the Teaching Profession - Exceeds District Standards
3 Meets and occasionally exceeds the California Standards for the Teaching Profession - Meets District Standards
2 Infrequently meets the California Standards for the Teaching Profession - Needs Improvement (See Recommendations Below)
1 Rarely meets the California Standards for the Teaching Profession - Unsatisfactory (See Requirements Below)

EVALUATION				
1	2	3	4	
				Standard 1: Engaging and Supporting All Students in Learning
				Standard 2: Creating and Maintaining Effective Environments for Student Learning
				Standard 3: Understanding and Organizing Subject Matter for Student Learning
				Standard 4: Planning Instruction and Designing Learning Experiences for All Students
				Standard 5: Assessing Students for Learning
				Standard 6: Developing as a Professional Educator

Commendations:

Recommendations:

Requirements:

Overall Rating		
☐ **Meets/Exceeds District Standards** *All 3's/4's with no more than a single 2*	☐ **Needs Improvement** *Two or more 2's or any 1's See Recommendations Above*	☐ **Unsatisfactory** *Two or more 1's See Requirements Above*

Evaluator's Signature _____ Date _____ Evaluatee's Signature* _____ Date _____

Attachment ☐Yes ☐No

Five Year Evaluation Cycle: ☐ This teacher's next evaluation will be on:

*Signature does not **necessarily** indicate agreement. A written response may be attached within seven (7) working days.

Original/White - Personnel File, Copy/Canary - Teacher, Copy/Pink - Evaluator

9.6.73

CERTIFICATED STAFFING ASSIGNMENT NOTICE

To: _____

School: _____

Your assignment for the _____ school year will be:

☐ Check here if categorically funded.
Funding source: _____

Primary Information:

☐ K – 5 Grade level: _____ and work location: _____

☐ 6 – 8 Subject taught: _____ and work location: _____

☐ 9 - 12 Subject taught: _____ and work location: _____

☐ K - 12 RSP/Speech: Grade levels: _____, subject taught:_____
_____and work location: _____ for 80% of assignment

☐ K - 12 Itinerate: Grade levels: _____, subject taught:_____
_____and work location: _____ for 80% of assignment

☐ K – 12 Nurse: District-wide

Additional Information:

☐ 6 – 8 Grade Level: _____

☐ 9 - 12 Specific Course Title(s): _____

☐ K -12 RSP/Speech – Other Work Locations: _____

☐ K -12 Itinerate – Other Work Locations: _____

_____	_____	_____	_____
Teacher Signature	Date	Principal/Admin Signature	Date

Your signature means the following:

1. Your assignment for the _____ School year will be described as above.
2. The school district must be informed by June 30, 20___ of a change in your employment status or effective July 1, 20___, your signature is a binding agreement to commit your services to the Western Placer Unified School District for the _____ school year (Ed Code 44420/Title 5, Section 5500), except for employee initiated assignments or transfers, according to the certificated contract. Failure to fulfill this commitment may result in the suspension of your credential.

Cc: Teacher, Principal, Director of Human Services

9.6.74

TENTATIVE AGREEMENT

Tentative agreement has been reached between the District, Western Placer Unified School District, and the Association, Western Placer Teachers Association on Article II, Recognition.

Jennifer Tarabochia
W.P.T.A. Negotiation Chair

Bob Noyes
W.P.U.S.D. Designee

2/27/09
Date

2-27-09
Date

Date Ratified by W.P.T.A. Members

Date Adopted by Board

9.6.75

ARTICLE II

RECOGNITION

The District recognizes the Association as the exclusive representative for all certificated employees excluding those employed as:

- Management,
- Supervisory,
- Psychologist,
- Confidential,
- Substitute teachers,
- Adult Education,
- Summer school teachers not employed in the regular school year,

and

Horizon Instructional Systems employees

9.6.76

TENTATIVE AGREEMENT

Tentative agreement has been reached between the District, Western Placer Unified School District, and the Association, Western Placer Teachers Association on Article IV, Negotiation Procedures, Section B.

Jennifer Tarabochia
W.P.T.A. Negotiation Chair

Bob Noyes
W.P.U.S.D. Designee

2/27/09
Date

2-27-09
Date

Date Ratified by W.P.T.A. Members

Date Adopted by Board

9.6.77

ARTICLE IV

NEGOTIATION PROCEDURES

A. On or before October 1 of the school year in which the agreement expires, both parties shall meet and negotiate in good faith on negotiable items. The agreement reached between the parties shall be reduced to writing and signed by them.

B. Negotiations shall take place at mutually agreeable times and places and upon request in writing, a meeting shall take place within five (5) work days.

C. The Association shall designate no more than five (5) representatives who shall be granted reasonable release time for purposes of negotiating successor agreements. The Association President may attend negotiation sessions at the expense of the Association. Efforts will be made in scheduling of negotiations to equalize District release time and teachers' non-work time spent in negotiation sessions.

D. After signing a Tentative Agreement, the chief negotiators and/or designees from the District and the Association shall meet to discuss the presentation of the agreement to the Board and general membership of the Association.

9.6.78

TENTATIVE AGREEMENT

Tentative agreement has been reached between the District, Western Placer Unified School District, and the Association, Western Placer Teachers Association on Article VI, Grievance Procedures, Section C (1).

Jennifer Tarabochia
W.P.T.A. Negotiation Chair

Bob Noyes
W.P.U.S.D. Designee

2/27/09
Date

2-27-09
Date

Date Ratified by W.P.T.A. Members

Date Adopted by Board

9.6.79

ARTICLE VI

GRIEVANCE PROCEDURES

A. DEFINITION OF TERMS

1. Grievance means a formal written complaint alleging that there has been a violation, misapplication, or misinterpretation of this Agreement.
2. Teacher means any employee who is included in the appropriate unit as defined in Article II.
3. A Working Day means any day in which the central administrative offices of the Western Placer Unified School District are open for business.
4. A supervisor means an administrator having immediate jurisdiction over the employee who is filing the grievance.
5. Grievant means a teacher, a group of teachers, or the Association asserting a grievance. The Association means the president or the president's designated representative.
6. Party of Interest means a teacher who might be required to take action or against whom action might be taken in order to resolve a grievance.

B. PURPOSE

1. The purpose of the grievance procedure is to secure, at the lowest possible administrative level, solutions to the grievance, which may from time to time arise. Both parties agree that these proceedings will be kept informal and as confidential as possible.
2. Nothing contained herein will be construed as limiting the right of any teacher having a grievance to discuss the matter informally with his/her supervisor, and to have the grievance adjusted without intervention by any certificated employee organization or group, provided that the adjustment is not inconsistent with this contract.
3. At any formal level, the grievant shall be entitled to professional representation of his/her choice.

C. PROCEDURE

Since it is important that grievances be processed as rapidly as possible, the timetable specified at each level should be considered as a maximum and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement.

In the event a grievance is filed at such a time that it cannot be processed through all the steps in this grievance procedure by the end of the school year, the time limits set forth herein will be reduced so that the procedure may be exhausted prior to the end of the school year or as soon thereafter as practicable.

9.6.80

1. Informal Level

Before filing a formal grievance, the grievant will attempt to resolve it by an informal conference with his/her immediate supervisor directly, with a representative, or through a representative of his/her choice.

2. Formal Level

a. Level I. Within sixty (60) calendar days of the grievant's knowledge of an occurrence of an act or omission giving rise to the grievance, the grievant must submit a Grievance Report Form (Appendix F) to his/her immediate supervisor and the Association.

The administrator shall communicate his/her decision to the grievant and the Association in writing within five (5) working days after receiving the grievance. Within the above time limits either party may request a personal conference.

b. Level II. If a grievant is not satisfied with the decision at Level I or no written decision has been rendered within five (5) working days, the grievant may resubmit his/her grievance in writing to the Superintendent and the Association.

Within five (5) working days after receipt of the Grievance Report Form by the Superintendent, the Superintendent or his designee will meet with the grievant and, upon request of the grievant, any other professional representative.

c. Level III. If the aggrieved person is not satisfied with the disposition of his/her grievance at Level II, he/she may, within ten (10) working days after a decision by the Superintendent, request in writing that the Association submit the grievance to arbitration. The Association, by written notice to the Superintendent within fifteen (15) working days after receipt of the request from the aggrieved person, may submit the grievance to binding arbitration. If any such question arises as the arbitrability of the grievance, such questions will be ruled upon by the arbitrator.

The parties shall select a mutually acceptable arbitrator. Should they be unable to agree on an arbitrator within ten (10) working days of the Association's submission of the grievance to arbitration, submission of grievance shall be made to the American Arbitration Association. In any event, the parties will then be bound by the rules and procedures of the American Arbitration Association in the selection of an arbitrator and the arbitrator shall proceed under the voluntary labor arbitration rules of said Association.

The arbitrator's decision will be in writing and will set forth his/her findings of fact, reasoning, and conclusions on the issues submitted. The arbitrator will be without power of authority to make any decision which requires the commission of an act prohibited by law or which is violative of the terms of this Agreement. However, it is agreed that the arbitrator is empowered to include in any award, such financial reimbursement or other remedies as he/she judges to be proper. The decision of the arbitrator will be submitted to the Superintendent and the Association and will be final and binding upon the parties to this Agreement.

9.681

All costs for the services of the arbitrator, including, but not limited to, per diem expenses, his/her travel and subsistence expenses and the cost of any hearing room will be borne equally by the Board and the Association. All other costs will be borne by the party incurring them.

No reprisals of any kind will be taken by the Superintendent or by any member or representative of the administration or the Board against any aggrieved person, any party in interest, any member of the Association or any other participant in the grievance procedure by reason of such participation.

D. RIGHTS OF TEACHERS TO REPRESENTATION

A teacher or teachers may be represented at all stages of the grievance procedure by the teachers themselves, or at their option, by anyone they select. If an employee is represented by a recognized certificated employee organization, the organization may have the right to be present and to state its views during the grievance procedure.

E. MISCELLANEOUS

1. If a grievance arises from action or inaction on the part of a member of the administration at a level above the principal or immediate superior, the grievant may submit such grievance in writing to the Superintendent with all the rights as set forth in LEVEL ONE (I) and the processing of such grievance will be commenced at LEVEL TWO (II).

2. Decisions rendered at LEVELS ONE (I) and TWO (II) and THREE (III) of the grievance procedure will be in writing, setting forth the decision and the reasons therefore and will be transmitted promptly to all parties in interest.

3. Documents dealing with the processing of a grievance shall be filed separately from the personnel file of the employee.

4. A grievant shall have the following rights:

    a. To be present at the hearing at any level.
    b. To hear testimony on his/her behalf.
    c. To give testimony on his/her behalf.
    d. To call others to give testimony on his/her behalf.
    e. To question either personally, through counsel or through his/her employee organization representative, any person giving testimony.

5. The grievant will have the right to representation of his/her choosing. The Association may help to process the grievance through all levels of the grievance procedure until the grievance is resolved with the grievant, if grievant requests.

TENTATIVE AGREEMENT

Tentative agreement has been reached between the District, Western Placer Unified School District, and the Association, Western Placer Teachers Association on Article XI, Certificated Personnel Collaboration

Jennifer Tarabochia
W.P.T.A. Negotiation Chair

Bob Noyes
W.P.U.S.D. Designee

11/2/09
Date

11-2-09
Date

Date Ratified by W.P.T.A. Members

Date Adopted by Board

9.6.83

ARTICLE XI

CERTIFICATED PERSONNEL COLLABORATION

A. PHILOSOPHY

1. Both collaboration and evaluation are needed in order to develop, to improve, and to reinforce a teacher's instructional skills. The role of collaboration is to support and/or help improve the teacher's performance in a variety of teaching skills. Collaboration cannot reflect negatively on summary evaluations.

B. CHARACTERISTICS

1. Is ongoing.
2. Aims to develop, to improve, reinforce specific aspects of instruction/job performance.
3. Is performed by principals, teachers, or other appropriate personnel.
4. May or may not include pre- and post-conferencing.
5. Instruction to be observed can be determined by the teacher or supervisor.
6. Can be used as follow-up from evaluation process.
7. Can be used to determine in-service needs.

C. PURPOSES

1. To increase the opportunities for students to achieve the goals of the curriculum.
2. To enhance the classroom climate for learning.
3. To improve organization of instruction.
4. To align teaching processes and learning activities with learning theory and learner's needs.
5. To monitor the sequence, articulation and integration of the curriculum vertically through the grade levels and horizontally across subject areas and that grade level.
6. To enhance maximum diversity of instructional strategies and models of teaching.

D. DESCRIPTION

1. Responsibility: Collaboration may occur between the teacher and department chairpersons, peers, mentors, colleagues, consultants, assistant superintendent, site principal, assistant principal, and, by mutual agreement, other personnel.

9.6.84

2. Timing: Collaboration starts with the first day on the job and is ongoing throughout the year.

3. Sources of Criteria: The collaborator derives from the teacher those criteria of success for which the teacher is striving in a particular lesson. In collaboration, the teacher determines what the collaborator shall look for as criteria for success.

4. Uses of the Data Collected: Any data collected are given to the teacher as soon as possible or within twenty-four (24) hours.

5. Topics Covered: This process is concerned with learning: classroom interaction, instruction, student performance, curriculum adherence, individual student behaviors, teacher's behaviors, and teachers' skills, etc.

6. Value Judgments: The collaborator avoids making value judgments and invites the teacher to evaluate his or her own performance according to the criteria that were set out in the pre-conference. If the collaborator makes value judgments, it robs the teacher of becoming self-evaluative. This is contrary to one of the fundamental goals of collaboration to develop teacher autonomy.

7. The Role of the Observer: The teacher informs the collaborator of what to look for and what feedback information would be desired and helpful. The teacher may ask for the collaborator to observe particular students so as to solve some particular learning or behavior problems; or the teacher may ask to have the collaborator observe some particular instructional technique the teacher is striving to perfect. In collaboration, the role of the collaborator is defined by the teacher.

9.6.85

TENTATIVE AGREEMENT

Tentative agreement has been reached between the District, Western Placer Unified School District, and the Association, Western Placer Teachers Association on Article XV, Work Year

Jennifer Tarabochia
W.P.T.A. Negotiation Chair

Bob Noyes
W.P.U.S.D. Designee

11/2/09
Date

11-2-09
Date

Date Ratified by W.P.T.A. Members

Date Adopted by Board

9.686

ARTICLE XV

WORK YEAR

A. TEACHING DAYS

Days during which students are required to be in attendance or for which attendance is credited.

B. DUTY DAYS

Days during which unit members are required to be in attendance.

C. WORK-DAY / WORK YEAR

1. There shall be 180 teaching days plus three (3) additional non-ADA days for a total of 183 duty days. Teachers new to the District shall work one (1) additional non-ADA day for a total of 184 duty days. The first 90 minutes of the additional non-ADA day will be allotted to Western Placer Teachers Association.

2. Counselors shall work 200 days per year. These days will be scheduled by the counselor and their site principal.

3. Only the start and stop of the duty days, the number of days between, number and placement of zero days, as well as the number, functions, and placement of the three non-ADA days, are negotiable. (See Appendix C)

4. A Calendar Committee comprised of 3 WPUSD representatives, one of which will be the chairperson and 3 WPTA representatives will be formed and shall develop a calendar which includes the start and stop of the duty days, number of days between, number and placement of zero days, as well as the placement of non-ADA days.

5. Prior to November 1st, the number and function of non-ADA days for the following school year will be determined through negotiations.

6. By November 1st, the chairperson of the Calendar Committee will be informed of the number and function of the non-ADA days for the following school year, as per C.5. of this article.

7. By February 1st, the Calendar Committee will submit a calendar proposal reached by consensus (support of every member of the committee) for the following school year to the WPTA and WPUSD bargaining teams for tentative agreement. If consensus cannot be reached by February 1st, the chairperson will forward the committee's options and data to the WPUSD and WPTA bargaining teams to be negotiated using C.3. above.

8. Calendar committee meetings will be held beyond the workday and not count as a meeting described in Article VII.A. of the collective bargaining agreement.

9.6.87

D. STAFF DEVELOPMENT DAYS

1. All staff development, which occurs beyond the teacher's work day, must be pre-approved by the District.

2. As funding allows, based on Professional Development Block Grant revenues, all teacher's will be eligible to utilize a minimum of six hours of staff development that occur beyond the teacher's work day. Should funding be reduced by the State, then the eligible hours will be reduced proportionately. At the teacher's discretion, the six hours of staff development may be paid at the hourly rate (See Appendix A) or converted to units towards advancement on the salary schedule.

3. Additional staff development beyond the minimum of six hours may be compensated at the hourly rate (See Appendix A) or converted to units toward advancement on the salary schedule at the District's discretion.

4. Since attendance at staff development beyond the teacher's work day is optional, teachers cannot be held accountable for information/materials received during staff development.

5. Staff development opportunities must meet one of the following categories:
   - WPUSD Sponsored Staff Development,
   - PCOE Sponsored Staff Development,
   - WPUSD Endorsed Staff Development

9.6.88

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:
English Learner Program & AMAO's

AGENDA ITEM AREA:
Information

REQUESTED BY:
Mary Boyle MB
Lynn Kelso
Deputy Superintendent Ed Services

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
ELD through General Fund
Supplemental Services - Title III

MEETING DATE:
June 21, 2011

ROLL CALL REQUIRED:
No

BACKGROUND:

Approximately 20% of our students in Western Placer Unified School District have a family language in the home other than English. Approximately 13% of our students qualify as English Learners (EL), with an additional 7% having progressed in their mastery of the English language to the point that they have met the requirements to be Reclassified Fluent English Proficient (RFEP). Of the home languages represented in our schools, 87% are Spanish; 2% each are Vietnamese, Filipino/Tagalog, and Punjabi; 1% each are Japanese, Russian, Ukranian, and Rumanian; and the remaining 2% are other languages, including Portuguese, Korean, Mandarin, Arabic, French, German, Hmong, Llocano, Urdu, Thai, Hindi, and Mien. The variety of languages offers a rich diversity of culture as well as a large educational challenge in meeting the needs of our students.

Annually, student learning in our English Learner program is evaluated by the State of California through AMAO's – Annual Measurable Achievement Objectives. There are three AMAO's on which we are evaluated:

- AMAO #1 – Student Progress on CELDT (California English Learner Development Test)
- AMAO #2 – Student Proficiency on CELDT (Reaching Early Intermediate Levels with no scores below intermediate)
- AMAO #3 – Student Proficiency on STAR English Language Arts (Reaching mastery of the English language on the STAR ELA test in the areas of reading, writing, speaking, and listening at the same levels expected of English Only (EO) students – the most difficult AMAO to achieve)

Results of our District EL AMAO's will be presented.

RECOMMENDATION:

Information Only.

9.7

Board Presentation
EL Services
June 21, 2011

GLOSSARY of Acronyms:

EL – English Learner
LEP – Limited English Proficient
EO – English only student
RFEP – Reclassified Fluent English Proficient
FEP – Fluent English Proficient – RFEP students who have been proficient (350 or higher) on California Standards Tests, English Language Arts for three years after being reclassified.
IFEP –Initial Fluent English Proficient – students who tested Fluent English Proficient on their first CELDT test
CELDT—California English Language Development Test
AMAO – Annual Measurable Achievement Objectives for English Learners established by the California Department of Education

Last fall we administered the CELDT test to 776 EL students. For 610 of those students, it was an annual assessment. We had previous CELDT data from the prior year. Using the Online Assessment Reporting System (OARS) we are able to generate an unofficial AMAO Report prior to the report that will come out from the California Department of Education later this summer. This report gives us individual schools as well as Districtwide analysis of how we are progressing on AMAO 1 and AMAO 2.

ADDITIONAL EL Information

We reclassified 50 English Learners this year bringing the total to 339 Reclassified students in our district. We have 66 RFEP students (19% of our RFEP population) who are now Fluent English Proficient. These students have achieved a proficient score of 350 or higher on the California Standards Test for three years after being reclassified.

We had a RFEP celebration on May 4, 2011 for these students and their families.

Classes for the families of English Learners

English as a Second Class – Offered through Adult Education mornings twice a week at First Street School and in the evenings at Phoenix High School
Parent Institute for Quality Education (PIQE) – Offered at Lincoln High School one evening a week for 9 weeks last fall
Latino Literacy Classes – One evening a week beginning in March and ending in May at First Street School and Carlin C. Coppin
Computer Literacy Classes Beginning and Intermediate – Two evenings a week beginning in January and running through May at Glen Edwards Middle School

9.7.1

Annual Measurable Achievement Objective (AMAO) Report

School Year: 2010-2011
Grade: All Grades
Report Level: District
Timestamp: June 03, 2011 at 09:52:37 AM

CELDT Matrix

The matrix below shows CELDT results for a cohort of students that have been enrolled in the district for at least two years, and that have CELDT results on file for both the 2009-2010 and 2010-2011 school years. The leftmost column of the report displays the distribution of CELDT scores for the 2009-2010 school year. The rest of the report shows what CELDT level was achieved for the same students in the 2010-2011 school year. The green area of the matrix indicates students that met the AMAO1 goal for 2010-2011.

2009-2010		2010-2011						
		Beginning	Early Int.	Intermediate	Early Adv. (NEP)	Advanced (NEP)	Early Adv. (EP)	Advanced (EP)
Beginning	n=69	15	27	21	0	0	8	0
Early Int.	n=101	6	28	57	0	0	8	2
Intermediate	n=233	4	25	123	3	0	68	10
Early Adv. (NEP)	n=14	0	0	5	2	0	6	1
Advanced (NEP)	n=0	0	0	0	0	0	0	0
Early Adv. (EP)	n=114	0	1	34	3	0	61	15
Advanced (EP)	n=29	0	0	2	1	0	10	16

NEP = Not English Proficient, EP = English Proficient

AMAO1 for 2010-2011

Annual Measurable Achievement Objective 1 requires that a defined percent of students make adequate progress toward English proficiency from one year to the next. Adequate progress is defined as the following:

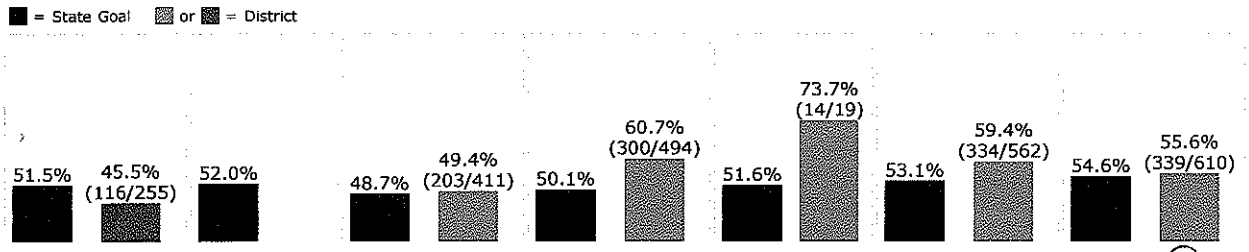
- Students at the Beginning, Early Intermediate, or Intermediate CELDT levels must achieve growth of at least one CELDT level.
- Students at the Early Advanced or Advanced CELDT levels who are not English Proficient (i.e. one or more areas below Intermediate) must advance to English Proficiency.
- Students at the Early Advanced or Advanced CELDT levels who ARE English Proficient must maintain that level. Only students with CELDT results for two years can are included in the AMAO1.

For the 2010-2011 school year, the target percentage of students meeting these criteria was **54.6%**. In the report below, the percent of students attaining the goal for AMAO1 is displayed in horizontal bars. A red bar indicates that the school or district did not meet the AMAO1 goal, while a green bar indicates that the goal was met.

School	Percent of Students Meeting AMAO1
District	339/610 (55.6%)
Carlin C. Coppin Elementary	19/46 (41.3%)
Creekside Oaks Elementary	62/114 (54.4%)
First Street Elementary	97/171 (56.7%)
Foskett Ranch Elementary	15/16 (93.8%)
Glen Edwards Middle	37/78 (47.4%)
Lincoln Crossing Elementary	24/39 (61.5%)
Lincoln High School	41/68 (60.3%)
Phoenix High School	8/12 (66.7%)
Sheridan Elementary	9/19 (47.4%)
Twelve Bridges Elementary	15/30 (50%)
Twelve Bridges Middle School	12/17 (70.6%)

AMAO1 History

The report below displays the percent of students that met the AMAO1 goal from 2004-2005 to 2010-2011.



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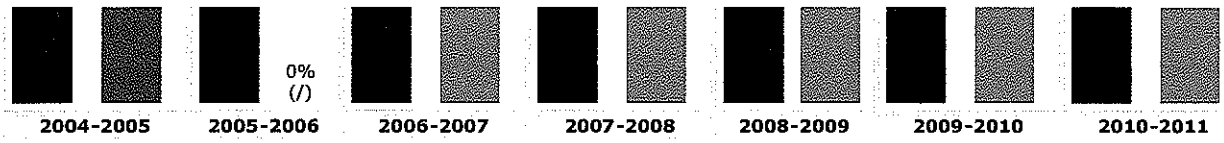


AMAO2 for 2010-2011

Annual Measurable Achievement Objective 2 requires that a defined percent of students attain English proficiency each year. Starting with the 2009-10 school year, students are divided into two cohorts:

- English Learners who have been in language instruction education programs for less than 5 years.
- English Learners who have been in language instruction education programs for 5 or more years.

The CDE states, "As defined by Title III, language instruction educational programs encompass the full range of services and programs delivered to ELs, including ELD, structured English immersion, specially designed academic instruction in English, and alternative programs. The time in language instruction educational programs is derived by determining the difference between the date the student completed the CELDT and the date the student was first enrolled in U.S. schools. The time in language instruction educational programs assumes that all students are receiving specialized EL services as is required by state and federal law as soon as they enroll in U.S. schools."

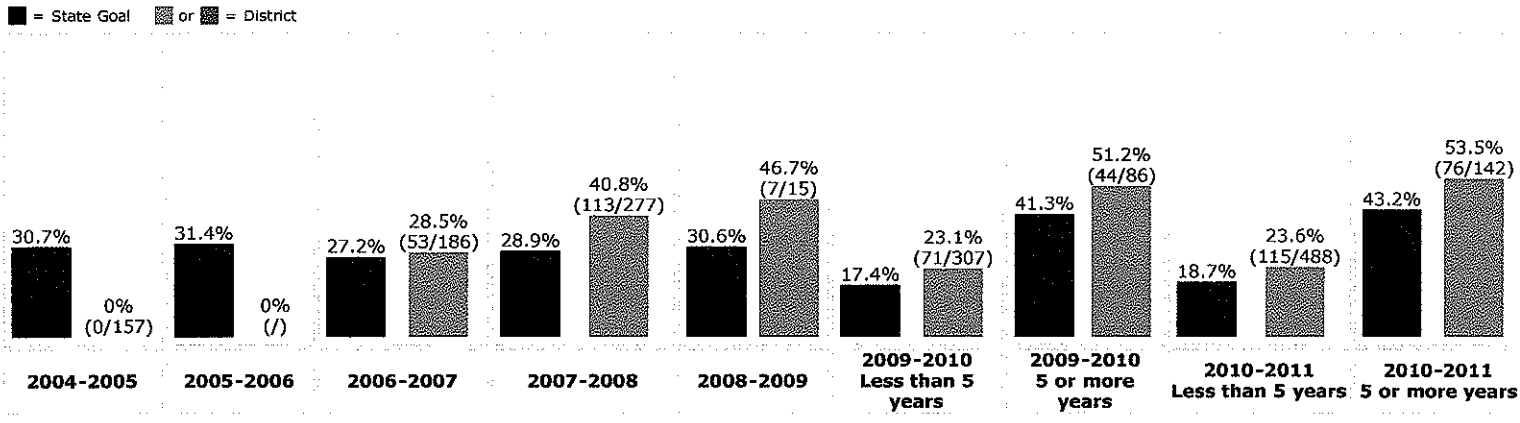
For the 2010-2011 school year, the target for English proficiency for students who have been receiving instruction in the US for less than 5 years was **18.7%**. The target for English proficiency for students who have been receiving instruction in the US for 5 or more years was **43.2%**. In the report below, the percent of students attaining the goal for AMAO2 is displayed in horizontal bars. A red bar indicates that the school or district did not meet the overall AMAO2 goal, while a green bar indicates that the goal was met.

School	Percent of Students Meeting AMAO2 (Less than 5 years in Language Instruction Education Programs)
District	115/488 (23.6%)
Carlin C. Coppin Elementary	6/53 (11.3%)
Creekside Oaks Elementary	24/102 (23.5%)
First Street Elementary	36/195 (18.5%)
Foskett Ranch Elementary	9/15 (60%)
Glen Edwards Middle	0/2 (0%)
Lincoln Crossing Elementary	14/41 (34.1%)
Lincoln High School	10/27 (37%)
Phoenix High School	0/1 (0%)
Sheridan Elementary	7/21 (33.3%)
Twelve Bridges Elementary	9/28 (32.1%)
Twelve Bridges Middle School	0/3 (0%)

School	Percent of Students Meeting AMAO2 (5 or more years in Language Instruction Education Programs)
District	76/142 (53.5%)
Carlin C. Coppin Elementary	2/5 (40%)
Creekside Oaks Elementary	6/10 (60%)
First Street Elementary	15/27 (55.6%)
Foskett Ranch Elementary	1/3 (33.3%)
Glen Edwards Middle	3/6 (50%)
Lincoln Crossing Elementary	1/5 (20%)
Lincoln High School	27/55 (49.1%)
Phoenix High School	7/11 (63.6%)
Twelve Bridges Elementary	5/6 (83.3%)
Twelve Bridges Middle School	9/14 (64.3%)

AMAO2 History

The report below displays the percent of students that met the AMAO2 goal from 2004-2005 to 2010-2011.



9.7.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Local Educational Area Plan (LEAP)

AGENDA ITEM AREA:
Action

REQUESTED BY:
Mary Boyle MB

ENCLOSURES:
Annual Revision - LEAP

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
Requirement for Federal Funding

MEETING DATE:
June 21, 2011

ROLL CALL REQUIRED:
No

BACKGROUND:

In May, 2002, the CA State Board of Education (SBE) adopted five goals and twelve performance indicators for No Child Left Behind as part of California's commitment to the development of an accountability system to achieve the goals of NCLB. Those five goals pertain to: Students achieving proficiency in reading and mathematics by 2013-14; English Learners becoming proficient in the English language and reaching proficiency in reading/language arts and math; all teachers being highly qualified by 2005-06; all students being educated in safe, drug-free learning environments that are conducive to learning; and all students graduating from high school. The original requirement was for a five year plan, that ended June, 2008. CDE has advised districts to continue updating their LEAP plans as we await new and/or revised NCLB regulations from the federal government.

WPUSD established a new five-year LEAP Plan for July 1, 2008 – June 30, 2013, with annual updates required. The update for the current school year is attached. The enclosed plan includes goals that interrelate with three other required compliance processes – the Consolidated Application (district plan for federal and state categorical monies); the Single Plan for Student Achievement (site plans for considering student achievement data and improving programs) and the Coordinated Compliance Review (now the Categorical Program Review – CPM – district review of categorical programs and expenditures). WPUSD progress is excellent in all areas with the exception of EL students achieving proficiency in English Language Arts on STAR testing and 100% of WPUSD teachers being qualifying for HQT (final five teachers should reach HQT status by 6/30/11). The current LEAP Plan includes a Title II and a Title III Improvement Plan Addendum to address improvement in these areaa.

ADMINISTRATION RECOMMENDATION:

Approval of revised Revised Local Educational Area Plan (LEAP) including Title II & III Improvement Plan Addenda.

California Department of Education
Specialized Programs Division

(CDE use only)
Application #

No Child Left Behind Act of 2001
June 21, 2011
LOCAL EDUCATION AGENCY PLAN

Mail original and two copies to:

California Department of Education
Specialized Programs Division
1430 N Street, Suite 4309
Sacramento, California 95814-5901

LEA Plan Information:

Name of Local Education Agency (LEA): Western Placer Unified School District

County/District Code: **31-66951**

Dates of Plan Duration: **July 1, 2008 to June 30, 2013**

Date of local governing board approval: June 17, 2003 (original plan); June 21, 2011 (latest update)

District Superintendent: Scott Leaman

Address: 600 6th Street, Suite 400

City: Lincoln, CA Zip code: 95648

Phone: 916-645-6350 Fax: 916-645-6356

Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Scott Leaman	6/21/11	
Printed or typed name of Superintendent	Date	Signature of Superintendent
Paul Carras	6/21/11	
Printed or typed name of Board President	Date	Signature of Board President

98.1

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9.8.3

Part I

Background and Overview

Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

1. **All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.**

2. **All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics**

3. **By 2005-2006, all students will be taught by highly qualified teachers.**

4. **All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**

1. **All students will graduate from high school.**

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards,
- standards-aligned instructional materials,
- standards-based professional development,
- standards-aligned assessment, and
- an accountability structure that measures school effectiveness in light of student achievement.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact

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Descriptions of the Consolidated Application, the Local Education Agency Plan, Single Plans for Student Achievement, and the Categorical Program Review Process.

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Education Agency Plan, the school-level Single Plan for Student Achievement, and the Coordinated Compliance Review.

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The Consolidated Application is the ***fiscal*** mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Local Education Agency Plan (LEA Plan)

The approval of a Local Education Agency Plan is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEA's will take to ensure that they meet certain ***programmatic*** requirements, including coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

The Single Plan for Student Achievement (SPSA – Site Plan)

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State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code Section 64001),* developed by school site councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. The Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify ***compliance*** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan will be five years (July 1, 2003 through June 30, 2008); the Plan will be updated annually. **(Although the duration of the plan ended June, 2008, CDE advises all LEA's to continue to update LEAP plans pending reauthorization or changes to NCLB.)**

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development,

9.8.6

course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups.

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the "other" category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
✔	Title I, Part A	✔	EIA – State Compensatory Education
	Title I, Part B, Even Start	✔	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	✔	School Improvement
✔	Title II, Part A, Subpart 2, Improving Teacher Quality	✔	Child Development Programs
✔	Title II, Part D, Enhancing Education Through Technology		Educational Equity
✔	Title III, Limited English Proficient	✔	Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
✔	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
✔	Adult Education	✔	School Safety and Violence Prevention Act (AB1113, AB 658)
✔	Career Technical Education	✔	Tenth Grade Counseling
✔	McKinney-Vento Homeless Education		Healthy Start
✔	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
✔	21st Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

98.7

Part II

The Plan

For a complete set of needs assessments and the SMART Goals (Specific Measurable Attainable Results-Oriented and Timely) for each site to improve student achievement, including specific actions to improve educational practice, timelines, related expenditures, costs, and funding sources, see each school's Single Plan for Student Achievement (SPSA), updated, and approved by the Board of Trustees on November 2, 2010 and available on the district's website.

9.8.8

SPSA Site Plan Goals

GOAL	Creekside Oaks	Carlin Coppin	First Street	Foskett Ranch	Lincoln Crossing Sheridan		Twelve Bridges El	Twelve Bridges Mi	Glen Edwards	Lincoln High	Phoenix High
Provide intervention and enrichment services	X	X	X	X	X	X	X	X	X	X	X
Improve parent communication/family involvement	X	X	X	X	X	X	X	X	X	X	X
Meet AYP targets through increased student achievement	X	X	X	X	X	X	X	X	X	X	X
Prepare students to pass CAHSEE										X	X
Improve performance in math	X	X	X	X	X	X	X	X	X	X	X
Improve performance in language arts and reading	X	X	X	X	X	X	X	X	X	X	X
Improve achievement of students in significant subgroups	X	X	X	X	X	X	X	X	X	X	X
Improve students' technology skills	X	X	X	X	X	X	X	X	X	X	X
Provide supplies and materials	X	X	X	X	X	X	X	X	X	X	X
Professional development	X	X	X	X	X	X	X	X	X	X	X
Standards-based instruction and technology	X	X	X	X	X	X	X	X	X	X	X
Collaboration amongst teachers	X	X	X	X	X	X	X	X	X	X	X

Descriptions – District Planning

Information from school site plans was used to assist in planning the goals in this document. Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment. Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

9.8.9

District Profile

Mission Statement

Empower students with the skills, knowledge, and attitudes for success in an ever-changing world.

Vision Statement

Students, parents, and the local community will recognize our excellence, and see our schools as desirable places to be enrolled. The unique opportunities available include a strong emphasis on the local environment, technology, and the arts, in addition to a strong academic curriculum. The education process will be structured to encourage parental involvement and enlist community support in the education of our children. Students, parents, faculty and administration will be held accountable for meeting established expectations. All students will have the opportunity to be educated to their maximum potential limited only by their interest, ability and effort.

District Profile

The greater Lincoln area is served with Kindergarten through 12th grade educational facilities by the Western Placer Unified School District. Pre-kindergarten special needs students are also served within WPUSD. The district has increased from 2,800 students in 1993 to over 6400 in 2010/11. The student body in Western Placer Schools is approximately 62% Caucasian, 26% Hispanic/Latino, 4% Asian; 3% Filipino; 2% African American; and 3% other ethnicities. Of our total students, 34% qualify for free or reduced lunch; 10% are English Learners; 6% are Reclassified English Learners; and 12% are Students with Disabilities. The Western Placer Unified School District has a California standards-based curriculum, instruction and assessment system. Each school site is continually identifying and prioritizing suggestions for program improvements and targeted interventions.

The Staff

We are very proud of the staff members that make up the Western Placer Unified School District. Each one plays a valuable role in providing the best educational opportunities possible, either directly in the educational process or indirectly by helping to maintain an orderly environment conducive to learning. Teachers receive training related to curriculum and instruction by attending workshops and conferences approved by the administration. The entire staff is provided opportunities and support to improve the skills needed to help students learn.

9.9.10

Academic Performance Summary

1. Statewide Standards, Assessment and Accountability for LEA Plan

Statewide Standards

X Yes __No a. The LEA has adopted academic achievement standards with content of the breadth and depth of the statewide academic achievement standards in reading and mathematics.

Statewide Assessments

X Yes __No a. All students, including preschool and adult learners, participate in the appropriate programs in the statewide assessment system.

X Yes __No b. The LEA reports student achievement using performance levels at least as rigorous as the statewide levels.

X Yes __No c. The LEA has provided all necessary student information to ensure the academic achievement of all students including information disaggregated by program participation including ESEA subgroups.

X Yes __No d. The LEA, if selected, participates in the State National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and mathematics.

Statewide Accountability

X Yes __No a. All students enrolled in the LEA or schools participate in the appropriate statewide accountability system.

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2. Local Measures of Student Performance
(*other* than State-level assessments)

Local Standards-based Assessments

X Yes __No a. There is a system of local standards-based assessments that measure the ongoing progress of all students in meeting the State academic content and performance standards.

X Yes __No b. Ongoing information is provided to teachers, parents and students on the progress made by students in meeting the academic content and performance standards.

X Yes __No c. There is a system that provides ongoing diagnostic information about the teaching and learning of academic content and performance standards.

X Yes __No d. Student achievement information is used to revise instruction and programs.

X Yes __No e. Local assessments are used to determine appropriate student services and instruction.

Local Accountability

X Yes __No a. The district will use the results of the student standards-based assessments to review annually the progress of each shoool.

X Yes __No b. The district has a system in place for providing assistance to Program Improvement schools to improve student achievement. (First Street School and Phoenix High School)

9.8.12

X Yes __No c. The district provides the required public school choice and supplemental services in Program Improvement schools.

X Yes __No d. The district will provide results of standards-based assessments to parents and teachers in a timely manner and in an understandable and uniform format.

9.8.13

Local Measures of Student Performance

The district gives the following local assessments :

1. Reading

Students particpating in assessment	Houghton Mifflin Skills Assessments			District Trimester ELA Assessments		
	Date : 11/09	Date : 3/10	Date : 5/10	Date : 11/09	Date : 3/10	Date : 5/10
All Students						
Student Groups						
K	100%	100%	100%			
1	100%	100%	100%	100%	100%	100%
2	100%	100%	100%	100%	100%	100%
3	100%	100%	100%	100%	100%	100%
4	100%	100%	100%	100%	100%	100%
5	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Special Education students with severe disabilities participating in alternative measures	100%	100%	100%	100%	100%	100%

Description of local measures…

1. The Houghton Mifflin Skills Assessments include Selection Tests, Theme Skills Tests and California Summative Tests, all of which are aligned with the California Standards. The District Trimester Assessments are tests are district-developed tests that are aligned with State Standards and the District Pacing Guide, and which provide formative assessments in fluency, word recognition, spelling, checking skills and writing each trimester. Additionally, Curriculum Based Measurement (CBM), California Reading Literacy Project (CRLP), BPST, Renaissance Learning STAR Reading and other skills measures are utilized to determine students' specific progress on meeting standards in reading. All required measures are being tracked through the OARS (Online Assessment Reporting System).

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The district gives the following local assessments :

2. Mathematics

Students particpating in assessment	HSP CA Math Chapter Tests			District Trimester Mathematics Assessments		
	Date : 11/09	Date : 3/10	Date : 5/10	Date : 11/09	Date : 3/10	Date : 5/10
All Students						
Student Groups						
K	100%	100%	100%			
1	100%	100%	100%	100%	100%	100%
2	100%	100%	100%	100%	100%	100%
3	100%	100%	100%	100%	100%	100%
4	100%	100%	100%	100%	100%	100%
5	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Special Education students with severe disabilities participating in alternative measures	100%	100%	100%	100%	100%	100%

Description of local measures...

1. The CA HSP Math Chapter Tests and the District Trimester Mathematics Assessments are aligned with the California Standards. Additionally, Renaissance Learning STAR Mathematics, Curriculum Based Measurement (CBM may be utilized to determine students' specific progress on meeting standards in math. All required measures are being tracked through OARS (Online Assessment Reporting System)

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Performance Goal 1: ***All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.***

Planned Improvement in Student Performance in Reading

Reading is included on all site plans either as direct goal or part increased academic achievement.

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: a) Teacher evaluation instrument based on Teaching Profession Standards b) All instructional materials are aligned with state standards c) All new teachers participate in BTSA d) Training in Curriculum Pacing/Assessment Guides e) Publisher training on standards-based materials and intervention materials f) Use of Standards-aligned report card at elementary levels	a) Principals b) District Admin. Services c) Director of Human Resources d) District Admin. e) Publishers/ Asst. Supt. of Instructional Services f) All	a) None b) Cost of inst. materials c) Cost of training, stipends, support provider d) Staff development e) Staff development f) None	a) None b) $100,000 c) $35,000 d) $3,000 e) $4,000 f) None	a) N/A b) IMF/Lottery/ Textbook Reserve c) County BTSA funds/PAR d) District e) District
2. Use of standards-aligned instructional materials and strategies: a) District purchased state adopted materials K-8 or materials aligned with state standards 9-12 b) Students are evaluated on grade level standards on a regular basis c) State standards will be posted in classrooms	a) District Admin. b) Teachers c) District Admin.	a) Cost of inst.materials b) None c) None	a) $100,000 b) None c) $500	a) IMF/Lottery/ Textbook Reserve b) N/A c) District

6.18.19

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Extended learning time: a) Summer School for special education students with ESY in IEP's b) After-School programs of two or three hours in place at many sites c) Trimester system for increased credits at high school d) English Learner summer programs e) CARE After-School Program f) Increased in-class interventions & monitoring	a) District b) District/Sites c) Lincoln High School d) District e) District	a) Cost of program b) Cost of program c) Cost of program d) Cost of program e) Cost of program	a) $75,000 b) $500,000 c) None d) $20,000 e) $18, 000	a) Hourly programs b) Grants c) None d) Hourly programs e) Grants
4. Increased access to technology: a) Students use Accelerated Reader program for K-8 b) CTAP courses offered c) District Technology plan/Site Tech Trainer workshops d) Laptops distributed to select sites e) Internet available in all classrooms	a) Sites b) District c) District d) District/Sites e) District	a) Cost of software b) Cost of courses c) None d) Cost of hardware e) Cost of connection	a) $20,000 b) $2,000 c) N/A d) Completed e) $10,000	a) Site funds b) Staff Dev c) EETT d) Digital High School e) District
5. Staff development and professional collaboration aligned with standards-based instructional materials: a) Inservice in English Language Arts/Differentiated Instruction b) New teachers participate in BTSA c) CLAD training held in district d) County-wide workshops attended by staff	a) Sites b) Teachers c) District d) PCOE/District	a) Paid attendance b) Stipends c) Paid attendance c) Paid attendance	a) $15,000 b) $35,000 c) $5,000 d) $5,000	a) District & Title II b) District c) District & Title II d) District

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): a) Parents, teachers, and other staff participate in the School Site Council b) DELAC/ELAC c) Parent Conferences d) School newsletters/SARC/Web site e) All parent legal parent notifications distributed and signed	a) Parents/teachers b) Parents/District c) Parents/teachers Admin/ d) On-going e) District/Site	a) None b) None c) None d) Cost of printing/distributing e) Cost of printing/distributing	a) N/A b) N/A c) N/A d) $2000 e) $2000	a) N/A b) N/A c) N/A d) SIP/District e) District/Site
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): a) Title 1 reading intervention at all Title I sites b) After school interventions for students who haven't passed CAHSEE c) Free Counseling for all Lincoln Families d) After school intervention at most sites	a) Site/Teachers b) Site c) District d) District/Teachers	a) Cost of Program b) Cost of Program c) Cost of Program d) Cost of Program	a) $300,000 b) $5,000 c) $30,000 d) $200,000	a) Title I/SIP b) Site c) MAA d) State/Federal
8. Monitoring program effectiveness: a) Students participate in state testing-- STAR /CAHSEE/CELDT b) Determination of Annual Yearly Progress c) OARS – Online Assessment Reporting System d) Report Cards e) Self Review Process f) Evaluation Data from outside evaluators g) Placer County Outcomes for Children data	a) District/Site b) Site/State c) District/Site d) Site e)Site State/District/Site f) Evaluators g) Placer County Childrens Systems	a) Assessment Cost b) State c) District d) Teachers e) District/Site f) Evaluators g) Consultants	a) $30,000 b) None c) $10,000 d) $1,500 e) None f) $15,000 g) None	a) District/State b) None c) District d) District e) None f) Grants g) Grants

8.18.10

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups: a) Title I reading interventions for students below grade level b) Summer school for special education students with ESY in IEP's c) High School students who have not passed CAHSEE participate in after-school intervention programs d) Students participate in after school intervention programs e) Special Education students served through program	a) Site b) District c) Site d) District/Site e) District/Site	a) Salaries and benefits b) Salaries and benefits c) Salaries and benefits d) Salaries and benefits e) Salaries and benefits	a) $300,00 b) $130,000 c) $5,000 d) $260,000 e) $1,000,000	a) Title I b) Hourly programs c) Title I/hourly programs d) Grants e) Special Education/District
10. Any additional services tied to student academic needs: a) District has managed over $500,000 in support services grants to assist with student achievement with after school programs, counseling, and academic intervention				

Performance Goal 1: ***All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.***

Planned Improvement in Student Performance in Mathematics
Mathematics is included on all site plans either as direct goal or part increased academic achievement.

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: a) Teacher evaluation instrument based Teaching Profession Standards b) All instructional materials are aligned with state standards – Identification of Essential Standards c) All new teachers participate in BTSA d) Publisher training on standards-based materials e) Use of Standards-aligned report card at elementary levels	a) Principals b) District Admin. Services c) Director of Human Resources d) Publishers/ Asst. Supt. of Instructional Services e) All	a) None b) Cost of inst. materials c) Cost of training, stipends, support provider d) Staff development e) None	a) None b) $15,000 c) $35,000 d) $4,000 e) $2,000	a) N/A b) Professional Development c) County BTSA funds/PAR d) District e) District
2. Use of standards-aligned instructional materials and strategies: a) District purchased state adopted materials K-8 or materials aligned with state standards 9-12 b) Students are evaluated on grade level standards on a regular basis c) State standards will be posted in classrooms	a) District Admin. b) Teachers c) District Admin.	a) Cost of inst.materials b) None c) None	a) $150,000 b) None c) $500	a) IMF/Lottery/ Textbook Reserve b) N/A c) District

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Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Extended learning time: a) Summer School for all special education students with ESY in IEP's b) After-School programs of two or three hours in place at most sites c) Trimester system for increased credits at high school d) English Learner summer programs	a) District b) District/Sites c) Lincoln High School d) District	a) Cost of program b) Cost of program c) Cost of program d) Cost of program	a) $125,000 b) $500,000 c) None d) $20,000	a) Hourly programs b) Grants c) None d) Hourly programs
4. Increased access to technology: a) Students use Accelerated Math program for K-8 b) CTAP courses offered c) District Technology plan d) Laptops distributed to select sites e) Internet available in all classrooms	a) Sites b) District c) District d) District/Sites e) District	a) Cost of software b) Cost of courses c) None d) Cost of Hardware e) Cost of connection	a) $20,000 b) $2,000 c) N/A d) Completed e) $10,000	a) Site funds b) Staff Dev c) EETT d) Digital High School e) District
5. Staff development and professional collaboration aligned with standards-based instructional materials: a) Teachers received inservice in the use of math programs b) New teachers participate in BTSA c) CLAD training held in district d) County-wide workshops attended by staff	a) Sites b) Teachers c) District d) PCOE/District	a) Paid attendance b) Stipends c) Paid attendance c) Paid attendance	a) $15,000 b) $35,000 c) $5,000 d) $5,000	a) District b) District c) District d) District

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Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): a) Parents, teachers, and other staff participate in the School Site Council b) DELAC/BAC c) Parent Conferences d) School newsletters/SARC/Web site e) All parent legal parent notifications distributed and signed	a) Parents/teachers b) Parents/District c) Parents/teachers Admin/ d) On-going e) District/Site	a) None b) None c) None d) Cost of printing/distributing e) Cost of printing/distributing	a) N/A b) N/A c) N/A d) $2000 e) $2000	a) N/A b) N/A c) N/A d) SIP/District e) District/Site
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): a) Title 1 monies available to sites b) After school/Saturday interventions for students who haven't passed CAHSEE c) Free Counseling for all Lincoln Families d) After school intervention at most sites	a) Site/Teachers b) Site c) District d) District/Teachers	a) Cost of Program b) Cost of Program c) Cost of Program d) Cost of Program	a) $300,000 b) $5,000 c) $30,000 d) $260,000	a) Title I/SIP b) Site c) MAA d) State/Federal
8. Monitoring program effectiveness: a) Students participate in state testing-- STAR /CAHSEE b) Determination of Annual Yearly Progress c) OARS – Online Assessment Reporting System d) Report Cards e) Self Review Process f) Evaluation Data from outside evaluators g) Placer County Outcomes for Children data	a) District/Site b) Site/State c) District/Site d) Site e)State/District/Site f) Evaluators g) Placer County Childrens Systems	a) Assessment Cost b) State c) District d) Teachers e) District/Site f) Evaluators g) Consultants	a) $30,000 b) None c) $10,000 d) $1,500 e) None f) $15,000 g) None	a) District/State b) None c) District d) District e) None f) Grants g) Grants

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Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups: a) Title I interventions for students below grade level b) Summer school for students in special education with ESY on IEP's c) High School students who have not passed CAHSEE participate in after-school intervention programs d) Students participate in after school intervention programs e) Special Education students served through program	a) Site b) District c) Site d) District/Site e) District/Site	a) Salaries and benefits b) Salaries and benefits c) Salaries and benefits d) Salaries and benefits e) Salaries and benefits	a) $300,00 b) $130,000 c) $5,000 d) $260,000 e) $1,000,000	a) Title I b) Hourly programs c) Title I/hourly programs d) Grants e) Special Education/District
10. Any additional services tied to student academic needs: a) District manages over $500,000 in support services grants to assist with student achievement with after school programs, counseling, and academic intervention				

04,23,20

Performance Goal 2: ***All limited-English-proficient students will become proficient in English and reach high academic*** standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

Students in Western Placer Unified School District have shown consistent academic growth through Annual Yearly Progress Goals.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1); d. Describe how the LEA will promote parental and community participation in LEP programs.	a) Western Placer Unified provides programs that allow students to learn English. Teachers use SDAIE techniques to assist students to meet or exceed standards. A Newcomer program was established in 2007 -2008 to support students in grades 2 – 12 who are at the Beginning level and have been in the U.S. less than 12 months. ELD instruction is provided to assist students in making progress in English proficiency as well as in meeting standards. b) The district uses Title III funds to provide supplemental instructional materials for ELD that are designed to assist student in accessing the core curriculum and developing academic language. The district also provides ELD training as well as SDAIE training to teachers to assist in helping students become proficient in English and to achieve performance goals in both math and in reading. c) All students participate in state testing including CELDT to determine progress toward English proficiency and will be used to determine progress toward meeting state standards and AYP. Results of these measurements are reported to the school board and to site councils and to the District English Language Advisory Council. d) The district maintains a District Advisory Council (DELAC) that meets regularly to discuss and to give input regarding programs and services. Each school site has an English Language Advisory Committee that provides the same services on a site-by-site basis. The district provides a class for parents that assist them in methods for helping their children meet appropriate standards and put their students on track for college.

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		Description of how the LEA is meeting or plans to meet this requirement.	
Required Activities	3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; d. Long term effect will result in positive and lasting impact on teacher performance in the classroom.	a) Teachers in the Western Placer Unified have been trained in SDAIE, CLAD, and other programs that allow for specialized instruction to meet the needs of students who are limited English proficient. These research-based approaches are particularly useful in differentiating instruction using the district-adopted programs referenced in Item 2 on the previous page. A week-long CLAD summer institute was held in June, 2007. b) Teachers received training in programs and in *Houghton Mifflin* and Holt and will continue to receive on-going training in these programs as well. Specific trainings on the use of the ELD component of adopted reading programs will be held. (Workshops have been held in Fall'07). c) Teams of teachers are regularly sent to research-based workshops presented by educational authorities to improve teaching strategies as they become available. In December 2009, a team of teachers went to a Dr. Kate Kinsella workshop and in January 2010 another team will attend a Dr. Stephen Krashen workshop. Upwards of 200 teachers attended two-day DuFours PLC workshops. d) Principals are required to evaluate teachers using an instrument based on the California Standards for the Teaching Profession that includes standards for meeting the individual needs of students. All district administrators attended an all day inservice on district English Learner Programs. District teachers recommend, and the Board adopted, major changes in District English Learner Policy. Elementary Principals attended AB 466 training in 2008. e) The number of students who are reclassified will improve from limited to fluent English proficient with corresponding increase on state tests.	
Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	**Yes or No** Yes	**If yes, describe:** Addition of ELD Program Specialist in 2007 – 2008 has allowed further training for admin and teaching staff. ELD Standards Checklists have been developed to assist teachers in instructing language learners K – 5. Additional ELD Standards Checklists will be developed for teachers grades 6 – 12 by spring '10. ELD standards have been aligned with every Houghton Mifflin story grades K – 5 to assist teachers in developing language proficiency during ELA instruct

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in: • English proficiency; and • Academic achievement in the core academic subjects	a) The district has adopted Houghton Mifflin Reading & Medallions in grades K-5 and Holt in grades K-8 and Into English published by Harcourt (research-based as well as standards based program) is being used to support English Language Development. Teachers use SDAIE techniques and differentiated instruction as part of their normal teaching pedagogy. b.) Intervention materials have been purchased for grades 2 -5 Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words, Corrective Reading, and Reading Mastery to support students who are struggling in reading. c) Local assessments and the CELDT are used to measure increases in the English Proficiency of students. The district has adopted benchmarks for students to exit programs. Data from these and from the State STAR program are analyzed/used to measure stu achievement growth over time. d) Student are monitored for reclassification with a goal of English proficiency (intermediate or higher) and academic achievement ("C" or better in academic areas). An English Learner Individualized Learning Plan (ELILP) is written annually for every English Learner. e) GLAD Training has been provided to over 65 teachers (K – 8) during the 2006 – 2007, the 2007 – 2008, 2008 – 2009, and 2010 - 11 school year s to increase the effectiveness of instruction to ELD learners. Additional GLAD support workshops were held in April 2009 and in August 2009 and in 2010 - 2011. f) Houghton Mifflin Focused Approach and Holt Training for ELD Instruction has been provided to over 40 teachers during the 2006 – 2007 and the 2007 – 2008 school year, to increase the effectiveness of instruction to ELD learners. Workshops to develop effective instructional strategies 6 -12 were offered during 2008 – 2009. Medallions inservices in 2010 – 2011. g) A district wide data base was purchased and district standards-based assessments were implemented to help teachers identify areas of weakness in student performance and develop interventions. English learner performance can be disaggregated for teacher analysis to improve instruction in math and language arts.

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	**Yes or No** Yes	**If yes, describe:** A focused summer program focusing on ELD will be offered to students. It is expected that students entering the district at the "beginner" level will be reclassified in no less than five years. Students are included in after school program opportunities. Reclassified students are monitored for two years.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	**Yes or No** Yes	**If yes, describe:** Students referred to Student Success Teams acquire an individualized action plan to remedy academic deficits. This is in conjunction with the ELILP. Students are also served through Title 1 and Special Education when appropriate.
	7. Improve the English proficiency and academic achievement of LEP children.	**Yes or No** Yes	**If yes, describe:** The district has standardized the delivery and support for English Language Development programs throughout the district. District-adopted state-approved curriculum is now in place at all grade levels. Principals are monitoring the delivery of ELD services.

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		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – o To improve English language skills of LEP children; and o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.	**Yes or No** Yes	**If yes, describe:** All parents are encouraged to participate in site level and district level parent advisory groups and site councils. After school and night family activities are offered at all sites. PIQE (Parent Institute for Quality Education) classes are offered at two sites, with parental involvement very high at those sites. Over 100 parents, mostly LEP, have attended and completed the PIQE series of classes.
	9. Improve the instruction of LEP children by providing for – o The acquisition or development of educational technology or instructional materials o Access to, and participation in, electronic networks for materials, training, and communication; and o Incorporation of the above resources into curricula and programs.	**Yes or No** Yes	**If yes, describe:** The district has computers in the English Learner classrooms and in computer labs. Students have regular access to these resources. The teachers employed at the site for Structured English Immersion each received a laptop to assist with instruction. GLAD and Houghton Mifflin and Holt Focused Approach training have been provided. Additional Houghton Mifflin ELD program components are being piloted in 2011 – 2012.
	10. Other activities consistent with Title III.	**Yes or No** Yes	**If yes, describe:** Through Title III the district will provide staff development in the SDAIE and CLAD training as well as the purchase of SDAIE materials. The ADEPT test is being used to monitor student progress on English Language skills.

Plans to Notify and Involve Parents of Limited-English-Proficient Students

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	a) The district sends out a letter each that identifies the students as LEP, based on the results the CELDT test results and the requisite need for appropriate language instruction. b) See above as well as regular progress reports of academic progress. c) Students are instructed along with the fluent English speakers and primary language support is available in small groups, interventions, and individually if needed. Parent are also informed of their option of a waiver. d) The district uses CELDT results at each of the sites inform teachers of overall student proficiency. Discussions are held to determine most effective interventions based on this data. An ELILP is written for each English Learner outlining annual goals. e) Through the use of SDAIE techniques among others, students will be assisted in learning English and in meeting promotion and graduation standards. f) The district notifies parents of all testing results of the CELDT, CAHSEE and STAR testing. These notifications also include written summaries of performance and where required, specific expectations for exiting and/or reclassification. g) The district uses the CELDT test results and incorporates these results into the student's IEP with parent input. The Special Education Director or School Psychologist collaborate and review state test scores, CELDT scores, and other academic performance measures to help determine the appropriate language placement.

	Description of how the LEA is meeting or plans to meet this requirement.
Required Activity h. information pertaining to parental rights that includes written guidance detailing – i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.	The district notification process includes information about the waiver process, parent option for participation or non-participation and description of the program the district is implementing.
Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.	The information listed above is provided within 30 days of enrollment of the beginning of the school year. Parents of students who arrive after this time are notified as soon as the student's CELDT results are known.
LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.	The district will notify parents within 30 days of the notification to the district that the LEA has not made adequate yearly progress (AYP). The notification will also include the reasons for the failure to make adequate yearly progress (AYP).

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Performance Goal 3: ***By 2007 – 2008, all students will be taught by highly qualified teachers. (WPUSD has nearly met this requirement - target date reflects original legislation requirements.)***

Summary of Needs and Strengths for Professional Development
Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

STRENGTHS	NEEDS
As of the beginning of the 2010/11 school year all our teachers but 3 have met the requirement of "highly qualified" according to the federal definition, with 2 additional teachers teaching one period each out of HQT compliance. All of our new teachers participate in BTSA. 100% of our teachers have completed certification of CLAD, BCLAD, SDAIE, or have emergency certification to allow them to specially instruct students who speak a language other than English. As of 2002-03 all staff in the Title 1 program met the Highly Qualified definition and have continued to do so. 25% of the teaching staff have a master's degree. 100% of the administrative staff have a masters or doctorate degree	Continuation of BTSA and a specific, training in serving English Learners, special education, and GATE students are planned for the current year. A GATE Certification Workshop series has been offered annually since 2007/08. The addition of an ELD Program Specialist has increased our leadership and attention to this area. Continued ELD Workshops occurred in 07/08 and 08/09 and 09/10 and 10/11. Three teachers need to meet HQT requirements; 2 additional teachers need HQT compliance for one period each of their assignment. Intervention programs were put into place for the area of reading for 2007 – 2008. This is a part of the RtI (Response to Intervention) model. Staff development offerings have been in place for this area beginning summer 2007 and have expanded to include Professional Learning Communities (PLC's). Over 200 teachers have attended DuFours PLC

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	workshops in 2009-10 and 2010-11. Staff development for teachers is geared towards data-driven decision making, standards based instruction, and using technology to improved student performance. At all levels, students who are almost proficient, or who are Below Basic or Far Below Basic in their tested skills are being monitored via spreadsheets. We have begun tracking these students' success via our OARS (Online Assessment Reporting System) and continue to address staff inservice needs here.

Planned Improvements for Professional Development (Title II)

Staff development is viewed as one of the keys to a highly qualified staff.

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards: Staff development needs will be addressed through a variety of methods including staff release time, classroom observations, professional literature, and attendance at conferences and	District/teachers	Salaries for BTSA support provider; cost of workshops,	$175,000	Title II/ BTSA/ Professional Development Block Grant

workshops. Evaluation of the effectiveness of these activities will be conducted with a goal of continuing the most effective or at looking for more effective programs. All new teachers are mandated to participate in BTSA.		subscriptions, stipends		
2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement: District administration will review research on professional development activities that assist teachers, administrators and support staff to ensure all students will meet or exceed State content and academic achievement standards. Special attention will be paid to those topics and formats that have the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest-performing groups – with a focus on PLC's. Staff development will focus on improving student achievement. Professional development resources will be concentrated where they are needed most. Successful teachers and principals will serve as demonstrators and coaches for others.	District leadership, PAR committee, teacher survey	Stipends for PAR and participating teachers	$6,000	PAR/District

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students: Staff development based on standards and targeted particularly toward the lowest achieving, low-income students will clearly show by student achievement scores and progress toward standards mastery that a positive impact is being measured. These outcomes will be used to further refine staff development efforts particularly as they have an effect on the achievement of under-performing students.	Principals/teachers/ District	Cost of BTSA and other staff development efforts	$135,000	Title II/ BTSA/ Professional Development Block Grant
4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs: The district leaders will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations in their classes. Classroom management, interventions, and working with students' families, and other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed State content and academic achievement standards.	District	Cost of training	$135,000	Title I/ School Library Improvement Grant/ Title II/ PAR/ Professional Development Block Grant

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met: Staff development will focus on practicing core research based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement. Principals' professional development will combine the leaders' roles in supporting standards implementation, organization and management for continuous improvement, and addressing diverse needs of student, particularly students in the lowest-performing groups in the district. Focus will be on PLC's and other research-proven effective strategies.	District	None	N/A	N/A
6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy: The district leadership team will ensure that technology-related professional development links to other district and school professional development activities that are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. Site Tech Trainers will provide fall and spring technology workshops at all sties.	District/ Director of Technology	Cost of training	None	Title II A & D/ Professional Development Block Grant

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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.): The district will continue with its implementation of the goals of the three-year District Technology Plan which was approved in Spring, 2009. Online professional development in the effective use of technology to support standards-based practices will be available at each school and throughout the district. Teacher licenses to access this resource from district equipment and resources will be available. Teachers will gain credit toward salary increases by completing online professional development courses in the use of technology and demonstrating increased effective use of technology resources in ensuring that all students meet or exceed standards. Staff development is managed through an online centralized online system. Site Tech Trainers offer support.	District/Technology coordinator	Cost of training	$12,000	Title II/ District Professional Development Block Grant
8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan: Information was gathered from recently adopted school site plans from representatives of the listed groups. In addition, portions of the recently adopted technology plan were referenced. Finally, staff development surveys were used. Information from this section will be updated at each annual renewal.	District Staff	None	None	N/A

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. How the LEA will provide training to enable teachers to: □ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; □ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; □ Involve parents in their child's education; and □ Understand and use data and assessments to improve classroom practice and student learning. Staff development days focused on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement also includes planning for addressing diverse student needs, student behavior management, and working with families. Specific offerings in working with GATE students and English Learners and differentiating instruction were offered during 2010/11. Additional training in use of intervention programs, materials and strategies will be offered.	District	Cost of training	$135,000	Title II A & D/ Staff Development Block Grant
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119: On an as needed basis, if teachers or paraprofessionals need assistance to become Highly Qualified adequate training will be offered. This is viewed as the highest priority of these funds for the district.	N/A	N/A	N/A	N/A

Performance Goal 4: ***All students will be educated in learning environments that are safe, drug-free, and conducive to learning.***

Environments Conducive to Learning (Strengths and Needs):
Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
1. Coordinated school crisis response and Comprehensive School Safety Plans which have been developed in partnership with law enforcement and emergency response systems. 2. Appropriate and effective school policies regarding student conduct and disciplinary procedures. 3. School counselor and school nurse, assisted by Health Clerks. 4. School safety plans updated annually with participation from parents and students. 5. Free counseling offered through the Lighthouse Counseling and Family Resource Center 6. Interns from California State University, Sacramento on select campus sites. 7. Expanded counseling staff at high school.	1. The district has a need to continue to inservice teachers in the district-adopted scientifically based programs to further reduce the incidence of alcohol and other drug use as well as tobacco use and to improve overall resiliency. 2. Each site needs a designated individual for implementation and monitoring of the programs. 3. Focus on the main drug used – alcohol.

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Environments Conducive to Learning (Activities):
Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES
Red Ribbon Week Activities
Extracurricular programs, clubs, events
Summer School
Interscholastic Athletics
Student Government
Specialized PE programs at Middle and High School
Counseling programs at each of the school sites and through lighthouse
Alternative education including continuation and independent study
Community Liaison programs at all elementary sites
School Counseling Programs at middle schools and high schools
GATE offerings at sites
School Resource Officer/Youth Services Officer

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Needs and Strengths Assessment (4115(a)(1)(A)):
Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
1. The district uses the latest communication systems to keep all district employees in communication with one another via email. Walkie talkies and phone. 2. District counselors are available to all students and their families around safety, drug, alcohol, and tobacco issues. 3. Smoking has been dramatically reduced. 4. The district provides a scientifically research based alcohol and other drug and tobacco prevention program. 5. The district has a phone-dialing system for mass-calling of families. 6. The district has an updated website to provide current communication with families.	1. The district needs to continue to provide a scientifically research based alcohol and other drug and tobacco prevention programs. 2. There is a need for coordination between and among the school sites and the district level. 3. Establish a sustainable management system for program.

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Performance Goal 4: ***All students will be educated in learning environments that are safe, drug-free, and conducive to learning.***

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

60 – 66% of Students in grades 7, 9 & 11 completed the California Healthy Kids Survey (CHKS) in 2009/10, with results shown. Data is not available for grade 5 for that year, so 2006 data is shown.

Prevention Program Performance Indicators (4115(a)(1)(B)):
The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 4/06 (Elem) 4/10 (Secondary) Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will **decrease** biennially by **(Met 2002 – 2010 goal for 7th, , 9th, & and 11th grades**	5th 8% 7th 14 % 9th 21 % 11th 39 %	5th -1% 7th - 4% 9th -18 % 11th -10 %
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by: **(Met 2002-2010 goal for 7th & 9th; not for 11th)**	5th N/A 7th 5 % 9th 10 % 11th 20%	5th N/A 7th -4 % 9th - 5 % 11th -+2 %
The percentage of students that have used marijuana will **decrease** biennially by: **(Met 2002 - 2010 goal for 7th, 9th & 11th)**	5th N/A 7th 2 % 9th 5 % 11th 8 %	5th N/A 7th -8 % 9th -26% 11th -49 %
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by: **(For 5th grade - % of students who have EVER used alcohol – may be misunderstanding question?)** **(Met 2002 - 2010 goal for 7th, 9th & 11th)**	5th 45% 7th 3% 9th 4 % 11th 8 %	5th -2% 7th -11% 9th -15 % 11th -38 %
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by:	5th N/A 7th 2 %	5th N/A 7th -8 %

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(Met20 02 – 2010 goal for 7th, 9th & 11th)	9th 5 % 11th 8 %	9th -26 % 11th -49 %
The percentage of students that feel very safe at school will **increase** biennially by: **(Met 2002 – 2010 goals 11th ; 7th & 9th no appreciable change)**	7th 14 % 9th 12 % 11th 12 %	7th -1 % 9th +0 % 11th +23 %
The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by: **(Question changed in 2010 – could not compare)** **(Met 02 – 06 goal for 7th; did not meet goal for 9th & 11th)**	7th 23 % 9th 167% 11th 10 %	7th -2 % 9th -2 % 11th -2 %
Truancy Performance Indicator		
The percentage of students who have been truant will **decrease** annually by **1%** from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	2 %	-1 %

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Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 4/06 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by: **2%** **(Met 2002 – 2010 goal for 7th & 9th & 11th)**	7th 58% 9th 52 % 11th 63 %	7th +22% 9th +29% 11th +28%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by: **2%** **(Met 2006 - 2010 goal for 7th, 9th grades & 11th)**	7th 79% 9th 68% 11th 79 %	7th +26% 9th +30 % 11th +41 %
The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by: **2%** **(Met 2006 – 2010 goals in all grades)**	7th 61% 9th 58 % 11th 59 %	7th +50% 9th +50 % 11th +47 %
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by: **(No early comparison data – good results, however)**	9th 70 % 11th 61 %	9th % 11th %

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Science Based Programs (4115 (a)(1)(C)):
The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Positive Action **Project Alert**	ATODV	1-12 7	4000 600	June 2005 June 2006	Summer 05&06 Spring 2008 Continuous as needed	August, 2005 August, 2006

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Research-based Activities (4115 (a)(1)(C)):
Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
√	After School Programs	**ATODV**	**Grades K-12**
	Conflict Mediation/Resolution		
√	Early Intervention and Counseling	**ATODV**	**Grades K-12**
	Environmental Strategies		
	Family and Community Collaboration		
	Media Literacy and Advocacy		
	Mentoring		
√	Peer-Helping and Peer Leaders	**ATODV**	**Grades K-12**
	Positive Alternatives		
√	School Policies	**ATODV**	**Grades K-12**
	Service-Learning/Community Service		
	Student Assistance Programs		
	Tobacco-Use Cessation		

Check	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development Caring Schools Caring Classrooms		
	Other Activities		

Promising or Favorable Programs (4115 (a)(3)):
The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
N/A						

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:
Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):
For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

The district has selected a variety of programs to serve its students. The programs are school-based prevention program designed to provide students strategies and skills. They combine a classroom curriculum of social/cognitive problem solving with real-life skill-building opportunities. Students learn to apply critical thinking skills and personal management strategies to personal health and well-being issues. After an analysis of our CHKS survey data it was clear we needed to push for programs at all levels.

Evaluation and Continuous Improvement (4115 (a)(2)(A)):
Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The district will administer the Healthy Kids Survey every other year and use those results to evaluate the effectiveness of the program and to make refinements and improvements to the on-going efforts by the district. The last Healthy Kids Survey was implemented in 2009/10. Additionally the District will continue to monitor suspension and expulsion data as well as consult with probation and other law enforcement and community support agencies.

Use of Results and Public Reporting (4115 (a)(2)(B)):
Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Data Collection Timeline:
The district has received the results of the 2009/10 Healthy Kids Survey. It will be available in print form and posted on our website. Additionally pre and post test data will be collected on the efficacy of the program.

Reporting Timeline
The District will develop an analysis of all data each school year. A report of the analysis of the data will be published. A summary of the results will be presented at a meeting of the governing board each fall.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):
Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

Western Placer Unified defines the highest need students as our lowest performing, low-income students. This designation along with the data from disciplinary actions as well as the data in the CHKS was analyzed and the middle school was found to be the site with the greatest needs.
The services listed below are funded for the students identifies with the greatest needs
1) Psychological counseling
2) After school programs focusing on improving academic performance
3) After school athletic programs
4) Alternative education opportunities

Coordination of All Programs (4114 (d)(2)(A)):
Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

The District will consult with probation and other law enforcement agencies as well as county-operated programs. The district representative meets with the county Medi-cal Collaborative three times per year and serves on the mini-grant advisory board to help coordinate programs with other programs at the local and county level.
Additionally the District will determine the common goals of the programs to help ensure the best practices and teaching strategies and the promotion of highly qualified teachers to assist in the coordination of prevention efforts.

Parent Involvement (4115 (a)(1)(e)):
Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parents are a vital part of the planning process at each school site. Each site operates a school site council. Fifty percent of the membership of this council is required to be filled by parents. Each council reviews the Single School Plan for Student Achievement, provides a budget document for approval by the governing board, and provides input to teachers, administrators, and others about all aspects of the school's operation. Parents are also involved in student activates such as athletics, school-wide assemblies, field trips and Red Ribbon Week. The district distributes a beginning of the year packet to all parents. This packet includes all the required notifications, the school and district discipline policies, School of Choice options for PI school parents as well as Safe School Status as required by NCLB. Additionally, school accountability report cards are available on the district web site. The district accountability report card will be developed and placed on the district web site as well.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):
Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

Referral for pregnant minors and minors parents are administered through the school site and district coordinator.

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):
Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section104420 [b][3])

Position/Title	Full time equivalent
Currently no staff is funded with TUPE funds	**N/A**

Performance Goal 5: ***All students will graduate from high school.***

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	a) Trimester for reinforcement of skills b) Remediation in English and math during the school day c) Before and after school tutorials d) Summer schools e) 10th grade counseling is provided f) Student notice for all students receiving failing grades.	All students	Teachers, counselors, administrators On-going	The school will increase its graduation rate by 5%	a) None b) Title 1 c) Hourly d) Hourly e) 10th grade counsel f) None
5.2 (Dropouts)	a) Students participate in Student Council b) Fourteen different Interscholastic sports are available for boys and girls c) FFA clubs are available d) Emphasis on vocational programs through ROP and ROTC	a) Elected student leaders b) 515 student athletes c) 90 members d) 260 participants	a) Teacher b) Coaches by sport c) Teacher advisors d) District	The school will increase its graduation rate by 5%	a) District b) District c) District d) District
5.3 (Advanced Placement)	a) Students are able to take AP classes on line and on campus	All students	Teachers On-going	The school will double the number of students taking AP classes	Tech Grant/ District

9.8.52

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Please describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The district uses free and reduced lunch eligibility under the NSLP guidelines.
Schools are rank ordered and schools with the highest poverty are served first. After these schools are served, lower ranking school can be served. The district determines different per student amounts based on differing grade spans.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115 will identify the eligible children most in need of services under this part.

The Western Placer Unified School District had used the national percentile ranking from CAT/6 portions of the STAR test at grades 2-1; however that norm-referenced test is no longer used in CA schools. Instead, students scoring below proficient on CA Standards Tests in Mathematics or English Language Arts and students in danger of retention can qualify for Title I services. Parents are offered the opportunity to come to a Parent Advisory Meeting held at least once annually to provide input and suggestions for program. Each participating student in Title I must have a signed authorization from their parent/guardian providing approval for their participation.

9/8.53

Additional Mandatory Title I Descriptions
(continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

a) The district provides increased learning time through after school programs at each school.
b) The district provides extensive staff development for improving instruction.
c) The district provides a support provider and mentor for beginning teachers in the BTSA programs.
d) The district conducts all state required assessment and analyzes the data, including disaggregation, to assist teachers and administrators in evaluating programs and instructional effectiveness.
e) The district has adopted core materials that are scientifically based and has provided staff development for the implementation of these materials in the classroom.
f) Teachers and paraprofessionals are trained in techniques to assist student who are limited English proficient to access the core curriculum.
g) The district provides after school intervention with summer school options
h) The district provides counseling services to students.
i) Student who have not passed the high school exit exam are offered tutorial assistance.
j) Efforts are made to identify those students who attend private schools, local institutions for neglected or delinquent children who are attending community day school programs and those students who are homeless.

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116 as in need of improvement.

a) The district will assist schools in analyzing student data through the use of a variety of applications.
b) Before and after school programs and summer school will continue.
c) Annual goals for overall improvement as well as the improvement of applicable sub groups will be identified. A comprehensive staff development program will be provided.
d) The district will assist the school in following the mandates including school choice and supplemental instruction.

9.8.54

Additional Mandatory Title I Descriptions
(continued)

Please describe the actions the LEA will take to implement public school choice and Supplemental Services, consistent with the requirements of Section 1116.

a) Parents will be notified of their option to transfer their student from a PI school.
b) Schools space will be make available to accommodate students.
c) The district will serve the lowest performing, low-income students first and other students thereafter up to the maximum allowed by NCLB.
d) Transportation will be provided for any student whose parents have exercised the choice option.
e) Parents will be notified of their option prior to the beginning of the school year if the state provides that information by that timeline; if not, parents will be notified as soon as the information is available.
f) Parents will be notified annually that supplemental services are available and the process for application will be explained.
g) A list of approved providers will be included with the notification.
h) The district coordinator will meet with the parent(s) and the supplemental service provider(s) to outline outcome, timelines, and assessment criteria.
i) Parents will be notified of the dollar amount for which they are eligible under the supplemental services provision.

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with sections 1118 and 1119.

The district coordinator will work with site level administrators and with teacher representatives (CAIPS Committee) to develop criteria for staff development and the coordination of appropriate Title I and Title II funds. All teachers hired will be highly qualified. The District will strive to coordinate all professional development through the use of Title II funds to fully develop the capacity and professional training for all Title I funded certificated teachers and paraprofessionals. Additionally, Title II funds will be used to support appropriate professional development opportunities for administrators, parents and other staff serving the needs of our students. A myriad of opportunities would be available to the interested staff and community, from sessions held within the district and county offices of education to privately provided professional training sessions. Each of these activities and trainings would focus upon high quality skills which would be able to be used in our classrooms in terms of instructional strategies and methods for ensuring the continued success of our students.

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Additional Mandatory Title I Descriptions
(continued)

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as:

Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

The District will ensure that all services are fully coordinated on our school campuses to ensure that our programs are effective, and that duplication and/or fragmentation of the instructional is not a part of the program. Reading intervention programs are coordinated on each site by the building principal and are offered to qualifying low-achieving students in the regular program, as well as to students in special education both during the day and after school. The Title I program and services will be designed to meet the specific needs of our students as identified by their test scores indicating their areas of specific weakness. Students who are English Learners will be provided specialized instruction, materials and activities to ensure their success. It is the goal of each school in the district to provide a comprehensive program which is well-articulated and coherent for all students. Site plans guide the use of categorical funds in close collaboration with the District. Collaboration between teachers occurs regularly and is facilitated by our Early Release Mondays with a focus on student achievement across programs.

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Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

- *Appendix A: California's NCLB Performance Goals and Performance Indicators*
- *Appendix B: Links to Data Web sites*
- *Appendix C: Science-Based Programs*
- *Appendix D: Research-based Activities*
- *Appendix E: Promising or Favorable Programs*
- *Appendix F: NCLB Legislation, Sections 1111 through 1120*

9.8.57

ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.

3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.

6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.

7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.

9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

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9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the LEA receives more than $500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.

13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to schoolwide programs.

15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).

17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.

18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.

20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001.*

21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.

23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).

26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.

28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.

29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).

30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

9.8.60

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
  (A) have the lowest proportion of highly qualified teachers;
  (B) have the largest average class size; or
  (C) are identified for school improvement under section 1116(b).

- The LEA will comply with section 9501 (regarding participation by private school children and teachers).

- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

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- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
- Collaboration with adult literacy service providers.
- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

37. **Any LEA <u>that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5))</u> hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
    - has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
    - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
    - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
    - Any LEA that <u>does</u> receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

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TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.

39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

40. The LEA is complying with Section 3302 prior to, and throughout, each school year.

41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.

43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.

48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:

    - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

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- Security procedures at school and while students are on the way to and from school.

- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.

- A crisis management plan for responding to violent or traumatic incidents on school grounds.

- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:

    - Allows a teacher to communicate effectively with all students in the class.
    - Allows all students in the class to learn.
    - Has consequences that are fair, and developmentally appropriate.
    - Considers the student and the circumstances of the situation.
    - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

    - will be used to make decisions about appropriate changes in programs for the subsequent year;

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- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and

- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

    (i) truancy rates;
    (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
    (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
    (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

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SIGNATURE PAGE

Scott Leaman
Print Name of Superintendent

_____
Signature of Superintendent

_____
Date

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APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: ***All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.***

1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)

1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: ***All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.***

2.1. **Performance indicator:** The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

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2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3*: By 2005-2006, all students will be taught by highly qualified teachers.*

3.1 **Performance indicator:** The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of "professional development" in section 9101(34).)

3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

Performance Goal 4*: All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

4.1 **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5*: All students will graduate from high school.*

5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 **Performance indicator:** The percentage of students who drop out of school:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

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APPENDIX B

Links to Data Web sites

Below is a listing of Web site links for accessing district-level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
  < http://www.cde.ca.gov/psaa/api/index.htm >
- California Basic Educational Data System (CBEDS)
  < http://www.cde.ca.gov/demographics/coord/ >
- California English Language Development Test (CELDT)
  < http://www.cde.ca.gov/statetests/celdt/celdt.html >
- California High School Exit Exam (CAHSEE)
  < http://www.cde.ca.gov/statetests/cahsee/eval/eval.html >
- California Standardized Test (CST)
  < http://www.cde.ca.gov/statetests/index.html >
- DataQuest
  < http://data1.cde.ca.gov/dataquest/ >
- School Accountability Report Card (SARC)
  < http://www.cde.ca.gov/ope/sarc/ >
- Standardized Testing and Reporting (STAR) Program
  < http://www.cde.ca.gov/statetests/star/index.html >

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APPENDIX C

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs)

B: < http://www.colorado.edu/cspv/blueprints/model/overview.html >(University of Colorado: Blueprints)

C: < http://modelprograms.samhsa.gov/model_prog.cfm >(Center for Substance Abuse Prevention: Model Programs)

D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)

E: < http://www.gettingresults.org/ > (Getting Results)

School-Based Programs

	Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E

Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
	Community and Family-based Programs						
	Intended program outcomes and target setting. See research for proven effectiveness						
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,

Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

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APPENDIX D

Research-based Activities (4115 (a)(1)(C)):
The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

Research-based Activities	
Activities	***Research Summaries Supporting Each Activity:***
After School Programs	Positive Action (entire program)
Conflict Mediation/Resolution	Positive Action (entire program)
Early Intervention and Counseling	Positive Action (entire program)
Environmental Strategies	Positive Action (entire program)
Family and Community Collaboration	Positive Action (entire program)
Media Literacy and Advocacy	Positive Action (entire program)
Mentoring	Positive Action (entire program)
Peer-Helping and Peer Leaders	Positive Action (entire program)
Positive Alternatives	Positive Action (entire program)
School Policies	Positive Action (entire program)
Service Learning/Community Service	Positive Action (entire program)
Student Assistance Programs	Positive Action (entire program)
Tobacco-Use Cessation	Positive Action (entire program)
Youth Development/Caring Schools/Caring Classrooms	Positive Action (entire program)

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APPENDIX E

Promising or Favorable Programs

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)

B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)

C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)

D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)

E: < http://www.gettingresults.org/ > (Getting Results)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D

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Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B

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APPENDIX E

SITE NEEDS ASSESSMENTS AND SMART GOALS: (See District website for Board Packet of November 2, 2010 at www.wpusd.k12.ca.us

http://www.wpusd.k12.ca.us/District/School-Board/Agendas--Minutes/2010-Archive/index.html

Elementary Schools

- Carlin C. Coppin Elementary School
- Creekside Oaks Elementary School
- First Street School
- Foskett Ranch Elementary School
- Lincoln Crossing Elementary School
- Sheridan Elementary School
- Twelve Bridges Elementary School

Middle Schools

- Glen Edwards Middle School
- Twelve Bridges Middle School

High Schools

- Lincoln High School
- Phoenix High School

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Elementary and Secondary Education Act (ESEA), Title II, Part A: Preparing, Training, and Recruiting High Quality Teachers and Principals

Section 2141 (c) Agreement

Memorandum of Understanding (MOU)

LEA Name:	Western Placer Unified School District
CDS Code:	3166951
School Year:	2011-12

This MOU represents the agreed-upon activities and use of funds during the 2011-12 school year in accordance with the provisions of Section 2141 (c) of the ESEA.

Background
Section 2141 (c) specifies that if a Local Educational Agency (LEA) does not have 100% highly qualified teachers assigned to teach ESEA core academic subjects and has failed to make Adequate Yearly Progress (AYP), for three consecutive years, the California Department of Education (CDE) and the LEA shall enter into an agreement.

General
As part of this agreement the LEA:

(1) Shall develop and utilize professional development strategies and activities established from scientifically based research, which the LEA will use to ensure that 100% of teachers become highly qualified. These strategies and activities shall be developed in conjunction with teachers and principals.

(2) Except as provided in subparagraphs (A) and (B), shall prohibit the use of funds received under Title I, Part A to fund any paraprofessional hired after the date such determination is made;

(A) Shall allow the use of such funds to fund a paraprofessional hired after that date if the local educational agency can demonstrate that the hiring is to fill a vacancy created by the departure of another paraprofessional funded under Title I and such new paraprofessional satisfies the requirements of Section 1119(c); and

(B) May allow the use of such funds to fund a paraprofessional hired after that date if the local educational agency can demonstrate —
(i) a significant influx of population has substantially increased student enrollment; or

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(ii) there is an increased need for translators or assistance with parental involvement activities.

Fiscal
Funds must be expended in accordance with approved expenditure procedures. If the funds are not expended per the provisions contained in this agreement the **unexpended balance of funds shall be billed**. Expenditure reports and auditable fiscal records shall be maintained and made available for review and priority on the use of funds in this agreement shall be given to activities that will make teachers 100% highly qualified.

Failure to Meet Conditions
In the event that all teachers in ESEA core academic subjects are not 100% highly qualified and AYP is not met for the 2011-12 school year, a Section 2141 (c) agreement shall be entered into for the 2012-13 school year.

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that to the best of my knowledge the information contained in this document is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained. A copy of all waivers or requests will remain on file.

Ryan Davis, Director of Human Services
Print (Superintendent or Designee)

11/10/10
Date

Information Only:

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Non-Compliant Teacher Action Plan

Instructions

1. **Complete one table for your Local Education Agency.**
2. List each non-highly qualified teacher by school, assigned ESEA core subject area, and specify which activities will occur to make each teacher highly qualified.
3. Cluster by school and content area.

District Name	Western Placer Unified School District
District CDS Code	3166951

Insert rows as needed

School CDS Code	School Name	SEID	CALPADS Course Number and Course Name	Core Subject	Academic Level	Grade	HQT Compliance Plan	Final Completion Date	Parent letter sent (only Title I schools)	Date Letter Sent	CLAD or BCLAD	Comments
6085252	Carlin C. Coppin Elem.	5412959081	3005 SE Elementary	Elementary/Multiple Subjects	E	K-5	Subject matter examination (CSET)	6/30/11			Yes	
6117493	First Street Elem.	7845781793	1015 Kindergarten	Elementary/Multiple Subjects	E	K	Subject matter examination (CSET)	6/30/11	Yes	11/3/10	Yes	
6108351	Glen Edwards Middle Sc	2332563440	2610 Physical Science	Science	S	8	Subject matter examination (CSET)	6/30/11	Yes	11/4/10	Yes	
3134657	Lincoln High School	5493238066	2414 Pre Calc	Mathematics	S	10-12	Subject matter examination (CSET)	6/30/11			Yes	
3134657	Lincoln High School	1706519186	2670 AP Biology	Biological Sciences	S	11-12	Subject matter examination (CSET)	6/30/11			Yes	
3134667	Lincoln High School	6206915636	2618 Earth Science	Geosciences	S	9-12	Subject matter examination (CSET)	6/30/11			No	

Title III LEA Improvement Plan Addendum – Western Placer Unified School District

Directions: Address the topic matter requested for each cell in the outline. The cells expand to allow as much space as required for narrative responses under each item.

1. **Conduct an analysis of data. Identify and describe the factors that prevented the local educational agency (LEA) from achieving the Annual Measurable Achievement Objectives (AMAOs)** (Five page maximum for this item).

A. Analysis of Data and problems found.

Western Placer Unified School District has exceeded the targets for AMAOS 1 and 2 for the last four years. Our students are making adequate progress through the CELDT levels.

WPUSD has not been as successful on AMAO 3. In the area of Mathematics, this is the first year we did not make the targeted growth. Our growth rate was 43.8% not the required 45.5%. This was only 1.7% less than the target. The previous 3 years we exceeded the growth target. This year we improved 3.5% from our prior year score which did fall short of the 5.5% necessary. We were able to make Safe Harbor for English Language Arts with 30.9% of ELS becoming proficient. This is an 8% increase over the prior year. The data indicates that our largest group of EL students is found in the Intermediate language level. More of these Intermediate students tested on the Below Basic and Basic ranges of the CST for English Language Arts than at the Proficient level. We also have a large group of Early Advanced and Advanced students who are not proficient on the CST in English Language Arts. The prior year 2.6% of the Early Advanced and above were English Proficient. This past year 3.1% were English Proficient. We are making growth but not enough to reach the target. In looking at our RFEP student population, 59% were Proficient or Advanced on the CST for ELA and 75% were Proficient or Advanced on the CST for math. There are 38% in the Basic range for ELA and 21% in the Basic Range for math. There were 4% Below Basic in ELA and 5% Below Basic or Far Below Basic in Math.

Looking at CELDT data 36% of English Learners are still at the Intermediate level after six years or more while 51% remain at the Early Advanced or Advanced level. We are making good progress at the Early Intermediate and Beginning levels of CELDT. At three years or less, 20% are in the Early Intermediate range while 19% are in the Beginning Range. By year four, the Early Intermediates have dropped to 12% and the Beginning English Learners have dropped to 2%. The Reading strand of the CELDT is an area of concern with nearly half of students tested staying at level 3 or lower and even having their Reading scores drop. A component of success in reading is the development of Academic Language to improve comprehension and oral and written language production. This is an area of concern since our ELD curriculum does not address Academic Language proficiency.

At the high school 33% of 10th grade English Learners passed the CAHSEE and 17% were proficient on CAHSEE. Our reclassified 10th graders were more successful with 88% passing the CAHSEE and 41% passing with proficiency.

Summary: Our CST scores have increased substantially for English Language Arts and Math. As the growth target increases our efforts to support English Learners to become proficient on the CST for Mathematics also must increase. Although we reached Safe Harbor for English Language Arts that is another area that needs increased support for English Language Learners. We need to target long-term ELS who are languishing as Intermediates on the CELDT. We also need to target Early Advanced/Advanced students on the CELDT who are not scoring as Proficient on the CST for English Language Arts. Additionally, we need to target those RFEP students who are not Proficient.

B. Strengths and weaknesses of the current plan.

The STRENGTHS of the Title III LEA Plan include the following: 1.) A Newcomer program for English Learners who have been in the U.S. less than twelve months is in place at the elementary 2nd – 5th and also at a middle school that supports newcomer students 6th – 12th. 2.) Pacing guides and benchmark assessments are in place at the elementary and are being developed at the secondary schools. A district-wide data system is in place to analyze benchmark data for all sub-groups. English Learner data can be disaggregated to see which Standards in Math and English Language Arts need reteaching and/or intervention. 3.) A new Math curriculum has been adopted K-8 that includes a remediation component for math concepts. 4.) A Response to Intervention model has been initiated in the district to support English Learners and other struggling students. 5.) Elementary administrators have completed AB 466 training. District teaching staffs have attended GLAD strategy workshops, Differentiated Instruction workshops, and other workshops that contain research-based instructional strategies from authorities such as Dr. Kate Kinsella, and Dr. Stephen Krashen. 6.) Intervention materials have been provided to elementary sites for reading intervention groups, Corrective Reading, Reading Mastery, and Systematic Instruction in Phonemic Awareness, Phonics, and Sight words. 7.) The district is moving into Professional Learning Communities district wide. We are identifying essential standards, developing formative assessments, and meeting in collaborative teacher teams to identify students needing additional support and to create intervention groups to provide remediation in math and language arts. 8.) English Learners have an English Language Learners Individualized Learning Plan (ELLILP) if they are Beginning or Early Intermediate language levels. If they are below 325 on the CST in English Language Arts or Math and are Intermediate, Early Advanced, or Advanced language levels they also have an ELLILP. This plan determines baseline abilities at the beginning of the year and establishes goals for each child to reach in that school year to support their moving up a language level on the CELDT. The plan is monitored by district assessments. There is also an English Language Development Standards checklist at grade levels K -5 to support struggling English Learners. 9.) A Support Program Specialist for Intervention was hired in 2007 to monitor English Language Learners progress district wide. This position monitors ELD classes, identifies struggling students, and those ready for reclassification, provides coaching and staff development of research-based instructional strategies, and consults on district Student Study Teams and IEPs to support ELLs. 10.) Parental involvement has increased due to parental classes from the Parent Institute of Quality Education and the involvement of REDIRECT in our community. More participation at ELACS and the DELAC has been the result. We also have increased the amount of ESL classes available to parents and other adults in the community.

WEAKNESSES: We are at the beginning stages of implementation in our Professional Learning Communities and Response to Intervention programs. We are developing essential standards and working in collaborative teams to improve student achievement. District benchmark assessments are in place and testing data is being accumulated. The next step is for teachers to look critically at the data to form intervention groups and to develop formative assessments that are standards based to monitor student progress. The use of data to inform instruction and to monitor student progress will also lead to improved teaching practices and the identification of needed staff development. Additional monitoring of SDAIE strategies in content classes and the implementation of ELD in mainstreamed classes needs to happen on a regular basis by site administrators to ensure that those practices are occurring regularly and effectively.

C. Identify and describe factors contributing to failure to meet AMAO 3.

1. ELs may have remained at the Intermediate level because they have not received standards based ELD instruction daily. Observations, interviews and surveys of staff and administration indicate that students Intermediate and higher who are mainstreamed for ELD may not be receiving effective or sufficient English Language Development instruction. The district is lacking a curriculum for ELD for Intermediate and higher students that develops academic language and good oral language production. Our district adopted ELD curriculum is not effective for Intermediate and higher students. Teachers have not been consistently monitored from site to site to ensure that they are directing instruction in a mainstreamed setting utilizing ELD standards to meet the needs of their English Learners. Consistent monitoring has not been done to ensure that SDAIE strategies are being used in content classes to support English Learners who are mainstreamed.

2. The needs of long-term English learners have not been addressed consistently district wide. Long-term ELs need to be clearly identified, targeted, and monitored for progress.

3. The needs of RFEP students have not been targeted consistently. Those RFEP students who are not Proficient need to be identified, targeted, and monitored for progress, particularly those few who were Below Basic.

4. Interviews and surveys of staff have indicated that good reading and math interventions are not being implemented at all sites. At some sites, they are still in the planning stages. We accumulate data, but the analysis of data to target student achievement is still in the beginning stages. When we do have students in interventions, we are lacking formative assessments to monitor their progress.

5. Teacher feedback has indicated implementing the new math curriculum at the elementary level has been challenging. Identifying students in need of intervention and utilizing the new math intervention curriculum is a work in progress. Additional staff development and grade level collaboration of effective teaching strategies for math are necessary.

D. Conclusion: From the data we reviewed, and the probable causes we identified, WPUSD needs to improve the performance of long-term EL students in math and language arts. We need to monitor the ELD of mainstreamed Intermediate and above students to ensure that it is occurring daily and is effective. We need to find supplemental ELD materials to promote good oral language production and the development of academic language. We need to target long-term EL students and RFEP students to make sure they are making progress in math and language arts. We need to analyze our data to identify struggling students and provide timely interventions in math and language arts. We need to develop formative assessments to ensure that students are making progress and that our interventions and/or our instruction are working.

Educational activities to improve English proficiency and academic achievement	Personnel Responsible	Timeline	Funding Source
2. **Describe scientifically based research strategies to improve English-language Development (ELD).** (AMAOs 1 and 2; English Learner Subgroup Self Assessment (ELSSA)	N/A	N/A	N/A
3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3;ELSSA) **Objective:** All English Learners have access to appropriate Reading/Language Arts Instruction: All English Learners will have appropriate reading and language arts instruction based on their assessed needs. They will have appropriate modifications of materials and instruction designed to meet their English Language Proficiency level and their academic skills.			
• Long-term English learners and struggling RFEP students will be identified and targeted at each site with pertinent assessment data. The reports will be provided to principals and teachers twice a year.	Site Administrator / Counselors /SPS – Int	Aug 2009, Jan 2010, Aug 2010, Jan 2011	No funding
• Current interventions will be noted and monitored for effectiveness bimonthly. Interventions will be implemented and monitored every other month if they are not currently in place and are required.	Site Administrator / Teacher/ Counselor/ SPS – Int	Sept 2009, Nov 2009, March 2010, May 2010, Sep 2010, Nov 2010, March 2011, June 2011	No funding
• PLC collaborative grade level/department teams at each site will utilize testing data to identify any additional/future areas of concern for English learners and RFEP students, implement interventions, and develop formative assessments to monitor progress. Formative assessments will be developed by June 2010. Formative assessment data will be analyzed in monthly PLC meetings.	Site Administrator / Teacher/ Counselor/ SPS - Int	Dec 14, 2009 Jan 25, 2010 Feb 22. 2010 Mar 22, 2010 May 24, 2010 Sept 2010, Oct 2010, Dec 2010, Jan 2011, Feb 2011, Mar 2011, May, 2011	No funding

4.Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; ELSSA) **Objective:** All English Learners have access to appropriate Mathematics Instruction. All English Learners have appropriate mathematics instruction and curriculum and opportunities for advanced mathematics class placement. They will have appropriate modifications of materials and instruction designed to accommodate their English Language Proficiency.			
• Long-term English learners and struggling RFEP students will be identified and targeted at each site with pertinent assessment data. These reports will be provided to principals and teachers twice a year.	Site Administrator / SPS – Int	Aug 2009, Jan 2010, Aug 2010, Jan 2011	No funding
• Current interventions will be noted and monitored for effectiveness bimonthly. Interventions will be implemented and monitored every other month if they are not currently in place and are required.	Site Administrator / Teacher/ Counselor/ SPS – Int	Sept 2009, Nov 2009, March 2010, May, 2010, Sep 2010, Nov 2010, March 2011, June 2011	No funding
• PLC collaborative teams will utilize testing data to identify any additional/future areas of concern for English learners and struggling RFEP students, implement interventions, and develop formative assessments to monitor progress. Formative assessments will be developed by June 2010. Formative assessment data will be analyzed in monthly PLC meetings.	Site Administrator / Teacher/ Counselor/ SPS - Int	Dec 14, 2009 Jan 25, 2010 Feb 22. 2010 Mar 22, 2010 May 24, 2010 Sept 2010, Oct 2010, Dec 2010, Jan 2011, Feb 2011, Mar 2011, May, 2011	No funding

5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other Elementary and Secondary Education Act (ESEA) programs. (ELSSA) **Objective:** Coordinate district-wide professional development to focus on English Learners.			
• Develop and refine Professional Learning Communities and collaborative team work to meet the needs of English Learners and other struggling students. Collaborative grade level/department teams meet each week. Notes are turned in to site administrators.	Teachers/ Site Administrators	Oct 2009 meet weekly through June 2011.	No funding
• Attendance at Dafour workshops and book study groups for teachers, counselors, and administrators.	Asst Supt/ Site Administrators/Counselors/ Teachers	Jan/March 2010 ongoing June 2011	SLIG/ Professional Development Drop Grant/ Title III
• Implement and refine Response to Intervention framework, classes, and strategies. Collaborative grade level/department teams meet each week. Notes are turned in to site administrators.	Teachers/Site Administrators	Oct 2009 meet weekly through June 2011	
• Attendance at Mike Mattos workshops by teachers, counselors, and administrators.	Asst Supt/SPS – Int /Teachers/ Counselors/ Site Administrators	Dec 2009, Jan 2010 Mar 2010	Professional Development Drop Grant/ Title III
• Offer math concept instruction to 4th – 5th teachers to enable to teach new adoption more effectively during Winter/Spring 2010.	Asst Supt/Teachers/ Site Administrators	Feb 2010, Mar 2010, April 2010	Professional Development Drop Grant/ Title III
• Send teams of teachers district wide to research-based instructional strategy workshops and training as they become available (training timeline details in bullets 8 and 9).	Asst Supt/ SPS – Int/ Teachers	Dec 2009, Jan 12, 2010, Mar 2010, May 2010 Aug 2010, Oct 2010, Jan 2011, Mar 2011, Apr 2011	Various sources
• Identify staff development needs as the result of collaborative grade level/department team meetings and reflection on testing data and the implementation of intervention classes. District Curriculum, Assessment, Intervention, Progress Monitoring, and Staff Development Meetings (CAIPS) will be used to identify key	Asst Supt/ SPS- Int / Teachers/ Site Administrators	Jan 12, 2010, Mar 9, 2010, May 11, 2010, Sept 2010, Oct 2010, Nov 2010,	No funding

instructional strategies (SDAIE) that need to be institutionalized district-wide and monitored for effective implementation. Staff development to improve implementation will be scheduled after the key strategies are identified.		Jan 2011, Mar 2011, May 2011	
• Staff training plan developed by May 2010.	Asst Supt/ SPS – Int	May 2010	No funding
• Training calendar dates: August 2010, Oct 2010, Jan 2011, Mar 2011	Asst Supt / SPS - INT	Aug 2010, Oct 2010, Jan 2011, Mar 2011	Various sources
6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other ESEA programs. **Objective:** To improve and maintain clear parent communication and provide relevant training on student achievement, academic expectations, accountability requirements and support services.			
• Ensure all site and district school/home communications are translated into Spanish where required.	Site Admin/SPS – Int	Aug 2009 – June 2011	SLIG/Title III
• Conduct parenting classes on negotiating the school system and supporting school achievement will be continued. Additional parenting classes will be offered as needs are identified by parent input at ELAC and DELAC meetings and/or good programs are discovered.	SPS – Int	Sept 2009, Mar 2010; Sep 2010; Feb 2011	Title III / CBET/
• Develop ELAC and DELAC attendance by developing phone trees to encourage parent attendance at each site.	Site Admin/SPS In	Nov 2009 – June 2011	No funding
• Increase Adult Ed classes to meet the needs of the parents of ELs such as ESL and computer literacy.	SPS – Int	Sept 2009 – June 2011	Adult Ed/ Title III
7. If applicable, identify any changes to the Title III Immigrant Education Program.	N/A	N/A	N/A

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:
Title I Annual Report

AGENDA ITEM AREA:
Information/Discussion

REQUESTED BY:
Mary Boyle MB

ENCLOSURES:
Title I Annual Report Handouts at Meeting

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
Categorical Funding – Approx. $615,000

MEETING DATE:
June 21, 2011

ROLL CALL REQUIRED:
No

BACKGROUND:

WPUSD receives Federal Title I monies annually to support student achievement in schools with 35% or more students qualifying for free and reduced lunch. Under the federal No Child Left Behind Act, schools and districts receiving Title I monies must meet Annual Yearly Progress (AYP) targets for student proficiency in English Language Arts (ELA) and Mathematics. These targets are being raised by approximately ten percentage points annually making the targets exceedingly difficult to reach. Students in ALL significant subgroups must meet the proficiency targets in both ELA and Math at the site and district levels. Failure to make the AYP target for two consecutive years in the same subject area (ELA or Math) results in Title I schools and/or districts entering into Program Improvement (PI). Currently, we have two schools in PI: First Street School (Year 3) and Phoenix High School (Year 2). The remaining Title I schools, Creekside Oaks Elementary School, Sheridan School and Glen Edwards Middle School, and the district as a whole are not currently in PI. We have made significant progress in raising the achievement scores of ALL of our students and in closing the achievement gap for our significant subgroups. However, it is possible that we may not make all AYP targets in 2011 testing resulting in additional schools and/or the district entering Program Improvement for the 2010 – 2011 school year.

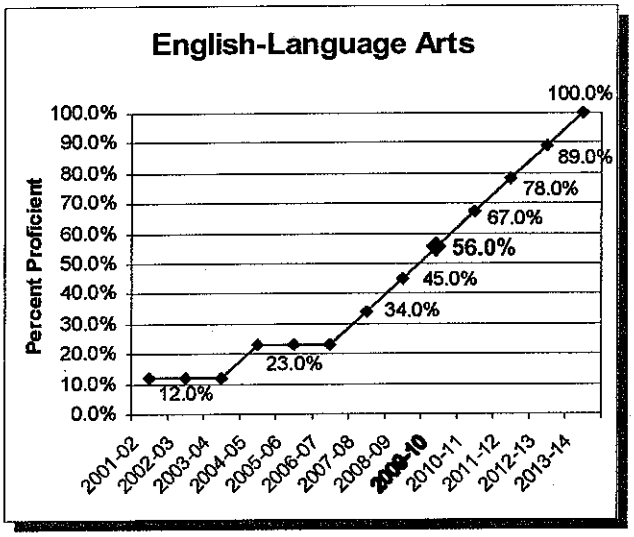
RECOMMENDATION:

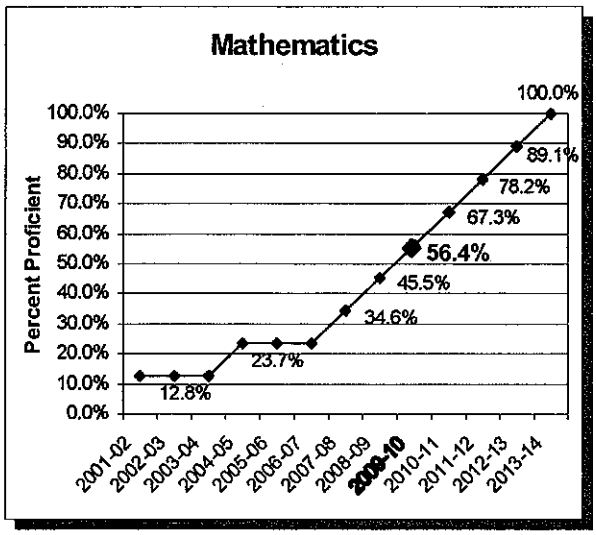
Information and discussion re Title I funding and programs.

AYP Targets, 2002-2014
Unified School Districts, High School Districts, and County Offices of Education

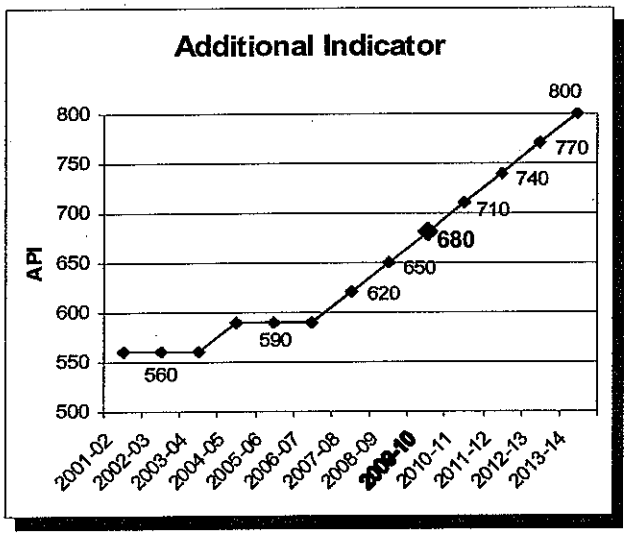
(with students in any of grades two through eight and nine through twelve)

- **Participation Rate – 95 percent** (schoolwide/LEA-wide and subgroups)
- **Percent Proficient – AMOs** (schoolwide/LEA-wide and subgroups)





- **Additional Indicator – Growth in the API of at least one point OR a minimum API score** (schoolwide/LEA-wide)



- **Minimum graduation rate OR fixed growth target OR variable growth target** (schoolwide/LEA-wide)

Minimum Graduation Rate

- 2010 AYP graduation rate of at least **90.00**

- or -

- 2010 **fixed growth target rate** for a school or an LEA

- or -

- 2010 **variable growth target rate** for a school or an LEA

Note: AMO targets are level at two time intervals between 2002 and 2007 and then increase yearly to 2014. This pattern was established to reflect the expectation that the strongest academic gains in schools and LEAs are likely to occur in later years (after alignment of instruction with state content standards, after schools and LEAs have the opportunity for increased capacity, and after a highly-qualified teacher is in every classroom).

9.9.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
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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:
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:
June 21, 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 4111.2 Legal Status Requirement
  4211.2
  4311.2
- BP/AR 5145.7 Sexual Harassment

RECOMMENDATION:

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

9.10

MANUAL MAINTENANCE GUIDESHEET

June 21, 2011

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

DELETE	ADD	DESCRIPTION
BP/AR 4111.2 4211.2 4311.2	BP/AR 4111.2 4211.2 4311.2	Legal Status Requirement Replace BP/AR. Policy and regulation revised to reflect **NEW FEDERAL REGULATIONS** which prohibit employers from accepting expired documents to verify employment authorization on Form I-9. Beginning April 3, 2009, all employers must use the revised I-9 Form developed by the U.S. Citizenship and Immigration Services.
BP/AR 5145.7	BP/AR 5145.7	Sexual Harassment Replace BP/AR. **MANDATED** policy revised to reflect **NEW COURT DECISION** which details the standards for determining district liability for sexual harassment under state law. Material formerly included in policy re: timelines for complaint investigation moved to regulation. Regulation contains a revised site-level complaint process/grievance procedure to reflect guidance from the U.S. Department of Education Office for Civil Rights, including timelines for completing various steps in the investigative process, interim measures to be taken by the district pending the results of the investigation, optional mediation in cases of student-to-student harassment, and items to be included in the written report on the findings of the investigation.

All Personnel

AR 4111.2
4211.2
4311.2

LEGAL STATUS REQUIREMENT

Within three business days of hire, the Superintendent or designee shall physically examine the documentation presented by the employee establishing his/her identity and employment eligibility as set forth in INS Form I-9. The Superintendent or designee shall (1) ensure that the documents presented appear to be genuine and relate to the individual and (2) complete the "Employer Review and Verification" section of the Form I-9. (8 CFR 274a.2)

(cf. 4030 - Nondiscrimination in Employment)
(cf. 4032 - Reasonable Accommodation)

The Superintendent or designee shall: (8 CFR 274a.2)

1. **Ensure that the documents presented appear to be genuine and relate to the individual**

2. **Complete the "Employer Review and Verification" section and sign the attestation with a handwritten signature or electronic signature on Form I-9**

Persons employed for three days or less must provide such documentation on their first day. (8 CFR 274a.2)

If unable to provide satisfactory documentation because the document was lost, stolen, or damaged, the employee shall furnish a receipt indicating that a replacement document has been requested. This receipt must be presented within three days of the hire, and the replacement document must be provided within 90 days of the hire. (8 CFR 274a.2)

If an individual's employment authorization expires, the Superintendent or designee must reverify the I-9 form, by noting the document's identification number and expiration date on the form, no later than the date the work authorization expires. The employee shall present a document that either shows continuing employment eligibility or a new grant of work authorization. (8 CFR 274a.2)

The district shall retain the I-9 forms for three years after the date of the hire or for one year after the date the individual's employment is terminated, whichever is later. (8 CFR 274a.2)

(cf. 3580 – District Records)

~~After examining the documents presented,~~ The Superintendent or designee shall copy ~~them~~ documents presented by an individual for verification and. Such copies shall ~~be~~ retain~~ed~~ **them** with the individual's **Form** I-9. ~~form.~~ The documents shall be kept confidential and used only as needed to help justify the district's past decision to accept the documents as valid.

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

Regulation
approved: September 4, 2007
revised:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

9.10.2

All Personnel

BP 4111.2
4211.2
4311.2

LEGAL STATUS REQUIREMENT

The Governing Board shall ensure that the district employs only those individuals who are lawfully authorized to work in the United States.

The Superintendent or designee shall verify the employment eligibility of all persons hired by completing the U.S. Citizenship and Immigration Services Form I-9, Employment Eligibility Verification, for each individual hired and ensure that the district does not knowingly hire or continue to employ any person not authorized to work in the United States. (8 USC 1324a)

~~The district shall hire only citizens and aliens who are lawfully authorized to work in the United States. The Superintendent or designee shall ensure that district employment practices do not unlawfully discriminate on the basis of citizenship status or national origin, including but not limited to, discrimination against any refugees, grantees of asylum, or persons qualified for permanent or temporary residency.~~

In accordance with law, the Superintendent or designee shall ensure that district employment practices do not unlawfully discriminate on the basis of citizenship status or national origin, including, but not limited to, discrimination against any refugees, grantees of asylum, or persons qualified for permanent or temporary residency.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 4111 - Recruitment and Selection)
(cf. 4211 - Recruitment and Selection)
(cf. 4311 - Recruitment and Selection)

~~All new employees shall show appropriate documents which certify that they are legally eligible to work in the United States, as required by law and in accordance with administrative regulation.~~

Legal Reference:

UNITED STATES CODE, TITLE 8
*1324(a) ~~(b)~~ **Unlawful employment of aliens***
*1324(b) **Unfair** immigration-**related employment practices** ~~and Nationality Act, as amended by Immigration Reform and Control Act of 1986 and Immigration Act of 1990~~*
CODE OF FEDERAL REGULATIONS, TITLE 8
274a.1-274a.14 Control of Employment of Aliens

Management Resources:

U.S. CITIZENSHIP AND IMMIGRATION SERVICES PUBLICATIONS
Handbook for Employers: Instructions for Completing Form I-9, April 2009
WEB SITES
U.S. Citizenship and Immigration Service: http://www.uscis.gov

Policy
adopted: September 4, 2007
revised:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

9.10.3

SEXUAL HARASSMENT

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student

3. The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment

4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity

Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions

2. **Unwelcome** Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions

3. Graphic verbal comments about an individual's body, or overly personal conversation

4. Sexual jokes, **derogatory posters,** notes, stories, **cartoons,** drawings, pictures, **obscene** ~~or~~ gestures, **or computer-generated images of a sexual nature**

5. Spreading sexual rumors

6. Teasing or sexual remarks about students enrolled in a predominantly single-**sex** ~~gender~~-class

7. Massaging, grabbing, fondling, stroking or brushing the body

8. Touching an individual's body or clothes in a sexual way

9. ~~Purposefully cornering~~ **Impeding** or blocking ~~normal~~ movements **or any physical interference with school activities when directed at an individual on the basis of sex**

10. Displaying sexually suggestive objects

9.10.4

SEXUAL HARASSMENT (continued)

School-Level Complaint Process/Grievance Procedure

1. **Notice and Receipt of Complaint:** Any student who believes he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the district Coordinator for Nondiscrimination/Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator/Principal, whether or not the victim files a complaint.

   In any case of sexual harassment involving the Coordinator/Principal to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Superintendent or designee.

2. **Initiation of Investigation:** The Coordinator/Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior.

   If the Coordinator/Principal receives an anonymous complaint or media report about alleged sexual harassment, he/she shall consider the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment in determining whether it is reasonable to pursue an investigation.

3. **Initial Interview with Student:** When a student or parent/guardian has complained or provided information about sexual harassment, the Coordinator/Principal shall describe the district's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/her complaint in writing. If the student requests confidentiality, he/she shall be informed that such a request may limit the district's ability to investigate.

4. **Investigation Process:** The Coordinator/Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

SEXUAL HARASSMENT (continued)

The Coordinator/Principal shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator/Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place.

When necessary to carry out his/her investigation or to protect student safety, the Coordinator/Principal also may discuss the complaint with the Superintendent or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/or child protective services, and district legal counsel or the district's risk manager.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

5. **Interim Measures:** The Coordinator/Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.

6. **Optional Mediation:** In cases of student-to-student harassment, when the student who complained and the alleged harasser so agree, the Coordinator/Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/she shall be advised of the right to end the informal process at any time.

7. **Factors in Reaching a Determination:** In reaching a decision about the complaint, the Coordinator/Principal may take into account:

   a. Statements made by the persons identified above

   b. The details and consistency of each person's account

   c. Evidence of how the complaining student reacted to the incident

   d. Evidence of any past instances of harassment by the alleged harasser

   e. Evidence of any past harassment complaints that were found to be untrue

SEXUAL HARASSMENT (continued)

To judge the severity of the harassment, the Coordinator/Principal may take into consideration:

a. How the misconduct affected one or more students' education

b. The type, frequency, and duration of the misconduct

c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them

d. The number of persons engaged in the harassing conduct and at whom the harassment was directed

e. The size of the school, location of the incidents, and context in which they occurred

f. Other incidents at the school involving different students

8. **Written Report on Findings and Follow-Up:** No more than 30 days after receiving the complaint, the Coordinator/Principal shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator/Principal shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If sexual harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/guardians of the student who complained and the student who was accused, and the Superintendent or designee.

In addition, the Coordinator/Principal shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Coordinator/Principal shall also make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

~~**Investigation of Complaints at School (Site-Level Grievance Procedure)**~~

~~1. The principal or designee shall promptly investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:~~

~~a. The student who is complaining~~

9.10.7

SEXUAL HARASSMENT (continued)

b. The person accused of harassment

c. Anyone who witnessed the conduct complained of

d. Anyone mentioned as having related information

2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.

3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:

a. The Superintendent or designee

b. The parent/guardian of the student who complained

c. If the alleged harasser is a student, his/her parent/guardian

d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth

e. Child protective agencies responsible for investigating child abuse reports

(cf. 5141.4 - Child Abuse Prevention and Reporting)

f. Legal counsel for the district

4. When the student who complained and the alleged harasser so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree.

5. In reaching a decision about the complaint, the principal or designee may take into account:

a. Statements made by the persons identified above

b. The details and consistency of each person's account

c. Evidence of how the complaining student reacted to the incident

9.10.8

SEXUAL HARASSMENT (continued)

d. Evidence of any past instances of harassment by the alleged harasser

e. Evidence of any past harassment complaints that were found to be untrue

6. The principal or designee shall tell the student who complained that he/she has the right to file a formal complaint at any time in accordance with the district's uniform complaint procedures. If the student wishes to file a formal complaint, the principal or designee shall assist the student in doing this.

7. To judge the severity of the harassment, the principal or designee may take into consideration:

a. How the misconduct affected one or more students' education

b. The type, frequency and duration of the misconduct

c. The number of persons involved

d. The age and gender of the person accused of harassment

e. The subject(s) of harassment

f. The place and situation where the incident occurred

g. Other incidents at the school, including incidents of harassment that were not related to gender

8. The principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.

9. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If the principal or designee verifies that sexual harassment occurred, this report shall describe the actions taken to end the harassment, address the effects of the harassment on the student harassed, and prevent retaliation or further harassment.

10. Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a record of this information and shall continue this follow-up.

9.10.9

SEXUAL HARASSMENT (continued)

Enforcement *of District Policy*

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti.

(cf. 5131.5 – Vandalism, Theft, and Graffiti)

2. Providing **training to students,** staff ~~inservice~~ and **parents/guardians about how to recognize harassment and how to respond.** ~~student instruction or counseling~~

(cf. 4131 – Staff Development)
(cf. 4231 – Staff Development)
(cf. 4331 – Staff Development)

3. **Disseminating and/or summarizing the district's policy and regulation regarding sexual harassment.** ~~Notifying parents/guardians of the actions taken.~~

4. **Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/guardians and the community**. ~~Notifying child protective services.~~

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action.

   In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Notifications

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

(cf. 5145.6 - Parental Notifications)

9.10.10

SEXUAL HARASSMENT (continued)

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures and standards of conduct are posted (Education Code 231.5)

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session (Education Code 231.5)

4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures and standards of conduct (Education Code 231.5)

5. **Be included in the student handbook**

6. Be provided to employees and employee organizations

SEXUAL HARASSMENT

The Board of Trustees is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender

2. A clear message that students do not have to endure sexual harassment

3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained

4. Information about the person(s) to whom a report of sexual harassment should be made

(cf. 5131.5 - Vandalism, Theft and Graffiti)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Complaint Process

Any student who feels that he/she is being or has been ~~subjected to~~ sexual harass**ed**~~ment by~~ **a school employee, another student, or a non-employee on school grounds or at a school-related activity (e.g., a visiting athlete or coach)** shall immediately contact his/her teacher or any other employee. A**n** ~~school~~ employee ~~to whom a~~ **who receives such a** complaint ~~is made~~ shall~~, within 24 hours of receiving the complaint,~~ report it **in accordance with administrative regulation.** ~~to the principal or designee.~~

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 5141.4 - Child Abuse Prevention and Reporting)

9.10.12

SEXUAL HARASSMENT (continued)

~~Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint.~~

~~In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.~~

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 5145.3 - Nondiscrimination/Harassment)

The **Superintendent** ~~principal~~ or designee **shall ensure that any** ~~to whom a~~ complaints **regarding** ~~of~~ sexual harassment **are** ~~is reported shall~~ immediately investigate**d** ~~the complaint~~ in accordance with administrative regulation. ~~Where the principal~~ **When the Superintendent** or designee **has determined that** ~~finds that sexual~~ harassment **has** occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. ~~The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.~~

Disciplinary Measures

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

Confidentiality and **Record-Keeping**

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 – Student Records)

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address and prevent repetitive harassing behavior in its schools.

Legal Reference: (see next page)

9.10.13

SEXUAL HARASSMENT (continued)

Legal Reference:

EDUCATION CODE
200-262.4 Prohibition of discrimination on the basis of sex
48900 Grounds for suspension or expulsion
48900.2 Additional grounds for suspension or expulsion; sexual harassment
48904 Liability of parent/guardian for willful student misconduct
48980 Notice at beginning of term
CIVIL CODE
51.9 Liability for sexual harassment; business, service and professional relationships
1714.1 Liability of parents/guardians for willful misconduct of minor
GOVERNMENT CODE
12950.1 Sexual harassment training
CODE OF REGULATIONS, TITLE 5
4600-4687 Uniform Complaint Procedures
4900-4965 Nondiscrimination in elementary and secondary education programs ~~receiving state financial assistance~~
UNITED STATES CODE, TITLE 20
1681-1688 Title IX, Discrimination
UNITED STATES CODE, TITLE 42
1983 Civil action for deprivation of rights
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
CODE OF FEDERAL REGULATIONS, TITLE 34
106.1-106.71 Nondiscrimination on the basis of sex in education programs
COURT DECISIONS
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130
Reese v. Jefferson School District, (2001) 208 F.3d 736
Davis v. Monroe County Board of Education, (1999) 526 U.S. 629
Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989
~~Nabozny v. Podlesny, (1996, 7th Cir.) 92 F.3d 446~~
Oona R.-S. etc. v. Santa Rosa City Schools et al, (1995) 890 F.Supp. 1452
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447
~~Rosa H. v. San Elizario Ind. School District, (W.D. Tex. 1995) 887 F. Supp. 140, 143~~
~~Clyde K. v. Puyallup School District #3, (1994) 35 F.3d 1396~~
~~Patricia H. v. Berkeley Unified School District, (1993) 830 F.Supp. 1288~~
~~Franklin v. Gwinnet County Schools, (1992) 112 S. Ct. 1028~~
~~Kelson v. City of Springfield, Oregon, (1985, 9th Cir.) 767 F.2d 651~~

Management Resources:

~~OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS GENERAL~~
~~Protecting Students from Harassment and Hate Crime: A Guide for Schools, January 1999~~
OFFICE OF CIVIL RIGHTS' PUBLICATIONS
Revised Sexual Harassment Guidance, January 2001
*Sexual Harassment: **It's Not Academic, September 2008** ~~Guidance, March 1997~~*
WEB SITES
California Department of Education: http://www.cde.ca.gov
***U.S. Department of Education,** Office for Civil Rights:*
http://www.ed.gov/offices/OCR

Policy adopted: September 4, 2007
revised:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

9.10.14

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 Farm Deed Restriction

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
District Office

FINANCIAL INPUT/SOURCE:
General Fund

MEETING DATE:
June 21, 2011

ROLL CALL REQUIRED:
No

BACKGROUND:

After numerous discussions with the Board and members of the Farm Foundation, a subcommittee of both groups met and discussed options to enact Resolution No. 09/10.24. Options were discussed with the committee and were placed on the next Farm Foundation agenda. After discussion with the Farm Foundation, the following option is being forwarded to the Board at this time.

The board is being asked to take two action:

1) Place a statement directly in the farm property deed that Resolution No. 09/10.24 exists and has an impact on the farm property
2) Any attempted change to Resolution No. 09/10.24 take place at a public board meeting
3) Any such potential action be properly agendized in a posted public board agenda

RECOMMENDATION:

The superintendent recommends approval of the three suggested actions.

9.11

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Resolution No. 09/10.24

A RESOLUTION OF THE GOVERNING BOARD OF THE WESTERN PLACER UNIFIED SCHOOL DISTRICT – A RESOLUTION OF INTENTION REGARDING THE CONTINUED USE OF THAT PROPERTY KNOWN AS THE LINCOLN HIGH SCHOOL FARM

The following **RESOULTION** was duly passed and adopted by the Board of Trustees of the above entitles district at a regular meeting held the 22nd day of June 2010

It is hereby certified the following to be a full, true, and correct copy of a resolution adopted by the Western Placer Unified School District Board of Trustees. Signed and approved after its passage.

WHEREAS, in January 1974, THE DEPARTMENT OF DEFENSE ("DOD") and the WESTERN PLACER UNIFIED SCHOOL DISTRICT entered into an agreement ("the Agreement") allowing the District to utilize the TWO HUNDRED AND EIGHTY (280) acres of property located to the west of the City of Lincoln, Placer County, California ("the Farm property"); and

WHEREAS, pursuant to the terms of the Agreement between DOD and the District, DOD transferred title to the Farm property to the District upon termination of the Agreement in January, 2004.

WHEREAS, the LINCOLN HIGH SCHOOL FARM FOUNDATION was formed in 1982 for the purpose supporting educational opportunities on the Farm property and to work with the District to provide such opportunities to the students of the District; and

WHEREAS, the Farm property is currently being operated and maintained as California's largest high school farm; and

WHEREAS, the District, in accordance and in furtherance of the wishes of the community, for a period of THIRTY (30) years from the date of this RESOLUTION the Farm, as identified above, shall be utilized continuously for educational purposes conforming to the program and plan as set forth in the original Agreement.

9.11.1

NOW THEREFORE, BE IT RESOLVED by the Trustees of the Western Placer Unified School District that the District's intention regarding the Farm property shall be as follows:

1. For a period of THIRTY (30) years and the extent legally possible, the District's use of the Farm shall be restricted by the terms of use as stated in the original Agreement;

2. The District shall continue to meet with the Farm Foundation maintaining the Farm property for educational purposes;

3. All of the described property will be maintained for educational purposes including, at a future date, sixty (60) acres for a high school;

4. The intent and goals of this RESOLUTION shall be:

    a. Ensure the Farm is held and used for educational purposes by Lincoln High School and other educational institutions.

    b. The continued use of the Farm be agreeable to the goals, rules, terms, and conditions stated in the original agreement, to the extent legally possible.

    c. Support the intentions of the District to place a comprehensive high school at the school farm.

    d. The terms of this resolution supersede and satisfy the Western Placer Unified School District resolution 03/04.22.

NOW THEREFORE, BE IT FURTHER RESOLVED, that the District Superintendent is hereby authorized and directed to take all actions reasonable and necessary to effectuate the terms of the RESOLUTION, up to and including modification of the title and deed for the property.

Ayes: Stevenson, Haley, Long, Carras

Noes:

Abstain:

Absent: Gage

Paul Carras, Board President

ATTEST:

Ana Stevenson, Clerk

9.11.2

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DAVID W. GIRARD
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Of Counsel
L. THOMAS NEWCOMB

To: Scott Leaman, Superintendent
Western Placer Unified School District

From: David Girard

Date: October 7, 2010

Subject: Western Placer Unified School District "District" Farm Property

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1. In 1974, by Agreement, the U.S. Department of Defense "DOD" allowed the District to use 280 acres of DOD property, "Farm Property", for District classes and activities related to farming.

2. Subsequently in 2004 DOD transferred title to the Farm Property to the District.

3. At all relevant times the District used the Farm Property to conduct classes and activities related to farming.

4. At all relevant times a local Farm Foundation existed which supported District Farm Property activities.

5. At all relevant times the District cooperated with and coordinated its Farm Property activities in concert with the Farm Foundation.

6. On June 22, 2010, the District Governing Board passed a Resolution for the purpose of, among other things, making clear the Board's intent to continue use of the Farm Property for Farm educational purposes, "Farm Property Resolution."

Issues:

I. What further District action is required in order to implement the Farm Property Resolution?

II. May the District record the Farm Property Resolution as an encumbrance on the title?

III. What would be the effect of recording the Farm Property Resolution?

Conclusion:

I. No further District action is required in order to implement the Farm Property Resolution.

II. While not entirely clear, it would seem that the District may record the Farm Property Resolution.

III. While not entirely clear, it may be that recordation of Farm Property Resolution would result in restricting use of the Farm Property.

9.11.3

Discussion:

I. The District Farm Property Resolution Is Self-Executing And Requires No Further Action Of The District In Order To Be Effective

A. The Farm Property Resolution is an expression of Board intent which, arguably could be changed if, in fact, the District received no consideration (value) for the Board's expression of intent, which I understand to be the case.

B. My understanding is that the District has not entered into any contract with any party restricting the use of the Farm Property. Rather, the District agreed to restrict Farm Property use in order to garner public support from the Farm Foundation and alleviate public fears that the District had plans to use the Farm Property for other than farm related purposes, e.g. a comprehensive high school. As such, the expression of Board intent may be viewed as simply that – intent.

On the other hand, the wording of the Resolution may give rise to a claim that the Resolution is more than a mere expression of intent in that the District Superintendent is authorized and directed to take all actions "up to and including modification of the title and deed for the property."

II. The District Probably May Record The Farm Property Resolution As An Encumbrance On The Title

Generally, any instrument affecting title of real property may be recorded. Gov C § 27280(a). Here, the Resolution may be viewed as creating a duty on the part of the District thus making it a proper subject for recordation. Gov C § 27200 et seq.

III. Recordation Could Restrict Future Farm Property Usage

Recordation would constitute substantial evidence that the Board's Resolution was more than a mere expression of Board intent. It would tend to show the Board desired to encumber the title thus perhaps restricting the Board's ability to change its mind regarding use of the Farm Property different than that contemplated in the Resolution.

9.11.4

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
Goals and Objectives for 2010-11

AGENDA ITEM AREA:
Discussion/Information

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
District Office

FINANCIAL INPUT/SOURCE:
All

MEETING DATE:
June 21, 2011

ROLL CALL REQUIRED:
No

BACKGROUND:

A final report on the goals and objectives adopted by the Board last September is attached.

RECOMMENDATION:

Accept the Goals and Objectives report.

9.12

Western Placer Unified School District

Goals and Objectives for the Management Team

2010-11

Initial Draft: August 10, 2010
Board Review and Input: August 17, 2010
Board Approval: September 7, 2010
Final Presentation: June 21, 2011

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

ADOPTED 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.**

Goal #1 Develop and continually upgrade a well articulated K-12 academic program

Objective	*Background*	*Benchmark*	*Actions/ Responsibility*	*Final*
1a - Continue focus on assisting all sites in meeting state assigned API and AYP targets.	1a – The district and its schools continue to improve on API and AYP targets. This progress will be supported by the district. Subgroups not making goals will receive focused support.	1a – By June 2011, implement common formative benchmark assessments, monitor significant subgroup progress towards grade-level standards, and support development of Professional Learning Communities to support teachers as they address student learning. All schools will show growth on API and AYP. Focus program support on Long-Term English Learners. Schools in Program Improvement will complete mandated tasks. Results from 2009 – 10 will be presented to the Board in the fall of 2010.	• Intervention, ELD and program support	• As presented to the Board by the Educational Services Department, most groups made improvement, the district did not enter Program Improvement, and overall scores showed academic growth.

Q.1.2.2

1b – Plan and enhance opportunities within the curriculum for academically achieving students.	1b – Academic high achieving students require increased opportunities based on their capabilities.	1b – By June 2011, a marquee program will be selected for Lincoln High School. A Middle College offering will be explored with Sierra Community College. Staff development will be provided for teachers in the area of Gifted and Talented Education and Differentiation of instruction. Gifted and Talented opportunities will be supported. Forty percent (40%) of students will meet A-G requirements.	• Continue to meet with LHS Marquee Program • Meet with Sierra College about Middle College • Increase and track A-G opportunities & attainment	• Project Lead the Way was selected by the Board as the Marquee program • Middle College does not appear viable at this time • A-G has increased from 20% in 2009 to 33% in 2011. This will be a continuing goal.
1c – Support/monitor local special education offerings.	1c – In recent years, the district has brought many special education programs back to the district; percentage of special needs students has increased.	1c – Cost comparison of special education offerings brought back to district to prior years' costs to be completed by December 2010; special education transportation will be provided by district in 2010 – 11; preschool program needs for typical and special education students will be studied; monitor students qualifying for special education services.	• Support Special Education LI, ED and PreK programs • Develop recommendation about preschool programs for special education inclusion • Track costs of SPED program implementation	• Programs have received support through their expansion • The district is going to manage the State Preschool in 2011-12 • Special Education

				costs have remained stable as programs have expanded and served more students
1d – Achieve a balanced budget by 2012-13 per Board direction.	1d –The Budget Committee, convened by the Superintendent in 2009-10, identified and recommended nearly $2 million in budget reductions for 2010-11. The Board of Trustees directed staff to work with the Budget Committee to identify the additional cuts necessary to balance the budget by 2012-Reserves will be used to cushion the budget reductions over the next two fiscal years.	1d – By June 2011, adopt a plan to achieve a balanced budget by 2012-13	• Asst. Superintendent of Business and Superintendent will work with the Budget Committee to identify and implement the necessary budget reductions by 2012-13.	• The Business Department has updated the Board consistently throughout the year including a budget presentation at the June 21, 2011 board meeting.

Goal #2 Foster a safe, caring environment where individual differences are valued and respected

Objective	*Background*	*Benchmark*	*Actions/ Responsibility*	*Final*
2a –Police Officer resources will be allotted to Lincoln High School and Phoenix High School.	2a – A district-funded School Resource Officer was placed at Lincoln High and Phoenix High Schools in 2009. The contract with the Lincoln Police Department expires in 2011.	2a – By June 2011, present to the Board a contract for School Resource Officer services for 2011-12.	• Negotiate new contract	• A new contract has been approved by the city reducing the cost by $26,953.00. This item is on the Board agenda for action on June 21, 2011.
2b – Assist employees with mental and physical health	2a – Positive employee health impacts our students and district. Grants are available from Schools Insurance Group to assist in employee health.	2a – By June 2011, the wellness committee with engage in activities to support employee health funded through grants. An Employee Assistant Program will be started.	• Work with committee, plan programs, start Employee Assistance Program • Implement an Employee Assistance Program	• The Employee Assistance Program has been implemented • The Wellness Committee met and sponsored events such as 10,000 Steps and Relay for Life

Goal #3 Provide facilities for all district programs and functions that are suitable.

Objective	*Background*	*Benchmark*	*Actions/ Responsibility*	*Final*
3a – Evaluate current facilities, establish new facilities, plan for additional facilities that are financially feasible.	3a – District enrollment is growing each year. The Facility Needs Committee recommended a bond be placed on the November, 2010 ballot to fund facilities. Village 7 is in active negotiations concerning school needs	3a – By November 2010, inform the community about the upcoming bond. Finalize negotiations with Village 7 with City support	• Bond information outreach • Negotiate with Village 7 and communicate with the City	• Extensive outreach was completed • Village 7 continues to be a focus for the District
3b – Explore agricultural conservancy at the current Lincoln High School Farm site and formally acquire Mariner (Rockwell) Ranch.	3b – The school board approved a resolution in the past to place the Lincoln High School Farm in an agricultural conservancy. The district also was selected to acquire an additional 500 acres from CalTrans.	3b – By June 2011, working with the Farm Foundation, conservancy options will be presented to the board and the agreement with CalTrans will be finalized.	• Work with the Farm Foundation on conservancy options • Finalize purchase of Mariner Ranch	• Final conservancy actions are being presented to the Board June 21, 2011 • The acquisition of Mariner Ranch is in its final stages

Goal #4 Promote the involvement of the community, parents, local government, business, and service organizations as partners in the education of students.

Objective	*Background*	*Benchmark*	*Actions/ Responsibility*	*Final*
4a – Increase communication content and outlets through the use of appropriate technologies and information.	4a –Ongoing communication will be increased through website use, district video, community newsletters, and bond information.	4a – By June 2011, school and district websites will be constantly updated, a community newsletter will be authored, bond information will be available. The school district will have a presence at City Council meetings. Each service organization will be visited.	• District and Sites update websites • Community Newsletter is delivered • Bond information will be made available • District Office staff will attend City Council meetings	• Websites are consistently updated • Numerous newsletters were mailed to district homes • Bond information was readily available • Staff regularly attend City Council and City related meetings

Q.1.2.7

4b - Communication and collaboration with the city will be increased.	4b – Joint partnerships including the School Resource Officer and joint use facility agreements assist district families and community members. Some of these agreements need updating based on the practical use of the facilities. Ongoing joint collaborative meetings take place throughout the year. City support for adequate school facilities in the Villages will be sought.	4b – By June 2011, collaboration meetings with the city will continue and other avenues of partnership will be implemented, including the additional School Resource Officer and updated joint use agreements. New options that assist both entities, and their constituents, will be presented to the board. City support for appropriate educational facilities will be garnered.	• Hold meetings with city manager • Explore new SRO contract • Update joint use agreements • Explore Community Center lease and other sharing agreements • Meet with City concerning Village 7 educational facilities	• Regular meetings were held with the City Manager as needed • A new SRO contract will be presented at the June 21, 2011 School Board meeting • Joint use agreement updates will be continued next year • Additional sharing agreements will not be implanted at this time • The City has been updated about the district and Village 7

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

Objective	*Background*	*Benchmark*	*Actions/ Responsibility*	*Final*
5a – Implement a new food service interactive website with menus, nutritional information for parents and educational games for students.	5a – Food service continues to look for ways to provide helpful, educational, and fun access to parents and students regarding our food service offerings.	5a -By December 2010, the district will have an interactive food service website available for parents and students.	• Food Service staff will implement a new interactive website.	• As presented at the June 7, 2011 school board meeting, the website is in place.

9.21.0