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
Terri Ryland, Interim Chief Business Official
Cathy Allen, Assistant Superintendent of Facilities and Maintenance Services

STUDENT ENROLLMENT

School	2008 CBEDS	09/02/09	10/02/09
Sheridan School (K-5)	80	87	88
First Street School (K-5)	418	417	411
Carlin C. Coppin Elementary (K-5)	428	446	446
Creekside Oaks Elementary (K-5)	617	624	624
Twelve Bridges Elementary (K-5)	714	714	708
Foskett Ranch Elementary (K-5)	508	538	542
Lincoln Crossing Elementary (K-5)	582	609	608
Glen Edwards Middle (6-8)	638	640	632
Twelve Bridges Middle School (6-8)	838	837	837
Lincoln High School (9-12)	1,473	1,477	1,471
Phoenix High School (10-12)	87	81	80
PCOE Home School	0	0	0
TOTAL:	**6,388**	**6,468**	**6,447**

Preschool/Head Start

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

Pre-K/Special Ed

Foskett	25
FSS PPPIP	30
Carlin Coppin	6

Adult Education 37

First-5 Program

First Street	20-A.M. / 20-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
October 6, 2009, 7:00 P.M.
LINCOLN HIGH SCHOOL – PERFORMING ARTS THEATER
790 J Street, Lincoln, CA

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.

6:00 P.M. START

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

6:05 P.M.

2. **CLOSED SESSION** – Lincoln High School - Office Conference Room
   - 2.1 **PERSONNEL**
     Public Employee Discipline/Dismissal/Release
   - 2.2 **CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**
     a. WPUSD, as intervener, v. Edge Development; NTD/Stichler; NTD-Edge Design Builders; Mountain States Steel, Inc.; and DOES 1-100
     b. Michael Thornbrough vs. Western Placer Unified School District, ET AL.

7:00 P.M.

3. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE** – Lincoln High School Performing Arts Theater
   - 3.1 **PERSONNEL**
     Public Employee Discipline/Dismissal/Release
   - 3.2 **CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**
     a. WPUSD, as intervener, v. Edge Development; NTD/Stichler; NTD-Edge Design Builders; Mountain States Steel, Inc.; and DOES 1-100
     b. Michael Thornbrough vs. Western Placer Unified School District, ET AL.

4. **SPECIAL ORDER OF BUSINESS**
   Recognition of Thunder Valley Casino Donation

5. **CONSENT AGENDA**

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

5.1 Approval of Meeting Minutes for:
- September 1st, and 15th, 2009 Regular Board of Trustee Meetings

5.2 Approval of Warrants.
5.3 Approve Classified Personnel Report.
5.4 Approve Certificated Personnel Report.
Roll call vote:

6. COMMUNICATION FROM THE PUBLIC

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

7. REPORTS & COMMUNICATION

7.1 Lincoln High School, Student Advisory – Jerusha Loya
7.2 Western Placer Teacher's Association – Mike Agrippino
7.3 Western Placer Classified Employee Association – Chris Hawley
7.4 Superintendent, Scott Leaman – S.C.H.O.O.L.S. Video

8. PUBLIC HEARING

Global Tides Charter Petition
A petition was received from Global Tides for a Charter School. The petition requires a public hearing within 30 days and a final vote within 60 days.

9. ♦ACTION ♦DISCUSSION ♦INFORMATION

CODE: (A) = Action (D) = Discussion (I) = Information

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

9.1 (I/D) **GLOBAL TIDES CHARTER PETITION – Leaman** *(08-09 G & O Component I, IV, V)*

•The district received a charter school petition on September 9, 2009 from Global Tides. The charter school petition timeline requires the board hold a public hearing within 30 days and a final vote within 60 days. At the November 3, 2009 board meeting, a detailed legal and financial analysis will be presented to the board concerning the petition. I have included a portion of the Frequently Asked Questions included on the California Department of Education website for your information.

9.2 (D/A) **APPROVAL OF CHANGE ORDER NO. 1 FOR LINCOLN HIGH SCHOOL INCREMENT #1 – Allen** *(08-09 G & O Component I, IV, V)*

•Change Order No. 1 represents a $73,737.16 increase in the Construction Contract with Seward L. Schreder Construction for Lincoln High School, Increment #1. The attached documentation shows the breakdown of each Construction Change Directive and corresponding cost and/or credit. The new contract amount will be $1,135,252.16 which represents just under a 7% increase. The 7% includes increases in costs for both the new construction and the modernization portions of the contract.

9.3 (D) **FUTURE SOUTH ELEMENTARY SCHOOL SITE – Allen** *(08-09 G & O Component I, IV, V)*

•The School Mitigation Agreement between WPUSD and Placer Holdings, Inc. for the reservation of land commonly known as the "Twelve Bridges Elementary North Site" expired in April of 2009. Placer Holdings, Inc. has offered the District an opportunity to request an extension of the agreement and has given us until the end of October to make the request.

9.4 (I/D) **LIGHTHOUSE CONTRACT – Leaman** *(08-09 G & O Component I, IV, V)*

•Based on the 2009-10 Board objectives, the district has been meeting with the Lighthouse to finalize a contract. The district has supported the Lighthouse since its inception for student and family counseling; first as a district program and currently as a 501(c)3. Except for last year, we have historically allotted approximately $30,000 to the Lighthouse for these services. The Lighthouse is again requesting the historical allotment to serve WPUSD students and families. With the assistance of the Educational Services department, the district is recommending one-time support of $30,000 from various categorical and reimbursement funds. After a presentation to the board about Lighthouse activities in early 2010, the Board will need to establish the amount of support for the 2010-11 school year through the district budget process.

9.5 (D/A) **PLACER COUNTY SCHOOL BOARDS ASSOCIATION ANNUAL BANQUET – Leaman** *(08-09 G & O Component I, IV, V)*

•The Placer County School Boards Association Annual Banquet will be held Monday, November 16th.

9.6 (D/A) **NOMINATION TO THE COUNTY COMMITTEE ON SCHOOL DISTRICT ORGANIZATION – Leaman** *(08-09 G & O Component I, IV, V)*

• Each year the County Superintendent acting as Secretary to the County Committee must conduct an election to fill one or more seats on the eleven member committee. This is required by state and must be completed by December 1st.

10. BOARD OF TRUSTEES

10.1 FUTURE AGENDA ITEMS

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

- Relationship with Sierra Community College
- Twelve Bridges High School
- Gladding Parkway Carlin C. Coppin

10.2 BOARD MEMBER REPORTS/COMMENTS

11. ESTABLISHMENT OF NEXT MEETING(S)

- The President will establish the following meeting(s):
  - October 20, 2009 7:00 P.M., Lincoln Crossing Elementary School

12. ADJOURNMENT

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

DISCLOSURE

OF ACTION

TAKEN IN

CLOSED SESSION,

IF ANY

Western Placer Unified School District
CLOSED SESSION AGENDA

Place: Lincoln High School – Office Conference Room
Date: Tuesday, October 6, 2009
Time: 6:05 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:
Public Employee Discipline/
Dismissal/Release

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Mary Boyle, Assistant Superintendent
Scott Leaman, Superintendent

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
October 6, 2009

ROLL CALL REQUIRED:
No

BACKGROUND:

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

RECOMMENDATION:

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

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

Scott Leaman,
Superintendent

ENCLOSURES:

No

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

October 6, 2009

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

3.2a

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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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:

CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

Scott Leaman,
Superintendent

ENCLOSURES:

No

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

October 6, 2009

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to the Existing Litigation of Michael Thornbrough vs. Western Placer Unified School District, ET AL.

RECOMMENDATION:

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

wp/rk/factform

3.2b

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:
Recognition of Thunder Valley Casino Donation

AGENDA ITEM AREA:
Special Order of Business

REQUESTED BY:
Mary Boyle

ENCLOSURES:
Thank You Letters
Recognition Award at Meeting

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
Donation

MEETING DATE:
October 6, 2009

ROLL CALL REQUIRED:
No

BACKGROUND:

The Thunder Valley Casino has very generously donated over $10,000 in supplies and cash to the Western Unified School District. Last week, Thunder Valley personally delivered ten pallets of copy paper – that's 400 cases – or 4000 reams of paper! They additionally provided a check for $761.04 and numerous classroom supplies to our district. The copy paper will allow our teachers to make copies of handouts, tests, supplemental readings, syllabi and other important instructional materials for their students. The cases of paper have already been delivered to each of our eleven school sites, based on student enrollment. The cash gift will be used to purchase pencils for upcoming required state testing. The classroom supplies have been distributed to sites. Thunder Valley employees raised most of these funds, with patrons contributing as well.

We are extremely thankful for the generosity of Thunder Valley Casino in this project, and specifically wish to thank:

- Lisa Grewohl, Vice President of HR
- Erika Carlson, Human Resources Manager
- Chuck Sproat, Employment & Communication Manager
- Adrian Woods, Warehouse Manager
- Angelina Robello, Security Officer
- Nuru Whitfield, Security Officer
- Kelley Deadman, Financial Controller

RECOMMENDATION:

Recognition of representatives from Thunder Valley Casino.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

600 Sixth Street
Fourth Floor
Lincoln, CA 95648

(916) 645-6350
(916) 645-6356 FAX

District Superintendent

Scott Leaman

Board of Trustees

Paul Carras
Terry Gage
Brian Haley
Paul Long
Ana Stevenson

Interim Chief Business Officer

Terri Ryland

Asst. Superintendent, Educational Services

Mary Boyle

Asst. Superintendent, Personnel Services

Robert Noyes

Asst. Superintendent, Facilities and Maintenance Services

Cathy Allen

Lincoln
All-America City
2006

September 22, 2009

Lisa Grewohl
Vice President of Human Resources
Thunder Valley Casino
1200 Athens Ave
Lincoln CA, 95648-9328

Dear Lisa:

Western Placer Unified School District continues to be overwhelmed by the generosity of Thunder Valley Casino management, employees and patrons in the amazing donation you made to us last week. The gift of over $10,000 in copy paper, $760 in check, and many school supplies has brought smiles to our entire district. We are in very lean financial times and your generous gift will allow our eleven school sites to produce copies of handouts, tests, instructions, course syllabi and a myriad of other paper copy items that are critical to student learning, without going over budget! By the end of the school year, it is not uncommon to ration paper; this year, thanks to your gift, we will not need to do so.

On behalf of the entire school district – its administrators, staff and students – thank you. It was a wonderful surprise to be chosen as the recipients of your thoughtfulness; it was even more wonderful to benefit from your generosity. I especially appreciate the time that you and the many members of your organization took to personally escort the delivery to our district. It was a pleasure meeting all of you.

Most Sincerely,

Mary Boyle
Asst Supt Ed Services
Western Placer Unified School District

4.1

CONSENT

AGENDA

ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Approval of Minutes:
Regular Meeting
- September 1, 2009
- September 15, 2009

AGENDA ITEM AREA:
CONSENT AGENDA

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
October 6, 2009

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will consider adoption of the minutes of the September 1st and September 15, 2009 regular Board Meetings.

RECOMMENDATION:

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

wp/rk/factform

5.1

Western Placer Unified School District
Regular Meeting of the Board of Trustees
September 15, 2009, 7:00 P.M.
FIRST STREET ELEMENTARY SCHOOL
1400 First Street, Lincoln, CA

MINUTES

2009-2010 Goals & Objectives (G & 0) for the Management Team: Component I: Quality Student Performance; **Component II:** Curriculum Themes; **Component III:** Special Student Services; **Component IV:** Staff & Community Relations; **Component V:** Facilities/Administration/Budget.

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

7:00 P.M. OPEN SESSION – First Street Elementary School – Multi-Purpose Building

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE

Members Present

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

Others Present

Scott Leaman, Superintendent
Mary Boyle, Assistant Superintendent of Educational Services
Bob Noyes, Assistant Superintendent of Personnel Services
Cathy Allen, Assistant Superintendent of Facilities and Maintenance Services
Terri Ryland, Interim Assistant Superintendent of Business
Rosemary Knutson, Secretary to the Superintendent
Press - Carol Feineman, Lincoln News Messenger

2. DISCLOSURE OF ACTION TAKEN IN CLOSED SESSION, IF ANY

3. SPECIAL ORDER OF BUSINESS
Featured School – First Street Elementary School

Mr. Leaman introduced Mr. Ayala, Principal of First Street School. Mr. Ayala opened the presentation by handing out folders with school site information to board members. Mr. Carras and Mr. Leaman presented certificates to students; Emily Compaan; Cody McGinnis; Christian Hipe; and Brian Furrer who received perfect scores on the Math portion of the CST. Mr. Ayala also congratulated the students for their achievement on the perfect score. Mr. Ayala then reviewed the API scores for First Street. He thanked all staff, students, and parents of First Street School. He then introduced Mrs. Kato, Executive Director of Los Hermanos Mentoring Program. She gave a brief overview of the program and its value to the students of First Street. High School boys mentor at-risk

Latino boys from the elementary level. She commented that the response from the students has been great. The program depends on the generosity of individuals, service organization and business, she shared, and requested their support for the annual fundraiser for the program.

4 CONSENT AGENDA

4.1 Approve Classified Personnel Report.

4.2 Approve Resolution No. 09/10.9 Authorizing the Proposed Agreement of the Transition Partnership Program.

There was a motion by Mr. Long, seconded by Mrs. Gage, and passed by a 4-0 roll call vote to approve the consent agenda as presented. Roll call: Haley, Long, Gage, Carras

5. COMMUNICATION FROM THE PUBLIC

No comments from the public.

6. REPORTS & COMMUNICATION

6.1 Lincoln High School, Student Advisory – Jerusha Loya – Golden One Credit Union bank is open on campus, this Friday first rally, First game on Friday.

6.2 Western Placer Teacher's Association – Mike Agrippino had no report.

6.3 Western Placer Classified Employee Association – Chris Hawley had no report.

6.4 Superintendent, Scott Leaman reported the following:

- News letter will be going out again in the next couple of weeks.
- There will be a Farm Foundation meeting tomorrow.

7. PUBLIC HEARING

Western Placer Unified School District will hold a public hearing at which the governing board shall encourage participation by parents, teachers, and members of the governing board shall encourage participation by parents, teachers, members of the community interested in the affairs of the school district, and bargaining unit leaders. This hearing shall make a determination, through a resolution, as to whether each pupil in each school in programs operated by Western Placer Unified School District will have sufficient textbooks or instructional materials, or both, in each of the following subjects, as appropriate, that are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education (SBE):

1. Mathematics
2. Science
3. History-Social Science
4. Reading/Language Arts, including the English language development component of the adopted program.

The public hearing is a requirement for the district to qualify for instructional Material Funds for the 2009-2010 school year.

Mr. Carras opened the public hearing for comment and there were no comments. The public hearing was closed.

8. ♦ACTION ♦DISCUSSION ♦INFORMATION
CODE: (A) = Action (D) = Discussion (I) = Information

8.1 (A) **RESOLUTION 09/10.10 RE SUFFICIENT INSTRUCTIONAL MATERIALS – Boyle** *(09-10 G & O Component IV-V)*

•Education code 60119 requires that the governing board of a school district hold an annual instructional materials public hearing to determine whether the district has sufficient standards-aligned textbooks or instructional materials for students in each of its schools.

Mary Boyle reviewed the adoption process and reported the Language Arts adoption has been delayed until 2013. She reviewed the annual Resolution needed for instructional materials. There was a motion by Mr. Haley, seconded by Mr. Long, and passed by a unanimous roll call vote to approve Resolution 09/10.10 for sufficient Instructional Materials.
Roll call vote: Long, Gage, Haley, Carras

8.2 (D/A) **ADOPTION TO REVISE POLICY AR 5123 PROMOTION/ACCELERATION/RETENTION – Boyle** *(09-10 G & O Component I, IV, V)*

•Current Administrative Regulation 5123 allows teachers in grades 2-8 two options for students who are significantly below grade level whom they believe should be considered for retention: either retain the student at the end of the academic year or place those students in a mandatory six-week summer session, with additional evaluation at the end of that session and a final recommendation for retention or promotion at that time. Summer session teachers find it extremely challenging to make retention decisions regarding a student's academic placement after only six weeks of instruction and interaction with those students. With this in mind, and with the consideration that summer school may not be offered in the future due to budget constraints, changes to AR5123 are recommended. The recommended changes require the decision for retention to be made at the end of the academic year by the regular teacher(s) rather than at the end of the six-week summer session by a new teacher. Summer school intervention, if available, would be offered to qualifying kindergarten through eight grade students as an option for academic support, but would not be required for promotion.

Mary Boyle reported on the reasons for the revisions to policy AR 5123. There was a motion by Mrs. Gage, seconded by Mr. Long, and passed by a 5-0 vote to approve revisions to policy AR 5123.

8.3 (I/D) **DISTRICT AND SITE AYP AND API RESULTS – Boyle** *(09-10 G & O Component I, IV)*

• Each fall, the California Department of Education (CDE) releases scores for Adequate Yearly Progress (AYP - federal requirements) and Academic Performance Index (API – state requirements) for each school and district within the state of California. Districts and sites are expected to meet pre-set federal AYP requirements for student proficiency on grade level standards in the areas of language arts, mathematics, science and social science; district and sites are expected to make growth on their API scores, indicating progress toward a score of 800 or more on a scale of 1000. Sites and districts are required to meet expectations for students overall and for all significant subgroups.

Mary Boyle commented on API and scores for the district. She gave handouts, and reviewed what makes up the subgroups and how they meet

targets. She then discussed AYP and discussed accepting Title I funds. We did not enter into program improvement this year, but goals need to be met two years in a row to exit program improvement. Mary also shared the reasons for our success teaching to state standards, Staff development, Professional learning communities, Early Release days, Focusing on student learning, Focused leadership, Teacher Leadership, and Parent Involvement. And on the horizon we will continue focusing on AYP targets missed, and our goal is that PI schools exit PI.

8.4 (D/A) **APPROVE RESOLUTION NO. 09/10.11 AUTHORIZING TO ADOPT THE 2009-10 WESTERN PLACER UNIFIED SCHOOL DISTRICT GANN LIMIT – Ryland** *(09-10 G & O Component IV, V)*

•Shortly after Proposition 13, the 1978 Jarvis-Gann amendment was enacted. Proposition 4, adopted in November 1979, and established a constitutional limit on the allowable growth in state and local government spending. These appropriation limits, commonly called Gann Limits, allow government spending to grow at a rate no faster than inflation and change in population.

Education Code Sections 1629 and 42132 specify that by September 30, county office and district governing boards shall adopt a resolution identifying their estimated appropriation limit for the current year and their annual appropriation limit for the preceding year.

Terri Ryland explained the reason for the resolution on the gann limit. There was a motion by Mr. Long, seconded by Mr. Haley, and passed by a 4-0 roll call vote to approve the form that we submit to the State.
Roll call vote: Gage, Haley, Long, Carras

8.5 (I) **2008-09 GRAND JURY REPORT AND RESPONSE – Ryland** *(09-10 G & O Component IV, V)*

• The 2007-08 San Mateo County Grand Jury investigated the practice of "cash out refunding" of general obligation (GO) bonds by school districts in its county. This term refers to the refinancing of an original bond issue in a way that generates additional cash that may be used by the district for its capital program. Unlike the original bond issue, which requires voter approval, the refinancing issue requires approval only by the school board. It does not require any voter approval, or any specific voter notification, even though additional public debt is generated through the process. After publishing its final report, the San Mateo Grand Jury sent copies to all grand juries in the state, suggesting that this subject might be a worthwhile area for each jury to look into.

Reported on the grand jury report in regards to our response. A joint committee was formed and they met to discuss the response. Cash refunding is a set amount by the voters. The drafted letter will be sent out with the consensus of the board.

8.6 (D/A) **APPROVAL OF THE 2008-09 UNAUDITED ACTUALS – Ryland** *(09-10 G & O Component IV, V)*

• The 2008-09 Unaudited Actuals are included for the Board of Trustees, and an executive summary of significant items is included below.

General Fund
General Fund expenditures exceeded revenues by ($1,579,015), leaving an ending fund balance of $18,746,312. As you know, it was an odd year for financial transactions, to say the least. While the District came into over $17,000,000 in prior years' revenue limit funds, this was not current year revenue but rather a restatement of beginning fund balance. Hence, it is not reflected in the deficit spending figure above. However, the transfers out to other funds, the Retiree Benefit Fund and the Special Reserve Fund, are reflected and the deficit spending is due to these one-time transfers. The District exceeds the new Board-approved Reserve for Economic Uncertainty requirement of 5%.

Deficit spending is again budgeted for the current and subsequent years. Staff plans to begin an early Budget Committee process this winter in order to bring our on-going expenditures in line with our revenues. While the projections show that the District will be able to meet its financial obligations for the current and subsequent two years, the District must certainly get its spending under control so as not to live entirely off of the one-time fund balance.

Terry Ryland reviewed the unaudited actuals, which consisted of revenues and expenditures. After some discussion there was a motion by Mr. Haley, seconded by Mrs. Gage, and passed by a 4-0 vote to approve unaudited actuals.

8.7 (I/D/A) PLACER COUNTY SCHOOL BOARDS ASSOCIATION ELECITONS – Leaman *(09-10 G & O Component IV, V)*

- The Placer County School Boards Association will be seeking nominations for open positions on the Executive Committee.

Mr. Leaman reported on the information we received from PCOE requesting nominations to serve on the Placer County School Boards Association. Mr. Paul Carras volunteered to be nominated

9. BOARD OF TRUSTEES

9.1 FUTURE AGENDA ITEMS

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

- Relationship with Sierra Community College
- Twelve Bridges High School
- Gladding Parkway Carlin C. Coppin

9.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Long reported there is a Farm Foundation meeting schedule. He and his son gave a lecture at LHS on antique cars.
Mr. Haley would like to see a winning football season.
Mrs. Gage had no report.
Mr. Carras attended the 10 year Sun City parade.

10. ESTABLISHMENT OF NEXT MEETING(S)

- The President will establish the following meeting(s):
  - October 6, 2009 7:00 P.M., Lincoln High School Performing Arts Theater
  - October 15, 2009 7:00 P.M., Lincoln Crossing Elementary School

11. ADJOURNMENT

There being no further business there was a motion by Mr. Long, seconded by Mrs. Gage to adjourn the meeting at 9:00 p.m.

Paul Carras, Board President

Ana Stevenson, Clerk

Scott Leaman, Superintendent

Rosemary Knutson, Secretary to the Superintendent

Adopted:

Ayes:

Noes:

Absent

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

Western Placer Unified School District
Regular Meeting of the Board of Trustees
September 1, 2009, 7:00 P.M.
LINCOLN HIGH SCHOOL – PERFORMING ARTS THEATER
790 J Street, Lincoln, CA

MINUTES

2009-2010 Goals & Objectives (G & 0) for the Management Team: Component I: Quality Student Performance; **Component II:** Curriculum Themes; **Component III:** Special Student Services; **Component IV:** Staff & Community Relations; **Component V:** Facilities/Administration/Budget.

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

6:20 P.M. START

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

Members Present

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

Others Present

Scott Leaman, Superintendent
Mary Boyle, Assistant Superintendent of Educational Services
Bob Noyes, Assistant Superintendent of Personnel Services
Cathy Allen, Assistant Superintendent of Facilities and Maintenance Services
Terri Ryland, Interim Assistant Superintendent of Business
Rosemary Knutson, Secretary to the Superintendent
LHS Student Advisor – Jerusha Loya
Press - Brandon Darnell, Lincoln News Messenger

6:25 P.M.

2. **CLOSED SESSION** – Lincoln High School - Office Conference Room
   - 2.1 **PUBLIC EMPLOYE APPOINTMENT**
     - a. Coordinator of Educational and Business Technology
   - 2.2 **INTER-DISTRICT TRANSFER APPEALS**
     - a. Inter-district Request Appeal 09/10 19

7:00 P.M.

3. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE** – Lincoln High School Performing Arts Theater

5.1.7

3.1 PUBLIC EMPLOYE APPOINTMENT

a. Coordinator of Educational and Business Technology

No action was taken

3.2 INTER-DISTRICT TRANSFER APPEALS

a. Inter-district Request Appeal 09/10 19

Motion by Mrs. Stevenson, seconded by Mr. Long, passed by a 5-0 vote to deny transfer appeal.

4 CONSENT AGENDA

4.1 Approval of Meeting Minutes for:
- August 4, and August 18, 2009 Regular Board of Trustee Meetings

4.2 Approval of Warrants.
4.3 Approve Classified Personnel Report.
4.4 Approve Certificated Personnel Report.
4.5 Revised Job Description of Director of Maintenance & Operations.
4.6 Approve promotion of Classified Employee from Technology Support Technician Assistant position to District & Site Support Technician.
4.7 Approve Purchase of three 2008 GM, 2008 Collins Grand Bantam 12+2 Variable Passenger Mini School Buses from all the Best from A-Z Bus Sales, Inc.
4.8 Approve Purchase of a 2009 Bluebird Vision 24+1 Passenger School Bus from All the Best from A-Z Bus Sales, Inc.
4.9 Approval of Addendum to the Master Claiming Agreement for Medi-Cal Administrative Claims Preparation (MAA)
4.10 Approve Resolution No. 09/10.9 Authorizing the Proposed Agreement of the Transition Partnership Program.

Motion by Mr. Haley, seconded by Mrs. Stevenson, and passed by a 5-0 vote to approve agenda as presented.

5. COMMUNICATION FROM THE PUBLIC

There was no communication from the public.

6. REPORTS & COMMUNICATION

6.1 Lincoln High School, Student Advisory – Jerusha Loya reported the following:
- Link crew gathered a week before school with freshman students
- First student assembly was held on in the stadium last Thursday
- Back to school night was held on Thursday, August 27th
- Held a new student rally
- Questions about the construction project at the high school, possibly moving the red line for more parking? Mr. Carras asked her to talk with Mr. Butler.

6.2 Western Placer Teacher's Association – Mike Agrippino had no report
6.3 Western Placer Classified Employee Association – Chris Hawley was not present
6.4 Superintendent, Scott Leaman reported the following:

- Opening day he visited all the schools sites
- Sent out a call to all parents on H1N1 flue virus, with the recommendation from Dr. Star of the Placer County Health Department. Level on concern is not raised until you get to 30%.Will talk with principals tomorrow about absences.
- Dispensers are being installed in all classrooms starting today.
- Asked Board of Trustees who would be interested in attending the CSBA Conference in December? Mr. Haley, Mr. Carras, and Mrs. Gage.

6.5 Terry Ryland reported that we're facing a 1.2 million dollar cut this year, she reviewed "revenue Limit" revenues.

7. ♦ACTION ♦DISCUSSION ♦INFORMATION
CODE: (A) = Action (D) = Discussion (I) = Information

7.1 (D/A) **ADOPT REVISED DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS – Noyes** *(09-10 G & O Component I, III, IV)*

•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 original Declaration of Need was approved by the Board on May 10, 2009. However, we were just informed that the California Commission on Teacher Credentialing had revised the Declaration of Need (DON) CL-500 form and that we need to send in a revised version because CTC is rejecting the old ones. The declaration shall remain in force until June 30, 2010.

Bob Noyes presented the declaration of need. This is an annual form that needs to be approved for Fully Qualified Educators. Motion by Mrs. Gage, seconded by Mrs. Stevenson, and passed by a 5-0 vote.

7.2 (D/A) **JOB DESCRIPTION – COORDINATOR OF EDUCATIONAL AND BUSINESS TECHNOLOGY – Noyes** *(09-10 G & O Component I, IV, V)*

•In reorganizing the Technology Department, it is apparent that more time is needed in the area of direct service to the ongoing support, maintenance and monitoring of district technology. The Coordinator of Educational and Business Technology is a classified management position hat reports to the Director of Technology, oversees that District and Site Support Technicians, and provides hardware/software/network/cabling planning, installation, maintenance, replacement and repair.

Mary Boyle commented on the study that was done showing the need for a Coordinator of Educational and Business Technology. After some discussion there was a motion by Mr. Long, seconded by Mr. Haley, and passed by a 5-0 vote to approve new job description.

7.3 (D/A) **REVISED JOB DESCRIPTION – DIRECTOR OF TECHNOLOGY SERVICES – Noyes** *(09-10 G & O Component I, IV, V)*

•As educational and business application expectations for technology expand, and as our district continues to grow, the highest level of visionary leadership and expertise is needed in order to continue to advance in the technological field. The job description for the Director of Technology Services has been rewritten to reflect the increase in higher

education, experience in information systems and computer science, advanced training and team leadership expertise that this position now requires.

Mary Boyle presented a revised job description based on the study that was done, reflecting the need for expertise, leadership, and team building that are required by the district. This enhances a Director of Technology services and the need to adopt a revised job description. After some discussion, there was motion by Mrs. Gage, seconded by Mr. Haley, and passed by a 5-0 vote.

7.4 (D/A) **APPROVE RESOLUTION NO. 09/10.8 ESTABLISHMENT OF SENIOR MANAGEMENT POSITION OF THE CLASSIFIED SERVICE: DIRECTOR OF TECHNOLOGY – Leaman** *(09-10 G & O Component I, IV, V)*

•California Education Code Section 45100.5 allows the Board to designate certain classified positions as "senior management" positions of the classified service. Employees whose positions are designated as senior management shall be part of the classified service and afforded all rights, benefits and burdens of other classified employees except that they shall be exempt from all provisions relating to obtaining permanent status in a senior management position. In accordance with Education Code Section 45108.5 only a classified employee who acts as the fiscal advisor to the District Superintendent or classified employees in the highest position in a principal program area and which has district-wide responsibility for formulating policies or administering the program area may be designated "senior management." The Superintendent requests the board adopt a resolution to establish the Director of Technology position as "Senior Management."

Mary Boyle commented that after reviewing the new job description, our district entails two Technology Supervisors. Both positions are put in place with the Senior Management under contract. There was a motion by Mrs. Stevenson, seconded by Mr. Long, and passed by a 5-0 roll call vote to approve Resolution 09/10.8 establishing a Senior Management Position. Roll call vote: Haley, Gage, Long, Stevenson, Carras

7.5 (D/A) **REVISED JOB DESCRIPTION – TECHNOLOGY SUPPORT TECHNICIAN SPECIAL PROJECTS – Noyes** *(09-10 G & O Component I, IV, V)*

•As we prepare for CALPADS implementation and other special projects in the area of technology, it is apparent that the short-term position of Technology Support Technician Assistant Special Projects needs to become a permanent twelve-month half-time position, and the title changed to omit the word "Assistant". The Technology Support Technician Special Projects job description has been modified to include ongoing CALPADS reporting requirements and other special projects as assigned.

Mary Boyle commented on the revised job description. Motion by Mrs. Stevenson, seconded by Mrs. Gage, and passed by a 5-0 vote to approve the revised job description of the Technology Support Technician Special Projects.

5.1.10

7.6 (A) **ADOPTION OF AND REVISED POLICIE(S), REGULATION(S) AND EXHIBIT(S) – Leaman** *(09-10 G & O Component I, II, IV)*

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

- BP/AR 4113 Certificated Personnel Assignment

There was a motion by Mr. Long, seconded by Mrs. Stevenson and passed by unanimous vote to approve policy as presented.

7.7 (I/D) **LINCOLN HIGH SCHOOL BANNERS – Allen** *(09-10 G & O Component I, II, IV)*

•As requested, staff is presenting a revised banner to be installed along "J" Street for Lincoln High School.

Cathy Allen presented the banner with the new revisions. The board approved the banners.

8. BOARD OF TRUSTEES

Mr. Haley had no report.
Mrs. Gage reported she attended back to school night at CCC and LHS.
Mrs. Stevenson reported her son started Kindergarten.
Mr. Long reported on hand washing, and that most public transportations have sanitizer dispensers on the bus, we might look into that.
Mr. Carras had no report.

8.1 FUTURE AGENDA ITEMS

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

- Relationship with Sierra Community College
- Twelve Bridges High School
- Gladding Parkway Carlin C. Coppin

8.2 BOARD MEMBER REPORTS/COMMENTS

9. ESTABLISHMENT OF NEXT MEETING(S)

- The President will establish the following meeting(s):
  - ➢September 15, 2009 7:00 P.M., First Street School, Multi-Purpose Room

10. ADJOURNMENT

There being no further business there was a motion by Mrs. Gage, seconded by Mrs. Stevenson, passed to adjourned meeting at 8:40 p.m.

5.1.11

Paul Carras, Board President

Ana Stevenson, Clerk

Scott Leaman, Superintendent

Rosemary Knutson, Secretary to the Superintendent

Adopted:

Ayes:

Noes:

Absent

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

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
Approval of Warrants

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Terri Ryland
Interim Superintendent of Business Service

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

DEPARTMENT:
Business Services

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
October 6, 2009

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will consider approval of warrants paid since the September 1, 2009 board meeting.

RECOMMENDATION:

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

wp/rk/factform

5.2

Includes 09/25/2009 - 09/25/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85081959	09/25/2009	Linda M. Pezanoski	01-4300		4.64
85081960	09/25/2009	AIRGAS	01-4300		176.64
85081961	09/25/2009	AVID CENTER - SI REGISTRATION	01-5800		500.00
85081962	09/25/2009	CDW GOVERNMENT INC	01-4300		
			01-4400		793.10
85081963	09/25/2009	CITY OF ROSEVILLE MAIDU INTERPRETIVE CENTER	01-5800		832.00
85081964	09/25/2009	CLASSROOMDIRECT	01-4300		34.76
85081965	09/25/2009	CONTINENTAL BOOK COMPANY WESTERN DIVISION	01-4300	96.08	
			Unpaid Sales Tax	6.59-	89.49
85081966	09/25/2009	COSTCO	01-4300		181.68
85081967	09/25/2009	CREATIVE COMPETITIONS INC.	01-4300		194.95
85081968	09/25/2009	CYBERGUYS!	01-4300		32.48
85081969	09/25/2009	DELL	01-4300		
			01-4400		854.51
85081970	09/25/2009	EDULINK SYSTEMS	01-4300		300.00
85081971	09/25/2009	ENRICHMENT RESOURCES	01-4300		71.90
85081972	09/25/2009	FOLLETT LIBRARY RESOURCES	01-4300		480.41
85081973	09/25/2009	HIGHLIGHTS FOR CHILDREN	01-4300		47.20
85081974	09/25/2009	JOSTENS	01-4300		767.27
85081975	09/25/2009	LAKESHORE LEARNING MATERIALS	01-4300		588.41
85081976	09/25/2009	NAESP	01-5300		215.00
85081977	09/25/2009	NAPA AUTO PARTS	01-4300		76.09
85081978	09/25/2009	NATIONAL GEOGRAPHIC SOCIETY	01-4300		19.95
85081979	09/25/2009	OFFICE DEPOT	01-4300		1,260.00
85081980	09/25/2009	ORIENTAL TRADING COMPANY INC	01-4300	78.54	
			Unpaid Sales Tax	6.59-	71.95
85081981	09/25/2009	RESOURCES FOR EDUCATORS INC.	01-4300		297.00
85081982	09/25/2009	RISO PRODUCTS OF SAC INC	01-5600		425.00
85081983	09/25/2009	SCHOLASTIC BOOK FAIRS - 12	01-4300		14.14
85081984	09/25/2009	SCHOOL SPECIALTY INC	01-4300		1,182.83
85081985	09/25/2009	TARGET BANK	01-4300		178.51
85081986	09/25/2009	TEACHER DIRECT	01-4300	36.13	
			Unpaid Sales Tax	2.37-	33.76
85081987	09/25/2009	TOLEDO P.E. SUPPLY	01-4300	715.53	
			Unpaid Sales Tax	54.53-	661.00
85081988	09/25/2009	WARD'S NATURAL SCIENCE	01-4300		42.43
85081989	09/25/2009	ZOO-PHONICS	01-4300		106.37
85081990	09/25/2009	CROWN DISTRIBUTING INC.	13-4710		675.22
85081991	09/25/2009	"DANIELSEN COMPANY, THE"	13-4380	332.44	
			13-4710	3,159.33	
			Unpaid Sales Tax	18.44-	3,482.55
85081992	09/25/2009	DELL	13-4300		307.35
85081993	09/25/2009	ED JONES FOOD SERVICE	13-4710		3,772.55
85081994	09/25/2009	PIZZA GUYS	13-4710		1,282.53
85081995	09/25/2009	PROPACIFIC FRESH	13-4710		629.10
85081996	09/25/2009	R & M REFRIGERATION	13-5800		816.81
85081997	09/25/2009	SARA LEE	13-4710		617.07
85081998	09/25/2009	SIERRA OFFICE SUPPLIES &	13-4300		98.86
85081999	09/25/2009	SYSCO SACRAMENTO	13-4380		
			13-4710		2,574.45
85082000	09/25/2009	VENDMART OF SACRAMENTO	13-4710		2,845.83
85082001	09/25/2009	Deborah J. McKinnon	01-5200		49.50
85082002	09/25/2009	Robert R. Noyes	01-5200		36.16
85082003	09/25/2009	Patricia L. Shorkey	01-5200		33.11

5.2.1

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

Includes 09/25/2009 - 09/25/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85082004	09/25/2009	Peggy A. VanLengen	01-5200		61.71
85082005	09/25/2009	Nancy L. Currey	01-5200		49.61
85082006	09/25/2009	ADVISORY PUBLISHING & CONSULT	01-4300		155.88
85082007	09/25/2009	APPROVED SAFE & LOCK	01-5600		83.58
85082008	09/25/2009	AT&T	01-5560		37.24
85082009	09/25/2009	BANK OF AMERICA #3819	01-4300		
			01-4400		
			01-5200		1,730.36
85082010	09/25/2009	C & S TELECOMMUNICATIONS INC	01-5800		1,950.00
85082011	09/25/2009	CA COMM TEACHER CRED & WAIVER	01-5800		55.00
85082012	09/25/2009	CDW GOVERNMENT INC	01-4300		
			13-5600		
			21-4300		12,407.68
85082013	09/25/2009	CITY OF LINCOLN	01-5550		
			01-5570		69,132.27
85082014	09/25/2009	CUMMINS WEST INC	01-4365		111.24
85082015	09/25/2009	DELL	01-4300		
			01-4400		2,527.69
85082016	09/25/2009	DELTA EDUCATION INC	01-4100		1,477.09
85082017	09/25/2009	DISCOUNT SCHOOL SUPPLY	01-4300		447.60
85082018	09/25/2009	DIVERSE NETWORK ASSOCIATES	01-5800		1,079.00
85082019	09/25/2009	FILTERFRESH - NEXT GENERATION COFFEE SYSTEMS INC.	01-5800		43.50
85082020	09/25/2009	FITNESS FINDERS	01-4300	528.07	
			Unpaid Sales Tax	37.47-	490.60
85082021	09/25/2009	GRAINGER .	01-4300		566.72
85082022	09/25/2009	GRAYBAR ELECTRIC COMPANY INC	01-4300		357.49
85082023	09/25/2009	HANDWRITING WITHOUT TEARS	01-4100		3,431.55
85082024	09/25/2009	HANSEN.KOHLS.JONES.SOMMER & JACOB LLP	21-5800		
			21-5810		21,205.39
85082025	09/25/2009	HARCOURT INC	01-4100		41.75
85082026	09/25/2009	HOUGHTON MIFFLIN COMPANY	01-4100		4,401.00
85082027	09/25/2009	ICOM AMERICA INC.	01-4300		175.24
85082028	09/25/2009	LAGUNA PHYSICAL THERAPY	01-5800		220.00
85082029	09/25/2009	DAVID W. GIRARD DBA GIRARD EDWARDS & HANCE	01-5810		
			21-5810		3,353.50
85082030	09/25/2009	LINCOLN ACE HARDWARE/MAINT	01-4300		225.00
85082031	09/25/2009	LINGUI SYSTEMS INC	01-4300	183.97	
			Unpaid Sales Tax	14.02-	169.95
85082032	09/25/2009	LORETTE B. SHEA	01-5800		170.00
85082033	09/25/2009	MALLARD CREEK INC.	01-4300		1,658.44
85082034	09/25/2009	NORMAC	01-4300		1,312.50
85082035	09/25/2009	NORTHERN CA PREPARATORY SCHOOL	01-5800		6,504.96
85082036	09/25/2009	PACIFIC GAS & ELECTRIC CO	01-5510		
			01-5530		59,093.46
85082037	09/25/2009	PEOPLES PUBLISHING GROUP INC	01-4100		1,989.69
85082038	09/25/2009	PITNEY BOWES CREDIT CORP	01-5600		731.00
85082039	09/25/2009	PLACER DTAC	01-5200		200.00
85082040	09/25/2009	PRENTICE HALL	01-4100		2,552.70
85082041	09/25/2009	PURCHASE POWER	01-4300		3,018.99
85082042	09/25/2009	RALPH E WRIGHT	01-5800		400.00
85082043	09/25/2009	RECORDED BOOKS LLC	01-4100		563.13
85082044	09/25/2009	Roseville Joint UHSD	01-5200		900.00
85082045	09/25/2009	SAC VAL JANITORIAL SALES	01-4300		351.37

5.2.2

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

Includes 09/25/2009 - 09/25/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85082046	09/25/2009	SAFEWAY INC	01-4300		50.33
85082047	09/25/2009	SCHOOL SERVICES OF CA INC	01-5200		380.00
85082048	09/25/2009	SIERRA OFFICE SUPPLIES &	01-4300		1,406.28
85082049	09/25/2009	SIERRA PEDIATRIC THERAPY	01-5800		1,035.00
85082050	09/25/2009	SIG EMPLOYEE BENEFITS TRUST	76-9554		545,400.85
85082051	09/25/2009	STAPLES CREDIT PLAN	01-4300		25.69
85082052	09/25/2009	T.W. SMITH COMPANY	01-4300		185.76
85082053	09/25/2009	TEACHERS CURRICULUM INSTITUTE	01-4100		755.63
85082054	09/25/2009	UNIVERSAL SPECIALTIES, INC.	01-4300		343.99
85082055	09/25/2009	VERIZON WIRELESS	01-5560		
			13-5560		
			21-5560		1,963.75
85082056	09/25/2009	WEST TEL SERVICES	01-5560		110.00
85082057	09/25/2009	WESTERN PLACER WASTE	01-5540		47.81
85082058	09/25/2009	YASMIRA RODRIGUEZ	01-5800		184.38
85082059	09/25/2009	YUBA CO. OFFICE OF EDUCATION	01-5800		1,298.00
85082060	09/25/2009	ZEP SALES & SERVICE	01-4300		136.38
85082061	09/25/2009	ZIEGELMANN'S REFRIGERATION	01-4300		587.70
			Total	**103**	**787,099.99**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	90	203,094.97
13	Cafeteria Fund	13	17,289.57
21	Building Fund #1	4	21,445.39
76	Payroll Fund	1	545,400.85
	Total	**103**	787,230.78
	Less Unpaid Sales Tax Liability		130.79-
	Net (Check Amount)		**787,099.99**

5.2.3

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

Includes 09/23/2009 - 09/23/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85081330	09/23/2009	Ellen H. Byron	01-4300		75.01
85081331	09/23/2009	Jason R. Noonan	01-4300		500.00
85081332	09/23/2009	Hilda M. Rubio	13-5200		28.60
85081333	09/23/2009	Kevin D. Kurtz	01-4300		137.70
85081334	09/23/2009	AREA 3 WRITING PROJECT -	01-5200		30.00
85081335	09/23/2009	BANK OF AMERICA #3024	01-4300		812.21
85081336	09/23/2009	BLACK DOG GRAPHICS	01-4300		2,995.83
85081337	09/23/2009	CIT TECHNOLOGY FIN SERV. INC.	01-5600		7,083.97
85081338	09/23/2009	COSTCO	01-4300		193.76
85081339	09/23/2009	DEMCO MEDIA	01-4300		148.78
85081340	09/23/2009	FOLLETT EDUCATIONAL SERVICES	01-4300		70.30
85081341	09/23/2009	IMCO INDUSTRIAL MINERALS CO.	01-4300		632.83
85081342	09/23/2009	JOSTENS	01-4300		4,167.10
85081343	09/23/2009	LAKESHORE LEARNING MATERIALS	01-4300		452.75
85081344	09/23/2009	MCGRAW-HILL	01-4300		693.06
85081345	09/23/2009	OFFICE DEPOT	01-4300		420.57
85081346	09/23/2009	PERMA-BOUND	01-4200		3,537.09
85081347	09/23/2009	PLACER COUNTY SELPA	01-5200		60.00
85081348	09/23/2009	REALLY GOOD STUFF	01-4300	231.21	
			Unpaid Sales Tax	15.10-	216.11
85081349	09/23/2009	SAFEWAY INC	01-4300		66.70
85081350	09/23/2009	SCHOOL SPECIALTY INC	01-4300		228.53
85081351	09/23/2009	SIERRA OFFICE SUPPLIES &	01-4300		80.08
85081352	09/23/2009	STAPLES CREDIT PLAN	01-4300		1,845.35
85081353	09/23/2009	TARGET BANK	01-4300		75.94
85081354	09/23/2009	WARD'S NATURAL SCIENCE	01-4300		83.47
			Total	**25**	**24,635.74**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	24	24,622.24
13	Cafeteria Fund	1	28.60
	Total	**25**	24,650.84
	Less Unpaid Sales Tax Liability		15.10-
	Net (Check Amount)		**24,635.74**

5.2.4

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

Includes 09/04/2009 - 09/04/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85078134	09/04/2009	Rosie A. Kirkland	01-5200		87.01
85078135	09/04/2009	ADD SOME CLASS	01-4300		
			21-4300		
			21-4400		13,956.36
85078136	09/04/2009	ADVANCE SOUND & ELECTRIC INC	01-5600		255.23
85078137	09/04/2009	APPROVED SAFE & LOCK	01-5600		
			21-5800		1,486.54
85078138	09/04/2009	AT&T	01-5560		107.67
85078139	09/04/2009	AUBURN PLACER DISPOSAL APDS	01-5540		8,678.70
85078140	09/04/2009	C.A.S.H. COALITION FOR	01-5200		
			21-5200		145.00
85078141	09/04/2009	CAPITOL CAMPAIGNS INC.	25-5800		2,000.00
85078142	09/04/2009	CB&I INC.	01-4300	84.90	
			Unpaid Sales Tax	5.61-	79.29
85078143	09/04/2009	CDW GOVERNMENT INC	01-4400		1,368.41
85078144	09/04/2009	CITRUS HEIGHTS SAW & MOWER	01-4300		
			01-5600		132.05
85078145	09/04/2009	CSBA CA SCHOOL BOARDS ASSOC	01-5300		5,350.00
85078146	09/04/2009	DELL	01-6400		
			21-4400		23,602.01
85078147	09/04/2009	DELTA EDUCATION INC	01-4100		790.60
85078148	09/04/2009	DERO BIKE RACK COMPANY, INC.	21-4400	2,102.88	
			Unpaid Sales Tax	160.26-	1,942.62
85078149	09/04/2009	DEVELOPMENTAL STUDIES CENTER	01-9500		879.38
85078150	09/04/2009	ECONOMIC & PLANNING SYS. INC.	49-5800		5,865.00
85078151	09/04/2009	ELK GROVE WORKABILITY	01-5200		200.00
85078152	09/04/2009	FEDEX	01-5800		52.33
85078153	09/04/2009	FILTERFRESH - NEXT GENERATION COFFEE SYSTEMS INC.	01-5800		135.00
85078154	09/04/2009	GOLD RUSH AUTO PARTS	01-4365		
			01-5830		907.96
85078155	09/04/2009	GRAINGER .	01-4300		100.74
85078156	09/04/2009	HOME DEPOT	01-4300		121.34
85078157	09/04/2009	HORIZON	21-4400		3,862.38
85078158	09/04/2009	JCI JOHNSON CONTROLS INC.	01-5800		4,509.00
85078159	09/04/2009	JENNY CLEARWATER	01-5800		529.24
85078160	09/04/2009	JOSE AVELAR DBA JOE'S CARPET CLEANING	01-5800		3,063.00
85078161	09/04/2009	LAW OFFICES OF DAVID W. GIRARD	01-5810		9,013.20
85078162	09/04/2009	LPA INC.	21-6210		9,792.15
85078163	09/04/2009	MOUNTAIN CLEAR WATER COMPANY	01-4300		
			01-5600		184.00
85078164	09/04/2009	NORTH VALLEY SCHOOL - REDDING	01-5800		4,452.00
85078165	09/04/2009	NSDC - NTL STAFF DEVELOPMENT	01-5300		129.00
85078166	09/04/2009	PACIFIC GAS & ELECTRIC CO	01-5510		
			01-5530		9,080.07
85078167	09/04/2009	RED LION INN	01-5200		423.24
85078168	09/04/2009	MICHAEL W. WHITNEY DBA SAAVAHEART EDUCATION	01-5800		75.00
85078169	09/04/2009	SAC VAL JANITORIAL SALES	21-4300		854.07
85078170	09/04/2009	SAFETY CENTER, INC.	01-5800		200.00
85078171	09/04/2009	SAFEWAY INC	01-4300		53.61
85078172	09/04/2009	SAN JOAQUIN CO OFFICE OF EDUC	01-5800		728.38
85078173	09/04/2009	SEWARD SCHREDER CONSTRUCTION	21-6270	525	1,264,699.80
85078174	09/04/2009	SIERRA OFFICE SUPPLIES &	01-4300		1,254.55
85078175	09/04/2009	SOLUTION TREE	01-4200	919.87	

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Includes 09/04/2009 - 09/04/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
			Unpaid Sales Tax	65.22-	854.65
85078176	09/04/2009	STAPLES CREDIT PLAN	01-4300		810.96
85078177	09/04/2009	T.W. SMITH COMPANY	01-4300		830.96
85078178	09/04/2009	TARGET BANK	01-4300		125.02
85078179	09/04/2009	VALLEY TRUCK & TRACTOR	01-4365		201.54
85078180	09/04/2009	WAVE BROADBAND	01-4300		55.95
85078181	09/04/2009	WILSON WAY TIRE CO. INC.	01-4340		
			01-4360		
			01-4365		525.55
85078182	09/04/2009	AMERICAN MODULAR SYSTEMS INC	21-6200		461,304.00
85078183	09/04/2009	KELSEY WAIDMANN	73-9500		250.00
85078184	09/04/2009	JULIE LEDBETTER	13-4710		63.80
85078185	09/04/2009	DENISE WALKER	13-4710		146.15
85078186	09/04/2009	CHERYL METHENY	13-4710		100.00
85078187	09/04/2009	PAUL CAMALICHE	01-4300		75.00
85078188	09/04/2009	BERNARD FOOD INDUSTRIES	13-4710		1,510.14
85078189	09/04/2009	CROWN DISTRIBUTING INC.	13-4710		2,968.24
85078190	09/04/2009	"DANIELSEN COMPANY, THE"	13-4380	538.31	
			13-4710	5,930.01	
			Unpaid Sales Tax	36.42-	6,450.11
85078191	09/04/2009	ED JONES FOOD SERVICE	13-4710		10,921.71
85078192	09/04/2009	ETRITIONWARE HARRIS COMPUTER SYSTEMS	13-4300		174.75
85078193	09/04/2009	PIZZA GUYS	13-4710		1,717.66
85078194	09/04/2009	PROPACIFIC FRESH	13-4710		2,080.75
85078195	09/04/2009	SARA LEE	13-4710		714.30
85078196	09/04/2009	SIERRA OFFICE SUPPLIES &	13-4300		338.80
85078197	09/04/2009	SYSCO SACRAMENTO	13-4380		
			13-4710		4,184.23
85078198	09/04/2009	VENDMART OF SACRAMENTO	13-4710		3,667.19
85078199	09/04/2009	WPUSD PETTY CASH FUND	13-4300		1,432.00
85078200	09/04/2009	Ersula M. Bombard	01-5200		120.60
85078201	09/04/2009	David L. Foxworthy	01-5200		130.59
85078202	09/04/2009	Jennifer L. Tarabochia	01-4300		95.60
85078203	09/04/2009	Polly Weldon	01-4300		8.28
85078204	09/04/2009	Holli A. Little	01-5200		84.63
85078205	09/04/2009	Dayna L. Swanson	01-4300		96.00
85078206	09/04/2009	ACCREDITING COMMISSION	01-4300		720.00
85078207	09/04/2009	CANYON CREEK SOFTWARE	01-5800		254.00
85078208	09/04/2009	COSTCO	01-4300		758.07
85078209	09/04/2009	CSU CHICO	01-5200		195.00
85078210	09/04/2009	EVAN-MOOR EDUCATIONAL	01-4300		127.50
85078211	09/04/2009	FOLLETT EDUCATIONAL SERVICES	01-4300		817.93
85078212	09/04/2009	HOLDEN SCHEIBER	01-4300		1,809.00
85078213	09/04/2009	HOME AND SCHOOL CONNECTION	01-4300		297.00
85078214	09/04/2009	INK LYNX INC	01-4300		3,486.12
85078215	09/04/2009	KID CARPET	01-4300	173.18	
			Unpaid Sales Tax	13.19-	159.99
85078216	09/04/2009	LAKESHORE LEARNING MATERIALS	01-4100		
			01-4300		466.15
85078217	09/04/2009	MARRIOTT PIANO SERVICE	01-5800		105.00
85078218	09/04/2009	MOE'S CROP DUSTING	01-4300		560.00
85078219	09/04/2009	NASCO MODESTO	01-4300		378.27
85078220	09/04/2009	NATIONAL CENTER FOR FATHERING	01-4300	351.81	
			Unpaid Sales Tax	26.81-	325.00

5.2.6

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

Includes 09/04/2009 - 09/04/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85078221	09/04/2009	NICKY'S COMMUNICATOR	01-4300	205.67	
			Unpaid Sales Tax	15.67-	190.00
85078222	09/04/2009	OFFICE DEPOT	01-4300		5,250.70
85078223	09/04/2009	PITNEY BOWES CREDIT CORP	01-5600		125.08
85078224	09/04/2009	PCOE	01-4300		272.80
85078225	09/04/2009	PLACER COUNTY WATER AGENCY	01-4300		1,395.80
85078226	09/04/2009	REALLY GOOD STUFF	01-4300	66.12	
			Unpaid Sales Tax	4.20-	61.92
85078227	09/04/2009	RELIABLE OFFICE SUPPLIES	01-4300		37.25
85078228	09/04/2009	RISO PRODUCTS OF SAC INC	01-4300		1,506.32
85078229	09/04/2009	ROCHESTER 100 INC	01-4300	102.83	
			Unpaid Sales Tax	7.83-	95.00
85078230	09/04/2009	SCHOLASTIC MAGAZINE	01-4300		86.98
85078231	09/04/2009	SCHOOL SPECIALTY INC	01-4300		966.22
85078232	09/04/2009	T-SHIRTS	01-4300		144.40
85078233	09/04/2009	TARGET BANK	01-4300		272.98
85078234	09/04/2009	WISHING WELL	01-4300		24.25
85078641	09/04/2009	TERESA R. RYLAND C.P.A.	01-5800		16,055.00
			Total	**102**	**1,920,128.82**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	78	128,234.58
13	Cafeteria Fund	15	36,488.04
21	Building Fund #1	10	1,747,608.20
25	Capital Facilities Fund	1	2,000.00
49	Mello Roos Capital Projects	1	5,865.00
73	Foundation Trust	1	250.00
	Total	**102**	1,920,445.82
	Less Unpaid Sales Tax Liability		317.00-
	Net (Check Amount)		**1,920,128.82**

5.2.7

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

Includes 09/18/2009 - 09/18/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85080573	09/18/2009	Mary V. Boyle	01-4300		100.06
85080574	09/18/2009	Tracey N. Lillie	01-4300		
			01-5200		106.18
85080575	09/18/2009	Lauren M. Quinn	01-4300		
			01-5200		170.49
85080576	09/18/2009	Cathy L. Allen	01-4300		54.59
85080577	09/18/2009	Liliana F. Battistoni	01-9550		753.57
85080578	09/18/2009	A-Z BUS SALES INC	01-4365		3,278.45
85080579	09/18/2009	ACADEMIC COMMUNICATION ASSOC PUBLICATION CENTER DEPT 508	01-4300		769.81
85080580	09/18/2009	ACSA ASSOC OF CALIF SCHOOL	01-5200		1,175.00
85080581	09/18/2009	AIRGAS	01-5830		42.57
85080582	09/18/2009	AMERICAN MESSAGING	01-5560		60.93
85080583	09/18/2009	APPROVED SAFE & LOCK	01-5600		79.00
85080584	09/18/2009	AT&T	01-5560		
			11-5560		
			13-5560		
			21-5560		10,153.32
85080585	09/18/2009	BANK OF AMERICA	49-5800		295.00
85080586	09/18/2009	CASBO - CALIF ASSOC OF SCHOOL BUSINESS OFFICIALS	01-5800		525.00
85080587	09/18/2009	CYBERGUYS!	01-4300		452.16
85080588	09/18/2009	DAWSON OIL COMPANY	01-4345		
			01-4350		
			01-5830		13,263.04
85080589	09/18/2009	DELL	01-4300		375.46
85080590	09/18/2009	DEVELOPMENTAL STUDIES CENTER	01-5800		2,600.00
85080591	09/18/2009	DISCOUNT SCHOOL SUPPLY	01-4300		27.02
85080592	09/18/2009	EDUCATIONAL RESOURCES	01-4300		127.50
85080593	09/18/2009	FALLEN LEAF TREE SERVICE, INC.	01-5800		1,970.00
85080594	09/18/2009	FEDEX	01-5800		37.68
85080595	09/18/2009	First U.S. Community Credit Un	01-9550		7,668.62
85080596	09/18/2009	GRAINGER .	01-4300		9,094.08
85080597	09/18/2009	HANDWRITING WITHOUT TEARS	01-4100		3,327.08
85080598	09/18/2009	HOME DEPOT	01-4300		1,900.91
85080599	09/18/2009	HUMBOLDT CO. OFFICE OF ED.	01-4300		80.00
85080600	09/18/2009	JANE JOHNSON	01-5800		95.00
85080601	09/18/2009	L & H AIRCO	01-4300		
			01-5600		460.00
85080602	09/18/2009	LAW OFFICE OF ELLIS COLEMAN	01-5810		3,172.52
85080603	09/18/2009	LEADER SERVICES	01-5800		27.78
85080604	09/18/2009	MISSION UNIFORM SERVICE INC	01-4300		
			01-5800		2,636.81
85080605	09/18/2009	PLACER COUNTY AIR POLLUTION	01-5800		2,803.00
85080606	09/18/2009	PLACER COUNTY SELPA	01-5200		900.00
85080607	09/18/2009	PLACER COUNTY TREASURER /	01-5800		281.39
85080608	09/18/2009	POSTMASTER / SPECIAL ED.	01-4300		448.00
85080609	09/18/2009	POSTMASTER / WORKABILITY	01-4300		88.00
85080610	09/18/2009	PYRAMID EDUCATIONAL	01-4300	98.14	
			Unpaid Sales Tax	6.84-	91.30
85080611	09/18/2009	QUILL CORPORATION	01-4300		70.35
85080612	09/18/2009	RAY MORGAN CO. EQUIPMENT PURCHASES	01-5600		180.72
85080613	09/18/2009	MICHAEL W. WHITNEY DBA SAAVAHEART EDUCATION	01-5800		120.00
85080614	09/18/2009	SACRAMENTO THEATRICAL LIGHTING	01-5600	5.2.8	985.08
85080615	09/18/2009	SAFEWAY INC	01-4300		41.62

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Includes 09/18/2009 - 09/18/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85080616	09/18/2009	SASHA	01-5200		400.00
85080617	09/18/2009	SIERRA OFFICE SUPPLIES &	01-4300		2,088.54
85080618	09/18/2009	SIERRA PEDIATRIC THERAPY	01-5800		2,587.50
85080619	09/18/2009	SIG SCHOOLS INSURANCE GROUP	01-3701		787.70
85080620	09/18/2009	SOLON FIRE CONTROL	01-5800		464.85
85080621	09/18/2009	SPEECH & LANGUAGE THERAPY	01-5800		400.00
85080622	09/18/2009	SPURR	01-5530		1,578.46
85080623	09/18/2009	STATE OF CALIFORNIA	01-5821		576.00
85080624	09/18/2009	T.W. SMITH COMPANY	01-4300		168.87
85080625	09/18/2009	WESTERN PSYCHOLOGICAL SERVICES	01-4300		94.07
85080626	09/18/2009	ZEP SALES & SERVICE	01-4300		117.96
85080627	09/18/2009	PACIFIC GAS & ELECTRIC CO	01-5510		
			01-5530		36,624.20
85080628	09/18/2009	CROWN DISTRIBUTING INC.	13-4710		541.93
85080629	09/18/2009	D & P CREAMERY	13-4710		2,517.60
85080630	09/18/2009	"DANIELSEN COMPANY, THE"	13-4380	972.48	
			13-4710	9,158.46	
			Unpaid Sales Tax	27.86-	10,117.01
85080631	09/18/2009	ED JONES FOOD SERVICE	13-4710		2,633.83
85080632	09/18/2009	ETRITIONWARE HARRIS COMPUTER SYSTEMS	13-4300		270.00
85080633	09/18/2009	MISSION UNIFORM SERVICE INC	13-5800		271.32
85080634	09/18/2009	PIZZA GUYS	13-4710		1,245.17
85080635	09/18/2009	PROPACIFIC FRESH	13-4710		1,332.95
85080636	09/18/2009	SARA LEE	13-4710		693.24
85080637	09/18/2009	SYSCO SACRAMENTO	13-4380		
			13-4710		1,758.95
85080638	09/18/2009	VENDMART OF SACRAMENTO	13-4710		2,017.66
85080639	09/18/2009	SAM MEIJER	73-5850		1,250.00
85080640	09/18/2009	WILL MEIJER	73-5850		500.00
85080641	09/18/2009	James Hernan	01-5800		500.00
85080642	09/18/2009	Caitlin Elzea	01-5800		500.00
85080643	09/18/2009	BIO-RAD	01-4300		242.12
85080644	09/18/2009	CLASSROOMDIRECT	01-4300		105.39
85080645	09/18/2009	CURRICULUM ASSOCIATES INC.	01-4300		188.02
85080646	09/18/2009	FRANKLIN COVEY CO	01-4300		53.32
85080647	09/18/2009	INKJET SUPERSTORE.COM	01-4300		58.01
85080648	09/18/2009	LAKESHORE LEARNING MATERIALS	01-4300		335.85
85080649	09/18/2009	NAPA AUTO PARTS	01-4300		125.26
85080650	09/18/2009	OFFICE DEPOT	01-4300		55.92
85080651	09/18/2009	RAY MORGAN CO. EQUIPMENT PURCHASES	01-4300		78.95
85080652	09/18/2009	REALLY GOOD STUFF	01-4300	26.41	
			Unpaid Sales Tax	1.48-	24.93
85080653	09/18/2009	SCHOOL SPECIALTY INC	01-4300		31.98
85080654	09/18/2009	SIERRA OFFICE SUPPLIES &	01-4300		1,428.47
			Total	**82**	**145,655.12**

5.2.9

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

Includes 09/18/2009 - 09/18/2009

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

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	68	120,046.69
11	Adult Education Fund	1	31.17
13	Cafeteria Fund	12	23,504.59
21	Building Fund #1	1	49.92
49	Mello Roos Capital Projects	1	295.00
73	Foundation Trust	2	1,750.00
	Total	**82**	145,677.37
	Less Unpaid Sales Tax Liability		22.25-
	Net (Check Amount)		**145,655.12**

5.2.10

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

Includes 09/16/2009 - 09/16/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85079925	09/16/2009	Kevin D. Kurtz	01-4300		97.86
85079926	09/16/2009	AIRGAS	01-4300		239.01
85079927	09/16/2009	CALLOWAY HOUSE INC	01-4300	23.08	
			Unpaid Sales Tax	1.15-	21.93
85079928	09/16/2009	CDW GOVERNMENT INC	01-4300		25.31
85079929	09/16/2009	CONTEMPORARY DRAMA SERVICE	01-4300		28.65
85079930	09/16/2009	DELL	01-4300		223.99
85079931	09/16/2009	EDUCATORS PUBLISHING SERVICE	01-4300		189.56
85079932	09/16/2009	LINCOLN ACE HARDWARE / AG	01-4300		139.60
85079933	09/16/2009	"MAILBOX MAGAZINE, THE"	01-4300		29.95
85079934	09/16/2009	NAPA AUTO PARTS	01-4300		114.64
85079935	09/16/2009	NASCO MODESTO	01-4300		361.25
85079936	09/16/2009	OFFICE DEPOT	01-4300		7,104.39
85079937	09/16/2009	ORIENTAL TRADING COMPANY INC	01-4300	63.00	
			Unpaid Sales Tax	4.11-	58.89
85079938	09/16/2009	PCOE	01-4300		76.00
85079939	09/16/2009	RAY MORGAN CO. / CHICO	01-5800		674.40
85079940	09/16/2009	RENAISSANCE LEARNING INC.	01-4300		450.60
85079941	09/16/2009	RISO PRODUCTS OF SAC INC	01-5600		865.00
85079942	09/16/2009	ROSEVELT FUEL	01-4300		738.10
85079943	09/16/2009	SCHOOL SPECIALTY INC	01-4300		32.62
85079944	09/16/2009	SIERRA OFFICE SUPPLIES &	01-4300		35.40
85079945	09/16/2009	STEINMAN'S	01-4300		29.74
85079946	09/16/2009	SUPER DUPER SCHOOL COMPANY	01-4300	194.62	
			Unpaid Sales Tax	14.83-	179.79
85079947	09/16/2009	VERDE VALLEY SCHOOL SUPPLY	01-4300	998.86	
			Unpaid Sales Tax	72.76-	926.10
85079948	09/16/2009	WARD'S NATURAL SCIENCE	01-4300		1,206.74
85079949	09/16/2009	WEST MUSIC	01-4300	735.95	680.40
			Unpaid Sales Tax	55.55-	680.40
			Total	**25**	**14,529.92**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	25	14,678.32
	Less Unpaid Sales Tax Liability		148.40-
	Net (Check Amount)		**14,529.92**

5.2.11

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

Includes 09/11/2009 - 09/11/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85079259	09/11/2009	CROWN DISTRIBUTING INC.	13-4710		539.71
85079260	09/11/2009	ED JONES FOOD SERVICE	13-4710		4,203.92
85079261	09/11/2009	PIZZA GUYS	13-4710		1,736.90
85079262	09/11/2009	PROPACIFIC FRESH	13-4710		1,471.95
85079263	09/11/2009	RAS ADVANCED DESIGN INC	13-4300		1,130.44
85079264	09/11/2009	SARA LEE	13-4710		1,154.50
85079265	09/11/2009	SYSCO SACRAMENTO	13-4380		
			13-4710		4,471.49
85079266	09/11/2009	VENDMART OF SACRAMENTO	13-4710		3,399.76
85079267	09/11/2009	MADISON WILLIAMS	01-5800		300.00
85079268	09/11/2009	BEATRIZ ISIDRO	01-5800		1,000.00
85079269	09/11/2009	Deborah J. McKinnon	01-5200		33.00
85079270	09/11/2009	Philip W. Otte	01-5800		250.00
85079271	09/11/2009	CA COMM TEACHER CRED & WAIVER	01-5800		330.00
85079272	09/11/2009	CANYON CREEK SOFTWARE	01-4300		254.00
85079273	09/11/2009	CASAS COMPREHENSIVE ADULT	11-4300		595.38
85079274	09/11/2009	COSTCO	01-4300		187.34
85079275	09/11/2009	CURRICULUM ASSOCIATES INC.	01-4300		47.13
85079276	09/11/2009	DELL	01-4300		115.74
85079277	09/11/2009	DIMANGO SALES.COM	01-4300	80.68	
			Unpaid Sales Tax	5.77-	74.91
85079278	09/11/2009	FRANKLIN COVEY CO	01-4300		54.13
85079279	09/11/2009	INKJET SUPERSTORE.COM	01-4300		389.19
85079280	09/11/2009	LAKESHORE LEARNING MATERIALS	01-4300		225.48
85079281	09/11/2009	LOWE'S	01-4300		174.59
85079282	09/11/2009	MCGRAW-HILL	01-4300		1,687.00
85079283	09/11/2009	OFFICE DEPOT	01-4300		1,733.23
85079284	09/11/2009	PLACER COUNTY SELPA	01-5200		30.00
85079285	09/11/2009	QUALITY PLANNERS INC	01-4300	963.72	
			Unpaid Sales Tax	55.55-	908.17
85079286	09/11/2009	REALLY GOOD STUFF	01-4300	473.98	
			Unpaid Sales Tax	33.90-	440.08
85079287	09/11/2009	ROLLER KING SKATING & BLADING	01-5800		100.00
85079288	09/11/2009	SCHOOL SPECIALTY INC	01-4300		226.32
85079289	09/11/2009	SIERRA OFFICE SUPPLIES &	01-4300		
			11-4300		1,135.03
85079290	09/11/2009	SUPER DUPER SCHOOL COMPANY	01-4300	207.24	
			Unpaid Sales Tax	15.79-	191.45
85079291	09/11/2009	TARGET BANK	01-4300		69.80
85079292	09/11/2009	THINK 4 INK	01-4300	1,416.99	
			Unpaid Sales Tax	107.99-	1,309.00
85079293	09/11/2009	Henry A. Cook	01-5200		
			01-9500		60.78
85079294	09/11/2009	Christin M. Lopez	01-9500		505.24
85079295	09/11/2009	Cathy L. Allen	25-4300		214.31
85079296	09/11/2009	Virginia L. Garcia	01-5200		17.60
85079297	09/11/2009	ACSA - PLACER CO. CHAPTER 2009ATTN: CYNTHIA RENKEN	01-5200		
			01-5300		1,325.00
85079298	09/11/2009	ADVANCED INTEGRATED PEST	01-5800		1,282.00
85079299	09/11/2009	APPROVED SAFE & LOCK	01-5600		416.43
85079300	09/11/2009	AUBURN PLACER DISPOSAL APDS	01-5540		535.00
85079301	09/11/2009	ARNOLD RAY BAILEY DBA BAILEY CONSTRUCTION	01-5800		8,400.00
85079302	09/11/2009	BLISS POWER LAWN EQUIPMENT CO.	01-4365		16.37
85079303	09/11/2009	BUS WEST - FRESNO	01-4365		1,753.84

5.2.12

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ESCAPE ONLINE

Includes 09/11/2009 - 09/11/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85079304	09/11/2009	BUTTE COUNTY OFFICE OF ED	01-5200		1,350.00
85079305	09/11/2009	C & S TELECOMMUNICATIONS INC	01-5600		100.00
85079306	09/11/2009	CA DEPARTMENT OF EDUCATION	12-7439		13,000.00
85079307	09/11/2009	CB&I INC.	01-4300		100.39
85079308	09/11/2009	CITY OF LINCOLN/NON UTILITY	01-5800		132,416.00
85079309	09/11/2009	CLASSROOMS IN ACTION	01-5800		1,500.00
85079310	09/11/2009	DELTA EDUCATION INC	01-4100		51.96
85079311	09/11/2009	DEXIA CREDIT LOCAL	49-5800		58,893.44
85079312	09/11/2009	DISCOUNT SCHOOL SUPPLY	01-4300		541.48
85079313	09/11/2009	EDWARDS MEDICAL SUPPLY DIVISION MOORE MEDICAL SUPPLY	01-4300		595.21
85079314	09/11/2009	FEIST EDUCATION CONSULTING	21-5800		1,760.16
85079315	09/11/2009	GOLD COUNTY KUBOTA	01-4365		137.29
85079316	09/11/2009	GRAINGER .	01-4300		580.53
85079317	09/11/2009	HARCOURT INC	01-4100		1,176.14
85079318	09/11/2009	LOWE'S	01-4300		236.60
85079319	09/11/2009	LPA INC.	21-6210		36,514.03
85079320	09/11/2009	MCGRAW-HILL	01-4100		348.31
85079321	09/11/2009	MID-PLACER TRANSPORTATION JPA	01-9500		76,532.00
85079322	09/11/2009	MOUNTAIN CLEAR WATER COMPANY	01-4300		24.00
85079323	09/11/2009	NORMAC	01-4300		104.90
85079324	09/11/2009	OFFICE DEPOT	01-4300		169.45
85079325	09/11/2009	ORIENTAL TRADING COMPANY INC	01-4300	79.11	
			Unpaid Sales Tax	5.19-	73.92
85079326	09/11/2009	PALOS SPORTS	01-4300	185.92	
			Unpaid Sales Tax	12.44-	173.48
85079327	09/11/2009	PCOE	01-5300		50.00
85079328	09/11/2009	PLACER COUNTY SELPA	01-5200		70.00
85079329	09/11/2009	PROMOTE MARKETING CONCEPTS	01-4300		554.35
85079330	09/11/2009	RAY MORGAN CO. / CHICO	01-5800		
			21-5800		598.94
85079331	09/11/2009	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		10,746.63
85079332	09/11/2009	SAC VAL JANITORIAL SALES	01-4300		746.93
85079333	09/11/2009	SAFETY-KLEEN SYSTEMS INC	01-5830		2,774.03
85079334	09/11/2009	SAFEWAY INC	01-4300		39.68
85079335	09/11/2009	SCHOOL INNOVATIONS & ADVOCACY INC.	01-5800		2,050.00
85079336	09/11/2009	SCHOOL SPECIALTY INC	01-4300		67.97
85079337	09/11/2009	SIERRA OFFICE SUPPLIES &	01-4300		305.19
85079338	09/11/2009	SOLON FIRE CONTROL	01-5800		1,380.59
85079339	09/11/2009	SUTTER OCCUPATIONAL HEALTH	01-5800		160.00
85079340	09/11/2009	TAG / AMS INC	01-5800		255.00
85079341	09/11/2009	WAVE DIVISION HOLDINGS	01-5560		6,850.00
85079342	09/11/2009	YUBA CO. OFFICE OF EDUCATION	01-5800		58.00
85079343	09/11/2009	ZEP SALES & SERVICE	01-4300		334.81
85079344	09/11/2009	ZIEGELMANN'S REFRIGERATION	01-4300		760.18
			Total	**86**	**398,677.80**

5.2.13

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

Includes 09/11/2009 - 09/11/2009

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

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	72	268,859.36
11	Adult Education Fund	2	1,364.99
12	Child Development Fund	1	13,000.00
13	Cafeteria Fund	8	18,108.67
21	Building Fund #1	3	38,473.66
25	Capital Facilities Fund	1	214.31
49	Mello Roos Capital Projects	1	58,893.44
	Total	**86**	398,914.43
	Less Unpaid Sales Tax Liability		236.63-
	Net (Check Amount)		**398,677.80**

5.2.14

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

ESCAPE ONLINE

Includes 08/28/2009 - 08/28/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85077026	08/28/2009	Lauren M. Quinn	01-4300		65.59
85077027	08/28/2009	Cathy L. Allen	01-4300		
			01-5200		335.06
85077028	08/28/2009	Christine D. Sanguinetti	21-5200		15.51
85077029	08/28/2009	ACHIEVEMENT PRODUCTS FOR CHILDREN	01-4300		538.91
85077030	08/28/2009	APPROVED SAFE & LOCK	01-5600		64.85
85077031	08/28/2009	AT&T	01-5560		81.65
85077032	08/28/2009	AWARDS BY KAY	01-4300		44.89
85077033	08/28/2009	BOBERG HARDWARE FLOORS, INC.	01-5800		14,250.00
85077034	08/28/2009	C & S TELECOMMUNICATIONS INC	01-4400		
			01-5600		
			01-5800		3,134.36
85077035	08/28/2009	CA STATE UNIVERSITY SACRAMENTO	01-5200		1,200.00
85077036	08/28/2009	CDW GOVERNMENT INC	01-4300		879.11
85077037	08/28/2009	CITRUS HEIGHTS SAW & MOWER	01-4300		
			01-5600		125.86
85077038	08/28/2009	CITY OF LINCOLN / PG&E REIMB	01-5510		2,856.81
85077039	08/28/2009	CLEVERBRIDGE, INC.	01-4300		199.00
85077040	08/28/2009	COSTCO	01-4300		170.69
85077041	08/28/2009	CSBA CA SCHOOL BOARDS ASSOC	01-5300		8,283.00
85077042	08/28/2009	DANIEL W. GRIFFEN DBA DANG ELECTRIC	01-5800		680.00
85077043	08/28/2009	DAVIS PUBLICATIONS INC	01-4100		789.00
85077044	08/28/2009	DELL	01-4200		
			01-4300		
			01-4400		65,823.56
85077045	08/28/2009	Electro Acoustic Co., Inc	01-5800		267.09
85077046	08/28/2009	FAR WEST RENTS & READY MIX	01-4300		
			01-5600		250.60
85077047	08/28/2009	FOLLETT EDUCATIONAL SERVICES	01-4100		69.88
85077048	08/28/2009	GRAINGER .	01-4300		1,349.93
85077049	08/28/2009	HANDWRITING WITHOUT TEARS	01-4100		2,617.14
85077050	08/28/2009	PSYCHOLOGICAL CORPORATION	01-4300		2,013.04
85077051	08/28/2009	HARCOURT INC	01-4100		57,109.21
85077052	08/28/2009	HOME DEPOT	01-4300		1,771.75
85077053	08/28/2009	HORIZON	01-4300		
			01-5600		177.61
85077054	08/28/2009	HOUGHTON MIFFLIN COMPANY	01-4100		2,825.99
85077055	08/28/2009	LAKESHORE LEARNING MATERIALS	01-4300		604.79
85077056	08/28/2009	LINCOLN ACE HARDWARE/MAINT	01-4300		768.26
85077057	08/28/2009	LINCOLN AREA CHAMBER OF	01-5300		135.00
85077058	08/28/2009	MISSION UNIFORM SERVICE INC	01-4300		
			01-5800		3,444.96
85077059	08/28/2009	MORRISON LANDSCAPE	01-5800		3,275.00
85077060	08/28/2009	NORCAL IMAGING SYSTEMS	01-4400		4,931.76
85077061	08/28/2009	NORMAC	01-4300		757.75
85077062	08/28/2009	OFFICE DEPOT	01-4300		50.20
85077063	08/28/2009	PACIFIC GAS & ELECTRIC CO	01-5510		
			01-5530		13,677.02
85077064	08/28/2009	PCOE	01-4300		3,327.00
85077065	08/28/2009	PURCHASE POWER	01-4300		3,018.99
85077066	08/28/2009	MICHAEL W. WHITNEY DBA SAAVAHEART EDUCATION	01-5800		1,500.00
85077067	08/28/2009	SAC VAL JANITORIAL SALES	01-4300		430.94
85077068	08/28/2009	SAFEWAY INC	01-4300		53.27

5.2.15

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

ESCAPE ONLINE

Includes 08/28/2009 - 08/28/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85077069	08/28/2009	SIERRA OFFICE SUPPLIES &	01-4300		513.95
85077070	08/28/2009	SIG EMPLOYEE BENEFITS TRUST	76-9554		546,135.70
85077071	08/28/2009	SPARK PROGRAM	01-4100		142.86
85077072	08/28/2009	STATE OF CALIFORNIA	01-5821		672.00
85077073	08/28/2009	SUPER DUPER SCHOOL COMPANY	01-4300	1,737.40	
			Unpaid Sales Tax	132.41-	1,604.99
85077074	08/28/2009	VERIZON WIRELESS	01-5560		
			13-5560		
			21-5560		1,623.90
85077075	08/28/2009	WESTERN PLACER WASTE	01-5540		19.25
85077076	08/28/2009	WILLIAM V MACGILL & CO	01-4300		1,827.20
85077077	08/28/2009	Pamela J. Cook	01-4300		19.09
85077078	08/28/2009	Allyson M. Popp	01-4300		29.79
85077079	08/28/2009	Kevin D. Kurtz	01-4300		91.11
85077080	08/28/2009	BARCO PRODUCTS COMPANY	01-4300	1,519.44	
			Unpaid Sales Tax	91.64-	1,427.80
85077081	08/28/2009	BULBS DIRECT	01-4300	214.07	
			Unpaid Sales Tax	15.72-	198.35
85077082	08/28/2009	CARSON-DELLOSA PUBLISHING	01-4300		81.56
85077083	08/28/2009	CORNER STONE LEADERSHIP	01-4300		98.95
85077084	08/28/2009	COSTCO	01-4300		180.75
85077085	08/28/2009	CURRICULUM ASSOCIATES INC.	01-4300		36.81
85077086	08/28/2009	FARONICS	01-4300		1,626.71
85077087	08/28/2009	LAKESHORE LEARNING MATERIALS	01-4300		1,171.62
85077088	08/28/2009	MARCY COOK MATH	01-4300		72.15
85077089	08/28/2009	OFFICE DEPOT	01-4300		4,142.81
85077090	08/28/2009	POSITIVE PROMOTIONS	01-4300	264.51	
			Unpaid Sales Tax	18.56-	245.95
85077091	08/28/2009	PROMOTE MARKETING CONCEPTS	01-4300		473.32
85077092	08/28/2009	REALLY GOOD STUFF	01-4300	773.21	
			Unpaid Sales Tax	51.93-	721.28
85077093	08/28/2009	SCHOOL SPECIALTY INC	01-4300		1,775.38
85077094	08/28/2009	SIERRA OFFICE SUPPLIES &	01-4300		479.63
85077095	08/28/2009	SIERRA SAFETY COMPANY INC	01-4300		1,277.90
85077096	08/28/2009	SMILE MAKERS	01-4300		363.34
85077097	08/28/2009	STEPS TO LITERACY	01-4300	30.42	
			Unpaid Sales Tax	1.93-	28.49
85077098	08/28/2009	TEACHER DIRECT	01-4300	52.94	
			Unpaid Sales Tax	3.54-	49.40
85077099	08/28/2009	WISHING WELL	01-4300		85.14
			Total	**74**	**771,182.21**

5.2.16

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

Includes 08/28/2009 - 08/28/2009

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

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	72	225,105.76
13	Cafeteria Fund	1	91.01
21	Building Fund #1	2	165.47
76	Payroll Fund	1	546,135.70
	Total	74	771,497.94
	Less Unpaid Sales Tax Liability		315.73-
	Net (Check Amount)		**771,182.21**

5.2.17

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

Includes 08/21/2009 - 08/21/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85075766	08/21/2009	Robert R. Noyes	01-5200		25.57
85075767	08/21/2009	ACSA ASSOC OF CALIF SCHOOL	01-5800		230.00
85075768	08/21/2009	BANK OF AMERICA #3819	01-5200		728.58
85075769	08/21/2009	CITY OF LINCOLN	01-5550		
			01-5570		69,956.63
85075770	08/21/2009	CVPSG CENTRAL VALLEY PERSONNEL	01-5300		30.00
85075771	08/21/2009	DAVIS PUBLICATIONS INC	01-4100		2,482.54
85075772	08/21/2009	DELTA EDUCATION INC	01-4100		183.38
85075773	08/21/2009	FEDEX	01-5800		33.42
85075774	08/21/2009	FOLLETT EDUCATIONAL SERVICES	01-4100		2,000.36
85075775	08/21/2009	GARY DOUPNIK MANUFACTURING INC	14-5600		7,400.00
85075776	08/21/2009	GRAINGER .	01-4300		281.75
85075777	08/21/2009	HANDWRITING WITHOUT TEARS	01-4100		1,854.69
85075778	08/21/2009	HOLT MCDOUGAL LITTELL	01-4100		1,861.90
85075779	08/21/2009	LAGUNA PHYSICAL THERAPY	01-5800		1,815.00
85075780	08/21/2009	NORTH AMERICAN TECHNICAL SRVS	21-5800		2,700.00
85075781	08/21/2009	PACIFIC GAS & ELECTRIC CO	01-5510		
			01-5530		
			21-6171		72,104.96
85075782	08/21/2009	PEARSON SCOTT FORSEMAN	01-4100		45.12
85075783	08/21/2009	PITNEY BOWES CREDIT CORP	01-5600		731.00
85075784	08/21/2009	PCOE	01-5800		8,514.26
85075785	08/21/2009	PRENTICE HALL	01-4100		4,068.59
85075786	08/21/2009	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		17,811.28
85075787	08/21/2009	RAY MORGAN CO. EQUIPMENT PURCHASES	01-5600		180.72
85075788	08/21/2009	SCHOOL SERVICES OF CA INC	01-5300		2,220.00
85075789	08/21/2009	SIERRA OFFICE SUPPLIES &	01-4300		773.11
85075790	08/21/2009	SIMPLE PLEASURES	01-5200		165.46
85075791	08/21/2009	SPARK PROGRAM	01-4100		145.00
85075792	08/21/2009	SUPER DUPER SCHOOL COMPANY	01-4300	110.41	
			Unpaid Sales Tax	8.41-	102.00
85075793	08/21/2009	WAVE DIVISION HOLDINGS	01-5560		3,844.00
85075794	08/21/2009	COSTCO	01-4300		69.01
85075795	08/21/2009	CURRICULUM ASSOCIATES INC.	01-4300		479.44
85075796	08/21/2009	EAI EDUCATION	01-4300	43.10	
			Unpaid Sales Tax	2.75-	40.35
85075797	08/21/2009	KEY CURRICULUM PRESS	01-4200		127.73
85075798	08/21/2009	LAKESHORE LEARNING MATERIALS	01-4300		987.20
85075799	08/21/2009	LINCOLN ACE HARDWARE / AG	01-4300		8.10
85075800	08/21/2009	MARRIOTT PIANO SERVICE	01-5800		105.00
85075801	08/21/2009	OFFICE DEPOT	01-4300		161.57
85075802	08/21/2009	POSITIVE PROMOTIONS	01-9500	539.55	
			Unpaid Sales Tax	32.67-	506.88
85075803	08/21/2009	RAY MORGAN CO. / CHICO	01-5800		674.40
85075804	08/21/2009	REALLY GOOD STUFF	01-4300	480.42	
			Unpaid Sales Tax	32.65-	447.77
85075805	08/21/2009	RENAISSANCE LEARNING INC.	01-4200		1,599.60
85075806	08/21/2009	"REPORT CARD, THE"	01-4300		477.03
85075807	08/21/2009	RISO PRODUCTS OF SAC INC	01-4300		1,655.14
85075808	08/21/2009	ROCHESTER 100 INC	01-4300	760.99	
			Unpaid Sales Tax	57.99-	703.00
85075809	08/21/2009	SCHOLASTIC MAGAZINE	01-4300		87.78
85075810	08/21/2009	SCHOOL SPECIALTY INC	01-4300		629.71
85075811	08/21/2009	SIERRA OFFICE SUPPLIES &	01-4300		1,173.37

5.2.18

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

ESCAPE ONLINE

Includes 08/21/2009 - 08/21/2009

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85075812	08/21/2009	STAPLES CREDIT PLAN	01-4300		260.52
85075813	08/21/2009	TARGET BANK	01-4300		365.72
85075814	08/21/2009	WEEKLY READER	01-4300		96.58
			Total	49	212,945.22

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	47	189,260.05
14	Deferred Maintenance	1	7,400.00
21	Building Fund #1	2	16,419.64
	Total	49	213,079.69
	Less Unpaid Sales Tax Liability		134.47-
	Net (Check Amount)		**212,945.22**

5.2.19

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

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Classified Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Bob Noyes
Assist. Superintendent, Personnel Services

ENCLOSURES:

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund/Categorical

MEETING DATE:
October 6, 2009

ROLL CALL REQUIRED:

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the classified personnel report.

5.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

October 6, 2009

CLASSIFIED/MANAGEMENT

NEW HIRES

1. **Name:** Mike Codon — **Effective: 9/11/09**
   Position: Intervention Services Provider — **Site: Foskett Ranch Elementary**
   Salary: CSEA, Range 20, Step A — **Funding: Categorical**
   Hours: 3 Hours/Days
   Days: 10 Months/Year

2. **Name:** Anayat Sharifie — **Effective: 9/14/09**
   Position: Tech Support Tech-Spec Proj — **Site: District Office**
   Salary: CSEA, Range 33, Step C — **Funding: General/Categorical**
   Hours: 4 Hours/Days
   Days: 12 Months/Year

TRANSFER

1. **Name:** Kelley Stauffer
   Position: School Office Clerk II
   Site: Twelve Bridges Elementary
   Hours: 4 Hours/Days
   Days: 10 Months/Year
   Effective: 10/1/09

ADDITIONAL POSITION

1. **Name:** Clementina Hoyos
   Position: Campus/Café Supervisor
   Site: Foskett Ranch
   Hours: 30 minutes/Day
   Days: 10 Months/Year
   Effective: 9/21/09

ADDITIONAL TIME

1. **Name:** Ausanee Suttivong
   Position: Campus/Café Supervisor
   Site: Lincoln Crossing Elementary
   Hours: From 1.5 to 1.58 Hours/Days
   Days: 10 Months/Year
   Effective: 10/1/09

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Certificated Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Bob Noyes
Assist. Superintendent, Personnel Services

ENCLOSURES:

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General/Categorical

MEETING DATE:
October 6, 2009

ROLL CALL REQUIRED:

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the certificated personnel report.

5.4

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

October 6, 2009

CERTIFICATED/MANAGEMENT

RESIGNATION

1. **Melissa Garcia, .8 Music Teacher, Lincoln Crossing Elementary**

REQUEST FOR MATERNITY/CHILD REARING LEAVE

2. **Taryn Gordon, Kindergarten Teacher, First Street Elementary**
3. **Kristin Noriega, 2nd Grade Teacher, Foskett Ranch Elementary**
4. **Cynthia Ting, K-1 ASD Teacher, Foskett Ranch Elementary**

ADDITIONAL TEMPORARY POSITION

5. **Lisa Ward, adding .17 Temporary Art Teacher position at Phoenix H.S. to her existing .5 Art Teacher position at Lincoln H.S.**

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:
Global Tides Charter Petition

AGENDA ITEM AREA:
Public Hearing

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
District Office

FINANCIAL INPUT/SOURCE:
All

MEETING DATE:
October 6, 2009

ROLL CALL REQUIRED:
No

BACKGROUND:

The district received a charter school petition on September 9, 2009 from Global Tides. The entire petition is included in agenda item 9.1.

RECOMMENDATION:

Hold a public hearing concerning the Global Tides charter school petition.

8

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 "Global Tides" in Placer County. The Public Hearing will be held on **Tuesday, October 6, 2009** at the location listed below.

Regular Meeting of the Board of Trustees
Lincoln High School
Performing Arts Theater
810 J Street
Lincoln, CA 95648

Date: September 21, 2009

Posted at Western Placer Unified School District Office: September 22, 2009
Posted at all District School Sites: September 22, 2009
Publish Dates in Lincoln New Messenger: October 1, 2009

8.1

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:
Global Tides Charter Petition

AGENDA ITEM AREA:
Information/Discussion

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
District Office

FINANCIAL INPUT/SOURCE:
All

MEETING DATE:
October 6, 2009

ROLL CALL REQUIRED:
No

BACKGROUND:

The district received a charter school petition on September 9, 2009 from Global Tides. The charter school petition timeline requires the board hold a public hearing within 30 days and a final vote within 60 days. At the November 3, 2009 board meeting, a detailed legal and financial analysis will be presented to the board concerning the petition. I have included a portion of the Frequently Asked Questions included on the California Department of Education website for your information.

RECOMMENDATION:

9.1

Discuss the Global Tides charter petition.

Charter School
DEVELOPMENT SYSTEMS



September 28, 2009

Superintendent and the Board of Education
Western Placer Unified School District
600 Sixth St., Fourth Fl.
Lincoln, CA 95648-1825

LETTER OF INTENT

To: Superintendent and the Board of Education:

Charter School Development Systems is opening a California statewide, online, K-12, charter school September 2010. We will be targeting and enrolling students that are already NOT attending traditional brick and mortar school for whatever reason:

- Student is employed
- Student takes care of siblings/own children
- Student is pregnant
- Student is home schooled
- Student is receiving independent studies
- Students that are homebound
- Students that are ill
- Student lives in rural areas and commutes great distance to attend school
- Student that have social issues
- Student that have language barriers
- Students that are in gangs

Therefore, we are clearly NOT interested in competing with the district in targeting our marketing efforts to the students that are performing well in traditional school. Again, we want to partner with the district to help bring a public education option to the students that are currently NOT attending school.

In harmony with our mission, we will be targeting those students that are underserved and underrepresented. We will furnish a laptop computer, a printer, and pay for monthly Internet access.

In order to accomplish this task, we requested a statewide charter from the State of California, Department of Education. Unfortunately, we were advised we must be in operation as an online charter school for at least three years before we could apply to become a statewide charter. Therefore, we were recommended to apply to districts located in strategic counties in California, as we are able to enroll students from the entire county that the sponsoring district is located in and from all of the counties that surround the county of the sponsoring district.

9.1.1

Charter School
DEVELOPMENT SYSTEMS

As you may know, we followed the direction of the California Department of Education and applied to all of the districts located in strategic counties in California. This undertaking resulted in applying to ninety-one unified school districts in the State of California. Again, we took on this large task in order to ensure we would be sponsored by at least one district from each of the fourteen strategic counties of California. Again, we executed this task because we were following the guidance as to how to open an online, K-12, charter school that could accept students that are currently NOT attending a traditional school. We want to enroll students located from the Oregon to the Mexican boarders and everywhere in-between since our inception September 2010.

Due to the current economic conditions, we understand this task caused additional work on the district superintendent, board of education, faculty, and/or staff. However, we ask that we look past the large endeavor and undertaking this project may have created and see the benefit it will generate to all of the students currently NOT attending school.

Moreover, we would like to remind the district superintendent and board of education that by enrolling students in an online option, we will increase the district's overall attendance count. Additionally, we would like to further remind the superintendent and board of education that there exists an economic benefit to the sponsoring district of our online, K-12 charter school.

Per California Education Code 47605, subsection (6) (b), we are willing to offer the district a 30-day extension in order to have preliminary discussions with the superintendent and board of education member in order to answer all questions and concerns. We feel that once everyone understands that we are NOT interested in taking students that are performing well in traditional schools and that we are NOT interested in taking Average Daily Attendance (ADA) from the district and once everyone understands that we are simply interested in partnering with the district to offer another option to those students that are NOT attending school, the superintendent and the board of education will vote to sponsor our online, K-12, charter school.

We welcome dialogue, questions, emails, and face-to-face conversations.

Please feel free to call or email me in order to schedule an appointment to meet or talk over the phone.

Sincerely,

Marco R. Salazar

Marco Salazar
VP of Operations, Research, and Development
Cell: 714-471-6320
Email: marco.salazar@charterschooldevelopmentsystems.com

9.1.2



Charter School DEVELOPMENT SYSTEMS

September 2, 2009

Western Placer Unified School District
Superintendent and The Board of Education
600 Sixth St., Fourth Fl.
Lincoln, CA 95648-1825



To: The Superintendent and The Board of Education:

We have enclosed a petition seeking the approval of our on-line e-charter school with your district. We are confident that you will find our petition in good order and we look forward to your approval. In the unlikely event you feel our petition is missing information, which would cause hesitation or, worse yet, denial of acceptance into your district, please provide us with the professional courtesy by responding with your concerns and provide us the opportunity to address your concerns.

I will be your contact throughout this process and I welcome a person to person meeting if you feel it is necessary to proceed with the approval of this petition.

It is in our children's best interest to provide them and their family with every opportunity to succeed in today's economic environment. With the e-delivery system we have in place, we are confident we can make a difference in how education is delivered and translated into literacy.

Sincerely,

Marco E. Salazar

Marco Salazar
Email: marco.salazar@charterschooldevelopmentsystems.com
Office: 714-210-8875
Fax: 714-210-8877

9.1.3

Charter Petition Presented To:

Western Placer Unified School District

Superintendent

AND

The Board of Education

600 Sixth St., Fourth Fl., Lincoln, CA, 95648-1825

Global Tides
20371 Irvine Ave., Suite 100
Newport Beach, CA 92707

Marco Salazar
Acting Executive Director

714-210-8875 (Office)
714-210-8877 (Fax)
marco.salazar@charterschooldevelopmentsystems.com (Email)

9.1.4

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9.1.7

This charter has been created in the format encouraged by the California State Board of Education in its adopted "Model Application for Charter Schools." According to the State Board, the Model Application format ensures that charter petitioners cover all of the minimum elements required by law in a systematic way. However, as the Model Application format requires that statutory provisions in the Charter Schools Act be addressed out of the order presented in the Education Code, this "Table of Contents" is presented to assist the Reviewer in establishing that all requirements of law have been met.

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9.1.8

Founding Group

During the 2008-2009 school year, it was noted by the Board of Directors of Global Tides Inc., a California non-profit organization, that students in Placer County, California need an online charter school. In response to the need demonstrated by parents and students in Placer County and the surrounding communities of Placer County, the Board of Directors of Global Tides has agreed to become the governance for the charter school.

The Board of Directors of Global Tides has decided to contract with Ed Futures, Inc. and Charter Schools Development Systems, Inc. Ed Futures is an educational management organization (EMO) that has opened over 70 charter schools in the United States and currently serves over 10,000 students nationwide. Charter Schools Development Systems is the West Coast implementation specialist group for Ed Futures, Inc. The partnership designs, implements, develops curriculum, and manages charter schools for grades K-12.

The Board of Directors of Global Tides are, therefore, petitioning the Western Placer Unified School District to consider the charter application for an online K-12 charter school. The partnership between the parents of potential students, the Western Placer Unified School District, and the Board of Directors of Global Tides, as well as administrative, and teaching staff, formed the basis for this request. The group of parents, faculty, and staff that will make up this new charter school desires to implement Global Tides @ Placer County dependent, of course, upon the Western Placer Unified School District approval of this charter application for a five-year period beginning January 2, 2010.

Administrative Staff

Head of Schools

Dr. Charlie Mae Knight will provide operational action plans, including the evaluation of both short- and long-range academic needs. Dr. Knight is nationally recognized as a visionary leader in the education of minority and disadvantaged students. She served for eighteen years as Superintendent of the Ravenswood City School District in Palo Alto, California. Her significant accomplishments include: Returning the district from the brink of bankruptcy to a year-ending balance of over $3,000,000; settling a ten-year-old desegregation suit; increasing teacher salaries by over 25%, thus allowing the district to succeed in recruiting and maintaining a qualified staff; establishing the only public school program in the United States which is based on the Marva Collins approach; developed corporate and university alliances, as evidenced by the district assistance from Stanford University, the Raychem, Hewlett-Packard Corporations and grants from the San Francisco Packard-Hewlett, Peninsula, and Wells Fargo Foundations; established five charter schools and established a single gender school for troubled adolescent boys in partnership with the San Francisco Forty-Niners.

Dr. Knight has also served as Superintendent of Schools for the Lynwood Unified School District in Lynwood, California (1981-1985); Associate Superintendent for the California State Department of Education (1978-1981); Director of Special Projects, Monterey Unified School District (1970-1978); Coordinator of Compensatory Education; Elementary school counselor and teacher; college instructor and administrator; field studies coordinator; and Director, Summer Institute for Teacher Training.

9.19

She has served on numerous National Education Boards, is a member of the National Alliance of Black School Educators, California Alliance of Black School Educators, Alpha Kappa Alpha Sorority, Phi Delta Kappa, and the American Association of School Administrators.

Academic Administrator

Dr. Gerard Consuegra is a graduate of the University of Maryland with a Ph.D. in Curriculum and Instruction and a Masters in Early Childhood-Elementary Education. His professional experiences include: Atlanta Public Schools Executive Director for School Choice and Governance; Executive Director for Atlanta Public Schools Standards Director Division of Curriculum Coordination and Implementation; Montgomery County Public Schools, National Science Teachers Association Reviewer; Consultant, Harcourt Brace Jovanovich Publishers; Author of "Introducing African American Role Models into Mathematics and Science lessons", "Solar Rain"; and a number of science articles on the environment as a consistent contributor to "Science Weekly".

Dr. Consuegra has also received the Award for Distinguished Service to Public Education, the Broome Award for Outstanding Children's Publications, and the Conservation of National Resources Fellowship Award.

Operations Administrator

Marco Salazar earned a bachelor's degree in pure theoretical mathematics from San Jose State University. After graduation, he became a high school mathematics instructor. His teaching philosophy is to empower his students with the necessary skills, values, and information that will make them strong leaders in their communities, and which will enable them to acquire essential skills, such as reading, writing, critical thinking, and a sense of participation in their social environment, and thus receive information that will help them become more discerning and informed citizens.

He helped found four "first year/start-up" public charter high schools in the San Francisco Bay Area and one in Long Beach that serve underrepresented, at risk youth. Mr. Salazar's analytical skills and attention to detail were admired by his supervisors, and he and quickly received honors and career advancement to "Projects Manager," "Operations Manager," and "Director of Operations and Finance." However, in July 2008, Marco decided to become a full-time entrepreneur. After extensive research, education, and mentorship, Marco has formed several corporations and joint ventures.

Mr. Salazar's goal is to found a public charter high school in conjunction with a major university that will focus on mathematics, hard sciences, and technology.

Business Manager

Gary Scott graduated from the University of West Florida with a Bachelor of Arts degree in Accounting (Magna Cum Laude). He earned his M.B.A. and has taught accounting courses at the college level. Gary has 20 years of experience in accounting, including 12 years of governmental accounting and finance and eight years of governmental auditing, which included several audits of Florida school district internal accounts.

9.1.10

Gary worked for four years as a district level financial administrator in a Florida school district, in which capacity he was responsible for budgeting ($165 million operating budget, $350 million total budgets), accounting, accounts payable, purchasing, payroll, MIS, property management, and data processing. Additionally, Gary served on the school board of Holmes County. This combination of governmental, school district, and school board experience provides Gary with a unique, multi-faceted perspective.

Master Teacher, Curriculum, Testing, and Student Records

Dr. L. Vernon Allwood received his Bachelor of Science degree in Mathematics from Queens College of the City University of New York, his Masters Degree in Counselor Education from Queens College, and his Ph.D. in Counseling Education from Fordham University in New York. He taught mathematics and science in the New York City public schools for more than ten years. After receiving his advanced degrees, he served as the Director of Counseling at John Jay College in New York and as Associate Director of Counseling at Morehouse College in Atlanta, Georgia.

He has extensive experience in the development of mentoring programs and is a founding and board member of the International Mentoring Association. While at Morehouse College, he developed the Morehouse Mentoring Program in which college students served as role models and mentors for elementary school children. This program acquired national recognition by receiving the Thousand Points of Light Award from President Clinton. Dr. Allwood developed and directed adolescent rites of passage programs that contributed to the positive development for African American males in the city of Atlanta. He also served as a consultant for the Children's Defense Fund where he was involved in a project to develop a rites of passage manual for adolescent children.

Dr. Allwood recently retired from his position as the Director of Community Relations and Special Projects at the Morehouse School of Medicine. In this capacity, he developed several initiatives to increase the numbers of African American students in the educational pipeline for careers in biomedical science and the health professions. He is presently an Adjunct Professor in the Department of Community Health and Preventive Medicine where he is engaged in several research initiatives involving adolescent health.

Master Teacher, Technology Support

Raymond Green began his business career over 35 years ago at the IBM Corporation and achieved the rank of Western Regional Manager, responsible for over 800 employees in sales, service and administration.

A long-time professional in educational software development, Mr. Green currently consults for the NATN (National Articulation and Transfer Network), an innovative project to facilitate urban community college students in transferring to historically black four-year colleges along with tribal- and Hispanic-serving institutions of higher learning.

9.1.11

Executive Director
The executive director will report directly to the principals of Charter Schools Development Systems. Marco Salazar (referenced above) will act as the Executive Director and signer of the charter school petition.

Enrollment Advisor, Counselor, and Registrar
The enrollment coordinator and registrar will meet with each student prior to his or her enrollment in the school. The enrollment counselor reviews placement test scores, as well as previous student records and additional data provided by the teaching adult, to ensure that the student is placed at the correct level of the Ed Futures curriculum for each subject.

Special Education and ELL Coordinator
This person will supervise the special education and English Language Learner students and will maintain regular contact with the families via meetings, phone, Internet, etc.

Community Development Advisor
The community development advisor will create and maintain relationships with the community.

Teaching Staff

Global Tides will employ both full-time and part-time teachers from Placer County and its surrounding counties. All teachers will be hired from the same geographical region as the students. Please see Appendix A for a copy of Global Tides @ Placer County 2010-11 teacher job description.

Each of the teachers employed by Global Tides @ Placer County will, at minimum:

- Hold a Bachelor's degree.
- Hold a valid California Teaching Credential authorizing service in the grade levels or subject area assigned.
- Meet the definition of "highly qualified" according to "No Child Left Behind".
- Demonstrate proficiency in technology and technology support.
- Demonstrate a shared view of the school's vision.
- Have a cleared background review through the Department of Justice process.
- Hold CLAD and/or BCLAD certification.

Support Organizations

The Charter Schools Development Systems, an education management organization (EMO), will act as the charter management organization (CMO). Charter Schools Development Systems will manage all of the educational and operational components of Global Tides @ Placer County, including: curriculum development, accounting, auditing, legal, reporting, insurance, human resources, administration, research and development, and all other general operations. Any additional help or resources that may be needed will be acquired from Ed Futures an education management organization (EMO) and a general partner of Charter Schools Development Systems and/or the Board of Directors of Global Tides, a California non-profit organization.

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The Board of Directors of Global Tides has contracted with Knowledge Elements, Inc., a company that specializes in creating customized platforms to deliver online education. Knowledge Elements has a client base of 111 colleges and universities where paid consulting, management, and online delivery services have been completed.

Furthermore, the Board of Directors of Global Tides has contracted with eTap, Inc. a Non-Profit Organization that offers a comprehensive K-12 curriculum designed to help students improve their academic performance. The curriculum includes instruction, practice exercises, and assessments, as well as audio/video tutorials and links to interactive activities to make learning motivating and engaging. eTAP provides a comprehensive, easy to use, and effective curriculum resource to improve test scores for CHSEE, ACT, SAT, and STAR.

9.1.13

Educational Philosophy and Program

Mission

Global Tides is striving to provide an individualized standards-based education for students in the state of California and eventually throughout the United States, through innovative electronic methods, state of the art mastery-based curriculum, traditional instructional models, and parental involvement resulting in skill mastery.

Educational Philosophy

An educated person in the 21st century is one who not only has a solid understanding of, and facility with, fundamental concepts from the core academic subjects but also has the ability to think critically about the issues we face as part of a global community in the age of information and technology.

We, the petitioners for Global Tides @ Placer County, believe that, given a comprehensive and mastery-based curriculum, high expectations, access to technology (computer and Internet), strong instructional support, a significant amount of off-line work, guidance from experienced teachers, and a strong commitment from parents (or other caring adults), a well-conceived virtual education program will boost student achievement, serve the unique needs of students and families, and offer a new model for effective public education in the 21st century.

The goals of our educational program include:

- Enabling all students to become self-motivated, competent and lifelong learners.
- Empowering the parent as the teacher through a guided program and training.
- Offering flexibility and choices to increase student interest in learning.
- Using a variety of lessons, activities, and modalities to improve student achievement.
- Striving for mastery of all skills by every student.
- Developing reflective learners.
- Developing technology-literate students.

Educational Program

Global Tides @ Placer County will offer grades K-12 during the 2010-11 school year.

Global Tides @ Placer County will inform parents/guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements through a variety of communication channels including, but not limited to:

- Virtual parent information sessions held throughout Placer County and its contiguous counties throughout the school year.
- Electronic and paper-based school brochures and literature provided to families interested in the school's program offerings.
- School website in a section regarding information about school curriculum.
- Parent-Student Handbook distributed to all parents on a CD-ROM at the beginning of the school year and available in electronic format via the school community board.

Global Tides will apply for the Western Association of Schools and Colleges (WASC) full accreditation for their programs. The applications for WASC approval will begin for Global

9.1.14

Tides @ Placer County during the fall of 2010. Courses offered by the charter school accredited by the WASC will be considered transferable to other accredited schools. In addition, Global Tides @ Placer County will use the standard "A" to "G" college entrance requirements for its high school program to ensure compliance with the admissions criteria established by the University of California and the California State University systems.

In addition, it will be the school's policy that:

- Students who take courses for non-credit will need to take a summer school course to make up deficiencies.
- Students will need to make satisfactory academic progress in Global Tides courses to earn credit and remain on track to meet university entrance requirements.
- Students who enroll in the Global Tides high school program will be on track to meet university entrance requirements upon graduating from Global Tides.

Goals of the Elementary School Program

The elementary curriculum is designed to integrate skills and disciplines to make learning more meaningful, holistic and engaging. The curriculum is directly aligned with the state frameworks and/or standards. Curriculum development is focused on designing a continuous learning process so that students are able to connect topics both within and across subjects.

For example, a fourth grade unit on the U.S. westward movement may draw heavily on subjects such as geography, history, economics and sociology. Additionally, there are many areas of science which are included, such as weather and climate, animal life, vegetation, desert regions and the biological and physical sciences. Mathematical and technology skills are applied as students estimate and compute the many reading, writing, and study skills as they search for information through traditional methods and the Internet in order to develop reports using multimedia resources. This unit is also integrated into music and art classes in which students study music of a certain time period and create artwork that replicates the U.S. western movement.

Language Arts

The Language Arts Curriculum provides the framework for language arts learning in all key areas. Using these competencies and a basal reading program as a foundation for spiraling skills development, teachers enrich the reading program with the most valuable aspects of the whole language approach. This balanced approach accommodates the individual learning needs of each student and stimulates teacher creativity while providing a strong, consistent level of reading instruction across the District.

Writing

Writing begins with the student's initial school experience. The use of the writing and reflecting process (brainstorming, pre-writing, drafting, revising, conferencing, editing and publishing) continues throughout the grades. Writing is not an isolated experience but is integrated throughout various curricular areas. Teachers introduce and reinforce the components of good writing at each grade level. Students and teachers use the portfolio as a vehicle for the development of skills in composing, revising and reflecting on writing throughout the grades.

9.1.15

Listening/Speaking

Communication skills are an integral part of the learning experience. Early modes of learning center on kinesthetic and visual activities. Listening and speaking skills develop as the child progresses through school. Learning these skills enables the student to become an active participant in the learning process.

Spelling

Beginning in kindergarten, students experiment with letters and sounds and learn how those letters build words. Emergent writers may have difficulty spelling words within their oral vocabularies. Rather than interrupt the flow of thought, invented spelling is encouraged. As students progress in their writing abilities, the purpose of the spelling curriculum is to help learners master conventional spelling. The formal spelling program focuses on spelling patterns and words student frequently misspell. Students also learn to use tools such as the dictionary, collaboration with peers, and technological devices.

Handwriting

In the early elementary grades, students learn the strokes which form the basis of manuscript letters. Handwriting instruction focuses on the development of letter formation skills and the application of these skills throughout the curriculum. Cursive handwriting is introduced in the third grade and refined in fourth, fifth, and sixth grades. Students work with keyboarding and word processing, progressing in efficiency on an individual basis.

Study Skills

The development of good organizational and study skills is an essential part of schooling. Such topics as how to manage time, plan for long- and short-term assignments, organize workspace and materials, and study for tests are taught and reinforced at the appropriate levels.

Foreign Language

Students begin formal study of a foreign language in the first grade. First and second grade students receive Spanish instruction twice per week for 30 minutes. Third and fourth grade students receive 45 minutes of Spanish instruction twice each week. Fifth and sixth grade students receive 45 minutes of Spanish twice in a six-day cycle. Classes are taught by certified teachers, and emphasize conversational Spanish and the study of the cultures of Spanish-speaking countries. The program helps prepare students to become well-rounded at an early age.

Mathematics

The mathematics curriculum is based on a set of clearly defined learning objectives. Major concepts include: numbers and numerals, measurement, rational numbers, geometry, decimals, graphing, number theory and probability. These concepts are developed through a balanced use of manipulative materials, various text-based instruction and technology. This approach to teaching and learning accommodates the needs of students and provides students with appropriate challenge. Mathematics is an important subject, and teachers are dedicated to preparing every student to meet the challenges and demands of the future.

9.1.16

Science

Science is best learned when student are engaged in practicing science. Hands-on activities encourage students to experience for themselves, through direct observation and experimentation, the process, joy and fascination of science. Through scientific experimentation, students answer their own questions and develop patience, persistence and confidence.

Social Studies

The social studies curriculum for kindergarten through grade four is designed to help children understand cultural diversity and their place in the global community. The kindergarten and grade one curriculum focuses on the concept of a global village. Grade two concentrates on exploring the use of a historical timeline. Geographical regions and cultures of the United States are the thrust of the third and fourth grade programs.

Physical Education

Physical education contributes to the well being of students through participation in activities designed to meet their physical, social, emotional and intellectual needs. It is a tool used to develop individual values of good citizenship and sportsmanship for real-life situations. As students move through the elementary grades, there is an increased degree of difficulty introduced into these activities.

Applied Technology

Applied technology in the elementary schools provides students with an understanding of the technological culture that affects their everyday lives. By utilizing networked computers and software applications, students solve practical problems and begin to apply technological skills and processes. Students are encouraged to explore, create and work together in a cooperative environment. Since technology is a medium that supports all curricular areas, the development of subject specific skills is a natural extension of the applied technology program. The applied technology teachers integrate elements of other curricular areas with the introduction and exploration of technology skills through projects.

Goal of the Middle School Program

The middle school curriculum was developed by noted leaders in the educational field, math and reading specialists, and veteran public- and private-school teachers; the curriculum is known as one of the most researched and effective learning programs in the nation.

The curriculum helps students unlock their personal full academic potential and achieve mastery of the key concepts and skills they will need to succeed in life. Students learn through instruction, texts, hands-on experiences, and an easy-to-use online delivery system, supported by supplemental materials.

The middle school curriculum provides an adaptable but focused learning environment and a rigorous, high-caliber education that meets or exceeds California academic standards. Students receive instruction in:

- Language Arts/English
- Math

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- Science
- History
- Art
- Music
- Foreign Language

Goals of the High School Program

The goals of the high school program are as follows:

- Prepare students for a rigorous post-secondary education.
- Prepare students to meet A-G entrance requirements for the Universities of California.
  - A. History/Social Science – two years required
    - Two years of history/social science, including one year of world history, cultures and geography; and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.
  - B. English – four years required
    - Four years of college-preparatory English that includes frequent and regular writing assignments, as well as reading classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.
  - C. Mathematics – three years required, four years recommended
    - Three years of college-preparatory mathematics that includes the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that the high school accepts as equivalent to its own math courses.
  - D. Laboratory Science – two years required, three years recommended
    - Two years of laboratory science providing fundamental knowledge in at least two of these three foundational subjects: biology, chemistry and physics. Advanced laboratory science classes that have biology, chemistry or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement, as may the final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects.
  - E. Language other than English – two years required, three years recommended
    - Two years of the same language other than English. Courses will emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if the high school accepts them as equivalent to its own courses.
  - F. Visual and Performing Arts (VPA) – one year required
    - A single year-long approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.

9.1.18

G. College-Preparatory Electives – one year required
    - One year (two semesters), in addition to those required in "A-F" above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "E" requirement or two years of another language).

- Provide a course of study that aligns to the state's academic standards.
- Provide a course of study that meets or exceeds local district and state requirements.

High School Curriculum Overview

Global Tides @ Placer County will offer to the following courses to its grade 9th and 10th grade students:

- *Math
    - Math fundamentals
    - Pre-algebra B
    - Algebra 1
    - Geometry
    - Algebra 2

- Science
    - Physical Science
    - Biology
    - Chemistry

- English
    - Lit/Analysis/Comp
    - English 1
    - English 2
    - English 3

- Social Science
    - World History B
    - American History

- Foreign Language (Spanish I or II; French I or II)
    - Spanish I, II
    - French I, II
- Physical Education
    - Offline course
- Electives
    - Health Skills
    - Career Planning

*Returning students who are not academically prepared for Algebra I may enroll in Math Fundamentals or Introductory Algebra, but they will receive credit as an elective rather than an A-G requirement.

9.1.19

The curriculum will be delivered through a combination of synchronous and asynchronous instruction. Subject specific teachers will develop relationships with students through regular telephonic and email contact.

Teacher Qualifications
All teachers hired for the high school program will meet the state of California credentialing requirements for high school instruction.

High school Exit Exam
It will be expected that all students who enter Global Tides @ Placer County high school program complete the high school exit exam per the guidelines issued by the state of California. Preparation classes and supplemental help will be provided for students who have failed to pass the exam on a previous occasion.

State Standardized Testing
Students in Global Tides @ Placer County high school program will participate in state standardized testing.

Graduation Requirements
220 Units of credit will be required for graduation from Global Tides. Students will have to complete Algebra I requirement, in addition to completing the required A-G class selections for entry into the California State or University system. Students with an Individualized Education Program (IEP) may, at the designation of the IEP team, pursue a Certificate of Completion in lieu of a high school diploma.

Students to Be Served
Global Tides @ Placer County proposed first day of operation for the 2010-11 school year will be January 2, 2010. The school intends to serve students in grades K-12 during the 2010-11 school year. The grade levels served by Global Tides @ Placer County include the Western Placer Unified School District's grade levels. During the 2010-11 school year, the school anticipates that it will serve approximately one hundred students throughout Placer County and its contiguous counties.

The school will target students who can benefit most from a self-paced, individualized instruction that is delivered in the home via technology. These students are members of the "millennial generation" (born between the years of 1976-2000) and have come of age along with the Internet. They represent 36% of the total U.S. population and are the largest generation at this time. They use the computer and Internet more than any other age group (90% of children between the ages of 5 and 17 use computers). They define community as a digital place of common interest, not just a shared physical space.

Each student must have access to a responsible adult who is available on a daily basis to assist with the student's instruction for learning, as instruction will take place in the home.

9.1.20

Curriculum and Instructional Design

Learning Environment Overview

Global Tides @ Placer County will be a non-site based independent study program. Parents (or responsible adults) will guide students through their daily coursework in the privacy of their own home. Students and their parents (or responsible adults) will access school lessons and lesson assessments, enter attendance, and track academic progress through the online school. Teachers holding a California teaching credential will oversee the learning of each child in their class by reviewing each student's work for quality, accuracy, and understanding; accessing their online academic records (including daily lessons and assessments); and communicating with the parent (or other responsible adult) on a regular basis at teacher conferences via telephone and email. Teachers will also grade student work, deliver report cards and will be available daily via phone or email when students (or adults) have questions. The content of the lessons will be reinforced through monthly activities organized by teachers. Teachers will, in most cases, work from their homes. The school administration will work in a central administrative office located in Placer County, California, with local administrators responsible for program supervision in various areas of California. Global Tides provides an administrator for Global Tides @ Placer County in the Placer County region.

Independent Study Laws & Regulations

The charter school shall comply with the Charter Schools Act along with Education 51745 et. seq. and its implementing regulations regarding independent study instruction, including, but not limited to, the following:

- Written Policies

  The Charter School shall adopt written policies pursuant to a public hearing prior to commencing operation that include, but are not limited to, all of the following:

  (a) The maximum length of time, by grade level and type of program, that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work.

  (b) The number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's permanent record.

  (c) A requirement that a current written agreement for each independent study pupil shall be maintained on file.

- Independent Study Agreements

  The Charter School must maintain on file a current written agreement for each independent study pupil containing the following information:

  (a) The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.

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(b) The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.

(c) The specific resources, including materials and personnel that will be made available to the pupil.

(d) A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.

(e) The duration of the independent study agreement. No independent study agreement shall be valid for any period longer than one semester, or one-half year for a school on a year-round calendar.

(f) A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.

(g) The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.

(h) Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil.

- Prohibition against Provision of Funds or Things of Value
  The charter school shall not provide any funds or other thing of value to the pupil or his or her parent or guardian that a school district could not legally provide to a similarly situated pupil of the school district, or to his or her parent or guardian.

- County or Contiguous County Residents
  The charter school may only receive funding for the provision of independent study to pupils who are residents of Placer County or who are residents of a county immediately adjacent to Placer County. Establishment of facilities shall comply with Education Code Section 47605.1(c) as applicable.

- Teacher/Student Ratio
  The charter school must comply with Education Code Section 51745.6 and its implementing regulations regarding teacher to ADA limits.

9.1.22

- Funding Determination
  The charter school shall apply for a funding determination as necessary in accordance with Education Code Section 47612.5.

Independent Study Roles

The Supervising Credentialed Teacher will:

- Be responsible for the written agreement for independent study.
- Assess the student's work, either orally or in written form.
- Suggest reinforcement of content when needed or requested.
- Personally judge the time value of student assignments or work products before ADA is earned.
- Assess the child's level of education, modifying the curriculum as necessary to meet district or county guidelines, and administer state-mandated tests as required.
- Inform parents of or offer workshops that will enhance the teaching techniques of the parents.
- Arrange educational field trips and visits from professional speakers on subjects in which parents and students express an interest.
- Maintain records of credits for each subject earned by the students, based on work successfully completed.

The Responsible Adults will:

- Be committed to understand and use the independent study strategy appropriately.
- Provide an appropriate environment for the student's study.
- Participate with the teacher(s) in the development of the student's educational plan, including goals, objectives, and assignments.
  - While the supervising teacher is responsible for the educational design, the parent must be concerned about his or her role and the student's needs and interests.
- Along with the student, prepare a study schedule that incorporates family and educational responsibilities.
- Facilitate and enable, as much as possible, the student's effective and successful study under the written agreement.
  - This would include avoiding disturbances during study such as phone calls, TV watching, and conflicting family duties.
- Supervise the student while following the plan as the student is working on assignments, making sure that the student's effort at least meets the minimum requirement set forth in the written agreement.
- Take steps to ensure the timely submission to the supervising teacher of all student work, completed assignments, and accurate records that will be needed for the assessment of student progress and attendance accounting as specified in the written agreement.
- Participate in a supportive role in regularly scheduled supervising teacher/student virtual meetings.
- Under the direction of the supervising teacher and with the assistance of any other assigned charter school staff, participate in the student's instruction and assessment of learning and skills mastery. This may include the following:

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- Assuming responsibility for supplied textbooks, instructional materials and supplies, and equipment.
- Follow assignment sheet and/or schedule as provided by supervising teacher.
- Introducing curricular elements.
- Reinforcing learning.
- Promptly checking student work for errors, which the student should then correct and return to the supervising teacher.
- Whenever possible, attend workshops that provide instruction and guidance that will make independent study a satisfying and beneficial experience for the participating child and parents.
- Ensure the student's voluntary participation in, and understanding of, independent study and facilitate the student's transfer to traditional instruction when ready or when the student is unwilling to continue in independent study.

The Students will:

- Make regular, scheduled contact via the Internet and phone with the supervising teacher as specified in the written agreement, with parent participation.
- Complete at least the assigned work by the due date.
- Have all possible assignments available at virtual meetings via the Internet and phone with the supervising teacher.
- Make an effort to participate in pertinent public or private extracurricular activities, including social activities with other children and adults.
- Be responsible for other tasks that may be required to fulfill the written agreement.

The Curriculum

Global Tides @ Placer County will use the Ed Futures curriculum. It is mastery based, covers six core subjects (Language Arts, Math, History, Science, Art, and Music) and meets the California State Standards in all subject areas. Each course includes online lessons, ebooks, etextbooks, worksheets, and teacher guides that can be downloaded, as well as traditional material such as books, CDs, and manipulatives.

The Ed Futures curriculum is mastery based. Students complete a short assessment at the end of each lesson. In order for students to demonstrate mastery, they must score 80% or higher on the lesson assessment. If a lesson is not mastered, students will have the opportunity to retake the lesson until mastery is obtained. If a lesson is not mastered, the following instructional support will be provided to ensure the student's ability to master the lesson's objectives:

- Ed Futures curriculum lesson modification. Each lesson contains additional web resources and supplemental materials to assist the parent with his/her instruction.
- Direct teacher instruction. Each Global Tides teacher can meet virtually via the Internet to provide direct instruction to the student when necessary.

Although Global Tides @ Placer County is a virtual school, we remain committed to the philosophy that students learn best when a variety of teaching methods are employed. Thus, student lessons require both online and offline work. Students spend approximately 50% of their day online. The rest of the time is spent offline.

9.1.24

Teaching Methodology

Global Tides @ Placer County will employ a team-teaching approach with both parents/responsible adults and certificated teachers involved in the instructional process. The result is a teacher and parent student ratio of 2:1. Responsible adults will play the role of academic coaches who guide students through the instructional program on a daily basis, conduct the lessons, and help ensure that students are learning. Certificated teachers are charged with assigning lessons, managing the student portfolio, designing monthly outings, evaluating student work, answering technical and curriculum questions as they arise, and tracking and recording student progress/attendance.

The Ed Futures approach to education assumes that students learn best when information is presented through a variety of modalities. Thus, each lesson contains content that is presented through the following modalities: visual, auditory, and kinesthetic. In addition, teachers are available to assist parents and students with supplementary materials or recommended approaches should the student have difficulty understanding the content of a lesson. The presence of online lesson and unit assessments ensures that teachers are able to quickly identify and assist students who are having academic difficulties.

Curriculum Materials

Each student enrolled in Global Tides @ Placer County will receive a complete set of Ed Futures curriculum online and offline materials for six subjects: Math, Language Arts, History, Science, Art, and Music. Curriculum materials include both a year's worth of online lessons via the Ed Futures online school as well as offline materials. Global Tides will invest approximately $2375 per student in technology equipment and online/offline curriculum materials. Per ADA, the costs are as follows: $775 to Charter Schools Development Systems for the legal, accounting, operations, research, and development of the online charter school; $250 to Ed Futures for the online school curriculum and startup costs; $250 to Knowledge Elements, Inc for the online delivery system; $100 to eTap for assessments and standardized test preparation; and $1000 to the parents/family of the student for instructional materials, including a laptop, printer, Internet use, textbooks, and additional instructional material, etc.

Technology Materials

Due to the virtual nature of the school, technology plays a critical role in our school community. Each family enrolled in Global Tides @ Placer County will receive a laptop computer, software, and printer. It is understood that the computer system is the property of the school and thus will be returned when the student leaves the school. In addition, each family will be reimbursed for the cost of Internet access on a semi-annual basis at a rate of $25/month (total of $300 per year). For families that face residential or other constraints, principals of Charter Schools Development Systems will accept and review requests for increased funding on a case-by-case basis.

Technology Service

Global Tides @ Placer County will provide three levels of technology support for all students enrolled in the school:

- Level 1: Teachers will provide basic technical support and troubleshooting for both the computer systems and software. In addition, teachers are responsible for providing additional technical training to parents and students throughout the school year as needed.

9.1.25

- Level 2: Knowledge Elements, Inc. Technology Support Desk will provide technical support for the curriculum materials, the online school, and more advanced technical support for desktop, ISP, and software issues.
- Level 3: Global Tides @ Placer County on site administrators will provide additional assistance to families as necessary to support and supplement the technology support offered in levels 1 and 2.

Plan for Students who are Academically Low Achieving

Global Tides @ Placer County teachers will identify students who are achieving below expected academic levels by using the following tools and strategies: The online school progress and attendance screens, Ed Futures placement tests, student portfolios, standardized test results, direct teacher involvement, parent education, and curriculum modification.

The Online School: Progress and Attendance Screens

Teachers will review the academic progress and attendance of their students on a regular basis using the features provided by the Knowledge Elements, Inc. online delivery system. Students who are achieving below expected academic levels will have one or more of the following characteristics: slower progress towards completing lesson assignment goals, missed days of attendance, and/or have retaken lesson/unit assessments multiple times.

Ed Futures Placement Tests

Students will complete an Ed Futures placement test prior to enrolling in Global Tides. The placement test helps parents and teachers identify the appropriate curriculum level for each student. Placements tests will be located on the school website in the section that instructs parents about how to enroll in the school. Each student will meet virtually over the Internet or over the phone with a Global Tides enrollment counselor prior to their enrollment in the school. The enrollment counselor reviews the placement test scores as well as previous student records and additional data provided by the teaching adult to ensure that the student is placed in the correct level of the Ed Futures curriculum for each subject. Students who place below grade level in a specific subject will receive access to curriculum that is below grade level. In addition, their assigned teachers will work with the students throughout the year to ensure that they have the skills they need to advance or catch up to their age-appropriate grade level in curriculum.

Student Work Records

Global Tides student work record program incorporates the collection and evaluation of student work samples to complete the lessons and provides an additional assessment tool for the assigned teacher. During virtual meetings with the student and parents, the teacher will focus on the student work record for that academic period. Students will bring a work sample from each of the six subject areas to each virtual meeting. Students will share their work and evaluate their own progress, and teachers can use their record of observations and the collection of student work to note academic progress or highlight learning concerns. Student Work Records will also serve to contextualize formal assessments, provide a comparison for standardized test results (student performance on such tests can show day-to-day variation), and demonstrate progress toward identified outcomes and state standards. These portfolios will be kept in the student's permanent file and will be used to identify students who are academically low achieving.

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State Standardized Test (STAR) Data

The results of each student's achievement on state standardized tests will be shared with both parents and teachers. Parent and teacher will discuss results in order to identify areas of weakness or strength and use this information to assign lessons and select curriculum level.

Global Tides @ Placer County will have the following resources to serve students who are academically low achieving:

Teacher Involvement

Teachers will provide parents and students with guidance in order to maximize student-learning opportunities within the curriculum as well as with supplemental materials. Teachers will provide information on additional resources that are available to the parents, such as special learning projects or useful websites. Teachers are available for one-on-one support or tutoring via the Internet and over the phone.

Parent Education

Global Tides @ Placer County will provide a schedule of virtual parent education sessions to all members of the school community. Each virtual parent education session will contain information and research designed to meet the needs of individual students. Virtual parent education sessions will be led by both teachers and administrators throughout the counties served by this school. Virtual parent education sessions will take place virtually over the Internet as well as over the phone. Examples include workshops on writing skills, Algebra I, and student behavior. Teachers are available to provide training to the individual parent as needed via the Internet and over the phone.

Curriculum Modification

The Ed Futures curriculum is designed to meet the individual needs of each student. Thus, teachers can pick and choose from the entire Ed Futures curriculum to identify the lessons that will best meet their students' academic needs. In addition, teachers have access to additional curriculum products that provide additional online lessons and content designed to supplement the instruction provided in the Ed Futures curriculum.

Plan for Students who are Academically High Achieving

Global Tides @ Placer County teachers will identify students who are achieving above expected academic levels using the following tools:

- The Knowledge Elements, Inc.: Progress and Attendance Screens.
- Ed Futures Placement Tests.
- eTap Assessments.
- Student Portfolios.
- Standardized Test (STAR) data.

Global Tides @ Placer County will have the following resources to serve students who are academically high achieving:

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Challenging, Self-Paced Curriculum

The Ed Futures curriculum allows students to move at a pace that encourages individual students to achieve at their highest potential under the supervision of a highly qualified, credentialed teacher and a teaching adult. This may allow students to move more quickly through the curriculum or to complete a more in-depth study. When a student excels in a particular area, the student will be able to move ahead to the next curricular level. These students will be encouraged to complete the challenge activities that are provided throughout the Ed Futures curriculum.

Teacher Involvement

Teachers will provide parents and students with guidance so as to maximize student-learning opportunities within the curriculum as well as with supplemental materials. Teachers will provide information on additional resources that are available to the parents, such as special learning projects or useful websites. Teachers are available for support and/or tutoring via the Internet or over the phone.

Parent Education

Global Tides @ Placer County will provide a schedule of virtual parent education sessions to all members of the school community. Each virtual parent education session will contain information and research designed to meet the needs of individual students. Virtual parent education sessions will be led by both teachers and administrators throughout the counties served by this school. Virtual parent education sessions will take place over the Internet as well as over the phone. Examples include workshops on writing skills, Algebra I, and student behavior. Teachers are available to provide training to the individual parent as needed over the Internet and over the phone.

Plan for English Language Learners (ELL)

The following section identifies how Global Tides @ Placer County will identify and serve these students:

Global Tides @ Placer County has two methods for identifying English Language Learners:

1. Parent response to the question in the Home Language Section of Global Tides @ Placer County enrollment forms; and follow up CELDT testing as required by law.
2. Teacher observations with students and parents at the beginning of the school year.

Once a student has been identified as an English Language Learner, Global Tides @ Placer County will provide the following support:

Global Tides will offer services to address the needs of English Language Learners. The goals of this program are for students to become proficient in both English and their native language, maintain their culture, and achieve in academic areas. High standards are held equally for all students in the school.

Ed Futures bilingual programs are integrated into the school. The bilingual students are part of the comprehensive school goal and curriculum standards. Functional communication between teachers, students and parents has provided students with the opportunity to progress systematically from writing in their native language to writing in English.

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In Language Arts, students learn to read and interpret various forms of literature and to write using different formats at their current level of English ability. All students take language arts. While the Ed Futures curriculum focuses on the development of literacy skills, bilingual students will also be provided with lists of novels to read in their native language as this provides an opportunity for students to improve their literacy in their first language. Students will develop a strong foundation in their first language in order to acquire a higher level of proficiency in their second language.

Content area classes for ELL students will be supported by teachers knowledgeable in the content areas and in ELL/Bilingual methodology. The program takes a conceptual approach to lesson planning. The history classes focus on the ideas of: cultures, historical development, American democracy, racial, religious, and societal differences, time, communities, states, nations, media, integration of history, and identifying and solving problems in our community.

Considerable time will be spent learning the language of math as well as the operations. The math curriculum focuses on estimating, using patterns, word problems, comparing and ordering, making graphs, statistics, measuring, integers, ratios, proportions, percents and geometry, all taken from the California State Standards.

Bilingual students will be able to take advantage of additional support available on site at the learning center and through the use of web-conferencing tools. Bilingual teachers will be available to offer homework help, especially in math and language arts.

The involvement of the bilingual students' families in students' educational goals will be equivalent to that of mainstream students. In addition to their regularly scheduled virtual conferences with teachers, the bilingual parents will have the opportunity to come to special virtual workshops, as well as brick and mortar meetings and workshops; demonstrating instructional strategies for ELL students will be afforded to these parents. Parents will learn how to use the manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, storymaps) provided within the Ed Futures curriculum, along with graphic organizers and visuals that are vital to the instruction of bilingual students. The ELL coordinator will also maintain regular contact with bilingual families by phone.

Supplements to the Ed Futures Curriculum

Global Tides @ Placer County recommends specific resources designed to assist ELL students in the areas of Language Arts and Mathematics. These materials are available for parents/teaching adults to use with their English language learners per their teachers' direction. Currently the materials aid in the instruction of students whose primary language is Spanish, Chinese, Filipino, and Vietnamese; according to our demographic data, the majority of our ELL population designated these as their primary languages. However, should the demographics of our population change with the addition of Global Tides @ Placer County; we will purchase additional curriculum materials as necessary.

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Plan for Special Education

District Oversight

Global Tides Charter School, in conjunction with the oversight of the Western Placer Unified School District, shall assure that free appropriate public education (FAPE) is provided for all children with disabilities attending Global Tides Charter School in accordance with Education Code § 56000 et seq., the Individuals with Disabilities Act 20 U.S.C. Chapter 33, and Placer County Special Education Local Planning Area (SELPA) policies and procedures. No student otherwise eligible to enroll in Global Tides Charter School will be denied enrollment due to a disability, or the school's inability to procure necessary special education services. The charter school shall indemnify Western Placer Unified School District for the actions of the charter school relating to special education under this charter. The indemnification shall be outlined in the memorandum of understanding (MOU).

Charter School Responsibilities

Global Tides Charter School will deliver required and appropriate special education services to students enrolled in the charter, and outlined in the MOU developed between the Western Placer Unified School District and Global Tides Charter School within 30 days after the petition has been approved by the Western Placer Unified School District Board of Education. The intent of the charter school is to offer special education services independent of Western Placer Unified School District. These services shall include:

1. Identify special education students.
2. Initial, annual, and triennial evaluations (as outlined in the MOU developed between the Western Placer Unified School District and Global Tides Charter School).
3. IEP development and implementation.
4. Sole responsibility for providing special education services as delineated on all enrolled students' IEPs.
5. Sole responsibility for special education transportation as indicated on IEPs.
6. Due process/compliance proceedings, and related attorney fees for Global Tides, Western Placer Unified School District and the SELPA.
7. Submission of all required reporting, filings, etc. to fully comply with the SELPA, California State Department of Education (CDE) and federal requirements.
8. Global Tides Charter School will provide the SELPA contact names, phone numbers, and email addresses for all required reports.

Section 504 and the ADA

This petition is intended to address the responsibilities of the parties with respect to the provision and financing of special education services under the IDEA and does not cover services or accommodations required under Section 504 of the Rehabilitation Act (Section 504) nor under the Americans with Disabilities Act (ADA). Global Tides Charter School shall be solely responsible, at its own expense, for compliance with Section 504 and the Americans with Disabilities Act (ADA) with respect to eligible students. Global Tides Charter School will adhere to the requirements of Section 504 by having a board-adopted process, Global Tides' or Western Placer Unified School District's, an identified Section 504 coordinator, written Section 504 referral, evaluation processes, provision of services as recorded on appropriate forms, and procedural safeguards.

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Provisions for, and Compliance of, Special Education Services Referral Process

Global Tides shall maintain a trained Student Study Team (SST) staff. This SST process, which provides a venue for parents, teachers, key school personnel, or other interested persons, systematically reviews and makes suggestions to help student performance and assist with interventions and concerns. The referrals are computerized online and forwarded to a designated SST contact. SST virtual meetings are held a minimum of one time per month via the Internet or over the phone unless the number of SST referrals warrants additional meetings in a given month due to the severity of the case(s). The SST meetings will be virtual meetings as well as over the phone. In response to the state moving toward Response to Intervention (RTI), Global Tides has trained staff, updated SST forms, and is implementing an RTI model.

If a parent formally requests a special education assessment in writing, an Assessment Plan, outlining proposed testing in all areas of the student's suspected disability, will be generated within fifteen (15) calendar days from the date Global Tides special education representative receives said written request.

Interim Placement and IEP Development

Global Tides adheres to the legal mandates outlined in Education Code § 56000 et seq., the Individuals with Disabilities Act 20 U.S.C. Chapter 33. When a student completes an enrollment form indicating the student has or may have an active IEP from the district where the student is or has been enrolled, the parents will be instructed to request in writing an IEP virtual meeting. The parents will participate in the joint IEP virtual meeting along with Global Tides Special Education Coordinator and a Special Education Representative of the Western Placer Unified School District. The virtual meeting will be a meeting over the Internet or over the phone. The purpose of the virtual meeting will be to determine if FAPE can be met through a virtual independent study program. When a student with an active IEP stating that FAPE can be provided by an independent study program, Global Tides will provide interim special education placement services that essentially contain all the elements in the student's previous IEP and as outlined on the Western Placer Unified School District SELPA Interim IEP form. A new IEP will be written on the corresponding Western Placer Unified School District SELPA forms within 30 days (Education Code, Section §56325).

The IEP team is comprised of the parent (and/or his or her requested representative[s]), a general education teacher familiar with the student's work, any special education personnel who will be working with the student, and an administrative representative, and when appropriate, the student. The areas of need, goals, objectives and frequency/duration of services are designed to promote educational benefit for the identified students. Annual goals are developed for all students with special needs based upon California Grade Level Standards and Frameworks. Should the IEP team determine that the student will participate in the California Alternative Proficiency Assessment (CAPA), short-term objectives will be developed as well. Progress is periodically monitored, and written documentation of progress toward meeting annual goals is provided to parents as frequently as their general education counterparts.

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Initial and Triennial Assessments:
Students requiring an initial evaluation to determine if they meet eligibility requirements to receive special education will be referred to the charter school's special education contact person. The designated person will generate a referral for special education; monitor all legal timelines; develop an assessment plan (offering testing in all areas of suspected area of disability [EC §56040 through §56344]; coordinate qualified personnel to provide the required testing [EC §56320]; distribute written assessment reports to the parent prior to the IEP virtual meeting [EC §56327]; generate IEP virtual meeting notices [EC §56195.8]; develop and facilitate the IEP virtual meeting [EC §56345]; and distribute copies of the IEP to appropriate personnel [EC §56347]. Global Tides will use all required IEP forms authorized by the Western Placer Unified School District SELPA. Western Placer Unified School District SELPA will be provided duplicate copies of all IEPs for purposes of monitoring compliance per the SELPA Local Plan. CASEMIS data will be documented by Global Tides Charter School and provided to Western Placer Unified School District Superintendent of Schools in a timely manner to insure that Western Placer Unified School District SELPA deadlines are met for reporting information to the California Department of Education (CDE). Global Tides will enter into a fee for service contract with the SELPA for CASEMIS reporting.

Upon newly identifying a student for special education services, Global Tides will provide all services and support as deemed appropriate and necessary by the IEP team in order for the child to be successful in an independent study setting.

At least once every three years, a student is reassessed to determine their continued eligibility to receive special education services [EC §56301 and EC §56381]. The identical process used during an initial evaluation is replicated at each triennial reevaluation.

Transition Planning:
According to the Education Code, Sections §56362 and §56345.1, a student's IEP shall outline the activities needed for the him/her to move from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and/or community participation. Based on the student's needs and interests, goals related to instruction, related services, or involvement of outside agencies will be developed in accordance with the reauthorization of the Individual with Disabilities Act-2005 legislation and documented on the required Western Placer Unified School District SELPA forms.

The IEPs of all identified high school students include documentation that they were apprised of the difference between a Certificate of Completion and a Diploma. If diploma bound, students must take and pass algebra; pass both portions (math and language arts) of the California High School Exit Exam (CAHSEE testing is offered multiple times each year in geographic regions throughout the charter school's attendance boundaries); and complete a state- approved course of study adopted by the charter. Students who complete the required course of study and obtain the necessary credits needed to graduate, but are unable to pass the California high school exam, will be granted a Certificate of Completion by Global Tides.

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Each Individual Transition Plan documents whether the student is working toward a diploma or Certificate of Completion, and their proposed date of graduation. Students who do not obtain a diploma (graduate) remain eligible for special education services through Global Tides until the age of twenty-one years, nine months. Prior to receiving the diploma, a summary of the student's academic achievement and functional performance and recommendations on how to assist the student in postsecondary goals, the charter school shall notify the parent or student. If the student is of age 18 or older, the charter school is no longer responsible for providing special education services. This will be discussed in an informal virtual meeting over the Internet or over the phone.

Beginning at age 18, the students have the sole responsibility for making their own educational decisions. At age 17, the students are notified of this fact and are documented on their IEP.

Parent/Guardian Concerns

Parent/Guardian concerns regarding special education services, related services, and rights shall be forwarded to Global Tides appointed Special Education Administration in order to ensure that all parties are aware of such concerns and a plan can be developed to ensure compliance.

Complaints

Global Tides shall address, respond to, and investigate all complaints received concerning Global Tides under the board-adopted Uniform Complaint Policy and the state-adopted procedure for special education complaints and shall notify SELPA.

Due Process Hearings

Global Tides may initiate a due process hearing in the matter of a student enrolled in Global Tides as determined to be legally necessary to meet the school's responsibilities under federal and state law.

Staffing, Curriculum, Service Provisions, and Student Accountability

The goal of Global Tides is to employ "highly qualified staff" to provide special education services, as outlined in No Child Left Behind (NCLB) legislation. Parents of special education students will be notified in writing if highly qualified staff is not available. Special education services are designed to supplement general education and will not supplant other sources of federal, state, and local funds apportioned to Global Tides. Identified special education students are provided accommodations to enable them access to same curriculum/programs that their general education counterparts may choose to access while attending Global Tides.

All identified special education students will adhere to the standardized assessment policies and procedures of Global Tides and expected to participate in STAR Testing (CAT-6 and California Standards Assessments), and the California High School Exit Exam (CAHSEE). Students unable to participate in the STAR assessments due to severe cognitive disabilities will be administered the California Alternative Proficiency Assessment (CAPA) test.

All services, supplementary materials, or assistive devices required to access core curriculum are provided at no cost to the identified special education student. No facilities utilized for purposes of special education present any physical barrier that would limit an eligible student's full

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participation in the educational or extracurricular program. Differentiated or weighted grading policies or practices are not in place for identified special education students.

Maintenance of Special Education Records

The records for all identified student's special education files shall be maintained in Global Tides administrative office. The SELPA will be notified of said record location and provided with the name and email address of a contact person. Global Tides agrees to use approved SELPA forms/software, and file all necessary reports to maintain legal compliance. At least once yearly, the charter school will invite Western Placer Unified School District employees to visit the offices to review students' files.

Funding

The Western Placer Unified School District shall serve as the Local Education Agency (LEA) for special education purposes for Global Tides. Global Tides and the Western Placer Unified School District Board understands that the charter school will participate in meetings with the SELPA director and attend SELPA training outlining new policies, procedures, and fiscal models.

Global Tides may access SELPA funds for low incidence equipment and materials as appropriate and as specified on a student's IEP, following the existing guidelines, policies, procedures, and administrative regulations outlined in the SELPA's Local Plan. Global Tides shall be responsible for inventory and maintenance and training in the use of the equipment. The equipment shall remain the property of SELPA.

Measurable Student Outcomes and Other Uses of Data

Measurable Student Outcomes

Global Tides @ Placer County, Board of Directors, administration, and teaching staff will share a common vision for student success that is measurable and meaningful. We view it as our responsibility to educate the whole child, and feel that the tools for success lie in a strong foundation in academic content. Therefore, we will have both academic goals and non-academic goals as outlined below. Note that these draft goals and objectives are subject to approval by Global Tides @ Placer County Board of Directors.

Academic Goals:

(1) Students will demonstrate mastery of a curriculum that meets or exceeds the California Academic Content standards:

- In all grades, students will master a curriculum aligned to the California Academic Content standards, attaining the knowledge and skills that California has identified as important in each subject area.
- Students will demonstrate their mastery through participation in the Standardized Testing and Reporting (STAR) program. On average, students will meet or exceed the national average on the CAT/6 and will perform at or above the proficient level on the California Standards Tests.

(2) Students will demonstrate strong proficiency in language arts:

- Students will demonstrate decoding skills when reading, as well as an understanding of the relationship between phonemes and letter groups.
- Students will demonstrate an understanding of the elements of a narrative and be able to write a narrative.
- Students will develop and use the conventions of successful composition: spelling, grammar, mechanics, and penmanship.
- Students will develop and use an advanced vocabulary in verbal and written communications.
- Students will grasp meaning, content, tone, and style from a variety of genres (i.e., fiction, poetry, essays, and news articles).
- Students will gain exposure to, as well as an appreciation for, great works of literature.
- Students will master the skills of the writing process: researching, brainstorming, drafting, revising, editing, and publishing.
- Students will develop and use a variety of writing strategies appropriate for different audiences and purposes—persuasive, narrative, summary, response to literature and research writing—by the end of ninth grade.

(3) Students will demonstrate strong proficiency in mathematics:

- Students will understand and apply basic and advanced properties of numbers (ranging from the concept of whole numbers to the theorems of roots and exponents).
- Students will use basic and advanced procedures while performing computations (ranging from adding whole numbers to simplifying radical expressions).

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- Students will understand and apply basic and advanced properties of the concept of measurement (ranging from determining length and width to the acceleration of the space shuttle).
- Students will understand and apply the basic and advanced properties of algebra, geometry, statistics, and probability.
- Students will apply mathematical skills to solve real-world problems.
- Students will demonstrate their proficiency in mathematics through participation in the STAR program. On average, students will meet or exceed the national average on the CAT/6 in Math, and will perform at or above the proficient level on the California Standardized Tests.

(4) Students will develop a strong foundation of knowledge, facts, and skills in History, Geography, Civics, Science, Art, Music, Economics, and other disciplines:
- Students will use this base of information to understand the important connections among these disciplines and their application in daily living.
- Students will be able to identify and draw on these interdisciplinary connections when faced with complex issues and problems, demonstrating an ability to approach them from multiple perspectives.
- Students will develop critical reasoning and higher-order thinking skills.
- Students will demonstrate the use of problem-solving and analytical techniques on open-ended questions.
- Students will demonstrate the ability to recognize alternative positions and evaluate their validity.
- Students will be able to analyze, synthesize, evaluate, and apply their knowledge.

(5) Students will acquire skills in both art and music as part of their aesthetic development:
- Students will understand and implement artistic and musical techniques.
- Students will know and be able to speak intelligently about great works of art and music.
- Students will develop a sense of the history of art and music and how ideas, movements, and trends from one era inform another.

Non-Academic Goals

Our primary non-academic goal is to develop those qualities of mind and character that will help our students evolve into active, thoughtful, and responsible citizens. Our choice of materials and approach are designed to communicate and build commonly shared values such as honesty, integrity, courage, discipline, compassion, respect for others, and appreciation of the work ethic. While children are learning the basics of computation, decoding, and analysis, they will also be wrestling with moral dilemmas, writing about courage and justice, and learning about times when history was shaped by moral surrender and heroic deeds.

(1) Students will be responsible for the improvement of their school and local community:
- Students will participate in school activities and events (whether electronically or physically).
- Students will exercise a voice in school affairs and will work to improve the educational and social life of their school.

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- Students will be encouraged to volunteer in their communities on various school-related or civic projects.
- Students will learn about individuals who have contributed their talents and efforts to improve our country and our world.

(2) Students will develop important personal traits such as honesty, courage, loyalty, personal responsibility, perseverance, respect for others, and diligence:

- Students will take responsibility for their actions and will be asked and encouraged to learn from their mistakes.
- Students will demonstrate an ability to work in teams and will work toward personal, team, and school goals.
- Students will understand and be able to explain the value of our country's vibrant diversity and common civic heritage.
- Students will demonstrate respect for others in school, community, and extracurricular activities and an appreciation of differences among individuals and groups.

(3) Students will develop effective work habits and skills that will prepare them for the demands of school, society, business, government, and civic affairs:

- Students will learn to work effectively with technology and become proficient users of software, email, and the Internet.
- Students will develop an understanding of the dynamics and importance of entrepreneurship.
- Students will learn to collaborate effectively with other students.
- Students will be expected to meet deadlines and make clear and compelling multimedia presentations.
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(4) Students will rise to meet high expectations of behavior and performance:

- Students will be expected to give their best effort in their schoolwork and their active participation in school events.
- Students will respect their parents, teachers, and fellow students and abide by the school's guidelines and rules.
- Students will learn to interact maturely with peers and adults.
- Students will conduct themselves with integrity at all times.

(5) Students will learn habits of healthy living:

- Students will attend to their social, emotional, and physical well-being.
- Students will learn to balance school responsibilities (on- and off-line) with the other demands of their lives (i.e., personal, family, social, athletic, and artistic).
- Students will engage in social activities and school events to enrich their academic work with real-world experiences.

Academic Performance Index and Adequate Yearly Progress

As this is a new school, an API has not yet been identified. In future years, the overall goal of the school shall be to meet or exceed its yearly API growth target.

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Methods to Assess Pupil Progress towards Meeting Outcomes

State Testing System: Measures Student's Achievement of the California Academic Content Standards

Global Tides @ Placer County, as required by law, will participate in the STAR program. The data generated from these assessments will be used by Global Tides @ Placer County as a key factor in determining the progress students are making towards meeting the California Academic Content Standards. This data will also be used for school improvement and school accountability.

Global Tides @ Placer County Assessment System

In addition to the state testing system, Global Tides @ Placer County will assess student performance in all subject areas (English-language arts, mathematics, science, history, social science, music, and art) using our own internal system. The system is designed to determine how students are meeting the specific goals of Global Tides @ Placer County curriculum. Because we are committed to children learning, assessment is an important and integral part of the curriculum. Assessments help the parent, teacher, and student to see that the student is achieving important learning objectives, and flag areas in which the student might need extra work. These assessments also help Global Tides @ Placer County to improve the learning program by providing information on the effectiveness of instructional activities.

Global Tides @ Placer County assessment system consists of the following:

Placement Tests

The Ed Futures assessment team has developed a series of assessments designed to identify the correct placement of Global Tides @ Placer County students in the Ed Futures mathematics and language arts curriculums. Teachers administer placements tests at the beginning of the year and adjust student placement in the Ed Futures curriculum accordingly.

Supplemental Online Resources

Students of Global Tides @ Placer County will use eTap to assess each student's performance against the state standards for their grade level. The results of this online assessment will be shared with each student and their legal guardian during a virtual meeting over the Internet or over the phone. Teachers will use the results of these assessments to develop and customize the student's lesson assignments prior to state standardized testing. In addition, students will have access to optional resources via the online school. All work is designed to help the student master the state standards.

Lesson Assessments

In math, science, art, music, and history, every lesson is followed by a brief assessment. In language arts, there are assessments after every grammar, usage, mechanics, composition and novel lesson. These assessments show whether the student has achieved the objectives for that lesson, or whether a review of some, or all, of the lesson is advisable. A student is expected to obtain a mastery level of 80% or higher before he or she advance to the next lesson.

Unit and Semester Assessments

In English-language arts, mathematics, science, history, music, and art, the student takes an assessment at the end of a unit. These assessments show whether or not the student has retained key learning objectives for the unit. There are similar semester assessments, with equivalent

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purposes, in the middle and at the end of a year's worth of content for many subjects. Teaching adults and teachers can use the results of the semester and unit assessments to guide review or additional practice.

The aforementioned assessments are presented in different ways: Some are assessment sheets to be printed (the results of which are entered into the online system by the adult), others are online questions for the teaching adult to answer about the student's work, and still others are questions to be answered directly online. Within these assessment types, the individual items take a variety of forms. Many items are short, open-ended questions, to which the student responds with a word or number, a phrase, or a sentence or two. Other items require longer responses, and still others are selected response. Using multiple item formats allow students to demonstrate what they have learned in a variety of ways.

The assessment component of Global Tides @ Placer County's online student learning system is unique in its ability to generate detailed and ongoing data on academic achievement. Data from both on- and off-line assessments are entered into the system, and is compiled to create a steady stream of data about student performance toward mastering specific learning objectives. This data stream is reviewed and analyzed by Global Tides @ Placer County teachers on a regular basis. The system is designed so that a student who is not mastering lessons on a particular topic is redirected to alternate or additional instruction in the same topic. A student will move on to more advanced work only after demonstrating mastery of the material in question. With this kind of accountability and built-in transparency, there will be no surprises about student work; the system can notify parents and teachers that a child is beginning to fall behind, allowing teachers to intervene in a proactive, timely way.

Student Portfolios

In addition to the quantitative evaluation described above, Global Tides @ Placer County will also implement a system of qualitative evaluation with its Student Portfolio program. A supervising teacher of the online school will virtually meet via the Internet with each student and teaching adult in his/her class on a regular basis. Each meeting will focus on the student's portfolio for that academic period. Students will bring a work sample from the designated subject areas to each meeting. Students will share their work and evaluate their own progress, and teachers can use their record of observations and the collection of student work to note academic progress or highlight learning concerns. Students will reflect on his/her work for that time period and the reflection will be captured on the portfolio record. Portfolios will be used to contextualize formal assessments, provide a comparison for standardized test results (student performance on such tests can show day-to-day variation), and demonstrate progress toward identified outcomes and state standards. These portfolios will be kept in the student's permanent file.

Meetings

Global Tides teachers will conduct virtual meetings via the Internet, as well as brick and mortar meetings, with all students once per learning period. Each learning period is not to exceed 50 days of instruction. During the meetings, teachers work directly with students to elicit feedback regarding the concepts covered in the previous learning period and to collect original work

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samples for their learning portfolio. Additionally, teachers conduct formal authentic assessment to assure that students are on task and are able to apply learned skills/concepts.

Report Cards

Each semester, students will receive a report card from their teacher. Students will receive a mark reflecting their progress toward stated goals for each subject. Both quantitative and qualitative information will be considered in assigning grades and recommending promotion for individual students.

Use and Reporting of Data

Individual Student Achievement Improvement Goals

The results of each student's state standardized tests will be mailed to parents/guardians when they become available. Included with the test results will be a letter from the Executive Director to provide context for the student's test scores in relation to the school's cumulative scores. Upon receipt of the test scores, parents will have a virtual meeting over the Internet or over the phone with their teacher to review their student's test scores and collectively discuss and develop target academic goals for the following school year.

School Wide Improvement Goal

Improving the school as a whole is very important to Global Tides. To achieve this objective, the school will designate a lead teacher or counselor whose primary responsibility will be to collect and analyze the school data collected from STAR and pre/post testing. This position will work closely with the Executive Director and the Ed Futures Assessment team to identify strengths and weaknesses of Global Tides academic program. The team will develop a yearly Student Improvement Achievement Plan to improve any identified areas of weakness.

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Governance Structure

Upon approval of this charter, Global Tides @ Placer County will constitute itself as a nonprofit California Public Benefit Corporation pursuant to California law. The school will be governed pursuant to the by-laws adopted by the incorporators and subsequently amended pursuant to the amendment process specified in the by-laws. The applicants for the charter school chose the structure of a nonprofit public benefit corporation to ensure a seriousness of purpose and adequate protection for its members, and the District. An Executive Director will act in the same capacity as a Superintendent in implementing the actions of the Board of Directors. In accordance with Education Code Section 47604(c), an authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not 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, including, but not limited to, those required by Education Code Section 47604.32 and subdivision (m) of Education Code Section 47605.

The school's founding group will appoint a three (3) member Board of Directors ("Board of Directors"). The founding group is made up of individuals, parents and teachers, who are familiar with Global Tides using Ed Futures services. Subject to the limitations of this charter and of the corporate by-laws, the governance of the school will be under the authority of the Board of Directors and its duly appointed representatives. In accordance with Education Code 47604(b), the District shall be entitled to a single representative on the Board of Directors. After the initial Board appointment, Board elections, terms, term limits, resignation, removal and vacancies will all be handled in accordance with the corporate by-laws.

The founding board is considered the initial Board of Directors. The Board will be authorized through the by-laws of the 501(c)(3). Each board member is required to meet the reporting requirements under the "Fair Political Practices Commission". Each board member files Form 700 of the "Fair Political Practices Commission" disclosing any potential conflict of interest. Board members are not compensated for their participation on the governing board and are not employees of any service provider or other educational vendor providing services to the 501(c)(3). The Board will consist of five directors, with two slots held for parent-representatives.

The selection process for Board members to raise the Board to a membership of five (5) includes a formal letter of interest, an interview, and a submission of curriculum vitae and references.

The following traits shall exemplify the characteristics of a Global Tides @ Placer County Board member:

- Clear commitment to the mission and vision of the school and to the welfare of children.
- Experience working with a non-profit organization in some capacity.
- A reputation for, and record of, high integrity.
- A successful record of activity in education reform or community building.
- Willingness to serve in one of the following Board areas: policy development, planning, fiscal review, grant writing, staffing, community relations, or school development.
- Proven leadership abilities.

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- Familiarity with educational technology.
- Leadership in the community across multiple sectors.
- Integrity and credibility in the community.
- Desires to help the children of California improve their educational prospects and character development.
- Professional educational and/or practical experience, including legal and financial expertise.
- A diversity of backgrounds, interests, and expertise.

The Board of Directors will meet regularly to oversee the management, operation, activities, and affairs of the charter school. The Board of Directors will define, compose, and revise (as needed) the policies of Global Tides and ensure compliance with its charter agreement and applicable laws and regulations.

All Board meetings will be held in compliance with the Brown Act. The Board, at its discretion, may vote to expand its membership and/or create subcommittees. Specific responsibilities of the Board are defined in the By-Laws.

The decision making authority vested with the governing board is contained in the by-laws and the services agreement that are established to make a matter of public record the operational relationship of Global Tides @ Placer County Governing Board, Ed Futures and any other entity that will do business on behalf of the virtual academy. See attached by-laws and sample services agreement.

School Organization Structure

Please see Appendix B for a complete overview of the school organizational structure.

Parent Involvement

Global Tides @ Placer County will offer an extensive network of communication tools designed to connect parents and children to both the school community and to each other. The teachers and administration of the school will communicate daily via the Internet and phone with parents and children, uniting the community together with bulletins, teaching tips, school events, and more. Teachers will initiate regular virtual conferences and conversations via the Internet and over the phone with parents about their child's progress and also about parents' needs and concerns about the operation of the school.

We expect parents to be proactive; to contact teachers, specialists, and other parents to solve problems, give feedback, or pass on ideas and insights to the school community. We will leverage Global Tides online community discussion board to facilitate this lively and interactive communication process. In addition, we will have a key person in the CMO whose sole responsibility it is to organize parent support groups, kids' clubs, and other community building activities. We expect parents to volunteer their time and effort on behalf of the school, and to participate in and help organize field trips and other educational outings.

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Parent Involvement in School Affairs

Parents will help us to evaluate the school's program each year through virtual meetings via the Internet and surveys. Parents will also serve as mentors to new families and families that are struggling with technology complications or curriculum problems. Parents will be given an opportunity to express their opinions about their likes and dislikes about the school. Some parents will be asked to give critiques and/or testimonials about the program. Direct parental involvement is fundamental to the school's success.

Parental involvement at Global Tides @ Placer County is enhanced by the fact that the school will be educating not only students but also its parents as well. Parents will be trained on the Ed Futures instructional system. Parents will be taught how to be effective instructional coaches under the guidance of qualified and certificated teachers. Many parents will learn how to use computers for the first time and will become expert email and Internet users. And parents will be exposed to a content-rich curriculum, including classic literature, a comprehensive re-telling of the story of history, various musical genres, and great works of art.

Parents are actively encouraged to participate in Global Tides planning, organizational, Board of Directors, and other meetings. They are also encouraged to offer ideas and planning assistance with field trips, social events, and other outings.

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Human Resources and Labor Relations

Qualifications of School Employees

The current Charter Schools Development Systems administrative team will manage Global Tides @ Placer County. As noted, there are both Ed Futures and school level employees. The school employees are part of shared services across all of the partnership with Global Tides. Doing so will afford Global Tides @ Placer County the opportunity to benefit from the resources of a larger group. Their qualifications shall be used as a template for future administrative team members as follows:

Title	Qualifications	Role
Eugene Ruffin Chief Executive Officer	• Experience as a marketing representative for International Business Machines in 1963. • He retired in 1988 as Ericsson CEO of Italian and Brazilian Operations/Corporate Vice President of North America. • In 1970 Mr. Ruffin joined the Xerox Corporation where he served as Vice President, Computer Division, Reprographics Division Operations Manager and Xerox San Diego Branch Manager, with responsibilities for all business functions. • In 1994, Mr. Ruffin co-founded School Futures Research and American Education Reform developing and operating several charter schools while developing and supporting education reform legislation.	The CEO is responsible for guiding organizational and diverse community interests toward a common cause and fulfilling the overall vision and mission of the company.
Robert Williams, C.P.A. Chief Financial Officer	• Has over 30 years of experience in accounting, including 20 years of auditing non-profit organizations. • Owns a private accounting practice in Newport Beach California, which serves as the corporate office for Charter School Development Systems.	The CFO is responsible for allocating limited company resources among competing fund uses to optimize the value of the firm. The specific responsibilities include cash flow, debt and asset management.
Larry Michaels Vice President of West Coast	• Currently holds title as President and CEO of several financial services companies	The Vice President of West Coast Region Market Development is responsible for (1) school growth

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Region Market Development	as well as the acting principal in a media- related franchise. • Also chairs on the Board of Directors of two non-profit organizations. • His participation in several youth based non-profit organizations, allows him to understand the need for additional support in the public educational system. • Has initiated start-up as well as the merger and acquisition of over 24 businesses in his tenure as a business entrepreneur. • Was nominated to be a candidate for the Orange County, California Entrepreneur of the Year in 2008.	in the Western United States, (2) oversee the Director of Development and Operations, (3) oversee the school development process, (4) finance and control, (5) provide ongoing facilities management support, (6) develop and manage information technology systems, both academic and administrative, (7) develop and manage staff development services.
Dr. Charlie Mae Knight Head of Schools	• Significant experience working writing and managing budgets. • Experience writing and dealing with curriculum, technology, and training/professional development. • A record of leadership and sound management. • A passion for helping students attain high standards. • Strong interpersonal skills and experience in team-building. • An understanding of the diversity and unique character of the school's community. • Consistently exceptional professional evaluations. • Outstanding references from peers, former colleagues, parents, and members of the school community.	The Head of Schools will report to the Board of Directors and CEO. The Head of Schools will bear chief responsibility for implementing the school's education program; attaining the school's objectives for high student achievement; managing, evaluating, promoting, and releasing school personnel; creating a school culture that is disciplined, orderly, and conducive to learning; and nurturing a strong relationship among Global Tides @ *Placer* County, the parents, and the community.
Dr. Gerard Consuegra Academic Administrator	• A record of leadership and sound management. • Commitment and passion for student achievement, parent involvement, and innovation in education. • Strong academic credentials, interpersonal skills, and work	The Academic Administrator reports to the Head of Schools and is responsible for the day-to-day academic operations of the school including teacher evaluation, student achievement, special education, and teacher recruiting.

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	ethic. • Strong positive professional references and evaluations.	
Marco Salazar Operations Administrator	• A record of leadership and sound management. • Commitment and passion for student achievement, parent involvement, and innovation in education. • Strong education credentials, interpersonal skills, and work ethic. • Strong positive professional references and evaluations.	The Operations Administrator reports to the Head of Schools and is responsible for the day-to-day operations of the school including student enrollment, student reenrollment, new school development, student discipline, the development of school policies and processes, assisting in teacher evaluation, teacher recruiting, and ongoing teacher training.
Gary Scott Business Manager	• Formal accounting training. • Sincere ethical commitment to education. • Strong references. • Relevant work experience.	The Business Manager reports to the Head of Schools and is responsible for the day-to-day business affairs of the school including bookkeeping, record keeping, cash collections and disbursements, and vendor contracting.
Dr. L. Vernon Allwood Master Teacher, Curriculum, Testing, and Student Records	• Experience developing and coaching a teaching staff. • Experience working with students and teachers to reach student achievement goals.	The Master Teacher, Curriculum, Testing, and Student Records reports to the Academic Administrator and is responsible for student achievement and teacher training.
Raymond Green Master Teacher Technology Support	• Extensive knowledge of hardware configuration, network administration, Internet-based education programs, school information systems, and community-building tools, and enterprise applications such as Oracle, and eSIS. • Experience assisting users with Microsoft Office products on various platforms (W2K or NT) • Significant experience in a senior level technology position. • Professional and customer-oriented attitude in dealing with those new to technology. • Experienced technology trainer, policy manger, and technical writer.	The Master Teacher Technology Support reports to the Operations Administrator and is responsible for the office technology systems and the technical training of teachers and parents.
Marco Salazar	• Qualifications mentioned	The Executive Director will

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Acting Executive Director and Signer of the Petition	above.	report directly to the Head of Schools.
Enrollment Advisor, Counselor, and Registrar		The Enrollment Coordinator and Registrar will meet with each student prior to his/her enrollment in the school. The enrollment counselor reviews the placement test scores as well as previous student records and additional data provided by the teaching adult to ensure that the student is placed in the correct level of the Ed Futures curriculum for each subject.
Special Education and ELL Coordinator		This person will supervise the special education and English Language Learner students, thus will maintain regular contact with the families via meetings, phone, Internet, etc.
Community Development Advisor		The Community Development Advisor reports to the Head of Schools and is responsible for all school marketing and community development efforts.

The charter school will hire an "Enrollment Advisor, Counselor, and Registrar," a "Special Education and ELL Coordinator," a "Community Development Advisor," and both full and part time credentialed teachers to meet the demands of student enrollment. Teachers who instruct students will possess the following qualifications:

- Hold a minimum of a bachelor's degree; and has demonstrated subject matter competency in each of the academic subjects in which the teacher teaches, in a manner determined by the State and in compliance with Section 9101(23) of ESEA.
- Three or more years of classroom teaching experience.
- Shared view of the virtual academy's mission.
- Strong content and subject-matter knowledge.
- Ability to support and guide adults as well as students.
- Strong written and verbal communication skills.
- Organization and time-management skills.
- Proficiency in MS Excel, MS Word, and Outlook, and experience using them in a professional capacity.
- Hold a Multiple Subject California Credential (grades K-8).
- All teachers in working in subject specific courses (grades 9 -12) will hold a Single Subject California Credential in the area of their discipline.

All requirements for employment set forth in applicable provisions of law will be met, including, but not limited to, credentials as necessary. All documents will be kept on file at Global Tides @ Placer County administrative offices and will be available for viewing by the chartering authority.

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Compensation and Benefits, including Employee Retirement System

Attracting high quality teachers will be a priority for Global Tides @ Placer County. A standard pay scale will be established in which teacher's education level and years of experience will be considered when determining a teacher's salary. In addition, teachers will be eligible for a performance bonus. The performance bonus is dependent upon prior Board approval.

Staff at Global Tides @ Placer County will participate in the State Teachers Retirement System (STRS) and/or Public Employees Retirement System (PERS) system and will have access to other school-sponsored retirement plans according to policies developed by the Board of Directors and adopted as the school's employee policies. The Board has elected to participate in the STRS and/or PERS and coordinate such participation, as appropriate, with the Social Security system or other reciprocal systems in the future. The district shall cooperate as necessary to forward any required payroll deductions and related data. The school shall pay the district actual costs for the provision of such services.

Certificated staff members of Global Tides @ Placer County will qualify to be covered by the STRS. Employees shall be covered by Social Security as required by applicable law. Non-credentialed staff members shall qualify to be enrolled in the PERS if they are regularly assigned to work more than 20 hours per week, work more than 1,000 hours in a calendar year, or if they have ever been members of the PERS system. Those non-credentialed employees not with PERS will be placed in an alternative school-sponsored retirement plan as applicable or Social Security as required by applicable law.

Employee Representation

The charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act.

Rights of School District Employees

Charter school staff who have left permanent status employment in the District to work at Global Tides @ Placer County shall have no right to return to a comparable position in the District unless they have applied and been approved for a leave of absence from the school district pursuant to the school district's collective bargaining agreements and applicable school district's policies and procedures.

Health and Safety Procedures

Global Tides @ Placer County takes staff and student health and safety very seriously. Because the school will be a virtual school, there will be no need for a school building where classes are held on a daily basis. The administrative office currently complies with all ADA, OSHA, and local health and safety requirements. The school has obtained all necessary permits for these offices including a building and fire marshal inspection and/or a certificate of occupancy.

Immunization forms and other pertinent medical records will be kept (confidentially) on file by the school administration. Parents are expected to ensure that their children obtain proper immunizations prior to matriculating pursuant to Chapter 1 (commencing with §120325) of Part 2 of Division 105 of the Health and Safety Code. The school may exempt students from enrolling who are not properly immunized pursuant to §48216 (a-c) of the Education Code.

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Those parents who are having difficulty obtaining immunizations for their children will be provided information on where to get immunized in their community.

All pertinent and required health and safety documentation is collected at time of hire or enrollment as appropriate. Documentation is on file in the student's records or employee records held in security at the administrative office. Copies of employee records and student records can be made available at the request of the School District.

The school has drafted health and safety procedures that the school will follow to ensure the health and safety of pupils shall which include compliance with the criminal background check requirements described in Sections 44237 and 45125.1 of the Education Code.

Dispute Resolution

The following Dispute Resolution steps apply only to disputes related to the provisions of this charter application. Nothing in this dispute resolution process shall impair the District's right to revoke this charter for cause pursuant to the Education Code.

In the event that the Charter School or District has disputes regarding the terms of this charter, both parties agree to follow the process as outlined below:

1. Frame the issue in written format and refer the issue to the Superintendent of the District and the Executive Director. (In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.)

2. The Executive Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute.

3. In the event that the informal meeting fails to resolve the dispute, both parties shall identify one person from their district and the charter school who shall jointly meet with the Superintendent or his/her designee of the District and the Executive Director in attempt to resolve the dispute.

4. If this joint meeting fails to resolve the dispute, the Superintendent or his/her designee and the Executive Director shall meet to jointly identify a neutral third party mediator. The format and timing of the mediation session shall be developed jointly by the Superintendent or his/her designee and the Executive Director, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the District and the Charter School jointly agree to bind themselves.

Uniform Complaint Procedure

The charter school will be responsible for establishing and maintaining a Uniform Complaint Procedure which will be distributed to parents/guardians at the time of student enrollment. Except in the instance of complaints that allege student safety issues, or other matters which

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constitute possible grounds for charter revocation, the District will refer all complaints it receives back to the charter school for investigation and processing. The charter school will forward to the District a copy of each complaint which has been processed to include submission to the Charter School Board of Directors.

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Student Admission Policies and Procedures

Our admissions process seeks to ensure that all potential families understand our mission and the responsibilities, challenges, and rewards of joining our school. Global Tides @ Placer County will be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, sexual orientation or disability [§47605(d)]. We view every aspect of our admissions process as an opportunity to educate our potential applicants about the mission of our school. Joining Global Tides is a decision that entails not only the prospect of an exciting and innovative educational program, but also a significant commitment of time, effort, and attention. We want to be sure every family knows who we are, how we operate, and why we exist. By consistently linking our recruiting and admissions efforts to the mission of our school, we believe parents will be able to determine if we are the right fit for them and their child.

As we do not plan to have a cap on our enrollment, we will conduct information sessions and accept new enrollments throughout the school year. To enroll in Global Tides @ Placer County, a student will complete an enrollment package and submit it to the Administrative offices. Upon receipt, the enrollment package will be reviewed to ensure that it is compliant (student is age appropriate for the grades offered by the school; student has proof of residency, immunizations, etc.). All compliant enrollments will be accepted into Global Tides @ Placer County.

Global Tides @ Placer County proposed opening day is January 2, 2010.

However, in the unlikely event that Global Tides @ Placer County Board of Directors adopts a cap for enrollment, applications will be accepted during one or more open enrollment periods. Once it is determined at any grade level there are more applicants than available space, a lottery will be held by grade level. Existing students of the school shall automatically be enrolled and shall not be a part of the lottery. The lottery will be held in a public location with adequate oversight to ensure the integrity of the procedure and that all students have fair and equal access to the process. The lottery shall be held in stages in order of preference group as follows:

1) Siblings of existing students.
2) District residents.
3) All other applicants.

After all open positions are filled by lottery; the remaining applications will be drawn by lottery to determine the order in which they will be placed on a waiting list.

Applications selected in the lottery will be reviewed and processed in the order in which they are drawn. After receiving responses from the first round of qualified students selected in the lottery, if there are additional openings, applications on the waiting list will be reviewed and candidates notified.

Non-Discrimination and Means to Achieve Racial/Ethnic Balance Reflective of District

In order to strive to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district, the Founding

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Board, Administration, and teaching staff of Global Tides @ Placer County will reach out broadly to populations within the County and adjacent counties. The effort will be comprehensive and will include the activities listed below:

Website

Because Global Tides is seeking to reach a variety of individuals in a large geographic area, we will use the Internet and a website. The site will contain background information about the school, its admissions procedures, and its teacher job descriptions. Enrollment forms will be hosted on the site for parents and students to access, and will be available in both English and any other languages deemed appropriate for the population of Placer County and its surrounding counties.

Recruiting Materials

The school will produce materials about the school's mission, curriculum, and the application process in both English and any other languages deemed appropriate for the population of Placer County and its surrounding counties. Global Tides teachers and administrative offices will distribute the materials at local enrollment sessions, and materials will be available upon request.

Direct Mail

The school will collect names and addresses of interested families and make use of direct mail outreach. Interested families will receive invitations to local information sessions where they can learn more about Global Tides @ Placer County and how to enroll.

Radio Advertisements

The School will purchase airtime on local radio stations. Information regarding Global Tides and details of upcoming enrollment sessions will be broadcast at this time.

Parent Information Sessions

The charter school will host enrollment sessions throughout the year. These parent information sessions will be led by teachers, administrators, and parents. Sessions will provide information to interested families about both the school and its registration process. In addition, the Ed Futures curriculum will be available for families to review.

Virtual Outings

Each teacher will host one virtual outing per month. The virtual outings will be open to families that are interested in Global Tides. The virtual outing will enable prospective students to meet current students and Global Tides teachers in an informal setting.

Public School Attendance Alternatives

Students who opt not to attend the charter school may attend a school in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

Suspension and Expulsion Procedures

The school will reserve the right to suspend or expel students pursuant to the policy and procedures established by the Governing Board. Disciplinary procedures for students with

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disabilities will be addressed by the IEP team in accordance with federal law, state law, and the student's IEP.

Financial Planning, Reporting, and Accountability

Budget

Budget Assumptions include:

2010-11:
Student enrollment of 100 students. A staffing level of 9 part-time equivalent teachers (average class size of 20-25 students).

2011-12:
Student enrollment of 200 students. A staffing level of 18 part-time equivalent teachers (average class size of 20-25 students).

2012-13:
Student enrollment of 300 students. A staffing level of 27 part-time equivalent teachers (average class size of 20-25 students).

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Global Tides Charter School Budget
One Time Startup Cost
Budget

	Low	Medium	High	Assumptions
Administrative Salaries/Benefits	$ 31,750	$ 47,625	$ 63,500	3 to 6 months of Principal Salary
Admin Support-Secretary	14,288	21,432	28,576	3 to 6 months of Secretary Salary
Teacher Salaries/Benefits	28,575	35,718	42,862	2 to 3 months of Teacher Salaries
Instructional Consultant	10,000	15,000	20,000	Consultant to integrate curriculum and staff orientation
Facilities				
Lease Deposit	4,000	6,000	10,000	initial lease deposit on office/1st month rent
Utilities Deposit	500	750	1,000	initial utilities deposit
Insurance	1,500	2,000	3,000	initial payment of liability insurance
Furnishings				
Furniture & Equipment	2,500	5,000	10,000	Desk, Chairs, Files, etc
Instructional Materials				
Technology Costs	6,000	8,000	10,000	on line curriculum services
Text Books	10,000	15,000	25,000	text books for up to 100 students
Supplies	15,000	25,000	37,500	supplies for up to 100 students
Assessment Consultant	5,000	8,000	10,000	assessments of up to 100 students
Total startup costs	$ 129,113	$ 189,525	$ 261,438	

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1932

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Global Tides Charter School Budget

	FY 2010-11	FY2011-12	FY2012-13	FY2013-14	FY2014-15
BEGINNING FUND BALANCE	-	228,567	273,932	279,441	306,461
REVENUES					
State Aid - General-Purpose Block Grant	933,464	1,414,199	1,926,798	2,166,387	2,786,435
Categorical Block Grant	65,600	98,000	131,200	144,000	180,000
Class Size Reduction	-	-	-	-	-
Lottery Funds	19,680	29,400	39,360	43,200	54,000
Revolving Loan	250,000	-	-	-	-
Implementation Grant	125,000	125,000			
	1,393,744	1,666,599	2,097,358	2,353,587	3,020,435
EXPENDITURES					
1000 Certificated Personnel Salaries					
Teachers	195,000	262,650	334,184	344,209	422,066
Administrators	100,000	103,000	106,090	109,273	112,551
2000 Classified Personnel Salaries					
Administrative	45,000	46,350	47,741	49,173	50,648
Paraprofessionals					
Custodial / Maintenance					
3000 Employee Benefits					
Social Security	24,805	29,381	34,209	35,235	40,479
Medicare	5,801	6,871	8,000	8,241	9,467
Workers Compensation	6,001	7,108	8,276	8,525	9,793
Unemployment	4,001	4,739	5,518	5,683	6,529
Insurance	21,000	22,050	25,200	25,200	25,200
STRS	33,007	39,096	45,520	46,886	53,863
4000 Books and Supplies					
Textbooks	41,000	62,475	85,313	95,509	121,774
Instructional Supplies	205,000	334,915	470,464	540,730	729,030
Operating Supplies	-	-	-	-	-
Custodial Supplies	-	-	-	-	-
Office Supplies	-	-	-	-	-
5000 Services & Other Operating Expenses					

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Utilities	6,000	9,000	12,000	15,000	20,000
Rents & Other Occupancy	24,000	36,000	48,000	60,000	80,000
Facilities Maintenance	3,000	4,500	6,000	7,500	10,000
Insurance	12,500	12,750	13,005	13,265	13,530
Travel & Conferences	6,000	12,000	16,000	20,000	20,000
Administration / Education Services	373,062	494,990	642,604	713,038	903,065
Auditing	7,500	7,650	7,803	7,959	8,118
Postage	1,500	1,530	1,561	1,592	1,624
Telephone	9,000	9,180	9,364	9,551	9,742
Special Education Encroachment	12,000	20,000	50,000	50,000	50,000
6000 Capital Outlay					
Furniture and Equipment	10,000	5,000	5,000	5,000	5,000
Computers and Other Technology	20,000	40,000	60,000	80,000	100,000
7000 Debt Service					
Payments on Revolving Loan	-	50,000	50,000	75,000	75,000
TOTAL EXPENDITURES	1,165,177	1,621,235	2,091,849	2,326,567	2,877,480
EXCESS REVENUES OVER EXPENDITURES	228,567	45,365	5,509	27,020	142,955
ENDING FUND BALANCE	228,567	273,932	279,441	306,461	449,416

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1934 **Monthly Cash Flow**

Global Tides Charter School
Budget

Cash Flows

Fiscal Year 2010 - 11

	July	August	September	October	November	December	January	February	March	April	May	June	Total
BEGINNING CASH	-	200,073	114,229	(8,002)	14,268	52,237	88,707	126,676	164,646	201,115	239,085	277,054	-
REVENUES													
Gen-Purpose Blk Grant	-	-	93,346	93,346	93,346	93,346	93,346	93,346	93,346	93,346	93,346	93,346	933,460
Categorical Block Grant	-	-	6,560	6,560	6,560	6,560	6,560	6,560	6,560	6,560	6,560	6,560	65,600
Lottery Funds	-	-	1,968	1,968	1,968	1,968	1,968	1,968	1,968	1,968	1,968	1,968	19,680
Revolving Loan	250,000	-	-	-	-	-	-	-	-	-	-	-	250,000
Implementation Grant	10,416	10,416	10,416	10,416	10,416	10,416	10,416	10,416	10,416	10,416	10,416	10,416	124,992
TOTAL REVENUES	260,416	10,416	112,290	112,290	112,290	112,290	112,290	112,290	112,290	112,290	112,290	112,290	1,393,732
EXPENDITURES													
1000 Certificated Pers Sal	24,583	24,583	24,583	24,583	24,583	24,583	24,583	24,583	24,583	24,583	24,583	24,583	295,000
2000 Classified Pers Sal	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000
3000 Employee Benefits	7,885	7,885	7,885	7,885	7,885	7,885	7,885	7,885	7,885	7,885	7,885	7,885	94,615
4000 Books and Supplies	-	21,000	157,760	14,760	6,560	6,560	6,560	6,560	6,560	6,560	6,560	6,560	246,000
5000 Svc & Other Op Exp													
Utilities	500	500	500	500	500	500	500	500	500	500	500	500	6,000
Rents & Other Occupancy	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
Facilities Maintenance	750	205	205	205	205	205	205	205	205	205	205	205	3,000

Insurance	12,500	-	-	-	-	-	-	-	-	-	-	-	12,500
Travel & Conferences	-	-	1,500	-	-	1,500	-	-	1,500	-	-	1,500	6,000
Contracts	-	27,963	27,963	27,963	27,963	27,963	27,963	27,963	27,963	27,963	27,963	55,932	335,562
Auditing	-	-	-	-	-	-	-	-	-	-	-	-	-
Postage	125	125	125	125	125	125	125	125	125	125	125	125	1,500
Telephone	750	750	750	750	750	750	750	750	750	750	750	750	9,000
Special Educ Encroachment	-	-	-	-	-	-	-	-	-	-	-	12,000	12,000
6000 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
Furniture and Equipment	2,500	2,500	2,500	2,500	-	-	-	-	-	-	-	-	10,000
Computers and Other Technology	5,000	5,000	5,000	5,000	-	-	-	-	-	-	-	-	20,000
7000 Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Revolving Loan	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	60,343	96,261	234,521	90,021	74,321	75,821	74,321	74,321	75,821	74,321	74,321	115,790	1,120,177
INCR (DECR) IN CASH	200,073	(85,845)	(122,231)	22,269	37,969	36,469	37,969	37,969	36,469	37,969	37,969	(3,500)	273,555
ENDING CASH	200,073	114,229	(8,002)	14,268	52,237	88,707	126,676	164,646	201,115	239,085	277,054	273,555	273,555

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Global Tides Charter School Budget		**Budget Model**			
Enrollment	FY10/11	FY11/12	FY12/13	FY13/14	FY14/15
k-3	40	55	70	75	85
4-6	30	45	60	65	75
7-8	20	45	70	70	80
9-12	74	100	128	150	210
Total	164	245	328	360	450
ADA %	100%	100%	100%	100%	100%
ADA	**164**	**245**	**328**	**360**	**450**
Gen Purpose Entitlement					
k-3	5,154	5,257	5,362	5,469	5,579
4-6	5,233	5,338	5,444	5,553	5,664
7-8	5,387	5,495	5,605	5,717	5,831
9-12	6,251	6,376	6,504	6,634	6,766
Cat Block Grant	400	400	400	400	400
Lottery Funds	120	120	120	120	120
Funding					
Gen Purpose Entitlement	933,464	1,414,199	1,926,798	2,166,387	2,786,435
Cat Block Grant	65,600	98,000	131,200	144,000	180,000
Lottery Funds	19,680	29,400	39,360	43,200	54,000
Total Funding	1,018,744	1,541,599	2,097,358	2,353,587	3,020,435
Students per Teacher	82.00	82.00	82.00	90.00	90.00
Classroom Teachers	2.00	3.00	4.00	4.00	5.00
Salary per classroom teacher	60,000	61,800	63,654	65,564	67,531
Total cost of teachers	120,000	185,400	254,616	262,254	337,653
Special Education Teacher	75,000	77,250	79,568	81,955	84,413
Principal	100,000	103,000	106,090	109,273	112,551
Total Certificated	355,084	427,535	504,014	519,139	602,242
Secretary	45,000	46,350	47,741	49,173	50,648
Total Classified	45,000	46,350	47,741	49,173	50,648
Social Security	24,805	29,381	34,209	35,235	40,479
Medicare	5,801	6,871	8,000	8,241	9,467
WC	6,001	7,108	8,276	8,525	9,793
Unem	4,001	4,739	5,518	5,683	6,529
Insurance	21,000	22,050	25,200	25,200	25,200
STRS	33,007	39,096	45,520	46,886	53,863
Benefits	94,615	109,245	126,723	129,769	145,332
Rate Per Student					
Textbooks (10% refresh rate)	250	255	260	265	271
Technology	400	500	550	600	700
Academic Assessments	100	102	104	106	108

9,159

Supplies	750	765	780	796	812
Total Instructional	1,250	1,367	1,434	1,502	1,620
Instructional Cost	205,000	334,915	470,464	540,730	729,030
Operating/Admin Costs					
Operating Supplies	-	-	-	-	-
Custodial Supplies	-	-	-	-	-
Office Supplies					
Total Operating	-	-	-	-	-

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9,160

Financial Reporting

Global Tides @ Placer County will maintain a general ledger accounting system on Quick Books. The accounting system will be used to draft monthly and annual financial reports, prepare budgets, and conduct variance analyses, as well as track/monitor expenditures and state revenue remittances. Global Tides @ Placer County will use the Quick Books accounting system to compile information in the prescribed format needed for the annual statement of receipts and expenditures for the prior fiscal year that is due to the charter authorizer by September 15 of each year. Finally, Global Tides @ Placer County is willing to contract with either the Western Placer Unified School District or the Placer County Office of Education to provide the SACS accounting software currently used by the District should this be necessary.

Inventory Control

Global Tides office currently has in place an inventory control system that accounts for all equipment of excess of $500. All procurement of equipment meeting the $500 threshold is properly recorded, and tracking records are kept that include the following:

(1) Serial number.
(2) Original purchase amount.
(3) Location of equipment.
(4) Funding source.

Insurance

Global Tides @ Placer County will acquire and finance general liability, workers compensation, and any other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance.

Administrative Services

Global Tides @ Placer County will constitute itself as a nonprofit California public benefit corporation pursuant to California law. The school will be governed pursuant to the by-laws adopted by the Incorporators, and, subsequently amended pursuant to the amendment process specified in the by-laws. An Executive Director (ED) will take lead responsibility for administering the school under policies adopted by the school's governing board. The school anticipates that it will provide or procure most of its own administrative services. These include, but are not limited to, financial management, personnel, instructional programs development, etc. The school may purchase, if mutually agreed to, some services from the school district such as special education programs, payroll, nursing, or health education services, etc. The specific terms and cost for these services will be the subject of an annual agreement (or memorandum of understanding). In addition, the district will provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's financial statements and audit reports, performing site visits, engaging in the dispute resolution process (if necessary), and considering charter amendment and renewal requests.

Facilities

The school is operated as a virtual learning opportunity. As such, minimal facility usage is required. Western Placer Unified School District will make available to the charter school a meeting place within the district.

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Transportation

As Global Tides @ Placer County is a non-site based independent study program, there is usually no need to transport students, except as required by a student's individualized educational program under the IDEA. Provision of transportation services and/or funding of special education students shall be the considered as part of a special education agreement between the District and the charter school.

Audits

The Charter School Board of Directors will form an audit committee each fiscal year to oversee the selection of an independent auditor and the completion of an annual audit of the charter school's financial affairs. The audit will verify the accuracy of the school's financial statement, attendance enrollment accounting procedures, and review the charter school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school and in accordance with the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget circulars. It is anticipated that the annual audit will be completed within 90 days of the end of each school fiscal year and that a copy of the auditor's findings will be forwarded to the Chief Financial Officer of the District. The charter school's administration will review any audit exceptions or deficiencies and report to the charter school's Board of Directors with recommendations on how to resolve them. The Board of Directors of the charter school will report to the District regarding how the exceptions and deficiencies have been or will be resolved by November 1. The final audit report shall be submitted to the District, the State Controller, the County Superintendent of Schools, and the State Board of Education on December 15. All audit exceptions and deficiencies noted with the audit will be resolved to the satisfaction of the sponsoring district.

Financial, Programmatic, and Performance Audit

Programmatic outcomes are composed of goals for student learning, student attendance, and other objectives described in this application. Annually, the school will report in detail its performance against these programmatic objectives, describe deficiencies in performance, and set forth corrective actions to remediate these deficiencies. This will be accomplished at the final board meeting of the school year. Additionally, the school will comply with any other requirements that the state might specify at a later point.

Evaluation of the Educational Program/General Operation: The charter school shall furnish to the District an annual written report and evaluation of its educational program and general operation in accordance with the approved charter and the Education Code. The annual report, some of which may be presented in the form of the annual school accountability report card, shall include an evaluation of the fulfillment of the charter's purposes and goals and shall include all of the following:

1. Review of each major component of the approved charter for compliance.
2. Analysis of whether goals included in the current approved charter are being met; review of all state and federal student assessment data and reports.

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3. Summary of major decisions made/policies established by the charter school Board in the prior year.
4. Data on level of parent involvement in governance and operation of the charter school.
5. Summary data from annual student/parent satisfaction survey.
6. Data regarding number of staff, their qualifications, verification of credentials and teaching assignments during the prior year.
7. Copy of health/safety procedures and summary of any major changes in this program.
8. Report on the suitability of the facility in terms of health and safety.
9. Report on the suitability of the facility in terms of educational utility.
10. Review copies of all appropriate documentation (e.g., budget reports, financial projections, leases, insurance, etc.).
11. Overview of admission practices including:
    a. Number of students actually enrolled in each grade.
    b. Waiting lists for each grade.
12. Report on expulsions and suspensions during prior year.
13. Review of internal/external dispute resolutions during prior year.
14. Report on parent complaints and any disposition of these complaints.
15. Report on any claims or lawsuits and any disposition of such claims or lawsuits.

The annual evaluation of the educational program/general operation report shall be due to the District within 30 days of the receipt of standardized testing data each year.

Closure Protocol

Global Tides @ Placer County will follow the following process in the event that the school is closed.

Document Closure Action

Global Tides @ Placer County will document the decision to close with an official action of both the governing board of the charter authorizing entity and Global Tides @ Placer County's governing board. The action will identify the reason for the school's closure, whether the charter was revoked, not renewed, or closed voluntarily, and the effective date of the closure.

School closure will only occur at the end of the academic year. Global Tides @ Placer County and charter authorizer will work together to ensure that an appropriate, viable and legally compliant education program continues until the end of the school year.

Notify the California Department of Education and County Office of Education

The charter authorizing entity will send a notice of the school closure to the Charter Schools Division at the CDE and to the County Office of Education. The notification will include the following information:

- Charter school name, charter number and CDS code.
- Date of closure action.
- Effective date of the closure, if different.
- Reason for the closure
    a. Specify revoked, not renewed or other reason. If the charter is revoked pursuant to Education Code Sections 47604.5 or 47606, or not renewed

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pursuant to Education Code Section 47607, the notice should clearly state that the charter has been revoked or not renewed, as appropriate. If it is being closed for other reasons, the notice should specify the reason(s) and clarify that Global Tides @ Placer County is being closed, but not revoked.

- If a conversion charter school, whether the school will be reopened as a non-charter school.
- After receiving the notification of closure, CDE will notify Global Tides @ Placer County and the authorizing entity if it is aware of any moneys that Global Tides @ Placer County owes the state, such as overpayment of apportionments, unpaid revolving fund loans, grants, etc. The CDE may contact the county office of education or independently contract for an audit of Global Tides @ Placer County if it has reason to believe that the school received state funding for which it was not eligible.

Notification to Parents and Students

Parents and students of Global Tides @ Placer County will be notified as soon as possible when it appears that school closure will be imminent. The notification will include information on assistance in transferring the student to another appropriate school and a process for the transfer of all student records. The notification will be sent via United States mail to each student's home. Parents will also be provided with a certified packet of student information. This will facilitate transfer to another school.

Notification to Receiving Districts

Global Tides @ Placer County or authorizing entity will notify any school district that may be responsible for providing education services to the former students of Global Tides @ Placer County so that the receiving district(s) may assist in facilitating student transfers.

Student and School Records Retention and Transfer

Global Tides @ Placer County and the authorizing entity will establish a process for the transfer of student records to the students' district of enrollment eligibility or other school to which the student will transfer. Global Tides @ Placer County and/or authorizing entity will assist parents in the transfer of the students to other appropriate schools and facilitate the transfer of all student records. The authorizing entity and Global Tides @ Placer County will agree to a plan for the maintenance and transfer of student records that may allow the authorizing entity to accept charter school records in the event Global Tides @ Placer County is unable to meet this responsibility. The plan will include provisions for the authorizing entity to maintain all school records, including financial and attendance records, for a reasonable period after the school closure.

Financial Close-Out

Global Tides @ Placer County and/or its authorizing entity will have an independent audit of Global Tides @ Placer County completed within six months after the closure of the school. This may coincide with the regularly required annual audit of the school. The purpose of the audit will be to determine the net assets or net liabilities of Global Tides @ Placer County. The assessment will include,but not be limited to: an accounting of all school assets, including cash and accounts receivable and an inventory of property, equipment and supplies. It will also include an

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accounting of the school's liabilities including any accounts receivable, which may include reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation. The audit will also assess the disposition of any restricted funds received by or due to Global Tides @ Placer County. The cost of the audit will be considered a liability of Global Tides @ Placer County.

In addition to a final audit, Global Tides @ Placer County will also submit any required year-end financial reports to the CDE and the authorizing entity in the form and time frame required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, they can work with CDE on alternate forms. For apportionment purposes for categorical programs based on prior year data, the CDE will count the ADA or enrollment of the closed charter school with the data of the charter-authorizing entity in the first year after the closure, until normal CDE data collection processes reflect ADA or enrollment adjustments due to closed charter schools for all affected LEAs.

Dissolution of Assets

Upon completion of the closeout audit, the authorizing entity and Global Tides @ Placer County will develop a plan for the repayment of any liabilities, or the disbursement of any remaining assets of the school.

As Global Tides @ Placer County is a nonprofit corporation, and the corporation does not have any other functions than operation of the charter school, the corporation will be dissolved according to its by-laws. The corporation's by-laws address how assets are to be distributed at the closure of the corporation.

To the extent feasible, any assets of Global Tides @ Placer County will be liquidated to pay off any outstanding liabilities. To the extent possible, any remaining restricted assets, such as grant funds and restricted categorical funds, will be returned to their source.

School Management Contracts

Global Tides @ Placer County intends to enter into a contract with Ed Futures Inc., an education management organization and Charter Schools Development Systems, Inc., a charter management organization and education management organization.

Roles and Responsibilities for Financial Management

Please see Proposed Management Contract for a more detailed description of the firm's roles and responsibilities for the financial management of the proposed charter school and the internal controls that will be in place to guide this relationship. Listed below is a quick summary:

- The services offered by Charter Schools Development Systems are on a fee for service basis.
- The contract is fully revocable by the charter school.
- No employee, officer, or board member of Ed Futures sits on the Board of the charter school.

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Ed Futures Inc. Corporate Overview

Please see Appendix C for a copy of the Ed Futures Inc. and Charter Schools Development Systems Inc. Corporate Overview.

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Impact on the Charter Authorizer

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 Global Tides @ Placer County and Western Placer Unified School District. This document is intended for informational purposes only and to assist the district in understanding how the proposed school may affect the district. This is an informational document, does not constitute a legally binding contract or agreement, is not intended to govern the relationship of the school and district, and is not part of the charter of Global Tides @ Placer County or any related agreements or memoranda of understanding.

Administrative Services: Global Tides @ Placer County has constituted itself as a nonprofit California public benefit corporation pursuant to California law. The school is governed pursuant to the by-laws adopted by the Incorporators, and, subsequently amended pursuant to the amendment process specified in the by-laws. An Executive Director (ED) will have lead responsibility for administering the school under policies adopted by the school's governing board. The school anticipates that it will provide or procure most of its own administrative services. These include, but are not limited to, financial management, personnel, instructional programs development, etc. The district will provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's financial statements and audit reports, performing site visits, engaging in the dispute resolution process (if necessary), and considering charter amendment and renewal requests.

Civil Liability: Education Code Section 47604(c) provides that "an 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. As an independent corporate entity, the petitioners anticipate that the civil liability effects of the operations of the charter school on the district will be minimal. The by-laws of the charter school provide for indemnification of the school's governing board, officers, agents, and employees, and the school shall purchase a standard range of insurance services to protect the school's assets, staff, and governing Board members.

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Affirmations and Assurances

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for Global Tides @ Placer County is true to the best of my knowledge and belief; I also certify that this application 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 school:

- Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]
- Will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code. [Ref. California Education Code §47605(b)(5)(O)]
- Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]
- Will not charge tuition. [Ref. California Education Code §47605(d)(1)]
- Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ref. California Education Code §47605(d)(2)(B)]
- Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Education Code §47605(d)(1)]
- Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
- Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
- Will ensure that teachers in the 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. [Ref. California Education Code §47605(l)]
- Will, at all times, maintain all necessary and appropriate insurance coverage.
- Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

Marco I. Salazar — August 28, 2009

Marco I. Salazar
Acting Executive Director / Authorized Representative's Signature — Date 9.1.09

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Petitioners' Signatures

Original petition signatures are on file.

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Appendix A

Global Tides @ Placer County
Teacher Job Description
2010-11 School Year

Global Tides is seeking highly qualified teachers. Global Tides is a new model in public education. It looks both backward to what we know works well in educating children, and forward to see how technology can help us implement these strategies. Virtual academy teachers are part of our pioneering effort in public education. Our teachers should therefore share the school's pioneering mission and approach. We have both full-time and part-time teaching positions available. Part-time teachers support students who live in rural or remote areas, or areas where enrollment is not yet high enough to support a full-time teacher. Part-time teachers have the same responsibilities as full-time teachers, but have reduced class loads.

Teaching in a virtual academy requires a strong educational background and a firm understanding of how practices from a regular classroom can best be applied to our innovative model. Though we are primarily focused on academics, all of our teachers must have basic proficiency in the use of technology and be comfortable using and supporting new users of technology. Teachers will work from their homes.

As part of their regular teaching responsibilities, all of our teachers will:

- Know the curriculum in its entirety.
- Support parents with student placement, curriculum, and instructional issues virtually over the Internet or over the phone.
- Support parents with school set-up and logistics questions virtually over the Internet or over the phone.
- Support parents and students with basic computer set-up, navigation, and troubleshooting virtually over the Internet or over the phone.
- Respond within 24 hours to parent inquiries via phone and/or email during the regular work week.
- Proactively track student academic progress and attendance on a weekly basis.
- Conduct virtual meetings over the Internet every 50 days with parents/responsible adults and students to assess each student's progress, learning style, and any other academic, social, or developmental issues.
- Conduct biweekly virtual conferences via the Internet with parents/responsible adults to assess each student's progress, learning style, and any other academic, social, or developmental issues.
- Generate informal and formal reports based on conferences.
- Collect, review, and evaluate student work samples.
- Grade and submit work in a professional and timely manner.
- Ensure compliance with state requirements.
- Proactively check on student progress and email or call families whenever a warning sign emerges.
- Alert administrators of any concerns about student progress.

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- Track and verify that attendance hours are being logged and correlate with number of lessons completed.
- Complete monthly attendance spreadsheets to be used for state attendance reporting.
- Make placement and promotion decisions.
- Process student change in placement as needed.
- Write reports and assign grades for semester progress reports.
- Research and create lessons that complement/supplement the school's program and student academic needs.
- Organize orientation, training, social, and educational activities for students and families, including community building activities such as school outings, service-learning opportunities, clubs, and events.
- Take part in managing a discussion board via the Internet.
- Contribute to Global Tides monthly newsletter.
- Participate in a weekly teacher conference call as needed and/or virtual meetings via the Internet.
- Participate in monthly regional professional developments meetings via the Internet.
- Work with the administration to prepare students for standardized tests (including the logistics of selecting testing sites).
- Utilize and test new technologies before families and students implement them
- Participate in the school's self-evaluation program.
- Track the delivery and return of materials and computer equipment.
- Support school administrators with information sessions via virtual meetings over the Internet.
- Lead parent virtual orientation meetings via the Internet during late summer and early fall.
- Create two personal professional development projects.
- Conduct parent trainings via virtual meetings via the Internet and over the phone.
- Assist with various projects throughout the year with colleagues and administration as needed.
- Attend regularly scheduled virtual meetings via the Internet; and participate in school activities and virtual orientations via the Internet.

Requirements:

- Bachelor's degree.
- Three or more years of teaching experience.
- Shared view of the virtual academy's mission.
- Strong content and subject-matter knowledge.
- Appropriate state certification.
- Ability to support and guide adults as well as students.
- Strong written and verbal communication skills.
- Organization and time-management skills.
- Proficiency in MS Excel, MS Word, and Outlook, and experience using them in a professional capacity.
- Flexible schedule.

The ideal candidate will also have:

- CLAD and/or BCLAD certification.

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- Experience working with the proposed age groups.
- Experience in a charter school environment.
- Homeschooling experience or experience working with homeschoolers.
- Special education training and experience (as enrollment dictates).
- Experience using Internet search engines.
- Experience using a student information system and/or other type of database.
- Ability to learn new technology tools quickly (e.g., database and web-based tools).
- Ability to support adults with basic computer set-up and navigation.

Full-time compensation includes salary commensurate with background and experience, and complete benefits package.

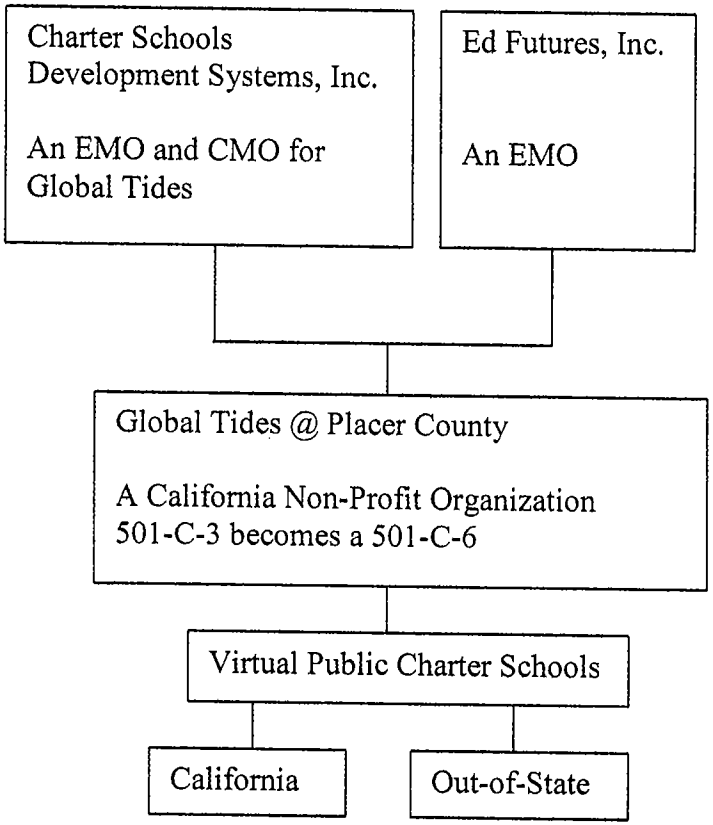
Part-time compensation includes payment per student on a monthly basis.

All teachers are provided with a computer, high-speed Internet access, and a second phone line. The school will only consider top candidates with relevant experience and a proven track record. Interested candidates should send a cover letter and resume to: marco.salazar@charterschooldevelopmentsystems.com. Please specify whether you are applying for the full- or part-time position.

Global Tides is proud to be an equal opportunity employer.

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Appendix B



Legend

EMO = Educational Management Organization
CMO = Charter Management Organization

Appendix C

Ed Futures, Inc. and Charter Schools Development Systems, Inc.

MANAGEMENT AND ORGANIZATION

MANAGEMENT

The management style is one of positive participation, and the organizational philosophy and strategy places the decision responsibility, accountability, and capability closest to the community.

The Ed Futures' leadership and management team has a record of success in public education, in government and in Fortune 500 companies. The leadership has successfully operated charter schools since 1995. Ed Futures' leadership has developed a reputation for integrity and academic excellence. We continue to build support for performance-oriented solutions as each community witnesses the positive impact on academic performance as well as the positive impact on the lifestyles of children and adults.

We are building an organization that:

- Is performance oriented and competitive.
- Develops a culture of innovation and accountability.
- Is responsive to local community needs.
- Attracts and maintains leadership that is dedicated to student performance.

Our ability to attract and maintain dedicated and competent people who understand and are dedicated to a strategy of "**optimizing resources while adding value**" is our strength. Our future success depends on our ability to continue on this path while achieving significant growth.

ORGANIZATION

The establishment of a solid field infrastructure and headquarters support system is required in order to effectively support charter schools nationwide. Therefore, the management style is one of positive participation.

Field Organization

Region

A region will have the responsibility for 6-12 schools, new development and the capability to provide management oversight, educational and business services.

Key Positions

Regional Vice President or Operations Manager: Region responsibilities above.
This individual will provide and infuse good business acumen/practices to guarantee successful delivery of the mission, vision, goals and objectives.

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Direct reports: The Education Program Director, the Director of Development, and specifically the Principals will need ongoing support and training in carrying out the business and fiscal side of their responsibility.

School Site

The principal (general manager) of each site has the responsibility for the success of the students, performance of the teachers, and quality of programs as well as fiscal and marketing responsibilities. The principal must outperform competition in the local marketplace while improving revenue and profit performance. Strength at the principal level, properly trained and supported, is critical to our success. Direct reports include all personnel at site unless otherwise directed.

Teachers carry the ultimate student performance responsibility. They are our most important assets. Teachers play a major role in curriculum design and instruction. They also play an important role in family and community support.

Administrators: Clerical staff, maintenance, etc., in many ways are our most important assets. Their responsibility is customer contact, customer information and customer service.

Headquarters: A centralized national site that is responsible for developing and supporting the Regions. Specifically, the headquarters group will be responsible for all national strategy implementation, all educational and business support services that can be managed effectively centrally, and new business development and expansion.

Ed Futures Key personnel

Eugene S. Ruffin – Chief Executive Officer

Mr. Ruffin is responsible for guiding organizational and diverse community interests toward a common cause and fulfilling the overall vision and mission of the company.

Mr. Ruffin began his professional career as a marketing representative for International Business Machines in 1963. He retired in 1988 as Ericsson CEO of Italian and Brazilian Operations/Corporate Vice President of North America. In 1970, Mr. Ruffin joined the Xerox Corporation where he served as Vice President, Computer Division, Reprographics Division Operations Manager and Xerox San Diego Branch Manager, with responsibilities for all business functions.

His significant accomplishments include the development and launch of the first personal computer by a major manufacturer (Xerox); development of the first indirect delivery system for Xerox products, worldwide; and lead the development of the first Ericsson personal computer products, as well as developed and managed the distribution of Ericsson switching and telephone products in North America, Brazil and Italy.

In 1992, Mr. Ruffin focused on the education crisis, specifically the performance of public education in underserved communities. In 1994, Mr. Ruffin co-founded School Futures Research and American Education Reform developing and operating several charter schools while developing and supporting education reform legislation.

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Dr. Charlie Mae Knight - National Education Director
Dr. Knight is responsible for academic programs and the attainment of academic performance objectives.

Dr. Knight will provide operational action plans, evaluating short- and long-range academic needs. Dr. Knight is nationally recognized as a visionary leader in the education of minority and disadvantaged students. She served for eighteen years as Superintendent of the Ravenswood City School District in Palo Alto, California. Her significant accomplishments include: Returning the district from the brink of bankruptcy to a year-ending balance of over $3,000,000; settling a ten-year old desegregation suit, increasing teacher salaries by over 25%, allowing the district to succeed in recruiting and maintaining a qualified staff; establishing the only public school program in the United States which is based on the Marva Collins approach; developed corporate and university alliances, as evidenced by the district assistance from Stanford University, the Raychem, and Hewlett-Packard Corporations and grants from the San Francisco Packard, Hewlett, Peninsula, and Wells Fargo Foundations; established five charter schools and established a single gender school for troubled adolescent boys in partnership with the San Francisco Forty-Niners.

Dr. Knight has also served as Superintendent of Schools for the Lynwood Unified School District in Lynwood, California (1981-1985); Associate Superintendent for California State Department of Education (1978-1981); Director of Special Projects Monterey Unified School District (1970-1978); Coordinator of Compensatory Education; Elementary School Counselor and Teacher; College Instructor and Administrator; Field Studies Coordinator; and Director, Summer Institute for Teacher Training.

She has served on numerous National Education Boards, is a member of the National Alliance of Black School Educators, California Alliance of Black School Educators, Alpha Kappa Alpha Sorority, Phi Delta Kappa, and the American Association of School Administrators.

Gary B. Scott, C.P.A. – Chief Financial Officer
The Chief Financial Officer is responsible for allocating limited company resources among competing fund uses to optimize the value of the firm. The specific responsibilities include cash flow, debt and asset management.

Gary graduated from the University of West Florida with a Bachelor of Arts degree in Accounting (Magna Cum Laude). He earned his M.B.A. and has taught accounting courses at the college level. Gary has 20 years of experience in accounting, including 12 years of governmental accounting and finance and eight years of governmental auditing, including several audits of Florida school district internal accounts.

Gary worked for four years as a district level financial administrator in a Florida school district, in which capacity he was responsible for budgeting ($165 million operating budget, $350 million total budgets), accounting, accounts payable, purchasing, payroll, MIS, property management, and data processing. Additionally, Gary served on the school board of Holmes County. This

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combination of governmental, school district, and school board experience provides Gary with a unique, multi-faceted perspective.

Gerard F. Consuegra, Ph.D. - Education Program Director
The Education Program Director's responsibilities include curriculum and support services, curriculum design and review, character education program, annual curriculum review and improvement, professional development and training, onsite observation and feedback, and summer academy design. These responsibilities also provide support to the Principal in quality of service and program development/delivery.

Dr. Consuegra is a graduate of the University of Maryland with a Ph.D. in Curriculum and Instruction and a Masters in Early Childhood-Elementary Education. His professional experiences include: Atlanta Public Schools Executive Director for School Choice and Governance; Executive Director for Atlanta Public Schools Standards Director Division of Curriculum Coordination and Implementation, Montgomery County Public Schools, National Science Teachers Association Reviewer; Consultant Harcourt Brace Jovanovich Publishers and Author of "Introducing African American Role Models into Mathematics and Science lessons," "Solar Rain" and a number of science articles on the environment as a consistent contributor to "Science Weekly".

Dr. Consuegra has also received the Award for Distinguished Service to Public Education, the Broome Award for Outstanding Children's Publications and the Conservation of National Resources Fellowship Award.

Robin Consuegra – Professional Development Manager
PDM responsibilities include: teacher training on effective instruction, including best practices, classroom management, reading instruction and balanced literacy, differentiated instruction, reading across the content areas, writing instruction, classroom environment, lesson planning, and quality work.

Robin Consuegra holds a Bachelor of Science degree with a double major in American Studies and Elementary Education, having graduated *summa cum laude.* She has certification in early childhood education and a Master's Equivalency from the Maryland Department of Education with advanced training in reading instruction and facilitative leadership. Recently she served as a Title 1 Specialist, National Consortium on Reading Excellence trainer, and Staff Development Specialist with the Atlanta Public Schools. Previous assignments were as a kindergarten and second grade teacher in Baltimore City and Montgomery County (Maryland) Public Schools. She served as science liaison for her school and has been a grant writer and presenter at national conferences. Her awards include Phi Theta Kappa and Phi Kappa Phi National Honor Societies and Outstanding Achievement in American Studies.

Raymond Green – Director of Development and Operations
Director of Development and Operations will (1) secure contracts; (2) oversee the school development process; (3) finance and control; (4) provide ongoing facilities management support; (5) develop and manage information technology systems, both academic and administrative; and (6) develop and manage staff development services.

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Raymond Green began his business career over 35 years ago at the IBM Corporation and achieved the rank of Western Regional Manager, responsible for over 800 employees in sales, service and administration.

A long-time professional in educational software development, Mr. Green currently consults for the NATN (National Articulation and Transfer Network), an innovative project to facilitate urban community college students in transferring to historically black four-year colleges, along with tribal- and Hispanic-serving institutions of higher learning.

Leathon (Buck) Magee – Director of Development and Operations
Director of Development and Operations will (1) secure contracts, (2) oversee the school development process, (3) finance and control, (4) provide ongoing facilities management support, (5) develop and manage information technology systems, both academic and administrative, (6) develop and manage staff development services.

Mr. Magee is a former Air Force Accounting and Budget Director with continuing experience in city government, higher education, health care and faith base management. His fiscal and management experience includes: budget director of the $1.1 billion Titan II Space Launch Vehicle Program, Executive Director of the Community Partnership for A Drug Free Shreveport, Business Manager of David Raines Community Health Center, Executive Assistant to Mayor of Shreveport, Special Assistant to President and Budget Director at Grambling State University, and Pastor of St. John Baptist Church in Mansfield, Louisiana.

In addition, Mr. Magee has had over eight years of educational management experience as a consultant for charter school development with White Hat Management of Akron Ohio; Schools Futures, Inc. He is currently serving in his eighth year as Pastor of St. John Church. He holds a Bachelor's degree in Accounting from Mississippi Valley State University and is a graduate of both Leadership Shreveport/Bossier and Leadership Louisiana.

Dr. Vernon Allwood – Southern Region Market Development Director
Responsible for school growth in the Southern Region.

Dr. L. Vernon Allwood received his Bachelor of Science Degree in Mathematics from Queens College of the City University of New York, his Masters Degree in Counselor Education from Queens College, and his Ph.D. in Counseling Education from Fordham University in New York. He taught mathematics and science in the New York City Public Schools for more than ten years. After receiving his advanced degrees, he served as the Director of Counseling at John Jay College in New York and as Associate Director of Counseling at Morehouse College in Atlanta, Georgia.

In addition, he has had extensive experience in the development of mentoring programs and is a founding and board member of the International Mentoring Association. While at Morehouse College, he developed the Morehouse Mentoring Program wherein college students served as role models and mentors for elementary school children. This program acquired national recognition by receiving the Thousand Points of Light Award from President Clinton. Dr.

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Allwood developed and directed adolescent rites of passage programs that contributed to the positive development for African American males in the city of Atlanta. He also served as a consultant for the Children's Defense Fund where he was involved in a project to develop a rites of passage manual for adolescent children.

Dr. Allwood recently retired from his position as the Director of Community Relations and Special Projects at the Morehouse School of Medicine. In this capacity, he developed several initiatives to increase the numbers of African American students in the educational pipeline for careers in biomedical science and the health professions. He is presently an Adjunct Professor in the Department of Community Health and Preventive Medicine where he is engaged in several research initiatives involving adolescent health.

Mark Hardon Long – Eastern Region Market Development Director
Responsible for school growth in the Eastern Region.

Prior to joining Ed Futures, Mr. Long was Regional Director of Marketing and Development for Learn Now, an education management organization based in New York, New York. While at Learn Now, Mr. Long oversaw new business development and corporate mergers. Mr. Long supported the development of seven new charter schools and management responsibility for two existing ones.

In addition to his experience in the education management field, Mr. Long has expertise in entertainment management--having worked as Production Vice President for Mahogany Entertainment, Inc. This firm manages three of the top gospel music artists in the U.S., and also produces major national and regional public and entertainment events. Mr. Long was a stock-broker with Smith Barney in Beverly Hills, California from 1994 until 1997. He began his career in sales at Xerox Corporation in 1990, after graduating from Morehouse College in Atlanta, Georgia, with a Bachelor of Arts in Marketing.

He currently serves on the Board of Trustees of the Joshua Group Ministries in Silver Spring, Maryland, and is Executive Director of the church's development corporation. Mr. Long is also an active member of the "National Council of Negro Women".

Charter School Development Systems Key Personnel

Larry Michaels - Vice President: West Coast Region Market Development Director
Responsible for school growth in the Western United States: Director of Development and Operations will (1) secure contracts; (2) oversee the school development process; (3) finance and control; (4) provide ongoing facilities management support; (5) develop and manage information technology systems, both academic and administrative; and (6) develop and manage staff development services.

Mr. Michaels received his Bachelor of Arts Degree in business from Arizona State University in Tempe, Arizona. He began his business career over 33 years ago in the business and financial sector. He currently holds title as President and CEO of several financial services companies as

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well as the acting principal in a media-related franchise. Mr. Michaels also Chairs on the Board of Directors of two non-profit organizations.

His participation in several youth-based non-profit organizations, which specialize in the growth and maturity among youth in academics as well as athletics, allows him to understand and appreciate the need for additional support in the public educational system.

Mr. Michaels has initiated start-up as well as merger and acquisition of over 24 businesses in his career as an entrepreneur. He was also nominated as a candidate for the Placer County California Entrepreneur of the Year in 2008. This prestigious honor recognizes the business acumen that Mr. Michaels brings to the entrepreneurial community as well as to his successful operation of small businesses.

Robert Williams, C.P.A. – Chief Financial Officer
The Chief Financial Officer is responsible for allocating limited company resources among competing fund uses to optimize the value of the firm. The specific responsibilities includecash flow, debt and asset management.

Robert graduated with a Bachelor of Arts degree in Accounting. He also has over 30 years of experience in accounting, including 20 years of auditing non-profit organizations.

Mr. Williams owns a private accounting practice in Newport Beach California, which serves as the corporate office for Charter School Development Systems.

Marco Salazar, - Vice President of Research and Development
Responsible for research and development of the online charter school to expand to the entire United States.

Marco Salazar attended San Jose State University and earned a Bachelor's Degree in Pure Theoretical Mathematics. After graduation, he became a high school math instructor. His teaching philosophy is to empower his students with the necessary values and information that will make them strong leaders in their communities and to acquire critical skills such as reading, writing, critical thinking and a sense of participation in their social environment and become more discerning and informed citizens.

He helped found four "first year/start-up" public charter high schools in the San Francisco Bay Area and one in Long Beach that serve underrepresented, at risk youth. Mr. Salazar's analytical skills and attention to detail were admired by his supervisors, and he quickly received honors and career advancement to "Projects Manager," "Operations Manager," and "Director of Operations and Finance." However, in July 2008, Mr. Salazar decided to become a full-time entrepreneur. After extensive research, education, and mentorship, Marco has formed several corporations and joint ventures.

Mr. Salazar's goal is to fund a public charter high school in conjunction with a major university that will focus on math, hard sciences, and technology.

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Petition Signature
Meaningfully Interest Teachers

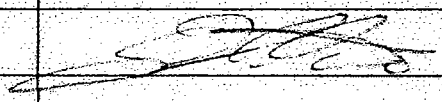
By signing this petition, I verify that I am meaningfully interested in teaching at the Global Tides Online Charter School.

Teacher Name	**Signature**
Karen Mendelson	Kare Mendelson

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Petition Signature
Meaningfully Interest Teachers

By signing this petition, I verify that I am meaningfully interested in teaching at the Global Tides Online Charter School.

Teacher Name	**Signature**
Gerd Hihler	

9,183

Petition Signature
Meaningfully Interest Teachers

By signing this petition, I verify that I am meaningfully interested in teaching at the Global Tides Online Charter School.

Teacher Name	Signature
Mrs. Joanne Williams	

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Petition Signature
Meaningfully Interest Teachers

By signing this petition, I verify that I am meaningfully interested in teaching at the Global Tides Online Charter School.

Teacher Name	Signature
Ruth Pachas	
Kris Risic	
Paco Arévalo	

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Charter Schools FAQ Section 1

Frequently asked questions regarding general information on charter schools.

General Information

Responses to these frequently asked questions are advisory only. Charter schools and charter authorizers are encouraged to review the actual laws and regulations that provide the basis for these responses and consult with their own legal counsel regarding the application of any of these issues to a specific situation.

Q.1 **What is a charter school?**
Q.2 **Are charter schools part of the public school system?**
Q.3 **Are there different types of charter schools?**
Q.4 **How are charter schools listed on the California Department of Education (CDE) Web site?**
Q.5 **Where is information about the current academic performance of a charter school located on this Web site?**
Q.6 **What is the protocol for filing a complaint about a charter school?**
Q.7 **Do charter schools receive accreditation?**
Q.8 **Can a traditional high school refuse to accept credits earned by a student who transfers from a charter high school?**
Q.9 **Can a charter school require each student to participate in state testing?**

Q.1 What is a charter school?
A charter school is a public school that provides instruction in any combination of grades, kindergarten through grade twelve. Parents, teachers, or community members may initiate a charter petition, which is typically presented to and approved by a local school district governing board. The law also allows, under certain circumstances, for county boards of education and the State Board of Education to be charter authorizing entities.

Specific goals and operating procedures for a charter school are detailed in the agreement between the charter authorizing entity and the charter developer. A charter school is exempted from many of the statutes and regulations that apply to school districts. Students enroll in charter schools on a voluntary basis.

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Q.2 Are charter schools part of the public school system?
Yes. Charter schools are under the jurisdiction of the Public School System, as specified in California *Education Code* (*EC*) Section 47615. (Outside Source)

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Q.3 Are there different types of charter schools?
There are approximately 749 active charters, 41 pending charters, and 9 all-charter districts, comprised of 18 of the 749 active charters. Of the cumulative 790 charters (749 active, 41 pending) 645 (81.65 percent) are classroom or site-based, 134 (16.96 percent) are nonclassroom-based, and 11 (1.39 percent) have not indicated yet (these are pending schools).

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Q.4 How are charter schools listed on the California Department of Education (CDE) Web site?
An interactive map can be found on Charter Schools Division Web page that identifies the county in which a school is located and provides information on the type of school, school contacts, grade levels served, type of curriculum, and in some cases, school demographics, and previous school performance.

You can also search the database to view a list of charter schools, or locate a charter school by name. Included in the listing is the charter number, school name, location (county, district, address) phone and fax numbers, email, Web site address, grade levels served, instruction type, curriculum focus, enrollment, Academic Performance Index (API) results and school rankings, funding model, start and numbering date, and business structure.

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Q.5 Where is information about the current academic performance of a charter school located on this Web site?
API information can be found on the CDE Web site.

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Q.6 What is the protocol for filing a complaint about a charter school?
Complaints should first be addressed at the school site by talking with the teacher and, if necessary, the school principal. If the

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problem is not resolved, the school's governing board should be contacted, followed by the school's charter authorizing entity. Charter schools receiving federal funds are subject to provisions of the Uniform Complaint Procedure.

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Q.7 Do charter schools receive accreditation?
Only those charter schools that successfully complete an accreditation process receive accreditation. The majority of charter high schools seek accreditation through the Western Association of Schools and Colleges.

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Q.8 Can a traditional high school refuse to accept credits earned by a student who transfers from a charter high school?
Yes. California *EC* Section 47605(b)(5)(A)(ii) (Outside Source) requires that each charter for a school serving high school students include a description of procedures the school will use to notify parents about course transferability to other public high schools and the eligibility of courses to meet college entrance requirements. A school district governing board may establish criteria for accepting course credits earned at another school and may disallow credits where it deems it appropriate to do so.

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Q.9 Can a charter school require each student to participate in state testing?
Charter school pupils are required to participate in the Standardized Testing and Reporting Program (STAR). Parents have the right to waive, under specified conditions, state testing requirements. A charter school cannot disregard or take away this parental right for any reason and cannot require participation in the STAR, or any test not required by the State as a condition of enrollment, even if it has embedded such a requirement into its charter. However, the CDE encourages charter schools to strongly endorse STAR participation, so that student performance may be measured over time to support the intent of the original Charter Schools Act of 1992.

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Questions and answers associated with this topic were revised to conform with recent changes in the law. Please review the legislative update at Charter School Legislation for a summary of the recent changes.

Questions: Charter School Staff | charters@cde.ca.gov | 916-322-6029

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Monday, July 06, 2009

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California Department of Education (http://www.education.ca.gov/sp/cs/re/qandasec2mar04.asp)
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Charter Schools FAQ Section 2

Frequently asked questions regarding the overview, approval, start-up, and closing of a charter school.

Overview, Approval, Start-Up, and Closing

Responses to these frequently asked questions are advisory only. Charter schools and charter authorizers are encouraged to review the actual laws and regulations that provide the basis for these responses and consult with their own legal counsel regarding the application of any of these issues to a specific situation.

Q1. **What is a charter school?**
Q.2. **What is the definition of "incorporated charter?"**
Q.3. **What is the legislative intent for charter schools?**
Q.4. **Is there a "cap" on the number of charter schools?**
Q.5. **Who is eligible to submit a charter petition?**
Q.6. **What are the restrictions on the establishment of a charter school?**
Q.7. **On what grounds can a local governing board deny a charter petition?**
Q.8. **Can a school district convert all of its schools to charter schools?**
Q.9. **Who may approve a charter school petition?**
Q.10. **May a district governing board approve a petition to establish a charter school if the grade levels served by the school are not currently served by that district?**
Q.11. **What is the timeline for approval of a charter petition?**
Q.12. **What are the required elements of a charter petition?**
Q.13. **How does the Educational Employment Relations Act apply to charter schools?**
Q.14. **What is the process for closing a charter school? What happens to the school's assets and remaining fund balances?**

Q.1. What is a charter school?

A charter school is a public school that provides instruction in any combination of grades, kindergarten through grade twelve. Parents, teachers, or community members may initiate a charter petition, which is typically presented to and approved by a local school district governing board. The law also allows, under certain circumstances, for county boards of education and the State Board of Education to be charter authorizing entities.

Specific goals and operating procedures for a charter school are detailed in the agreement between the charter authorizing entity and the charter developer. A charter school is exempted from many of the statutes and regulations that apply to school districts. Students enroll in charter schools on a voluntary basis.

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Q.2. What is the definition of "incorporated charter?"

A charter school that elects to be operated as, or be operated by, a nonprofit public benefit organization, as allowed by California *Education Code* (*EC*) Section 47604(a) (Outside Source) is considered to be an incorporated charter school.

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Q.3. What is the legislative intent for charter schools?

The California Legislature enacted the Charter Schools Act of 1992 to authorize the establishment of charter schools. The purposes of charter schools, as specified in *EC* Section 47601 (Outside Source), are to:

1. Improve pupil learning.
2. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils identified as academically low achieving.
3. Encourage the use of different and innovative teaching methods.
4. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
5. Provide parents and students with expanded educational opportunities within the public school system without the constraints of traditional rules and structure.
6. Provide schools a way to shift from a rule-based to a performance-based system of accountability.
7. Provide competition within the public school system to stimulate improvements in all public schools.

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Q.4. Is there a "cap" on the number of charter schools?

Yes. *EC* Section 47602 (Outside Source) currently sets the limit at 1,250 for the 2008-09 fiscal year. The cap increases by 100 each July 1.

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Q.5. Who is eligible to submit a charter petition?

Anyone may develop, circulate, and submit a petition to establish a charter school. *EC* Section 47605(a) (Outside Source) requires charter developers to collect signatures to indicate support for the petition. For a new charter school that is not a conversion of an existing public school, charter developers must obtain the signatures of either 50 percent of the teachers meaningfully interested in teaching at the school, or 50 percent of the parents of pupils expected to enroll at the school. For a charter school that is a conversion of an existing public school, the charter developer must collect the signatures of 50 percent of the teachers at the school to be converted. The petition must contain a prominent statement that a signature means that the person signing is meaningfully interested in teaching in, or in having his or her child(ren) attend the school.

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Q.6. What are the restrictions on the establishment of a charter school?

There are some restrictions on the establishment of a charter school. With a few exceptions, a new charter school may only be located in the district that approves it. Additionally the following restrictions apply to charter schools:

1. *EC* Section 47602(b) (Outside Source) prohibits the conversion of private schools to public charter schools.
2. *EC* Section 47605(d) (Outside Source) requires that a charter school be nonsectarian in its programs, admission policies, employment practices, and all other operations; that it not discriminate against any pupil; and not charge tuition.
3. *EC* Section 47605(b)(5)(G) (Outside Source) requires that the charter include a description of the school's means for achieving a racial and ethnic balance among its pupils that is reflective of the general population residing in the district.
4. *EC* sections 47605(d)(3)(e) (Outside Source) and 47605(d)(3)(f) (Outside Source) prohibit the governing board of a school district from requiring pupils to attend a charter school or from requiring any employee of the school district to be employed in a charter school.

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Q.7. On what grounds can a local governing board deny approval of a charter petition?

EC Section 47605(b) (Outside Source) specifies that a local educational agency shall not deny the approval of a charter petition unless it makes written factual findings, specific to the particular petition, that:

1. The charter school presents an unsound educational program.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the required number of signatures.
4. The petition does not contain an affirmation of each of the conditions described in *EC* Section 47605(d) (Outside Source).
5. The petition does not contain reasonably comprehensive descriptions of all of the 16 required elements of the petition.

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Q.8. Can a school district convert all of its schools to charter schools?

Yes. According to *EC* Section 47606(a) (Outside Source), a school district may convert all of its schools to charter schools if the charter petition meets the following conditions:

1. Fifty percent of the teachers within the school district sign the charter petition.
2. The petition specifies the alternative attendance arrangements for pupils residing within the school district who choose not to attend charter schools.
3. The petition contains all the requirements set forth in *EC* Section 47605(b), (c), (d), (e), and (f) (Outside Source).

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Q.9. Who may approve a charter school petition?

Under *EC* Section 47605(b) (Outside Source) the local school district governing board may approve charter schools, with a few exceptions, that will operate within its boundaries.

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EC sections 47605(j) (Outside Source) and 47605.6 (Outside Source) allow a petitioner to seek approval of a charter petition from a county board of education if the pupils to be served would normally be provided direct education and related services by the county office of education, if the petition has been previously denied by a local school district governing board within the county, or if the charter provides countywide services that cannot be provided by a district-approved charter school.

EC Section 47605.8 (Outside Source) allows a petitioner to request the SBE approve a charter petition if the petition has been previously denied by a local school district governing board and a county board of education, or if the charter school will provide services of a statewide benefit that cannot be met through the approval of a charter petition by a local charter authorizing entity.

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Q.10. May a district governing board approve a petition to establish a charter school if the grade levels served by the school are not currently served by that district?

The governing board of an elementary or high school district may approve a charter petition for a school that will serve grade levels not served by the district only if the petition also proposes to serve all of the grade levels served by the district. Reference *EC* sections 47605(a)(6) (Outside Source).

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Q.11. What is the timeline for approval of a charter petition?

EC Section 47605(b) (Outside Source) specifies that a local governing board must hold a public for a proposed charter within 30 days of receipt of the completed petition, and, within 60 days from receipt of the petition, either approve or deny the charter. This time line may be extended by 30 days if both parties agree to the extension. *EC* Section 47652(c) (Outside Source) requires that a charter school commence instruction between July 1 and September 30.

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Q.12 What are the required elements of a charter petition?

Each charter petition must contain reasonably comprehensive descriptions of each of 16 required elements. The 16 elements, as specified in *EC* Section 47605(b)(5)(A-P) (Outside Source), are:

1. A description of the educational program of the school. If the proposed charter school will serve high school pupils, a description of how the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements must be included in the charter petition.
2. The measurable pupil outcomes identified for use by the school.
3. The method by which pupil progress in meeting those pupil outcomes is to be measured.
4. The schools governance structure, including parental involvement.
5. The qualifications to be met by individuals employed by the school.
6. Procedures to ensure health and safety of pupils and staff.
7. The means by which the school will achieve racial and ethnic balance among its pupils, reflective of the general population residing in the district.
8. Admission requirements, if applicable.
9. The manner in which annual financial audits will be conducted, and the manner in which audit exceptions and deficiencies will be resolved.
10. The procedures by which pupils may be suspended or expelled.
11. Provisions for employee coverage under the State Teachers Retirement System, the Public Employees Retirement System, or federal social security.
12. The public school alternatives for pupils residing within the district who choose not to attend charter schools.
13. A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.
14. A dispute resolution process.
15. A declaration whether or not the charter school will be the exclusive public school employer of the charter school employees.
16. The procedures to be used if the charter school closes.

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Q.13 How does the Educational Employment Relations Act apply to charter schools?

All charter schools are part of the Public School System and must comply with *EC* Section 47611.5 (Outside Source) and Chapter 10.7 (commencing with Section 3540) (Outside Source) of the California Government Code. These sections relate to a public education employee's right to be represented through a collective bargaining process. The charter school must specify whether it will comply with these sections as part of the charter authorizing entity or as an independent public school employer.

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A charter school that is operated by a nonprofit corporation must also comply with these requirements. Employees who work in a charter school, but are hired by a nonprofit corporation, are entitled to the same rights under these code sections.

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Q.14 What is the process for closing a charter school? What happens to the school's assets and remaining fund balances?

EC Section 47605(b)(5)(P) (Outside Source) requires each charter to contain a description of the procedures to be used if the school closes, including a final audit, plans for disposing of all assets (fixed assets and remaining fund balances), and maintenance and transfer of pupil records. If a charter school is established as a nonprofit corporation, the corporate bylaws and the statutes governing nonprofit corporations apply.

Regulations pertaining to charter school closure are found in California *Code of Regulations*, Title 5, sections 11962 and 11962.1 (Outside Source). A recommended process for closing a charter school can be found on the Charter Schools Division Web page.

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Questions: Charter School Staff | charters@cde.ca.gov | 916-322-6029

Last Reviewed: Monday, July 06, 2009

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Charter Schools FAQ Section 3

Frequently asked questions regarding the governance, oversight, and liability of a charter school.

Governance, Oversight, and Liability

Responses to these frequently asked questions are advisory only. Charter schools and charter authorizers are encouraged to review the actual laws and regulations that provide the basis for these responses and consult with their own legal counsel regarding the application of any of these issues to a specific situation.

Q.1. **What is the governance structure of a charter school?**
Q.2. **Can a charter school governing board include paid employees of the school?**
Q.3. **Are charter schools subject to open meeting requirements?**
Q.4. **Who is responsible for student records?**
Q.5. **What are the oversight responsibilities of a charter authorizing entity?**
Q.6. **How is a charter authorizing entity compensated for the costs of oversight?**
Q.7. **Can a charter authorizing entity charge for facilities and also charge up to three percent of the school's revenue for oversight fees?**
Q.8. **Who has the authority and responsibility to ensure appropriate teacher credentialing at a charter school?**
Q.9. **How can a charter authorizing entity limit liability for the acts of the charter school?**

Q.1. What is the governance structure of a charter school?

Charter school governance structures vary. Many schools involve the school's stakeholders, including parents, teachers, administrators, classified staff, and community leaders. California *Education Code* (*EC*) Section 47605(b)(5)(D) (Outside Source) requires the charter include a reasonably comprehensive description of the school's governance structure.

If a charter school elects to operate as a nonprofit, public benefit corporation, as allowed by *EC* Section 47604 (Outside Source), the charter authorizing entity is entitled to a representative on the corporation's board of directors. When a charter school is governed by a nonprofit public benefit corporation, the charter authorizing entity may not be liable for any of the debts or obligations of the charter school. Nonprofit corporations operating charter schools in California are subject to the laws governing nonprofit corporations in the California Corporations Code and all charter school laws.

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Q.2. Can a charter school governing board include paid employees of the school?

Because legal views on this topic vary, charter school governing boards should consult with an attorney for advice on this question.

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Q.3. Are charter schools subject to open meeting requirements?

Yes. Although charter schools are exempt from most laws applicable to school districts, they are not exempt from laws that generally apply to public agencies, including the legal requirement to hold open meetings. California *Government Code* Section 54950 et. seq. (Outside Source) (commonly referred to as the "Brown Act") requires that the deliberations and actions taken by local (public) agencies be conducted openly.

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Q.4. Who is responsible for student records?

The charter school's governing board is responsible for developing policies and procedures to address the proper maintenance of student records. *EC* Section 47605(b)(5)(P) (Outside Source) requires each charter to contain a description of the procedures for maintenance and transfer of pupil records including what happens to those records if the school closes.

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Q.5. What are the oversight responsibilities of a charter authorizing entity?

The charter authorizing entity is responsible for ensuring the charter school operates in compliance with all applicable laws and the terms of its charter. *EC* Section 47604.32 (Outside Source) identifies the duties of a charter authorizing entity. Specifically, the charter authorizing entity must:

1. Identify at least one staff member as a contact person for the charter school.

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2. Visit each charter school at least annually.
3. Ensure that each charter school under its authority complies with all reports required of charter schools by law.
4. Monitor the fiscal condition of each charter school under its authority.
5. Provide timely notification to the department if the charter is revoked or if the charter school will cease operation for any reason.

In addition to the oversight responsibilities described above, "supervision" includes providing the charter school with general guidance and assistance on various issues, such as funding and compliance. A charter school may opt to contract with its charter authorizing entity or other sources to provide additional services such as administrative, insurance, maintenance, payroll, etc., on a fee-for-service basis.

A charter authorizing entity may establish an agreement with the charter school regarding the format, frequency, and scope of oversight activities. The California Department of Education's (CDE) Charter Schools Division has developed a sample Memorandum of Understanding (MOU) for charter schools approved by the State Board of Education.

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Q.6 How is a charter authorizing entity compensated for the costs of oversight?

A charter authorizing entity may charge a charter school for supervisorial oversight fees for the costs of performing the duties required by *EC* Section 47604.32. (Outside Source) *EC* Section 47613 (Outside Source) allows a charter authorizing entity to charge a charter school for the actual costs of supervisorial oversight, not to exceed one percent of the revenue of the charter school. However, if the charter authorizing entity provides substantially rent-free facilities for use by the charter school, the charter authorizing entity may charge for the actual costs of supervisorial oversight, not to exceed three percent of the revenue of the charter school. For purposes of calculating the oversight fee, revenue is defined as general-purpose entitlement and categorical block grant funding.

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Q.7. Can a charter authorizing entity charge for facilities and also charge up to three percent of the school's revenue for oversight fees?

No. *EC* Section 47614 (Proposition 39) (Outside Source) requires a school district to provide district facilities to each charter school operating in the district for the school's in-district students.

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Q.8. Who has the authority and responsibility to ensure appropriate teacher credentialing at a charter school?

EC Section 47605(l) (Outside Source) gives specific authority to the charter authorizing entity to periodically inspect the credentials of charter school teachers as part of its oversight responsibility. *EC* sections 47604.3 and 47604.4 (Outside Source) give county offices of education general authority to request information from a charter school and may request credential information under this general authority.

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Q.9. How can a charter authorizing entity limit liability for the acts of the charter school?

EC Section 47604(c) (Outside Source) states that a charter authorizing entity that complies with its required oversight responsibilities is not liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by a charter school that operates as or by a nonprofit public benefit corporation.

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Questions: Charter School Staff | charters@cde.ca.gov | 916-322-6029

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Monday, July 06, 2009

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Charter Schools FAQ Section 4

Frequently asked questions regarding general charter school compliance.

General Compliance

Responses to these frequently asked questions are advisory only. Charter schools and charter authorizers are encouraged to review the actual laws and regulations that provide the basis for these responses and consult with their own legal counsel regarding the application of any of these issues to a specific situation.

Q.1. **From what laws are charter schools exempt?**
Q.2. **Are two–way bilingual immersion charter schools exempt from Proposition 227 requirements?**
Q.3. **Does the state monitor charter school programs and services for English learners?**
Q.4. **Must a school district statutorily take a student that has been expelled from a charter school?**
Q.5. **May a charter school offer, provide, or teach religious curricula? If it does, is the school still eligible for apportionment?**
Q.6. **Are charter schools exempt from federal requirements?**
Q.7. **Must charter schools develop a School Accountability Report Card?**
Q.8. **What health and safety requirements apply to charter schools?**
Q.9. **Can a charter school charge students for summer school programs?**
Q.10. **Can a charter school assign academic credit for work experience education and issue work permits?**
Q.11. **Does a charter school that qualifies for the Alternative Schools Accountability Model (ASAM) still have to participate in standardized testing?**
Q.12. **What accountability provisions of No Child Left Behind Act apply to charter schools?**
Q.13 **Are charter schools required to have a school site council or a Single Plan for Student Achievement?**

Q.1. From what laws are charter schools exempt?

Charter schools are generally exempt from California State laws governing school districts, except where specifically imposed by California *Education Code* (*EC*) Section 47610 (Outside Source).

Some of the laws with which charter schools must comply are:

1. State and federal constitutions.
2. The California Charter Schools Act (*EC* Section 47600 et. seq.) (Outside Source).
3. All federal laws (e.g., Individuals with Disabilities Education Improvement Act, Americans with Disabilities Act, and the Rehabilitation Act).
4. All laws that are a condition of funding for a specific program for which the charter school chooses to participate (e.g., No Child Left Behind [NCLB] Act of 2001).
5. Laws establishing minimum age for school attendance.
6. Laws governing nonclassroom-based programs (whether defined as independent study, home schooling, distance learning, personalized learning, or virtual).
7. Educational Employees Relations Act (California *Government Code* Section 3540 et. seq.). (Outside Source)
8. State pupil testing programs (e.g., Physical Fitness Test, Standardized Testing and Reporting, California High School Exit Examination, California English Language Development Test.
9. Specific provisions of law related to teachers' retirement and employee relations.

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Q.2. Are two–way bilingual immersion charter schools exempt from Proposition 227 requirements?

Yes. Charter schools are exempt from the legal requirements that were added to the *EC* Section 300 (Outside Source) through Proposition 227. For example, a charter school is not required to obtain annual waivers of consent from parents of English learners who have opted to enroll a child in a two-way immersion program, and is not required to place students in an English language classroom for 30 days prior to placement in a two-way immersion program.

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Q.3. Does the state monitor charter school programs and services for English learners?

Yes. All federal requirements, and some state requirements, apply to charter schools. Reviews are conducted in the same manner for charter schools as for other public schools under the state's Categorical Program Monitoring process.

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Q.4 Must a school district statutorily take a student that has been expelled from a charter school?

A charter school is required to describe its suspension and expulsion procedures in its charter. Once a student is expelled, the student may return to the jurisdiction of the school district that he or she would be eligible to attend prior to enrolling in the charter school. The district may choose to treat a student expelled from a charter school in the same manner as a student expelled from the district.

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Q.5 May a charter school offer, provide, or teach religious curricula? If it does, is the school still eligible for apportionment?

Charter schools and non charter schools may teach about religion, but may not teach a sectarian curriculum. *EC* Section 47605(d) (Outside Source) requires that a charter school be nonsectarian in its programs, admission policies, employment practices, and all other operations. Compliance with the prohibition on nonsectarian operations is a condition of apportionment, and the charter would be subject to revocation by its charter authorizing entity in accordance with *EC* Section 47607(c)(4) (Outside Source).

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Q.6. Are charter schools exempt from federal requirements?

No. While *EC* Section 47610 (Outside Source) exempts charter schools from most of the California laws governing school districts, charter schools are not exempt from federal requirements. Some examples of federal laws with which charter schools must comply are the Individuals with Disabilities Education Improvement Act, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, the NCLB Act of 2001, and any requirements that are a condition of receiving of federal funding.

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Q.7. Must charter schools develop a School Accountability Report Card?

Yes. Article XVI Section 8.5(e) (Outside Source) of the *California Constitution* requires that a "school district maintaining an elementary or secondary school shall develop and cause to be prepared an annual audit accounting for such funds and shall adopt a School Accountability Report Card [SARC] for each school."

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Q.8. What health and safety requirements apply to charter schools?

EC Section 47605(b)(5)(F) (Outside Source) specifies that the charter must describe the procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures must include the requirement that each employee of the school furnish the school with a criminal record summary as described in *EC* Section 44237 (Outside Source), a full description of a school's health and safety policies which may include a variety of issues, such as immunizations, tuberculosis testing, and disaster procedures. The California *Health and Safety Code* Section 124085 (Outside Source) requires children to have a comprehensive health screening and evaluation (Outside Source) upon school entry.

Q.9. Can a charter school charge students for summer school programs?

No. *EC* Section 47605(d) (Outside Source) prohibits a charter school from charging tuition. It may charge fees for optional programs and activities that are recreational and outside of regular school programs.

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Q.10. Can a charter school assign academic credit for work experience education and issue work permits?

Yes. *EC* Section 49110 (Outside Source) establishes various requirements relating to the assignment of academic credit for Work Experience Education, and also addresses the issuance of work permits.

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Q.11. Does a charter school that qualifies for the Alternative Schools Accountability Model still have to participate in standardized testing?

All public schools in California are required to participate in standardized testing.

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Q.12. What accountability provisions of NCLB Act apply to charter schools?

All public schools, including charter schools, must comply with the accountability system of the NCLB Act, and, in California, with the following:

1. Provide instruction that leads to mastery of the state-developed content and academic achievement standards.
2. Participate in the state assessment system.
3. Be subject to the state-developed measures of adequate yearly progress (AYP). In addition, charter schools must be identified for school improvement, corrective action, or restructuring when failing to meet AYP. The NCLB Act requires that all students be proficient by the 2013-14 school year.

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Q.13. Are charter schools required to have a school site council or a Single Plan for Student Achievement?

No. *EC* Section 47610 (Outside Source) exempts charter schools from most *EC* sections, including the requirement for the "Single Plan for Student Achievement" and "school site councils" referenced in *EC* Section 64001. (Outside Source)

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Questions: Charter School Staff | charters@cde.ca.gov | 916-322-6029

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Monday, July 06, 2009

9.196

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Approval of Change Order No. 1 for Lincoln High School Increment #1

AGENDA ITEM AREA:

Discussion/Action

REQUESTED BY:

Cathy Allen, Assistant Superintendent
Facilities & Maintenance Services

ENCLOSURES:

Yes

DEPARTMENT:

Facilities

FINANCIAL INPUT/SOURCE:

$73,737.16/COPs & State Funding

MEETING DATE:

October 6, 2009

ROLL CALL REQUIRED:

No

BACKGROUND:

Change Order No. 1 represents a $73,737.16 increase in the Construction Contract with Seward L. Schreder Construction for Lincoln High School, Increment #1. The attached documentation shows the breakdown of each Construction Change Directive and corresponding cost and/or credit. The new contract amount will be $1,135,252.16 which represents just under a 7% increase. The 7% includes increases in costs for both the new construction and the modernization portions of the contract.

RECOMMENDATION:

Board approve Change Order No. 1.

9.2

DSA CHANGE ORDER

LPA

DATE OF ISSUANCE: <09/05/2009>
CHANGE ORDER NO.: <1-1>
CONTRACT NO.: <09-9014-1>

DSA APPLICATION NO.: <02-110733>
DSA FILE NO.: <31-H5 >
LPA PROJECT NO.: <29001.10>

PROJECT NAME:
Lincoln High School, Relocatables and Modernization

TO: Seward Schreder
Seward Schreder Construction, Inc.
1855 Buena Ventura Blvd
Redding, CA 96001

ARCHITECT:
Contact: Stephen Newsom
LPA, Inc.
1548 Eureka Road, Suite 101
Roseville, CA 95661
Ph: 916-772-4300
Fax: 916-772-4330

Contract For: Addition of three classrooms and concrete walkway running N-S connecting the new Science classrooms (Inc. 2) to Bldg. M, Modernization of (E) girls and boys bathrooms at Bldgs. H & J, Demolition of Bldg. K1, utility, fire alarm and low voltage work at (N) additions, landscape improvements.

The contract is changed as follows:

1. CCD 1-1: Electrical changes
   Requested by: Architect
   Reason: Changed circuit breakers from three-phase to single-phase to coordinate with that on reloacatables.
   Reference: See referenced attachments on Page 1
   [x] Credit [ ] Add $ (672.00)

The Contract Time will be ___ Increased ___ Decreased by ___ working days x No change

2. FCD 1-1 approved 07-14-09, CCD 2-1: Remove trees and replace concrete, reverse gate swing
   Requested by: Western Placer Unified School District
   Reason: Owner request and code compliance
   Reference: See referenced attachments on Page 4
   [ ] Credit [x] Add $ 4,347.84

The Contract Time will be ___ Increased ___ Decreased by ___ working days x No change

3. CCD 4-1: Remove trees and modify concrete
   Requested by: Western Placer Unified School District, Lincoln Fire Department
   Reason: Widen concrete paving for fire access.
   Reference: See referenced attachments on Page 10
   [ ] Credit [x] Add $ 1,120.00

The Contract Time will be ___ Increased ___ Decreased by ___ working days x No change

4. CCD 5-1: Resinous Flooring
   Requested by: Western Placer Unified School District
   Reason: Owner request for ease of maintenance
   Reference: See referenced attachments on Page 15
   [ ] Credit [x] Add $ 0.00

The Contract Time will be ___ Increased ___ Decreased by ___ working days x No change

9.2.1

DSA CHANGE ORDER

LPA

DATE OF ISSUANCE: <09/05/2009>
CHANGE ORDER NO.: <1-1>
CONTRACT NO.: <09-9014-1>
DSA APPLICATION NO.: <02-110733>
DSA FILE NO.: <31-H5 >
LPA PROJECT NO.: <29001.10>

5. FCD 3-1 approved 08-04-09, CCD 6-1: Change toilets to floor mounted toilets
Requested by: Western Placer Unified School District and architect
Reason: Field coordination at existing site conditions
Reference: See referenced attachments on Page 27
[ ] Credit [x] Add $ 3,650.08

The Contract Time will be ____ Increased ____ Decreased by ___ working days x No change

6. CCD 7-1: Replace glazing, paint sash
Requested by: Western Placer Unified School District
Reason: Owner request to upgrade toilet interior finishes
Reference: See referenced attachments on Page 37
[ ] Credit [x] Add $ 4,004.00

The Contract Time will be ____ Increased ____ Decreased by ___ working days x No change

7. CCD 8-1: Abate wing walls
Requested by: Western Placer Unified School District
Reason: Owner request to improve pedestrain traffic flow
Reference: See referenced attachments on Page 40
[ ] Credit [x] Add $ 9,021.60

The Contract Time will be ____ Increased ____ Decreased by ___ working days x No change

8. CCD 9-1: Revised fence layout
Requested by: Architect
Reason: Field coordination at existing site conditions
Reference: See referenced attachments on Page 43
[ ] Credit [ ] Add $ 0.00

The Contract Time will be ____ Increased ____ Decreased by ___ working days x No change

9. CCD 10-1: Asbestos pipe remediation and replace valves
Requested by: Western Placer Unified School District, Contractor
Reason: Owner request to fix leaking pipe and abatement
Reference: See referenced attachments on Page 47
[ ] Credit [x] Add $ 9,326.24

The Contract Time will be ____ Increased ____ Decreased by ___ working days x No change

10. CCD 11-1: Sewer, storm and fire revisions
Requested by: Western Placer Unified School District
Reason: Field coordination at existing site conditions
Reference: See referenced attachments on Page 49
[ ] Credit [x] Add $ 8,041.00

9.2.2

DSA CHANGE ORDER

LPA

DATE OF ISSUANCE: <09/05/2009>
CHANGE ORDER NO.: <1-1>
CONTRACT NO.: <09-9014-1>
DSA APPLICATION NO.: <02-110733>
DSA FILE NO.: <31-H5 >
LPA PROJECT NO.: <29001.10>

The Contract Time will be ____ Increased ____ Decreased by ___ working days x No change

11. CCD 13-1: See CCD 19-1
Requested by: Western Placer Unified School District
Reason: CCD 19-1R supercedes CCD 13-1
Reference: See FCD 5-1R, CCD 19-1R attachments on Page 82
☐ Credit ☐ Add $ 0.00

The Contract Time will be ____ Increased ____ Decreased by ___ working days x No change

12. FCD 4-1 approved 08-04-09, CCD 14-1: Additional handrails
Requested by: Western Placer Unified School District
Reason: Owner request to extend handrails along the length of walk.
Reference: See referenced attachments on Page 59
☐ Credit ☒ Add $ 5,712.00

The Contract Time will be ____ Increased ____ Decreased by ___ working days x No change

13. CCD 15-1: Utility Permit fees
Requested by: City of Lincoln
Reason: To review off-site improvement plans for Lincoln HS, public utility and sidewalk improvements.
Reference: See referenced attachments on Page 67
☐ Credit ☒ Add $ 5,590.00

The Contract Time will be ____ Increased ____ Decreased by ___ working days x No change

14. CCD 16-1: 16 guage door with kick plate
Requested by: Western Placer Unified School District
Reason: Owner request to provide vandal resistant door for high traffic area.
Reference: See referenced attachments on Page 69
☐ Credit ☐ Add $ 0.00

The Contract Time will be ____ Increased ____ Decreased by ___ working days x No change

15. CCD 17-1: Remove and replace 700 s.f of concrete
Requested by: Contractor
Reason: Field coordination at existing site conditions.
Reference: See referenced attachments on Page 76
☐ Credit ☒ Add $ 7,545.00

The Contract Time will be ____ Increased ____ Decreased by ___ working days x No change

DSA CHANGE ORDER

LPA

DATE OF ISSUANCE: <09/05/2009>
CHANGE ORDER NO.: <1-1>
CONTRACT NO.: <09-9014-1>
DSA APPLICATION NO.: <02-110733>
DSA FILE NO.: <31-H5 >
LPA PROJECT NO.: <29001.10>

16. CCD 18-1R: Change wall tile in restrooms from 6x6 to 4x4
Requested by: Western Placer Unified School District
Reason: Onwner request for better aesthetics.
Reference: See referenced attachments on Page 79
[ ] Credit [x] Add $ 1,702.40

The Contract Time will be ____ Increased ____ Decreased by ___ working days x No change

17. FCD 5-1R approved 09-01-09, CCD 19-1R: Utility pipe chase concrete (Replace vault)
Requested by: Western Placer Unified School District, contractor, architect
Reason: To provide cover on the (e) pipe chase demolished during demo work of Building K1
Reference: See referenced attachments on Page 82
[ ] Credit [x] Add $ 14,349.00

The Contract Time will be ____ Increased ____ Decreased by ___ working days x No change

18. CCD 20-1: Christy box at underfloor electrical conduit in utility pipe chase (Amount included in CCD 19-1)
Requested by: Contractor
Reason: water tight protection to 90 degree turn at (E) electrical conduit.
Reference: See referenced attachments on Page 88
[ ] Credit [x] Add $ 0.00

The Contract Time will be ____ Increased ____ Decreased by ___ working days x No change

19. CCD 21-1: Drinking fountain
Requested by: Western Placer Unified School District
Reason: Owner request to avoid
Reference: See referenced attachments on Page 91
[ ] Credit [x] Add $ 0.00

The Contract Time will be ____ Increased ____ Decreased by ___ working days x No change

TOTAL COST OF THIS CHANGE ORDER: [ ] Credit [ ] Add $ 73,737.16

The *original Contract sum* was	$ 1,061,515.00
Net change by *previously authorized Change Orders*	$ 0.00
The *Contract sum prior* to this Change Order was	$ 1,061,515.00
The Contract sum will be ____ Increased ____ Decreased by this Change Order by	$ 73,737.16
The *new Contract sum*, including this Change Order will be	$ 1,135,252.16

The Contract Time will be ____ Increased ____ Decreased by 0 working days x No change

The date of substantial completion as of the date of this Change Order is 08/31/2009

9.2.4

DSA CHANGE ORDER

LPA

DATE OF ISSUANCE:	<09/05/2009>	DSA APPLICATION NO.:	<02-110733>
CHANGE ORDER NO.:	<1-1>	DSA FILE NO.:	<31-H5 >
CONTRACT NO.:	<09-9014-1>	LPA PROJECT NO.:	<29001.10>

APPROVED:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Cathy Allen
600 6th Street
Lincoln, CA 95648

Cathy Allen
Signature

Date: 9·1·09

ARCHITECT:
Stephen Newsom
LPA, Inc.
1548 Eureka Rd, Suite 101
Roseville, CA 95661

LICENSED ARCHITECT
STEPHEN CRAIG NEWSOM
LIC.NO. C22153
Exp. 2-28-11
STATE OF CALIFORNIA

Date: 9·1·09

STRUCTURAL ENGINEER:
Kenny Lee
LPA, Inc.
1548 Eureka Rd, Ste 101
Roseville, CA 95661

REGISTERED PROFESSIONAL ENGINEER
KENNY K. LEE
No. S4448
Exp. 6/30/10
STRUCTURAL
STATE OF CALIFORNIA

Date: 9.3.09

CIVIL ENGINEER
Alan Rozier
LPA, Inc.
1548 Eureka Rd, Ste 101
Roseville, CA 95661

REGISTERED PROFESSIONAL ENGINEER
ALAN W. ROZIER
R.C.E. 44927
EXP. 3-31-10
CIVIL
STATE OF CALIFORNIA

Date: 9/2/09

LANDSCAPE ARCHITECT
Kevin Sullivan
LPA, Inc.
1548 Eureka Rd, Ste 101
Roseville, CA 95661

REGISTERED LANDSCAPE ARCHITECT
KEVIN MICHAEL SULLIVAN
Signature
NO. 2188
RENEWAL 5-31-10
9/2/09
Date
STATE OF CALIFORNIA

Date: 9/2/09

9.2.5

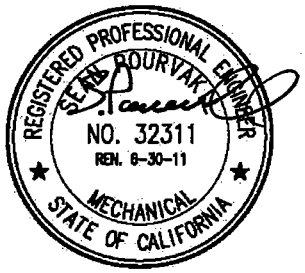
DSA CHANGE ORDER

LPA

DATE OF ISSUANCE:	<09/05/2009>	DSA APPLICATION NO.:	<02-110733>
CHANGE ORDER NO.:	<1-1>	DSA FILE NO.:	<31-H5 >
CONTRACT NO.:	<09-9014-1>	LPA PROJECT NO.:	<29001.10>

PLUMBING ENGINEER

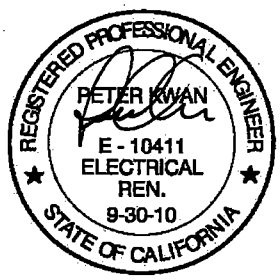
Sean Pourvakil
LP Consulting Engineers, Inc
1075 Creekside Ridge Dr., Suite 175
Roseville, CA 95678



Date: 9-2-09

ELECTRICAL ENGINEER

Peter Kwan
LP Consulting Engineers, Inc
1075 Creekside Ridge Dr., Suite 175
Roseville, CA 95678



Date: 9/2/09

DIVISION OF THE STATE ARHICTECT

Peter Kwan
LP Consulting Engineers, Inc
1075 Creekside Ridge Dr., Suite 175
Roseville, CA 95678

Date: _____

9.26

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:

Future South Elementary School Site

AGENDA ITEM AREA:

Discussion

REQUESTED BY:

Cathy Allen, Assistant Superintendent

ENCLOSURES:

No

DEPARTMENT:

Facilities & Maintenance Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

October 6, 2009

ROLL CALL REQUIRED:

No

BACKGROUND:

The School Mitigation Agreement between WPUSD and Placer Holdings, Inc. for the reservation of land commonly known as the "Twelve Bridges Elementary North Site" expired in April of 2009. Placer Holdings, Inc. has offered the District an opportunity to request an extension of the agreement and has given us until the end of October to make the request.

With the revised increase in capacities of future school sites it has been determined that the District will no longer need both the Twelve Bridges North and the Lincoln Crossing South elementary school sites. At prior board meetings staff has reported that for a variety of reasons it may make more sense to place the next elementary school on the Lincoln Crossing South site. Currently LCES is redirecting 266 students to other schools, thus providing another indication of the need for another elementary school in the Lincoln Crossing area.

9.3

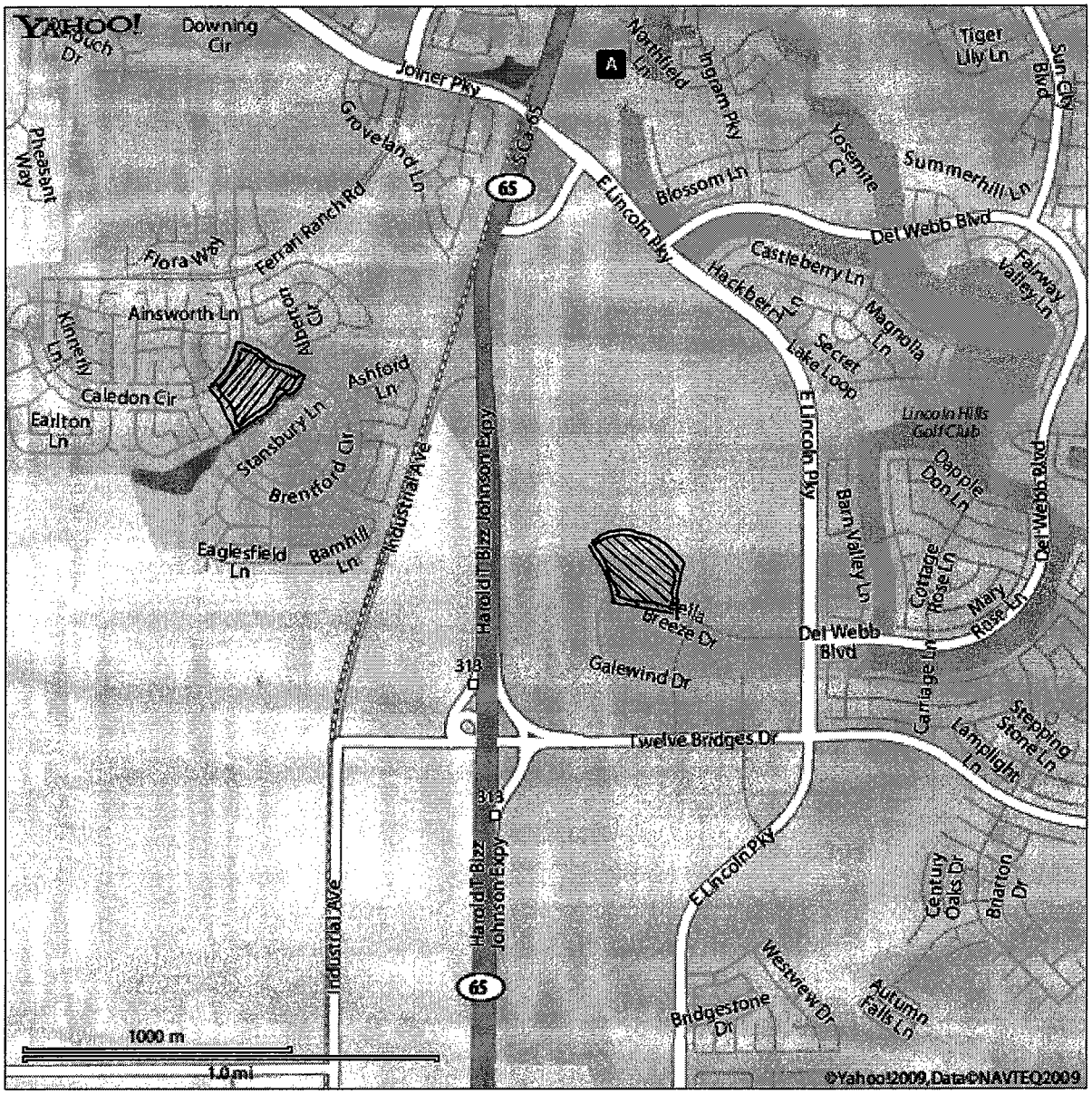
Due to the slow down in growth throughout the District we anticipate that Twelve Bridges Elementary should be able to handle the flow of students from the area as they progress through elementary and on to the middle school during build out. There may be times when some redirection is necessary but not likely to the extent that LCES is experiencing.

The Board might also want to consider that the Twelve Bridges side of Highway 65 contains an elementary and middle school and will, eventually, contain a high school; while the Lincoln Crossing side of Highway 65 contains one elementary. The Lincoln Crossing Middle School site will be the topic of future discussions.

The Twelve Bridges Specific Plan has not been altered, nor is it expected to be altered to any significant degree should a new owner be established. Thus we do not expect our numbers to change much from the original projections; just the year in which the students arrive.

RECOMMENDATION:

Staff would like a discussion with the Board on the attributes of both sites. Administration will be recommending not requesting an extension to purchase the Twelve Bridges North Elementary School site.



When using any driving directions or map, it's a good idea to do a reality check and make sure the road still exists, watch out for construction, and follow all traffic safety precautions. This is only to be used as an aid in planning.

9.3.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

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:
Lighthouse Contract

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
District Office

FINANCIAL INPUT/SOURCE:
Medical Billback, Medical Administrative Activities, and Categorical

MEETING DATE:
October 6, 2009

ROLL CALL REQUIRED:
No

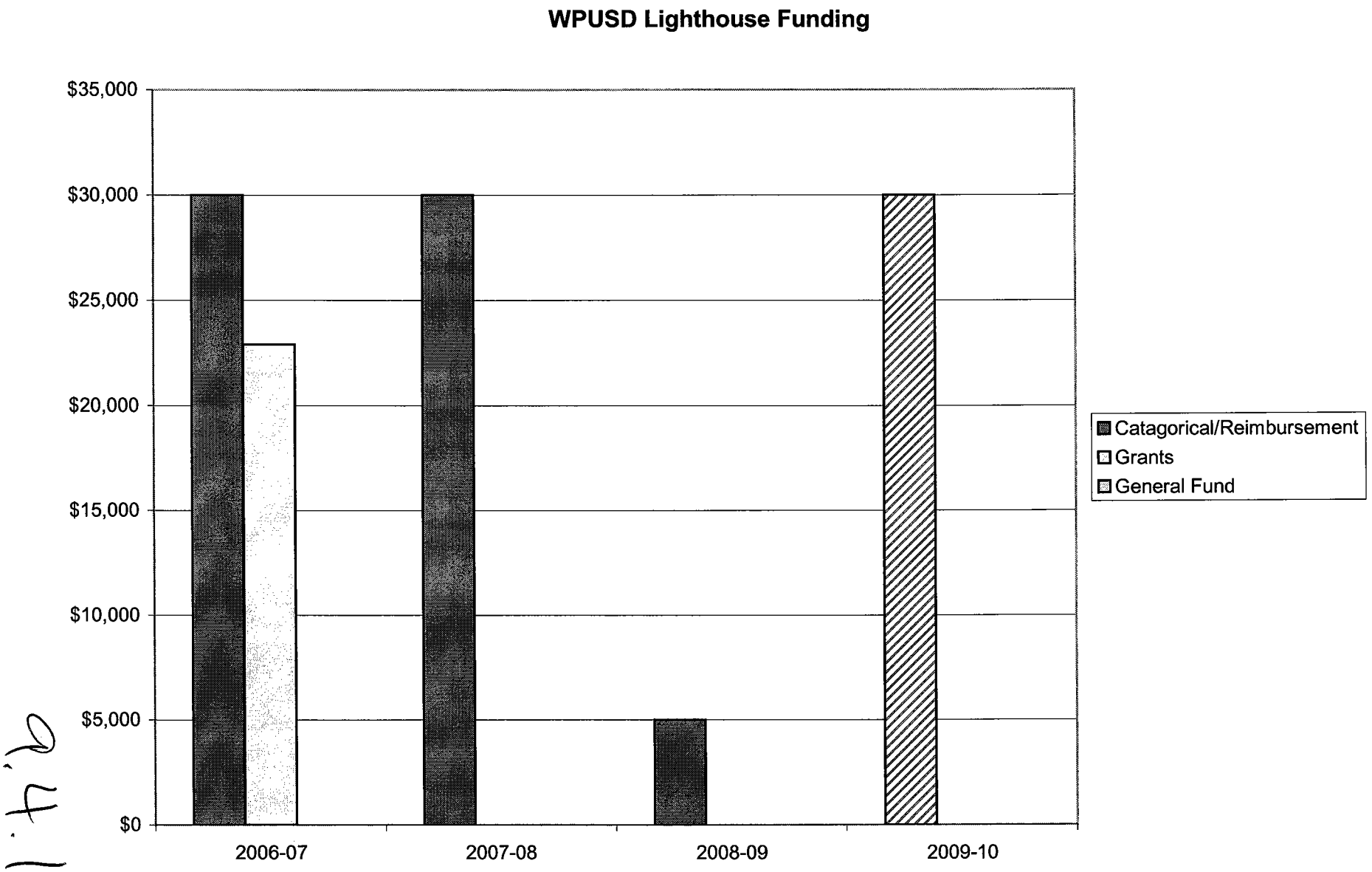
BACKGROUND:

Based on the 2009-10 Board objective, the district has been meeting with the Lighthouse to finalize a contract. The district has supported the Lighthouse since its inception for student and family counseling; first as a district program and currently as a 501(c)3. Except for last year, we have historically allotted approximately $30,000 to the Lighthouse for these services. The Lighthouse is again requesting the historical allotment to serve WPUSD students and families. With the assistance of the Educational Services department, the district is recommending one-time support of $30,000 from various categorical and reimbursement funds. After a presentation to the board about Lighthouse activities in early 2010, the Board will need to establish the amount of support for the 2010-11 school year through the district budget process.

RECOMMENDATION:

Direct and authorize the superintendent to approve a one-time contract for services with the Lighthouse for $30,000 from Medical Billback, MAA, and categorical funds.

9.4


WPUSD Lighthouse Funding
$35,000
$30,000
$25,000
$20,000
$15,000
$10,000
$5,000
$0
2006-07
2007-08
2008-09
2009-10
Catagorical/Reimbursement
Grants
General Fund

4.1

Lighthouse
Counseling & Family Resource Center

School Counseling 2008-2009 School Year

REFERRAL SOURCE

	Self	School	Parent	ACCESS	Other		TOTAL
Individual:							
ELEMENTARY							
Carlin C. Coppin			5	1			6
Creekside Oaks		2	5	2	1	(church referral)	10
First Street			3	1			4
Foskett Ranch							0
Lincoln Crossing			1				1
Sheridan			3				3
Twelve Bridges		3					3
MIDDLE SCHOOL							
Glen Edwards		3	10	1			14
Twelve Bridges		3					3
HIGH SCHOOL							
Lincoln		2	3	4			9
Phoenix		1	3				4
TOTAL INDIVIDUAL	0	14	33	9	1		57
Group:							
Sheridan		12					12
Glen Edwards		34					34
Twelve Bridges (M)		15					15
TOTAL GROUP		61					61

9.4.2

Lighthouse
Counseling & Family Resource Center

Counseling Program for WPUSD

2808 Counseling Hours
648 Supervision Hours

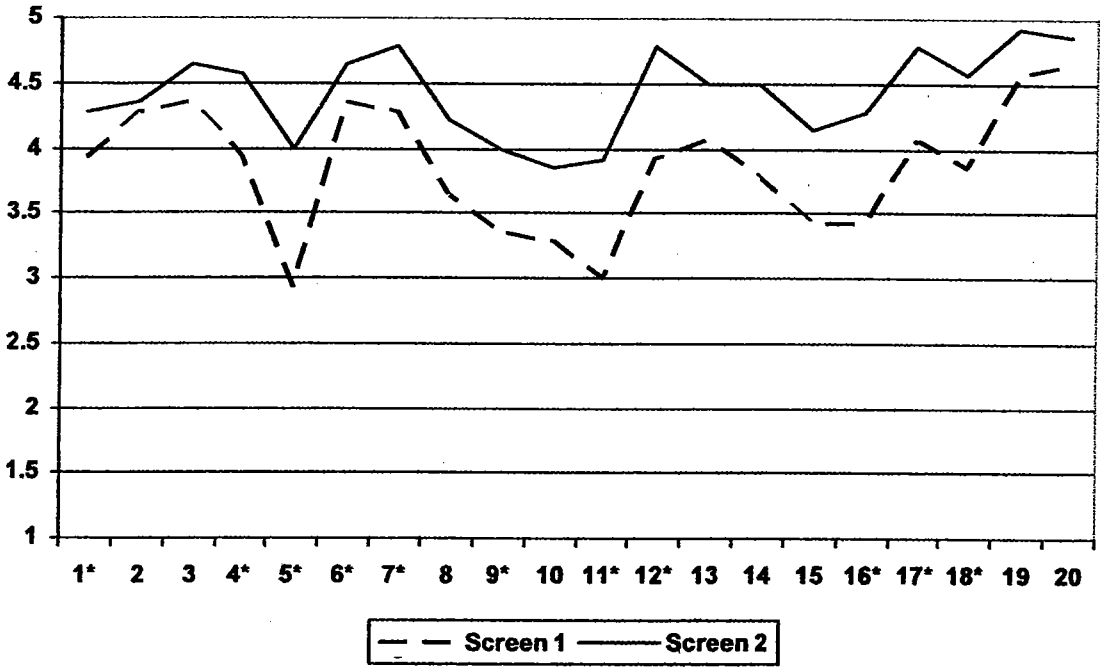
Direct Personnel Costs to the Lighthouse	FY 2008-2009 118 kids	Grant Covered In FY 2009-2010	Amount Needed To Provide Same Service In FY 2009-2010
Clinical Supervisor - SW (In-kind Donation-PCOE)	$7,200	$7,200	$0
Clinical Supervisor - MFT (.45 FTE)	25,920	20,160	5,760
5 Interns (Unpaid in FY 2008-2009) (Value $10/hr - 16 hr/week)	28,800	0	28,800
Staff Intern Paid (.20 FTE)	5,760	2,880	2,880
Bi-lingual Staff Intern Paid (.40 FTE)	10,368	7,776	2,592
Program Director (.2 FTE)	8,352	4,176	4,176
Staff Outreach to Schools & Support to Interns	1,080	1,080	0
Benefits & Taxes	9,266	2,000	7,266
Total Direct Personnel Costs	$96,746	$45,272	$51,474
Admin. & OH allocation - 15%	$14,512	$2,500	$12,012
Total Cost of Counseling Program	$111,258	$47,772	$63,486
Cost to WPUSD per hour			$18.37
Cost to WPUSD per student			$14.94

Summary 2008-2009 Services Provided	
Amount Paid by Other Grants & In-Kind Donations	$77,458
Amount Paid by WPUSD	$5,000
Value of Unpaid Interns	$28,800

*These costs ONLY reflect the counseling program as it pertains to WPUSD. These costs do not include our parenting classes, resource and referrals, bi-lingual services, and the educational classes.

Lighthouse
Counseling & Family Resource Center

Placer County Outcome Screening Forms – Child (6-17)
Results for January – June 2009



Please refer to outcome screening form questions on the next page.

Significant T-scores (positive change) exist for the following questions:

1 (Safe)
4, 5, 6, 7, 9 (Physical and Mental Health)
11 (At Home)
12, 15, 16 (In School)
17 (Out of Trouble)

9.4.4

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
PLACER COUNTY SCHOOL BOARDS ASSOCIATION ANNUAL BANQUET

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
General Fund

MEETING DATE:
October 6, 2009

ROLL CALL REQUIRED:
No

BACKGROUND:

The Placer County School Boards Association Annual Banquet will be held Monday, November 16, 2009. Invitations were mailed out to Board of Trustees. Any nominations being considered will need to be sent in by Friday, October 30, 2009.

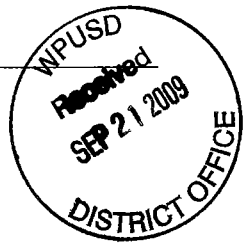
RECOMMENDATION:

Administration recommends Trustees attend the Trustee Dinner.

wp/rk/factform

Placer County School Boards Association

360 Nevada Street, Auburn, CA 95603-3779 (530) 889-8020



SEPTEMBER 15, 2009

TO: PLACER COUNTY SCHOOL DISTRICT GOVERNING BOARD MEMBERS AND DISTRICT SUPERINTENDENTS

FROM: NANCY PALMER, PRESIDENT
PLACER COUNTY SCHOOL BOARDS ASSOCIATION
Nancy Palmer

SUBJECT: PLACER COUNTY SCHOOL BOARDS ASSOCIATION ANNUAL BANQUET

The Placer County School Boards Association's Annual Banquet will be held on Monday, November 16, 2009, at Bootleggers Restaurant in Auburn. School board members, district superintendents and administrators are invited to attend. **Save the Date!** Invitations will be mailed early October.

The purpose of this event is to honor school board members who have consistently demonstrated a commitment to advancing public education in Placer County. As in the past, the School Boards Association will continue its Trustee Special Recognition Award Program by acknowledging outstanding efforts accomplished by our fellow governing board members.

Nominations and nominees will only be accepted from persons who are presently serving on governing boards. ***All nomination forms will require approval of a majority of the nominee's Governing Board.*** The Placer County School Boards Association Steering Committee will review the nominations received and select this year's honoree(s).

If you serve with a board member whom you believe should be considered for this award, please complete the enclosed nomination form, have it signed by the majority of your governing board, and return it to Nancy Palmer, c/o Placer County Office of Education, 360 Nevada Street, Auburn, CA 95603. **Nominations must be received on or before Friday, October 30, 2009.**

In the event you have any questions regarding the nomination process, please call Maggie Anderson at (530) 889-5941.

NP/ma
Enclosure

9.5.1

PLACER COUNTY SCHOOL BOARDS ASSOCIATION
GUIDELINES FOR SCHOOL TRUSTEE

SPECIAL RECOGNITION AWARD

2009

Following the Nomination Guidelines listed below, please fill out the Nomination form (attached) providing information on why you feel this member of the Board of Trustees should be considered as a candidate for the Annual Placer County School Boards Association Trustee Special Recognition Award.

GUIDELINES

1. One nominee per district. The nominee will be nominated by a fellow board member.

2. Longevity on a Board of Trustees is important, (suggested at least eight years on the Board). Board reserves the right to make exemptions in the case of exceptional leadership and accomplishments.

3. If a nominee has previously received recognition, they should not receive again within an eight to 12 year period of time.

4. All nominations will require approval of a majority of the nominee's Board.

5. Specify on nomination form that nomination should not be submitted for the purpose of recognizing retirees. (Districts should be recognizing their retirees)

9.5.2

PLACER COUNTY SCHOOL BOARDS ASSOCIATION
RECOMMENDATION FOR SCHOOL TRUSTEE

SPECIAL RECOGNITION AWARD NOMINATION FORM

2009

We wish to nominate _____ as a candidate for the School Trustee Special Recognition Award. Our nominee is a member of the_____ School District Board of Trustees. (Nomination must be signed by the majority of the Board of Trustees).

_____
Board Member Signature

_____
Board Member Signature

_____
Board Member Signature

_____
Board Member Signature

_____
Board Member Signature

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Board Member Signature

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Board Member Signature

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Board Member Signature

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_____

Submit Nomination to:
Nancy Palmer, President
Placer County School Boards Association
c/o Placer County Office Of Education
360 Nevada Street
Auburn, Ca 95603

(Fax) 530.886-5841

9.5.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
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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:	**AGENDA ITEM AREA:**
NOMINATION TO THE COUNTY COMMITTEE ON SCHOOL DISTRICT ORGANIZATION	DISCUSSION/ACTION
REQUESTED BY:	**ENCLOSURES:**
SCOTT LEAMAN SUPERINTENDENT	YES
DEPARTMENT:	**FINANCIAL INPUT/SOURCE:**
ADMINISTRATION	N/A
MEETING DATE:	**ROLL CALL REQUIRED:**
OCTOBER 6, 2009	NO

BACKGROUND:

Each year the County Superintendent acting as Secretary to the County Committee must conduct an election to fill one or more seats on the eleven member committee. This is required by state and must be completed by December 1st.

RECOMMENDATION:

The Board of Trustees have the option to nominate individuals to run for each open seat.

wp/rk/factform

9.6

PCOE
GOLD IN EDUCATION

Placer County Office of Education
360 Nevada Street, Auburn, CA 95603
(530) 889-8020 ♦ Fax (530) 886-5841 ♦ www.placercoe.k12.ca.us

Gayle Garbolino-Mojica, County Superintendent of Schools

Memorandum

Date: September 18, 2009

To: District Superintendents

From: Gayle Garbolino-Mojica

RE: Nominations to the County Committee on School District Organization

---

The Placer County Committee on School District Organization ("County Committee") is involved in school and community college district organization matters including the organization of new districts, territory transfers, district mergers, and the creation, revision or abolition of trustee area boundaries.

The County Committee is composed of two members from each of Placer County's five supervisorial districts and one member elected "at-large" from Placer County. Voting representatives are school and college district board members who have been selected by their governing boards to elect members to the County Committee. The election of individuals to the County Committee is accomplished by each voting representative casting the district's votes for nominees running for each open seat. Your district's voting representative, identified previously by your district, will receive correspondence from me, with copies to you, concerning the voting process.

I have enclosed for your review a roster of the individuals currently serving on the County Committee and the year in which their term expires. The seats up for election this year are currently held by Lorene Euerle, Supervisorial District 3; Revé Taylor, Supervisorial District 4; and David Rosenquist, Supervisorial District 5. Maps depicting the three supervisorial districts where nominee(s) must reside are enclosed. To be eligible to serve, candidates must not only reside within the corresponding supervisorial district, but must be a registered voter. Additionally, to be eligible, candidates cannot be employed by a county superintendent of schools, school district, or community college district.

A nominee is elected by receiving a majority vote of those district representatives voting. Even if your district is not located in any of the three supervisorial districts where the terms have expired, any member of your governing board, its voting representative, or the board itself may nominate individuals to run for each open seat.

9.6.1

Please use the enclosed form to indicate your board's nominees for any of the three seats that are open this year. This form must be received by my office no later than Monday, November 2, 2009 so that qualifying factors for each nominee may be verified. Please fax your nomination(s) to me at (530) 886-5841 or email as a PDF file to nsmith@placercoe.k12.ca.us.

A brief meeting of the voting representatives will take place on Monday, November 16, 2009, at the Placer County Office of Education, A & B Room, 360 Nevada Street, Auburn. Voting representatives are strongly encouraged to attend the meeting and cast their vote in person, however, absentee ballots will be sent to voting representatives who request an absentee ballot if they are not able to attend the meeting. I will announce the results of the County Committee election at this meeting and at the Placer County School Boards Association's Annual Banquet being held later that evening at Bootleggers Old Town Tavern & Grill in Auburn.

The County Committee has a primary role in the organization of Placer County school districts and the community college district. Please insure that your governing board participates in this process by nominating members to this important committee.

Thank you and please contact me if you have any questions.

GGM/ng

Attachments:
- County Committee Member Roster
- District Voting Representatives
- Nomination Form
- Supervisorial District Maps

c: District Secretaries
District Voting Representatives
County Committee Members

9.6.2

PLACER COUNTY OFFICE OF EDUCATION

360 Nevada Street, Auburn, CA 95603
530-889-5913, 530-886-5841 Fax

PLACER COUNTY COMMITTEE ON SCHOOL DISTRICT ORGANIZATION MEMBER ROSTER

	Member	*Term Expires*
BOARD OF SUPERVISORS DISTRICT 1	**Mel Hamel**	**2010**
	Tracy Pittman	**2012**
BOARD OF SUPERVISORS DISTRICT 2	**Glenn Vineyard, Chair**	**2012**
	Wendy Lang	**2011**
BOARD OF SUPERVISORS DISTRICT 3	**Lorene Euerle**	**2009***
	Greg Daley	**2011**
BOARD OF SUPERVISORS DISTRICT 4	**Revé Taylor**	**2009***
	Paige Stauss	**2011**
BOARD OF SUPERVISORS DISTRICT 5	**Maureen Ward**	**2012**
	David Rosenquist	**2009***
REPRESENTATIVE AT-LARGE	**James Chambers, Vice Chair**	**2011**
SECRETARY TO COUNTY COMMITTEE	**Gayle Garbolino-Mojica** **Placer County Superintendent of Schools** **360 Nevada Street** **Auburn, CA 95603** **530-889-8020**	

*** County Committee members whose terms have expired and for which nominations will be received and voted on at the November 16, 2009 meeting.**

9.6.3

District Voting Representatives for 2009 County Committee Election

Ackerman	Sharon Musso
Alta-Dutch Flat	David Rosenquist
Auburn Union	Lynn Hargrove
Colfax	Janelle LaBrecque
Dry Creek Joint	Scott Otsuka
Eureka Union	Ryan Jones
Foresthill Union	Josh Wilson
Loomis Union	Mike Edwards
Newcastle	John Fenner
Placer Hills Union	Norma Taylor
Placer Union	Maureen Ward
Rocklin Unified	Wendy Lang
Roseville City	Gary Miller
Roseville Joint Union	Jack Duran
Sierra Joint Community College	Nancy Palmer
Tahoe-Truckee	Kristy Olk
Western Placer	Paul Carras

Revised 9/18/09

9.6.4

PCOE
GOLD IN EDUCATION

Placer County Office of Education
360 Nevada Street, Auburn, CA 95603
(530) 889-8020 ♦ Fax (530) 886-5841 ♦ www.placercoe.k12.ca.us

Gayle Garbolino-Mojica, County Superintendent of Schools

COUNTY COMMITTEE NOMINATIONS

Please use this form to list nominees for each of the three seats indicated. Nominations can be submitted by any school or community college district board member and/or board representative, regardless of the supervisorial district(s) the district is located in.

Nominees must be registered voters and must reside in the supervisorial district in which the vacant seat that they are nominated to represent is located. Employees of the office of the county superintendent of schools, school districts, and community college districts are not eligible to serve on the County Committee. Nominations must include the nominee's full name, residential address, and, if different, mailing address.

Please Print

Supervisorial District 3

I wish to nominate _____

Residential Address _____

Mailing Address _____

Contact Number _____

Supervisorial District 4

I wish to nominate _____

Residential Address _____

Mailing Address _____

Contact Number _____

Supervisorial District 5

I wish to nominate to _____

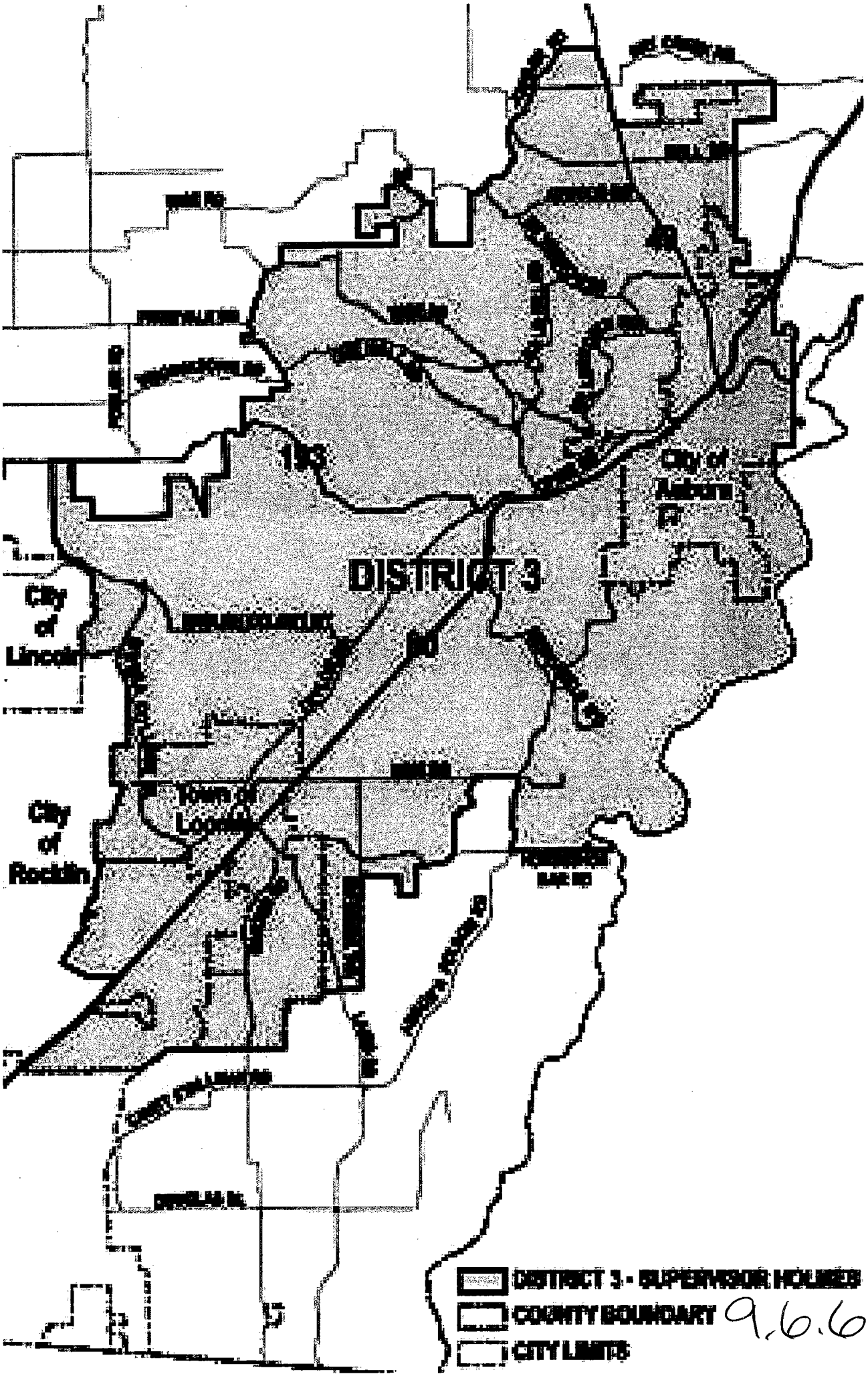
Residential Address _____

Mailing Address _____

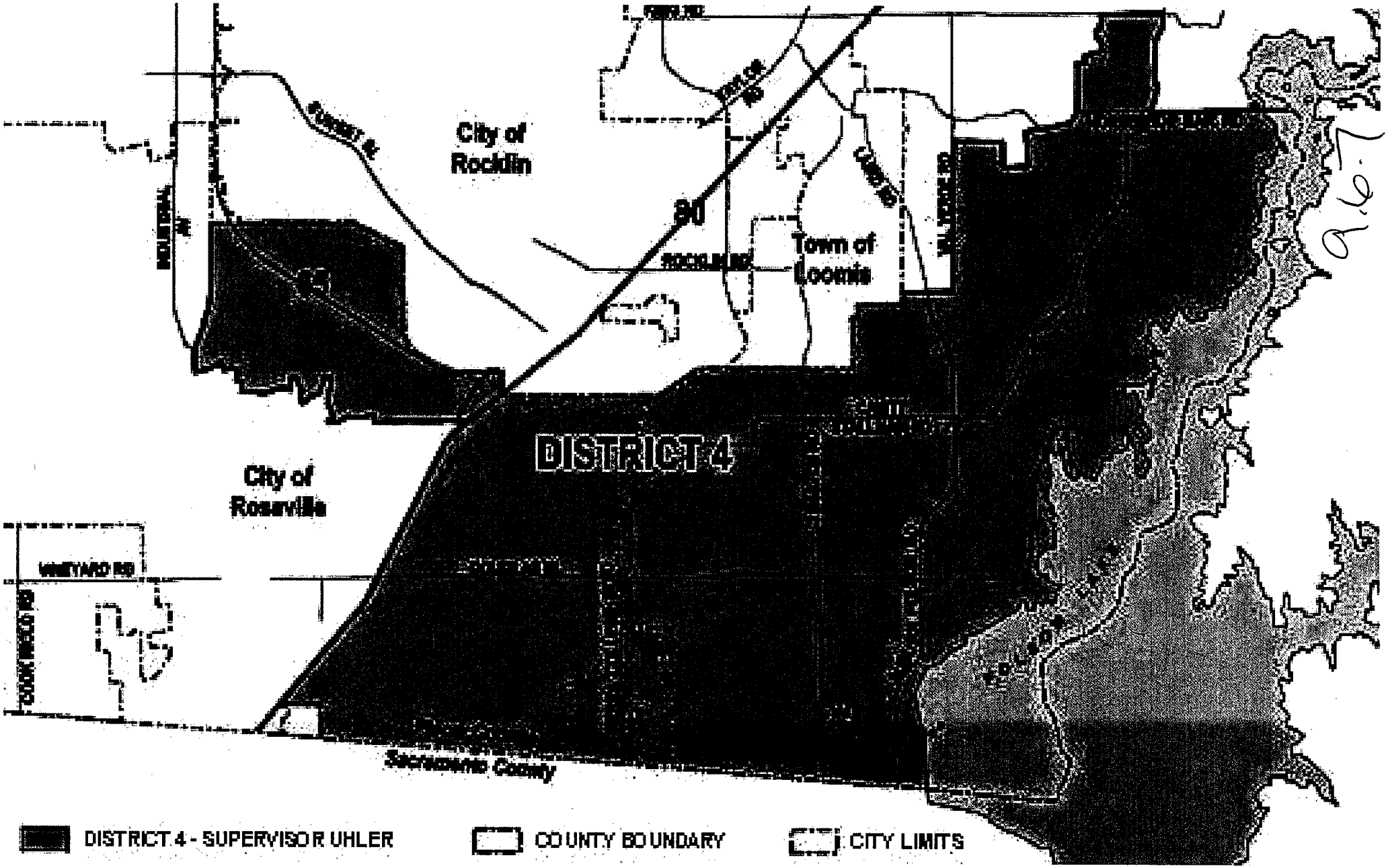
Contact Number _____

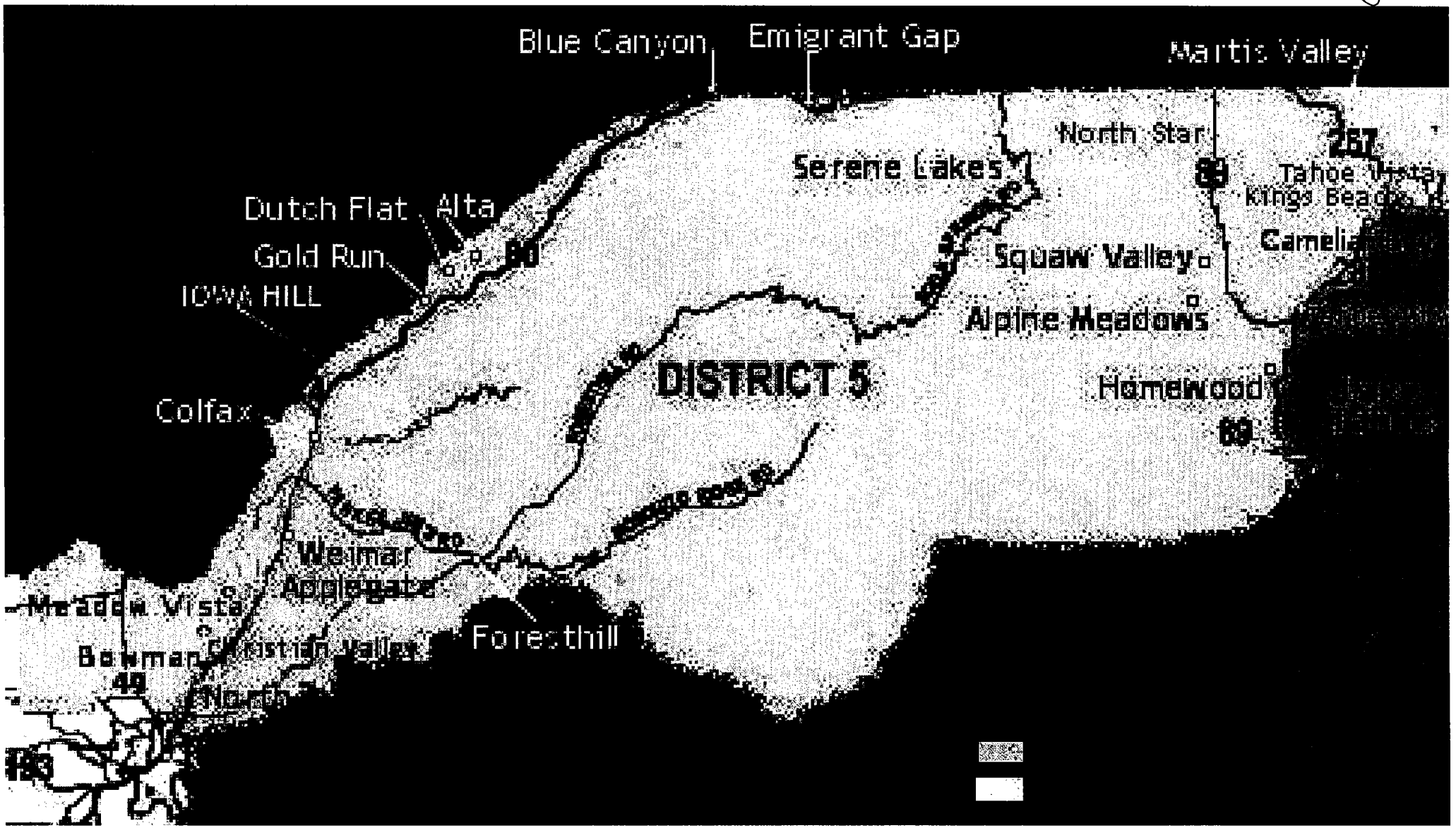
Please return this form to the Placer County Superintendent of Schools Office on or before Monday, November 2, 2009. Facsimile receipt permitted or email as a PDF file to nsmith@placercoe.k12.ca.us. **Nominations received after November 2, 2009 will not be accepted.**

9.6.5


DISTRICT 3
City of Auburn
City of Lincoln
Town of Loomis
City of Rocklin
DISTRICT 3 - SUPERVISOR HOUSER
COUNTY BOUNDARY
CITY LIMITS

9.6.6


City of Rocklin
Town of Loomis
DISTRICT 4
City of Roseville
Sacramento County
DISTRICT 4 - SUPERVISOR UHLER
COUNTY BOUNDARY
CITY LIMITS


Blue Canyon
Emigrant Gap
Martis Valley
North Star
Serene Lakes
Tahoe Vista
Kings Beach
Dutch Flat
Alta
Gold Run
IOWA HILL
Squaw Valley
Alpine Meadows
DISTRICT 5
Homewood
Colfax
Weimar
Applegate
Meadow Vista
Bowman
Christian Valley
Foresthill
North