WESTERN PLACER UNIFIED SCHOOL DISTRICT
600 SIXTH STREET, SUITE 400,
LINCOLN, CALIFORNIA 95648
Phone: 916.645.6350 Fax: 916.645.06356

MEMBERS OF THE GOVERNING BOARD

Paul Carras - President
Brian Haley - Vice President
Ana Stevenson - Clerk
Terry Gage - Member
Paul Long - Member

DISTRICT ADMINISTRATION

Scott Leaman, Superintendent
Bob Noyes, Assistant Superintendent of Personnel Services
Mary Boyle, Assistant Superintendent of Educational Services
Joyce Lopes, Assistant Superintendent of Business
Cathy Allen, Assistant Superintendent of Facilities and Maintenance Services

STUDENT ENROLLMENT

School	2008 CBEDS	04/05/10	05/03/10
Sheridan School (K-5)	80	94	93
First Street School (K-5)	418	428	429
Carlin C. Coppin Elementary (K-5)	428	445	447
Creekside Oaks Elementary (K-5)	617	642	644
Twelve Bridges Elementary (K-5)	714	709	708
Foskett Ranch Elementary (K-5)	508	548	546
Lincoln Crossing Elementary (K-5)	582	600	595
Glen Edwards Middle (6-8)	638	633	635
Twelve Bridges Middle School (6-8)	838	809	804
Lincoln High School (9-12)	1,473	1,426	1,415
Phoenix High School (10-12)	87	89	86
PCOE Home School	0	0	0
TOTAL:	**6,388**	**6,423**	**6,402**

Preschool/Head Start

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

Pre-K/Special Ed

Foskett	30
FSS PPPIP	42
Carlin Coppin	6

Adult Education 245

First-5 Program
First Street 21-A.M. / 21-P.M.

GLOBAL DISTRICT GOALS

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

Western Placer Unified School District
Regular Meeting of the Board of Trustees
May 18, 2010, 7:00 P.M.
CARLIN C. COPPIN ELEMENTARY SCHOOL, CAFETERIA
150 East 12th Street, Lincoln, CA 95648

AGENDA

2009-2010 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.

5:00 P.M. START

1. **CALL TO ORDER** – Carlin C. Coppin Elementary School Cafeteria

5:05 P.M.

2. **CLOSED SESSION** – Carlin C. Coppin Elementary School – Room C

   2.1 **CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**
   WPUSD, as intervener, v. Edge Development; NTD/Stichler; NTD Edge Design Builders; Mountain States Steel, Inc.; and DOES 1-100

   2.2 **CONFERENCE WITH LABOR NEGOTIATOR**
   Update on Certificated and Classified negotiations

   2.3 **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C.48918**
   Student Discipline/Expulsion Pursuant to E.C. 48918
   Student Expulsion # 09-10 N

   2.4 **INTERDISTRICT ATTENDANCE APPEAL**
   a. Interdistrict Request Appeal 10/11-27
   b. Interdistrict Request Appeal 10/11-28

7:00 P.M.

3. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE** – Carlin C. Coppin Elementary School Cafeteria

4. **DISCLOSURE OF ACTION TAKEN IN CLOSED SESSION, IF ANY**
   The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

   4.1 **CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**
   WPUSD, as intervener, v. Edge Development; NTD/Stichler; NTD Edge Design Builders; Mountain States Steel, Inc.; and DOES 1-100

4.2 CONFERENCE WITH LABOR NEGOTIATOR
Update on Certificated and Classified negotiations

4.3 STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C.48918
Student Discipline/Expulsion Pursuant to E.C. 48918
Student Expulsion # 09-10 N

4.4 INTERDISTRICT ATTENDANCE APPEAL
a. Interdistrict Request Appeal 10/11-27
b. Interdistrict Request Appeal 10/11-28

5. SPECIAL ORDER OF BUSINESS
Carlin C. Coppin Elementary School

6. 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.

6.1 Approve Classified Personnel Report.
6.2 Approve Certificated Personnel Report.
6.3 Approve Peer Assistance and Review End-of-Year Report.
6.4 Approve Substitute Teacher Salary Schedule.
6.5 Approve Architectural Services Agreement with Rainforth Grau Architects for the Glen Edwards Middle School Mini Master Plan Preparation.
6.6 Approve 2010-11 California Interscholastic Federation Application for LHS.
6.7 Approve Purchase of four 2009 Bluebird Vision 24+1 passenger busses from All the Best from A-Z Bus Sales, Inc.
6.8 Approve Purchase of six 2010 Collins Grand Bantam 24 Passenger School Buses from all the Best from A-Z Bus Sales, Inc.
6.9 Approve Student Discipline/Stipulated Expulsion on Student #09-10 P.
Roll call vote:

7. 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.

8. REPORTS & COMMUNICATION
8.1 Lincoln High School, Student Advisory – Jerusha Loya
8.2 Western Placer Teacher's Association – Mike Agrippino
8.3 Western Placer Classified Employee Association – Mike Kimbrough
8.4 Superintendent – Scott Leaman
- City/District Collaborative Meeting

9. PUBLIC HEARING

Notice is hereby given that the Western Placer Unified School District will hold a public hearing at which the governing board will discuss and shall encourage participation by parents, teachers, and members of the community interested in a Charter School called "Partnerships for Student-Centered Learning Charter School" in Placer County.

10. ♦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.

10.1 Action **HORIZON CHARTER SCHOOL PARTNERSHIPS FOR STUDENT-CENTERED LEARNING CHARTER PETITION – Leaman** *(09-10 G & O Component I, II, III, IV, V)*

• The Board of Trustees has received a charter petition entitled Partnerships for Student-Centered Learning. This charter is a "mirror" to Horizon Charter School's charter and would allow for expansion of their program. There is no financial impact to the district through approval of this charter.

Roll call vote:

10.2 Discussion **GLEN EDWARDS MIDDLE SCHOOL MINI MASTER PLAN PRESENTATION – Allen** *(09-10 G & O Component IV, V)*

•The District undertook the process to develop a "Mini Master Plan? for the Glen Edwards Middle School (GEMS) campus in an effort to determine whether it was feasible, both programmatically and financially, to modernize GEMS to the District middle school standard using Twelve Bridges Middle School as a base. The District utilized the services of Rainforth Grau Architects to work with GEMS' and District staff to develo9p the plan which will be presented to the Board for discussion this evening. The Mini Master Plan will be included in the District's final Facilities Master Plan which will be brought to the Board in June.

10.3 Action **ADOPTION OF NEW/REVISED POLICIES, REGULATIONS AND EXHIBITS – Boyle/Lyons** *(09-10 G & O Component I, IV, V)*

•The Management Team have reviewed the following new/revised policies/regulations/exhibits. They are now being presented for adoption by the Board of Trustees.

- BP 6163.4 Student Use of Technology
- AR 6163.4 Student Use of Technology
- Exhibit (1) Student Use of Technology
- Exhibit (2) Student Use of Technology

10.4 Discussion/ Information **VILLAGE 7 – Leaman/Allen** *(09-10 G & O Component IV, V)*

•Materials were distributed at the last board meeting concerning Village 7. The Planning Commission is going to hear the matter on May 19th, 2010.

10.5 Action **CREDIT CARD FOR USE BY MAINTENANCE DEPARTMENT – Lopes** *(09-10 G & O Component IV, V)*

•Given the nature of the Maintenance Department, instances arise when parts need to be purchased on an emergency basis or when the purchase order process is not feasible. Use of the credit card will be carefully monitored by both the Maintenance Department and the Business Office.

10.6 Information **BUDGET ASSUMPTIONS & MULTI YEAR PROJECTIONS – Lopes** *(09-10 G & O Component IV, V)*

- The business office is finalizing the budget development process and updating the budget assumptions. The budget assumptions have been adjusted to reflect budget reductions approved by the Board of Trustees on May 4, 2010. The budget assumptions are presented to the Board for their input prior to finalizing the 2010-2011 budget.

10.7 Action **ADOPTION OF NEW/REVISED POLICIES, REGULATIONS AND EXHIBITS – Lopes** *(09-10 G & O Component IV, V)*

- The District Staff and Management Team have reviewed the following new and/or revised policies/regulations/exhibits as per CSBA. They are now being presented for adoption by the Board of Trustees.
  - AR 3541 Transportation Routes and Services
  - AR 3250 Transportation Fees
  - Exhibit (1) 3250 Transportation Fees

10.8 Information/ Discussion **INTERDISTRICT AGREEMENT/RESIDENCY BASED ON EMPLOYMENT – Leaman** *(09-10 G & O Component I, II, IV)*

- The board will discuss implementation of interdistrict agreements.

11. BOARD OF TRUSTEES

11.1 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
- Gladding Parkway Carlin C. Coppin

11.2 BOARD MEMBER REPORTS/COMMENTS

12. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

- June 1, 2010 7:00 P.M., Lincoln High School Performing Arts Theater
- June 22, 2010 7:00 P.M., Lincoln High School Performing Arts Theater

13. ADJOURNMENT

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

Posted: 05/14/10
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DISCLOSURE

OF ACTION

TAKEN IN

CLOSED SESSION,

IF ANY

Western Placer Unified School District
CLOSED SESSION AGENDA

Place: **Carlin C. Coppin Elementary School – Room "C"**
Date: **Tuesday, May 18, 2010**
Time: **5:00 P.M.**

1. LICENSE/PERMIT DETERMINATION

2. SECURITY MATTERS

3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR

4. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

5. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

6. LIABILITY CLAIMS

7. THREAT TO PUBLIC SERVICES OR FACILITIES

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

9. CONFERENCE WITH LABOR NEGOTIATOR

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

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

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

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

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

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

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

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

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

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

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION

AGENDA ITEM AREA:
Disclosure of Action Taken in Closed Session

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
May 18, 2010

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to the Existing Litigation of Western Placer Unified School District, as intervener, v. Edge Development; NTD/Stichler; NTD-Edge Design Builders; Mountain States Steel, Inc.; and DOES 1-100.

RECOMMENDATION:

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

wp/rk/factform

4.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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DISTRICT GLOBAL GOALS
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SUBJECT:
Update on Certificated and Classified Negotiations

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
Scott Leaman, Superintendent

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
May 18, 2010

ROLL CALL REQUIRED:
No

BACKGROUND:

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

ADMINISTRATION RECOMMENDATION:

Administration recommends the board of trustees be updated on negotiations.

wp/rk/factform

4.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:

Student Discipline/
Expulsion
Student #09-10 N

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

ENCLOSURES:

DEPARTMENT:

John Wyatt
District Hearing Officer

FINANCIAL INPUT/SOURCE:

MEETING DATE:

May 18, 2010

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will disclose any action taken during closed session in regards to the expulsion of Student #09-10 N

RECOMMENDATION:

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

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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SUBJECT:
Interdistrict Appeal

AGENDA ITEM AREA:
Disclosure of Action Taken in Closed Session

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
May 18, 2010

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 10/11-27
Interdistrict Request Appeal 10/11-28

ADMINISTRATION RECOMMENDATION:

Disclose any action taken.

wp/rk/factform

4.4

SPECIAL

ORDER

OF

BUSINESS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
Featured School:
Carlin C. Coppin Elementary School

AGENDA ITEM AREA:
Special Order of Business

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
May 18, 2010

ROLL CALL VOTE:
No

BACKGROUND:

Carlin C. Coppin Elementary School will share a short presentation to the Board of Trustees. They will focus on the following:

- Pupils
- Parents
- Programs

RECOMMENDATION:

Administration recommends the Board of Trustees enjoy the presentation.

wp/rk/PPPfactform

5

COPPIN school
CARLIN C. COPPIN ELEMENTARY SCHOOL

Terri Dorow, Principal
150 EAST 12TH STREET LINCOLN, CA 95648
(916) 645-6390 FAX (916) 645-6363

Board Meeting
May 19, 2010

I. Recognition of Odyssey Of the Mind Participants

II. Recognition of Golden Reader Participants

III. Introduction of Springboard Afterschool Program

5.1

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

SUBJECT:
Classified Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Bob Noyes
Assist. Superintendent, Personnel Services

ENCLOSURES:

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund/Categorical

MEETING DATE:
May 18, 2010

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.

6.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

May 18, 2010

CLASSIFIED/MANAGEMENT

SHORT-TERM HIRES

1. **Name:** Donna Carrillo
   Position: Paraprofessional Aide
   Salary: $13.74 per hour
   Hours: 2.25 Hours/Days
   Days: May 3, 2010 to June 4, 2010
   Effective: 5/3/10
   Site: Foskett Ranch
   Funding: Categorical

RESIGNATIONS

1. **Name:** Heather Brown
   Position: Intervention Service Provider
   Site: Carlin C. Coppin Elementary
   Hours: 3.5 Hours/Days
   Effective: May 7, 2010

2. **Name:** Laree Quinn
   Position: Campus/Café Supervisor
   Site: Creekside Oaks Elementary
   Hours: .5 Hours/Days
   Effective: June 4, 2010

6.1.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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SUBJECT:
Certificated Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Bob Noyes
Assist. Superintendent, Personnel Services

ENCLOSURES:

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
Categorical

MEETING DATE:
May 18, 2010

ROLL CALL REQUIRED:

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the certificated personnel report.

6.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

May 18, 2010

CERTIFICATED/MANAGEMENT

NEW HIRES FOR 2010/2011 SCHOOL YEAR

1. **Stacy Barsdale, Special Ed. Program Specialist, District**
2. **Kendra Colflesh, K-1 SDC Autistic Teacher, Foskett Ranch Elementary**
3. **Lena Medina, Pre K-K Language Intensive Teacher, Carlin C. Coppin Elementary**
4. **Julie Rau, RSP Teacher, First Street Elementary/Creekside Oaks Elementary**
5. **Rachel Scontriano, RSP Teacher, Twelve Bridges Elementary/Twelve Bridges Middle**

6.2.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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SUBJECT:
Peer Assistance And Review
End-of-Year Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Bob Noyes
Assist. Superintendent, Personnel Services

ENCLOSURES:
Yes (6)

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
Categorical

MEETING DATE:
May 18, 2010

ROLL CALL REQUIRED:

BACKGROUND:

Education Code 44500-44508, added by AB 1X (Ch. 4, Statutes of 1999, First Extraordinary Session), establishes the Peer Assistance and Review Program for Teachers. The program becomes fully operational on July 1, 2001, at which time it replaces the California Mentor Teacher Program (Education Code 44490-44498).
Each year the Peer Assistance and Review Panel is to provide an end-of-year report to the school Board.

RECOMMENDATION:

No action required. The report is for discussion/information purposes only at this time.

6.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PEER ASSISTANCE AND REVIEW PROGRAM

2009-2010 END OF YEAR REPORT

6.3.1

VISION:

Provide the highest quality of instruction and subject matter knowledge in every classroom by facilitating individual teachers in their process of reflection, dialogue, collaboration, and implementation of best teaching practices.

MISSION:

1) **Ensure that every teacher has the resources and skills to help every student learn and grow.**
2) **Focus on student learning as the end and teaching as the means to that end.**
3) **Provide ongoing professional development.**
4) **Provide for continuity, stability, and expertise in each classroom.**
5) **Provide direct, relevant connections between PAR and individual classroom teacher needs.**

2009-2010 GOALS:

* Provide opportunities for teacher collaboration

* Make individual assistance available throughout the year

* Continue to offer staff opportunities to view "Effective Teacher" video series throughout the year

* Identify new Consulting Teachers as needed

* Review the impact of the mentor program

* Investigate Staff Development opportunities in accordance with the funding guidelines of the PAR program

* Sustain funding source for activities related to state and federal compliance

* Continue to offer the mandated California requirements for CLAD/CTEL certification

MOVING FORWARD: GOALS 2010-2011

- ❖ Provide resources for professional growth
- ❖ Continue to offer conference opportunities
- ❖ Maintain confidentiality
- ❖ Assist Intern Support Staff in co-ordination with BTSA
- ❖ Continue to fund the BTSA mentor
- ❖ Continue to fund mentors on a case-by-case basis
- ❖ Realign PAR program to address funding shortfalls
- ❖ Continue to be available to assist Voluntary Teachers
- ❖ Investigate potential current and future staff development opportunities for state and federal compliance
- ❖ Support for specific staff development per site request

6.3.4

Par Balances Report
As of 5/6/2010

Assets		
	Previous Year Carryover	$104,717
	Additional 2008-09 Funds received in 2009-10 from State	$5,030
	2009-10 Funding from State	$23,747
Total Income		$133,494
Expenses		
Panel		
Panel Members Stipend	5 X $1,000	($5,000)
Par Benefits		($500)
Consulting Teacher		
Consulting Teacher Stipend		($1,388)
Staff Development		
Above Par (District wide)		($450)
Mentors		
English Lang. Learners		($0)
BTSA		
BTSA/Mentor Stipend		($0)
2009-10 Encumbrances		($2050)
Total Expenses		**($9,388)**
Balance		**($124,106)**

6.3.5

Par Projected Budget 2009-10

Projected Income		
2009-10 Carryover Funding		$104,717
2009-10 Funding from State		$23,747
Total Income		**$133,494**
Projected Expenses		
Panel		
Panel Members Stipend	5 X $1,000	($5,000)
Par Benefits		($500)
In-direct Costs (paid outs x 5%)		($2,000)
Consulting Teacher		
Consulting Teacher Stipend	4 x $1,000	($4,000)
Consulting Teacher Benefits		($400)
Voluntary Teacher Cost	5 x $1,000	($5,000)
Staff Development		
Above Par (District wide)	11 schools x $500	($5500)
Mentors		
English Lang. Learners	1 x $4,000	($4,000)
Benefits		($400)
BTSA		
BTSA/Mentor Stipend	1 x $4,000	($4,000)
Benefits		($400)
Total Expenses		**($32,200)**
Balance		**($101,294)**

6.3.6

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Substitute Teacher
Salary Schedule

AGENDA ITEM AREA:
Action

REQUESTED BY:
Bob Noyes
Assist. Superintendent, Personnel Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
May 18, 2010

ROLL CALL REQUIRED:

BACKGROUND:

An analysis and comparison with other school districts in Placer County was done regarding the substitute teacher salary schedule. The long term substitute pay has been revised as presented in the attachment regarding daily rate and terms of payment.

RECOMMENDATION:

Administration recommends the Board of Trustees approve the Substitute Teacher Salary Schedule.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

SUBSTITUTE TEACHER
SALARY SCHEDULE

Substitute teachers shall be paid according to the following schedule:

*	1.	Short Term, full day assignment	$ 90.00 - day
		Short Term, half day assignment (Effective 3/26/07)	$ 54.00 - half day
**	2.	Long Term, full day assignment (Effective 7/1/10)	$150.00 - day

* 1. Short Term:

A short term substitute is an employee placed in an assignment of indefinite duration and such assignment is not greater than 20 consecutive days in any one assignment.

** 2. Long Term:

A long term substitute is an employee who has served 20 consecutive days or more in the same assignment. When a substitute qualifies as a long term substitute, they shall be paid the long term substitute rate from the 21st day of employment in that position.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

SUBSTITUTE TEACHER
SALARY SCHEDULE

Substitute teachers shall be paid according to the following schedule:

*	1.	Short Term, full day assignment	$ 90.00 - day
		Short Term, half day assignment (Effective 3/26/07)	$ 54.00 - half day
**	2.	Long Term, full day assignment (Effective 7/1/07)	$200.00 - day

* 1. Short Term:

A short term substitute is an employee placed in an assignment of indefinite duration and such assignment is not greater than 20 consecutive days in any one assignment.

** 2. Long Term:

A long term substitute is an employee who has served 20 consecutive days or more in the same assignment. When a substitute qualifies as a long term substitute, they shall be paid the long term substitute rate from the first day of employment in that position.

SUBSAL

6.4.2

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:

Architectural Services Agreement with Rainforth Grau Architects for the Glen Edwards Middle School Mini Master Plan Preparation

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Cathy Allen
Assistant Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Facilities & Maintenance Services

FINANCIAL INPUT/SOURCE:

COPs

MEETING DATE:

May 18, 2010

ROLL CALL REQUIRED:

No

BACKGROUND:

The District contracted with Rainforth Grau Architects to provide master planning services for the preparation of the Glen Edwards Middle School Mini Master Plan. The firm is on the District's list of qualified architectural firms. The contract is project specific and is not to exceed $32,000 on a Time and Materials basis.

RECOMMENDATION:

Staff recommends the Board approve the contract between Rainforth Grau Architects and WPUSD.

6.5

AGREEMENT BETWEEN CLIENT AND ARCHITECT

FOR CALIFORNIA SCHOOL PROJECTS

This AGREEMENT, made in 2 copies on the 13th day of April, 2010, By and Between the Western Placer Unified School District of Placer County, California, hereinafter called the CLIENT and Michael Rainforth ▪ Jeffrey Grau ▪ Architects, A Professional Corporation, hereinafter called the ARCHITECT.

For the Following PROJECT:

10-1024 Glen Edwards Master Plan

NOW THEREFORE, The Client and Architect agree as follows:

1. BASIC SERVICES OF THE ARCHITECT:

   A. Master Planning

2. EMPLOYEES AND CONSULTANTS

   The Architect as part of the basic professional services, shall furnish at his expense the services of structural, mechanical, electrical, civil engineers and landscape architect, properly skilled in the various aspects of the design and construction of facilities required.

3. THE CLIENT'S RESPONSIBILITIES

   A. The Client shall provide full information as to the requirements and educational program of the project, including realistic budget limitations and scheduling.

   B. The Client shall furnish a certified survey of the site, if required.

   C. The Client shall furnish chemical, mechanical, or other tests required for proper design, and borings or test pits necessary for determining subsoil conditions.

   D. The Client shall furnish all inspection services.

   E. The Client shall furnish environmental investigations, studies and reports required to meet California Environment Quality Act (CEQA) requirements.

   F. The Client shall furnish all legal advice and services required for the project.

G. The Client shall notify the Architect of administrative procedures required and name a representative authorized to act in its behalf. The Client shall promptly render decisions pertaining thereto to avoid unreasonable delay in the progress of the project. The Client shall observe the procedure of issuing any orders to contractors only through the Architect.

H. During the Contractor's one year guarantee, the Client shall notify the Architect in writing of apparent deficiencies in material or workmanship.

4. ARCHITECTS COMPENSATION

The Architect agrees to perform professional services provided by this Agreement and the Client agrees to pay the Architect for such services compensation in the amount of:

> The amount determined by the Architect's Fee Schedule "V" (attached) as applied to personnel hours of Architect's staff and his consultant engineers and such Reimbursable Expenses as noted on the Schedule.

5. PAYMENTS TO THE ARCHITECT

Payments on account of the agreed compensation in Article 4 shall be made upon presentation of Architect's monthly Invoice and Statement which will detail services rendered and expenses incurred by the Architect during the previous month's work. Payments to the Architect are due upon receipt and payable within 35 calendar days.

6. TERMINATION OF AGREEMENT

A. The Client may terminate the Agreement on thirty (30) days written notice to the Architect for any reason provided that the Architect is compensated for all services completed to date in accordance with Section 6. B.

B. In the event of such termination, the Client shall pay the Architect as full payment for all services performed and all expenses incurred under this agreement an amount the sum total of which bears the same ratio to the total fee otherwise payable under this agreement as the services actually rendered hereunder by the Architect bear to the total services necessary for the full performance of this agreement, plus any sums due the Architect for extra services agreed upon. In ascertaining the services actually rendered hereunder up to the date of termination of this agreement, consideration shall be given to both completed work and work in process of completion and to complete and incomplete drawings and other documents whether delivered to the Client or in the possession of the Architect. Notwithstanding any termination of the agreement or notice thereof, questions in dispute may be submitted to arbitration under the rules of American Arbitration Association and California state laws.

7. OWNERSHIP OF DOCUMENTS

6.5.2

The plans, specifications, and estimates shall be and remain the property of the Client, pursuant to Section 17316 of the Education Code.

8. RE-USE OF DOCUMENTS

A. In the event the Client ever desires, and it is mutually considered feasible, to construct all or part of another project which would be essentially identical to the project which is the subject of this agreement, the Architect agrees to:

(1) Re-use his design and the corresponding contract documents.

(2) Prepare such modification as may be indicated by topography, soils conditions, utility services, existing construction and similar conditions.

(3) Perform, as far as applicable, all of the services provided by this agreement.

B. Compensation for rendering the foregoing services shall be in the amount agreed upon by Client and Architect prior to the commencement of work, and shall form the basis of a separate agreement.

9. ADDITIONAL SERVICES

When services not noted above are found necessary or desirable, Architect shall present a written proposal listing the specific additional services and fee associated therewith. Client's signature applied thereto will indicate acceptance of Architect's proposal for Additional Services.

10. LIMITATION OF LIABILITY

The Client agrees to limit the Architect's liability to the Client and all construction contractors and subcontractors on the Project arising from Architect's professional acts, errors or omissions, such that the total aggregate liability of Architect to all those named shall not exceed $50,000. The Architect shall carry insurance to protect himself from claims of professional errors and omissions during periods of construction and for three years after filing of the Notice of Completion, upon which time, Architects' liability shall cease.

11. AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) provides that it is a violation of the ADA to design and construct a facility that does not meet the accessibility and usability requirements of the ADA except where an entity can demonstrate that it is structurally impractical to meet such requirements. The ADA also provides that alterations to a facility must be made in such a manner that, to the maximum extent feasible, the altered portions of the facility are readily accessible to and by individuals with disabilities. The Client acknowledges that the requirements of the ADA will be subject to various and possibly contradictory interpretations. The Architect therefore, will use his reasonable professional efforts to interpret applicable ADA requirements and other federal, state and local laws, rules,

codes, ordinances and regulations as they apply to the project. The Architect, however, cannot and does not warrant or guarantee that the Client's project will comply with interpretations of ADA requirements and/or requirements of other federal, state and local laws, rules, codes, ordinances and regulations as they apply to the project.

12. ACCEPTANCE BY CLIENT

A. If this Agreement and Proposal are not accepted by the Client within 45 calendar days, the Architect may declare them void.

B. If the start of services are delayed more than 45 calendar days, through no fault of the Architect, the Architect may declare the Agreement and Proposal void or seek additional compensation.

C. If services are suspended for more than 30 calendar days, through no fault of the Architect, the Architect may seek additional compensation.

13. ADDITIONAL PROVISIONS

The following amendments and/or additions are made a part of this agreement and shall be given effect notwithstanding any other provision contained herein:

a. There are no additional provisions to this Agreement.

The Client and Architect hereby agree to the full performance of the covenants contained herein.

IN WITNESS WHEREOF, the CLIENT and the ARCHITECT have executed this agreement the day and the year first above written.

ARCHITECT:
Jeffrey Grau, A.I.A., #C14648
Rainforth ▪ Grau ▪ Architects
A Professional Corporation
2407 J Street, Suite 202
Sacramento, CA 95816

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

07/07

i:\1024 glen edwards master plan\1.02 owner\1024 rga agree hourly_short form.docx

6.5.4

Michael RAINFORTH ▪ Jeffrey GRAU
ARCHITECTS

Architecture & Planning ▪

2407 J Street, Suite 202 ▪

Sacramento, CA 95816▪

(916) 368-7990 ▪

FAX: (916) 368-7996 ▪

A Professional Corporation ▪

FEE SCHEDULE "V"
Effective January 1, 2008

Architectural:

Principal Architect	$	180.00/hour
Associate Architect	$	160.00/hour
Architect	$	145.00/hour
Project Manager	$	135.00/hour
Designer	$	110.00/hour
Job Captain	$	110.00/hour
Interior Designer	$	95.00/hour
Intern Graduate	$	85.00/hour
Clerical	$	75.00/hour

Consultants: Consultant Billing x 115%

Other: Vehicle use (mileage): No Charge

Zone or Long Distance phone calls: No Charge

Mailing: No charge EXCEPT for "special express handling" when requested or necessary, which is billed at cost.

Printing: No charges for "in-house" or consultants check prints. Agency prints, Owner/Owner's Representative prints, Bid Documents, Submittals/Shop Drawings, Record Drawings and request prints are billed at printing invoice x 115%.

Fees Advanced: All fees paid in advance by the Architect will include a $40.00 Processing and Handling Fee.

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:
California Interscholastic Federation
Application for 2010-11 School Year
At Lincoln High School

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
May 18, 2010

ROLL CALL REQUIRED:
No

BACKGROUND:

The California Interscholastic Federation is requesting representatives for Lincoln High School during the 2010-11 school year.

RECOMMENDATION:

Administration recommends the approval of the application.

6.6

wp/rk/factform

California Interscholastic Federation

Marie M. Ishida, Executive Director
STATE OFFICE
4658 Duckhorn Road, Sacramento, CA 95834
Tel: (916) 239-4477- FAX: (916) 239-4478
e-mail: ishidasan@cifstate.org

WPUSD
Received
APR 21 2010
DISTRICT OFFICE

www.cifstate.org

TO: SUPERINTENDENT OF PUBLIC SCHOOLS
PRINCIPAL OF PRIVATE SCHOOLS

FROM: MARIE M. ISHIDA

RE: ENCLOSED FORM TO RECORD DISTRICT AND/OR SCHOOL REPRESENTATIVES TO LEAGUES

DATE: APRIL 14, 2010

Enclosed is a form upon which to record your district and/or school representatives to leagues for **next year 2010-2011**. It is a form sent every year to you in order to obtain the names of league representatives to every league in the state and to make sure that the league representatives are designated by school district or school governing boards. **It is a legal requirement that league representatives be so designated.**

The education code gives the authority for high school athletics to high school governing boards. The code also requires that the boards, after joining CIF, designate their representatives to CIF leagues. This is a necessity! (Ed. Code 33353 (a) (1))

We are asking that, after action by the governing board, you **send the names of league representatives to your CIF Section office**. Obviously, the presumption behind this code section is that the representatives of boards are the only people who will be voting on issues, at the league and section level, that impact athletics.

If a governing board does not take appropriate action to designate representatives or this information is not given to Section offices within the required time frame, CIF is required to suspend voting privileges (CIF Constitution, Article 2, Section 25, p.16) for the affected schools.

At the State Federated Council level we will be asking that Sections verify that their representatives are designated in compliance with this Ed. Code section.

I hope this gives you a bit of background. Thank you for all you do to help support high school athletics. It is a valuable program in all high schools and we appreciate the support you give to the program and to CIF.

Please return the enclosed form no later than July 1, 2010 directly to your CIF Section Office, their address is listed on the back of the form. Please contact us if we can give you further information.

:am

6.6.1

California Interscholastic Federation

Marie M. Ishida, Executive Director
STATE OFFICE
4658 Duckhorn Road, Sacramento, CA 95834
Tel: (916) 239-4477- FAX: (916) 239-4478
e-mail: ishidasan@cifstate.org

www.cifstate.org

2010-2011 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESS ON REVERSE SIDE)** no later than July 1, 2010.

Western Placer Unified School District/Governing Board at its 5/18/10 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2010-2011 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Lincoln High School
NAME OF REPRESENTATIVE Donna Tofft POSITION Athletic Director
ADDRESS 790 J Street CITY Lincoln ZIP 95648
PHONE 916-645-6360 FAX 916-645-6349 E-MAIL d_tofft@wpusd.k12.ca.us

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NAME OF SCHOOL Lincoln High School
NAME OF REPRESENTATIVE Rob Kerrigan POSITION Vice Principal
ADDRESS 790 J Street CITY Lincoln ZIP 95648
PHONE 916-645-6360 FAX 916-645-6349 E-MAIL kerrigro@wpusd.k12.ca.us

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NAME OF SCHOOL
NAME OF REPRESENTATIVE POSITION
ADDRESS CITY ZIP
PHONE FAX E-MAIL

NAME OF SCHOOL
NAME OF REPRESENTATIVE POSITION
ADDRESS CITY ZIP
PHONE FAX E-MAIL

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Scott Leaman, Supt. Signature
Address 600 Sixth Street, Suite 400 City Lincoln Zip 95648
Phone 916-645-6350 Fax 916-645-6356

PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION, SEE REVERSE SIDE FOR CIF SECTION OFFICES⇒⇒⇒

6.6.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
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5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:

Approve Purchase of four 2009 Bluebird Vision 24+1 passenger busses from All the Best from A-Z Bus Sales, Inc.

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Joyce Lopes
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

DEPARTMENT:

Business Office

FINANCIAL INPUT/SOURCE:

School Bus Reserve

MEETING DATE:

May 18, 2010

ROLL CALL REQUIRED:

No

BACKGROUND:

As the District takes over bussing the students that are currently bussed through the Mid-Placer Transportation Agency, its bus fleet needs to be expanded. The District is piggybacking on a bid through the Waterford Unified School District.

RECOMMENDATION:

Administration recommends the Board approve purchase of the buses.

6.7

All the Best from A-Z BUS SALES, INC. An employee owned company.

Dave Anderson
3418 52nd Avenue
Sacramento, CA 95823
Cell: 916-254-9441
Fax: 951-328-8210
danderson@a-zbus.com
Web http://www.A-ZBus.com

Vehicle Quotation

D40007.0065883102

BLUE BIRD

Customer: Western Placer USD
Address: 600 6th Street
Lincoln, CA 95648

Date: 2-11-10
Attn: Mark DeRossett
Phone Number: 916-645-6346
Fax Number: 916-434-3758

P.O.#: Pending **Quantity:** 1 or more
New: X **ULS Diesel** X
Chassis Model: 2009 Bluebird Vision
Body Model: 2009 Bluebird Vision
Wheelbase: 189" **Capacity:** 24+1 Variable **Rows:** See Below
Headroom: 77" **Seats:** DOT School Bus Seats **Delivery:** [illegible]

Base Vehicle
Blue Bird BBCV2311S, 189" wheelbase

Body, Compartments
Glove Box - Provides an 11" x 6-1/2" glove box above windshield on right side with door and locking latch.
Compartment, Battery, Rollout. Located in first body section behind driver.
Lock, Key, Battery Compartment Door - Key lock for one sliding battery compartment door.
Latches, Lockable, Access Doors - Provides LL-25 locking latches in the rear side access panels, engine compartment doors, and electrical panel.

Body, Construction
Flat floor without rear wheelhousings
Body construction, FMVSS/CMVSS 221

Body, Doors
Lock, Vandal, Rear Emergency Door - Provides interior sliding bolt latch which prevents door from being opened from the outside when engaged. Bolt is connected to interlock assembly, which prevents engine starting when door is locked. If lock is activated after the engine is running, an audible alarm is sounded in the driver's area.
Lock, Vandal, Side Emergency Door - Provides interior sliding bolt latch which prevents door from being opened from the outside when engaged. Bolt is connected to interlock assembly, which prevents engine starting when door is locked. If lock is activated after the engine is running, an audible alarm is sounded in the driver's area.
Retainer, Telescopic, Rear Emergency Door. Provides telescopic prop support attached to the top inside of the emergency door to hold open at 95 degrees.

6.7.1

All the Best from A-Z BUS SALES, INC. An employee owned company.

Dave Anderson
3418 52nd Avenue
Sacramento, CA 95823
Cell: 916-254-9441
Fax: 951-328-8210
danderson@a-zbus.com
Web http://www.A-ZBus.com

Vehicle Quotation

D40007.0065883102

BLUE BIRD

Body, Doors

Retainer, Telescopic, Side Emergency Door, Left - Provides telescopic prop support attached to the top inside of the emergency door to hold open at 95 degrees.

Door, Emergency, Left Side, 28"

Cover for Emergency Door Switch

Door, Entrance, Outward Opening - Provides two separate door panels, which open outward and close to seal against the outside edge of the lower step. Each panel is ball bearing suspended. All pivot bearings are oil-impregnated bronze. A 4" wide header pad over the door opening inside the bus is included. Openings for two glass panes with square corners are provided in each door panel. Door installation includes a flush pull handle installed on the outside of the forward door panel, designed to provide a finger grip when opening the door from outside of the bus.

Door Control, Air Powered. Provides entrance door installation with air-powered controls for opening and closing the door. Doors are activated by means of an air cylinder with the push/pull control valve accessible to a seated driver. Rocker switch will be located on right hand side of driver. Installation includes an emergency release valve in the door header cover. An air pressure protection valve is also included.

Lock, Security, Entrance Door - Provides key lock mechanism which includes deadbolt from the door panel to the header above the entrance door. Lock mechanism is concealed within the door panel structure. Mechanism includes a winged handle for overcoming resistance to movement, without damaging the key.

Door, Emergency, Rear, Two Windows

Glass, Entrance Door, Lower, Laminated Tinted - Provides glass in lower window opening of entrance door panel.

Glass, Entrance Door, Upper, Laminated Tinted - Provides glass in upper window opening of entrance door panel.

Glass, Side Emergency Door, Tempered, Tint - Provides glass windowpane in side emergency door.

Buzzer, Rear Emergency Door

Buzzer, L/H Side Emergency Door

6.7.2

Body, Fans

Fan, Auxiliary, Upper Left 6" - Provides 6" auxiliary fan mounted to wire molding above driver's window.

Fan, Auxiliary, Upper Center, 6" - Provides 6" auxiliary fan mounted to windshield header, center of body.

Switch, Noise Suppression, Latching - Provides all body heater fans and auxiliary fans through a master fan switch to eliminate controllable noise in the bus interior with one switch. Replaces standard momentary noise suppression switch with a maintain switch.

Body, Floor

Floor, Plywood, Screwed Down

Floor, Plywood, 5/8" AB Marine Grade

Trim, Steel, Floor - Provides galvanized steel for wheelhouse trim and cove molding. Cove molding extends the entire length of the body, but is not installed under heater hose covers.

Wear Plate, 3", White Rubber - Provides 3" wide wear plate at floor level step of entrance doorstep well. Wear plate is constructed of ribbed rubber material with a metal backing plate.

Floor Covering, Rubber, Black - Provides .187" ribbed floor covering material in the aisle area of the floor, .125" smooth floor covering material on either side of the aisle (under seats), .187" thick ribbed step treads are provided.

Trim, Aisle, Aluminum - Provides extruded aisle trim over the joints in the floor covering material on both sides of the aisle. Trim extends full length of body.

Body, Headroom

Headroom, 77"

Body, Heaters

Hose, Heater, Goodyear Hi-Miler With Constant Torque Clamps - Goodyear Hi-Miler hoses with constant torque clamps provided on all heater hoses and clamps within the body heater system, from and to the engine water cut-off valves.

Pump, Heater, Water, Chassis

Heating System, Body - Provides 90,000 BTU front heater/defroster with washable air filter. Driver selects airflow up to 100% for defrosting windshield, driver's window and entrance door as conditions require.

Heaters are black hot sprayed on baked enamel.

Heater, 80K, RH, Rear Wall

6.7.3

Body, Heaters

Heater, 50K, Front Stepwell Area

Heater Grille. Rear of the standard main front heater in lieu of ducts.

Body, Insulation

Insulated Driver's Area, Firewall

Insulation, Sound Deadening, Spray - Provides 1/16" thick spray covering the center 1/3 of panels. Includes the following panels: roof sheet, headlining, outside and inside side panels, front and rear roof caps and rear upper inside panels, tag panels and rear lower access panels.

Headlining, Acoustic. Provides perforated headlining panels with a 2" wide band of unperforated steel for attaching panels to roof bows.

Insulation, Body, Fiberglass/Poly - Provides body insulation including polyester insulation in the roof, fiberglass in the bow cavities, mineral wool below side windows.

Body, Lettering/Decals

Lettering, "STOP WHEN RED LIGHTS FLASH", 6". Two lines of text located below emergency window.

4 Lettering, "EMERGENCY DOOR" or "EMERGENCY EXIT" or "PORTE DE SECOURS" or "SORTIE DE SECOURS". 2" lettering, series C in lieu of standard.

Lettering, Emergency Door Arrows. Located inside and outside, 6" long x 3/4" wide black arrow on emergency door near handles to indicate direction of turn for opening. On the outside, arrow points up and approximately 45 degree inboard of door. On the inside, the arrow points up. Arrows are in addition to standard "Operating Instructions" decal.

Lettering, "SCHOOL BUS", on roof caps and/or signs front and rear. "SCHOOL BUS" 8", 1" stroke.

Body, Lifts

Door, Wheelchair Lift, 43" Wide. Provides 43" wheelchair lift door installed in last two body sections, providing a clear opening 58 9/16" high and 43" wide. Includes "L" shaped header pad covered with solid black Athol Pro Form II upholstery installed inside the body above the lift door opening. Includes a seat belt cutter located in driver's area.

6.7.4

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Vehicle Quotation

D40007.0065883102

BLUE BIRD

Body, Lifts

2 Floor Tracks for W/C and Passenger Seats. Series 6061-grade alloy with clear coat finish. Track is mounted using 5/16" Huck fasteners installed on 2" centers.

Decal, Handicapped Accessibility Symbol. Provides high intensity, 1990 National Stds. 6" square with white symbol on blue background. Meets U.S. DOT Std. FHWA FP-85. Decal is installed on the side of the body adjacent to door handle.

Lift, Wheelchair, Ricon S5010-ADA/403. Provides 34" x 54" platform with a 48" maximum floor to ground travel. Power up and gravity down controls with manual back up operation. Handrails and interlocking safety belts.

Control, Lift Door, Continuous. Provides controls at the lift door, which activates the driver's emergency exit buzzer when the lift door is unlatched. Buzzer remains activated, regardless of door position, until door is latched in the closed position.

Switch, Lift Door Light, Automatic. Provides automatic lift door light.

Harness, Power, Battery Control, W/C Lift. Provides the ability to operate the wheelchair lift with the ignition in the off position.

Switch, Lift Enable, Pendant

Wiring, Interlock, Pendant Control. Lift interlocks control for the lift pendant. Requires parking brake to be applied, ignition on, and transmission placed in neutral. Lift will not operated unless these conditions are met. Also provides throttle inhibit.

Light, Lift Area, Interior 3"

Wheelchair Restraints, Auto Retracting. Provides Q-Straint "QRT Deluxe" retractable system mounted to "L" track with retractable height adjuster including four deluxe automatic retractors with J-Hooks for wheelchair securement with "L" track fittings, and one lap and retractable shoulder belt combination with retractable height adjuster with "L" track fittings.

Glass, Lift Door, 19.93 x 26.93 Tempered, Dark Tint

6.7.5

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BLUE BIRD

Body, Lights

Lights, Daytime Running, Standard Intensity. Provides standard intensity low beam headlamp, tail lamps, license plate lamp, clearance lamps and marker lamps automatically activated when the bus engine is running and the master lighting switch is not in the "headlamp on" position.
Flasher, W/L System, Weldon
Amber left and right intermediate side marker lights.
Wiring, Clearance/Marker/ID, Park Light Controlled
Wiring, Clearance/Marker, Corner, 2 Fronts, 2 Rears
Wiring, Clearance/Marker, Intermediate
Lights, Clearance / Marker, Tear Drop, 2 Amber, 2 Red
Lights, ID, Tear Drop
Shields, Tear Drop Lights, 4 Clear
Shields, Tear Drop, 6 ID
Shields, Tear Drop Lights, 4 Clear
Lights, Clearance / Marker, Tear Drop, Intermediate
Lights, Directional, Rear, Amber. Provides two 7" rear directional lights.
Lights, Directional, Side, Arrow 059, Front. Provides Arrow model 059 sides directional lights mounted on side of bus at front beltline area.
Lights, Directional, Side, Arrow 059, Rear. Provides Arrow model 059 sides directional lights mounted over rear wheelhousing area.
Lights, Directional, Front, Fender Mount
Wiring, Directional, Rear
Wiring, Dir, Side, Front, Beltline
Wiring, Dir, Side, Rear, Beltline
Six candlepower dome lights.
Lights, Dome, Driver's Dome, Separate Switch. Provides light located to the center of the driver's headlining panel.
Dome Light Configuration, Two Rows, Two Switches, Front and Rear. Provides two switches for two rows of dome lights that will be located the left and right of centerline of the interior of bus. One switch will control front portion and the other switch will control the rear portion of dual row dome lights.
Lights, Stop, Tail, License. Provides 4" license light on left and right tag panels.
Lights, 7" Stop and Tail. Provides 7" red combination stops and tail incandescent lights.

6.7.6

Body, Lights

Lights, Back Up. Provides 5" white back up incandescent lights on rear engine compartment door.

Hoods, Warning Light, Individual Hoods. Provides single black metal hood for each warning light installed over the top of the lights and is curved to match the radius of the lights.

System, Warning, 8 Lights, Non-Sequential

Sequence, W/L System, Non-Sequential

Switch, W/L Master, Location, LH

Switch, W/L Start, Location LH

Switch, W/L, Emergency Override, Location, LH

Lights, Pilot, W/L System, Location LH

Switch, Door Control, Location LH

Lights, Warning, Halogen, 4 Amber, 4 Red

Light, Pilot, Exit. Provides 1/2" red steady burn pilot light mounted in switch panel. Pilot is illuminated while buzzers alarm to indicate any emergency exit is unlatched.

Light, Stepwell, 14 Candle Power.

Body, Mirrors

Mirror, Rearview, Interior, 6 x 30 Tiger Adjustable Knob. Provides full tempered, safety glass, round corners and PVC frame.

Mirrors, Heated, Exterior, Low Mount. Provides wiring for exterior mirrors with low mount driver's side mirror controlled by on/off switch. All exterior mirrors will be heated.

Mirrors, Rearview, Rosco, Avia, 9 x 17. Provides Rosco Avia non-detent rearview mirror system with adjustable single low mount on driver's side and fixed overhang single mount on passenger side. 9" x 17" oval heads each containing 74 sq. in. flat and 38 sq. in. convex mirrors.

Mirrors, Crossview, Rosco, Mini-Hawkeye. Provides Rosco Mini-Hawkeye crossview mirrors with ball stud adjustable mount with upper portion of mirrors tinted. 10.8" x 12.5" elliptical mirror with tinted upper portion.

6.7.7

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BLUE BIRD

Body, Mudflaps

Flaps, Front, Rubber.
Flaps, Rear, With Logo. Provides 23" x 30" mud flaps installed behind rear wheels.
Extensions, Mud Flap, Rear. Provides assurance that mad flaps will extent within 6" of ground.
Fenders, Rear, Rubber. Provides rear rubber fenders attached to outside side panel, around perimeter of rear wheelhousing cutout on each side of body.

Body, Paint

Paint, Entrance Door, Yellow, Provides exterior of outward opening door painted yellow in lieu of standard black.
Paint Design, White Roof. Provides white exterior roof color to stop 5.5" above rain visor and includes a 10.5" radius at both front and rear roof caps, which are painted body, color.
Wheels, Disc, Painted Both Sides, Yellow. Complete wheel painted inside and out, both sides.
Paint Design, Background, Warning Light(s). Paints the background area around the warning lights base color. (For school buses, paint will be yellow.)
Paint Interior, Astro White. Provides hot sprayed on baked enamel. Aluminized inner side panels are not painted.

Body, Radio

Radio, AM/FM/PA/CD
Speaker, Deluxe, 4 Speaker Systems
Remote Mic, Driver Controlled. Provides MIC jack relocated to lower LH side in switch panel
Wiring, Two-Way Radio. Provides wiring for two-way radio system, center dash mounted. Power wire, ground wire, circuit protection, and "pull" wire with access plate for coax cable is provided.

Body, Reflectors

Marker, Vinyl, 3M Diamond Grade, Reflective, Rear Emergency Door, Yellow
Marker, Vinyl, 3M Diamond Grade, Reflective, Side, Yellow. Provides 2" yellow strip on each side of bus below floor line rub rail.
Marker, Vinyl, 3M Diamond Grade, Reflective, Rear, Yellow. Provides two 1-3/4" yellow horizontal strips and two vertical strips to outline the perimeter of the rear structure.

6.7.8

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BLUE BIRD

Body, Reflectors

Marker, Vinyl, 3M Diamond Grade, Reflective, Side Emergency Door, Yellow. Provides 1" yellow strip around side emergency door.

2 Markers, Vinyl, 3M Diamond Grade, Reflective, Roof Hatch, White. Provides 1" white strip around roof hatch.

3" Reflective Tape, Side, & Rear, 3M Diamond Grade

Body, Safety Equipment

Compartment, Emergency Equipment. Provides key locking compartment located upper front.

Fire Extinguisher, 5 lb. Dry With Hose, Driver's Compartment. Provides 3A-40 B: C for Type A, B, and C classified fires; dry chemical with gauge and hose.

Fire Extinguisher, 5 lb. Dry With Hose, Wheelchair Door. Provides 3A-40 B: C for Type A, B, and C classified fires; dry chemical with gauge and hose.

Warning Device, Triangular, Floor Mount. Provides three reflectroized triangular road-warning devices enclosed in plastic storage container, secured to the floor in the driver's compartment area.

Kit, First Aid, California, Plastic Case.

Holder, Certificate, 7-5/8" x 9-1/4"

Package, Certification, State, California.

Body, Seats

Seat frames are black hot sprayed on baked enamel.

Seat, Driver's Bostrom Routemaster Plus Air Suspension, Shock, Dual. Provides independently acting dual shocks for the driver's seat.

Seat, Driver's, Bostrom Routemaster Plus Air Suspension, Brown Pro Form II, Brown Fabric Insert. Provides Bostrom Routemaster Plus Air driver's seat, 19.5" wide cushion with four position tilt adjustment, high back, 18 degree back angle adjustment, adjustable lumbar support, 9.5" fore and aft adjustment, air suspension with 6" vertical travel for isolation and driver's height/weight adjustment with fingertip push/pull control valve, vinyl suspension cover skirt.

Seat Belt, Driver's, Single. Provides single emergency locking retractor shoulder belt with adjustable pillar loop allowing approximately 7.5" of vertical adjustment at the shoulder belt top mount. Male locking bar tongue on the left retracting side.

6.7.9

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BLUE BIRD

Body, Seats

Modesty Panel, Barrier Mounted, Aluminized. Provides aluminized panel extending from bottom of barrier to floor.

Panel, Modesty, Barrier, Heater Vent, 36, LH

2 Barrier, Gusset Mounted, 36". Provides 36" high back barrier with inset leg.

Barrier, Track Mounted 39" Installed. Provides 39" track mounted barrier installed in bus.

11 Module, Seat, CEW, Type SSS, 36, TM

Module, Seat, CEW, Type SSS, 36, GM, TM

24 Module, Seat, CEW, Belt, 3-point

12 Module, Seat, CEW, Color Brown

Upholstery, Solid, Athol Pro Form II, Passenger, Brown. Provides Athol Pro Form II solid vinyl upholstery for seat cushions and backs.

3 Upholstery, Fire Block, Spradling, Brown, Barrier

Body, Side Panels

Panel, outside, 16 ga, 16-1/4 skirts

Panels, Inner Side, Aluminized Hemmed. Provides interior aluminized steel panels fully hemmed and texturized on each side between the seat ledge and windowsill, entire length of body on left and right sides.

Body, Stepwell

Stepwell, National Standards, 1990

Stepwell, Front, Stainless Steel. Provides 304 stainless steel stepwell

Handrail, Entrance Door, 3.25 - 5.25. Provides 1" diameter 18 ga. Stainless steel assist rail at the rear of stepwell.

Step Treads, Entrance Door, Non Abrasive, Black. Provides black non-abrasive step tread for entrance door.

Control, Stepwell Light, Marker Control, With Door Switch. Provides stepwell light activation when marker lights are on and entrance door is open.

6.7.10

Body, Stop Arms

Stop Arm, Electric, Solid State, Incandescent Lights, Reflective. Provides Specialty reflective grade octagonal stop arm, red with white border and 6" high white lettering, "STOP" on both sides. Includes red incandescent lights over and under the word "STOP" visible from both sides.

Stop Arm Location, Rear. Provides relocation of stop arm to the left side, third body section from rear.

Wiring, Stop Arm, Electric

Wiring, W/L System, 10 Ga

Body, Sun Visor

Visor, Opaque, Left Side. Provides fully adjustable .125" black tinted acrylic 6" x 24" visor installed immediately forward of driver.

Body, Switches

Switch, Door, Stepwell Light

Power Socket, Accessory With Cap. Provides 12-volt power socket for connecting electrical accessories.

Controls, Config, W/L, LH

Switch, W/L, Master, Green Pilot

Switch, Emergency Override

Switch, W/L Start, Manual

Indicator, W/L System, Amber/Red

Horn, Backing, 112 DB. Provides a backing safety horn activated when transmission is shifted into reverse.

Light, Switch Panel, Additional Control. Provides switch panel illumination controlled by a separate dimmer switch located in the left switch panel.

Power, Body Controls, Warning Lights. Provides solenoid switches for controlling body circuits by chassis ignition switch. Warning light power source is removed from ignition controlled solenoid switch and places it on battery hot.

Power, Body Controls, Clearance / Cluster / ID Lights. Provides solenoid switches for controlling body circuits by chassis ignition switch. Clearance, cluster, and ID light source is removed from ignition controlled solenoid switch and places it on battery hot.

Power, Body Controls, Dome Lights. Provides solenoid switches for controlling body circuits by chassis ignition switch. Dome lights source is removed from ignition controlled solenoid switch and places it on battery hot.

6.7.11

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BLUE BIRD

Body, Switches

Power, Body Controls, Entrance Door. Provides solenoid switches for controlling body circuits by chassis ignition switch. Entrance Door source is removed from ignition controlled solenoid switch and places it on battery hot.

Wire molding over window.

Body, Vents

2 Wiring, Vent, Roof Hatch, Buzzer Only

2 Vent, Roof Hatch, Specialty Pro Lo. Provides a 23" x 23" emergency exit opening with inner and outer release handles. Hatch pops up to provide an air vent. Buzzer sounds when emergency exit is open and engine is on. Hatch extends .75" above the roof in the closed position. Outer ring is eliminated and replaced by a bulb seal white the inner ring is reinforced with metal bands.

Body, Windows

Glass, Rear Emergency Door, Lower, Tempered, Dark Tint

Glass, Rear Emergency Door, Upper, Dark Tint, Tempered

Glass, Rear Vision, Tempered, Dark Tint. Provides glass panes installed in the right and left rear vision panels.

Window, Driver's, Transit Sliding, Laminated, Tinted, Natural Aluminum (Unpainted) Frame. Provides glass in a double sliding aluminum sash with security fastener for locking.

13 Window, Split Sash, 12", Tempered, Tinted, Natural Aluminum (Unpainted) Frame. Provides 12" split sash side windows.

Body, Windshield / Accessories

Windshield, Four Piece Flat Shaded

Single motor windshield wiper system

Wet Arm Windshield Wipers

Chassis, Accessories

Fluid, Chassis, Transmission, Synthetic. After an initial oil and filter change at 5,000 miles, the oil and filter change interval goes to 50,000 miles or 24 months.

Antifreeze, ES Compliant

Chassis, Alternator

Alternator, Bosch, 200 amps. Belt driven, pad mounted, internally regulated

6.7.12

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BLUE BIRD

Chassis, Axles

Axle, Steer, Hendrickson, 12,000 LB. GAWR
Suspension, Spring, Front, Softek, 10,000
Suspension, Rear, Air, Hendrickson, Air Brakes. Provides Hendrickson "Comfort Air" rear axle suspension. Trailing arm type suspension with two heavy-duty rolling lobe air springs. Main support members (steel springs) are attached to frame via cast ductile iron hangers. Each bushing incorporates a quick-align feature for axle dog track adjustments. A transverse mounted track rod is used to control axle lateral motion during turns. Vehicle vertical motion is controlled via two 1-38" bore shocks equipped with bonded eye bushings. A single height control (leveling) valve maintains suspension at all loads. Suspension capacity is 23,000 lbs. at the ground
Axle, Rear, Meritor, 21,000 lb. 5.29
Lubrication, Axle, Oil, Synthetic Lubricant. Provides a synthetic lubricant for steer axle wheel bearings and the drive axle differential. A clear sight glass is provided to facilitate observation of oil level and condition.

Chassis, Batteries And Accessories

Batteries, Two 8D. Provides two Group 8D batteries, 12V / 225 amp/ 2800 CCA combined @ 0 degree F. 3/0 battery cables are provided.

Chassis, Brakes

Brake Interlock, Air Brakes. Provides brake interlock for entrance, exit, or lift door when opened, rear service brakes are engaged and vehicle motion is restricted.
Brake Interlock, Lift Door. Provides brake interlock for lift door when opened, rear service brakes are engaged and vehicle motion is restricted.
Adjusters, Slack, Meritor. Provides Meritor automatic slack adjusters for air brakes.
Brakes, Air, Meritor, 5" Front / 7" Rear
Brakes, Anti-Lock (ABS). Provides four channels, four-sensor remote mounted ECU air brake ABS system. ECU is capable of SAE 1587, 1922, and 1939. Diagnostics are performed by LED readouts on ECU or with laptop computer attached to the 1587 terminal at engine.

6.7.13

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BLUE BIRD

Chassis, Fuel System

Fuel sender inspection plate per to meet FMVSS. Black Jal-Tread; bolt down accessible without removing flooring material.
Door, Fuel Tank, Keyed Lock.
Filter, Fuel/Water Separator, C7 & ISB07
Fuel System, Diesel, 60 Gallon. Provides dedicated diesel fuel tank located between the frame rails with right side fill.

Chassis, Instruments

Gauge, Temperature
Gauge, Ammeter. Provides ammeter in the driver's instrument panel.
Gauge, Speedometer, English. Provides Speedometer in the driver's instrument panel.

Chassis, Tires and Wheels

Tires, Michelin, 255 / 70 R 22.5 XZE LRH
Wheels, Steel, 22.5" x 8.25". Provides Hayes Lemmerz ten stud, 11.25" bolt circle, 5 hand holes, and hub piloted steel disc wheels.

Chassis, Tow Hooks

Tow Hooks, Front. Provides two heavy-duty frame mounted tow hooks.
Tow Hooks, Rear. Provides two heavy-duty frame mounted tow hooks.

Chassis, Wheelbase

189" wheelbase

Distributor Options included in this quote:

Hand held stop sign & Holder
Lettering
Pad kit brown upholstery Ricon
W/C position adjacent to lift door
Carrier AC-12333T 105K BTU (EM1, IW1, CM2, CM3, 2-TM21)
24/7 Digital Camera System with 3 heads
Q-Straint retractable restraint x1
NO-Charge 3-Year Extended Bluebird Warranty
NO-Charge LED's x4, Back-up, Tail, Brake, Amber Directionals
Bluebird/AZ Factory Discounts included in this quote of $8,593.95

6.7.14

CONFIDENTIAL

57-PASSENGER CONVENTIONAL SCHOOL BUS

SPECIFICATION	BIDDER'S RESPONSE - MUST COMPLY OR STATE DEVIATIONS IN FULL
Specifications that follow are minimum basic requirements Bidder must list any deviations from these specifications If bidder claims item "Meets or Exceeds" specifications, documentation must be provided with bid to substantiate claim Failure to do so will result in rejection of your bid and/or product for non-compliance.	
2008 or newer conventional school bus capable of supporting the specified passenger body in a proper and safe manner Blue Bird BBCV 3310 model chassis or equal Bidder must be a valid franchised dealer for units bid Vehicles bid shall meet **all current FMVSS and State** standards for school buses in affect at time of manufacture	YEAR: 2008 OR NEWER CHASSIS MFG: BLUE BIRD MODEL: 3310 BODY MFG: BLUE BIRD MODEL: BBCV CAPACITY: 57
VEHICLE DIMENSIONS: G.V W R - 31,000 lbs minimum Wheelbase shall not exceed 273" Overall length (excluding bumpers) 470" Overall height 124" maximum Overall width 96" (excluding mirrors) Headroom 76" minimum	G.V.W.R.: 31,000# WHEELBASE: 273" BODY LENGTH: 3310 OVERALL LENGTH: 470" OVERALL HEIGHT: 124" OVERALL WIDTH: 96" HEADROOM: 77"
AXLES: Front - 12,000 lbs With oil lubed bearings Rear - 21,000 lbs Single speed with 5 29 ratio With petroleum lubed bearings	COMPLY
BRAKES - SERVICE: Dual, full air system Gear driven air compressor Air source from filtered charge air at engine intake Air tanks located between frame rails Provide a heated automatic reservoir drain valve on wet tank Provide automatic slack adjusters, front and rear, and a Bendix AD-9 air dryer Front - Brake Q-Plus lining 15" X 5". Rear - Brake Q-Plus lining 16 5" X 7"	COMPLY
BRAKES - EMERGENCY/PARKING: Internal expanding, transmission mounted Operated with hand control application at driver's left	COMPLY
BUMPERS: Front – Smooth, one piece, ¼" thick steel plate Rear - 3/16" thick steel plate 14" wrap around at corners with double "A" frame bracing Front & Rear bumpers are die-formed, 12" high with 90-degree flanges, top and bottom	COMPLY
COOLING SYSTEM: Charge air and down-flow radiator mounted in tandem at vehicle front. Largest available from manufacturer 25" diameter nylon cooling fan with nine (9) blades equipped with a "Fully-On" or "Fully-Off" electromagnetic fan clutch driven by polyvee fan belt with spring loaded tensioner. Fan controlled by Engine ECM Provide –34F anti-freeze Cooling hoses shall be silicone	COMPLY

6.7.15

57-PASSENGER CONVENTIONAL SCHOOL BUS

SPECIFICATION	BIDDER'S RESPONSE - MUST COMPLY OR STATE DEVIATIONS IN FULL
CONTROLS - DRIVER'S AREA: a Electronic operated Throttle b Air brake pedal c Key type starter and stop switch. d Headlight switch with rheostat dimmer for instrument lights e Headlight dimmer switch column mounted f Hazard signal switch column mounted g Directional signal switch self canceling. h Driver switch panel located left side below driver window for easy access Switches to be rocker design Backlit design i Hand applied Parking brake valve with warning light j Incremental hi-idle switch k Cruise control l Entrance door control, wired battery hot m Transmission selector	COMPLY
DRIVELINE: Spicer SPL series with protective guard around shaft with lubed for life components 3½" diameter shaft	COMPLY
ELECTRICAL SYSTEM: Alternator - 12 volt 200 amp Bosch or equal Battery – Two (2) 12 volt, 8D, 2600 CCA combined Batteries to be mounted on slide-out tray in skirt compartment with key lock. Body wiring is color and number coded throughout Wiring is protected by automatic re-setting circuit breakers (directional/hazard circuit may be fused) Exterior electrical access below driver's window with outside latch with a keyed lock Multiplex chassis wiring with LED readout in drivers dash area	COMPLY
ENGINE: Cummins ISB, 240 Horsepower, 620 ft lb of torque diesel engine Engine shall meet all current emission standards at time of manufacture VGT exhaust brake to also be included	COMPLY
EXHAUST SYSTEM: 4" O D 16 gauge aluminized steel tubing from engine turbo-charge to in line muffler Stainless steel muffler with catalytic converter and diesel particulate filter. Wide band exhaust clamps used at all joints Tailpipe to exit through rear bumper	COMPLY
FILTERS: Oil filter - Full flow disposable. Air filter - Dry type Primary fuel filter/water separator Racor 490 heated w/primer pump or equal Secondary Fuel filter – Mounted on engine, supplied by engine manufacturer	COMPLY
FUEL TANK: 100-gallon fuel capacity with fuel tanks located between frame rails A locking fuel filler door and sender inspection plate shall also be provided	COMPLY
HORN: Dual electric with non-glare horn button emblem	COMPLY

6.7.16

57-PASSENGER CONVENTIONAL SCHOOL BUS

SPECIFICATION	BIDDER'S RESPONSE - MUST COMPLY OR STATE DEVIATIONS IN FULL
INSTRUMENTS AND GAUGES - DRIVER'S AREA: a Speedometer with 7 digit odometer b Resettable trip odometer c Engine hourmeter d Voltmeter gauge e Fuel level gauge f Oil pressure gauge g Coolant temperature gauge h Air pressure gauge. i Low pressure warning light and buzzer for dual air brake system j High beam indicator k Right and left directional indicators l Engine warning light and buzzer for low oil pressure/high engine temperature. m. Ammeter indicator n Transmission temperature indicator	COMPLY
SHOCK ABSORBERS: Two front and two rear	COMPLY
STEERING: Full power Ross TAS-55 integral unit with 20.4 to 1 ratio 18" diameter two-spoke, padded tilt telescoping steering column	COMPLY
SUSPENSION: Front - 10,000 lb Capacity. Hendrickson "Softek" variable rate, tapered springs with Anti-Wear liner with maintenance free rubber bushings Rear - 21 000 lb. Capacity 3" wide, 2-stage, flat leaf springs (2), variable rate with maintenance free, rubber bushed radius leaf permitting axle adjustments for dog tracking	COMPLY
TIRES: Six (6) Goodyear 11R 22 5 LRG, G149RSA	COMPLY
TRANSMISSION: Allison 3000 PTS Gen 4 Series automatic transmission with Transynd fluid	COMPLY
VALVES: Brass gate valves to isolate coolant circulation to heaters from engine.	COMPLY
WHEELS: Six (6) 22 5" X 8 25", 10 stud hub pilot disc single front, dual rear	COMPLY
COMPARTMENTS: Provide locking emergency equipment compartment in upper header over windshield	COMPLY

6.7.17

57-PASSENGER CONVENTIONAL SCHOOL BUS

SPECIFICATION	BIDDER'S RESPONSE - MUST COMPLY OR STATE DEVIATIONS IN FULL
CONSTRUCTION: Body parts must be rustproofed after fabrication and before assembly Floor panels shall be 14 gauge steel, welded at each joint The main floor cross members shall be full width of floor 14 gauge hat-shaped body bows one piece from floor line on one side to floor line on other side Bows shall end upon floor for maximum rollover strength Bows shall not extend below floor level Body sheet metal shall be fastened with buck rivets on exterior and blind rivets on interior 16 gauge exterior side panels shall be one piece from windowsills to bottom of skirt Four protective rub rails at window level seat level, near floor level and bottom of skirt Interior side panels shall be aluminized from windowsill to top of seat rail with mar-resistant finish One-piece roof panels from window top on one side to window top on other side for maximum strength Spliced roof sheet not acceptable Rain visors to be embossed in roof panels over each window	COMPLY
EMERGENCY EXITS: Rear and left side emergency doors Retainers to keep exit doors open shall be provided Include header pads, vandal locks buzzer and pilot light Rear door shall have upper and lower tint glass	COMPLY
ENTRANCE DOOR: Air operated, outward opening entrance door Include header pad and security lock	COMPLY
FLOOR COVERING: 1/2" plywood over 14-gauge steel, screwed down Black rubber floor, smooth under seats and ribbed in aisle and entrance steps; Steps shall have white nosing Aluminum aisle trim over joints in floor covering, full body length Molded rubber covers required over rear interior wheel housings Rounded rust proofed galvanized steel cove molding applied where floor meets wall	COMPLY
GLASS: Windshield - Shaded, four piece flat safety glass Side Windows -12" split sash aluminum frames All glass to be tempered, tinted to allow 31% light transmission Drivers Window and Entrance door - All glass to be laminated and tinted LH side emergency door - Glass to be tempered and tinted	COMPLY
HEATER AND DEFROSTER: a 90,000 BTU front heater and defroster b Two (2) 6" auxiliary defroster fans. c 50,000 BTU rear floor mount heater. d Rubber heater hoses with constant torque clamps	COMPLY

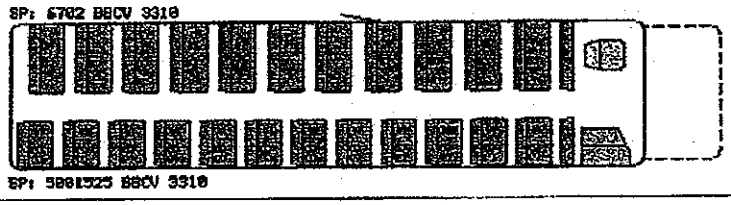
6.7.18

57-PASSENGER CONVENTIONAL SCHOOL BUS

SPECIFICATION	BIDDER'S RESPONSE - MUST COMPLY OR STATE DEVIATIONS IN FULL
INSULATION: Body to be insulated with 1-1/2" of polyester/fiberglass in roof, roof bows, sides and ends Provide sound deadening spray and perforated headlining panels full length	COMPLY
LIGHTING: a Sealed beam Halogen headlights. b Two combination stop/tail lights; 4" right and left rear license panel stop/tail lights in combination with 7" stop/tail lights with clear red lens c 7" rear amber directional lights d Front fender mounted directional lights e Front and rear side directional lights e Eight lamp warning system with hoods, wired battery hot f 5" back-up lights g Armored clearance, cluster and side marker lights, wired battery hot h Daytime running lights. i Two rows of dome lights on separate switches for front and rear half, wired battery hot j Driver's dome light on separate switch k Stepwell light l Required reflectors m Specialty Mfg electric operated solid state stop arm with reflectorized blade and flashing incandescent lights n All other lighting required to meet California standards	COMPLY
MIRRORS: Interior - 6" X 30" Exterior - Mirrors shall conform to FMVSS 111 Rosco "Avia" 9" x 17" mirrors with index brackets (wrench free adjustment), flat and convex in a single frame, mounted to provide driver maximum view Include Rosco "Hawkeye" 10 8" x 12 5" elliptical crossview mirror with tinted band All mirrors to be heated	COMPLY
MUD FLAPS: Behind front and rear wheels Rear rubber fenders to be provided	COMPLY
PAINT AND LETTERING: Exterior - Yellow Roof - White Rub Rails - Black Interior - White Wheels - Yellow Bumpers - Black All exterior body paint to be polyurethane Lettering to California standards, supplied to vendor after award of bid to include district name, CA number and bus number. Reflectorized vinyl marking all emergency exits, 1 75" around rear, 2" at sides of bus full length	COMPLY
RADIO: AM/FM/CD/PA radio system with eight (8) deluxe interior speakers and outside speaker RH side under hood Provide pre-wire for future two-way radio installation (Radio not provided)	COMPLY

6-7.19

57-PASSENGER CONVENTIONAL SCHOOL BUS

SPECIFICATION	BIDDER'S RESPONSE - MUST COMPLY OR STATE DEVIATIONS IN FULL
SAFETY EQUIPMENT: a 24 unit first aid kit b 10 BC fire extinguisher c Triangle warning devices in container d 6" X 30" sun visor e CHP certificate holder. f Back-up alarm with 112 db g Hand held stop sign and bag type holder h Noise suppression switch i Accessory power socket w/cap	COMPLY
SEATS (Passenger): 45" LH & 30" RH seats, designed and installed to meet all requirements of FMVSS 222 Brown fireblock vinyl upholstery Flip seat at side emergency door. All passenger seats shall have 3pt belts as required by California law Safety barriers with offset legs required in front of right and left front seats, upholstered to match seats Provide aluminized modesty panel under right and left barriers  	COMPLY
SEATS (Driver's): Bostrom Routemaster Plus air suspension driver's seat with dual shocks, certified per FMVSS 222 Seat shall have a 19 5" wide cushion with 4 position tilt adjustment, high back, 18 degree back angle adjustment, adjustable lumbar support, 7" fore and aft adjustment, air suspension with 6" vertical travel for isolation and drivers height/weight adjustment with fingertip push/pull control valve, vinyl suspension cover skirt Seat shall be upholstered in brown vinyl & fabric Include driver's seat belt	COMPLY
STEPWELL: Three (3) step galvanized steel entrance angled toward center aisle with rubber covered steps to meet National Standards A handrail shall be installed at rear (left side) of stepwell	COMPLY
TOW HOOKS: Front and rear tow hooks shall be provided	COMPLY
UNDERCOATING: Body shall be fully undercoated under floor, skirt panels and wheel wells prior to mounting on chassis	COMPLY
VENTILATION: Static non-closing vent installed in forward body section on roof. Two (2) Specialty "ProLo" roof vent/emergency exits shall be provided with exterior release.	COMPLY

67.20

57-PASSENGER CONVENTIONAL SCHOOL BUS

SPECIFICATION	BIDDER'S RESPONSE - MUST COMPLY OR STATE DEVIATIONS IN FULL
WINDSHIELD WIPERS: Two-speed electric intermittent operated, bottom mounted wet arm wipers One-gallon plastic windshield washer reservoir	COMPLY
REPAIR MANUALS: Maintenance manual shall be provided to include wiring diagrams and recommended service requirements for vehicle Parts and service manuals shall be provided on CD where available	COMPLY
WARRANTY: Enclose a copy of bus manufacturer's limited warranty 1 Five (5) years or 100,000 miles: a Chassis frame and Cross members b Body shell - floor, side walls, roof, front and rear sections, including rust-through c Interior and exterior body paint adhesion d School bus seat and barrier frames 2 Four (4) years or 50,000 miles: a Front axle assembly, including king pins, axle beam, bushings, spindles, excluding brakes and wheel ends b Rear axle assembly and differential, excluding brakes and wheel ends 3 Two (2) years or 24,000 miles: a Suspension excluding pins and bushings b Driveshafts support bearings and universal joints 4 Twelve (12) months or 12,000 miles: a All original components not covered above, except diesel engines and automatic transmissions, wheelchair lifts, air conditioners, tires, and batteries, which are covered by their manufacturers 5 Five (5) years or 100,000 miles: a Cummins engine standard limited warranty 6 Five (5) years or Unlimited miles: a Allison transmission standard limited warranty	COMPLY SEE MANUFACTURER'S STANDARD WARRANTY STATEMENTS ENCLOSED

6.7.21

57-PASSENGER CONVENTIONAL SCHOOL BUS

SPECIFICATION	BIDDER'S RESPONSE - MUST COMPLY OR STATE DEVIATIONS IN FULL
ADDITIONAL AVAILABLE OPTIONS:	
1) Engine, Cummins ISB, 220 horsepower and 520 lb ft **(Requires option 3)**	Deduct $ (1,196)
2) Engine, Cummins ISB, 260 horsepower and 660 lb ft **(Requires Allison 3000 or Option 4.)**	Add $ 1,250
3) Transmission, Allison 2500 PTS Gen 4 automatic **(Requires engine Option 1.)**	Deduct $ (4,570)
4) Transmission, Allison 2500 PTS w/SEM **(Requires engine ISB 240hp/620 or option 2.)**	Deduct $ (4,485)
5) Rear Air Ride Suspension ILO spring	Add $ 1,129
6) Front Air Ride Suspension ILO spring **(Requires Option 5)**	Add $ 716
7) Electric air drains in driver's compartment	Add $ 840
8) Manual air drains	Add $ 144
9.) Hydraulic brakes ILO Air brakes **(Subject to compatibility)**	Deduct $ (913)
10) Silicone heater hoses w/CT clamps ILO Std	Add $ 184
11) 270 amp alternator ILO Std	Add $ 701
12.) Battery disconnect switch	Add $ 141
13) 60 gallon fuel capacity ILO 100 gallon	Deduct $ (296)
14) Heavy duty heater pump	Add $ 321
15.) 5/8" Marine Plywood ILO Std	Add $ 396
16) 16 Ga. Extended side panels w/25 ¾" skirts **(Subject to compatibility)**	Add $ 844
17) Manual operated entrance door ILO Air	~~XXXX~~ Deduct (239)
18) Electric operated entrance door ILO Air	Add $ 867
19) 2 pc tint/shaded windshield ILO Std	Add $ 98
20) Heated/Remote mirrors ILO heat only	Add $ 303

6.7.22

57-PASSENGER CONVENTIONAL SCHOOL BUS

SPECIFICATION	BIDDER'S RESPONSE - MUST COMPLY OR STATE DEVIATIONS IN FULL
21) LED LIGHT PACKAGE: Including tail and brake, directional front & rear & sides Clearance/marker & backup lights 21a) LED 8way warning lights 21b) LED stop arm	 Add $ 1,610 Add $ 1,367 Add $ 324
22) Stainless steel stepwell ILO galvanized steel	Add $ 513
23) Strobe light w/pilot	Add $ 148
24) Fog lights in front bumper	Add $ 329
25) DRIVER SEATS: 25a) National Air drivers seat 25b) Bostrom or National Manual drivers seat	 Deduct $ (137) Deduct $ (184)
26) Barrier ILO Flip seat @ SED **(Capacity subject to change)**	Deduct $ (148)
27) Activity seats w/fabric upholstery & 3pt belts **(Capacity subject to change)**	Each Add $ TBD
28) Student Safety Seats 36" w/3 pt belts **(Capacity subject to change)**	~~Each Add $~~ Deduct ($419)
29) Student Safety seats 39" w/3pt belts **(Capacity subject to change)**	~~Each~~ Add $ 3,362
30) Student safety seats w/3 pt belts with child restraint positions: 30a) 30" 30b) 36" 30c) 39" 30d.) 45" **(Capacity subject to change)**	 Each Add $ 644 Each Add $ 998 Each Add $ 845 Each Add $ 917
31) SPECIAL NEEDS EQUIPMENT: 31a) Flat floor without rear wheel housings **(Requires Option 5.) Rear air ride suspension and Requires Option 32.) 255/70R Low profile tires)** 31b) Lift door & Braun W/C lift & pad kit 31c) Lift door & Ricon W/C lift & pad kit 31d) Wheelchair position, L-Track 31e.) Wheelchair tracks, LH full length (169"-217" WB) 31f) Wheelchair tracks, RH full length (238"-273" WB) 31g) Q-Straint QRT retractable W/C tiedowns (Includes Lap & Shoulder belts) 31h) Surelok Retractable W/C tiedowns (Includes Lap & Shoulder belts)	 Add $ 41 Add $ 5,791 Add $ 5,366 Each Add $ 473 Add $ 2,437 each side Add $ 3,539 each side Each set Add $ 401 Each set Add $ 401
32) 255/70R tires ILO 11R tires **(Requires Option 31a.) Flat floor and Requires Option 5.) Rear air ride suspension)**	Add $ 79
33) Aluminum wheels ILO steel wheels	Add $ 2,184

6.7.23

57-PASSENGER CONVENTIONAL SCHOOL BUS

SPECIFICATION	BIDDER'S RESPONSE - MUST COMPLY OR STATE DEVIATIONS IN FULL
34) Interior parcel racks	Add $ 1,462
35) Luggage Compartments: 35a) LH double rear overhang compt w/lights 35b) RH single behind rear wheels compt w/lights 35c) RH single between wheelwells compt w/lights 35d) RH double between wheelwells compt w/lights	 Add $ 774 Add $ 531 Add $ 531 Add $ 864
36) Air Conditioning: 36a) 120k BTU freeblow skirt mount 36b) 120k BTU ducted skirt mount 36c) Transit compressor	CARRIER / THERMO KING Add $ 8,222 / $9,277 Add $ 10,364 / $10,916 Add $ 2,258 / $2,250
37) Propane engine & fuel system ILO diesel	Add $ 12,200
38) Extended 5yr bumper to bumper warranty	Add $ 2,260
39) ENGINE/TRANSMISSION SOFTWARE: Computer software & cable: 39a) Cummins 39b) Allison 39c) Lap top computer	 Add $ 1,439 Add $ 2,102 Add $ 825
40) WHEELBASE OPTIONS: **Capacity subject to change** 40a) 169" 40b) 189" 40c) 217" 40d) 238" 40e) 252" 40f) 273"	 Deduct $ (3,704) Deduct $ (3,148) Deduct $ (2,222) Deduct $ (1,667) Deduct $ (926) Deduct $ (185)

6.7.24

BID FORM
Bid # 01/09

Date:
Bidder:

To: The Governing Board
School: Waterford Unified School District
Address: 219 N. Reinway Avenue, Bldg 2
Waterford, Ca 95386
Phone: (209) 874-1809

The undersigned fully understands that the District forms a contract upon acceptance of this bid. The undersigned, having carefully read the Notice To Bidders as published on November 18, 2008 and November 25, 2008, and the Specifications, hereby proposes to furnish in strict conformity with said documents the following items:

One or more – Description:	BLUE BIRD BBCV DIESEL SCHOOL BUS
Capacity:	57 AMBULATORY
Cost (excluding Sales Tax):	$96,449.00 EACH + SALES TAX
Estimated Delivery Date:	180 DAYS ARO
Name of Bidder:	A-Z BUS SALES, INC.
Signed by:	
Title:	JOHN ROSELLI - NEW BUS SALES MANAGER
Address:	1900 S. RIVERSIDE AVENUE
	COLTON, CALIFORNIA 92324
Telephone:	951-781-7188
Fax:	951-781-9806
E-mail:	jroselli@a-zbus.com

NOTE: Pursuant to Public Contract Code Sections 20118 and 20652, the Bidding Agency may allow other public agencies in the State Of California (including but not limited to: Orange, San Diego, Riverside, Los Angeles, Monterey, Fresno and Santa Barbara counties) to purchase equipment and supplies under the same terms and conditions. The Bidding Agency waives its rights to require other districts to draw their warrants in favor to this district and authorizes each district to make payment directly to the successful bidder. The Bidding Agency agrees to waive payment of reasonable costs per Public Contract Code Section 20118. We understand the District reserves the right to reject any and all bids, and to waive any irregularity of informalities in any bids or in the bidding

6.7.25

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Approve Purchase of six 2010 Collins Grand Bantam 24 Passenger School Buses from All the Best from A-Z Bus Sales, Inc.

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Joyce Lopes
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

DEPARTMENT:

Business Office

FINANCIAL INPUT/SOURCE:

School Bus Reserve

MEETING DATE:

May 18, 2010

ROLL CALL REQUIRED:

No

BACKGROUND:

As the District takes over bussing the students that are currently bussed through the Mid-Placer Transportation Agency, its bus fleet needs to be expanded. The District is piggybacking on a bid through the Waterford Unified School District.

RECOMMENDATION:

Administration recommends the Board approve purchase of the buses.

6.8

All the Best from A-Z BUS SALES, INC. An employee owned company.

Dave Anderson
3418 52nd Avenue
Sacramento, CA 95823
Cell: 916-254-9441
Fax: 951-328-8210
danderson@a-zbus.com
Web http://www.A-ZBus.com

Vehicle Quotation

d40224.6813005787

BLUE BIRD

Customer: Western Placer USD
Address: 600 6th Street
Lincoln, CA, 95648

Date: 2-12-2010
Attn: Mark DeRosett
Phone Number: 916-645-6346
Fax Number: 916-434-3758

P.O.#: Pending **Quantity:** 1 or more
New: X **Gas:** X
Chassis Model: 2009 GM Chassis Gas 12,300
Body Model: 2010 Collins Grand Bantam
Wheelbase: 159"
Capacity: 24 passengers
Rows: See Below
Headroom: 76"
Seats: 3 Point Lap & Shoulder Belts
Delivery: ARPO: 90 days or less

Base Vehicle

Spec

Spec, FMVSS "School Bus" >10,000# GVWR, driver plus 10 or more passengers (wheelchair positions counted as 4 passengers), may be used to transport students to or from school.

Model

Core components, Chevy Super DRW model 5 sections +8" for 159" wheelbase. Standard floor (with wheel wells), 76.5" interior headroom, 24"X79" entrance door, 95.5" overall width, all-galvanized-steel construction, 2009.

Chassis

Chassis Chevy DRW 159" WB, 6.0L gas engine, OEM A/C, yellow paint, 12300# GVWR, 2009

Chassis OEM Options

General Motors California Emissions (May require special order chassis)

Air Conditioning

A/C 55 K Carrier single compressors, CM-3 skirt mount condenser, dash evaporator, IW-1 evaporator, Chevy w/air.

Battery Mounting

Battery tie-in for Chevy gas units GX6/SX58. Single battery held in a battery box with slide out tray with lockable door.

Bumper, Rear

Bumper 10" x 3/16 steel channel DRW, wrap around extending forward at least 12" w/protecting end caps, with relief hole for exhaust pipe to pass thru.

Door, Entrance

Door, entrance, black aluminum frame with full-length tempered AS2 glass for HX/SX/GX units

6.8.1

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Vehicle Quotation

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BLUE BIRD

Door, Entrance Control
Door entrance control, electric mechanism above door header, for glass doors, driver control panel mounted in doghouse, Chevy HX units.

Door, Rear, Egress
Rear egress door, RH (curbside) hinge, select glass rear door upper/lower separately, SX/GX. Standard mechanical hold open.

Door, Rear Egress Hinge
Rear door hinge continuous stainless steel

Door, Rear Egress Latch
Rear Door Latch single latch at center of door, with interior red handle and exterior web style non-hitching handle.

Electrical Additions
Pilot light, green 1/2" that indicates when the rear door is open, located on drivers control box and tied to the rear door buzzer.
Backup-alarm 112dBA that is activated upon placing the bus in reverse gear, wired through the ignition.

Exhaust Pipe
Exhaust Pipe Chevy 159" wheel base CSX58 Gas or pre '07 Diesel RH under or through bumper, FORD SX58 UNDER BUMPER 1" past bumper unless noted

Exterior End caps
End caps fiberglass front and rear exterior for use with school bus warning lights on HX Collins units

Exterior Additions
Mud Flaps Rear SX
Entrance step drivers side, Chevy, black powder coated steel diamond tread

Floor Covering
Flooring black rubber, 1/8" smooth rubber under seats, 3/16" ribbed offset aisle rubber 15" wide, aluminum aisle trim.

Floor, Step Tread
Flooring step treads, LX/HX/SX models, black ribbed tread with white ribbed nosing.

Floor, Sub floor
Plywood sub floor for SX58 units, 1/2" thick

Interior Panels below Window
Interior panels below window, embossed aluminum, 5-section +8" units.

6.8.2

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BLUE BIRD

Interior Panels, Ceiling
Interior panel's upper, smooth aluminum painted white for SX58 units.

Interior Additions
Grab rail 42" long 1 1/4 dia. stainless, mounted left of entry on RH barrier, designed to prevent entanglement (Passes NHSTA string and nut test)
Grab rail 30" long 1 1/4 dia. stainless, mounted right of entry, designed to prevent entanglement (Passes NHSTA string and nut test)
Mirror interior clear view back bonded glass, rounded corners and protected edges, 6 x 16 flat. Installed above drivers head on front bulkhead. Interior mirror providing the driver a clear view of interior and rear exit door.
Permit Holder with Metal Back and Clear Plexiglas front, 6 x 9, installed on front bulkhead.
Vandal lock, permits manual lock of rear emergency door from inside while bus not in use, with buzzer. Engine will not start until lock is disengaged, warning buzzer will activate to alert driver lock is engaged.

Lights, Brake/Tail, Lower
Brake/tail lights LED with separate license plate light, (2) 4" flush mount

Lights, Brake/Tail, Upper
Brake/tail lights, 2- 7" Incandescent

Lights, Clearance
Clearance lights LED type; row of three red lights on rear of bus and single reds on left & right rear, row of three amber lights on front of bus with single ambers on left and right front sides. Lights are low profile grommet mount.

Lights, Rear Directional
Lamps, turn signal amber with internal arrow lens, rear 7" incandescent

Lights, Reverse
Lamps, backup white (2) 4" flush mount LED

Lights, Warning Lamps
Warning lights, four red & four amber halogen 7"

Lights, Warning System
Warning light system, 8 light, override switch for red lights/stop arm, sequential, wired direct (CA spec)

Lights, Warning, Additions
Visors 8-Light Warning Lights

6.8.3

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BLUE BIRD

Seating, Barrier, LH
Barrier, 45" left hand high back with medium gray fire block upholstery

Seating, Barrier, LH Spacing
Barrier spacing LH to B-pillar, spacing provides energy absorption zone for 3 passengers per FMVSS222, must be selected when LH front seat accommodates 3 passengers.

Seating, Barrier, RH
Barrier, 30" right hand high back with medium gray fire block upholstery

Seating, Barrier, RH Spacing
Barrier spacing RH to stepwell, none.

Seating, Passenger, LH
4 Seat, 3pt 45" left hand high back (28"high back), three passenger, with 3pt seat belts, with medium gray fire block upholstery
Seat, 30" left hand high back (28"high back), two passengers, with 3pt seat belts, with medium gray fire block upholstery

Seating, Passenger, LH Spacing
5 Seat spacing LH 25in hip/knee.

Seating, Passenger, RH
5 Seat, 3pt 30" right hand high back (28"high back), two passenger, with 3pt seat belts, with medium gray fire block upholstery

Seating, Passenger, RH Spacing
5 Seat spacing RH 26in hip/knee.

Seating, Mounting
10 Seat mounting hardware floor mount seats, required for each non-track-mount seat

Signage Exterior
Lettering, 6", DECAL, mounted on rear door. "STOP WHEN RED LIGHTS FLASH." (CA Spec)

Signage, Exterior, End caps
End cap signage "SCHOOL BUS" decals 8" high black letters with 1" stroke, includes front and rear.

Signage, Identification
Signage, identification, "Collins", "Super Bantam"

Signage, Interior
Warning label for California Proposition 65

6.8.4

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Vehicle Quotation

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BLUE BIRD

Seating, Barrier, LH
Barrier, 45" left hand high back with medium gray fire block upholstery

Seating, Barrier, LH Spacing
Barrier spacing LH to B-pillar, spacing provides energy absorption zone for 3 passengers per FMVSS222, must be selected when LH front seat accommodates 3 passengers.

Seating, Barrier, RH
Barrier, 30" right hand high back with medium gray fire block upholstery

Seating, Barrier, RH Spacing
Barrier spacing RH to stepwell, none.

Seating, Passenger, LH
4 Seat, 3pt 45" left hand high back (28"high back), three passenger, with 3pt seat belts, with medium gray fire block upholstery
Seat, 30" left hand high back (28"high back), two passengers, with 3pt seat belts, with medium gray fire block upholstery

Seating, Passenger, LH Spacing
5 Seat spacing LH 25in hip/knee.

Seating, Passenger, RH
5 Seat, 3pt 30" right hand high back (28"high back), two passenger, with 3pt seat belts, with medium gray fire block upholstery

Seating, Passenger, RH Spacing
5 Seat spacing RH 26in hip/knee.

Seating, Mounting
10 Seat mounting hardware floor mount seats, required for each non-track-mount seat

Signage Exterior
Lettering, 6", DECAL, mounted on rear door. "STOP WHEN RED LIGHTS FLASH." (CA Spec)

Signage, Exterior, End caps
End cap signage "SCHOOL BUS" decals 8" high black letters with 1" stroke, includes front and rear.

Signage, Identification
Signage, identification, "Collins", "Super Bantam"

Signage, Interior
Warning label for California Proposition 65

6.8.5

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BLUE BIRD

Signage, Rear Door Exit
Exterior decal 2" tall "EMERGENCY EXIT" in black/arrow in black. Interior decal 2" tall "EMERGENCY EXIT" in black/arrow red. (CA Spec)

Traffic Control, Stop Arm
STOP ARM 2 LIGHTS REF SPECIALTY 6000-100-E11

Traffic Control, Additions
Stop arm, mount at rear of vehicle (CA Spec)

Ventilation
Roof vent, static with control grille.

Windows, Door, Transition
Window Transition Chevy glass, AS2 tempered clear glass

Windows, Rear Body
Windows Rear Body SX/GX with Rubber Mounted AS3 Tempered 32% Tinted Glass

Windows, Rear Door, Lower
Window Rear Door Lower Rubber Mounted AS3 Tempered 32% Tinted Glass

Windows, Rear Door, Upper
Window Rear Door Upper Rubber Mounted AS3 Tempered 32% Tinted Glass

Windows, Split Sash
10 Window Split Sash with AS3 Tempered 32% Tinted Glass, black painted frame, providing an unobstructed 12 x 26 opening when upper sash is lowered.

Notes
Exhaust pipe to be flush with bumper or side (+0.25"/-0.00"), otherwise exhaust pipe extends 1" to 1.5" from bumper or body

Local Options included in this quote:
Lettering
Hand held stop sign & holder
24/7 Digital camera system with 2 heads
Carrier Rear A/C

Collins/AZ Factory Discounts included in this quote of $2,001.59.

6.8.6

CONFIDENTIAL CONFIDENTIAL

24-PASSENGER TYPE A1 SCHOOL BUS

SPECIFICATION	BIDDER'S RESPONSE - MUST COMPLY OR STATE DEVIATIONS IN FULL
Specifications that follow are minimum basic requirements Any deviations from these specifications must be listed by bidder If bidder claims item "Meets or Exceeds" specifications, documentation must be provided with bid to substantiate claim Failure to do so will result in rejection of your bid and/or product for non-compliance	
2008 or newer type A-1 school bus capable of supporting the specified 24 passenger capacity Body and chassis are to be designed and engineered to be compatible, formed and integrated as a complete vehicle Bidder must be a valid franchised dealer for the units bid Bus manufacturer shall be ISO 9001-2000 certified Vehicles bid shall meet all current FMVSS and State standards for school buses	YEAR: 2008 OR NEWER CHASSIS MFR: CHEVROLET MODEL: CG33503 BODY MFR: COLLINS MODEL: SUPER BANTAM CAPACITY: 24
VEHICLE DIMENSIONS: G.V.W.R.: 12,300 Lbs Minimum Wheelbase: 159" Overall length Maximum: 269" Overall height Maximum: 110" Overall width: 95" (Excluding mirrors) Headroom: 76 5" Minimum at center aisle	G.V.W.R.: 12,300# WHEELBASE: 159" OVERALL LENGTH: 269" OVERALL HEIGHT: 110" OVERALL WIDTH: 95" HEADROOM: 76.5"
AXLES: Front GAWR: 4,300 lbs Rear GAWR: 8,600 lbs Rear Axle Ratio: 4 10	COMPLY
BRAKES: Power brakes with four wheel antilock Front: disc Rear: disc	COMPLY
ELECTRICAL: Alternator: 145 amp Chassis manufacturer supplied Batteries: single battery (600 CCA) Chassis manufacturer supplied Rollout Battery compartment to be provided	COMPLY
ENGINE: 6 0L SFI V8 HD Gasoline, 323 horsepower	COMPLY
FUEL TANK: 33 Gallon capacity	COMPLY
GLASS: Tinted glass windshield and driver's door Driver's glass is banded	COMPLY
INSTRUMENTS: Dash gauges in lieu of indicator lights Include trip odometer, intermittent windshield wipers and full power steering	COMPLY

6.8.7

24-PASSENGER TYPE A1 SCHOOL BUS

SUSPENSION: Manufacturer coil front and parabolic leaf rear suspension Include stabilizer bar front	COMPLY
TIRES: Six (6) LT225/75R 16D Black side wall all season radials	COMPLY
TRANSMISSION: Four speed automatic electronic with overdrive	COMPLY
BODY ROLL CAGE: Body roll cage assembly shall consist of G60 galvanized steel mig welded with a continuous weld at each attachment point Roof cage construction shall consist of G60 galvanized steel hat-section formed roof bows with three (3) rows of 18 gauge steel profile-formed longitudinal stringers Two (2) additional continuous 16 gauge steel roll-formed zee sections, with integral drip rail, extend the entire length of the lateral roof perimeter	COMPLY
BUMPER (FRONT): Provided by chassis manufacturer, painted matte black **BUMPER (REAR):** Rear bumper shall be 3/16" pressed steel channel 10" high with 12" wrapped around corners with 2' flanges It shall be painted black Exhaust will exit through rear bumper	COMPLY
COLOR: EXTERIOR: Shall be painted with a high gloss acrylic urethane enamel National School Bus Chrome Yellow ROOF: Shall be painted white. WHEELS: Shall be painted yellow INTERIOR: Shall be painted with bright white high gloss acrylic urethane enamel	COMPLY
CONSTRUCTION: Bus body must be certified by manufacturer to be constructed in accordance with all Federal Motor Vehicle Safety Standards and state specifications in effect at the time of manufacture Construction shall be of a body on chassis integral design	COMPLY
DIMENSIONS: Exterior width 95" (excluding mirrors); interior width minimum 91"; interior height 76 5" minimum at center aisle	COMPLY
DEFROSTERS: Defrosting and defogging equipment shall direct a sufficient flow of heated air onto the windshield to eliminate frost, fog and snow	COMPLY
DRIVERS DOOR: Vehicle shall be equipped with chassis manufacturers standard door located to the left of the driver	COMPLY

6.8.8

24-PASSENGER TYPE A1 SCHOOL BUS

SERVICE DOOR: Service door shall be manually operated, double swing-out leaf outward opening door under control of the driver using linkage to provide a positive over-center lock in both the open and closed positions The door control shall have a swing away mounting to allow for ease of access to the engine cover with the removal of a single retaining bolt It shall provide a minimum clear opening of 24" x 83" The door shall have a 1" thick by 3" high padded headboard overhead There shall be a minimum 11" x 36" viewing window forward of the double-out-door	COMPLY
EMERGENCY DOOR: Emergency door shall be located at the rear center of the bus Door shall be outward opening with a minimum 36" x 50" clear opening Door to be equipped with an audible buzzer which will sound when handle is moved to open the door Door is to have upper and lower tint glass A rear door check, of locking-pawl design, provides a positive hold in the open position to prevent it from closing during emergencies and evacuation Door shall be mounted with a maintenance-free stainless steel continuous hinge. A 2" decal reading "EMERGENCY DOOR" shall be applied above the interior and exterior of the door The area above the door is padded with a 1" think x 5" high head-knocker that extends the entire width of the bus interior. The door shall be outlined with 1" wide reflective yellow tape conforming to FMVSS 217	COMPLY
ELECTRICAL: Wiring is to be enclosed inside removable molding located above windows. Wiring is to be color and function coded All wiring is to be completely loomed inside these moldings and positively attached to each body bow Grommets will be used at all points where wiring penetrates metal or other materials Connectors shall be quick disconnect AMP single and multi-prong type All body wiring and fuses are to be located in the electrical compartment in the front interior bulkhead above the windshield and are to be easily accessible through a hinged door	COMPLY
EXTERIOR AND INTERIOR SKINS: EXTERIOR ROOF SKINS: Exterior roof panels consist of two (2) full length panels with a single longitudinal lap joint at the bus centerline. All overlapping seams are to be caulked before assembly Each bus shall be completely water tested for assurance of no water leakage EXTERIOR SIDE SKINS: Skins shall be 22 gauge galvanized steel All overlapping seams are to be caulked before assembly END CAPS: Front end caps are to be contoured fiberglass Rear end caps are formed 22 gauge G60 galvanized steel INTERIOR SKIN: Interior skin panels are to be G60 galvanized steel. All joints should overlap from the rear to the front of the bus. All edges are to be hemmed and secured with structural adhesive and locking Torx-head tamper resistant screws	COMPLY
FIRE EXTINGUISHER: Bus to be equipped with one (1) dry chemical type fire extinguisher minimum to meet state fire Marshall requirements Fire extinguisher to be mounted in driver's area so not to be a tripping hazard	COMPLY

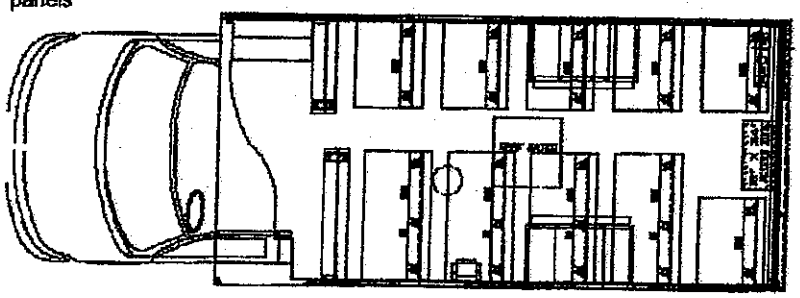
6.8.9

24-PASSENGER TYPE A1 SCHOOL BUS

FIRST AID KIT & WARNING REFLECTORS: Bus to be equipped with the type of first aid kit required by state specifications There shall also be required a quantity of three triangle warning reflectors self contained in their own box Both to be securely mounted in the driver's area	COMPLY
FLOOR CONSTRUCTION: Floor construction shall consist of 14 gauge G60 galvanized steel C-channel cross-members running the full width of the body. Cross-members to be reinforced with 10 gauge G60 galvanized steel gussets at frame attachments Four (4) longitudinal continuous formed 14 gauge G60 galvanized steel members, 4" in height, shall provide seat leg anchorage reinforcement and wheelchair track anchorage The longitudinal members feature continuous flanges that interlock with all floor cross-members and weld in place 16 gauge G60 galvanized side rails, 4" in height and 3 25" in width, shall encircle the perimeter of the floor and are to be welded to the cross-members providing impact resistance. All welds on galvanized components are to be post-operation treated with a zinc-enriched cold galvanizing compound Standard sub-flooring shall consist of ½" plywood laminated to a full length 30 gauge G60 galvanized belly skin	COMPLY
FLOOR COVERING: Floor covering to be heavy-duty dark black vinyl rubber Floor under seats to be covered with smooth 1/8" thick vinyl rubber Drivers compartment to be supplied by chassis manufacturers standard Aisle and entrance steps to be covered with slip resistant 3/16" thick ribbed vinyl rubber All floor seams to be sealed with a waterproof adhesive and covered with an aisle strip which prevents water seepage Cove molding along side walls shall be galvanized steel Step treads shall have contrasting white nosing	COMPLY
FUEL TANK OPENING: Exterior fuel tank opening supplied by the chassis manufacturer	COMPLY
HEATERS AND DEFROSTERS: The chassis manufacturer shall supply the front heater All body supplied heaters to be easily serviceable with aluminum fins. All hoses shall be attached with positive rubber coated metal clamps Auxiliary heaters shall be so located as not to impede leg or aisle room	COMPLY
INSTRUMENT GAUGE AND SWITCHES: Driver control rocker switches are backlit and located on the door control post for warning light functions and electrical options All other instrument gauges are to be supplied by the chassis manufacturer located within easy viewing of the seated driver	COMPLY
INSULATION: Ceiling, sidewalls, rear wall, and endcaps are to be insulated with a minimum of 1.5" thick blanket fiberglass insulation compressed to 1 25" cavities. Insulation material shall be fire resistant and approved by U L , Inc and have a R-7 factor As installed, insulation is to be non-toxic	COMPLY

6.8.10 4

24-PASSENGER TYPE A1 SCHOOL BUS

LAMPS AND SIGNALS: All lamps shall conform to all FMVSS and state laws in effect at time of manufacture Lights are to include: Cluster: (3) Amber front (3) Red rear Reflectors: As required by California law Stop/Tail: (2) Rear 7" red (2) Rear 4" recessed red Directional: (2) Rear 7" amber Backup: (2) Rear 4" recessed white. Step well: (2) One located on each side Dome: (1) Located in drivers compartment with separate switch (4) Located in passenger compartment. Stoparm: Rear mounted electric stoparm. Incandescent Warning system: 8way warning light system as required by California law All other lights required to meet Federal and Title 13 specifications	COMPLY
MIRRORS: INTERIOR: To be 6" x 16". EXTERIOR: Mirrors shall meet FMVSS 111 requirements to include right and left rearview mirrors and convex mirrors incorporated in one assembly Crossover mirrors to be mounted on left and right front fenders	COMPLY
RUBRAIL: Minimum of (2) rubrails mounted on the body at seat level, and floor level Seat level rail shall wrap around the rear corner of the body Rubrails to be 16 gauge G60 galvanized steel fluted at the bottom to allow moisture drainage	COMPLY
SEATS: Drivers Seat: To be chassis manufacturers standard with a Type II 3-point seat belt Seat back shall recline Passenger Seats: Shall be designed to meet all FMVSS requirements All seat positions shall have 3pt Safety seat belts as required by California law Seats to be covered in gray vinyl Safety barriers RH and LH to be provided with modesty panels 	COMPLY
STEPWELL: Stepwell to be manufactured of galvanized steel with the first step a maximum of 11" from the ground An anti-hitch stainless steel handrail shall be provided on the left side to assist passengers entering the bus	COMPLY
UNDERCOATING: Entire under body, excluding an area around the chassis exhaust system, shall be undercoated	COMPLY

6.8.11

24-PASSENGER TYPE A1 SCHOOL BUS

WINDOWS: Side windows to be split sash 28" by 28" minimum with a minimum 12" clear opening All window frames to be aluminum There shall be rear windows on each side of the emergency door. Dark tinted glass in split-sash and rear windows, 27% light transmittance shall be provided (AS3 rated)	COMPLY
Warranty: A copy of body & chassis manufacturers standard warranty statements to be provided 1 5yr/100,000 miles: a Body shell (including structural metal components welded or riveted together forming the floor, side walls, roof, front or endcaps) to be free from defects in structural integrity, including rust-through b Interior and exterior paint adhesion to body shell c School bus seat frames and barrier frames free of defects in structural integrity 2 2 yr/24,000 miles: a. All components manufactured by the body manufacturer 3 1 yr/12,000 miles: a All body components not covered above, except for the chassis, wheelchair lifts, and air conditioning systems, which are warranted by their manufacturers	COMPLY SEE MANUFACTURER'S STANDARD WARRANTY STATEMENTS ENCLOSED

6.8.12

24-PASSENGER TYPE A1 SCHOOL BUS

ADDITIONAL AVAILABLE OPTIONS:	
1.) Front OEM and rear freeblow air conditioning	Add $ 2,617
2) Front OEM and "in-Wall" air conditioning	Add $ 3,646
3) 200 amp alternator ILO standard	Ford Add $ 1,320 Chevy Add $ 820
4) Dual alternators ILO standard -- Diesel chassis only	Add $ N/A
5) Battery disconnect switch	Add $ 71 Chevy only
6) Specialty Pro-Lo roof vent/emergency exit	Add$ 266
7) Rear Emergency Door Vandal Lock	Add $ 60
8) Electric operated entrance door	Add $ 567
9) Heated mirrors	Add $ 160
10) Heated/Remote mirrors	Add $ 377
11) Wheelchair lift, interlock and lift door - Ricon Vandal lock & body upgrade included	Add$ 5,276
12) Wheelchair lift, interlock and lift door - Braun Vandal lock & body upgrade included	Add $ 5,482
13) L-Track wheelchair position	Each Add $ 210
14) LH L-track full length	Add $ 1,046
15) RH L-track, full length	Add $ 1,046
16) Q-Straint QRT retractable W/C Tiedowns (includes Lap & Shoulder belts)	Per Set Add $ 341
17) Surelok Retractable W/C Tiedowns (includes Lap & Shoulder belts)	Per Set Add $ 341
18) Locking driver's compartment above windshield	Add $ 34
19) 6" drivers auxiliary fan	Add$ 41
20) Gray rubber flooring ILO std black	Add $ 124

6,8,13

24-PASSENGER TYPE A1 SCHOOL BUS

21) 5/8" marine plywood ILO Std	Add $ 48
22) Strobe light w/pilot	Add $ 127
23) Am/Fm/CD/PA radio & 4 speakers	Add $ 264
24) Acoustic headlining ILO std	Add $ 324
26) LED Lights package: Included tail and brake, rear directional, cluster, & backup lights	Add $ 203
26) Fuel fill door	Add $ 25 Non-locking
27) Spare tire & wheel DRW SRW	Add $ 445 Add$344
28) Tire jack & tools	Add $ 331
29) CHASSIS OPTIONS: **(Capacity subject to change)**	
29a) 9,900# GVW Chevrolet Gas chassis ILO Chevrolet 12,300# Gas	Deduct $ (284) -6.0L Gas engine
29b) 9,900# GVW Chevrolet Diesel chassis ILO Chevrolet 12,300# Gas	Add $ 5,306
29c) 12 300# GVW Chevrolet Diesel chassis ILO Chevrolet 12 300# Gas	Add $ 5,796
29d) 9,900# GVW Ford Gasoline chassis ILO Chevrolet 12,300# Gas	Add $ 1,828 -5.4L Gas engine/9,600#
29e) 9 900# GVW Ford Diesel chassis ILO Chevrolet 12,300# Gas	Add $ 7,960
29f) 11,500# GVW Ford Diesel chassis ILO Chevrolet 12,300# Gas	Add $ 8,224
29g) 14,500# GVW Ford Diesel chassis ILO Chevrolet 12,300# Gas	Add $ 10,204 -6.0L Diesel engine
29h.)14,200# GVW Chevrolet Diesel chassis ILO Chevrolet 12,300# Gas	Add $1,363
30) BODY OPTIONS: **(Capacity subject to change)** HI-Top 30a) Collins Bantam ILO Collins Super Bantam Lo-Top	Deduct$(1,425) Deduct $ (314)
30b) Collins Grand Bantam ILO Collins Super Bantam	Add $ 1,085
30a) Girardin G5 body model ILO Collins	Add $ 2,380
30b) Girardin MBII body model ILO Collins	~~Add$~~ Deduct $(329)

31.) 60k BTU rear wall mount heater	Add $380
32.) Backup safety alarm	Add $39
33.) RH grabrail	Add $43
34.) Window level rubrail	Add $118
35.) Driver's entrance step	Add $98

6.8.14

BID FORM
Bid # 01/09

Date:
Bidder:

To: The Governing Board
School: Waterford Unified School District
Address: 219 N. Reinway Avenue, Bldg 2
Waterford, Ca 95386
Phone: (209) 874-1809

The undersigned fully understands that the District forms a contract upon acceptance of this bid. The undersigned, having carefully read the Notice To Bidders as published on November 18, 2008 and November 25, 2008, and the Specifications, hereby proposes to furnish in strict conformity with said documents the following items:

One or more - Description:	COLLINS SUEPR BANTAM TYPE A1 GASOLINE SCHOOL BUS
Capacity:	24 AMBULATORY
Cost (excluding Sales Tax):	$54,537.00 EACH + SALES TAX
Estimated Delivery Date:	180 DAYS ARO
Name of Bidder:	A-Z BUS SALES, INC.
Signed by:	
Title:	JOHN ROSELLI - NEW BUS SALES MANAGER
Address:	1900 S. RIVERSIDE AVENUE
	COLTON, CALIFORNIA 92324
Telephone:	951-781-7188
Fax:	951-781-9806
E-mail:	jroselli@a-zbus.com

NOTE: Pursuant to Public Contract Code Sections 20118 and 20652, the Bidding Agency may allow other public agencies in the State Of California (including but not limited to: Orange, San Diego, Riverside, Los Angeles, Monterey, Fresno and Santa Barbara counties) to purchase equipment and supplies under the same terms and conditions. The Bidding Agency waives its rights to require other districts to draw their warrants in favor to this district and authorizes each district to make payment directly to the successful bidder. The Bidding Agency agrees to waive payment of reasonable costs per Public Contract Code Section 20118. We understand the District reserves the right to reject any and all bids, and to waive any irregularity of informalities in any bids or in the bidding

6.8.15

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Student Discipline/
Stipulated Expulsion
Student #09-10 P

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Administration

ENCLOSURES:

Yes

DEPARTMENT:

John Wyatt
District Hearing Officer

FINANCIAL INPUT/SOURCE:

No

MEETING DATE:

May 18, 2010

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will take action to approve the Stipulated Expulsion for Student 09-10 P as agreed upon between parents and district staff.

RECOMMENDATION:

The administration recommends the Board of Trustees approve Stipulated Expulsion.

wp/rk/factform

6.9

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.

SUBJECT:
Horizon Charter School Waiver

AGENDA ITEM AREA:
Public Hearing

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
May 18, 2010

ROLL CALL REQUIRED:
No

BACKGROUND:

Horizon Charter School requested a Public Hearing for the Partnerships for Student-Centered Learning Charter Petition.

ADMINISTRATION RECOMMENDATION:

Administration recommends the Public Hearing.

wp/rk/factform

9

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTICE OF PUBLIC HEARING

Notice is hereby given that the Western Placer Unified School District will hold a public hearing at which the governing board will discuss and shall encourage participation by parents, teachers, and members of the community interested in a Charter School called "Partnerships for Student-Centered Learning Charter School" in Placer County. The Public Hearing will be held on **Tuesday, May 18, 2010** at the location listed below.

Regular Meeting of the Board of Trustees
Carlin C. Coppin Elementary School
150 East 12th Street
Lincoln, CA 95648

Date: May 7, 2010

Posted at Western Placer Unified School District Office: May 7, 2010
Posted at all District School Sites: May 7, 2010
Publish Dates in Lincoln New Messenger: May 13, 2010

9.1

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:
Partnerships for Student-Centered Learning Charter

AGENDA ITEM AREA:
Action

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
Yes

REQUESTED BY:
Administration

FINANCIAL INPUT/SOURCE:
All

MEETING DATE:
MAY 18, 2010

ROLL CALL REQUIRED:
Yes

BACKGROUND:

The Board of Trustees has received a charter petition entitled Partnerships for Student-Centered Learning. This charter is a "mirror" to Horizon Charter School's charter and would allow for expansion of their program. There is no financial impact to the district through approval of this charter.

ADMINISTRATION RECOMMENDATION:

Administration recommends the Board of Trustees approve the charter through June 30, 2013.

wp/rk/factform

10.1



Partnerships

for Student-Centered Learning

Charter Petition

Horizon Charter School Governing Board Approved May 6, 2010

10.1.1

10.1.2

Charter School Intent and Charter Requirements

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

(a) Improve pupil learning.
(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils identified as academically low achieving.
(c) Encourage the use of different and innovative teaching methods.
(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school-site.
(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide schools with a method to change from the rule-based to performance-based accountability systems.
(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Partnerships for Student-Centered Learning shall accomplish all of these goals. It will:

(1) Improve student learning by directly involving the student and parent in the accomplishment of a specific, time-based, personalized learning plan coordinated by a supervising teacher and supported with direct and/or specialized instruction.
(2) Increase learning opportunities for all pupils through independent/home study, direct instruction, distance learning, and community-based projects.
(3) Encourage the use of different and innovative teaching methods that infuse technology and project-based learning, utilize the Core Knowledge sequence, maximize flexible instruction and learning time and space, and address the individual learning styles, needs, and interests of each student.
(4) Create new professional opportunities for teachers who work in partnership with students, parents, and community members to set high academic achievements goals for all students and collectively support every student to achieve those goals.
(5) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system through a personalized learning approach.
(6) Provide accountability to the Charter School through adherence to state testing and accountability systems and the setting, monitoring, and supporting of individualized, regional/program, and school-wide annual achievement goals and implementation strategies.
(7) Provide competition to other public schools by providing a challenging curriculum delivered by highly qualified teachers through personalized learning and independent study.

The Charter Schools Act (the "Act") (Education Code Sections 47600 et seq.) requires each charter school to have a "charter" that outlines at least the sixteen (16) mandatory items of the Act. The following provisions of this charter coincide with the requirements of Section 47605 of the Act.

10.13

Tab Template

AFFIRMATIONS/ASSURANCES

10.1.4

Charter School Intent and Charter Requirements

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(5) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system through a personalized learning approach.
(6) Provide accountability to the Charter School through adherence to state testing and accountability systems and the setting, monitoring, and accomplishment of individualized, regional/program, and school-wide annual achievement goals and implementation strategies.
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10.1.5

AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Patricia Winget, hereby certify that the information submitted in this petition for a California public charter school to be named Partnerships for Student-Centered Learning (the "Charter School") is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School:

- Shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations.
- Shall not charge tuition.
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).
- Shall admit all pupils who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process subject to the admissions preferences contained in the charter. Admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State.
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEIA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA").
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.
- Shall require its teachers of core academic subjects to satisfy requirements for "highly qualified teachers" as defined by the State Board of Education.
- Shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law.
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that

10.1.16

district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

- Will follow any and all other federal, state, and local laws and regulations that apply to the Charter School including but not limited to:

  - The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
  - The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
  - The Charter School shall comply with any jurisdictional limitations to locations of its facilities.
  - The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
  - The Charter School shall only serve California residents over the age of 19 if they are continuously enrolled in a public school and making "satisfactory progress" toward a high school diploma as defined in 5 CCR 11965.
  - The Charter School shall serve students with disabilities in the same manner as such students are served in other public schools.
  - The Charter School shall comply with all applicable portions of the No Child Left Behind Act.
  - The Charter School shall comply with the Family Educational Rights and Privacy Act.
  - The Charter School shall comply with the Ralph M. Brown Act.
  - The Charter School shall meet or exceed the legally required minimum of school days.
  - The Charter School shall adhere to the District's reporting requirements including, but not limited to CBEDS, ADA, SARC, annual audits and all financial reports and data as contained in the District's Policy on Charter Schools and Education Code Section 47604.33.
  - The Charter School shall meet the requirements of Education Code 47611 regarding the State Teachers' Retirement System.
  - The Charter School shall meet the requirement of Government Code Section 3540-3549.3 related to collective bargaining in public education employment.
  - The Charter School shall, if applicable, meet federal requirements for qualifications of paraprofessionals working in programs supported by Title I funds.
  - The Charter School shall meet the requirements of Education Code Section 51745-51749.3 if it provides independent study, except that it may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code Section 51745(e).
  - The Charter School shall identify and report to the Superintendent of Public Instruction any portion of its average daily attendance that is generated through nonclassroom-based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education.
  - The Charter School shall comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the Charter School is located, unless the Charter School facility meets either of the following two conditions:
    a. The facility complies with the Field Act pursuant to Education Code Section 17280-17317 and 17365-17374; or
    b. The facility is exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, including, but not limited to, the federal government.
  - The Charter School shall promptly respond to all reasonable inquiries from the District, the county office of education, or the Superintendent of Public Instruction, including, but not limited to, inquiries regarding its financial records.

Pat Winget
Patricia Winget

May 6, 2010
Date

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PARTNERSHIPS
FOR STUDENT-CENTERED LEARNING

Introduction

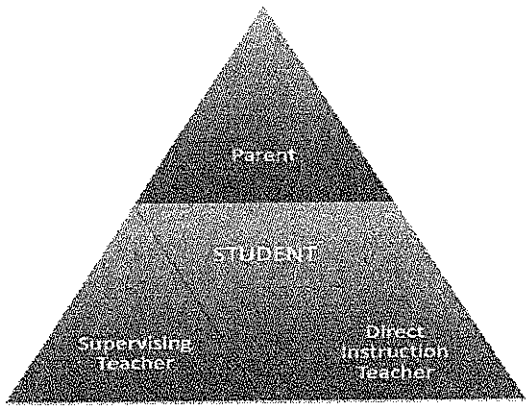
Our vision is of a new world of learning.

A place where kids and parents, teachers and administrators, and the members of their local communities, are empowered to change education for the better. A place where innovation is the rule, not the exception. A place where children become lifelong learners and develop the technical, cultural, and interpersonal skills to succeed in the twenty-first century. A place of inspiration, aspiration, and an urgent belief that improving education improves the world we live in.

(adapted from Edutopia)

Powerful learning occurs when students take charge of their learning. Students who have been disengaged and disenfranchised with traditional school programs often flourish when the learning environment is personalized. When guided by a supportive partnership of their parents, teachers, and community, these students show significant academic gains, self-motivation, and a commitment to lifelong learning.

In today's world, optimal learning needs not to be confined by walls and bell schedules. Today's students learn best through a variety of modalities and media where time is flexible, learning is applied, and the products of learning are meaningful and authentic. Partnerships for Student-Centered Learning will empower local communities of parents and professionals to provide innovative learning environments for disengaged and unchallenged students within the 3-pronged partnership shown below.



PURPOSE: This charter is necessary in order to provide critical direct instruction and specialized services to students outside of Placer County in resource centers located in contiguous counties [EC Sec. 47605.1(c)(2)]. This charter will allow (1) students with disabilities to receive required specialized instruction and services and (2) ensure that all students are able to earn full class credit and graduate.

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A.

EDUCATIONAL PHILOSOPHY AND PROGRAM

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A. Educational Philosophy and Program

Core Purpose (Mission Statement/Global Ends)

The Charter School exists to ensure students achieve academic excellence that meets or exceeds state standards. The school prepares students for success, provides a safe environment, exercises fiscal prudence, and supports parental choice.

Overall Vision

The Charter School is dedicated to the belief that ***each and every*** student can succeed, and this singular purpose will be collectively achieved through personalized learning using a variety of instructional methodologies.

High Expectations, Curriculum & Instruction

The Charter School will have a climate of high expectations for all students supported by high quality instruction, rigorous coursework, access to quality curriculum in a variety of formats, including current technologies, tied together with a user-friendly, well-utilized communication framework. Student academic growth and achievement will be rewarded and celebrated.

Assessment, Intervention

The Charter School will be one of the most successful schools in addressing the academic needs of each student, being able to service those needs, assessing individual academic growth, adapting the academic plan based on frequent and varied assessments, providing acceleration or intervention, and resulting in the overall success of each student.

Student Focus/Special Interests and Talents

The Charter School will motivate and support students to achieve academic excellence. Our parents and teachers will help students to find their passion and encourage their unique special talents, interests, and abilities.

Parent and Community Partnerships

The Charter School will be responsive to diverse community needs, developing innovative learning communities that reflect local values based on strong parent-professional collaborative partnerships.

Professional Learning Communities, Continuous Improvement

The Charter School will be a school with developed Professional Learning Communities — of teachers, staff, parents and students working together — that are a driving force behind continual academic improvement and achievement for students of all backgrounds and individual learning abilities.

Philosophy

Quality Education through Personalized Learning. We believe every child can achieve academically and personally. An Individualized Learning Plan will be developed for every child based on California Academic Content Standards and the child's abilities, interests, and aptitudes. Students will be largely responsible for their educational inquiry and pursuits.

We believe small classes, caring mentors (supervising teachers), and community- and project-based learning best support academic achievement. We also believe it is absolutely critical that students and parents assume a large portion of responsibility for student learning that is demonstrated through multiple and authentic assessment measures.

The Charter School recognizes that 21st century learners are digital native learners. They need learning to be relevant, meaningful, and applicable now. They often prefer to interact and network simultaneously with others, and they are generally multi-taskers. They learn through hyperlinked multimedia, rather than sequentially and logically sequenced information. The Charter School identifies **an educated person in the 21st century** to mean a person who has not only demonstrated mastery of the standards in reading, writing, mathematics, history, and science, but who also demonstrates effective use of technology and critical thinking strategies. This person is a creative, problem solver and an innovator. This person continues to explore and expand his/her special talents and interests. This person is able to effectively communicate and interact both globally and within his/her own community. It is the goal of this Charter School to help students in becoming self-motivated, competent, and lifelong learners through strong, collaborative, community partnerships.

Each academy will be built upon a specific educational philosophy. For example, the Lincoln Montessori Community Co-op will apply the well-known educational philosophy of Dr. Maria Montessori within the context of learning state standards. The Accelerated Learning Academy of Placer County will be built on the Core Knowledge Sequence developed by Dr. E.D. Hirsch and the Sacramento Leadership Collaborative Program will incorporate a strong Character Education into its foundation.

Intended Outcomes or 'Ends'

The Governing Board adopted the following 'Ends' for our students.
As a result of our efforts, students will:
1. Demonstrate reading, writing, mathematics, history, and science content understanding that meet or exceed the state standards. Effective use of technology and the integration of critical thinking strategies are essential skills woven throughout all content areas.

a. **Reading/Language Arts**
Demonstrate understanding of reading, writing, written and oral English language conventions, and listening and speaking within a balanced and comprehensive language arts program.

b. **Math**
Demonstrate understanding of mathematical concepts in the elementary and middle grades through the five mathematical strands:

- Number sense,
- Algebra and functions,
- Measurement and geometry,
- Statistics, data analysis and probability,
- Mathematical thinking

as well as through the disciplines of algebra, geometry, and calculus in secondary school.

c. **History**
Demonstrate knowledge, understanding, comprehension of the political process; and awareness of people, events and movements in history.
d. **Science**
Demonstrate an understanding of earth, life, and physical sciences through subject matter study and well as the application of the scientific method through investigation and experimentation.

2. Pursue their own special interests and talents while challenging and improving their abilities in the following areas:
   a. Effective use of technology
   b. Problem solving and critical thinking strategies
   c. Visual and performing arts

Structure

Partnerships for Student-Centered Learning (PSCL) will operate as a non-classroom based charter school serving students from Kindergarten through Grade 12. Instruction will be provided through independent study, direct instruction, and distance learning. Each student and their parent will develop a Master Agreement with their supervising teacher, classroom teachers, and specialists (as needed) detailing the student's learning objectives, course of study, instructional methodologies, and how the learning will be evaluated. Students with disabilities will be provided specialized instruction and services as required by their Individualized Education Plans (IEPs).

Home Study

The Home Study Program is designed for students whose parents are actively involved in their education. The parents have a strong sense of what they want their children to study and are actively involved in the lesson planning, instructing, and correcting of assignments for their children under the guidance of the supervising teacher.

Independent Study

The Independent Study Program is designed for secondary students whose parents need or want more assistance in educating their child or for those families who do not choose to be as involved in the day-to-day educational program as the Home Study Program requires.

Lincoln Montessori Community Co-op

This is an educational option for those parents who wish for their children to obtain an academic education in a community-based setting. In this site-based program, students will attend school all day Monday through Friday. The Lincoln Montessori Community Co-op (LMCC) will serve elementary grades with combination classes of two grade levels. Providing an avenue for parental involvement, Lincoln Montessori will be a co-op in which parent participation is an integral part of the school's success and an expected element from each family. Enrollment in the LMCC will be by a lottery.

Academies and Co-ops

The fourth program choice is the Academies and Co-ops. These specialized programs are typically all-inclusive educational programs hosted by various local communities. This program option generally consists of two days per week of core subject instruction and one day per week of academic electives. Students entering into these programs will receive direct instruction from highly qualified

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credentialed teachers in the subject area of instruction and will then complete homework and projects at home much like in a traditional classroom.

Curriculum

Many students in PSCL will follow the *Core Knowledge Sequence* developed by E.D. Hirsch, Jr. It was developed on the premise that—for the sake of academic excellence, greater equity and higher literacy—elementary and middle schools need to teach a coherent, cumulative, and content-specific core curriculum. The idea behind Core Knowledge is simple and powerful: knowledge builds on knowledge. The goals for Core Knowledge Curriculum are greater reading comprehension, the ability to think critically and solve problems, acquire higher test scores and increase the depth and breadth of knowledge.

Coherent

The *Core Knowledge Sequence* is predicated on the realization that what children are able to learn at any given moment depends on what they already know—and, equally important, that what they know is a function of previous experience and teaching. Although current events and technology are constantly changing, there is a body of lasting knowledge and skills that form the core of a strong Kindergarten - Grade 8 curriculum. Explicit identification of what children should learn at each grade level ensures a coherent approach to building knowledge across all grade levels. Every child should learn the fundamentals of science, basic principles of government, important events in world history, essential elements of mathematics, widely acknowledged masterpieces of art and music from around the world, and stories and poems passed down from generation to generation.

Cumulative

Core Knowledge provides a clear outline of content to be learned grade by grade so that knowledge, language, and skills build cumulatively from year to year. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, it also helps prevent the repetitions and gaps that so often characterize current education. Core Knowledge sets high expectations for all children that are achievable thanks to the cumulative, sequential way that knowledge and skills build.

Content-Specific

The *Core Knowledge Sequence* is distinguished by its specificity. By clearly specifying important knowledge in language arts, history, geography, math, science, and the fine arts, the *Core Knowledge Sequence* presents a practical answer to the question, "What do our children need to know?" Teachers are free to devote their energies and efforts to creatively planning how to teach the content to the children in their classrooms.

A growing body of evidence suggests that Core Knowledge fosters excellence and equity. It fosters excellence by improving student performance, boosting enthusiasm, and laying the groundwork for future learning. It fosters equity by ensuring that all students have the benefit of a rich curriculum and narrowing the achievement gap.

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In 1996, Hirsch published *The Schools We Need and Why We Don't Have Them.* In it, Hirsch proposed that Romanticized, anti-knowledge theories of education prevalent in America are not only the cause of America's lackluster educational performance, but also a cause of widening inequalities in class and race. Hirsch portrays the focus of American educational theory as one which attempts to give students intellectual tools such as "critical thinking skills," but which denigrates teaching any actual content, labeling it "mere rote learning." Hirsch states that it is this attitude that has failed to develop knowledgeable students. His most recent book is *The Knowledge Deficit* (2006), in which he once again makes the case that the cause of disappointing reading performance is a lack of background knowledge.

Recommended Curriculum

Most students will use the recommended curriculum detailed in Appendix D.

Additional Resources for Secondary Students

Accelerated secondary students will use a wide range of first-class resources from Cambridge Educational Services that build skills, support current instruction, enhance existing curricula, and raise test scores. These content and assessment tools add to the rigor of state and national content standards and provide students with the knowledge and skills that they need to achieve success in their post-high school educational pursuits.

Secondary students in the Sacramento Leadership Collaborative and students at risk of school failure will study *The Leader in Me* and *The 7 Habits of Highly Effective Teens* by Sean Covey.

Distance Learning

PSCL teachers will utilize Apex Learning digital curriculum for teaching secondary college preparatory, Advanced Placement, and foundational courses. This complete course of study comprises standards-based instructional content specifically developed for online delivery, with assessment opportunities integrated throughout, scaffolding to support learning for all students, and resources to support effective teaching. Secondary students may enroll in a single course or in the Virtual High School. Courses offered will include Math, English, Science, Social Studies, World Languages, and Fine Arts.

Many other web-based curricula will be offered, including:

- K^{12}
- BYU Distance Learning
- Rosetta Stone
- Renaissance Learning: Accelerated Reader
- Aleks
- Educational Program for Gifted Youth (EPGY)

Supplementary, Intervention, and Alternate Curricula

All students will be supported to achieve mastery of grade-level content standards. However, as the learning is personalized, a wide variety of curricula will be available to accomplish this mastery. The Curriculum Resource Center (CRC) is a collection of 30,000 standards-based textbooks, teacher editions, and supplementary resources and materials. All students will be able to borrow items from this collection.

Additionally, supplementary resources for Response to Intervention Tier 1 strategies and Tier 2 Intervention curricula will also be available.

Teacher-Developed Independent Study Modules

Secondary courses adapted for independent study by our teacher leaders will be available:

- Physical Education: Year 1 and Year 2
- Health Education
- Computer Literacy
- Personalized Learning Project

Instruction

Mode and Methodology of Instruction

Students who attend the Charter School will be educated in independent/home study programs, individualized learning programs, cooperative classes, supplemental learning projects, online classes, and/or site-based programs. Secondary students also have the opportunity to attend Regional Opportunity Program, community college and local university classes.

To the extent that students participate in non-classroom based and independent study programs, the Charter School will comply with state laws related to independent study as set forth in Education Code Section 47612.5 and SB 740.

All instruction will be personalized and differentiated. Teachers will use a variety of instructional methods and approaches that are research based and congruent with the core values of the Charter School and each specific program. Instruction will be commonly multi-modal and technology will be widely infused.

Instructional methodology will vary with each program. In the Home Study Program, parents will act as facilitators in their children's learning program. The Charter School will work with its students and parent facilitators by providing them with high quality educational resources, an assigned Supervising Teacher (ST), and access to a team of education professionals who can provide additional support services as appropriate. All Supervising Teachers are paid certificated staff who regularly assign units of study and evaluate student academic progress towards standards mastery. Teacher Resource Guides have been developed for parent facilitators to use in providing daily instruction using the recommended curriculum.

The site-based Lincoln Montessori Community Cooperative (LMCC) will exist as a unique elementary program that merges both the public school, standards-based requirements, with the Montessori ideologies of students achieving individual success. LMCC will develop the innate,

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individual potentialities of the whole child and address the individual needs of each child within the context of a shared community.

LMCC will incorporate the Montessori methods in a variety of ways. In the multi-grade classrooms where peer teaching and cooperative learning naturally takes place, the teachers will be able to work with same ability levels and grade levels, as well as provide individual assistance. The school's class schedule will allow for large blocks of uninterrupted time for problem solving and exploration throughout the day, a key element of the Montessori philosophy.

LMCC will use a diverse set of Montessori materials, activities, and experiences designed to cultivate physical, intellectual, creative, and social independence and exploration. From hands-on manipulative to technology-based laboratories and projects, the students will develop deeper knowledge that expands beyond content areas alone.

PSCL will also offer a variety of "hybrid" programs in which parent-supported, independent study will be partnered with rigorous direct instruction by highly qualified teachers. The Accelerated Learning Academy of Placer County (ALA), based on the Core Knowledge Sequence, will use project-based learning (PBL) strategies, performance-based assessment, and community involvement. The Sacramento Leadership Collaborative Program will incorporate character development and the practice of the virtues of leadership in the school and local community. Secondary academies such as the Roseville Academy of Math, Science & Engineering will offer small, college-style classes and labs using PBL and incorporating principles of engineering. Student internships will provide community based learning opportunities.

High School Students

The Charter School will seek an interim accreditation by the Western Association of Schools and Colleges (WASC) in order to ensure all secondary courses are transferable to other public high schools and eligible to meet college entrance requirements. The Charter School will also secure a College Board Code assigned by the College Board. All college preparatory (a-g), Honors, and Advanced Placement (AP) courses will be submitted to the University of California for approval.

Parents of secondary students will be informed regarding high school graduation requirements, recommended high school course schedules, and the transferability of courses by any and all of the following staff:

- Supervising Teacher
- Regional Administrator
- Principal or Program Coordinator
- High School Guidance Counselor

Parents will work closely with their Supervising Teacher in setting the student's educational program at the beginning of each semester. The Guidance Counselor will be meeting all incoming freshman and sophomores to help plan their course schedules. The Guidance Department will offer College Information Nights and advice by telephone, email, and by scheduled appointment. Comprehensive information will be posted to the school's website.

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Students Achieving Below Grade Level

Annual and initial universal screening and periodic benchmark assessments will identify struggling students. Supervising Teachers will implement Response to Intervention (RtI) Tier 1 strategies and/or supplementary resources. After periodic monitoring, if a student is still struggling, he/she will move into Tier 2 interventions. These interventions may include required direct instruction tutoring and/or site or online classes. If Tier 2 interventions are not successful, the student will be referred to the regional Student Success Team (SST). Tier 3 consists of specialized instruction and services provided to students identified with a disability.

Students Achieving Above Grade Level

There will be many opportunities to academically challenge students who are achieving above grade level. As all instruction will be personalized and every student will have an Individualized Learning Plan, the pace and rigor of the student's course of study can be adjusted to fit the student's level of motivation and achievement. Honors and Advanced Placement (AP) classes will be available in the hybrid programs. In addition, online AP classes will be available through Apex Learning. Students may take college courses at the local community colleges. An accelerated middle grades and high school program will be offered. Students will be able to take part in a number of co-curricular activities at some programs such as choir, debate, robotics, Science Olympiad, etc. And lastly, classes incorporating project-based learning will be able to challenge the highest achievers by altering the depth and complexity of the project and required product or demonstration.

English Learners

English Learners will be identified by a home language survey on enrollment forms. All students who indicate that their home language is one other than English will be initially administered the California English Language Development Test (CELDT) within 30 days of enrollment, and annually thereafter until reclassified as Fluent English Proficient (FEP). Students reclassified as Fluent English Proficient (R-FEP) will be monitored for 2 years. The Charter School will follow all applicable laws in serving its English Learner (EL) students, including full inclusion in the classroom, small group instruction, and individual instructional customization in the classroom and independent study program as needed. An EL itinerant specialist will assist supervising and classroom teachers in providing necessary support and intervention.

Students with Special Needs

The Charter School, as an independent local education agency, will serve all students identified with disabilities. The Special Education Department will manage all paperwork and human resources related to the evaluation, monitoring, and implementation of special education students. The Charter School will offer a full continuum of services and employ staff members from various disciplines. Students who meet the criteria for special education will have an IEP (Individualized Education Program). The Special Education Department will also work in conjunction with Student Success Team staff members to offer accommodation ideas and recommend referrals to special education assessment when merited. These students typically will need classroom and testing accommodations and/or modifications as well as direct instruction from a certificated and/or licensed special educator.

Independent study will need to be determined as an appropriate placement by an IEP team and must be written into the IEP by either the "sending" school or the Charter School.

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Section 504 Accommodations plans will be available to students who have documented disabilities and need classroom and testing accommodations. There will be no direct services available through Section 504 Plans. All students will be fully included in the classroom, small group instruction, and other activities.

Staff Development

A full range of staff development opportunities will be offered. The Educational Leadership Team will utilize the data-driven decision making process to determine areas of academic need. Once identified, these areas will form the basis of planning staff development and will be outlined in the Continuous Improvement Action Plans. Regional and program Professional Learning Communities (PLCs) will analyze student achievement and determine staff development needs based on identified priorities. The Staff Development Department will facilitate identified training needs. This department will also support new teachers through the Beginning Teacher Support and Assessment (BTSA) program and administrators with leadership training offered through the Placer County Office of Education. Special Education staff will receive professional development in-house and from the Placer County Special Education Local Plan Area (SELPA).

Staff development will also be provided for parents and non-certificated staff. Parents will have opportunities to attend workshops facilitated by the Parent Education Specialist and regional Parent Mentors. The Human Resources Department will provide bi-annual training to non-certificated staff. Frequent trainings, including web-based, will be offered by the Information and Education Technology Departments. In addition, the Technology Plan will address specific staff development needs and resources at all levels.

Parental Participation in the Educational Program

Parental participation is a cornerstone of the home/independent study program. All parents and students, except those who enroll in the LMCC, will enter into a Master Agreement for Independent Study for every semester. This agreement will define the roles and responsibilities of the student, parent, and supervising teacher. The Independent Study Policy and the *Parent & Student Handbook* will further clarify the essential role of the parent in their student's education.

In addition, parents will be encouraged to participate in parent education activities and networking events to support improved student academic achievement. Parents will also be encouraged to participate with their children in events such as Art Shows, Science Fairs, Open Houses, field trips, and community activities.

Parental participation will be required in the cooperative programs such as the LMCC and the Sacramento Leadership Collaborative Program.

10.1.22

B. Measureable Pupil Outcomes

C. Methods to Measure Pupil Progress

10.1.23

B. Measurable Pupil Outcomes

Students will participate in the state mandated testing programs and meet performance objectives that are consistent with state accountability targets as defined by the California Academic Performance Index (API). Annual academic achievement goals will be set for the entire Charter School based on achievement on the Content Standards Tests (CSTs) and the California High School Exit Examination (CAHSEE). In addition, each region, academy/co-op, and special education program will set specific annual achievement goals.

Individual student academic achievement goals will be set annually based on their grades and performance on the prior year's CSTs and CAHSEE, if applicable.

Progress toward achievement of the Governing Board "Ends" will be reported regularly, including the "Global End" that students will "demonstrate reading, writing, mathematics, history, and science content understanding that meet or exceed the state standards. "

C. Methods to Measure Pupil Progress Towards Meeting Outcomes

Data driven decision-making (DDDM) will be used to guide all instructional, programmatic, and fiscal decisions. Target annual academic achievement SMART (specific, measurable, attainable, realistic, and time-based) goals will be set with continuous improvement action plans detailing barriers, program objectives, and strategies to achieve the goals.

The Charter School will use a comprehensive assessment system to store, report, and analyze all student progress. This assessment system will track individual, subgroup, regional, class, and program achievement on the following standardized and standards-based assessments:

- CST
- CMA (California Modified Assessment)
- CAPA (California Alternate Performance Assessment)
- CAHSEE
- CELDT

In addition, the results of periodic standards-based benchmark assessments will also be uploaded into this assessment system for immediate reporting to students and parents as well as for analysis. Regional and program PLCs will analyze benchmark assessment data, identify and intervene with struggling students, and determine needed professional development. The Educational Services Leadership Team will regularly analyze school-wide achievement data refining the Continuous Improvement Action Plans.

Subject Matter Specialists will oversee mid-term exams, semester finals, and end-of-course exams for secondary college preparatory and non-college preparatory core academic courses taken by independent study students. All college preparatory course exams will be appropriately proctored.

Elementary students will use standards-based report cards to assess progress toward mastery of the state standards. Secondary students will have traditional grades and highly qualified teachers will oversee all core courses.

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Other pupil outcomes that will be tracked and reported to the Governing Board within regular monitoring reports include:

- Student mobility/retention
- Graduation rates/dropout rates
- Promotion/retention
- Discipline
- Parent and Student satisfaction surveys
- Attendance/truancies/SART referrals
- SSTs/504 Plans/Health Plans
- English Proficiency
- Work Status
- College Entrance Exam Results

In additional to demographic information and standardized testing results, the Charter School will use multiple measures to assess student progress toward the intended outcomes. These measures include:

- Evaluation of student work samples
- Observations
- Curriculum-based measurement
- Writing samples
- Student demonstrations
- Projects
- Participation in student competitions
- Universal screening for incoming students
- Progress Reports and Report Cards

All student progress will be monitored and evaluated at least every learning period (20 days). Students' Individualized Learning Plans will be modified as needed to address academic progress concerns.

The Charter School will develop an annual School Accountability Report Card (SARC) and publish it on its website. In addition, the school — along with its regions and programs — will review and revise, as needed, the strategies contained in Continuous Improvement Action Plans to address ongoing analysis of achievement data. In the process of seeking accreditation by the Western Association of Schools and Colleges (WASC), comprehensive program review will also be undertaken.

10.1.25

10.1.26

D. The governance structure of the school

A Governing Board of seven voting members will govern the Charter School. The Board will be comprised of one Western Placer Unified School District (WPUSD) resident parent, one Placer County business/community representative, one education community representative, and four additional parents (two from Horizon Charter School and two from Partnerships for Student-Centered Learning Charter School). The Western Placer Unified School District may appoint one non-voting member of the Charter School's Governing Board.

If no WPUSD resident parent applies, other Horizon Charter School parents may serve in this position. Eligible voters include all non-temporary certificated and classified Horizon Charter School employees and parents with active student in the Charter School (one vote per employee or per family). Two or three parent representatives will be elected every two years and will serve a term of four years. The business/community representative and the education community representative will be appointed by the existing Board and will serve a term of two years. If a non-parent business/community representative or non-parent education community representative is not found to fill the position after a three month vacancy, a parent from either charter school may be appointed by the Board to serve the remainder of the term. This parent representation on the Governing Board has been structured to ensure significant parent/guardian involvement in the Charter School. No member of the Governing Board may be employed by the Charter School or be a member of the immediate family of an employee of the Charter School.

The Governing Board will be responsible for charter accountability and revision, selection of the Chief Executive Officer (CEO) or School Management Company, budget approval, the school calendar, and formal adoption of the Charter School policies.

The Chief Executive Officer (CEO) or the School Management Company is responsible for the administration of the school. The Chief Executive Officer (CEO) or School Management Company communicates directly with the Governing Board and Western Placer Unified School District Administration. The contract with the Chief Executive Officer (CEO) or School Management Company may be renewed by agreement between the Governing Board and the Chief Executive Officer (CEO) or School Management Company or terminated by either party at the expiration of the employment contract/contract for services. The duration of that contract will be set by the Governing Board.

All decisions of the Governing Board will be by majority vote based upon the presence of a quorum. All meetings of the Governing Board shall comply with the Ralph M. Brown Act (Chapter 9 (commencing with Sections 54950) of Division 2 of Title 5 of the Government Code) and shall be held at a location within the Western Placer Unified School District.

As outlined in Education Code Section 47604 (c): the authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the Charter School. The Western Placer Unified School District will not be liable for any actions, debts, or obligations taken by the Charter School or any nonprofit public benefit corporation operating the Charter School.

10.1.27

E. Qualifications for Employees

F. Procedures to Ensure Health & Safety/Background Checks

10.1.28

E. Qualifications to be met by individuals to be employed by the Charter School

Each Supervising Teacher (ST) must hold a valid California Commission on Teacher Credentialing teaching certificate, permit, or other document equivalent to that which a teacher in other California public schools would be required to hold. These documents shall be maintained on file at the Charter School and shall be subject to periodic inspection by the chartering authority. As per Education Code Section 47605(l), core and college preparatory classes will be taught by appropriately credentialed teachers. Core classes shall be defined to include English/language arts, mathematics, social science and science. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. The Charter School shall also comply with NCLB highly qualified teacher requirements.

If the Charter School accepts Title I funds, it shall meet requirements for qualifications of paraprofessionals working in programs supported by Title I funds.

Qualifications for additional employees shall be outlined in approved job descriptions. These job descriptions are available upon request.

F. Procedures that the School will follow to ensure the health and safety of students and staff

In order to provide safety for all students and staff, the Charter School will adopt and implement health and safety procedures and risk management policies in consultation with its insurance carriers and risk management experts. As such policies are subject to regular updating and amending based on many factors, including, but not limited to, judicial rulings, changes to the Education Code or other laws, and requirements of our insurance carrier, these policies may often be updated.

The following is a summary of the health and safety policies:

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees must submit two sets of fingerprints to the California Department of Justice and receive a clear criminal record summary. Prior to commencing employment, the Director of Human Resources will monitor compliance with this policy. The Charter School Governing Board President will monitor the fingerprinting and background clearance of the Chief Executive Officer. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law. Volunteers (including mentors) who will volunteer outside of the direct supervision of an employee will be fingerprinted and receive background clearance prior to volunteering without the direct supervision of an employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws.

10.1.29

TB Testing

The Charter School will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

Immunizations

The Charter School will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

CPR/First Aid Training

All employees should be CPR/First Aid trained before the end of their first year of employment.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis

The Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

Oral Health Examinations

The Charter School will require its students to comply with all oral health examinations pursuant to Education Code Section 49452.8.

Emergency Preparedness

The Charter School will adhere to an Emergency Preparedness Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This plan will include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a public school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School. If the School is not situated on a public school site, it will develop its own Emergency Preparedness Plan specific to the site.

Blood Borne Pathogens

The Charter School will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Charter School has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). This plan includes the annual training of staff. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students will follow the latest medical protocol for disinfecting procedures.

Diabetes

Beginning in the 2010-11 school year, the Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of any incoming 7th grade students, should the Charter School offer instruction to 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School will maintain a drug, alcohol and tobacco free workplace.

Integrated Complaint and Investigation Procedure

The Charter School will utilize the Corporation's uniform complaint procedure to centralize all complaints and concerns coming into the school. Under the direction of the Board, the Chief Executive Officer or designee will be responsible for investigation, remediation, and follow-up on matters submitted through this procedure.

Comprehensive Sexual Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has policies and procedures in place to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, student to employee, and student to student misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's sexual harassment policy.

School Facility Safety

The Charter School will comply with all applicable federal environmental laws. The Charter School will comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The Charter School agrees to test, or if in a district owned or leased facility, to verify, that sprinkler systems, fire extinguishers, and fire alarms are tested annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School will conduct fire drills monthly.

G. RACIAL & ETHNIC BALANCE

H. ADMISSION REQUIREMENTS

I. AUDIT FINANCIAL/PROGRAMMATIC OPERATIONS

10.1.32

G. Means by which the School will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the School District to which the charter petition was submitted.

The means by which the Charter School will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the School District to which the charter petition was submitted will consist of normal advertising of the school programs and educational opportunities. Advertising strategies may vary over time to reflect school resources, but may include direct mail, flyer, and advertisements in newspapers, magazines, radio, internet, and television. Staff will not encourage or discourage any particular racial or ethnic group regarding enrollment in the Charter School.

H. Admission Requirements

Students will be considered for admission without regard to ethnicity, national origin, gender, disability or achievement level. Prior to admission, parents and student must complete the Admission and Orientation Process and parent/student contracts must be signed indicating they understand the Charter School outcomes, philosophy, program, and requirements. The continued enrollment of students will be dependent upon fulfilling the terms of that contract. Students who fail to demonstrate sufficient progress toward academic standards or maintain adequate attendance may be dismissed from the School.

Admission preference will be given to siblings of current students and to those students residing within the Western Placer Unified School District boundaries. After consideration of admission preferences, as provided herein, and in the event the number of students who wish to attend the School exceeds the School's capacity, a lottery system will be used to determine those selected to attend.

The Charter School shall comply with all laws establishing the minimum and maximum age for public school attendance.

I. Audit of financial and programmatic operations

The Charter School will cause an annual financial audit to be conducted by an independent auditor, which shall employ generally accepted accounting principles. Audit reports will be completed and available for review by the public and submitted to the Western Placer Unified School District Board of Trustees, Placer County Office of Education, State Controller's Office, and California Department of Education as per mandated timelines. All audit exceptions and deficiencies will be resolved based on recommendations made by the Chief Executive Officer (CEO) or School Management Company and approved by the Governing Board. Any management letter, management's response and the Governing Board's disposition of those recommendations will be provided to the WPUSD Board of Trustees within three months of the auditor's report. All audit findings shall be resolved to the satisfaction of the Western Placer Unified School District Board of Trustees.

As outlined in Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records, from its chartering authority, the Placer County Office of Education, or from the Superintendent of Public Instruction.

10.1.33

J. PROCEDURES SUSPENSION/EXPULSION K. STRS, PERS, SOCIAL SECURITY L. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

10.1.34

J. The procedures by which students can be suspended or expelled

Students may be suspended or expelled in accordance with California Education Code Sections 489000 and 48915. The Charter School's suspension and expulsion process will also comply with applicable state and federal laws including, but not limited to laws pertaining to the suspension and expulsion of special education students. In addition, students may be suspended or expelled for non-compliance with the terms of the contract, or for causing the Charter School to be in jeopardy of violation of any provision of law or any material violation of any of the conditions, standards, or procedures set forth in the Charter School petition.

The Chief Executive Officer (CEO) or designee(s) shall be responsible for developing and implementing a comprehensive system to ensure due process for suspension and expulsion. The suspension and expulsion process will provide for an appeal to the Governing Board. Students suspended or expelled from the Charter School will not be eligible to enroll in another school as means of avoiding suspension or expulsion.

Likewise, students suspended or expelled from another school will not be eligible to enroll in the Charter School as a means of avoiding suspension or expulsion. All expelled students applying for admission to the Charter School will be required to appear before a Hearing Panel to determine whether or not the student will be recommended for admission. Final approval/denial will be made by the Governing Board.

If a student is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades, report card, and health information.

K. The manner by which staff members of the Charter School will be covered by STRS, PERS, or Federal Social Security

Certificated employees of the Charter School will participate in STRS. Non-certificated employees will participate in PERS and Social Security. The Chief Executive Officer or designee is responsible for arranging participation in these retirement systems.

L. The public school attendance alternatives for students residing within the School District who choose not to attend this Charter School

Attendance at the Charter School is entirely voluntary on the part of the students who enroll. District of residence public schools continue to be an option for all students who choose not to attend the Charter School.

M. RIGHTS OF WPUSD EMPLOYEE N. DISPUTE RESOLUTION PROCESS O. LABOR RELATIONS/COLLECTIVE BARGAINING

10.1.36

M. Rights of any employee of Western Placer Unified School District upon leaving the District to work in this Charter School

Employees of this Charter School shall not be deemed employees of the Western Placer Unified School District for any purpose whatsoever. Employees of Western Placer Unified School District shall not have any special rights to return to employment with the District if they leave the District to work at the Charter School.

N. Dispute Resolution Process

The Western Placer Unified School District agrees to refer all disputes regarding the provisions of the charter to the Charter School Chief Executive Officer (CEO) for resolution. If the disputant is not satisfied, the Chief Executive Officer of the Charter School and the Superintendent of Western Placer Unified School District will meet to resolve the dispute. This step may occur over a series of meetings and communications.

If that process is still unable to resolve the dispute, the above named and two members of the Western Placer Unified School District Board of Trustees and two members of the Governing Board of the Charter School will meet to attempt to resolve the dispute or recommend further action by their representative groups. This step may occur over a series of meetings and communications. If corrective action fails to resolve the dispute, the Charter School and the District agree to submit the matter to a mutually agreeable party for a non-binding recommendation on how to resolve the matter in accordance with the terms of the charter.

If Western Placer Unified School District believes it has cause to revoke this charter, the Board of Trustees agrees to notify the Charter School Governing Board and grant the Charter School reasonable time to respond to the notice and take appropriate corrective action prior to the revoking of the charter.

Western Placer Unified School District and the Charter School agree to work together to accomplish all tasks necessary to fully implement this charter, including the submission of any necessary and duly-prepared waiver requests to the State Board of Education.

O. Labor Relations/Collective Bargaining

Horizon Charter School, Inc. shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of collective bargaining and the Education Employment Relations Act.

Internal disputes within the Charter School shall be resolved as per the Uniform Complaint Procedure, applicable bargaining unit agreements, and/or adopted internal complaint processes.

101.38

P. School Closure Procedures

Closure of the Charter School will be documented by official action of the Governing Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Governing Board or designee(s) will promptly notify parents and students of the Charter School, the Western Placer Unified School District, the Placer County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., PERS, STRS, and Social Security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the students' school districts of residence; and the manner in which parents (guardians) may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

The Governing Board or designee(s) will ensure that notification to the parents and student of the Charter School of the closure provides information to assist parents and student in locating suitable alternative programs. This notice will be provided promptly following the Governing Board's decision to close the Charter School.

The Governing Board or designee(s) will also develop a list of students in each grade level and the classes they have completed, together with information on the students' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the Western Placer Unified School District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. Section 123g. The Charter School will ask the Western Placer Unified School District to store original records of Charter School students. All records of the Charter School shall be transferred to the Western Placer Unified School District upon School closure. If the Western Placer Unified School District will not or cannot store the records, the Charter School shall work with the Placer County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records.

The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the Western Placer Unified School District promptly upon its completion.

The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit

10.1.39

Q. TRANSPORTATION

R. SPECIAL EDUCATION

10.1.40

findings or other investigations, loans, and unpaid staff compensation, an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code Section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another public educational entity. Any assets or property acquired from the Western Placer District will be promptly returned upon closure of the Charter School.

The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Governing Board will follow the procedures set forth in the California Corporations Code for dissolution of a non-profit public benefit corporation and file all necessary filing with the appropriate state and federal agencies.

As specified by the Budget in the appendix, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Q. Transportation

This Charter School does not provide transportation to students. Parents are responsible for providing any and all transportation to and from Charter School programs, classes, and extracurricular activities.

The Charter School will provide transportation services to a special education student only when the need for transportation has been included in the student's individualized education program (IEP). The IEP team is responsible for determining whether a special education student needs transportation to benefit from special education and related services in accordance with IDEA, California law and SELPA local plan and policies.

R. Special Education

As allowed in Title 5, California Code of Regulations, Division 1, Chapter 14, Subchapter 7.5, Article 1, 15420, the Charter School will participate as a Local Education Agency (LEA) in a special

S. ADDITIONS, DELETIONS, & MODIFICATIONS T. REVOKING THE CHARTER U. INDEMNIFICATION & HOLD HARMLESS

10.142

education local plan (SELPA) approved by the State Board of Education. Notwithstanding anything contained herein to the contrary, the Charter School shall have exclusive responsibility for and otherwise fully comply with the Individuals with Disabilities Act (IDEA), and related applicable Education Code provisions and Section 504 of the Rehabilitation Act.

S. Additions, deletions, and modifications of the charter

Amendments to this charter may be made by the Charter School Governing Board and all changes must be approved by the Western Placer Unified School District Board of Trustees.

T. Revoking the charter

This charter may be revoked by the Western Placer Unified School District pursuant to Education Code Section 47607 after the Charter School has been given a reasonable opportunity to cure the alleged violations if it is determined the Charter School did any of the following:

a. Committed a material violation of any of the conditions, standards, or procedures set forth in this charter petition
b. Failed to meet or pursue any of the pupil outcomes identified in this charter petition
c. Failed to meet generally accepted accounting standards of fiscal management
d. Violated any provision of law

U. Indemnification and hold harmless

The Charter School shall hold harmless, indemnify and defend the Western Placer Unified School District and any of its agents, officers, employees or representatives from any and all loss, damage, and liability for damages or expenses, including attorney fees and other costs of defense incurred by the Western Placer Unified School District, its agents, officers, employees or representatives whether from damage to or loss of property, or injury to or death of a person, including the property of the Western Placer Unified School District and/or injury or death of its officers, agents and employees, which in any way arises out of, or is related to, the Charter School's performance of this agreement or operation and services of the Charter School.

The Charter School shall, at its expense, maintain in effect at all times during the term of this agreement not less than the following coverage and the limits of public liability insurance, which shall be maintained with insurers and under forms of policies satisfactory to the Western Placer Unified School District who shall be named as additional insured and who by the terms of said policy or policies, shall be notified in writing of any change in coverage:

a. Comprehensive bodily injury liability: $1,000,000 per occurrence/ $3,000,000 aggregate

b. Comprehensive property damage liability: $300,000 per occurrence/$1,000,000 aggregate

V.

BUDGETS & FINANCIAL REPORTING

10,144

V. Budgets and Financial Reporting

Attached as Appendix C, please find the following documents:

1. A projected first year budget, including startup costs along with budget notes that clearly describes assumptions or revenue estimates, including, but not limited to the basis for average daily attendance estimates and staffing levels.
2. Cash flow and financial projections for the first three years of operation.

Financial Reporting

The Charter School shall provide reports to District and the County Superintendent of Schools in accordance with Education Code Section 47604.33 as follows and shall provide additional fiscal reports as requested by the District or County Superintendent of Schools:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final non-audited report from the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

10.1.46

W. District Impact Statement

Administrative Services

The Chief Executive Officer will assume the lead responsibility for administering the Charter School under the policies adopted by the Charter School's Governing Board. The Charter School reserves the right to contract with third parties as necessary to support the management of the Charter School.

Facilities

The Charter School intends to locate its administrative offices at 2800 Nicolaus Road, Suite 100, Lincoln CA 95648. The Charter School intends to have resource centers at the following locations:

911 Reserve Drive, Roseville CA
975 Reserve Drive, Roseville CA
845 First Street, Lincoln CA
873 First Street, Lincoln CA
711 T Street, Sacramento CA
El Dorado County – To be determined
South Sacramento/Elk Grove Area – To be determined

The Charter School intends to lease facilities in El Dorado and Sacramento counties for fall 2010. The Charter School will provide a list of these new facilities to the District by September 1, 2010.

The Charter School may open additional resource centers without applying for a material revision to the charter so long as any resource centers operated in adjacent counties comply with Education Code Section 47605.1.

Civil Liability Effects

Intent

This statement is intended to fulfill the terms of Education Code Section 47605(g) and provides information regarding the proposed operation and potential effects of the Charter School on the District.

Civil Liability

The Charter School shall be operated by Horizon Charter School, Inc., a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d. The specific purposes for which the corporation is organized are for the operation of California public charter schools in accordance with the Education Code Section 47600, et seq.

X. CONCLUSION

Tab 10

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. As stated above in the Governance section, a draft of the Horizon Charter School Articles of Incorporation and bylaws are attached as Appendix A and B respectively. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the District shall not be liable for the operation of the Charter School.

The corporate bylaws of Horizon Charter School, Inc. shall provide for indemnification of the Charter School's Governing Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Governing Board of Horizon Charter School, Inc. will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, and dispute resolution.

X. Conclusion

By approving this charter, the Western Placer Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval of a charter to begin operation in fall 2010. The Charter School shall be considered approved as of the date of charter approval. The term of the charter shall expire on June 30, 2013. Renewal of the charter shall be governed by the standards and criteria in Education Code Section 47605 and Education 47607 as applicable.

APPENDIX A

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

10.150

HORIZON
CHARTER SCHOOL

Quality Education through Personalized Learning

COPY

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the President and the Secretary of Horizon Charter School, a California nonprofit public benefit corporation.

2. Article II of the Articles of Incorporation of this corporation is amended to read as follows:

   A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.

   B. The specific purposes of this corporation are:

   (1) To manage, operate, guide, direct and promote one or more California public charter schools; and

   (2) To perform and undertake any and all activities and functions, including soliciting contributions of money and property from the general public, as may be proper in connection with this corporation's general and specific purposes.

3. The foregoing amendment of the Articles of Incorporation has been duly approved by the board of directors.

4. The corporation has no members.

I further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of my own knowledge.

DATE: 5/6/2010

Cynthia Moore
Cynthia Moore, President

DATE: 5-6-2010

Brenda Clark, Secretary

10.1.S1

APPENDIX B

16.1.S2

H RIZON
CHARTER SCHOOL

Quality Education through Personalized Learning

BYLAWS
OF
HORIZON CHARTER SCHOOL

Amended and Restated

Governing Board Approved November 6, 2008

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AMENDED AND RESTATED BYLAWS
OF
HORIZON CHARTER SCHOOL

ARTICLE I
Purposes

The corporation ("Corporation") is organized for the public and charitable purposes specified in its Articles of Incorporation.

ARTICLE II
Offices

Section 1. Principal Office.

The Corporation's principal office shall be located at 2800 Nicolaus Road, Suite 100, Lincoln, State of California. The board of trustees, known as the Governing Board, has full power and authority to change the principal office from one location to another within California.

Section 2. Other Offices.

Branch or subordinate offices may at any time be established by the Governing Board at any place or places where the Corporation is qualified to do business.

ARTICLE III
Membership

Section 1. No Members.

The Corporation shall have no members as that term is defined in Section 5056 of the California Nonprofit Corporation Law.

Section 2. Associates.

Nothing in this Article shall be construed to limit the Corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the Corporation shall render anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Governing Board, but such individuals may not vote. The Corporation may confer, by amendment of its Articles of Incorporation or these Bylaws, some or all of a member's rights, as set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of Governing Board members, on a disposition of substantially all of the Corporation's assets, on a merger, on a dissolution, or on changes to the Corporation's Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of Section 5056.

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ARTICLE IV
Horizon Charter School's Governing Board

Section 1. Powers.Subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the Corporation's Articles of Incorporation, these Bylaws, and such California local public agency laws of general application as may be applicable to the Corporation, the activities and affairs of the Corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Governing Board, with the individual members of the Governing Board being generically referred to as Trustees or Board Members. The Governing Board may delegate the management of the Corporation's activities to any person(s), management company, or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Governing Board. No assignment, referral, or delegation of authority by the Governing Board, or anyone acting under such delegation, shall preclude the Governing Board from exercising full authority over the conduct of the Corporation's activities, and the Governing Board may rescind any such assignment, referral, or delegation at any time.

Without prejudice to its general powers, but subject to the same limitations set forth above, the Governing Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

a. To select and remove all of the officers, agents, and employees of the Corporation; to prescribe powers and duties for them that are not inconsistent with law, the Corporation's Articles of Incorporation, or these Bylaws; to fix their compensation; and to require security from them for faithful service;

b. To conduct, manage, and control the affairs and activities of the Corporation and to make such rules and regulations therefor that are not inconsistent with law, the Corporation's Articles of Incorporation, or these Bylaws;

c. To adopt, make, and use a corporate seal and to alter the form of the seal from time to time;

d. To borrow money and incur indebtedness for the purposes of the Corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities therefor;

e. To carry on a business and apply any revenues in excess of expenses that result from the business activity to any activity in which it may lawfully engage;

f. To act as trustee under any trust incidental to the principal object of the Corporation, and receive, hold, administer, exchange, and expend funds and property subject to such trust;

g. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of real and personal property;

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h. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose; and,

i. To carry out such other duties as are described in the Charter of Horizon Charter School as approved by the Western Placer Unified School District ("District").

Section 2. Number and Qualifications of Trustees Comprising the Governing Board.

a. The number of Governing Board members shall be seven (7) unless changed by amendment to these Bylaws. The number and qualifications of Governing Board members shall comply with the charter issued to Horizon Charter School by the District.

b. The qualifications for Governing Board members are generally the ability to attend Governing Board meetings, a willingness to actively support and promote Horizon Charter School and a dedication to its educational philosophy and goals.

c. No member of the Governing Board may be employed by Horizon Charter School or be a relative to an employee of Horizon Charter School.

Section 3. Election and Additional Qualifications of Governing Board Members.

a. A majority of parents of active Horizon Charter School students and a majority of all non-temporary classified and certificated Horizon Charter School employees shall elect to the Governing Board one (1) parent of a student attending Horizon Charter School who resides within the boundaries of the District. The parents of Horizon Charter School students may contribute one (1) vote per family, and Horizon Charter School employees may contribute one (1) vote each. If no District resident parent applies for this position, another parent of a student attending Horizon Charter School may serve in this position.

b. A majority of Governing Board members shall elect one (1) Governing Board member to represent the education community. However, if an education community representative is not found to fill the position after a three (3) month vacancy, a parent of a Horizon Charter School student may be elected by a majority of remaining Governing Board members to serve the remainder of the term.

c. A majority of parents of active Horizon Charter School students and a majority of all non-temporary classified and certificated Horizon Charter School employees shall also elect to the Governing Board four (4) members who shall be parents of students attending Horizon Charter School. The parents of Horizon Charter School may contribute one (1) vote per family.

d. A majority of Governing Board members shall elect one (1) Governing Board member who is a business or community representative from Placer County. However, if a business or community representative is not found to fill the position after a three (3) month vacancy, a parent of a Horizon Charter School student may be elected by a majority of remaining Governing Board members to serve the remainder of the term.

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Section 4. Terms of Office of Governing Board Members.

a. The parent representatives on the Governing Board elected pursuant to Section 3.a. and Section 3.c. of this Article shall serve four (4) year terms. Two (2) or three (3) of these parent representatives shall be elected every two (2) years.

b. The Governing Board member representing the education community, elected pursuant to Section 3.b. of this Article, shall have a term of office of two (2) years, commencing July 1 and concluding June 30.

c. The Placer County business or community representative to the Governing Board, elected pursuant to Section 3.d. of this Article, shall have a term of office of two (2) years, commencing July 1 and concluding June 30.

d. Governing Board members may serve up to five (5) consecutive terms.

e. Terms of Governing Board members shall commence on July 1 and end on June 30.

Section 5. Resignation and Removal.

Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any Trustee may resign effective upon giving written notice to the Board president or secretary, or the Governing Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. If a Trustee is appointed, such Trustee may be removed only by the person or entity entitled to appoint the Trustee. All other Trustees may be removed only upon the vote of a majority of the Trustees then in office. A Trustee may be removed for cause as follows:

A. The Board president will meet with the Board member to discuss the inappropriateness of the behavior and recommendations will be made for improved behavior.

a. Following the meeting, a written report will be submitted by the President to the Personnel Sub-Committee outlining the stated deviation and the mutually agreed upon outcomes of appropriate behavior of the Board member.

B. The Personnel Sub-Committee will meet with the Board Member.

C. The Personnel Sub-Committee may render a decision to recommend to the entire Board further sanctions, which may include a recommendation that the full Board take action for removal of the Board member.

D. Removal of the Board member may only be by action of majority of the Board.

Section 6. Vacancies.

a. A Governing Board vacancy or vacancies shall be deemed to exist if any Trustee dies, resigns, is removed, or otherwise becomes ineligible, or if the authorized number of Trustees is increased.

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b. Notwithstanding Section 5, the Governing Board may declare vacant the office of any Trustee who has been convicted of a felony, or has been found to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law or to be of unsound mind by any court of competent jurisdiction.

c. A vacancy on the Governing Board shall be filled only by the person entitled to appoint the Trustee; provided that a vacancy on the Governing Board to which the Trustee is elected may only be filled by a vote of a majority of the Trustees then in office. Each Trustee so elected, appointed, or designated shall hold office until the expiration of the term of the replaced Trustee and continue to hold office until a qualified successor has been elected, appointed, or designated.

d. No reduction of the authorized number of Trustees shall have the effect of removing any Trustee prior to the expiration of the Trustee's term of office.

Section 7. Place of Meeting.

Meetings of the Governing Board shall be held at the principal office of the Corporation or at any other place within the boundaries of the District that has been designated in the notice of the meeting, or, if there is no such notice, by resolution of the Governing Board.

Section 8. Meetings; Annual Meeting.

To the extent required by law, and notwithstanding any other provision of these bylaws, all meetings of the Governing Board and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act").

The Governing Board shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Governing Board.

Section 9. Regular Meetings.

Regular meetings of the Governing Board, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Governing Board.

Section 10. Special Meetings.

Special meetings of the Governing Board for any purpose may be called at any time by the President of the Governing Board or the Chief Executive Officer. The party calling a special meeting shall determine the place, date, and time thereof.

Section 11. Notice of Special Meetings.

a. Special meetings of the Governing Board may be held only after the Board President or Chief Executive Officer has provided each Trustee with four (4) days' prior

notice by first-class mail or forty-eight (48) hours' notice given personally or by telephone, telegraph, facsimile, telex, or other similar means of communication.

b. Any such notice shall be addressed or delivered to each Trustee at the Trustee's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Trustee for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Trustees are regularly held.

c. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

d. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 12. Quorum.

A majority of the voting Trustees then in office shall constitute a quorum. Every act or decision done or made by a majority of the voting Trustees present at a meeting duly held at which a quorum is present is an act of the Governing Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of voting Trustees, if any action taken is approved by at least a majority of the required quorum for such meeting. Voting Trustees may not vote by proxy.

Section 13. Consent to Meetings.

Except as otherwise provided in the Brown Act, the transactions of the Governing Board at any meeting, however called and noticed or wherever held, shall be as valid as though done at a meeting duly held after regular call and notice if a quorum be present, and if, either before or after the meeting, each Trustee entitled to vote, not present in person signs a written waiver of notice, or a consent to the holding of such meeting, or approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with the corporate records and made a part of the minutes of the meeting. Notice of a meeting need not be given to any Trustee who attends the meeting without protesting prior to or at the commencement of the meeting, the lack of notice to such Trustee.

Section 14. Action Without Meeting.

Except as otherwise provided in the Brown Act, any action required or permitted to be taken by the Governing Board under any provision of the Nonprofit Public

Benefit Corporation Law may be taken without a meeting if all members of the Governing Board shall individually or collectively consent in writing to such action, and if permitted by applicable public open meeting laws, if any. Such consent(s) shall be filed with the minutes of the proceedings of the Governing Board and shall have the same force and effect as a unanimous vote of such Trustees.

Section 15. Telephonic and Electronic Video Meetings.

Except as otherwise provided in the Brown Act, members of the Governing Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment, to the extent permitted by applicable open meeting laws, if any. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. Participation in a meeting through the use of electronic video screen communication or other communications equipment (other than conference telephone) constitutes presence in person at that meeting if (i) each member participating can communicate with all other members concurrently, (ii) each member is provided the means of participating in all matters before the Governing Board including, without limitation, the capacity to propose, or to interpose an objection to, specific action to be taken, and (iii) the Corporation has adopted and implemented some means of verifying both that the person participating in the meeting is a Trustee or other person entitled to participate in the meeting and that all actions of, or votes by, the Governing Board are taken or cast only by the Trustees and not by persons who are not Trustees.

Section 16. Adjournment.

A majority of the Trustees present, whether or not a quorum is present, may adjourn any Governing Board meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Trustees who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 17. Rights of Inspection.

Every Trustee has the right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the Corporation, to the full extent permitted under applicable federal and state laws regarding pupil confidentiality.

Section 18. Governing Board Committees.

The Governing Board may appoint an executive committee and one or more other committees each consisting of two (2) or more Trustees to serve at the pleasure of the Governing Board, and delegate to such committee any of the authority of the Governing Board, except with respect to:

a. The approval of any action for which the California Nonprofit Public Benefit Corporation Law requires the approval of the Governing Board;

b. The filling of vacancies on the Governing Board or on any committee that has the authority of the Governing Board;

c. The fixing of compensation of the Trustees for serving on the Governing Board or on any committee;

d. The amendment or repeal of bylaws or the adoption of new bylaws;

e. The amendment or repeal of any resolution of the Governing Board that by its express terms is not so amendable or repealable;

f. The appointment of other committees having the authority of the Governing Board;

g. The expenditure of corporate funds to support a nominee for Trustee if there are more people nominated for Trustee than can be elected; or

h. The approval of any self-dealing transaction as such transactions are defined in Section 5233(a) of the California Nonprofit Public Benefit Corporation Law, except as permitted under Section 24 of this Article.

Any such committee must be created, and the members thereof appointed, by resolution adopted by a majority of the number of Trustees then in office, and any such committee may be designated as an executive committee or by such other name as the Governing Board shall specify. The Governing Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee. The Governing Board shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. In the absence of any such prescription, such committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the Governing Board, such committee, or these bylaws shall otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of this Article applicable to meetings and actions of the Governing Board. Minutes shall be kept of each meeting of each committee.

Section 19. Other Committees.

a. Personnel Sub-Committee. The Personnel Sub-Committee serves as a Standing Committee of the Governing Board. The Personnel Sub-Committee will function as a review and research advisory intermediary between the Governing Board and the Chief Executive Officer to ensure each fulfills its specific responsibilities as described in the Board Policy Manual. The Personnel Sub-Committee will consist of three members appointed as necessary by the Governing Board at their regularly scheduled meeting in September of each year. Meetings of the Sub-Committee will be held as necessary.

b. The Governing Board may create other committees, either standing or special, to serve the Governing Board that do not have the powers of the Governing Board. The President, with the approval of the Governing Board, shall appoint members to serve on such committees, and shall designate the committee chairman. If a Trustee is on a committee, he or she shall be the chairman. Each member of a committee shall continue as such until the

next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.

c. Meetings of a committee may be called by the President of the Governing Board or the chairman of the committee or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Governing Board. A committee may take action by majority vote.

d. Any member of a committee may resign at any time by giving written notice to the chairman of the committee or to the President of the Governing Board. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The President of the Governing Board may, with approval of the Governing Board, remove any appointed member of a committee. The President of the Governing Board, with the Governing Board's approval, shall appoint a member to fill a vacancy in any committee or any position created by an increase in the membership for the un-expired portion of the term.

Section 20. Fees and Compensation.

Governing Board members may receive reasonable compensation for service on the Governing Board. The Governing Board will fix from time to time an amount of compensation which is just and reasonable as to the Corporation. The Governing Board may also approve reimbursement of a Governing Board member's actual and necessary expenses incurred in the conduct of the Corporation's business.

Section 21. Non-liability of Trustees.

No Trustee shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 22. Interested Persons.

Not more than forty-nine percent (49%) of the Trustees serving on the Governing Board may be "interested persons." An "interested person" is either (i) any person currently being compensated by the Corporation for services rendered to it within the previous twelve (12) months, whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Trustee as Trustee, or (ii) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the Corporation.

Section 23. Standard of Care.

Pursuant to Section 5231 of the California Nonprofit Public Benefit Corporation Law, a Trustee shall perform the duties of a Trustee, including duties as a member of any committee of the Governing Board upon which the Trustee may serve, in good faith, in a manner such Trustee believes to be in the best interests of the Corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by:

a. One or more officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;

b. Counsel, independent accountants, or other persons as to matters that the Trustee believes to be within such person's professional or expert competence; or

c. A committee of the Governing Board upon which the Trustee does not serve as to matters within its designated authority, which committee the Trustee believes to merit confidence; provided, that in any such case, the Trustee acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Section 24. Self-Dealing Transactions.

Pursuant to Section 5233 of the California Nonprofit Public Benefit Corporation Law, the Corporation shall not be a party to a transaction in which one or more of its Trustees has a material financial interest ("Interested Trustee") unless:

a. The Attorney General, or the court in an action in which the Attorney General is an indispensable party, has approved the transaction either before or after it was consummated; or

b. Prior to entering into the transaction, after full disclosure to the Governing Board of all material facts as to the proposed transaction and Interested Trustee's interest and investigation and report to the Governing Board as to alternative arrangements for the proposed transaction, if any, the Governing Board in good faith and by a vote of a majority of the Trustees then in office (without including the vote of the Interested Trustee):

i. Resolves and finds that (1) the transaction is in the Corporation's best interests and is entered into for the Corporation's own benefit, (2) the transaction is fair and reasonable as to the Corporation, and (3) after reasonable investigation under the circumstances as to the alternatives, the Corporation could not have obtained a more advantageous arrangement with reasonable efforts under the circumstances; and

ii. Approves the entire transaction; or

c. If it is not reasonably practicable to obtain approval of the Governing Board prior to entering into such transaction, and, prior to entering into said transaction, a

committee or person authorized by the Governing Board approves the transaction in a manner consistent with the procedure set forth in subsection b. of this section; and the Governing Board, after determining in good faith that the Corporation entered into the transaction for its own benefit and that the transaction was fair and reasonable as to the Corporation at the time it was entered into, ratifies the transaction at its next meeting by a vote of the majority of the Trustees then in office, without counting the vote of the Interested Trustee. However, the Interested Trustee may be counted in determining the presence of a quorum at the meeting of the Governing Board which authorizes, approves or ratifies a contract or transaction.

This section shall be construed in a manner consistent with Section 5233 of the California Nonprofit Public Benefit Corporation Law.

Section 25. Interested Trustee's Vote.

In determining whether the Governing Board validly met to authorize or approve a self-dealing transaction, interested Trustees may be counted to determine the presence of a quorum, but an interested Trustee's vote may not be counted toward the required majority for such authorization, approval, or ratification.

Section 26. Persons Liable and Extent of Liability.

If a self-dealing transaction has not been approved as provided in Section 24 of this Article, the interested Trustee(s) may be required to do such things and pay such damages as a court may provide as an equitable and fair remedy to the Corporation, considering any benefit received by it and whether or not the interested Trustee(s) acted in good faith and with the intent to further the best interests of the Corporation.

Section 27. Contracts or Transactions With Mutual Trustees.

No contract or other transaction between the Corporation and any domestic or foreign corporation, firm, or association of which one or more of the Corporation's Trustees are Trustees is either void or void-able because such Trustee(s) are present at the meeting of the Governing Board or committee thereof which authorizes, approves, or ratifies the contract or transaction if:

a. The material facts as to the transaction and as to such Trustee's other directorship are fully disclosed or known to the Governing Board or committee, and the Governing Board or committee authorizes, approves, or ratifies the contract or transaction in good faith by a vote sufficient without counting the vote of the common Trustee(s); or

b. As to contracts or transactions not approved as provided in subsection a. of this Section, the contract or transaction is just and reasonable as to the Corporation at the time it is authorized, approved, or ratified.

Notwithstanding the foregoing, this Section shall not apply to self-dealing transactions described in Section 24 of this Article above.

Section 28. Corporate Loans and Advances.

The Corporation shall not make any loan of money or property to or guarantee the obligation of any Trustee or officer, except as is expressly allowed under Section 5236 of the California Nonprofit Public Benefit Corporation law.

Section 29. Annual Report.

Pursuant to Section 6321 of the California Nonprofit Public Benefit Corporation Law, the chief financial officer shall cause an annual report to be prepared and sent to each of the Trustees and others to be designated by the Governing Board, not later than 120 days after the close of the fiscal year. Such annual report shall be prepared in conformity with the requirements of the California Nonprofit Public Benefit Corporation Law as it may be in effect from time to time.

Section 30. Annual Statement of Certain Transactions and Indemnifications.

Pursuant to Section 6322 of the California Nonprofit Public Benefit Corporation Law, the Corporation shall furnish an annual statement of certain transactions and indemnifications to each of the Trustees not later than 120 days after the close of the fiscal year. If the Corporation issues an annual report as set forth in Section 29 of this Article above, this requirement shall be satisfied by including the required information, as set forth below, in such report. Such annual statement shall describe:

a. Any "covered transaction" (defined below) during the previous fiscal year of the Corporation involving (a) more than Fifty Thousand Dollars ($50,000) or, (b) which was one of a number of "covered transactions" in which the same "interested person" (defined below) had a direct or indirect material financial interest, and which transactions in the aggregate involved more than Fifty Thousand Dollars ($50,000). The statement shall describe the names of any "interested persons" involved in such covered transactions, including such "interested person's" relationship to the transaction, and, where practicable, the amount of such interest; provided, that in the case of a transaction with a partnership of which the "interested person" is only a partner, only the interest of the partnership need be stated.

b. For the purposes of this Section, a "covered transaction" is a transaction in which the Corporation, its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

i. Any Trustee or officer of the Corporation, or its parent or subsidiary; or

ii. Any holder of more than ten percent (10%) of the voting power of the Corporation, its parent, or its subsidiary.

c. The amount and circumstances of any indemnifications or advances aggregating more than Ten Thousand Dollars ($10,000) paid during the fiscal year of the Corporation to any officer or Trustee of the Corporation.

For purposes of this Section, any person described in either paragraph i. or ii. of subsection b. above is an "interested person."

Section 31. General Public Agency Prohibitions Governing Certain Transactions.

Notwithstanding the foregoing Sections, nothing in this Article IV shall be construed to authorize any transaction otherwise prohibited by California Government Code Section 1090, or other applicable laws.

ARTICLE V
Officers

Section 1. Officers.

The officers of the Corporation shall be a President of the Governing Board, a Chief Executive Officer, a Chief Business Official (who acts as the Chief Financial Officer for purposes of Section 5213(a) of the California Nonprofit Public Benefit Corporation Law), and a Chief Academic Official. The Chief Executive Officer or his or her designee serves as Secretary of the Corporation.

Section 2. Appointment of Officers.

Except as otherwise specified in Sections 3 and 10 of this Article, the officers of the Corporation shall be chosen annually by the Governing Board and each shall hold office until he or she shall resign or shall be removed or otherwise disqualified to serve, or his or her successor shall be elected and qualified.

Section 3. Subordinate Officers.

The Governing Board may appoint and may empower the President to appoint such other officers as the business of the Corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the Governing Board may from time to time determine.

Section 4. President of the Governing Board.

The President of the Governing Board shall preside at all meetings of the Governing Board and exercise and perform such other powers and duties as may from time to time be assigned by the Governing Board.

Section 5. Chief Executive Officer.

The Chief Executive Officer of the Corporation has, subject to the control of the Governing Board, general supervision, direction, and control of the day-to-day business and affairs of the Corporation. The Chief Executive Officer has the general management powers and duties usually vested in the office of president of a corporation, as well as such other powers and duties as may be prescribed from time to time by the Governing Board.

Section 6. Chief Academic Official.

The Chief Academic Official reports and is responsible to the Chief Executive Officer. The Chief Academic Official performs all education-related and other appropriate duties assigned by the Chief Executive Officer.

Section 7. Secretary.

The Chief Executive Officer or his or her designee shall serve as the Corporation Secretary, and shall keep or cause to be kept, at the principal office of the Corporation within the State of California, the original or a copy of the Corporation's Articles of Incorporation and bylaws, as amended to date, and a register showing the names of all Trustees and their respective addresses. The Secretary shall keep the seal of the Corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument. The Secretary also shall keep or cause to be kept at the principal office, or at such other place as the Governing Board may order, a book of minutes of all meetings of the Governing Board and its committees, with the time and place of holding; whether regular or special; if special how authorized; the notice thereof given; the names of those present and absent; and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Governing Board required by these bylaws or by law to be given; shall keep the seal of the Corporation in safe custody; shall see that all reports, statements and other documents required by law are property kept or filed, except to the extent the same are to be kept or filed by the treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Governing Board.

Section 8. Chief Business Official.

The Chief Business Official reports to the Chief Executive Officer, and for purposes of Section 5213(a) of the California Nonprofit Public Benefit Corporation Law serves as the Corporation's Chief Financial Officer. The Chief Business Official shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses. The books of account shall at all times be open to inspection by any Trustee. The Chief Business Official shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the Corporation in such depositories as may be designated by the Governing Board. The Chief Business Official shall disburse or cause to be disbursed the funds of the Corporation as shall be ordered by the Governing Board, shall render to the Chief Executive Officer and the Trustees, upon request, an account of all transactions as Chief Business Official. The Chief Business Official shall present an operating statement and report, since the last preceding Governing Board meeting, to the Governing Board at all regular meetings. The Chief Business Official shall have such other powers and perform such other duties as may be prescribed from time to time by the Chief Executive Officer or Governing Board.

Notwithstanding anything to the contrary contained herein, all or any part of the funds of the Corporation may be held on behalf of the Corporation by the Treasurer of

the County of Placer and shall be disbursed upon the direction of the Chief Business Official of the Corporation.

Section 9. Removal and Resignation.

Any officer may be removed, either with or without cause, by the Governing Board at any time. Any such removal shall be without prejudice to the rights, if any, of the officer under any contract of employment. Any officer may resign at any time by giving written notice to the Corporation, but without prejudice to the rights, if any, of the Corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 10. Vacancies.

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause, shall be filled in the manner prescribed in the bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

ARTICLE VI
Indemnification

Section 1. Definitions.

For the purposes of this Article, "agent" means any person who is or was a Trustee, officer, or employee or other agent of this Corporation, or is or was serving at the request of the Corporation as a trustee, director, officer, employee, or agent of another foreign or domestic corporation, partnership, joint venture, trust, or other enterprise, or was a trustee, director, officer, employee, or agent of a foreign or domestic corporation which was a predecessor corporation of this Corporation or of another enterprise at the request of such predecessor corporation; and "proceeding" means any threatened, pending completed action or proceeding, whether civil, criminal, administrative or investigative; and "expenses" includes, without limitation, attorneys' fees and any expenses of establishing a right to indemnification under Sections 4 or 5.b. of this Article.

Section 2. Indemnification in Actions by Third Parties.

This Corporation may indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of this Corporation to procure a judgment in its favor, an action bought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or an action brought by the Attorney General or a person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of this Corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this Corporation, and, in the case of a criminal proceeding, had no reasonable cause to believe the

conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of *nolo contendere* or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this Corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

Section 3. Indemnification in Actions by or in the Right of the Corporation.

This Corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action by or in the right of this Corporation, or brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or brought by the Attorney General or a person granted relator status by the Attorney General for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the Corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the Corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section:

a. In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this Corporation in the performance of such person's duty to the Corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine; or

b. Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

c. Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

Section 4. Indemnification Against Expenses.

To the extent that an agent of this Corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 or 3 of this Article or in defense of any claim, issue, or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section 5. Required Determinations.

Except as provided in Section 4 of this Article, any indemnification under this Article shall be made by this Corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 2 or 3 of this Article by:

a. A majority vote of a quorum consisting of Trustees who are not parties to such proceeding; or

b. The court in which such proceeding is or was pending upon application made by this Corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney, or other person is opposed by this Corporation.

Section 6. Advance of Expenses.

Expenses incurred in defending any proceeding may be advanced by this Corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article. The provisions of Section 28 of Article IV do not apply to advances made pursuant to this Section 6.

Section 7. Other Indemnification.

No provision made by this Corporation to indemnify its or its subsidiary's trustees, directors, or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, bylaws, a resolution of trustees/directors, an agreement, or otherwise, shall be valid unless consistent with this Article. Nothing contained in this Article shall affect any right to indemnification to which (i) persons other than such trustees/directors and officers may be entitled by contract or under the provisions of the California Tort Claims Act, or (ii) such trustees/directors may be entitled under the provisions of the California Tort Claims Act, or (iii) either may otherwise be entitled.

Section 8. Forms of Indemnification Not Permitted.

No indemnification or advance shall be made under this Article, except as provided in Sections 4 or 5.b., in any circumstances where it appears:

a. That it would be inconsistent with a provision of the Articles of Incorporation, these bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

b. That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 9. Insurance.

The Corporation shall have the power to purchase and maintain insurance on behalf of any agent of this Corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this Corporation would have the power to indemnify the agent against such liability under the provisions of this Article; provided, however, that this Corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the Corporation for a violation of Section 5233 of the California Nonprofit Public Benefit Corporation Law.

Section 10. Non-applicability to Fiduciaries of Employee Benefit Plans.

This Article does not apply to any proceeding against any Trustee, investment manager, or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the Corporation as defined in Section 1 of this Article. The Corporation shall have power to indemnify such Trustee, investment manager, or other fiduciary to the extent permitted by subdivision (f) of Section 207 of the California General Corporation Law.

Section 11. Indemnification and the California Tort Claims Act.

Notwithstanding any other provision of this Article VI, the Corporation shall have the right and obligation to insure, defend, and indemnify the Corporation's employees, officers, and Trustees for all claims brought pursuant to the California Tort Claims Act (California Government Code Section 810, et seq.) to the fullest extent allowed under said Act.

ARTICLE VII
Miscellaneous

Section 1. Fiscal Year.

The fiscal year end of the Corporation shall be determined by the Governing Board.

Section 2. Checks, Drafts, Etc.

All checks, drafts, or other orders for payment of money, notes, or other evidences of indebtedness issued in the name of or payable to the Corporation and any and all securities owned by or held by the Corporation requiring signature for transfer shall be signed or endorsed by such person or persons and in such manner as from time to time shall be determined by the Governing Board or the president.

Section 3. Endorsement or Execution of Documents and Contracts.

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance, or other instrument in writing and any assignment or endorsement thereof executed or entered into between the Corporation and any other person, the President of the Governing Board, the Chief Executive Officer or the Chief Business Official of the Corporation has authority to execute the same. Additionally, by resolution of the Governing Board, general signatory authority may be granted and delegated to other persons on behalf of the Corporation. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Governing Board, or the President of the Governing Board, or the Chief Executive Officer. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the Corporation to any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

ARTICLE VIII
Amendments

These bylaws shall be reviewed at least once every three (3) years and such review shall be documented in the minutes of the Governing Board meetings. These bylaws may be amended or repealed and/or new bylaws adopted only by approval of a majority of the number of Trustees then in office.

CERTIFICATE OF ADOPTION

I, the undersigned, do hereby certify:

1. That I am the Secretary of Horizon Charter School.

2. That the foregoing Amended and Restated Bylaws constitute the Bylaws of said corporation as duly adopted by the Governing Board on November 6, 2008.

Date: November 6, 2008

Brenda Clark, Secretary

10.1.76

BUDGET & CASH FLOW PROJECTION

7.1.01

PARTNERSHIPS FOR STUDENT-CENTERED LEARNING CHARTER SCHOOL
BUDGET ASSUMPTIONS 2010/11

ENROLLMENT/ADA PROJECTIONS

1. An enrollment projection (based on student assignment/program assignment from HCS and advanced enrollment applications) of 1,200 will be used to develop Supervising Teacher (ST) staffing allocation.

   Average Daily Attendance (ADA) @ P2 will be projected at 1,164 which is based on a projection from previous years HCS history CBEDS to P2 and additional enrollment data from Ed. Services and the P1 Certification.

STAFFING ASSUMPTIONS

2. ST staffing based on a student to teacher ratio of 25:1 for a FTE.

3. Classified and Certificated administration/non-teaching positions will be staffed based on position control prepared by Human Resources.

REVENUE ASSUMPTIONS

1. General Purpose Block Grant will be based on state projected 2010-2011 funding levels as provided by the California Charter Schools Association:

   a. K-3 $4,789
   b. 4-6 $4,861
   c. 7-8 $4,999
   d. 9-12 $5,799

   Total amount of estimated state aid before property tax will be $1,583,321.

2. Local Aid (property tax) will be based on the 2009-2010 estimated In-Lieu Tax Payments of $4,654,221 as provided by the 2010 P1 calculation.

3. Categorical Block Grant will be based on state projected 2010-2011 funding levels as provided by the California Charter Schools Association:

   a. K-3 $398
   b. 4-6 $398
   c. 7-8 $398
   d. 9-12 $398

   Total amount of estimated Categorical Block Grant revenue will be $463,272.

4. Lottery Revenues will be based on state projected funding level of $121 per ADA ($140,844) as provided by estimates from the Charter School Development Center.

5. Economic Impact Aid will be budgeted in the amount of $95,062 based on a calculation from prior years HCS P1 certification.

6. Mandated Costs reimbursement will not be budgeted due to the state deficit.

7. Interest will be based on current year's interest rate, +/- current cash flow estimates.

EXPENDITURE ASSUMPTIONS

1. ST payroll will be budgeted on the HCS, Inc. board adopted salary schedule and incorporated into position control. All salaries include step and column.

2. Classified and Certificated non-teaching positions will be based on position control as prepared by Human Resources.

3. Employee benefits will be budgeted as follows:

	%
STRS	11.43
M/C	1.45
SUI	.72
W/C	1.01
SDI	0
PERS	10.2
OASDI	6.20

Health and Welfare Insurance is $6,000 per year per full time ST employee.
CSEA bargaining unit members, Confidential, Certificated /Classified Management are budgeted @ $7,200 per year per full time employee

4. Books and supplies, based on projected allocations, calculated as follows:

   a) K-8 (ADA) x $1,100
   b) 7-12 (ADA) x $1,575

   This calculation allows $848,825 to be budgeted for instructional funds, office supplies, and materials.

5. Services and other operating expenses will be projected and budgeted from prior years expenses and current years contracts. These expenses include but are not limited to the following:

   a) Rents and leases at all sites
   b) Communication expenses (phones, band width)
   c) All utilities, (gas, electricity, water, sewer, and garbage)
   d) Legal, audit, and fingerprint fees
   e) Western Placer Unified School District oversight fees
   f) Placer County Office of Education business services fees
   g) Property and liability insurances
   h) Dues, subscriptions, and memberships
   i) Postage and UPS charges
   j) Travel, conference, and mileage

6. Capital Outlay – Equipment (computers) will be budgeted as projected by department needs.

10.1.79

RESERVES

1. A reserve for economic uncertainties has been budgeted at $17,676 for the first year of operation.
2. Projected growth in years 2 and 3 will increase the schools ability to maintain a 3% reserve by 2013.

Partnerships For Student - Centered Learning 3 Year Budget Projection

Description	Object Codes	2010/11 Budget (A)	2011/12 Projected Budget (B)	2012/13 Projected Budget (C)
A. REVENUES				
1) Revenue Limit Resources	8010-8099	6,237,542	6,393,481	6,553,318
2) Federal Revenues	8100-8299	0	0	0
3) Other State Revenues	8300-8599	699,178	716,657	734,574
4) Other Local Revenues	8600-8799	0	0	0
5) TOTAL REVENUES		6,936,720	7,110,138	7,287,891
B. EXPENDITURES				
1) Certificated Salaries	1000-1999	3,089,750	3,182,443	3,277,916
2) Classified Salaries	2000-2999	320,500	330,115	340,018
3) Employee Benefits	3000-3999	836,280	861,368	887,209
4) Books & Supplies	4000-4999	848,825	813,825	813,825
Operating Expenses	5000-5999	1,823,689	1,813,689	1,813,689
6) Capital Outlay	6000-6999	0	0	0
7) Other Outgo	9100-9299	0	0	0
Costs	7300-7399	0	0	0
9) TOTAL EXPENDITURES		6,919,044	7,001,440	7,132,658
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B9)		17,676	108,698	155,234
D. OTHER FINANCING SOURCES/USES				
1) Interfund Transfers				
a) Transfers In	8910-8929			
b) Transfers Out	7610-7629			
2) Other Sources/Uses				
a) Sources	8930-8979			
b) Uses	7630-7699			
3) Contributions	8980-8999			
4) TOTAL, OTHER FINANCING SOURCES/USES		0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		17,676	108,698	155,234
F. FUND BALANCE, RESERVES				
1) Beginning Fund Balance				
a. As of July 1 - Unaudited	9791	0	17,676	126,374
b. Audit Adjustments	9793	0	0	0
c. As of July 1 - Audited (F1a + F1b)		0	17,676	126,374
d. Other Restatements	9795			
e. Net Beginning Balance		0	17,676	126,374
2) Ending Balance June 30 (E + F1e)		17,676	126,374	281,608
COMPONENTS OF ENDING FUND BALANCE				
a) Reserve for				
Revolving Cash	9711			
Stores	9712			
Prepaid Expenditures	9713			
All Others	9719			
General Reserve	9730			
Legally Restricted Balance	9740			
b) Designated Amounts				
Designated For Economic Uncertainties	9770	17,676	126,374	281,608
Other Designations	9780	0	0	0
c) *Undesignated Amount*	9780			
d) Unappropiated Amount	9790			

Multi Year Projection Factors For Years 2 and 3
Revenue Based on a 2.5% Growth in Enrollment
Certificated Salaries Were Based On a 3% Step and Column Increase
Classified Salaries Were Based On a 3% Step and Column Increase
Employee Benefits Were Based On a 3% Step and Column Increase
In Year 2 One Time Expenses Were Removed in 4000-5999 (10,000 Staff Dev.- 35,000. Misc. Furnishings)

10.1.81

PARTNERSHIPS FOR STUDENT-C .ED LEARNING CHARTER SCHOOL
Statemen .ash Flows
July 1, 2010 thru June 30, 2011

		JUL10	AUG10	SEP10	OCT10	NOV10	DEC10	JAN11	FEB11	MAR11	APR11	MAY11	JUN11	FY 10-11
BEGINNING CASH BALANCE		600,000	282,360	25,056	275,618	(30,044)	(104,430)	291,678	(13,814)	(265,321)	45,630	170,748	114,482	
CASH INFLOWS														
Object Code	Description													
8015	General Purpose BG - State Aid		79,166	221,665	0	126,666	126,666	260,000	8,000	0	237,500	71,249	0	1,130,912
8019	General Purpose BG - State Aid(Prior Yr)													0
8181	Spec Ed - Ent Per UDC													0
8311	Other State Apport - Curr Yr		4,753	13,308	0	8,555	8,555	17,250	475	0	14,260	4,280		71,436
8434	Class Size Reduction K-3													0
8480	Categorical Block Grant		23,164	64,858	0	41,695	41,685	83,000	2,320	0	70,000	20,847	0	347,569
8550	Mandated Cost Reimbursements													0
8560	Lottery			35,864			35,864			35,864				107,592
8587	Pass-Through Revenues (Sped Ed ESY Reimb)													0
8590	All Other State Revenues													0
8631	Sale of Equipment													0
8660	Interest													0
8677	Interagency Services Between LEA's													0
8689	All Other Fees & Contracts													0
8699	Donation													0
8096	General Purpose BG - In Lieu Tax Pmt's		279,253	558,507	372,338	372,338	372,338	372,338	372,338	899,727	449,998	449,998	200,000	4,699,173
8792	TF Of Apportionment From COE (SELPA)													0
8799	Transfers In From All Others													0
Total Cash Inflows		0	386,336	894,202	372,338	549,254	585,108	732,588	383,133	935,591	771,758	546,374	200,000	6,356,682
CASH OUTFLOWS														
Object Code	Description													
1000	Certificated Personnel Salaries	40,000	301,000	301,000	301,000	301,000	3,000	605,000	302,000	302,000	301,000	300,000	35,000	3,092,000
2000	Classified Personnel Salaries	25,640	25,640	25,640	27,000	25,640	10,000	51,080	25,640	25,640	25,640	25,640	27,000	320,200
3000	Employee Benefits	30,000	75,000	75,000	75,000	75,000	6,000	150,000	75,000	75,000	75,000	75,000	45,000	831,000
4000	Materials & Supplies	70,000	90,000	90,000	100,000	70,000	70,000	80,000	80,000	70,000	70,000	50,000	10,000	850,000
5000	Services & Other Operating Expenses	152,000	152,000	152,000	175,000	152,000	100,000	152,000	152,000	152,000	175,000	152,000	152,000	1,818,000
6000	Capital Outlay													0
7000	Transfers Out to Other Sources													0
Total Cash Outflows		317,640	643,640	643,640	678,000	623,640	189,000	1,038,080	634,640	624,640	646,640	602,640	269,000	6,911,200
PRIOR YEAR/BALANCE SHEET TRANSACTIONS														
9200-9499	Accounts Receivable													0
9500-9649	Accounts Payable													0
9650	Deferred Revenue													0
9651-9699	Other Liabilities													0
9791-9799	Fund Balance													0
Total Prior Year/Balance Sheet Transactions		0	0	0	0	0	0	0	0	0	0	0	0	0
NET CASH FLOWS		(317,640)	(257,304)	250,562	(305,662)	(74,386)	396,108	(305,492)	(251,507)	310,951	125,118	(56,266)	(69,000)	(554,518)
ENDING CASH BALANCE		282,360	25,056	275,618	(30,044)	(104,430)	291,678	(13,814)	(265,321)	45,630	170,748	114,482	45,482	

10-11 Budget

PARTNERSHIPS FOR STUDENT-C. .ED LEARNING CHARTER SCHOOL
Statement of Cash Flows
July 1, 2011 thru June 30, 2012

		JUL11	AUG11	SEP11	OCT11	NOV11	DEC11	JAN12	FEB12	MAR12	APR12	MAY12	JUN12	FY 11-12
BEGINNING CASH BALANCE		45,482	103,482	15,512	309,045	4,883	(65,629)	341,859	48,947	(201,060)	153,527	303,645	258,879	
CASH INFLOWS														
Object Code	Description													
8015	General Purpose BG - State Aid		81,000	225,000	0	130,000	130,000	270,000	8,500	0	250,000	71,249	0	1,165,749
8019	General Purpose BG - State Aid(Prior Yr)													0
8181	Spec Ed - Ent Per UDC													0
8311	Other State Apport - Curr Yr		4,753	13,308	0	8,555	8,555	17,250	475	0	14,260	4,280		71,436
8434	Class Size Reduction K-3													0
8480	Categorical Block Grant		23,664	65,358	0	42,095	42,095	83,500	2,320	0	70,500	21,347	0	350,879
8550	Mandated Cost Reimbursements													0
8560	Lottery			36,000			36,000			36,000				108,000
8587	Pass-Through Revenues (Sped Ed ESY Reimb)													0
8590	All Other State Revenues													0
8631	Sale of Equipment													0
8660	Interest													0
8677	Interagency Services Between LEA's													0
8689	All Other Fees & Contracts													0
8699	Donation													0
8096	General Purpose BG - In Lieu Tax Pmt's		279,253	570,507	380,338	380,338	380,338	380,338	380,338	950,227	469,998	469,998	200,000	4,841,673
8792	TF Of Apportionment From COE (SELPA)													0
8799	Transfers In From All Others													0
Total Cash Inflows		0	388,670	910,173	380,338	560,988	596,988	751,088	391,633	986,227	804,758	566,874	200,000	6,537,737
CASH OUTFLOWS														
Object Code	Description													
1000	Certificated Personnel Salaries	40,000	307,000	307,000	307,000	307,000	3,500	610,000	307,000	307,000	307,000	307,000	35,000	3,144,500
2000	Classified Personnel Salaries	27,000	27,640	27,640	27,500	27,500	10,000	52,000	27,640	27,640	27,640	27,640	27,000	336,840
3000	Employee Benefits	30,000	75,000	75,000	75,000	75,000	6,000	150,000	75,000	75,000	75,000	75,000	45,000	831,000
4000	Materials & Supplies	70,000	90,000	90,000	100,000	70,000	70,000	80,000	80,000	70,000	70,000	50,000	10,000	850,000
5000	Services & Other Operating Expenses	152,000	152,000	152,000	175,000	152,000	100,000	152,000	152,000	152,000	175,000	152,000	152,000	1,818,000
6000	Capital Outlay													0
7000	Transfers Out to Other Sources													0
Total Cash Outflows		319,000	651,640	651,640	684,500	631,500	189,500	1,044,000	641,640	631,640	654,640	611,640	269,000	6,980,340
PRIOR YEAR/BALANCE SHEET TRANSACTIONS														
9200-9499	Accounts Receivable	377,000	175,000	35,000										587,000
9500-9649	Accounts Payable													0
9650	Deferred Revenue													0
9651-9699	Other Liabilities													0
9791-9799	Fund Balance													0
Total Prior Year/Balance Sheet Transactions		377,000	175,000	35,000	0	0	0	0	0	0	0	0	0	587,000
NET CASH FLOWS		58,000	(87,970)	293,533	(304,162)	(70,512)	407,488	(292,912)	(250,007)	354,587	150,118	(44,766)	(69,000)	144,397
ENDING CASH BALANCE		103,482	15,512	309,045	4,883	(65,629)	341,859	48,947	(201,060)	153,527	303,645	258,879	189,879	

10-28-13

PARTNERSHIPS FOR STUDENT-C[illegible]ED LEARNING CHARTER SCHOOL
Statement o[illegible] Cash Flows
July 1, 2012 thru June 30, 2013

		JUL12	AUG12	SEP12	OCT12	NOV12	DEC12	JAN13	FEB13	MAR13	APR13	MAY13	JUN13	FY 12-13
BEGINNING CASH BALANCE		189,879	251,879	187,909	495,882	187,080	28	295,556	285,644	28,977	388,644	548,902	510,027	
CASH INFLOWS														
Object Code	Description													
8015	General Purpose BG - State Aid		83,000	230,000	0	13,500	13,500	560,000	9,500	0	260,000	75,000	0	1,244,500
8019	General Purpose BG - State Aid(Prior Yr)													0
8181	Spec Ed - Ent Per UDC													0
8311	Other State Apport - Curr Yr		4,753	13,308	0	8,555	8,555	17,250	475	0	14,260	4,280		71,436
8434	Class Size Reduction K-3													0
8480	Categorical Block Grant		24,164	65,858	0	42,695	42,695	84,000	2,520	0	71,000	21,847	0	354,779
8550	Mandated Cost Reimbursements													0
8560	Lottery			36,440			36,440			36,440				109,320
8587	Pass-Through Revenues (Sped Ed ESY Reimb)													0
8590	All Other State Revenues													0
8631	Sale of Equipment													0
8660	Interest													0
8677	Interagency Services Between LEA's													0
8689	All Other Fees & Contracts													0
8699	Donation													0
8096	General Purpose BG - In Lieu Tax Pmt's		289,253	580,507	385,338	385,338	385,338	385,338	380,338	960,227	475,998	475,998	200,000	4,903,673
8792	TF Of Apportionment From COE (SELPA)													0
8799	Transfers In From All Others													0
Total Cash Inflows		0	401,170	926,113	385,338	450,088	486,528	1,046,588	392,833	996,667	821,258	577,125	200,000	6,683,708
CASH OUTFLOWS														
Object Code	Description													
1000	Certificated Personnel Salaries	42,000	310,000	310,000	310,000	310,000	4,000	620,000	310,000	310,000	310,000	310,000	42,000	3,188,000
2000	Classified Personnel Salaries	28,000	28,640	28,640	28,640	28,640	10,000	54,000	28,500	28,500	28,500	28,500	28,500	349,060
3000	Employee Benefits	31,000	75,500	75,500	75,500	75,500	7,000	150,500	75,500	75,500	75,500	75,500	45,250	837,750
4000	Materials & Supplies	70,000	90,000	92,000	105,000	70,000	70,000	80,000	82,500	70,000	72,000	50,000	10,000	861,500
5000	Services & Other Operating Expenses	152,000	153,000	152,000	175,000	153,000	100,000	152,000	153,000	153,000	175,000	152,000	152,000	1,822,000
6000	Capital Outlay													0
7000	Transfers Out to Other Sources													0
Total Cash Outflows		323,000	657,140	658,140	694,140	637,140	191,000	1,056,500	649,500	637,000	661,000	616,000	277,750	7,058,310
PRIOR YEAR/BALANCE SHEET TRANSACTIONS														
9200-9499	Accounts Receivable	385,000	192,000	40,000										617,000
9500-9649	Accounts Payable													0
9650	Deferred Revenue													0
9651-9699	Other Liabilities													0
9791-9799	Fund Balance													0
Total Prior Year/Balance Sheet Transactions		385,000	192,000	40,000	0	0	0	0	0	0	0	0	0	617,000
NET CASH FLOWS		62,000	(63,970)	307,973	(308,802)	(187,052)	295,528	(9,912)	(256,667)	359,667	160,258	(38,875)	(77,750)	242,398
ENDING CASH BALANCE		251,879	187,909	495,882	187,080	28	295,556	285,644	28,977	388,644	548,902	510,027	432,277	

FY 12-13

10.18.5

Appendix D

Recommended Curriculum

KINDERGARTEN – GRADE 5
English/Language Arts
Houghton Mifflin California Reading 2003, 2010*

Math
Houghton Mifflin California Math 2009

Science
Macmillan McGraw-Hill California Science 2008

Social Studies
Macmillan McGraw-Hill California Vistas 2007

GRADE 6
English/Language Arts
Pearson Literature, California Edition 2010

Math
Houghton Mifflin California Math 2009

Science
Holt California Earth Science 2007

Social Studies
Glencoe {CA} Discovering Our Past, Ancient Civilizations 2006

GRADE 7
English/Language Arts
Pearson Literature, California Edition 2010

Math
Prentice Hall Pre-Algebra, California Edition 2001

Science
Holt California Life Science 2007

Social Studies
Glencoe {CA} Discovering Our Past, Medieval and Early Modern Times 2006

GRADE 8
English/Language Arts
Pearson Literature, California Edition 2010

Math
Prentice Hall Algebra 1, California Edition 2001
or
Glencoe California Algebra 1: Concepts, Skills, and Problem Solving 2008

Science
Holt California Physical Science 2007

Social Studies
Glencoe {CA} Discovering Our Past, The American Journey 2006

GRADE 9
English/Language Arts
Pearson Literature, California Edition 2010

Math
Prentice Hall Algebra 1, California Edition 2001
or
Glencoe California Algebra 1: Concepts, Skills, and Problem Solving 2008

Science
Prentice Hall Earth Science, California Edition 2006

GRADE 10
English/Language Arts
Pearson Literature, California Edition 2010

Math
Prentice Hall Geometry 2004
or
Glencoe California Geometry: concepts, Skills, and Problem Solving 2008

Science
Prentice Hall Biology, California Edition 2007
or
Prentice Hall Physical Science: Concepts in Action 2009

Social Studies
Glencoe {CA} World History: Modern Times 2006

GRADE 11
English/Language Arts
Pearson Literature, California Edition 2010

Math
Prentice Hall Algebra 2 2004 *or* Glencoe California Algebra 2: Concepts, Skills, and Problem Solving 2008

Science
Holt California Chemistry 2007

Social Studies
Glencoe The American Vision: Modern Times, California Edition 2006

GRADE 12
English/Language Arts
Pearson Literature, California Edition 2010

Science
Holt California Chemistry 2007

Government
Prentice Hall Magruder's American Government 2006

Economics
Glencoe Economics: Principles and Practices 2005

88.101

Appendix E

Graduation Requirements

In addition to passing Algebra 1 and the California High School Exit Examination (CAHSEE), students must earn the following course credits:

SUBJECT AREAS	Required Units
a) History/Social Science[1]	30
b) English	40
c) Mathematics (must include Algebra 1)	20
d) Science (Biological and Physical Science)[2]	30
e) Foreign Language[3]	10 or
f) VAPA (Visual and Performing Arts)	10
g) Electives	60
Physical Education	20
Health	5
Computer Literacy	5
Personalized Learning Project	10
TOTAL CREDITS REQUIRED	230

[1] Includes World Studies (10 units), U.S. History (10 units), Economics (5 units), and American Government (5 units)

[2] Must include both biological (10 units) and physical science (10 units) courses

[3] Either 10 units of foreign language OR 10 units of VAPA are required for graduation

10.1.89

Tab Template

SIGNATURE PAGES

10.1.90

PARTNERSHIPS FOR STUDENT-CENTERED LEARNING CHARTER PETITION

Signature Page for Teachers

We the undersigned believe that the attached Charter for the creation of the Partnerships for Student-Centered Learning Charter School merits consideration and hereby petition the governing board of the Western Placer Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Partnerships for Student-Centered Learning Charter School. The Petitioners for the Partnerships for Student-Centered Learning Charter School agree to continue to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Partnerships for Student-Centered Learning Charter School.

By the Lead Petitioner:

PATRICIA WINGET — Name

Signature — Date: 5/12/10

The petitioners recognize Patricia Winget as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Western Placer Unified School District governing board.

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone #
Kristin Avila		5-7-10	CA Clear Mult. Subj. / CLAD	916 834 1712
Brian Austin		5-7-10	Single Subject - Mathematics	530-622-9337
Margaret Beardsley		5-7-10	CA single subject Math + History CLAD	916-772-7189
Giselle Mirattah		5-7-10	Single subject - Biology Single subject - Chemistry CLAD	916-390-0158
Latha Kandhasami		5-7-10	Single Subject - Physics CLAD	916-990-5277
Lizette Swelven		5/7/10	mult. subject & single subject social studies CLAD CLAD	916-257-2355
Judy Hawkins		5/7/10	CA Clear Mult Subj / Clad Single Subj - Art ed	916-991-0923
Erica Sievers-Higashi		5/7/10	CA Clear Single Subject Mathematics / CLAD	(916)628-7200
Lorraine Biner		5/7/10	CA Multiple Subjects - Life Credential	(916)205-7398

GB Secretary

PARTNERSHIPS FOR STUDENT-CENTERED LEARNING CHARTER PETITION

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Name

Signature

5/12/10
Date

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By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone #
Mary Horn		5-7-10	CA CLEAR MULT. SUBJ. CREDENTIAL	530-210-0540
Erin Jones	E Jones	5-7-10	CA CLEAR SINGLE SUBJECT ENGLISH	916.375.1276
Shelby Gleason		5-7-10	CA clear mult. subj. credential	530-559-5921
Diane Stevenson	Diane Stevenson	5-7-10	CA Clear Multiple Subjects Credential Pupil Personnel Services Credential	916-479-0738
Linda Gordon	Linda Gordon	5-7-10	CA Clear Mult. SUBJ Credential	916-548-7273
Rosa Beach	Beach	5/7/10	Professional Clear Single Subject: Spanish & BSL	(530)677-9667
~~Kim Robinson~~		~~5/7/10~~	~~Multiple Subject Degree~~	~~916-447-1663~~
~~Emily Eicher~~		~~5/7/10~~	~~Admin Asst~~	
Kristin Miranda		5-7-10	CA CLEAR MULT. SUBJ./CLAD Learning Handicap	916-204-2396

5/10/10

PARTNERSHIPS FOR STUDENT-CENTERED LEARNING CHARTER PETITION

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Signature

5/12/10 — Date

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By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone #
Mary Bair	Mary Bair	5-10-2010	Single Subject English + German	916-988-9226
Dennis Carroll	Dennis F. Carroll	5-10-2010	Single subject MATH MaED	916 521-3815
Shannon Parrish	Shannon P. Parrish	5-10-2010	Single Subject Biology Chemistry General Science	530-878-1433
Joan Oakes	Joan Oakes	5/10/10	multiple subject K-8 MA curriculum & Instruction	916-991-5689
John McClung	John W. McClung Jr.	5/10/10	Single Subject Math w/ supplem. in P.E., Science, Economics	916-390-4905
DANIEL KEARY	Daniel Keary	5/10/10	Single Subject Social Science CLAD	916 302 1027
Norma A Bonett	Norma A Bonett	5/10/10	Single Subject English	916 663-9591

3-1-01

PARTNERSHIPS FOR STUDENT-CENTERED LEARNING CHARTER PETITION

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By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone #
Debbie Pfeffer	Debbie Pfeffer	5/10/10	multiple subject; supp auth - business & math	690-1503
Lindsey Haight	Lhaight	5/10/10	multiple subject MA in Cross Cultural Education	916-580-7998
Karen M. Allen	Karen M. allen	5/10/10	multiple subject	916-663-2456
Judith Hayes		5/10/10	multiple subj.	916 616-2456
Mariann V. Bjorkman	Mariann V. Bjorkman	5/10/10	multiple subject/ single subject math	916-624-9149
Joan Lutz	Joan Lutz	5/10/10	Single Subj - Social Studies; Math Supplement; CLAD	916-479-0873

PARTNERSHIPS FOR STUDENT-CENTERED LEARNING CHARTER PETITION

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Signature — Date: 5/12/10

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By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone #
Sara Smith	Sara Smith	5/10/10	Multiple Subject w/ CLAD	916-984-6976
Samantha Kenney		5/10/10	Multiple Subject w/ CLAD	916-316-2198
Karla Lardner	Karla Lardner	5/10/10	Multiple Subject w/ CLAD	(530) 823-5430
Laurie VanZandt	Laurie VanZandt	5/10/10	Multiple Subject w/ CLAD	(916) 722-0296
Shannon Thompson	Shannon Thompson	5/10/10	Multiple Subject w/ CLAD	(916) 315-1976
Karen Ling	Karen Ling	5/10/10	ECE Specialist and Multiple Subject w/ CLAD	(530) 637-4503

5.12.10

PARTNERSHIPS FOR STUDENT-CENTERED LEARNING CHARTER PETITION

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Name

Signature

5/12/10
Date

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By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone #
SHERRY L NEWELL	Sherry L Newell	5-11-10	CLEAR w/CLAD Single Subject English	916-761-5761
MAYER WISOTSKY	Mayer Wisotsky	5-11-10	Gen Secondary 7-14 Life Cred.	916-331-9316
JAMES M. CARROLL	James M Carroll	5-11-10	CLEAR LIFE SINGLE SUBJECT BIOLOGY, MUSIC, ART, EARTH SCIENCE, CLAD	916-765-7111
Carolyn Bakken	Carolyn A. Bakken	5-11-10	Elementary Ed K-8 Social Science - Life credential	916-985-2456
Susan Pagel	Susan Pagel	5-11-10	Elementary K-8	916-223-2439
Traci Roth	Traci Roth	5.11.10	Elementary K-8	916-771-9971

9.1.01

PARTNERSHIPS FOR STUDENT-CENTERED LEARNING CHARTER PETITION

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Signature — Date: 5/12/10

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By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone #
Jeff Quayle		5/11/10	Multiple Sub. Cred. CLAD emphasis	916-612-0204
Carole McGriff	Carole McGriff	5/11/10	Multiple K-12 Sub. Cred + CLAD	916 515-8383
Jaynee Hannaford		5/11/10	Multiple subject + CLAD Masters Degree	530-329-5882
Kimberly Burke	Kimberly Burke	5/11/10	Single Subject Math w/ Computer Apps	(916) 984-0883
Ken Donis		5/11/10	Multi Subj Clad K-12 Math/Science supplemental	916 353-2861
Cindy Bauman	CDBauman	5-11-10	Single-Subject Health Science CLAD	916 798-8113

LL'01

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:
Glen Edwards Middle School
Mini Master Plan Presentation

AGENDA ITEM AREA:
Discussion

REQUESTED BY:
Cathy Allen
Assistant Superintendent

ENCLOSURES:
No

DEPARTMENT:
Facilities & Maintenance Services

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
May 18, 2010

ROLL CALL REQUIRED:
No

BACKGROUND:

The District undertook the process to develop a "Mini Master Plan" for the Glen Edwards Middle School (GEMS) campus in an effort to determine whether it was feasible, both programmatically and financially, to modernize GEMS to the District middle school standard using Twelve Bridges Middle School as a base. The District utilized the services of Rainforth Grau Architects to work with GEMS' and District staff to develop the plan which will be presented to the Board for discussion this evening. The Mini Master Plan will be included in the District's final Facilities Master Plan which will be brought to the Board in June.

ADMINISTRATION RECOMMENDATION:

None required.

wp/rk/factform

10.2

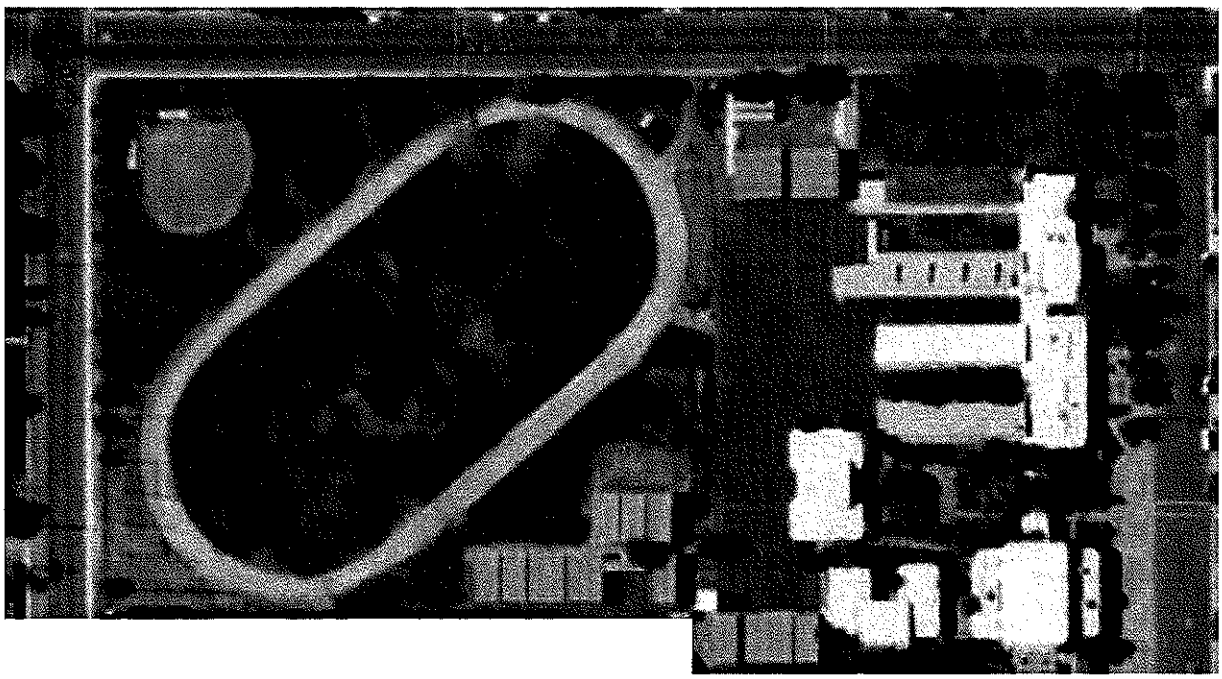
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1. Project Directory

2. Facilities Master Plan

3. Master Planning Meeting Minutes

4. California Department of Education Attachments



GLEN EDWARDS MIDDLE SCHOOL

10.2.1

1. PROJECT DIRECTORY

Western Placer Unified School District
600 Sixth Street, Suite 400 Lincoln, CA 95648

Superintendent

Scott Leaman

Board of Education

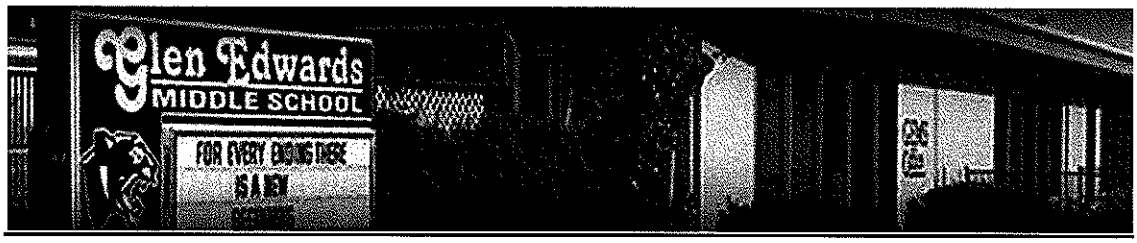
Paul Carras, *President*
Brian Haley, *Vice President*
Ana Stevenson, *Clerk*
Terry Gage, *Member*
Paul Long, *Member*

Glen Edwards Master Plan Participants

Cathy Allen, *Assistant Superintendent, Facilities & Maintenance Services*
Mary Boyle, *Assistant Superintendent, Educational Services*
Heather Von Aesch, *Facilities Planner*

Michael Doherty, *Principal*
Daniela Thompson, *Assistant Principal*
Dan Alcorn, *Teacher*
Jeff Dardis, *Food Service Director*
Jen Freymond, *Secretary*
Wendy Hamasaki, *Teacher*
Christopher Landon, *Teacher*
David Luci, *Teacher*
Bob Lyons, *Tech Director*
Deb Morrison, *Teacher*
Ed Newberry, *Teacher*

Francisco Ramirez, *Rainforth Grau Architects*
Tim DeWitt, *Rainforth Grau Architects*



10.2.2

2. Facilities Master Plan

Campus History

District Vision Statement

District Master Plan Goals

Introduction to the Facilities Master Plan Process

Glen Edwards Middle School Master Plan Goals

Audit of Existing Facilities

Facilities Needs Assessment

- Existing Campus Plan

Master Plan Implementation

- Master Plan Concept Sketch
- Master Plan Phasing Schedule



Campus History

Glen Edwards Middle School, affectionately known as GEMS, has been a community centered campus for more than 40 years. Originally designed as a Kindergarten through Eighth grade campus it is bounded by Second and Third Streets and O and L Streets in downtown Lincoln. The initial construction of the campus was in 1965 consisting of four permanent buildings. In 1992 five additional permanent buildings were added. All of the buildings are of a single story design. The entire facility is considered to be of good quality and in good condition. Over the years portable buildings have been added to accommodate a changing student enrollment. The campus currently houses 626 Sixth, Seventh and Eighth grade students.

District 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.



10.2.4

District Master Plan Goals

1. Develop and continually upgrade a well-articulated K-12 academic program that challenges all students to achieve their highest potential.

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, local government, business, service organizations, etc. as partners in the education of our students.

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

Community Connection

"While the Lincoln community continues to grow, Glen Edwards Middle School maintains its steadfast presence in the downtown area. It was important to the residents and the District that a centrally located site be maintained to keep this community connection in the downtown area and also to keep a site at these grade levels that would allow students to continue to easily walk or bike to school and other activities located on campus. Not only does it retain the desired small town feel to the surrounding area, but it also keeps the downtown region connected with not only school children but also the Western Placer Unified School District as a whole."



10.2.5

Introduction to the Facilities Master Plan Process

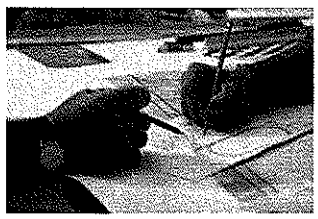
As knowledge changes so does education. And as education changes, so do the structures and grounds in which it is taught. Few would expect to construct a school of today with plans and materials and technology systems of yesteryear. Those "yesteryear schools" with life remaining need help in responding to the education environments demanded by the newer knowledge now required.

Adaptation begins with a survey of existing facilities – an audit of assets and liabilities. These features, permanent and temporary, need to be understood for the reasons they are there now and what duty they may or may not serve in a new plan. The audit is often done outside of the requirements of the educational program.

With that wealth of information at hand, the building and site features required to provide the district's program of education delivery is overlaid on the plan of existing facilities. Obvious and subtle differences appear to the educators and planners involved. These "differences" are finally identified in the Facility Needs Assessment and are expressed in graphic sketch plans, charts and lists.

The Master Plan, which is the goal of this process, is the summation of many ideas debated and settled upon by the planning group and it resolves the demands of the Facilities Needs Assessment, as it best may.

It is common that older buildings experience a partial or whole change of use. Buildings that are unable to be changed in a practical manner must be replaced with new ones. Most can enjoy an extended life of good use by "modernizing" them with significant replacement of systems and features to standards equal to anything the school district may build as new. While site size is normally difficult to change it is also the most flexible program requirement at state and local levels. Circumstances of economics and opportunity limit urban school site areas from those possible in suburban or rural areas. Still, physical education is expected at all locations. Usually, not every one of the district's physical needs can be accommodated but the goal is always there. The Glen Edwards Middle School might be further improved in future years with expansion onto the adjacent First Street School site. However, that remains for future discussions.



10.2.6

Glen Edwards Middle School Master Plan Goals

1. Convert the existing campus into a full functioning District level Middle School.

2. Create an atmosphere of academic excellence that invites community involvement.

3. Reveal a strong academic force to the community by the placement and structure of the buildings with plenty of gathering places both inside and outside inviting them to take part in the educational process.

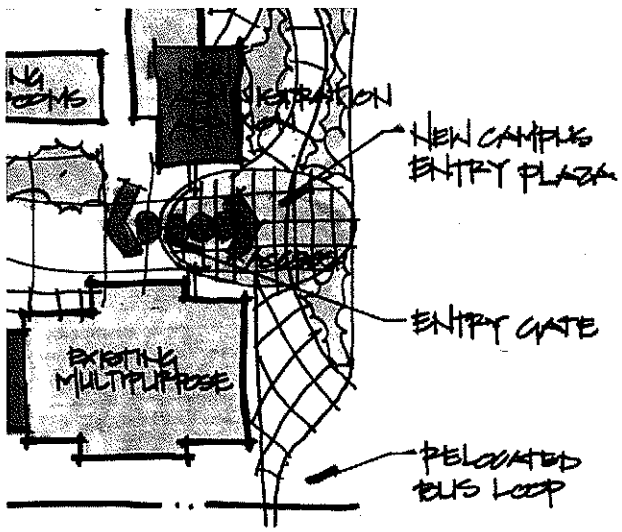
4. Create a safer more secure campus for students and staff.

5. Configure classrooms to support grade level clustering and academies.

6. Create a front door for the campus.

7. Provide both staff and visitor parking.

8. Promote a sustainable facility and natural lighting.



10.27

Audit of Existing Facilities

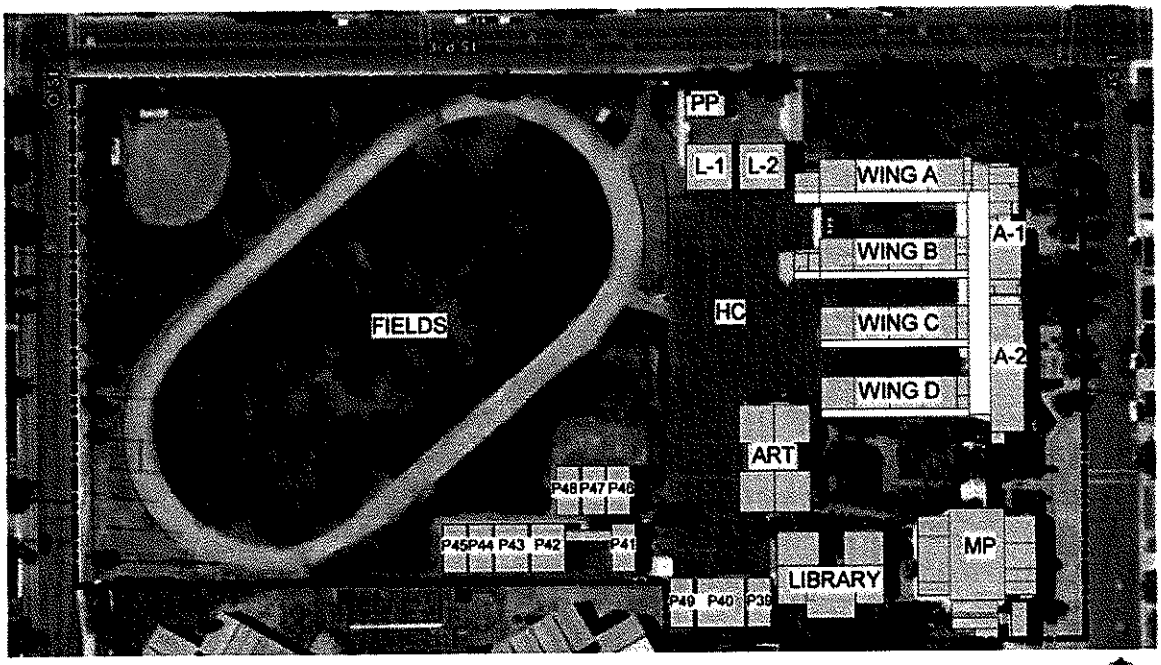
	Glen Edwards Middle School Existing Current ADA# 626	**Glen Edwards Middle School** Master Plan ADA# 1200	**Western Placer Unified School District** Benchmark ADA# 1,100
School Component	**Number of Teaching Stations**	**Number of Teaching Stations**	**Number of Teaching Stations**
Classrooms:			
6th Grade	7 Permanent	10	10
7th Grade	5 Permanent	10	12
8th Grade	5 Permanent 1 Portable	10	13
Not Used	2 Permanent 2 Portable		
Electives:			
Electives #1 (Visual Art Lab)	1 Permanent	1	1
Electives #2 (Technology Lab / Engineering)		1	1
Electives #3 (Instructional Computer Lab)	1 Permanent	1	1
Science Lab	2 Portable	4	4
Music and Drama	1 Portable	1	1
Computer Lab	1 Portable	1	1
Library / Media Center	Undersized	X	X
Special Education / Special Services	3 Permanent 2 Portable	2	2
Multipurpose / Stage	X	X	X
Gym/ P.E.	2 Permanent 2 Portable	X	X
Food Service	X	X	X
Administration	Undersized	X	X
	Total Acreage: 10.9		Total Acreage: 19.0
TOTAL	37	41	46
	11 PORTABLES / 26 PERMANENT	ALL PERMANENT IS THE GOAL	

10.2.8

Facilities Needs Assessment

Conclusions drawn from a comparison of this existing facility audit to the district middle school standard are:

- Site area is 8 acres short of district's newest middle school,
- Equivalency requires an additional eight general education classrooms,
- The present GEMS needs one more Elective Laboratory in Technology / Engineering,
- Two additional Science Laboratories are required,
- GEMS will need a true Gymnasium Facility with accessory spaces.



EXISTING CAMPUS LEGEND

A-1	ADMINISTRATION
A-2	ADMINISTRATION
WING A	CLASSROOMS
WING B	CLASSROOMS
WING C	CLASSROOMS
WING D	CLASSROOMS
ART	ART, SCIENCE, CLASSROOMS
LIBRARY	LIBRARY, CLASSROOMS
MP	MULTI-PURPOSE
P39	PORTABLE CLASSROOM
P40	PORTABLE CLASSROOM
P41	PORTABLE CLASSROOM
P42	PORTABLE CLASSROOM
P43	PORTABLE CLASSROOM
P44	PORTABLE CLASSROOM
P45	PORTABLE CLASSROOM
P46	PORTABLE CLASSROOM
P47	PORTABLE CLASSROOM
P48	PORTABLE CLASSROOM
P49	PORTABLE CLASSROOM
L-1	PORTABLE BOYS LOCKER ROOM
L-2	PORTABLE GIRLS LOCKER ROOM
PP	PANTHER PRIDE

10.29

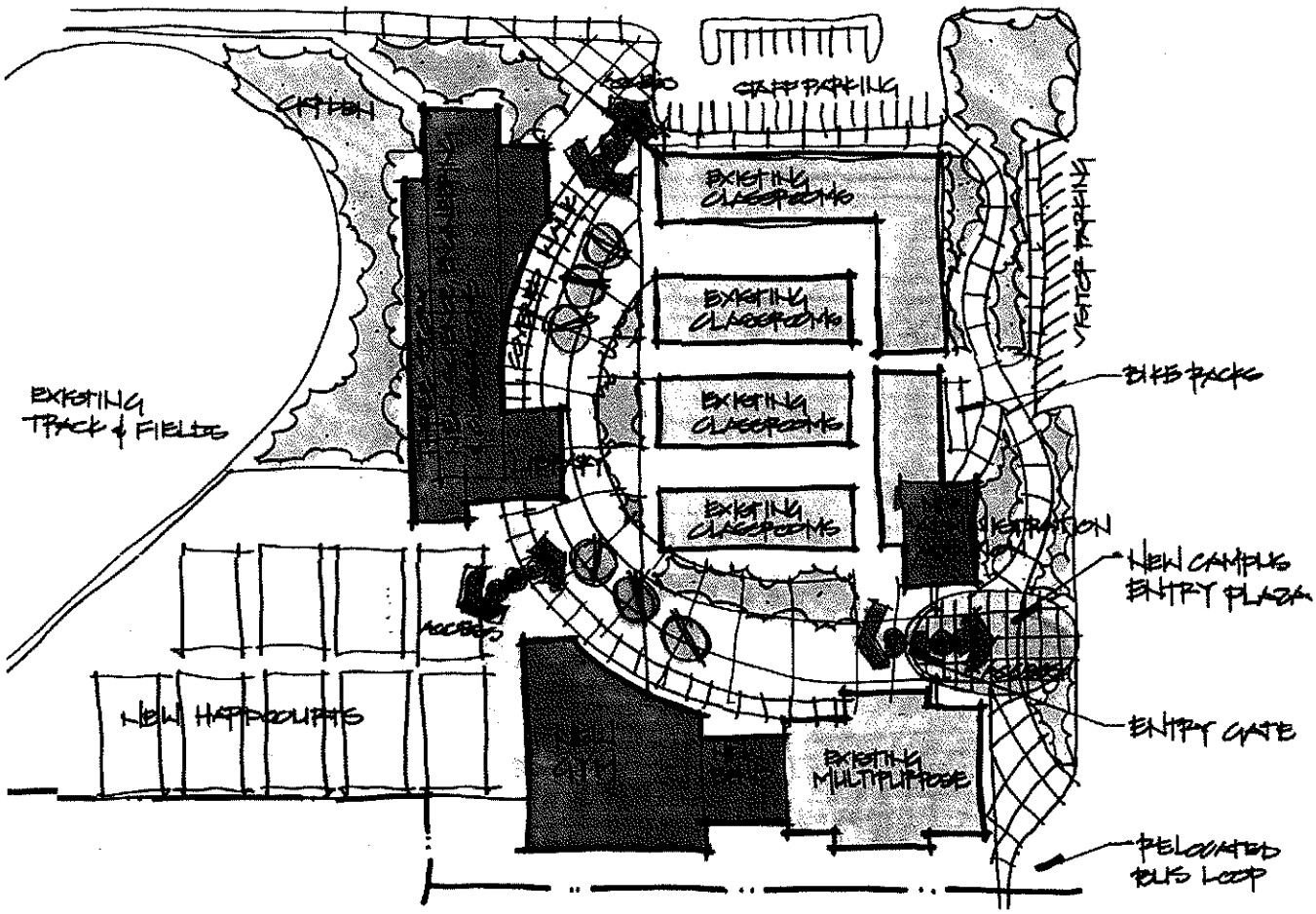
Other important missing or inadequate features observable from the site plan, on-site tours and testimony from the school Principal, Instructors and District Administrators are:

- Existing Library is inadequate to serve a middle school population of 1200 and is remote from classrooms and circulation,
- Administration spaces are unorganized and not prepared to serve a student population of 1200 and difficult for visitors to locate,
- Multipurpose Room size and features are comparable to district's newest Middle School,
- Locker Rooms are remote and housed in temporary construction,
- Outdoor PE Facilities (site is undersized), CDE recommendations for a middle school of 1200 ADA without a track is 18.1 acres and 23.1 acres with a track. See attached CDE Tables 4 and 5.
- Music and Drama are inadequate,
- Outdoor Dining will not be adequate for 1200 students,
- Parking is inadequate,
- Bus Loop and Pedestrian Access are in conflict,
- Food Service Storage and Security need serious attention,
- Lack of an obvious and clear "Campus Entrance" confuses the public,
- Eleven portables are not a durable construction, especially for Locker Rooms,
- Clustering by grade levels is not possible, as grades are distributed randomly and
- Site features and most buildings are not in full compliance with the Americans with Disabilities Act.

Where these needs cannot be accommodated within an existing space or building new space will need to be provided. Where space and location are appropriate changes of use may be made through modernization construction.

Master Plan Implementation

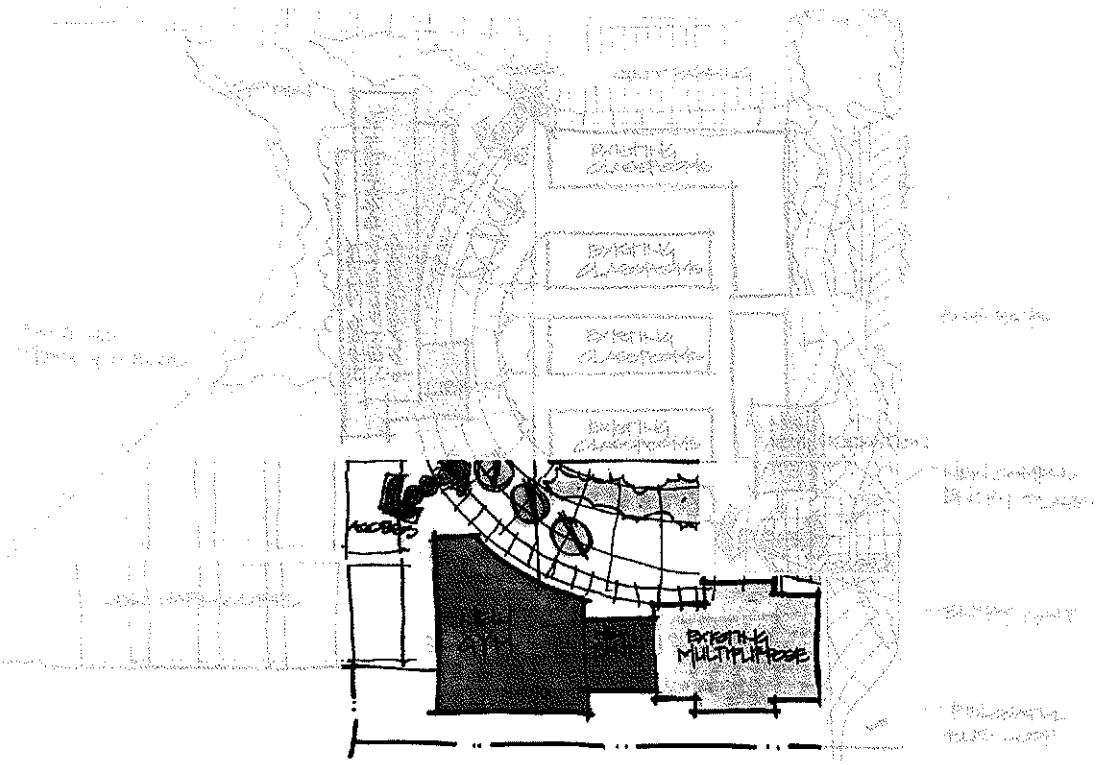
The Master Plan presented herein is the product of this process and the contributions of the entire Planning Team of educators, administrators, specialists and architects. In summary, this plan recommends a broad mixture of modernization and new construction, building additions and site reconfiguration and demolition, removal of portables and some change of use via re-organization and re-assignment of use. While comprehensive and difficult with temporary displacements, it is a complete plan that is feasible in four phases of differing complexity.



Master Plan Concept Sketch

10.2.11

Phase I



Work begins with a scope of work that resolves one of the two great deficiencies of the present middle school – the need for a true GYMNASIUM FACILITY. This will also MODERNIZE the present MULTIPURPOSE Building and correct Food Service safety and security issues. This phase works along the south edge of the site and ignites the renewal of the Glen Edwards Middle School.

The entire LIBRARY and ART Buildings with their attached CLASSROOMS and nearby SITEWORK are DEMOLISHED,

PORTABLE CLASSROOM Buildings P-39 and P-49 (unused classrooms) and the over-sized PORTABLE P-40 (Music) are REMOVED (relocated, sold or demolished),

The MUSIC program will be RELOCATED to a temporary space on campus for the first construction period of about 18 months,

The New GYMNASIUM Building and MUSIC (Band and Choral) will be constructed with connection to the present Multipurpose Building and Stage,

10.2.12

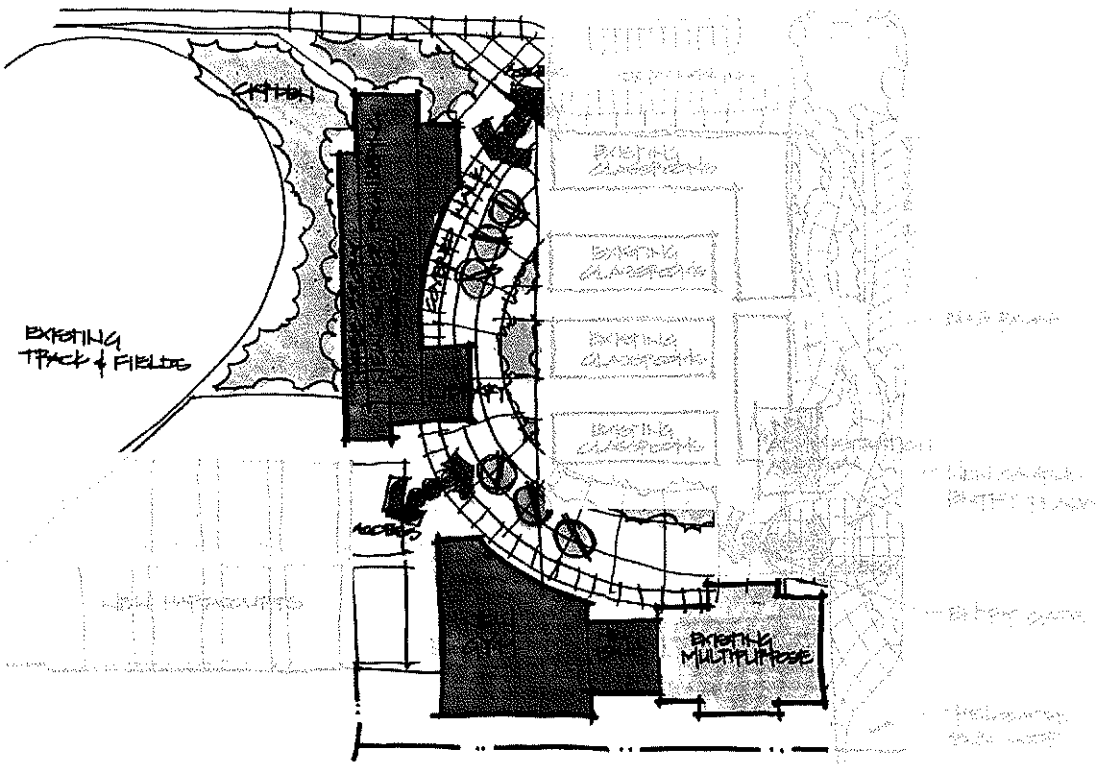
The MULTIPURPOSE Building and FOOD SERVICE will be fully MODERNIZED,

Campus OUTDOOR GATHERING and DINING areas with coordinated covered areas will start in the area between the new construction and present Classroom Wing "E",

HARD COURT areas will be expanded around the present Portables P-41 through P-46 (preparing for start of Phase II),

Existing campus UTILITIES will be master planned at this phase with extensions of present services or preparations for new services, as required and

Campus CIRCULATION AND SAFETY are MAINTAINED with defined limits of construction that do not cut-off access.



This portion of Phase I work will render the largest benefit to the new Glen Edwards Middle School. It will establish a learning and elective study center clearly related to the existing academic core of the campus. As in earlier work this will require some short-term functional compromises but worth the reward when done.

10.2.13

This construction in the heart of the campus will be cleared with removal of the temporary Boys' and Girls' Locker Rooms at the north and demolition of two-thirds of the current hard court area and the Panther Pride portable will be relocated for extended use,

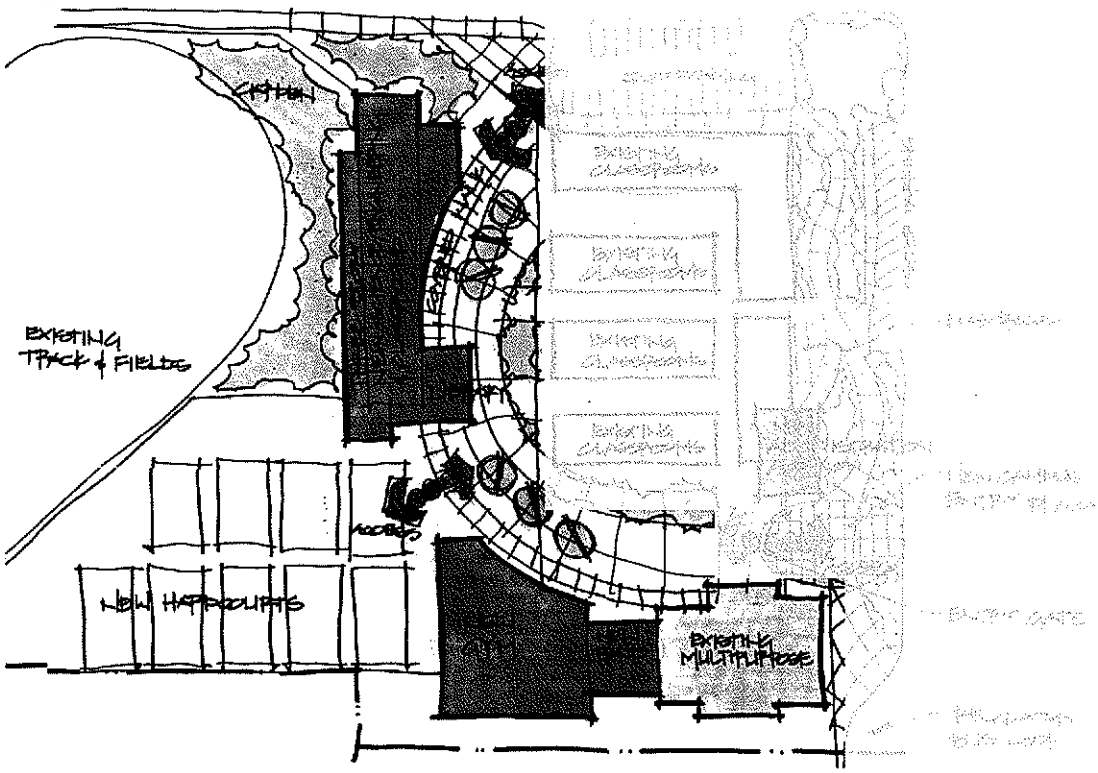
Immediately, a NEW BUILDING will be constructed housing a

Library,
Art Studio,
General Education Classrooms,
An Elective Laboratory for Technology / Engineering,
Four Science Laboratories and
Special Education / Special Services Teaching Stations

to complete the curriculum needs of the middle school and

Site work replacement will extend the CENTRAL CIRCULATION from the modernized Multipurpose Building almost to Third Street and UTILITY DISTRIBUTION and services reconstruction will continue in preparation for Phase III.

Phase II



This phase is quickly done at a convenient summer break period and simply removes temporary facilities and cleans up Site work started in Phase I.

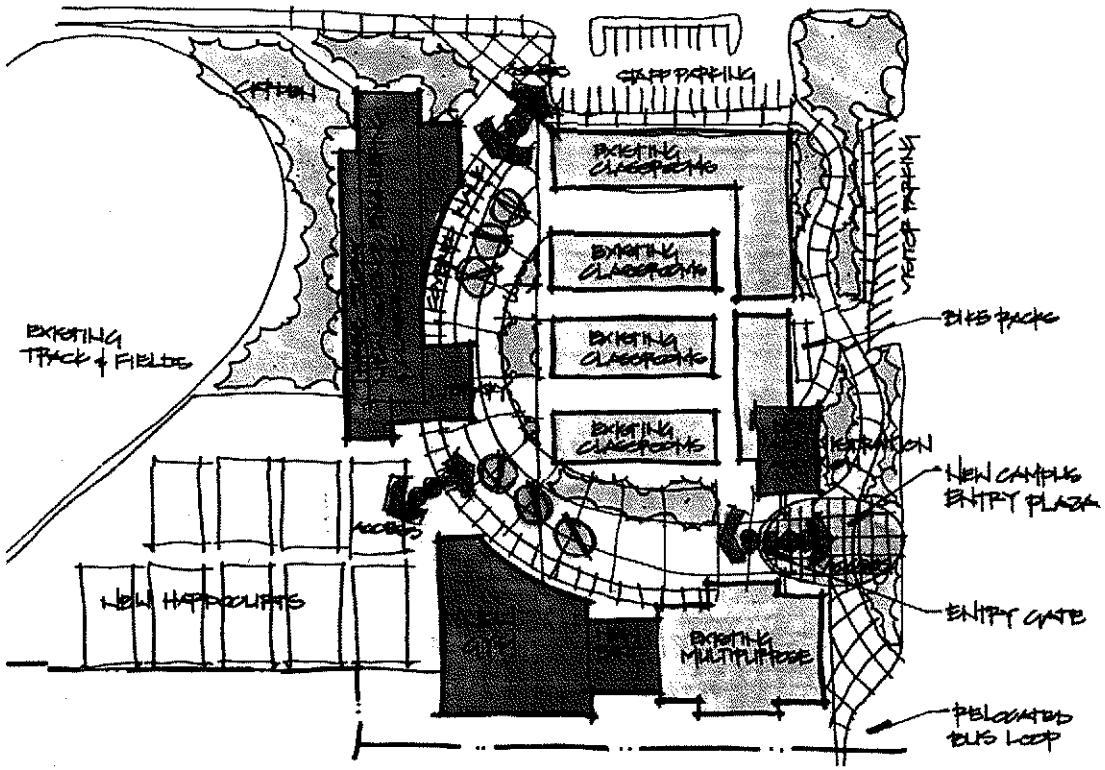
10.2.14

PORTABLE CLASSROOMS Buildings P-41 through P-48 are REMOVED (relocated, sold or demolished) and

HARD COURT EXPANSION is completed in that area under the removed portables.

The campus now looks complete, but still needs re-finishing inside the original school buildings.

Phase III



The final phase of this master plan work looks at the remaining permanent buildings and addresses their issues of age and the changes in curriculum and teaching methods since their construction 45 years ago. It also resolves administrative matters of enrollment size but the site cannot physically accept modern parking requirements for its size of staff and educational programs providers.

CLASSROOMS WINGS "A" through "D" are MODERNIZED with:

An aggressive program of mechanical, electrical systems replacement
(heating and air conditioning, lighting, power distribution, data and communications),
Replacement of finish materials within current district standards
(ceiling systems, wall coverings, floor finishes),
Casework replacement,

10.2.15

Door system replacement,
Accommodation of the Americans with Disabilities Act features,
Re-roofing, as required,
And such other scope of work as identified with district departments.

The "ADMINISTRATION WING" along L Street will be MODERNIZED similarly to that of the Classroom Wings,

SCHOOL ADMINISTRATION will be housed in MODERNIZED areas it now occupies and an area of ADDITIONAL EXPANSION which will "anchor" the school entrance on L Street with a NEW PLAZA (occasional visitors will have little doubt about where to go before entering campus).

Completing the new Glen Edwards Middle School Plan will be

Relocation of the bus loop to the south on L Street,
Construction of new Visitor Parking near the new Office location,
Relocation of Staff Parking closer to the school onto Third Street and
Completing the New Campus Entrance on L Street with a Plaza that connects the Office with the modernized Multipurpose Building.

Phasing Discussion

Once the Master Planning Team worked through the visioning, project goals and needs assessment, understanding the phasing for this plan was significant. There are five main components to the Glen Edwards Middle School Master Plan:

1. A new Gymnasium
2. New teaching spaces to support a comprehensive middle school including:
    - Science, Engineering, Art and Computer Labs
    - Library Media Center
    - Classrooms
3. Development of a student quad and outdoor dining space
4. Modernize existing permanent classrooms
5. Expand existing administration, develop a clear main entry into the campus while securing the campus for staff and students.

What became clear from these discussions was the need for both the Gymnasium and Science and Engineering Building. Each of these have strong reasons for why they merit being constructed first. Without currently having a Gymnasium there is no flexibility to deliver a quality physical education program. The Science and Engineering Building provides the much needed teaching facilities that GEMS is currently lacking.

Both of these projects will send clear messages to the community regarding the schools priorities.

Phasing Recommendation and Costs

This final recommendation may need to be revisited depending on additional district research on funding levels but, it was unanimously agreed to that both the **Gymnasium and the Science and Engineering Building should be in Phase I** of the master plan.

The detail of each of these Phases is listed below and further discussed of this work is included in the master plan implementation portion of this document.

Phase I

1.	Demo (E) Art Building	$30,000
2.	Demo (E) Library	$32,000
3.	Remove portable classrooms P-39, P-40 and P-49	$17,000
4.	Construct New Gym	$3,100,000
5.	Construct New Band & Choir Building	$688,000
6.	Modernize Multi Purpose Building and Food Service	$1,600,000
7.	Add New Hardcourts	$410,000
8.	Start Campus Quad & Outdoor Dining	$195,000
9.	Relocate (E) Panther Pride Portable	$8,000
10.	Construct New Science, Engineering Building	$9,913,000
11.	Complete Campus Quad	$462,000
	Total Phase I	**$16,455,000**

Phase II

12.	Remove (E) Portable Buildings (P-41 - P-48 and Portable Toilet Building)	$36,000
13.	Complete Hardcourts	$192,000
	Total Phase II	**$228,000**

Phase III

14.	Modernize (E) Classroom Wings A through D	$2,809,000
15.	Modernize & Expand the (E) Administration	$1,700,000
16.	Relocate (E) Bus Loop	$177,000
17.	Construct New Campus Entry	$38,000
18.	Construct New Staff & Visitor Parking	$460,000
	Total Phase III	**$5,184,000**
	Total Master Plan	**$21,867,000**

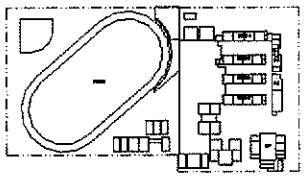
Costs indicated are preliminary budget figures based on master plan documents and replacement costs (2010). Increases for escalation over time must be included when projecting future costs.

10.2.17

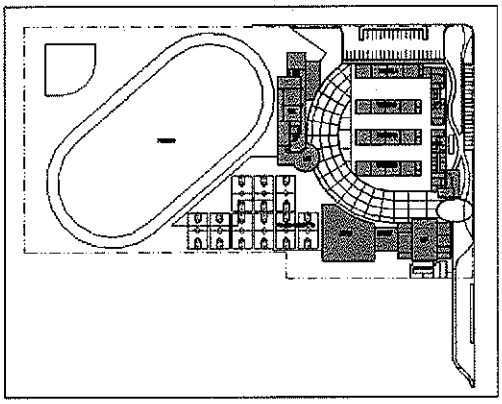
Master Plan Phasing Diagrams

UNIT	EXISTING CAMPUS	T.S.
A-1, A-2	ADMINISTRATION	0
WING A	CLASSROOMS	4
WING B	CLASSROOMS	4
WING C	CLASSROOMS	4
WING D	CLASSROOMS	4
CR	CLASSROOMS	6
P	PORTABLE CLASSROOMS	9
ADMIN	INSTRUCTIONAL COMPUTER LAB	1
22	VISUAL ART CLASSROOM	1*
23, P42	SCIENCE CLASSROOMS	2*
P40	MUSIC AND DRAMA	1*
P41	COMPUTER LAB	1*
27	LIBRARY	0
MP	MULTI-PURPOSE / KITCHEN	0
	TOTAL	32
	* = NOT LOADED CLASSROOMS	

UNIT	NEW MODERNIZED CAMPUS	T.S.	STUDENTS
A-1, A-2	ADMINISTRATION	0	
WING A	CLASSROOMS	4	
WING B	CLASSROOMS	4	
WING C	CLASSROOMS	4	
WING D	CLASSROOMS	4	
CR	CLASSROOMS	23	
8E	INSTRUCTIONAL COMPUTER LAB	1	
8E	ENGINEERING	1*	
8E	VISUAL ART CLASSROOM	1*	
8E	SCIENCE CLASSROOMS	3*	
BAND	MUSIC AND DRAMA	1*	
8E	COMPUTER LAB	1*	
LIB	LIBRARY	0	
MP	MULTI-PURPOSE / KITCHEN	0	
GYM	GYMNASIUM / LOCKER ROOMS	0	
	TOTAL	38	1200
	* = NOT LOADED CLASSROOMS		



EXISTING SITE PLAN



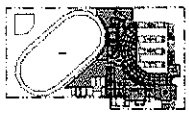
LEGEND
EXIST. BUILDING | PHASE 1 | PHASE 2 | PHASE 3

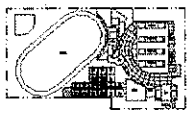
MASTER PLAN PHASES

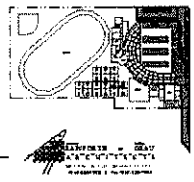
PHASE 1
1 DEMO (E) ART BUILDING
2 DEMO (E) LIBRARY
3 REMOVE (E) PORTABLE BUILDINGS (P39, P40 & P49)
4 CONSTRUCT NEW GYM
5 CONSTRUCT NEW BAND & CHOIR BUILDING
6 MODERNIZE KITCHEN & MULTI PURPOSE
7 ADD NEW HARDCOURTS
8 COMPLETE CAMPUS QUAD & OUTDOOR DINING
9 RELOCATE (E) PANTHER PRIDE PORTABLE
10 REMOVE (E) BOYS & GIRLS LOCKER ROOMS PORTABLES
11 CONSTRUCT NEW SCIENCE ENGINEERING, ART, LIBRARY, & 12 CLASSROOM BUILDING
12 CONSTRUCT RELATED SITEWORK

PHASE 2
13 REMOVE (E) PORTABLE BUILDINGS (P41-P48, PORTABLE TOILET BUILDING)
14 COMPLETE HARDCOURTS

PHASE 3
15 MODERNIZE (E) CLASSROOMS WINGS A THROUGH D
16 MODERNIZE & EXPAND THE (E) ADMINISTRATION
17 RELOCATE (E) BUS LOOP
18 CONSTRUCT NEW CAMPUS ENTRY
19 CONSTRUCT NEW STAFF & VISITOR PARKING



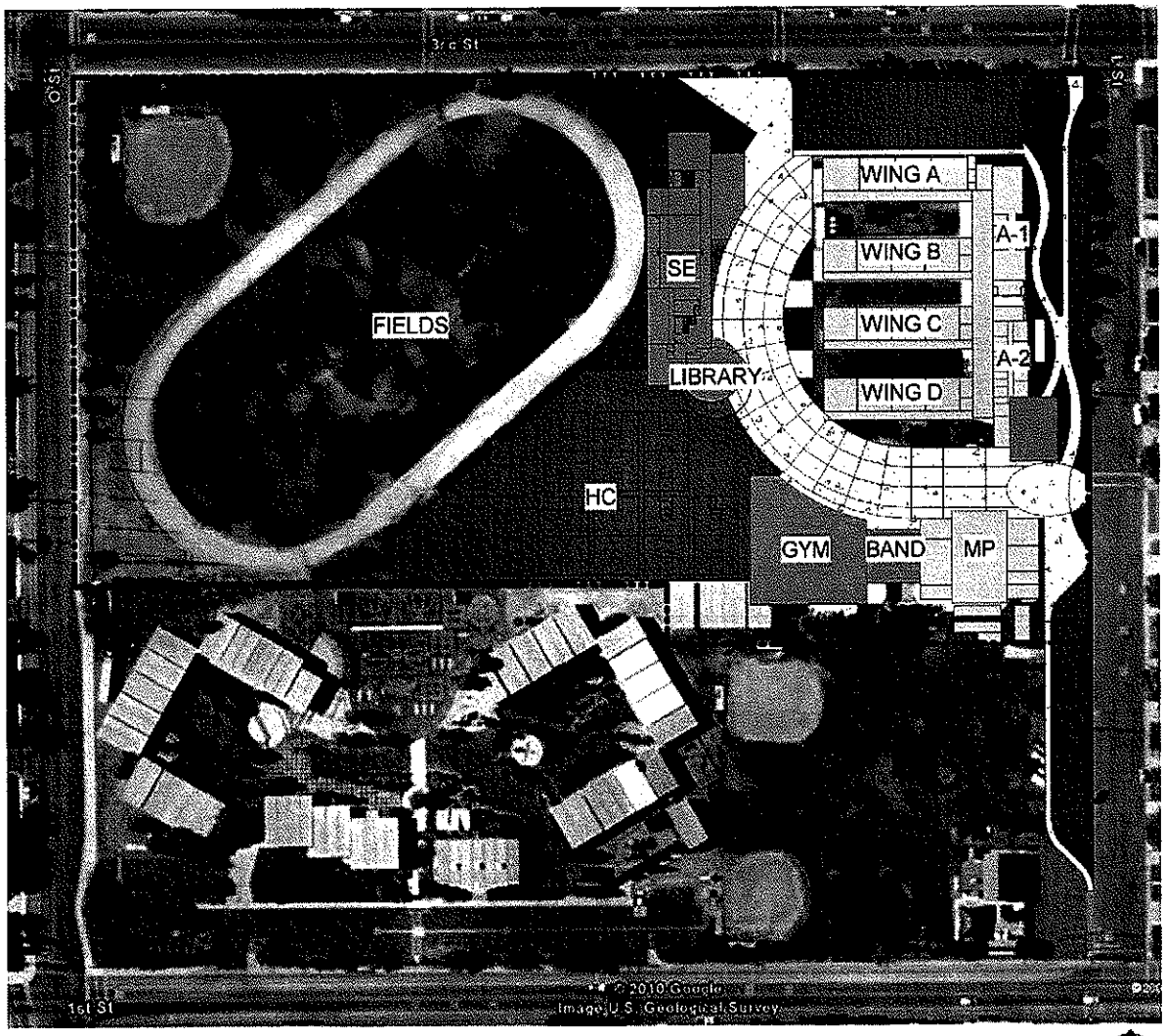




MASTERPLAN
Glen Edwards Middle School
Western Placer Unified School District *April 27, 2010*

10.2.18

Master Plan



PROPOSED MASTER PLAN LEGEND

Phase I

1. Demo (E) Art Building
2. Demo (E) Library
3. Remove portable classrooms P-39, P-40 and P-49
4. Construct New Gym
5. Construct New Band & Choir Building
6. Modernize Multi Purpose Building and Food Service
7. Add New Hardcourts
8. Start Campus Quad & Outdoor Dining
9. Relocate (E) Panther Pride Portable
10. Construct New Science Engineering, Art, Library, & Classroom Building
11. Complete Campus Quad

Phase II

12. Remove (E) Portable Buildings (P-41 through P-48, Portable Toilet Building)
13. Complete Hardcourts

Phase III

14. Modernize (E) Classroom Wings A through D
15. Modernize & Expand the (E) Administration
16. Relocate (E) Bus Loop
17. Construct New Campus Entry
18. Construct New Staff & Visitor Parking

10.2.19

3. Master Planning Meeting Minutes

Michael RAINFORTH & Jeffrey GRAU
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A Professional Corporation •

MEETING SUMMARY

Glen Edwards Middle School
Western Placer Unified School District

Notes Prepared: February 17, 2010
Meeting Date: February 16, 2010
Meeting Location: Glen Edwards Middle School

Present: Heather Marcione, Facilities Planner; Ed Newberry, Teacher; Jen Freymond, Secretary; David Luci, Teacher; Jeff Dardis, Food Service Director; Daniela Thompson, Asst. Principal; Christopher Landon, Teacher; Wendy Hamasaki, Teacher; Deb Morrison, Teacher; Michael Doherty, Principal; Dan Alcorn, Teacher; Bob Lyons, Tech Director; Tim DeWitt, RGA; Francisco Ramirez, RGA

1. Master Plan
   - 1.1 What are the immediate needs for the school?
   - 1.2 Intermediate needs: about 5 years
   - 1.3 Long term needs: 40 years

2. History of Glen Edwards
   - 2.1 Was originally K-8 School
   - 2.2 School campus is about 50 years old
   - 2.3 Has been a middle school about 12 years now

3. Master Plan Goals
   - 3.1 Implement district standards
   - 3.2 Sustainable campus
   - 3.3 Have it last 40 years

4. Process
   - 4.1 Information gathering
     - (A) Site visits
     - (B) Group feedback
   - 4.2 District standards
   - 4.3 Development of the master plan
   - 4.4 Cost analysis
   - 4.5 Prioritizing what our needs for the campus are
   - 4.6 Funding
     - (A) District has a "small pot" (that is dwindling)
     - (B) State can provide money up to 50%

10.2.20

(C) School makes up the other 50%
- Via bond possibly
- Bond campaign benefits entire community & future residents

(D) Financial hardship money
(E) Buildings after 20 years of age become eligible for modernization funding
(F) Developers
(G) Other state grants

5. Updated Site Plan
   5.1 Identified spaces by providing building names, class room numbers, and function

6. Comments on Current Campus
   6.1 Organization of current campus
   (A) 8th grade organized around "quad" area
   (B) 6th grade doesn't currently use science lab but could in the future
   (C) Horticulture area is too shady
   (D) No established main entrance
   (E) Storage areas seem random
   (F) Multi-Purpose room too small for bigger presentation, have to use alternate site
   (G) No visible "front door" to administration
   6.2 Parking
   (A) No staff or visitor parking
   (B) Staff park on 3rd St and enter thru gates near girls locker room and on L St. across from office
   (C) Food deliveries have to be coordinated with bus schedule since they're using bus drop-off area
   6.3 Security Issues
   (A) Many entrances to campus makes it difficult to secure
   (B) Since there is only street parking available, staff vehicles get vandalized
   (C) Limited lighting on L St.
   (D) Overall campus lighting is poor. After hours security lighting levels make the campus unsafe
   (E) Outside food storage area is very susceptible to vandalism due to lack of alarm and cameras
   (F) High school students use the campus as a shortcut
   (G) People use the campus at all hours, even in the middle of the night

9. Wish List
   9.1 Offices for Special Education
   9.2 Bathroom fixtures in both staff and students are outdated and probably not ADA compliant
   9.3 Gym (with storage for wrestling & changing rooms)
   9.4 Technology rooms
   9.5 More science & computer labs
   9.6 Mounted technology, computers
   9.7 Better storage for class rooms, books , gym, janitorial
   9.8 Engineering lab
   9.9 Connection for P.E. and locker rooms (dressing areas)
   9.10 Grouping of class rooms
   9.11 Conference spaces (4-8 people)

10.2.21

February 17, 2010
Glen Edwards Facility Master Plan
Page 3

9.12 Give the Multi-Purpose room a "cleaner" look
9.13 Fix heating and cooling issues
9.14 Make stage ADA compliant
9.15 Science prep rooms
9.16 Fix drafty windows
9.17 Better lighting
9.18 More bulletin & tack boards for posting items in class rooms
9.19 Fix landscaping and drainage issues
9.20 Teacher's bathroom by library
9.21 Smart boards
9.22 Another computer lab
9.23 Document projectors and screens
9.24 Common areas for teachers
9.25 L.E.E.D. certified campus
9.26 Solarization
9.27 Staff work room for entire campus
9.28 Outdoor courtyards for art classes
9.29 Better acoustics for class rooms
9.30 Display cases, around campus, to demonstrate student work
9.31 Better freezer / food storage
9.32 Fix floor drains & power in kitchen area
9.33 Updated phone system
9.34 School parking
9.35 Clocks, speakers, VOIP
9.36 Broadcast studio for broadcasting
9.37 Gym with change room
9.38 Fix chain spacing between wings A & B to allow for more efficient foot traffic
9.39 Increase safety by providing additional lighting & cameras around site
9.40 Fire alarms in class rooms

This is our understanding of the discussion. Please report any significant omissions or errors to our office within three (3) days of receipt of this correspondence.

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Prepared by: Francisco Ramirez
Distribution: All present

Attachment: Thompson's Renovation Wish List for GEMS

10.2.22

Thompson's Renovation Wish List for GEMS

- Gym in close proximity to field:
  - Boys and Girls Locker Rooms w/locks that are ***built in*** to the locker
  - Office for PE teachers in both locker rooms
  - Storage areas for ALL PE equipment
  - Storage area for ALL sports uniforms and related equipment
  - Bleachers

- **ALL** student bathrooms remodeled

- Administration Building/Area:
  - Move entire front of school towards the street to create more space
  - Connect current staff room area with room two to create more space
  - **Enclosed** office space for:
    - ✓ Principal
    - ✓ Principal's Secretary
    - ✓ Assistant Principal
    - ✓ Counselor
    - ✓ Nurse (space w/sink/cabinets/bed/supplies/wheel chair)
    - ✓ School Psychologist
    - ✓ Speech Therapist
    - ✓ Conference room(s) that can seat at least 10 people/white board/computer connectivity
    - ✓ Records Room

- Front Office/Reception Area:
  - Raised/two-tiered counter for intake
  - Desks w/computer stations for clerks
  - Lobby/sitting area
  - Head Clerk Desk that is visible/close proximity to counter
  - Attendance Clerk Area that is somewhat enclosed w/access window from outside
  - Trophy/Display Case
  - Lost and Found Closet/Cabinet

- Staff Room:
  - Remodeled/new restrooms that are separate for men and women and have two stalls
  - Drinking fountain
  - Kitchen/counter space with two refrigerators/freezers; microwaves; and automatic dishwasher
  - Bulletin boards for: union posting/work place docs/job postings
  - Staff mailboxes
  - White board (s)

10.2.23

- Work Room:
  - *Separate* from staff room
  - Copy machines
  - Work Area/Counter Space: paper cutter; die cuts; staplers; tape; hole punch; fax machine; paper binding; and laminator

- Library:
  - Take down walls in room 26 and 28 to expand the library both directions. Or, remodel/turn rooms 20-24 into the library, since there will be a gym; creating a focal point on campus.

- School entrance and perimeter:
  - Proper fencing for the perimeter (like TBMS/LHS) *without* openings other than the front entrance. Campus security will increase as a result.
  - Front approach: organize/expand bus and car drop-off at front. This will be the *only* entrance for students, staff, and guests. Will decrease the amount of students arriving on campus after the 1st bell and unwelcome visitors during the day.
  - Front office: consider having front door *inside* the fence/gate, again to increase security.

- Other:
  - Updated phones for the entire campus
  - Ceiling mounted projectors in all classrooms and staff room
  - Remove old play equipment completely
  - Relocate exercise equipment near gym
  - Repaint parking areas/stalls
  - Fix all leaks in roof
  - Even out concrete/walkways/pavement, especially in courtyard
  - Remove chains along B and C Wing and expand the width to increase student safety during passing time
  - Add surveillance cameras throughout campus

10.2.24

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MEETING SUMMARY

Glen Edwards Middle School
Western Placer Unified School District

Notes Prepared: March 08, 2010
Meeting Date: March 04, 2010
Meeting Location: Glen Edwards Middle School

Present:
Cathy Allen, Asst. Superintendent Facilities & Maintenance Services
Heather Von Aesch, Facilities Planner
Mary Boyle, Asst. Superintendent Educational Services
Jen Freymond, Secretary
Jeff Dardis, Food Service Director
Christopher Landon, Teacher
Wendy Hamasaki, Teacher
Deb Morrison, Teacher
Michael Doherty, Principal
Dan Alcorn, Teacher
Bob Lyons, Tech Director
Tim DeWitt, RGA
Francisco Ramirez, RGA

1. Cathy Allen gave a brief introduction about herself then introduced Tim DeWitt

2. Goals for G.E.M.S.
   - 2.1 Tim DeWitt started with going over some of the overall goals for G.E.M.S. based on discussions from the previous meeting:
     - (A) Converting the existing campus to a full functioning district level middle school
     - (B) Create a safer more secure campus for students and staff
     - (C) Configure classrooms to support grade level clustering and academies
     - (D) Create a "front door" for the campus
     - (E) Provide both staff and visitor parking
     - (F) Sustainable "green" campus with improved natural lighting
   - 2.2 After going over the goals, Tim asked the meeting members to each come up with one goal for our next meeting
   - 2.3 Tim mentioned that Twelve Bridges M.S. is only a benchmark and we are not intending to duplicate
   - 2.3 Once the goals are determined that one vision will be developed

3. Program Identification
   - 3.1 Discussed the different columns on the Program Identification table. The table is broken down into three column headings for number of teaching stations:
     - (A) Current G.E.M.S. (ADA#626)
     - (B) Master Plan for G.E.M.S. (ADA#1200)
     - (C) Twelve Bridges M.S.(ADA#890)

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3.2 After how many and what types of teaching stations is resolved, then we'll work on the rest of the school component needs

4. Option 1
   4.1 Overview of option given:
   (A) Bus loop moved south of multi-purpose room to allow for a more visible entry
   (B) New Gym and higher profile of admin entry
   (C) Clustering of the grade levels
   (D) Pathways on L St. lead to administration
   (E) Four access points in campus for increased security
   (F) Northwest corner of campus would house a two story building for 7th grade
   (G) Southwest corner of campus would house another two story building for 8th grade and library
   (H) Put a covered roof between wings C & D and create a science and engineering classrooms central to the campus
   (I) Multiple quads create, such as the 6th 7th grade quad, and 8th grade quad
   (J) Covered entry between admin and multi-purpose removed for a grander entry and unobstructed view of the new gym

   4.2 General comments & questions:
   (A) Front entry has an open feeling to it
   (B) Public spaces separate from classrooms
   (C) Electives centered
   (D) Is there more liability for having two story classrooms instead of one story? Factors such as stairs, elevators, ADA
   (E) Band room seems far from multi-purpose bldg. , but maybe ok since when they practice it tends to disrupt surrounding classrooms
   (F) Can the computer lab be attached to the library?
   (G) Doesn't seem to have a lot of outdoor dining areas
   (H) Parking layout looks good
   (I) Create a more inviting atmosphere for families to participate, maybe more outdoor covered areas would help

5. Option 2
   5.1 Overview of option given:
   (A) Kept more of the existing buildings intact
   (B) Library bldg. remains in this option
   (C) Three story bldg. to house science and engineering along with 8th and some 7th grade
   (D) Modernize all existing classrooms (state funding could help do this)
   (E) New Gym, bus loop, main entry, parking are similar as in option 1
   (F) More secure campus with only three access locations

   5.2 General comments & questions:
   (A) Three story bldg. makes a strong statement, can be a source of pride for G.E.M.S. Can be the "beacon" of the campus
   (B) Hardcourt area seems a little small
   (C) Creates a barrier between hardcourts and track

6. Option 3
   6.1 Overview of option given:

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(A) Three story bldg, new Gym, bus loop, main entry, parking are similar as in option 2
(B) By removing existing library bldg, gives the campus a better organization and allows for a nicer pedestrian walkway and allows the new gym and band room to be next to the multi-purpose room
(C) Added a band room that connects to existing multi-purpose
(D) more generous hardcourt area, which is important since the state requires a certain amount of hardcourts based on student population
(E) Also has three access location to help secure the campus
(F) All student classrooms out of "public" space area

6.2 General comments & questions:
(A) Has a stronger public space area
(B) One 3 story bldg more economical than two 2 story
(C) Likes flowing swoop, maybe pull back library to allow for a stronger pedestrian walkway
(D) 3rd St. residents only face the narrow side of the three story, which makes it less imposing on the residents, and the wide side is set further back on the campus so building presence is also minimized on the residents of L St.
(E) As mentioned on option 2, the three story really makes a strong statement about the campus
(F) Band room location works really well next to the multi-purpose bldg.
(G) This option makes it easiest in terms of phasing the construction of the project
(H) With this option, can easily envision the campus as source of pride for the community

7. Overview and general discussions:
7.1 G.E.M.S would likely stay at 1200 students. District boundaries, which dictate student population not expected to be redrawn
7.2 Putting solar panels on top of three story building, not only for sustainability reasons, but to use it as a teaching tool for the students
7.3 No portable classrooms with any of the options presented
7.4 Economically more feasible to improve campus than build a brand new campus. Also DSA process is easier with existing campus
7.5 To expand this campus, there would be multiple types of funding used
7.6 The construction would be done in phases
7.7 There is a need to expand the campus, eventually some of the students from Twelve Bridges M.S. would come here. There's is also continual growth in the community
7.8 Not known yet when expansion plan would be implemented

8. Action:
8.1 RGA to provide building plans so staff can insert program into option 3 by next meeting
8.2 Meeting members to submit goals for the campus, that was brought up earlier in this meeting, to Heather by March 19th

Next meeting scheduled for April 14, 2010

This is our understanding of the discussion. Please report any significant omissions or errors to our office within three (3) days of receipt of this correspondence.

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Prepared by: Francisco Ramirez
Distribution: All present
Attachments

10.2.27

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MEETING SUMMARY

Glen Edwards Middle School
Western Placer Unified School District

Notes Prepared: April 27, 2010
Meeting Date: April 14, 2010
Meeting Location: Glen Edwards Middle School

Present:
Cathy Allen, Asst. Superintendent Facilities & Maintenance Services
Heather Von Aesch, Facilities Planner
Mary Boyle, Asst. Superintendent Educational Services
Jen Freymond, Secretary
Jeff Dardis, Food Service Director
Daniela Thompson, Asst. Principal
Christopher Landon, Teacher
Wendy Hamasaki, Teacher
Deb Morrison, Teacher
Michael Doherty, Principal
Dan Alcorn, Teacher
Bob Lyons, Tech Director
Ed Newberry, Teacher
Tim DeWitt, RGA
Francisco Ramirez, RGA

1. Tim handed out the G.E.M.S. Master Plan for the group to review
   - 1.1 Tim briefly did an overview of the handout
   - 1.2 Would be nice to have a decision for the first week of June board meeting
   - 1.3 Tim reminded the group that this is a draft and needs the Master Plan Participants input in order to complete it
   - 1.4 The concept of options for the project was discussed
   - 1.5 Need to start thinking about which phases to do, and in what order, and reminded group that current proposed phases may not be the right order

2. G.E.M.S. Master Plan discussion
   - 2.1 Audit of Existing Facilities (page 8)
     - (A) The proposed Master Plan for 1,200 students is being evaluated against a district benchmark
     - (B) Table was amended after input from group
   - 2.2 Facilities Needs Assessment (page 9 & 10)
     - (A) Existing site is 8 acres short of newest middle school
     - (B) Currently some of the spaces are underutilized
     - (C) More science labs are needed
     - (D) Existing library won't be able to serve 1,200 students
     - (E) Administration building needs a better entry
     - (F) Multi-purpose, food service needs to be modernized
     - (G) ADA issues throughout entire campus needs to be addressed during each phase

10.2.28

(H) Discussion about the undersized area of fields & hardcourts was a concern of the group. Although this plan is unable to resolve this issue, future district wide alternatives may aid in a solution to this situation

2.3 Master Plan Implementation (page 11)

(A) Phasing
- What is the priority?

(B) Do we demo library & art for new gym first(Phase 1) or maybe science & engineering building(SEB) first(Phase 2), but takes out hardcourts?
Discussion:
- More portables might be needed temporarily if gym is built first, but there are some classrooms currently that aren't being used that can be occupied instead of using temporary portables
- Gym is needed for a full middle school program
- Currently P.E. has no location during lunch time, which gives no flexibility for the P.E. department
- Getting entire campus together under one roof for rallies, functions, and presentations would be great for school pride
- Food service could be modernized when gym is constructed
- Gym would go up faster than the SEB
- Better initial visibility with gym first
- Since Lincoln is a sport's town, gym would have a lot of appeal to parents

(C) How realistic is a 1200 ADA?
- Cathy- Since it's cheaper to expand current campus rather than build new ones, it makes more sense economically to expand GEMS to handle the projected enrollment growth of Lincoln. The 1200 ADA is on target to the projected enrollment

(D) What' the future of 1st Street School?
- Cathy- Don't think it will be around much longer. Eventually there be more room on Creekside Oaks ES. The current location of 1st Street might be used for other district needs, such as administration.

(E) Current site plan is not dependant on rest of site.
- If 1st Street School moves, fields could be move south, and food service could be expanded

(F) What if Science & Engineering Bldg(SEB) was constructed first?
- Sends an academic message to the community
- Families would prefer SEB first instead of gym to help their children stay on par academically with Twelve Bridges.
- Lockers would have to be relocated reducing the hardcourt areas even further
- This option would have the least impact on needing temporary classrooms in that it would be built on the hardcourts
- Additional temporary hardcourts would need to be provided. Possibly even located inside track area, if no other space can be identified

3. Tim reminded group that this master plan is in the preliminary phases and that needs board review and approval prior to public discussions occurring

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4. Very important how master plan gets presented to the public and the school board

5. Process for going forward with master plan:
   - 5.1 School board will listen to this group and recommendation
   - 5.2 Polling for bond, to see how much the community would favor a local bond.
     - (A) In the district's last poll done, building new high schools and elementary schools rated last.
     - (B) GEMS modernization rated on top of the poll
     - (C) Modernizing and science scored much higher than adding a new gym in last poll

6. Staging area and construction
   - 6.1 Would go on north side of campus, where the future parking would be or another possibility is on the south side of campus, south of the future gym
   - 6.2 Plywood barriers would be utilized to help minimize distractions
   - 6.3 Construction would be coordinated around testing dates to reduce noise levels
   - 6.4 Heavy construction could be done preferably during summer or evenings

7. If bond passes in November 2010, we would know the exact phasing by that time
   - 7.1 Polling would help dictate phasing options
   - 7.2 Cathy mentioned that it would difficult to predict how long of a gap there would be between Phase 1 and Phase 2
     - (A) It would primarily be dictated by the bonding capacity, which she would know by November 2010.
     - (B) If phases are delayed significantly, and the SEB is built first, it would impact the P.E. program quite a bit
     - (C) If P.E. is impacted for more than 6 years; teachers would be willing to move and vote for gym first
       - A temporary hardcourt could be built in middle of track
   - 7.3 Cycle of bonds
     - (A) Election year
       - Need a 55% approval rating
       - cheaper to run a bond campaign
     - (B) Non-election year
       - 2/3 majority needed for passage
     - (C) Not enough time to make it for June election
     - (D) 2 year cycle (1 1/2 years to do construction)
     - (E) This would be a 100% locally funded bond
       - School is eligible for modernization of older buildings but not for the new gym or SEB
       - District would have a marketing campaign for this bond promoting this master plan

8. May 18th next board meeting
   - 8.1 Would be nice if someone from the group could represent the interests phase 1 and another member to represent phase 2
9. Took a hand vote with the committee members which was 6-2 to build the gym first

10. After further discussions, the group felt it would make more sense to merge phase 1 and 2
    - 10.1 Even with phase 1 & 2 merged together, they would still be constructed in phases

11. Currently it's a great time to build since construction cost are low.

10.2.30

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11.1 The more we delay, the more it will cost to implement the master plan
11.2 Approximate construction cost for master plan is $20 million.

12. Goals from committee members can still be incorporated into description
12.1 Email to Cathy who will then forward to RGA

Next meeting scheduled for April 28, 2010

This is our understanding of the discussion. Please report any significant omissions or errors to our office within three (3) days of receipt of this correspondence.

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Prepared by: Francisco Ramirez
Distribution: All present
Attachments

10.2.31

4. California Department of Education Attachments

Table 4 Site Requirements for Grades Six Through Eight

	Enrollment								
	Up to 75	*76 to 150*	*151 to 300*	*301 to 450*	*451 to 600*	*601 to 750*	*751 to 900*	*901 to 1,050*	*1,051 to 1,200*
Type of outdoor facility	*Number of facilities required*								
G Field area 260' × 260'	1	1							
H Field area 260' × 460'			1	1	1	1	2	2	2
I Field area 240' × 300'					1	1			1
J Hardcourt area 90' × 100'	1	2	3	3	4	4	5	5	6
K Hardcourt area 100' × 120'				2	2	3	3	3	3
P Apparatus area (1,000 sq. ft.)	1	2	2	3	3	3	4	4	4
Percentage factor for layout	30	30	25	25	20	20	15	15	15
Area use	*Number of usable acres required*								
Physical education	2.3	2.7	4.3	5.0	7.0	7.3	8.5	8.5	10.7
Buildings and grounds	0.6	1.4	2.1	2.7	3.3	4.1	4.9	5.8	6.6
Parking and roads	0.3	0.3	0.3	0.4	0.4	0.5	0.6	0.7	0.8
Total acres without CSR	3.2	4.4	6.7	8.1	10.7	11.9	14.0	15.0	18.1
Class size reduction	*Number of usable acres added*								
Added acreage for buildings and grounds	0.1	0.2	0.3	0.5	0.7	0.9	1.0	1.2	1.4
Added acreage for parking and roads	0.1	0.1	0.1	0.2	0.2	0.3	0.3	0.4	0.4
Total acres with CSR	3.4	4.7	7.1	8.8	11.6	12.9	15.3	16.6	19.9

Note: These specifications are intended for grades six, seven, and eight or a combination of grades seven and eight. If facilities for football and track are not required, use the specifications on this table; if they are required, see the specifications in Table 5.

10.2.32

Table 5 Site Requirements for Grades Six Through Nine

	Enrollment								
	Up to 75	*76 to 150*	*151 to 300*	*301 to 450*	*451 to 600*	*601 to 750*	*751 to 900*	*901 to 1,050*	*1,051 to 1,200*
Type of outdoor facility	*Number of facilities required*								
G Field area 260' × 260'			1		1	1			
H Field area 260' × 460'				1			1	1	1
J Hardcourt area 90' × 100'	1	2	3	3	4	4	5	5	6
K Hardcourt area 100' × 120'				2	2	3	3	3	3
L Field area 360' × 360'	1	1	1	1	1	1	1	1	1
M Field area 300' × 750'					1	1	1	1	1
P Apparatus area (1,000 sq. ft.)	1	2	2	3	3	3	4	4	4
Percentage factor for layout	30	30	25	25	20	20	20	20	20
Area use	*Number of usable acres required*								
Physical education	4.2	4.5	6.5	8.7	13.4	13.7	15.4	15.4	15.7
Buildings and grounds	0.8	1.6	2.3	3.0	3.6	4.2	4.9	5.8	6.6
Parking and roads	0.3	0.3	0.3	0.4	0.4	0.5	0.6	0.7	0.8
Total acres without CSR	5.3	6.4	9.1	12.1	17.4	18.4	20.9	21.9	23.1
Class size reduction	*Number of usable acres added*								
Added acreage for buildings and grounds	0.1	0.2	0.3	0.5	0.7	0.9	1.0	1.2	1.4
Added acreage for parking and roads	0.1	0.1	0.1	0.2	0.2	0.3	0.3	0.4	0.4
Total acres with CSR	5.5	6.7	9.5	12.8	18.3	19.6	22.2	23.5	24.9

Note: These specifications are intended for any combination of grades six, seven, eight, and nine and include area requirements for football and track.

10.2.33

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Approval of New Student Acceptable Use Policies for K-5 and 6-12

AGENDA ITEM AREA:
Action

REQUESTED BY:
Bob Lyons,
Director of Technology
Mary Boyle
Asst. Supt. Educational Services

ENCLOSURES:
Yes

DEPARTMENT:
Technology Services/Technology

FINANCIAL INPUT/SOURCE:
Assists in Qualifying for Erate Funding

MEETING DATE:
May 18, 2010

ROLL CALL REQUIRED:
Yes
(for Erate funding)

BACKGROUND:

AR 6163.4 Exhibits 1 and 2 are Student Acceptable Use policies for students in grades K-5 and grades 6-12, respectively. These policies have been reviewed by district administration and reflect changes based on Federal requirements and recent changes in technology. Addressing these areas through Administrative Regulations standardizes the expectations for students and assists in recouping monies through erate funding for district technology needs.

RECOMMENDATION:

Adopt AR 6163.4 Exhibits (1) and AR 6163.4 Exhibits (2).

wp/rk/factform

STUDENT USE OF TECHNOLOGY

The Board of Trustees intends that technological resources provided by the district be used in a responsible and proper manner in support of the instructional program and for the advancement of student learning.

(cf. 0440 - District Technology Plan)
(cf. 1113 - District and School Web Sites)
(cf. 4040 - Employee Use of Technology)
(cf. 6163.1 - Library Media Centers)

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district computers, user obligations and responsibilities, as well as consequences for unauthorized use and/or unlawful activities.

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process: Students with Disabilities)
(cf. 5145.12 - Search and Seizure)

On-Line Services/Internet Access

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors, and that the operation of such measures is enforced. (20 USC 6777, 47 USC 254)

The Board desires to protect students from access to inappropriate matter on the Internet or other on-line services. The Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet. He/she also shall establish regulations to address the safety and security of students and student information when using electronic mail, chat rooms, and other forms of direct electronic communication.

Staff shall supervise students while they are using on-line services and may ask teacher aides and student aides to assist in this supervision.

Before using the district's on-line resources, each student and his/her parent/guardian shall sign and return an Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree to not hold the district or any district staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or users' mistakes or negligence. They shall also agree to indemnify and hold harmless the district and district personnel for any damages or costs incurred.

(cf. 6162.6 - Use of Copyrighted Materials)

STUDENT USE OF TECHNOLOGY (continued)

In order to help ensure that the district adapts to changing technologies and circumstances, the Superintendent or designee shall regularly review this policy, the accompanying administrative regulation, and other relevant procedures. He/she shall also monitor the district's filtering software to help ensure its effectiveness.

Legal Reference:

EDUCATION CODE
51006 Computer education and resources
51007 Programs to strengthen technological skills
51870-51874 Education technology
60044 Prohibited instructional materials
PENAL CODE
313 Harmful matter
502 Computer crimes, remedies
632 Eavesdropping on or recording confidential communications
UNITED STATES CODE, TITLE 20
6751-6777 Enhancing Education Through Technology Act, No Child Left Behind Act, Title II, Part D, especially:
6777 Internet safety
UNITED STATES CODE, TITLE 47
254 Universal service discounts (E-rate)
CODE OF FEDERAL REGULATIONS, TITLE 16
312.1-312.12 Children's online privacy protection
CODE OF FEDERAL REGULATIONS, TITLE 47
54.520 Internet safety policy and technology protection measures, E-rate discounts

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
K-12 Network Technology Planning Guide: Building the Future, 1995
CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES
1223.94 Acceptable Use of Electronic Information Resources
WEB SITES
CSBA: http://www.csba.org
American Library Association: http://www.ala.org
California Department of Education: http://www.cde.ca.gov
Federal Communications Commission: http://www.fcc.gov
U.S. Department of Education: http://www.ed.gov

STUDENT USE OF TECHNOLOGY

The principal or designee shall oversee the maintenance of each school's technological resources and may establish guidelines and limits on their use. He/she shall ensure that all students using these resources receive training in their proper and appropriate use.

(cf. 0440 - District Technology Plan)
(cf. 4040 - Employee Use of Technology)
(cf. 4131- Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

On-Line/Internet Services: User Obligations and Responsibilities

Students are authorized to use district equipment to access the Internet or on-line services in accordance with user obligations and responsibilities specified below and in accordance with Board policy and the district's Acceptable Use Agreement.

1. The student in whose name an on-line services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers, home addresses, and all telephone numbers private. They shall use the system only under their own account number.

2. Students shall use the district's system responsibly and primarily for educational purposes.

3. Students shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.

(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes in a patently offensive way sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

4. Students shall not disclose, use, or disseminate personal identification information about themselves or others when using electronic mail, chat rooms, or other forms of direct electronic communication. Students are also cautioned not to disclose such information by other means to individuals located through the Internet without the permission of their parents/guardians.

STUDENT USE OF TECHNOLOGY (continued)

Personal information includes the student's name, address, telephone number, Social Security number, or other individually identifiable information.

5. Students shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law or Board policy.

(cf. 3513.3 - Tobacco-Free Schools)

6. Copyrighted material shall not be placed on the district's computer system without the author's permission. Students shall not violate copyright laws or plagiarize documents. Any materials utilized for research projects should be given proper credit as with any other hard copy source of information.

(cf. 6162.6 - Use of Copyrighted Materials)

7. Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."

(cf. 5131.5 - Vandalism, Theft and Graffiti)

8. Students shall not read other users' electronic mail or files. They shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall they attempt to delete, copy, modify, or forge other users' mail.

9. Students shall report any security problem or misuse of the services to the teacher or principal.

The district reserves the right to monitor the system for improper use. Electronic communications and downloaded material, including files deleted from a user's account, may be reviewed by district officials to ensure proper use of the system.

(cf. 5145.12 - Search and Seizure)

The principal or designee shall make all decisions regarding whether or not a student has violated Board policy or the district's Acceptable Use Agreement. The decision of the principal or designee shall be final. Inappropriate use may result in cancellation of the student's user privileges, disciplinary action, and/or legal action in accordance with law and Board policy.

(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Regulation approved: September 4, 2007

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

10.3.4

STUDENT USE OF TECHNOLOGY

Western Placer Unified School District

K-5 Student Instructional Technology Acceptable Use and Internet Safety Policy

The computer is an important tool for you to use in your education. However, it is important that you are safe and responsible while online. You must follow these rules to use the school's network:

Be Responsible

- Ask permission before downloading files (attachments) to avoid computer viruses.
- Your password is your secret; do not share it except with your teacher, school administrator, or parents.
- Only visit permitted Internet sites. Information you access and post is monitored.
- Treat computers properly. Tell a teacher if a computer is broken.
- Computers settings are configured by technology staff and should not be changed.
- Ask for your teacher's permission and assistance before using removable media from home.
- Use school computers for school work.
- Maintain your files in a responsible manner, which includes backing up at regular intervals and deleting files at the end of the school year.

Be Respectful

- Using ALL CAPITAL LETTERS in a message may be considered rude.
- Only send polite and positive messages to people to avoid hurting other people's feelings.
- Make sure to use respectful language when talking online.
- Only respond to messages from people you know.
- Always treat online friends with respect.
- Use your own words when using information you have researched or use quote marks and cite your source (give credit to the resource from which the information came). Don't plagiarize!
- Don't touch anyone else's computer, school work, or computer files.
- Only use your password to access school computers.

Be Safe

- Never give out your full name, address, age, phone number, or school without parents' or teacher's permission. Identify yourself only with a nickname while online.
- Ask an adult you trust about any online contact that makes you feel uncomfortable.
- If a website makes you feel uncomfortable, tell your teacher.
- Ask permission from parents and teacher before posting photos of yourself or others.
- Only use a computer when a teacher is in the room.

To keep students safe online at school, the district actively uses filtering software hosted by the Placer County Office of Education to meet the Children's Internet Protection Act (CIPA) requirement and to keep inappropriate pictures, images, and graphics from being accessed. Filtering software is not a perfect science and it may be possible for users to access inappropriate sites. If a student's computer usage is disruptive to the school community, the student may be disciplined according to the student discipline policy.

I understand and agree to follow each of the rules above.

Student Printed Name: _____ Signature: _____ Date: _____

Parent Printed Name: _____ Signature: _____ Date: _____

STUDENT USE OF TECHNOLOGY

WESTERN PLACER UNIFIED SCHOOL DISTRICT

6-12 Student Instructional Technology Acceptable Use and Internet Safety Policy

Technology provides a wealth of educational opportunities for staff and students. Access to these vast resources requires responsible use by each individual. It is important that you understand your rights and privileges when using the Western Placer Unified School District (WPUSD) resources in this environment. This document describes the computer, network, and Internet resources made available by the school and your responsibilities and obligations in the use of these resources.

Introduction

WPUSD is pleased to offer students access to district computers, communications systems[1], the Internet and an array of technology resources to promote educational excellence. Each student is responsible for their use of technology, whether personal or district-provided. While using district and personal technology resources on or near school property, in school vehicles and at school-sponsored activities, as well as using district technology resources via off-campus remote access, each student must act in an appropriate manner consistent with school, district, and legal guidelines. It is the joint responsibility of school personnel and the parent or guardian of each student to educate the student about appropriate digital citizenship and to establish expectations when using technology.

District technology resources are provided to students to conduct research, complete assignments, and communicate with others in furthering their education. This focus does not allow the use of the network system for commercial, political, or personal entertainment purposes. Students may not offer, provide, or purchase products or services through the WPUSD network system. The WPUSD network system has not been established as a public access service or a public forum. Access is a privilege, not a right; as such, general rules of school behavior apply. Access to these services is given to students who agree to act in a considerate and responsible manner. Just as students are responsible for good behavior in a classroom or a school hallway, they must also be responsible when using school computer networks or personal technologies. Students must comply with school standards and honor this agreement to be permitted the use of technology. Disciplinary action may be taken against students for misuse of computer, network, and information resources.

[1](Communication systems include e-mail, web sites, blogging, podcasting, forums, wikis, and/or other emerging technologies).

Use of WPUSD Network

- Each student, along with a respective parent/guardian, must sign an Acceptable Use Policy (AUP) Agreement to be granted an account on the WPUSD network system.
- Students will not make deliberate attempts to disrupt or harm the computer system and its hardware or destroy data by spreading computer viruses or by any other means. Use or possession of "hacking" tools are prohibited.
- Students will use their personal server storage to store only files that are educational in nature and related to course work.
- Students are expected to maintain their instructional files and media in a responsible manner, which includes backing up files at regular intervals to a memory device and deleting files at the end of the school year.
- Students are responsible for their individual accounts and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a student provide their password to another person except to a school administrator or parent.
- Students will not attempt to log on or connect to the WPUSD network under any identity other than their own username.
- Students will not attempt to gain unauthorized access (including hacking) to the WPUSD network system or to any other computer system through the WPUSD network system or go beyond their authorized access. This includes attempting to log in through another person's account or access

- another person's files. These actions are inappropriate, even if only for the purposes of "browsing" and may result in disciplinary action.
- Students will immediately notify a teacher if they have identified a possible security problem.
- Students will use school resources (e.g. printers, cameras, etc.) only for educational purposes.
- Students are not permitted to connect any personal devices (e.g. laptops, smart phones, etc.) to any part of the WPUSD network system (wireless or directly plugged) without first gaining approval from the Technology Department.
- Students will not download or upload programs or files that can be run or launched.
- Use of WPUSD computers, network, and Internet services does not create any expectation of privacy.
- Students should expect routine monitoring of computer usage and Internet browsing while logged on to the WPUSD network.
- Parents have the right to request to see the contents of student files.

Internet Access

- All students will have access to the Internet and World Wide Web information resources through computers connected to the network.
- WPUSD actively uses filtering software hosted by the Placer County Office of Education to meet the Children's Internet Protection Act (CIPA) requirement and to prevent students from accessing graphics that are (1) obscene, (2) pornographic, or (3) harmful to minors. WPUSD retains the right to block unacceptable web sites. Filtering software is not a perfect science and it may be possible for users to access inappropriate sites.
- WPUSD does not guarantee network functionality or accuracy of information.
- Students will not use the WPUSD network system to access inappropriate material including sites that display profane or obscene (pornography) material, advocates illegal acts, encourages the use of drugs, alcohol or tobacco, school cheating, weapons, material that advocates violence, participation in hate groups, or discrimination towards other people, or other inappropriate activities considered harmful to minors.
- If students mistakenly access inappropriate information, they should immediately minimize their screen and tell their teacher. This will protect the student against a claim that they have intentionally violated this Policy.
- The use of anonymous proxies to get around content filtering is strictly prohibited and is a direct violation of this agreement.

Use of Messaging Services[2]

- A filtered E-mail account may be provided to students for educational purposes and not as a public or student forum.
- Students will promptly disclose to their teacher or other school employee any message or information they receive that is inappropriate or makes them feel uncomfortable while on the web, using e-mail, chat rooms, forums or other forms of messaging services.
- E-mail, if provided, may not be used for unlawful activities, political or commercial purposes, any form of harassment or threats, sending of spam messages or chain letters to more than five people or any use that interferes with the school computing services or its employees.
- Students may not send messages with a false identity or alter forwarded mail out of context.
- Students will abide by rules of Network etiquette by not using defamatory, inaccurate, abusive, obscene, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or prejudicial language in public or private communication.
- Students will not post personal contact information about themselves or other people without parental approval. Personal contact information includes but not limited to names, home, school, parent work addresses, telephone numbers, personal photos or videos.
- Students will not repost a message that was sent to them privately without permission of the person who sent them the message.
- Students will not post or share information that could cause damage or a danger of disruption to

STUDENT USE OF TECHNOLOGY

- WPUSD schools or any other organization or person.
- Students are prohibited from accessing or attempting to access instant messages, chat rooms, forums, e-mail, social networking sites, or other messaging services during the instructional day unless authorized by a teacher or administrator for instructional purposes.

[2] (e-mail, chat, forums, blogs, social networking, instant message, SMS and other forms of messaging services)

Web Applications[3]

Students' use of digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others is a key performance indicator of 21st Century Skills. Students may interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. In a digital environment, students will follow all established Internet safety guidelines including the following conditions:

- The use of digital media is considered an extension of your classroom. Any speech that is considered inappropriate in the classroom is also inappropriate in all digital environments. This includes but is not limited to profanity; racist, sexist or discriminatory remarks.
- Students using digital media are expected to act safely by keeping ALL personal information out of their posts.
- A student should NEVER post personal information on the web (including, but not limited to, last names, personal details including address or phone numbers, or photographs). Do not, under any circumstances, agree to meet someone you have met over the Internet.
- Never link to web sites from your digital environment without reading the entire article to ensure it is appropriate for a school setting.
- Students using such tools agree to not share their user name or password with anyone besides their teachers and parents and treat digital spaces as classroom spaces. Speech that is inappropriate for class is also inappropriate online.
- Students who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or be subject to consequences appropriate to misuse according to the school discipline policy.

[3] (e-mail, chat, forums, blogs, social networking, instant message, wikis, and other forms of collaborative software)

Teacher Responsibilities

- Teachers will provide developmentally appropriate guidance to students as they make use of telecommunications and electronic information resources to conduct research and other studies related to the district curriculum.
- Classroom use of networked resources will be in support of educational goals.
- Teachers will provide alternate activities for students who do not have permission to use the Internet.

Cyberbullying

WPUSD expressly forbids cyberbullying. For the purposes of this policy, "cyberbullying" shall mean using messaging services[2] and/or other digital communication devices to bully others by:

- Sending or posting cruel messages or images;
- Threatening others;
- Excluding or attempting to exclude others from activities or organizations;
- Starting or passing on rumors about others or the school system;
- Harassing or intimidating others;
- Sending angry, rude or vulgar messages directed at a person or persons privately or to an online group;
- Sending or posting harmful, untrue or cruel statements about a person to others;
- Pretending to be someone else and sending or posting material that makes that person look bad or places that person in potential danger;
- Sending or posting material about a person that contains sensitive, private or embarrassing information, including forwarding private messages or images;

- Engaging in tricks to solicit embarrassing information that is then made public.
- Using camera and/or video enabled devices to bully another person or to invade another person's privacy.

Privacy, Plagiarism, Piracy and Copyright Infringement

- An image taken by any camera or video enabled device may not be published, broadcast, or transmitted to any other person, by any means, without the knowledge and consent of each person appearing in that image who had a reasonable expectation of privacy at the time the image was recorded or the person who owns the copyright in the material appearing in that image.
- Camera and/or video enabled devices may not be used in any classroom without a teacher's written permission.
- Students will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours. Plagiarism could result in loss of grade for the assignment in addition to other consequences.
- Students will not download or install pirated software, music, video or files that infringe on copyright laws onto computers. Possession of unlicensed or pirated software is illegal.
- Students will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements.
- If you are unsure whether or not you can use a work, you should request permission from the copyright owner. Copyright law can be very confusing. If you have questions ask a teacher.

Use of School Hardware[4]

- School hardware will not be left unattended.
- In the event of any damage to school hardware at any time while it is in the student's possession, the student agrees to inform the appropriate WPUSD Technology Service Center so that repairs can be performed.

[4](Hardware systems include laptops, digital camera/video equipment and/or other technologies).

Consequences

- In the event there is a claim that a student has violated this policy in the use of the WPUSD network system, the student will be provided with a written notice of the suspected violation and an opportunity to present an explanation before an administrator.
- If a student is found to have violated this Policy, the consequences will be, but not limited to, warnings, usage restrictions being placed on their network account, or disciplinary action at the discretion of the site administration.
- A violation of Federal, State or local laws or ordinances may result in legal proceedings.

STUDENT USE OF TECHNOLOGY

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Student Grade 6 – 12 Instructional Technology Acceptable Use and Internet Safety Policy Agreement

I understand and will abide by the Acceptable Use and Internet Safety Policy. Should I commit a violation, I understand that consequences of my actions could include suspension of computer privileges, school disciplinary action, and/or referral to law enforcement.

Student's Name (please print): _____

Student's Signature: _____ Date _____

Parent or Guardian:

As the parent or guardian of this student, I have read the Acceptable Conduct and Use Agreement. I understand that computer access is provided for educational purposes in keeping with the academic goals of the Western Placer Unified School District (WPUSD), and that student use for any other purpose is inappropriate. I recognize it is impossible for WPUSD to restrict access to all controversial materials and I agree to not hold the district or any district staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or users' mistakes or negligence. I understand that my children's computer activities at home should be supervised as they can affect the academic environment at school and acknowledge WPUSD accepts no responsibility for supervision outside the school setting. I agree to indemnify and hold harmless the district and district personnel for any damages or costs incurred. I hereby give permission for my child to use computer resources at WPUSD, including web or Internet based services provided by other companies or institutions which have been approved by WPUSD for student use.

I hereby give permission for my child to use computer resources at WPUSD.

Parent or Guardian's Name (please print) _____

Parent or Guardian's Signature _____ Date _____

10.3.10

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:
Village 7

AGENDA ITEM AREA:
Discussion/Information

REQUESTED BY:
Scott Leaman

ENCLOSURES:
Yes

DEPARTMENT:
Scott Leaman, Superintendent
Cathy Allen, Assistant Superintendent

FINANCIAL INPUT/SOURCE:
All

MEETING DATE:
May 18, 2010

ROLL CALL REQUIRED:
Yes

BACKGROUND:

Materials were distributed at the last board meeting concerning Village 7. The Planning Commission is going to hear the matter on May 19, 2010.

RECOMMENDATION:

Discuss the impact of Village 7 on the district.

TABLE 2-1

REVISED SUMMARY OF IMPACTS AND MITIGATION MEASURES (DRAFT EIR TABLE 3-1)

Impact	Level of Significance Prior to Mitigation	Mitigation Measure(s)	Level of Significance After Mitigation
4.9-13 The Proposed Project would require school facilities and includes a K-5 school with capacity for 900 students with the Village 7 Specific Plan, which would accommodate project demand. Middle school and high school demand would be met with schools that would be operational before project buildout. Project applicants would be required to provide proportional funding for middle and high school construction in compliance with SB 50.	LS (Lewis) LS (Village 7 PP)	**Lewis Property** 4.9-13(A) None required. **Village 7 Programmatic Portion** 4.9-13(B) None required.	LS LS
4.9-14 The Proposed Project, in combination with other development, would result in the need for additional schools, which could result in the construction of new or physically altered school facilities.	LS (Lewis) LS (Village 7 PP)	**Lewis Property** 4.9-14(A) None required. **Village 7 Programmatic Portion** 4.9-14(B) None required.	LS LS
4.9-15 The Proposed Project would generate a demand for park and recreation facilities, which could require the construction of new or expansion of existing recreational facilities.	LS (Lewis) S (Village 7 PP)	**Lewis Property** 4.9-15(A) None required. **Village 7 Programmatic Portion** 4.9-15(B) The project applicant shall pay all applicable fair-share fees to the City pursuant to the established Public Facilities Element requiring 6 acres of parkland per 1,000 residents for the provision of recreational facilities to meet demands created by the Village 7 Programmatic Portion.	LS LS

LS = Less than Significant
SU = Significant and Unavoidable
S = Significant
STS = Short-term Significant
STSU = Short-term Significant and Unavoidable
PSU = Potentially Significant and Unavoidable
PS = Potentially Significant
NI = No Impact

City of Lincoln
Village 7 Specific Plan

School Funding White Paper

I. Background

The City of Lincoln has recently circulated a Draft Environmental Impact Report (EIR) for the Village 7 Specific Plan. In response, the Western Placer Unified School District (WPUSD) submitted an EIR comment letter (EIR Comment Letter) dated July 24, 2009, which identifies concerns with regard to how school facilities will be funded to meet the demand associated with the Village 7 Specific Plan. Specifically, the WPUSD suggests that further California Environmental Quality Act (CEQA) mitigation measures are necessary because the funding envisioned by Senate Bill 50 (SB 50) is inadequate to provide new school facilities to meet the demand associated with the Village 7 Specific Plan.

This White Paper will not only identify the statewide method of school facility financing established by the State of California, but will also demonstrate that the WPUSD, like other school districts in the State, can construct new school facilities within the legal parameters established by the Legislature with the passage of SB 50 in 1998. In addition, this White Paper will suggest several ideas which help meet the challenges of building and financing school facilities associated with the development of the Village 7 Specific Plan.

II. Senate Bill 50

As development has occurred over time in order to meet the needs of an increasing population in California, funding school facilities to accommodate such growth has long been a source of contentious debate, particularly among developers, school districts and local jurisdictions. Historically, a number of different school funding methods were proposed and implemented with varying degrees of continuity and consistency, preventing developers, schools districts and local jurisdictions from being able to rely on a predictable method for calculating and allocating the responsibility for funding new school facilities. In 1998 in response to the ongoing concerns regarding the ineffective and inefficient process for funding new school facilities, a bipartisan California State Legislature passed SB 50, which put into place a comprehensive statutory program for funding new school facilities. To this date, new schools continue to be constructed in California within the confines of SB 50. In order to understand how other new school facilities are constructed pursuant to SB 50, it is necessary to fully understand how SB 50 operates.

10.4.2

SB 50 was intended to be the sole and exclusive method for funding new school facilities in California with State or mitigation funds. According to the statute, the State of California has occupied the area of school financing and school funding to the exclusion of all local jurisdictions. [Government Code Section 65995]. Accordingly, local jurisdictions no longer have the authority under the California Environmental Quality Act (CEQA) to impose any fee, condition or other exaction for the purpose of funding new school facilities, as compliance with the funding methods authorized by Government Code Sections 65995 through 65998 are expressly deemed to provide full and complete school facilities mitigation. Additionally, local jurisdictions are expressly prohibited from asserting a potential inadequacy of school facilities as grounds for denying approvals for the development of real property. [Government Code Section 65996(b)].

SB 50 was fashioned in a manner which took into account the concerns of developers, school districts and local jurisdictions through the following:

A) Addressing the need for school facilities;

B) Addressing school costs;

C) Defining and Justifying Developer Fees; and

D) Limitations on CEQA and Local Jurisdictions.

A. School Needs Assessment

As part of the school financing process enacted by SB 50, school districts must demonstrate the need for additional school facilities by preparing a needs assessment that examines: 1) the existing inventory of classrooms; 2) the assignment of students with 25 students to a room for kindergarten through sixth grade and 27 students to a room for seventh through twelfth grade; 3) the capacity of the school district to handle its student enrollment; and 4) the multi-year enrollment projection system to determine the overall new capacity requirements. The school facilities needs assessment must be reviewed and approved by the State.

B. School Costs

SB 50 contained three components for determining the costs associated with new school facilities:

1. Design, construction and equipment costs. SB 50 eliminated the lease purchase square footage cost formula that was previously utilized for determining school construction costs, and, in its place implemented a per student cost, which was developed by legislative staff using historical school construction data from the 1990's.

2. Land acquisition costs. The State Department of Education determines the necessary acreage for a school site based on the estimated number of students that the school will serve. The cost per acre of a school site is determined by appraisal. The total actual land cost associated with a school site is arrived at by multiplying the number of acres by the appraised price per acre for the school site.

3. Reasonable and appropriate site development work which includes onsite development activities, as well as two immediately adjacent street frontages, and utility service. A school district establishes the cost for site development work by examining the unique characteristics of each school site as measured by established fixed cost standards. The State then reviews the cost for site development work by confirming the application of the fixed cost standards to the school site improvements.

C. Defining and Justifying Developer Fees

SB 50 eliminated local jurisdictions' ability to require that developers shoulder all of the financial costs associated with providing new school facilities. It put into place a clear and consistent methodology for developer fees for new school facilities which includes the following three components:

1) Level I school developer fees to fund improvements for existing school facilities located in school districts that are no longer expanding to meet additional student demand;

2) Level II school developer fees to fund the cost of new school facilities for districts whose student population is growing. These fees pay fifty (50) percent of the cost of new school facilities, with the State of California providing the funding for the remaining fifty (50) percent. State funding comes from the proceeds of school bond propositions, all of which have been approved by California voters since 1999; and

3) Level III school developer fees which is an alternative funding process by which a school district may obtain up to one hundred percent of the allowable funding for new school facilities from developer fees in the event that State funding is inadequate or not provided.[1] [Government Code Sections 65995 through 65995.7].

All fees are established by each individual school district based upon State formulas and after adoption of a nexus study.

[1] SB 50 also contains a mechanism to reimburse developers for Level III school fees in the event that funding from another source subsequently become available.

D. Limitations on CEQA and Local Jurisdictions

Prior to the adoption of SB 50, school districts routinely sought to obtain funding for new school facilities by seeking CEQA mitigation measures requiring the payment of developer fees, lump sum dollar contributions, or Mello Roos special tax assessments, as part of the CEQA process. However, SB 50 unambiguously prohibits local jurisdictions from imposing mitigation measures for school funding through CEQA. California law provides that the provisions of SB 50 are full and complete mitigation under CEQA for the impacts arising from the planning, use and development of new school facilities to serve new development, to the exclusion of all other measures, financial or nonfinancial, on the subject. [Education Code Section 17620 and Government Code Sections 65995 and 65996]. Moreover, local jurisdictions are also prohibited from using the potential inadequacy of school facilities as a ground for denying a development project. [Government Code Section 65996(b)]. Consequently, local jurisdictions have no authority to require CEQA mitigation measures on development projects with regard to potentially inadequate school facilities.

III. WPUSD School Facilities

WPUSD's primary assertion in its EIR Comment Letter is that it cannot provide new school facilities to meet the anticipated demand for the Village 7 Specific Plan under the exclusive funding mechanisms identified by SB 50. However, school districts in California have constructed, and continue to construct, new school facilities consistent with the funding process outlined in SB 50.

In reviewing the details of the WPUSD's facilities plan, it is clear that the District is proposing to build school facilities which have acreage, construction costs and site development costs that significantly exceed State standards. The attached exhibits analyze the total costs for the WPUSD school facilities in view of the costs allowed under SB 50.[2] As illustrated in the attached "Exhibit A," under the WPUSD proposal, the total cost per elementary school student is $36,433, while under SB 50, the total cost per elementary school student is $28,323. Similarly, as illustrated in "Exhibit B," under the WPUSD proposal, the total cost per middle school student is $48,071, while under SB 50, the total cost per middle school student is $30,274. Additionally, as illustrated in "Exhibit C," under the WPUSD proposal, the total cost per high school student is $62,433, while under SB 50, the total cost per high school student is $41,544.

As illustrated in "Exhibit D," when State participation is taken into account, and the school facilities costs are apportioned by square footage to new development in the

[2] Total costs include the construction costs, site development costs and actual land costs associated with the school facilities. The WPUSD's facilities plan provides for greater area and acreage than State standards prescribe. The actual land cost under both WPUSD's facilities plan and SB 50 is assumed to be $300,000 per acre. As a result, any difference in land cost identified in the exhibits is simply a function of varying school site acreage.

10.4.5

form of a mitigation fee,[3] the fee associated with a single family residence under the WPUSD proposal is $7.22 per square foot, while under SB 50, the fee associated with a single family residence is $3.94 per square foot. In addition, under the WPUSD proposal, the fee associated with multifamily residences is $9.60 per square foot, while under SB 50, the fee associated with multifamily residences is $5.23 per square foot. The attached exhibits also analyze the WPUSD school facilities proposal in view of a hybrid school funding model that is based on the school facilities "area and acreage parameters" established by the State. This analysis demonstrates that if the WPUSD were to propose school facilities that were consistent with established State area and acreage parameters, the corresponding savings relevant to construction and site development costs would result in total school facilities costs that are significantly less than what is currently being proposed by the WPUSD. The results of this analysis reveal that the WPUSD is proposing new school facilities having a total cost that is significantly more expensive than the new school facilities provided for under either SB 50 or the area and acreage model illustrated in the attached exhibits

As noted, Level II school fees depend on the availability of school bond funds. In its EIR Comment Letter, the WPUSD understandably raises concerns that a proposed 2010 State bond measure for school facilities may not be passed by California voters, which could potentially hinder the WPUSD's ability to obtain Level II fees. While not certain, the chances that the 2010 school bond measure will pass appear reasonably good, in view of the historical fact that California voters have approved all school bond measures since 1999. However, even if the 2010 school bond measure was not approved, the WPUSD has the authority to impose Level III school fees, which is authorized by SB 50. Level III fees would double the mitigation fee. With Level III school fees, the developer stands in the shoes of the State to ensure that funding is available to meet the demand for new school facilities. Consequently, whether a developer pays the entire cost, or a portion of the cost of acquiring and constructing new school facilities, SB 50 ensures that school districts, such as the WPUSD, are able to provide new school facilities.

It should also be noted that the State is cognizant of the need to address fluxuating construction costs. As such, the State Allocation Board makes annual adjustments to school facilities costs, which assists school districts in providing new school facilities within the parameters of SB 50. Additionally, the State is nearly finished with a grant adequacy study that it is preparing in accordance with Education Code Section 17072.11(3)(b).[4] The grant adequacy study is intended to examine the initial cost allowance established under SB 50 for constructing school facilities. It is possible that the grant study may result in an increase in the allocation for school construction costs under the parameters contained in SB 50. Swift implementation of the results of the grant

[3] WPUSD also proposes a flat fee per residence. However, State law prescribes a per square foot fee.

[4] The grant adequacy study is relevant only to construction costs, not site development costs or land acquisition costs. In January 2010, the State Allocation Board approved an annual adjustment of -6.74% in the School Facility Program (SPF) Grants based on the change in construction costs.

10.4.6

adequacy study could further assist school districts in meeting the demands for new school facilities in California.

IV. Recommendations

In order to successfully acquire the necessary land and construct new school facilities consistent with the funding mechanisms provided by SB 50, the WPUSD should select options that reduce the costs associated with acquiring and constructing new school facilities. The following are several observations and suggestions by which the WPUSD can achieve its goal:

1) While it is difficult to determine any potential long term cost reductions, existing information demonstrates that materials, land, and profit margins have all declined over the last two years. As such, WPUSD's cost estimates would likely be more consistent with the funding permitted under SB 50, if such cost estimates were revised to reflect current land and construction costs.

2) Reduce acreage associated with new school facilities. Review of WPUSD's school facilities plan reveal that many school sites exceed the acreage standards that are set by the State. As shown on the attached exhibits, limitations on the school facilities site acreage would result in significant savings.

3) Reduce square footage of facilities. It appears that the new school facilities proposed by the WPUSD have significantly more square footage than previously established State standards. Reducing square footage per student will assist the WPUSD in providing cost effective school facilities.

4) Significant cost savings could be realized if the WPUSD utilized school plans from other schools located throughout California. The WPUSD could engage the architect that created the plans for another school district, rather than paying significant fees to architectural firms to design each new school completely from scratch. This option not only results in cost savings for the WPUSD, but it would provide valuable additional information relevant to the cost for specific materials and design features.

5) Consider more cost effective and flexible school designs, which could include the use of modular/portable buildings which are less expensive than traditional school buildings and can be utilized based on increasing or decreasing student enrollment.

6) Limit non-essential school facilities components in order to further reduce costs. While enhanced or additional facilities may be desirable, the District must administer its facilities program within the confines of its budget.

7) Consider sharing of special or unique facilities. An example is to have multiple schools use the same athletic fields, theater, or other similar facilities.

8) Explore opportunities to partner with the City of Lincoln in order provide joint use facilities such as parks, libraries, and other recreational or cultural facilities, which would also result in considerable savings in regard to development and land costs.

9) If the WPUSD desires special or unique facilities that exceed the costs permissible under State standards, the WPUSD, like other school districts throughout California have done, should pursue the passage of a local general obligation bond measure in order to provide funding for such special or unique facilities.

10) Examine added efficiencies by considering some year round schools.

11) The WPUSD should consider engaging a consultant that is experienced in building schools specifically within the parameters of SB 50.

12) The developer of Lewis property has staff and consultants who are prepared to provide technical assistance to the District. The District should take advantage of these resources.

13) The Lewis property developer is willing to provide a finished school site to the WPUSD that is similar to the type of school site that a merchant homebuilder would purchase. A finished school site would be graded and include streets, curbs, and gutters, with utility services stubbed to the parcel boundary.

14) The Lewis property developer and the WPUSD should consider entering into a Memorandum of Understanding to identify specific acts that each party will undertake in an effort to provide new school facilities within the Village 7 Specific Plan.

15) At the appropriate time and to the extent feasible, the Lewis property developer and the WPUSD should consider opportunities to influence the State Allocation Board to implement the results of a comprehensive grant adequacy study, which may result in increased funding for school facilities.

16) The Lewis property developer will encourage professional organizations such as the California Building Industry Association to support passage of a State-wide school bond proposition in 2010. The District, no doubt, will do the same with educational associations.

V. Conclusion

SB 50 establishes the law of the State of California relative to new development and the funding of new school facilities. Since its passage in 1998, many schools have been built in this State. The WPUSD claims that it cannot provide new school facilities to meet the demand associated with the Village 7 Specific Plan under parameters of SB 50. While it is true that the WPUSD's proposed school facilities far exceed the parameters of SB 50, it can provide new school facilities within the funding parameters of SB 50, if it incorporates the cost reduction and financing options discussed above.

EXHIBIT A

MITIGATION PLAN REVIEW

Elementary School Comparison K - 5

	WPUSD	Modified SB 50 (9)	Absolute SB 50
Basic Assumptions:			
Capacity (Master Plan)	800	800	800
Area/Student	72	59	59
Acreage (Master Plan)	12	12	12
Total Building, Design & Furnishing Costs:			
Building	$16,301,000	$13,350,519	$ 18,738 (7)
Architect/Engineering	1,952,000	1,598,688	N/A
Fees & Permits	980,000	802,620	N/A
Inspection	175,000	143,325	N/A
Const. Mgmt./Testing	750,000	614,250	N/A
Furniture/Equipment	900,000	737,100	N/A
EIR	110,000	0 (2)	0 (2)
Buses	310,000	0 (3)	0 (3)
Subtotal	$21,478,000	$17,236,502 (4)	$ 14,990,400 (8)
Total Land & Development Costs			
Land (5)	$ 3,600,000 (1)	$ 3,600,000 (1)	$ 3,600,000 (1)
Land Development	$ 4,068,000 (1)	$ 4,068,000 (1)	$ 4,068,000 (1)
School Total Costs	$29,146,000	$24,904,502	$22,658,400
Total Cost Per Student	$ 36,433	$ 31,131	$ 28,323
Maximum Probable State Participation (6)			
Building Design & Furnishings	$ 7,495,200	$ 7,495,200	$ 7,495,200
Land	1,800,000 (1)	1,800,000 (1)	1,800,000 (1)
Development	2,034,000 (1)	2,034,000 (1)	2,034,000 (1)
Total State	11,329,200	11,329,200	11,329,200
Net Local Funding	17,816,800	13,579,302	11,329,200
Net Local Funding Per Student	$ 22,271	$ 16,969	$ 14,162

(1) Actual must be justified to State

(2) Not a specified SB 50 expenditure, may use project savings

(3) Not a specified SB 50 expenditure

(4) All prorated to 59 sf/student

(5) Land Cost is assumed to be $300,000 per acre

(6) State Limited to 50% of Allowable

(7) State Cost Allowance of $18,738 per student includes all building, design and furnishing costs. For 2009, State share is $9,369 per student, remaining $9,369 is local or developer fee

(8) Absolute SB 50 subtotal represents the State Cost Allowance of $18,738 multiplied by the 800 student school capacity

(9) Modified SB 50 is a school funding model that analyzes the WPUSD proposal in the context of State parameters for area and acreage

10.4.10

EXHIBIT B

Middle School Comparison 6 - 8

	WPUSD	Modified SB 50 (10)	Absolute SB 50
Basic Assumptions:			
Capacity (Master Plan)	1,100	1,100	1,100
Area/Student	85	80	80
Acreage (Master Plan)	22	18	18
Total Building, Design & Furnishing Costs:			
Building	$30,107,000	$28,336,000	$ 19,818 (8)
Architect/Engineering	3,842,000	3,615,706	N/A
Fees & Permits	1,591,000	1,497,290	N/A
Inspection	215,000	202,336	N/A
Const. Mgmt/Testing	1,250,000	1,176,375	N/A
Furniture/Equipment	1,200,000	1,129,320	N/A
EIR	150,000	0 (2)	0 (2)
Buses	465,000	0 (3)	0 (3)
Subtotal	$38,820,000	$35,957,027 (4)	$ 21,799,800 (9)
Total Land & Development Costs:			
Land (6)	$ 6,600,000 (1)	$ 5,400,000 (1)(5)	$ 5,400,000 (1)(5)
Land Development	$ 7,458,000 (1)	$ 6,102,000 (1)(5)	$ 6,102,000 (1)(5)
School Total Cost	$52,878,000	$47,459,027	$33,301,800
Total Cost Per Student	$ 48,071	$ 43,145	$ 30,274
Maximum Probable State Participation (7)			
Building Design & Furnishings	$ 10,899,900	$ 10,899,900	$10,899,900
Land	3,300,000 (1)	2,700,000 (1)(5)	2,700,000 (5)
Development	3,729,000 (1)	3,051,000 (1)(5)	3,051,000 (5)
Total State	17,928,900	16,650,900	16,650,900
Net Local Funding	$ 34,949,100	30,808,127	16,650,900
Net Local Funding Per Student	$ 31,772	$ 28,007	$ 15,137

(1) Actual must be justified to State
(2) Not a specified SB 50 expenditure, may use project savings
(3) Not a specified SB 50 expenditure
(4) All prorated to 80 sf/student
(5) Prorated to 18 acres
(6) Land cost is assumed to be $300,000 per acre
(7) State limited to 50% of allowable
(8) State Cost Allowance of $19,818 per student includes all building, design and furnishing costs. For 2009, State share is $9,909 per student, remaining $9,909 is local developer fee
(9) Absolute SB 50 subtotal represents the State Cost Allowance of $19,818 multiplied by the 1,100 student school capacity
(10) Modified SB 50 is a school funding model that analyzes the WPUSD proposal in the context of State parameters for area and acreage

10.4.11

EXHIBIT C

High School Comparison 9 - 12

	WPUSD	Modified SB 50 (10)	Absolute SB 50
Basic Assumptions:			
Capacity (Master Plan)	1,800	1,800	1,800
Area/Student	106	92	92
Acreage (Master Plan)	50	46	46
Total Building, Design & Furnishing Costs:			
Building	$63,537,000	$55,145,321	$ 25,214 (8)
Architect/Engineering	8,831,000	7,664,422	N/A
Fees & Permits	3,346,000	2,903,993	N/A
Inspection	350,000	303,765	N/A
Const. Mgmt./Testing	2,100,000	1,822,590	N/A
Furniture/Equipment	1,600,000	1,388,640	N/A
EIR	200,000	0 (2)	0 (2)
Buses	465,000	0 (3)	0 (3)
Subtotal	$80,429,000	$69,228,731 (4)	$45,385,200 (9)
Total Land & Development Costs:			
Land (6)	$ 15,000,000 (1)	$13,800,000 (1)(5)	$13,800,000 (1)(5)
Land Development	$ 16,950,000 (1)	$15,594,000 (1)(5)	$15,594,000 (1)(5)
School Total Cost	$112,379,000	$ 98,622,731	$74,779,200
Total Cost Per Student	$ 62,433	$ 54,790	$ 41,544
Maximum Probable State Participation (7)			
Building Design & Furnishings	$ 22,692,600	$ 22,692,600	$22,692,600
Land	7,500,000 (1)	6,900,000 (1)(5)	6,900,000(1)(5)
Development	8,475,000 (1)	7,797,000 (1)(5)	7,797,000(1)(5)
Total State	38,667,600	37,389,600	37,389,600
Net Local Funding	73,711,400	61,233,131	37,389,600
Net Local Funding Per Student	$ 40,951	$ 34,018	$ 20,772

(1) Actual must be justified to State
(2) Not a specified SB 50 expenditure, may use project savings
(3) Not a specified SB 50 expenditure
(4) All prorated to 92 sf/student
(5) Prorated to 46 acres
(6) Land cost is assumed to be $300,000 per acre
(7) State limited to 50% of allowable
(8) State Cost Allowance of $25,214 per student includes all building, design and furnishing costs. For 2009, State share is $12,607 per student, remaining $12,607 is local or developer fee
(9) Absolute SB 50 subtotal represents the State Cost Allowance of $25,214 multiplied by the 1,800 student school capacity
(10) Modified SB 50 is a school funding model that analyzes the WPUSD proposal in the context of State parameters for area and acreage

10.4.12

EXHIBIT D

Net Mitigation After State Funding

		WPUSD	Modified SB 50 (6)	Absolute SB 50
Local Funding Distribution by Grade Level:				
Elem K-5	49% (1)	$ 10,913	$ 8,317	$ 6,939
Middle 6-8	23% (1)	7,307	6,442	3,482
High 9-12	28% (1)	11,466	9,525	5,816
Average School Cost		29,686	24,284	16,237
Plus Support Faculty		116	0	0
Single Family Cost		$ 14,812 (2)	$ 12,069 (2)	$ 8,070 (2)
Multi Family Cost		8,643	7,042	4,709
Mitigation Fee:				
Single Family Per SF		$ 7.22	$ 5.89	$ 3.94
Multi Family Per SF		$ 9.60	$ 7.82	$ 5.23

(1) Use WPUSD Date
(2) Based on 0.497 Single Family Student Yield
(3) Based on 0.290 Multi Family Student Yield
(4) Single Family @ 2050 SF per Unit
(5) Multi Family @ 900 SF per Unit
(6) Modified SB 50 is a school funding model that analyzes the WPUSD proposal in the context of State parameters for area and acreage

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:

Credit Card for Use by Maintenance Department

AGENDA ITEM AREA:

Action

REQUESTED BY:

Joyce Lopes
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

May 18, 2010

ROLL CALL REQUIRED:

No

BACKGROUND:

Given the nature of the Maintenance Department, instances arise when parts need to be purchased on an emergency basis or when the purchase order process is not feasible. Use of the credit card will be carefully monitored by both the Maintenance Department and the Business Office.

RECOMMENDATION:

Administration recommends that the Board authorize the acquisition of a credit card.

Business Card Services
P.O. Box 981815
El Paso, TX 79998-9910

Bank of America

000081
CARRIE CARLSON
WPUSD MAINTENANCE DEB
600 6TH ST
SUITE 400
LINCOLN CA 95648

April 20, 2010

Application No.: 9201030642

Dear Carrie Carlson,

We are in the process of reviewing your application for a business credit account and are anxious to have you as a customer. We are reviewing your application and every effort is being made to approve it; however, we need your assistance.

In order to give your application full consideration, we need the following information:

Meeting minutes authorizing this account, signed by a **minimum** of two board members/trustees, naming the person authorized to submit the application and listing the authorized contact and cardholders.

It is important that you provide this information within 30 days of the date of this letter; otherwise, we will be unable to give further consideration to your application. Please return the requested information, along with a copy of this letter, in the enclosed postpaid envelope.

We will continue processing your application once this information has been received and verified. As part of our review, we obtained a credit report from the following consumer reporting agency or agencies. If you would like to review the contents of your credit file, please contact:

Equifax Commercial Services, Inc.
P.O.Box 740249
Atlanta, GA 30374-0249
Phone: 1.800.727.8495
Sbfe@equifax.com

PC001

10.5.1

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WESTERN PLACER
UNIFIED SCHOOL DISTRICT
600 SIXTH STREET, SUITE 400, LINCOLN CA 95648 PH: 916-645-6350

BOARD OF TRUSTEES: PAUL LONG
BRIAN HALEY
PAUL CARRAS
TERRY GAGE
ANA STEVENSON

SUPERINTENDENT: SCOTT LEAMAN

WPUSD Maintenance Credit Card

Authorized Contacts:

Employee	Title
Carrie Carlson	Director of Business Services
Chrissy Sanguinetti	Maintenance Secretary

Employees to receive WPUSD Maintenance credit cards:

Employee	Title
Cathy Allen	Assistant Superintendent, Facilities & Maintenance Services
Curtis Stizzo	Director of Maintenance
Chrissy Sanguinetti	Maintenance Secretary
Johnny Usher	Maintenance Groundsworker
Robbie Foxworthy	Maintenance Worker

Person Authorized to submit the application:

Employee	Title
Carrie Carlson	Director of Business Services

10.5.2

Lincoln All-America City 2006

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:

Budget Assumptions & Multi Year Projections

AGENDA ITEM AREA:

Information

REQUESTED BY:

Joyce Lopes
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

May 18, 2010

ROLL CALL REQUIRED:

No

BACKGROUND:
The business office is finalizing the budget development process and updating the budget assumptions. The budget assumptions have been adjusted to reflect budget reductions approved by the Board of Trustees on May 4, 2010. The budget assumptions are presented to the Board for their input prior to finalizing the 2010-2011 budget.

RECOMMENDATION:
Board of Trustees review, discuss and provide input on the 2010-2011 budget assumptions.

Multi-Year Projection
Assumptions at Budget Development
2010/11

	2009/10 (Actuals)	2010/11	2011/12	2012/13
REVENUES				
Revenue Limit Sources:				
Projected Increase in Enrollment	55	33	270	300
Projected Enrollment (est. CBEDS per School Wor	6,447	6,480	6,750	7,050
Projected ADA Funded	6,157	6,188	6,446	6,733
Enrollment vs ADA Factor	95.5%	95.5%	95.5%	95.5%
Percent Increase in Student Enrollment (CBEDS)	0.9%	0.5%	4.2%	4.4%
Total ADA	6,230	6,246	6,504	6,791
less: County Program ADA	58	58	58	58
ADA less County ADA	**6,172**	**6,188**	**6,446**	**6,733**
State COLA	4.25%	-0.39%	0.00%	1.00%
State Deficit	-18.355%	-18.355%	-18.355%	-18.355%
Deficit Factor	0.81645	0.81645	0.81645	0.81645
Prior Year Revenue Limit (before deficit)	$6,112.07	$6,373.07	$6,349.07	$6,349.07
COLA Applied	**$261.00**	**($24.00)**	**$0.00**	**$63.00**
Deficit Applied	**(1,169.78)**	**(1,165.37)**	**(1,165.37)**	**(1,176.94)**
Equalization	$0.00	$0.00	$0.00	$0.00
Other Revenue Limit Adjustments	($252.83)	($201.00)	($201.00)	($201.00)
Funded Revenue Limit per ADA	$4,950.46	$4,982.70	$4,982.70	$5,034.13
Basic Aid/Charter School Revenue Adjustment	$3,680,832	$3,656,880	$2,948,740	$2,118,737
Federal Revenue				
Average funding increased by Statutory COLA	0.000%	0.000%	0.000%	0.000%
State Revenue				
Average funding increased by State Categorical (	-4.46%	-0.39%	0.00%	1.00%
Lottery-Unrestricted (RS 1100)	$110.00	$110.00	$110.00	$110.00
Lottery-Restricted (RS 6300)	$13.00	$13.00	$13.00	$13.00
EXPENDITURES				
Certificated Salaries				
New Hires FTE - Growth	3.7 FTE	0.0 FTE	10.0 FTE	12.0 FTE
Reductions in Force	0	0	to be determined	to be determined
Program (music, PE, Special Ed)	0 FTE	0 FTE	0 FTE	0 FTE
New Hires Admin FTE	0 FTE	1.0 FTE	0 FTE	0 FTE
Estimated Retirements/resignations	(3.0) FTE	(3.0) FTE	(3.0) FTE	(3.0) FTE
Staffing Ratio K	25:1	25:1	25:1	25:1
Staffing Ratio 1-3	21:1	22:1	Increases are	
Staffing Ratio 4-5	30:1	30:1	expected and	
Staffing Ratio 6-8	25:1	25:1	will be determined	
Staffing Ratio 9-12	28:1	28:1	in the coming months	
Step/Column	1.50%	1.50%	1.50%	1.50%
Average teacher salary/benefits	$80,782	$82,483	$82,483	$82,483
Expenditures for Extra Duty (xx20)	$460,000	$373,000	$389,000	$406,000
Substitutes (xx10)	$349,000	$281,000	$293,000	$306,000

	2009/10 (Actuals)	2010/11	2011/12	2012/13
EXPENDITURES (continued)				
Classified Salaries				
Additional Classified Staff - DO	1.0 FTE	0.0 FTE	0.0 FTE	0.0 FTE
Additional Classified Staff - school sites	4.0 FTE	0.0 FTE	0.0 FTE	0.0 FTE
Reductions in staffing	0	0	to be determined	to be determined
Step/Column	1.70%	1.70%	1.70%	1.70%
Expenditures for OT/Subs	$215,000	$194,000	$202,000	$211,000
Benefits				
Health & welfare benefits caps are projected to increase 5% in 2010/11 (approximately $1000/month for WPTA members and $950/month for all others). Statutory benefits are projected to remain relatively stable at: OASDI (6.2%), Medicare (1.45%), Unemployment (0.05%), PERS Reduction (2.313%), and Workers' Comp (1.1%). Retirement benefits: STRS (8.25%) and PERS 10.707%). PERS is expected to increase at a rate of approximately 1% per year. STRS rates may increase in two years.				
Site Allocations				
Unrestricted				
Per Elementary Student	$47.00	$47.00	$47.00	$47.00
Per Middle School Student	$58.50	$58.50	$58.50	$58.50
Per High School Student	$83.75	$83.75	$83.75	$83.75
SLIG (School and Library Improvement Grant)				
K-6	$49.79	$49.79	$49.79	$49.79
7-8	$18.16	$18.16	$18.16	$18.16
MAA (Medical Administrative Activities)				
Annual allocation distributed among sites (estim	$100,000	$ 100,000	$ 100,000	$ 100,000
Lottery per Teacher	$500.00	$500.00	$500.00	$500.00
Services & Operating Expenses				
Estimate/California CPI	0.80%	1.90%	2.30%	2.30%
Twelve Bridges Library Contribution	$109,938	$110,501	$110,501	$110,501
Indirect Cost Rate	6.63%	6.77%	n/a	n/a
TRANSFERS OUT (761x)				
Adult Ed (Fund 11)	$13,035	$ 13,000	$ 13,000	$ 13,000
Cafeteria Deficit (Fund 13)	$25,000	$0	$0	$0
Deferred Maintenance (Fund 14)	$256,000	$0	$0	$0
Special Reserve Other Than Capital Outlay (Wetla	$0	$0	$0	$0
Special Reserve for Capital Outlay (Fund 40)	$0	$0	$0	$0
Other Post-Employment Benefits (Fund 71)	$175,000	$ 175,000	$175,000	$ 175,000
Designated for Economic Uncertainty	5%	5%	5%	5%
Basic Aid Reserve	$ 4,623,063	$ 4,661,288	$ 3,692,348	$ 2,600,240

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:
Adoption of Revised/New Policies/Regulations/Exhibits

AGENDA ITEM AREA:
Action

REQUESTED BY:
Joyce Lopes
Assistant Superintendent, Business Services

ENCLOSURES:
Yes

DEPARTMENT:
Business Services

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
May 18, 2010

ROLL CALL REQUIRED:
No

BACKGROUND:

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

- AR 3541 Transportation Routes and Services
- AR 3250 Transportation Fees
- Exhibit (1) 3250 Transportation Fees

RECOMMENDATION:

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

wp/rk/factform

10.7

TRANSPORTATION ROUTES AND SERVICES

Routes and Bus Stops

The Superintendent or designee shall design transportation routes and stops to promote the safety of students and maximum efficiency in the use of buses.

Students shall be eligible for transportation service to and from school **if they live outside Lincoln city limits and** if the distance between their school-established bus stop and the school is beyond the minimum listed below:

1. For elementary school students:

   Grades K-3: three-fourths mile
   Grades 4-8: one mile

2. For students attending a three-year ~~junior high~~ **middle** school:

   Grades **6-8** ~~7-9~~: one mile

3. For students attending a four-year high school:

   Grades 9-12: two miles

The Superintendent or designee may authorize transportation within the walking distance when safety problems or hazards exist.

Students who attend a school outside their attendance area may be eligible for transportation services in accordance with Board policy.

(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 5117.1 - Interdistrict Agreements)
(cf. 5117.2 - Alternative Interdistrict Attendance Program)

The Superintendent or designee shall communicate in writing to parents/guardians regarding bus routes, schedules and stops and/or shall arrange for local media to publish such information.

(cf. 1112 - Media Relations)

Transportation Services

With the Board of Trustees' authorization, transportation services may be provided or arranged by the district for:

1. Students traveling to and from school during the regular school day (Education Code 39800)

TRANSPORTATION ROUTES AND SERVICES (continued)

2. Field trips and excursions (Education Code 35330)

(cf. 3541.1 - Transportation for School-Related Trips)

3. School activities, expositions or fairs, or other activities determined to be for the benefit of students (Education Code 39860)

4. District employees and parents/guardians traveling to and from educational activities authorized by the district (Education Code 39837.5)

5. Preschool or nursery school students (Education Code 39800)

6. Students traveling to full-time occupational classes provided by a Regional Occupational Program or Center (Education Code 39807.5, 41850)

7. Students traveling to and from their places of employment during the summer in connection with a summer employment program for youth (Education Code 39837)

8. Matriculated or enrolled adults traveling to and from school, or adults for educational purposes other than to and from school (Education Code 39801.5)

9. Private school students, in the same manner and on the same routes provided for district students (Education Code 39808)

10. Nonschool purposes as allowed by law, such as:

    a. Community recreation (Education Code 39835)

    b. Public transportation (Education Code 39841)

    c. Transportation of government employees to and from their places of employment (Education Code 39840)

The district shall provide home-to-school transportation and additional transportation services as needed for students with disabilities as specified in their individualized education programs. (Education Code 41850; 20 USC 1400-1482; 34 CFR 104.4)

(cf. 3541.2 - Transportation for Students with Disabilities)

The Superintendent or designee shall provide transportation to homeless children in accordance with law, Board policy and administrative regulation.

(cf. 6173 - Education for Homeless Children)

Legal Reference: (see next page)

10.7.2

TRANSPORTATION ROUTES AND SERVICES (continued)

Legal Reference:

EDUCATION CODE
10900.5 Use of school buses for community recreation
35330 Excursions and field trips
35350 Authority to transport pupils
39800-39809.5 Transportation, general provisions, especially:
39800 Powers of governing board to provide transportation to and from school
39801.5 Transportation for adults
39808 Transportation for private school students
39830-39842 School buses, especially:
39835 Use of school buses for community recreation
39837 Transportation to summer employment program
39837.5 Transportation of employees and parents/guardians to school activities
39860 Transportation to school activities
41850-41857 Allowances for transportation
41860-41863 Supplementary allowances for transportation
CODE OF REGULATIONS, TITLE 5
15240-15244 Allowances for student transportation
UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities Education Act
UNITED STATES CODE, TITLE 42
11432 McKinney-Vento Homeless Assistance Act
CODE OF FEDERAL REGULATIONS, TITLE 34
104.4 Equal opportunity under the Rehabilitation Act of 1973, Section 504

Management Resources:

WEB SITES
California Department of Education, Office of School Transportation:
http://www.cde.ca.gov/bus/index.html
Pupil Transportation Safety Institute: http://www.ptsi.org

TRANSPORTATION FEES

Fee Schedule and Collection

Transportation fees charged by the district shall not exceed the statewide average nonsubsidized cost of providing such transportation to a student on a publicly owned or operated transit system, as determined by the Superintendent of Public Instruction. (Education Code 39807.5)

The total amount received by the district from the state and parent/guardian fees shall not exceed the actual operating cost of home-to-school transportation during the fiscal year. If excess fees are collected due to errors in estimated costs, fees shall be reduced in succeeding years. (Education Code 39809.5)

The Board of Trustees shall certify to the County Superintendent of Schools that the district has levied fees in accordance with law and that, in the event that excess fees have been charged, the fees have been reduced and excess fee revenue eliminated. (Education Code 39809.5)

Bus passes and tickets shall be sold through the mail, **online** or at the district office. No money shall be collected on school buses. Students purchasing round trip passes will be guaranteed space on a school bus. Students desiring to ride occasionally may purchase a book of 10 one-way tickets. Books of tickets may be purchased through the mail, **online** or at the district office at specified times throughout the school year. Single ride tickets will allow for ridership on a space available basis only.

Fees for Additional Services

The district may also charge fees for:

1. Students traveling to full-time occupational classes provided by a Regional Occupational Program or Center (Education Code 39807.5)

2. Matriculated or enrolled adults traveling to and from school, or adults pursuing other educational purposes (Education Code 39801.5)

3. Community recreation as provided in Education Code 39835 (Education Code 10913)

(cf. 3541 - Transportation Routes and Services)

Exemption from Fees

All users of the transportation system shall pay fees as determined annually by the Board, except as follows:

TRANSPORTATION FEES (continued)

1. Special Education students whose individual education program calls for transportation services

2. Eligibility for **reduced** ~~free~~ transportation based on indigency shall be **determined by applying the Federal Policy for Child Nutrition Programs as outlined and periodically updated in the USDA eligibility manual for school meals. (www.fns.usda.gov/cnd/guidance/eligibility_guidance.pdf)** ~~based on the income eligibility scales used for the free and reduced-price lunch program and/or proof of receipt of Temporary Assistance to Needy Families (TANF).~~

~~*(cf. 3553 - Free and Reduced Price Meals)*~~

~~3. Foster children when application is provided from guardian that includes the foster program case number.~~

3.~~4.~~ Families purchasing passes for two students to ride at the regular fare receive a reduced rate for the third child. No family shall pay for passes for more than three children in any one school year.

4.~~5.~~ Children who are required to attend a school outside of their normal attendance area and who would not have normally been eligible for transportation services.

5.~~6.~~ Students receiving free **or reduced-price** transportation shall not be identified by the use of special bus passes, tickets, lines, seats or any other means. They shall in no way be treated differently from other students. Nor shall their names be published, posted or announced in any manner or used for any purpose other than the transportation program.

At the beginning of the school year and whenever a new student is enrolled, parents/guardians shall receive information about ~~free~~ **reduced-price** transportation eligibility standards, application procedures and appeal procedures.

(cf. 5145.6 - Parental Notifications)

All applications and records related to eligibility for ~~free~~ **reduced-price** transportation shall be confidential and used ~~only~~ **primarily** for purposes directly connected with the ~~free~~ **reduced-price** transportation program.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)

10.7.S

TRANSPORTATION FEES (continued)

Ridership Eligibility Conditions

All students will be eligible to ride upon presentation of a valid bus pass and on a space available basis, upon presentation of a single-ride ticket, except when student ridership has been suspended by the district.

All students will be required to comply with rules and regulations regarding student transportation as set forth elsewhere in the district policies and procedures. Furthermore, students who continually forget to bring their bus passes, students loaning passes or using bus passes that do not belong to them, and students who attempt to obtain transportation service without paying the proper fees may be denied transportation services.

Students transported from one school to another school as part of the district's educational program will not pay additional fees.

Refunds, Replacements and Prorations for Bus Passes

Refunds: Written request for refunds shall be made directly to the district office and should contain the following information: Name of student, date that pass **will** ~~would~~ no longer be used, reason for refund request, school of attendance, and location where **re**fund is to be sent. The bus pass, accompanied by the request for **re**fund shall be submitted to the district office not later than 10 days after transportation services will not be utilized or after the district has denied services for disciplinary reasons. No refunds will be made on tickets or ticket books.

Refunds shall be based on the date that the surrendered pass arrives in the district office. Refunds for passes ~~only~~ shall be provided **only** for the following reasons, subject to a service charge:

1. Prorated refunds will be made for paid riders who are subsequently reassigned to Special Education classes and become legally eligible for free transportation.

2. Prorated refunds will be made for students who experience extended illness in excess of 15 consecutive school days.

3. Prorated refunds will be made for students moving out of a busing area.

4. Refunds will be made for students who are denied transportation for disciplinary reasons if services are denied for a period exceeding 15 school days.

Refunds will not be made for any other reason than the reasons stated above unless approved by the district office.

10.7.6

TRANSPORTATION FEES (continued)

Replacement of Bus Passes: Bus passes are considered the property of the district, rented to the bearers, who are charged with custodial responsibility and are expected to safeguard them accordingly. The district assumes no responsibility for lost or stolen passes or tickets. Readable mutilated passes will be replaced upon payment of **a** service charge. Missing passes will be replaced upon the payment of a service charge and after prior pass purchase has been verified.

Emergencies

In the event conditions beyond the control of the district prevent the district from providing the expected transportation services, the liability of the district will be limited to the refund of fees for that portion of the services not made available that exceeds $1.00.

Bus and Bus Stop Assignments

Possession of a current pass entitles a student to ride to and from the designated school and bus stop only on the assigned bus. Reassignment to a different bus or a different stop can be requested by submitting a request to the Transportation **Director** ~~Coordinator~~; however, all decisions regarding bus assignments to buses and stops are at the sole discretion of the district.

Students planning to get off the bus anywhere other than their normal bus stop must bring a note from their parent/guardian. All notes of change exit must clear through the school office.

Extracurricular Activity Trips

~~Unless exempted, the~~ **P**arents/guardians of students participating in extracurricular activities shall be charged fees, in accordance with Board-approved schedules, to help offset the cost of related transportation.

Extracurricular Activity Transportation Fees

Each school will be responsible for the collection of fees. Students will not be allowed to participate in scheduled events until all fees are paid.

Written requests for refunds will be accepted up until the time the activity begins.

All students will be required to comply with rules and regulations regarding student transportation as set forth elsewhere in the district policies and procedures.

Regulation
approved: September 4, 2007
revised: May 18, 2010

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

10.7.7

TRANSPORTATION FEES

Parents/guardians who desire to purchase transportation services for their children may do so by making payment to the Western Placer Unified School District according to the following schedule, and will receive bus passes for their students' use.

Fee Amount: Bus pass fees for the **2010-11** ~~2009-10~~ school year shall be:

	Annual Passes	Semester Passes
• One Student	$225.00	$125.00
• Two Students	$450.00	$250.00
• Three or More Students	$520.00	$290.00

Tickets: Books of 10 one-way trips = $15.00

Reduced-**price passes** ~~or free tickets~~ will be available for those families who qualify **and** ~~Reduced passes or tickets~~ will be sold for half price.

How to obtain passes:

1. Mail completed application with check or money order to Western Placer Unified School District, 600 Sixth Street, Suite 400, Lincoln, CA 95648; **or**

~~OR~~

2. Bring completed application with payment (check, money order, or cash) to the following location during the times specified: District Office, 600 Sixth Street, Suite 400, Lincoln, CA 95648, Monday through Friday- 8:00 a.m. – 4:30 p.m.; **or**

3. **Fill out and submit application online at www.wpusd.k12.ca.us.**

~~2. Tickets may be purchased in minimum quantities of 10 for $15.00 at the district office.~~

4. Special Education students whose Individual Education Programs require transportation shall be issued free passes ~~automatically.~~ **upon receipt of a completed application and verification from the special education department.**

~~Note: Students enrolled in RSP and DIS are not considered Special Education Students.~~

Permanent passes will be mailed within five working days.

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 Declaration of Need for
Fully Qualified Educators

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Bob Noyes
Assist. Superintendent, Personnel Services

ENCLOSURES:

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
May 18, 2010

ROLL CALL REQUIRED:

BACKGROUND:

Each year the District must declare that there are an insufficient number of certificated persons who meet the District's employment criteria for the positions listed on the attached form. The declaration shall remain in force until June 30, 2011.

RECOMMENDATION:

Administration recommends adoption of the Declaration of Need for Fully Qualified educators.

State of California
Commission on Teacher Credentialing
Certification, Assignment and Waivers Division
Box 944270
Sacramento, CA 94244-2700

Telephone:
(888) 921-2682
E-mail: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

☒ Original Declaration of Need for year: 2010-2011
☐ Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Western Placer Unified School District District CDS Code: 66951

Name of County: Placer County CDS Code: 31

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 05 / 18 / 10 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2011.

Submitted by (Superintendent, Board Secretary, or Designee):

Robert Noyes		Assist. Super., Personnel Ser.
Name	*Signature*	*Title*
(916) 645-6348	(916) 645-5293	05/19/10
Fax Number	*Telephone Number*	*Date*

600 6th St., Suite 400, Lincoln, CA 95648
Mailing Address

b_noyes@wpusd.k12.ca.us
E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County N/A County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ___/___/___, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, N/A.

▶ ***Enclose a copy of the public announcement***

108.1

Submitted by Superintendent, Director, or Designee:

N/A		
Name	*Signature*	*Title*
Fax Number	*Telephone Number*	*Date*
Mailing Address		
E-Mail Address		

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
☒ CLAD/English Learner Authorization (applicant already holds teaching credential)	7
☒ Bilingual Authorization (applicant already holds teaching credential)	1
List target language(s) for bilingual authorization: _____	
☒ Resource Specialist	2
☒ Teacher Librarian Services	1
☐ Visiting Faculty Permit	

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	0
Single Subject	2
Special Education	2
TOTAL	4

10.8.2

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ☐ Yes ☒ No

If no, explain. District is targeting fully credentialed teachers in all subject areas.

Does your agency participate in a Commission-approved college or university internship program? ☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 3

If yes, list each college or university with which you participate in an internship program.

National University, Chapman University, Sacramento & Chico State Universities and Project Pipeline

If no, explain why you do not participate in an internship program.

10.8.3

TITLE 5. EDUCATION
DIVISION 8. COMMISSION ON TEACHER CREDENTIALING
CHAPTER 1. CREDENTIALS ISSUED UNDER THE TEACHER PREPARATION AND LICENSING LAW OF 1970
ARTICLE 2. CREDENTIAL TYPES, AUTHORIZATIONS, AND REQUIREMENTS
This database is current through 4/16/10 Register 2010, No. 16.

§ **80026.** Declaration of Need for Fully Qualified Educators.

Submission of a Declaration of Need for Fully Qualified Educators by the employing agency shall be a prerequisite to the issuance of any emergency permit and/or limited assignment permit for that agency. Charter schools as defined in Education Code Section 47600 shall be exempt from submitting a Declaration of Need for Fully Qualified Educators. The Declaration of Need for Fully Qualified Educators by an employing agency shall be valid for no more than twelve months, and shall expire on the June 30 following its submission to the Commission. The Declaration of Need for Fully Qualified Educators shall be submitted to the Commission on a form to be provided by the Commission, and shall include all of the following information:

(a) Estimated Need: This shall include the title(s) and number of each type of emergency permit and limited assignment permit which the employing agency estimates, based on previous year actual needs and projections of enrollment, it will need during the year covered by the Declaration. In addition, it shall include each subject to be listed on Emergency Single Subject and Limited Assignment Single Subject Teaching Permits and the target language on Emergency Multiple Subject or Single Subject Teaching Permits with a Bilingual, Crosscultural, Language and Academic Development (BCLAD) Emphasis or on Emergency BCLAD Permits. The Declaration of Need for Fully Qualified Educators shall be revised, when the number of emergency permits and limited assignment permits needed exceeds the estimate by ten percent, by the governing board or superintendent/administrator of the employing agency, as specified in subsection (e) below.

(b) Efforts to Recruit Certified Personnel. This shall include a brief description of efforts that the employing agency has undertaken to locate and recruit individuals who hold the needed credentials, such as dated copies of written announcements of its vacancy or vacancies which were mailed to college or university placement centers.

(c) Efforts to Establish Alternative Training Options. The Declaration shall:

(1) identify the names of institutions of higher education co-sponsoring internships or other certification programs with the employing agency or, if no such programs exist, briefly explain why;

(2) if the employing agency participates in internship programs, estimate the number which the employing agency reasonably expects to employ during the year covered by the Declaration.

(d) Stipulation of Insufficiency of Suitable Applicants. The employing agency shall certify that there is an insufficient number of certificated persons who meet the employing agency's specified employment criteria to fill necessary positions.

(e) Adoption of the Declaration. The Declaration of Need for Fully Qualified Educators shall be adopted by the governing board of a school district, or by the superintendent of a county office of education or by the administrator of a state school or nonpublic, nonsectarian school or agency.

(1) A Declaration of Need for Fully Qualified Educators by a school district shall be adopted by the governing board in a regularly-scheduled, public meeting of the board. The entire Declaration of Need for Fully Qualified Educators shall be included in the board agenda, and shall not be adopted by the board as part of a consent calendar.

(2) A superintendent of a county office or the administrator of a state school or nonpublic, nonsectarian school or agency shall publicly announce his or her intent to adopt a Declaration of Need for Fully Qualified Educators at least 72 hours prior to adopting the Statement. The adopted Statement shall be signed by the superintendent or administrator.

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225(d), 44225(g) and

10.8.4

44300, Education Code. Authority cited: Section 44225(q), Education Code. Reference: Sections 44225 (d), 44225(g) and 44300, Education Code.

10.8.S

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:
Interdistrict Agreement/Residency Based on Employment

AGENDA ITEM AREA:
Discussion/Information

REQUESTED BY:
Scott Leaman, Superintendent

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
May 18, 2010

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will discuss implementation of interdistrict agreements.

ADMINISTRATION RECOMMENDATION:

Disclose any action taken.

wp/rk/factform

10.9