

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

MEMBERS OF THE GOVERNING BOARD

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

DISTRICT ADMINISTRATION

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

STUDENT ENROLLMENT

School	2008 CBEDS	12/02/09	01/07/10
Sheridan School (K-5)	80	91	92
First Street School (K-5)	418	415	421
Carlin C. Coppin Elementary (K-5)	428	443	444
Creekside Oaks Elementary (K-5)	617	640	635
Twelve Bridges Elementary (K-5)	714	712	715
Foskett Ranch Elementary (K-5)	508	548	545
Lincoln Crossing Elementary (K-5)	582	605	601
Glen Edwards Middle (6-8)	638	632	629
Twelve Bridges Middle School (6-8)	838	840	832
Lincoln High School (9-12)	1,473	1,459	1,459
Phoenix High School (10-12)	87	85	90
PCOE Home School	0	0	0
TOTAL:	6,388	6,470	6,463

Preschool/Head Start

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

Pre-K/Special Ed

Foskett 26
FSS PPPIP 37
Carlin Coppin 3

Adult Education 264

First-5 Program

First Street 20-A.M. / 16-P.M.

GLOBAL DISTRICT GOALS

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

Western Placer Unified School District
Regular Meeting of the Board of Trustees
January 19, 2010, 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.

7:00 P.M.

1. **CALL TO ORDER/PLEDGE OF ALLEGIANCE** – Lincoln High School Performing Arts Theater
2. **DISCLOSURE OF ACTION TAKEN IN CLOSED SESSION, IF ANY**
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:
3. **SPECIAL ORDER OF BUSINESS**
Featuring Lincoln High School

4. **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.

- 4.1 Approve Classified Personnel Report.
- 4.2 Approve Student Discipline/Expulsion Re-entry of Students #08-09 II and QQ.
- 4.3 Approve Consolidated Application (Con-App) Part II.
- 4.4 Approve School Accountability Report Cards (SARC's).
- 4.5 Approve Disclosure Requirements for Quarterly Reports of Investments.

Roll call vote:

5. **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.

January 19, 2010

Agenda

6. REPORTS & COMMUNICATION

- 6.1 Lincoln High School, Student Advisory – Jerusha Loya
- 6.2 Western Placer Teacher's Association – Mike Agrippino
- 6.3 Western Placer Classified Employee Association – Chris Hawley
- 6.4 Superintendent – Scott Leaman

7. ♦ACTION ♦DISCUSSION ♦INFORMATION

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

7.1 Information STATE BUDGET UPDATE – Lopes (09-10 G & O Component I, II, IV)

- The Governor's January Budget released January 8, 2010, acknowledges a combined shortfall of \$19.9 billion over 2009-10 and 2010-11. While the Governor has indicated he proposes no mid-year cuts in 2009-10 for individual school districts, we do anticipate cuts to the funding we receive in 2010-11. Staff attended the School Services of California Governor's Budget Workshop on January 12, 2010. An update will be provided to the Board at the meeting.

7.2 Action APPROVE RESOLUTION 09/10.15 ESTABLISHMENT OF SENIOR MANAGEMENT POSITION OF THE CLASSIFIED SERVICE: DIRECTOR OF MAINTENANCE – Leaman (09-10 G & O Component I, II, IV)

- 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 Maintenance position as "Senior Management."

Roll call vote:

7.3 Information NOTIFICATION OF JOHN ADAMS ACADEMY, INC. (CHARTER SCHOOL) – Leaman (09-10 G & O Component I, II, IV)

- Western Placer received a fax notification of a charter petition for the establishment of the John Adams Academy (Charter School). Mr. Leaman will update the Board of Trustees after the January 14th public hearing.

January 19, 2010

Agenda

7.4 Information/ CABINET REVIEW OF HIRING AND PURCHASES

Discussion

– **Leaman** (09-10 G & O Component I, II, IV)

- Based on the current state and district budget situations, the superintendent is enacting a cabinet hiring and purchase order review. Each vacancy and purchase order will be reviewed to determine if the action is essential. If a vacancy or purchase order is denied, the person forwarding the request will receive feedback and other options, if available.

8. BOARD OF TRUSTEES

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):
 - February 2, 2010 7:00 P.M., Lincoln High School Performing Arts Theater
 - February 16, 2010 7:00 P.M., Lincoln Crossing Elementary School

10. ADJOURNMENT

<p>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</p>

**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

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:

Featured School:
Lincoln High School

AGENDA ITEM AREA:

Special Order of Business

REQUESTED BY:

Scott Leaman, Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

January 19, 2010

ROLL CALL VOTE:

No

BACKGROUND:

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

- Pupils
- Parents
- Programs

RECOMMENDATION:

Administration recommends the Board of Trustees enjoy the presentation.



LINCOLN HIGH SCHOOL

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

Lincoln High School
Board Presentation-January 19, 2010
7:00PM-LHS Theatre

Lincoln High School will be presenting the following items:

Recognition of outstanding students

- Thomas Asedo-Student Body President
- Jerusha Loya-Student Body Rep
- Jack Morel-Band & A.P. student
- Pavan Vadgama-Great student
- Jake Tryon-All Metro Football
- Melanie Benjamin-FFA & Ag Leadership

Board Members

SBLT report
(President)

Mrs. Lucinda Noreen

New afterschool & evening tutoring

Mrs. Marilou Edwards

Ag Department will give an update on their program

Mr. Mike Trueblood

CONSENT

AGENDA

ITEMS

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

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

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SUBJECT:

Classified Personnel Report

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Bob Noyes
Assist. Superintendent, Personnel Services

ENCLOSURES:

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

General Fund/Categorical

MEETING DATE:

January 19, 2010

ROLL CALL REQUIRED:

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the classified personnel report.

4.1

4.1.1

2. **Name:** Sandra Christensen
 Position: Campus/Café Supervisor
 Previous Site: Foskett Ranch Elementary School
 New Site: Creekside Oaks Elementary
 Hours: 45 Minutes/Days
 Days: 10 Months/Year
 Effective: 1/12/10

RETIREMENT

1. **Name:** Starla Powell
 Position: High School Cafeteria Lead
 Site: Lincoln High School
 Hours: 7 Hours/Days
 Days: 10 Months/Year
 Effective: 1/29/10

4.1.2

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

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

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

SUBJECT:

Student Discipline/
Expulsion Re-Entry
Students #08-09 II & QQ

AGENDA ITEM AREA:

Consent

REQUESTED BY:

ENCLOSURES:

DEPARTMENT:

John Wyatt
District Hearing Officer

FINANCIAL INPUT/SOURCE:

MEETING DATE:

January 19, 2010

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will disclose any action to approve the Re-Entry
Expulsions for Students 08-09 II & QQ.

RECOMMENDATION:

The administration recommends the Board of Trustees approve the Re-Entry
Expulsions.

**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:

Consolidated Application (Con App) Part II

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Mary Boyle 

ENCLOSURES:

2009 – 2010 Con App Part II

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

Approximately \$1.3 Million of
New Federal/State Categorical
Funds, in Addition to Carryover

MEETING DATE:

January 19, 2010

ROLL CALL REQUIRED:

No

BACKGROUND:

The 2009 – 2010 Consolidated Application Part II reflects our expenditures and allocations of Federal and State categorical funding for the current year. Included in the Con App are calculations and disbursements for Federal Title I Part A (Basic Grant), Title II Part A (Teacher and Principal Training), Title III (English Learner), and Title IV (Safe and Drug Free Schools) funds, as well as calculations for State EIA (Economic Impact Aid) funding.

These categorical funds are used to support specific programs in our schools.

RECOMMENDATION:

Approve 2009 – 2010 Con App Part II.

2009-10 Consolidated Application for Funding Categorical Aid Programs

California Department of Education

(Part II)

Consolidated Application

Purpose: To declare the agency's intent to apply for 2009-10 funding of Consolidated Categorical Aid Programs.

CDE Contact: Ernie Thornberg - (916) 319-0294 - EThornbe@cde.ca.gov

Agency:

Western Placer Unified

CD code:

3	1	6	6	9	5	1
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Dates of project duration:
July 1, 2009 -- June 30, 2010

Legal status of agency: ☒ School District

☐ County Office of Education

☐ Direct-Funded Charter

Date of approval by local governing board: 01/19/2010

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

Signature-District Advisory Committee (DAC)

Date

Signature-District English Learner Advisory Committee (DELAC)

Date

OR,
for each
committee, check
the appropriate box

☒

☐

Committee is N/A

Committee refused to sign

☐

☐

Committee is N/A

Committee refused to sign

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

Signature of authorized representative

Printed name of authorized representative

Mary Boyle

Asst Supt Ed Services

Title

Date

☒ Electronic certification HAS been completed.

☐ Electronic certification has NOT been completed.

2009-10 District Allocation of EIA Funds

Consolidated Application

Purpose: To allocate Economic Impact Aid (EIA) funds for 2009-10. The results from this page are used to make school-level allocations on page 30.

CDE Contact: Mark Klinesteker - (916) 319-0420 - MKlinesteker@cde.ca.gov

Description		Agency: Western Placer Unified										
		CD code: 3 1 6 6 9 5 1										
<input type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.		SACS Resource Codes: 7090/7091										
Economic Impact Aid (EIA)												
1.	2009-10 entitlement											394,784
2.	Transferred in	(+)										0
3.	2008-09 carryover (as of 6/30/09)	(+)										225,275
4.	Repayment of funds	(+)										0
5.	Subtotal (line 1 + 2 + 3 + 4)	(=)										620,059
6.	Reserved for indirect costs (up to 3%)	(-)										18,060
7.	Administration and evaluation (up to 10%)	(-)										62,005
8.	EIA activities operated by the district (up to 2%)	(-)										12,943
9.	EIA security (may not exceed 32 cents per pupil)	(-)										0
10.	EIA alternative	(-)										0
11.	Adjusted total allocation* (line 5 - 6 - 7 - 8 - 9 - 10)	(=)										527,051

* Line 11 to be allocated to schools.

4.3.2

2009-10 District Allocations of EIA Funds to Schools

Consolidated Application

Purpose: To allocate EIA funds to schools. Amounts allocated to schools as indicated on this page must be reflected in the Single Plan for Student Achievement.

CDE Contact: EIA-SCE: Richard Graham - 916-319-0303 - R.Graham@cde.ca.gov

EIA-LEP: Mark Kliensteker - 916-319-0420 - MKliensteker@cde.ca.gov

Agency:

Western Placer Unified

CD code:

3 | 1 | 6 | 6 | 9 | 5 | 1

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

☒ The LEA wishes to manually enter LEP & SCE site allocations

1. Total EIA Allocation
527,051

2. Standard Per Pupil EIA/LEP \$

0.0000

3. Requested Per Pupil EIA/LEP \$

0.0000

4. Per Pupil EIA/SCE

\$ 0.0000

Name of School	School Code	SCE Eligible	SCE Funded	Number of LEP Students	Number of EDY Students	LEP Allocation SACS 7091	SCE Allocation SACS 7090
Twelve Bridges Elementary	0106443			45	101	9,712	0
Foskett Ranch Elementary	0108514			18	86	6,041	0
Twelve Bridges Middle	0111385	X	X	33	291	28,412	30,845
Lincoln Crossing Elementary	0113068			42	122	11,129	0
Phoenix High (Continuation)	3130036	X	X	11	43	15,717	4,558
Lincoln High	3134657	X	X	66	979	55,480	103,769
Sheridan	6031363	X	X	16	17	7,742	1,802
Carlin C. Coppin Elementary	6085252	X	X	54	88	27,284	9,328
Creekside Oaks Elementary	6098610	X	X	118	150	35,156	15,899
Glen Edwards Middle	6108351	X	X	72	410	14,012	43,458
First Street	6117493	X	X	207	207	84,766	21,941

2009-10 District Allocations of EIA Funds to Schools

Consolidated Application

Purpose: To allocate EIA funds to schools. Amounts allocated to schools as indicated on this page must be reflected in the Single Plan for Student Achievement.

CDE Contact: EIA-SCE: Richard Graham - 916-319-0303 - Rgraham@cde.ca.gov

EIA-LEP: Mark Kliensteker - 916-319-0420 - MKKliensteker@cde.ca.gov

Agency:

Western Placer Unified

CD code:

3 | 1 | 6 | 6 | 9 | 5 | 1

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

☒ The LEA wishes to manually enter LEP & SCE site allocations

1. Total EIA Allocation
527,051

2. Standard Per Pupil EIA/LEP \$

0.0000

3. Requested Per Pupil EIA/LEP \$

0.0000

4. Per Pupil EIA/SCE \$

0.0000

A

B

C

D

E

F

G

Name of School

School Code

SCE Eligible

SCE Funded

Number of LEP Students

Number of EDY Students

LEP Allocation
SACS 7091SCE Allocation
SACS 7090

5. Total EDY at Schools Eligible for SCE

2,185

6. Total LEP at Schools NOT Eligible for SCE

105

7. Total EDY at Schools funded with SCE

2,185

9. Total
Allocation Balance

0

437

2009-10 Federal Transferability

Consolidated Application

Purpose: To compute the amount of money being transferred to and from various federal programs.

Agency:

Western Placer Unified

CD code:

3 | 1 | 6 | 6 | 9 | 5 | 1

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

Notes:

Federal transferability is governed by Title VI in NCLB Section 6123. You may transfer a maximum of 50 percent of any program to other programs.

☐ This district has been identified as a Program Improvement (PI) LEA under NCLB Section 1116 and may only transfer 30 percent of the funds and those funds must be used for PI activities. A single school district (SSD) or a direct-funded charter (DFC) school whose only school is in PI and operating as a Targeted Assistance School (TAS), for the purpose of federal transferability the LEA is restricted to the 30% limit. If the SSD or DFC is operating as a Schoolwide Program (SWP) school, this restriction does not apply.

2009-10

programs affected by transferability:

Title I, Part A (Basic Grant)
 Title II, Part A (Teacher and Principal Training and Recruiting)
 Title II, Part D (Enhancing Education Through Technology)
 Title IV, Part A (Safe and Drug Free Schools and Communities)

		Amounts Transferred to These Programs				Amounts Retained in Original Program
2009-10 Program Entitlements		Title I, Part A (Basic Grant)	Title II, Part A	Title II, Part D	Title IV, Part A	
Title II, Part A	\$ 122,629	\$ 0		\$ 0	\$ 0	\$ 122,629
Title II, Part D		\$ 0	\$ 0		\$ 0	
Title IV, Part A	\$ 18,196	\$ 0	\$ 0	\$ 0		\$ 18,196
Totals transferred and used for:		\$ 0	\$ 0	\$ 0	\$ 0	

2008-09 Title I, Part A, Carryover Calculation

Purpose: To calculate Title I, Part A carryover from fiscal year 2008-09.

Agency:

Western Placer Unified

CD code:

3 | 1 | 6 | 6 | 9 | 5 | 1

CDE Contact: Jyoti Singh

916-319-0372

JySingh@cde.ca.gov

Lorene Euerle 916-319-0728

LEuerle@cde.ca.gov

☐ This page is not applicable because the LEA did not receive Title I, Part A, Basic or Neglected funds in 2008-09.

Note: Title I, Part A, carryover is limited to 15% unless the LEA received less than \$50,000 in Title I, Part A, funds in fiscal year 2008-09.

A. Carryover Calculation

1.	2008-09 Entitlement amount*	\$	713,042
2.	Transferability - Transfers-in per Section 6123 NCLB	\$	0
3.	2007-08 Carryover as of June 30, 2008	\$	75,434
4.	Total 2008-09 Title I funds (Total lines 1 through 3)	\$	788,476
5.	2008-09 Expenditures and Encumbrances as of June 30, 2009 (7/1/08 to 6/30/09)	\$	616,941
6.	2008-09 Carryover as of June 30, 2009	\$	171,535
7.	Carryover percent as of June 30, 2009 (line 6 / (line 1 + line 2) * 100)		24.06%
8.	2008-09 Expenditures and Encumbrances as of September 30, 2009	\$	759,512
9.	2008-09 Carryover as of September 30, 2009	\$	28,964
10.	Carryover percent as of September 30, 2009 (line 9 / (line 1 + line 2) * 100)		4.06%

B. Waiver Determination (if line 10 exceeds 15% complete this section)

- ☐ This waiver is not applicable because the LEA received less than \$50,000 in Title I, Part A, funds.
- ☐ LEA is completing Section C to apply for a waiver to carry over any Title I funds in excess of 15%.
- ☐ LEA is not eligible for a waiver because the LEA received a waiver in one of the last two years.**
- ☐ LEA elects not to request a waiver.**

C. Waiver Request (the LEA will receive a formal approval or denial of the request)

1. Indicate reason for the carryover in excess of 15%.

2. Describe the major activities to be funded by the carryover amount on line 9

a.		\$	0
b.		\$	0
c.		\$	0
d.		\$	0
e.		\$	0
f.		\$	0
g.		\$	0
Total (lines 2.a.through 2.g.)		\$	0

736

2009-10 District Allocations of Title I, Part A, Funds

California Department of Education

Consolidated Application

Purpose: To allocate Title I, Part A, funds for 2009-10. The total Title I, Part A, administrative costs are included on lines 8 and 9.

CDE Contact: Monique Moton 916-319-0733 MMoton@cde.ca.gov
Linda Delehunt 916-319-0256 LDelehunt@cde.ca.gov

Agency:

Western Placer Unified

CD code:

3 | 1 | 6 | 6 | 9 | 5 | 1

☐ This page is not applicable because the LEA did not apply for Title I, Part A, Basic or Neglected funds on page 2 of the ConApp.

Description

SACS Resource Code: 3010

Title I, Part A, Basic and Neglected

1.	2009-10 Title I, Part A, Basic Grant entitlement		614,237
2.	2009-10 Title I, Part A, Neglected entitlement	(+)	0
3.	Transferred in	(+)	0
4.	2009-10 amount after transfer (line 1 + 2 + 3)	(=)	614,237
5.	2008-09 carryover	(+)	171,535
6.	Repayment of funds	(+)	0
7.	Total approved allocation (line 4 + 5 + 6)	(=)	785,772
8.	Reserved for indirect costs	(-)	48,857
9.	Reserved for administration	(-)	65,769
10.	Adjusted total allocation (line 7 - 8 - 9)	(=)	671,146

4.3.7

2009-10 Title I, Part A, Reservations (Required)

California Department of Education

Consolidated Application

Purpose: To report LEA reservations for Title I, Part A, before distributing funds to schools. All reservations reported on this page, except for lines 2 and 6-8, are used to provide direct services to eligible Title I, Part A, students.

Agency:

Western Placer Unified

CD code:

3 | 1 | 6 | 6 | 9 | 5 | 1

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

CDE Contact: Carol Dickson 916-319-0382 CDickson@cde.ca.gov
Robert Storelli 916-319-0482 RStorelli@cde.ca.gov

A. Adjusted total allocation (line 10 on page 33)		671,146
B. Calculation of Equitable Services Percent		
1. Number of public schools expected to receive Title I, Part A, funds per page 8	5	
Within the attendance areas of these participating schools:		
2. Number of private school children from low-income families	75	
3. Total number of children from low-income families	2,152	
4. Percent of Private School Children from low-income families (line 2 ÷ line 3)	3.49%	
C. Required Reservations		
Reservation for Parent Involvement <input type="checkbox"/> No reservation is mandated because 1% of line 4 on page 33 is \$5,000 or less		
1. a. Reserved for Parent Involvement (must be a minimum of 1%)*	6,143	
b. Private school set-aside (% of private school children x reservation)	214	
c. Amount remaining	5,929	
d. Public school distribution (95% of "Amount remaining")**	5,633	
e. Balance available for LEA-level parental involvement activities	296	
2. Direct and indirect services to homeless children, regardless of their school of attendance		500
3. Program Improvement (PI) Schools: Public School Choice Transportation (Choice)		500
4. PI Schools: Supplemental Educational Services (SES)		500
5. PI Schools: Parent outreach and assistance for Choice and SES		100
PI LEA: a. Professional Development (PD) (minimum 10%*) set-aside 0 b. 2008-09 PI PD set-aside carryover 0 c. Total PI set-aside (line 6a + 6b) 0		
If reservation is less than 10%, check below: <input type="checkbox"/> Professional Development funds from PI school-level set-asides will be used to help meet LEA 10% reservation		
7. Direct and indirect services to children in local institutions for neglected children (from line 2, page 33)	0	
8. Direct and indirect services to children in local institutions for delinquent children		0
9. Direct and indirect services to neglected or delinquent children in community day school programs		0
10. Total Required Reservations		1,896

*of line 4 on page 33

**see instructions

2009-10 Consolidated Application

Comments Form

Page Number

CD Code

District Name

Page 34: Reservations Required

3166951

Western Placer Unified

School Name

Comments

We plan to provide academic support as well as non-academic support to homeless children in non-Title I schools; we also plan to set aside funds for clothing, school supplies, transportation, etc. for homeless students as needs are identified by counselors, teachers, administrators, parents or other caring adults.

439

2009-10 Title I, Part A, Reservations (Allowed)

Consolidated Application

Purpose: To report LEA reservations for Title I, Part A, before distributing funds to schools. All reservations reported on this page are used to provide direct services to eligible Title I, Part A, students.

Agency:

Western Placer-Unified

CD code:

3 | 1 | 6 | 6 | 9 | 5 | 1

CDE Contact: Carol Dickson 916-319-0382 CDickson@cde.ca.gov

Robert Storelli 916-319-0482 RStorelli@cde.ca.gov

☐ The page is not applicable because the LEA did not apply for Title I, Part A, Basic or Neglected funding on page 2 of the ConApp.

1.	Total Required Reservations (page 34, line 10)	\$	1,896			8.	Summer school or intersession programs or before and after school programs - Not PI activities	
2.	Program Improvement schools: teacher incentives and rewards (maximum 5%*)	\$	0			a.	Total reservation	\$ 0
3.	Professional Development: highly qualified teachers and paraprofessionals - PI activities	\$	0			b.	Reservation for equitable services for private school participants (line 6.a. x line B.4. on page 34)	\$ 0
4.	Professional Development: highly qualified teachers and paraprofessionals - Not PI activities	\$	0			c.	Reserved for public schools (line 8.a. - line 8.b.)	\$ 0
5.	Assistance to schools - PI activities	\$	0			11.	Capital expenses reserved for private schools	\$ 0
6.	Assistance to schools - Not PI activities	\$	0			12.	Total Allowable Reservations (sum of lines 2 through 11)	\$ 0
7.	Summer school or intersession programs or before and after school programs - PI activities	\$	0			13.	Total LEA Reservations (line 1 + line 12)	\$ 1,896
						14.	Final adjusted allocation (line A. on page 34 - line 13) (must be allocated to schools in column J on page 36)	
						a.	Page 36, column G total: \$ 663,403	
						b.	Page 36, column H total: \$ 5,847	
						c.	Page 36, column I total: \$ 0	
								\$ 669,250

4.3.10

2009-10 District Allocations of Title I, Part A, Funds to Schools

Consolidated Application

Purpose: To calculate and indicate the amount of funds to be allocated to eligible Title I, Part A, public schools and for services to eligible students in private schools. The allocations on this page are to provide direct services to eligible Title I students.

Agency:

Western Placer Unified

CD code:

3 | 1 | 6 | 6 | 9 | 5 | 1

CDE Contact: Richard Graham - 916-319-0303 - RGraham@cde.ca.gov

Judi Brown - 916-319-0942 - JBrown@cde.ca.gov

☐ The page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

A	B	C	D	E	F	G	H	I	J	
Name of School	Grade Span Group	Percent of Low-Income Students	Number of Low-Income Students	Title I, Part A \$ per Low-Income Student Number	Site-Level Carryover, If Applicable	Title I, Part A (Basic Grant) (D x E + F = G)	Title I, Part A (Parent Involvement for NCLB, Sec. 1118)	Private School Set-aside	Title I, Part A Total (G + H + I)	
First Street	6117493	1	73.2	306	518.0250	66,493	225,009	1,447	0	226,456
Phoenix High (Continuation)	3130036	3	50.6	44	517.8500	20,945	43,730	1,100	0	44,830
Sheridan	6031363	1	48.8	39	517.8500	7,909	28,105	1,100	0	29,205
Creekside Oaks Elementary	6098610	1	45.7	282	517.6000	54,763	200,726	1,100	0	201,826
Glen Edwards Middle	6108351	2	43.7	279	517.5900	21,425	165,833	1,100	0	166,933
Carlin C. Coppin Elementary	6085252	1	36.4	156	0.0000	0	0	0	0	0
Lincoln High	3134657	3	30.1	444	0.0000	0	0	0	0	0
Twelve Bridges Middle	0111385	2	25.4	213	0.0000	0	0	0	0	0
Foskett Ranch Elementary	0108514	1	19.1	97	0.0000	0	0	0	0	0

2009-10 District Allocations of Title I, Part A, Funds to Schools

Consolidated Application

Purpose: To calculate and indicate the amount of funds to be allocated to eligible Title I, Part A, public schools and for services to eligible students in private schools. The allocations on this page are to provide direct services to eligible Title I students.

CDE Contact: Richard Graham - 916-319-0303 - RGraham@cde.ca.gov
Judi Brown - 916-319-0942 - JBrown@cde.ca.gov

☐ The page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

Agency:

Western Placer Unified

CD code:

3 | 1 | 6 | 6 | 9 | 5 | 1

A	B	C	D	E	F	G	H	I	J	
Name of School	School Code	Grade Span Group	Percent of Low-Income Students	Number of Low-Income Students	Title I, Part A \$ per Low-Income Student Number	Site-Level Carryover, If Applicable	Title I, Part A (Basic Grant) (D x E + F = G)	Title I, Part A (Parent Involvement for NCLB, Sec. 1118)	Private School Set-aside	Title I, Part A Total (G + H + I)
Lincoln Crossing Elementary	0113068	1	17.9	104	0.0000	0	0	0	0	0
Twelve Bridges Elementary	0106443	1	8.3	59	0.0000	0	0	0	0	0
Community Christian Schools	7089469	P	0.0	0	0.0000	0	0	0	0	0
Adjusted total allocations							663,403	5,847	0	669,250

4,312

2009-10 Title I, Part A, Program Improvement (PI) Activities and Expenditures Report

California Department of Education

Consolidated Application

Purpose: To report mid-year activities and funds expended on NCLB Public School Choice (Choice) and Supplemental Educational Services (SES).

Agency:

Western Placer Unified

CD code:

3 | 1 | 6 | 6 | 9 | 5 | 1

CDE Contact: Lana Zhou - 916 319-0956 - LZhou@cde.ca.gov

Sandi Ridge - 916 319-0243 - SRidge@cde.ca.gov

☐ This page is not applicable because the LEA did not have schools in Program Improvement in 2009-10.

A. Program Improvement Activities

2009-10 Mid-Year Report

1.	The number of students in PI schools Year 1 - 5 who applied for Public School Choice ((Choice) under No Child Left Behind (NCLB) Act.	6
2.	The number of students who transferred from a PI school Year 1 or above to attend a non-PI school under NCLB.	6
3.	The number of students who transferred from a PI school Year 1 or above to attend a non-PI school under a local or state school choice program.	0
4.	The number of students in PI schools Year 2 or above who applied for supplemental educational services (SES).	0
5.	The number of students in PI schools Years 2 or above who received SES.	0

B. Expenditures of Funds Encumbered for Choice Transportation and SES

2009-10 Mid-Year Report

Title I, Part A		Non-Title I, Part A	
1.	Amount of funds expended for Choice transportation for students who transferred from a PI school to a non-PI school under NCLB.	0	0
2.	Amount of funds expended for SES for eligible students enrolled in PI schools Years 2-5.	0	0
3.	Amount of funds expended for parent outreach activities for Choice and SES.	200	0
4.	Total amount expended for Choice and SES (line B.1. + B.2 + B.3.)	200	0

7312

2009-10 Consolidated Application Comment Form

Page Number

CD Code

District Name

Page 37: Program Improvement

3166951

Western Placer Unified

School Code

Comments

Although funds were set aside for transportation for students to attend a non-PI school for our one elementary school in PI and for our one continuation high school in PI, the six elementary students who transferred to a non-PI school did not request or require transportation as the school they chose is very close to the PI school. No continuation high school students requested transfer from the PI continuation high school.

For our one elementary school in PI Year 2, although funds were set aside for SES, noone took advantage of these funds.

Costs of mailings to parents re PI status, school choice and supplemental services are noted.

4.314

2009-10 District Allocation of Title I, Part D, Neglected, Delinquent, or At-Risk Funds

California Department of Education

Consolidated Application

Purpose: To allocate Title I, Part D, Neglected, Delinquent, or At-Risk funds for 2009-10.

Agency:

Western Placer Unified

CD code:

3 | 1 | 6 | 6 | 9 | 5 | 1

CDE Contact: Jeff Breshears 916-319-0946 JBreshears@cde.ca.gov

Lorene Euerle 916-310-0728 LEuerle@cde.ca.gov

☒ This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

SACS Resource Code: 3025

Description

Title I, Part D, Subpart 2

1.	2009-10 entitlement		0
2.	2008-09 carryover (as of 6/30/09)	(+)	0
3.	Repayment of funds	(+)	0
4.	Total approved allocation (line 1 + 2 + 3)	(=)	0
5.	Reserved for indirect costs	(-)	0
6.	Reserved for administration	(-)	0
7.	Adjusted total allocation (line 4 - 5 - 6)	(=)	0

4315

2009-10 District Allocation of Title II, Part A, Improving Teacher Quality, Funds

California Department of Education

Consolidated Application

Purpose: To allocate Title II, Part A, Improving Teacher Quality, funds for 2009-10.

Agency: Western Placer Unified

CD Code: 3 | 1 | 6 | 6 | 9 | 5 | 1

CDE Contact: Jackie Rose 916-322-9503 JRose@cde.ca.gov
Kelly Heffington 916-324-5689 KHeffington@cde.ca.gov

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

A. All LEAs complete this section		B. Only NCLB Section 2141 LEAs complete this section	
Description	Amount	<input type="checkbox"/> This section is N/A because LEA is not in 2141 <input checked="" type="checkbox"/> The LEA certifies it will follow the agreement of 2141	Description
1. 2009-10 entitlement	122,629		Professional Development
2. Transferred in	0		A 1. Professional Development for Teachers
3. Transferred out	0		A 2. Professional Development for Administrators
4. 2009-10 amount after transfer (lines 1 + 2 - 3)	122,629		A 3. Subject Matter Project
5. 2008-09 carryover	74,819		Exams and Test Prep
6. Repayment of funds	0		B 1. Exam Fees, Reimbursement
7. Funds available for flexible use under Rural Education Achievement Program (REAP)*	0		B 2. Test preparation training and/or materials
8. Total approved allocation (line 4 = 5 + 6)	197,448		Recruitment, Training and Retaining
9. Reserved for indirect and administrative costs	13,090		C 1. Recruitment Activities
10. Adjusted total allocation (line 8 - 9)	184,358		C 2. Hiring Incentive, Relocation allotment
			C 3. National Board Certification and/or Stipend
			C 4. VPSS
			C 5. University Course Work
			Total Budgeted Amount
			74,000

*If page 2 indicates participation in Title VI, Subpart 1, REAP Flexibility, this will be line - line 3 + line 5 + line 6; otherwise it will be zero.

43.16

2008-09 Title II, Part A, Expenditure Report

Consolidated Application

Purpose: To report Title II, Part A, Improving Teacher Quality Program expenditures for the 2008-09 fiscal year for cash management.

GDE Contact: Jackie Rose 916-322-9503 JRose@cde.ca.gov
Kelly Heffington 916-324-5689 KHeffington@cde.ca.gov

Agency:

Western Placer Unified

CD Code:

3 | 1 | 6 | 6 | 9 | 5 | 1

☐ The page is not applicable because the LEA did not participate in this type of funding in 2008-09.

Note: Funding transferred out should be included as an expenditure in the quarter the transfer was made.

2008-09 Expenditure

1. Entitlement Amount Only: (Do not include previous year carryover)		\$	123,507
a. Quarter 1 Expenditures	(07/01/08 - 09/30/08)	\$	0
b. Quarter 2 Expenditures	(10/01/08 - 12/31/08)	\$	0
c. Quarter 3 Expenditures	(01/01/09 - 03/31/09)	\$	3,067
d. Quarter 4 Expenditures	(04/01/09 - 06/30/09)	\$	45,621
3. Cumulative Total (2.a. + 2.b. + 2.c. + 2.d.)		\$	48,688
4. Carryover from Year One (required to be spent by end of year two)		\$	74,819
a. Quarter 5 Expenditures	(07/01/09 - 09/30/09)	\$	17,276
b. Quarter 6 Expenditures	(10/01/09 - 12/31/09)	\$	12,886
c. Quarter 7 Expenditures	(01/01/10 - 03/31/10)	\$	7,139
d. Quarter 8 Expenditures	(04/01/10 - 06/30/10)		
e. Quarter 9 Expenditures	(07/01/10 - 09/30/10)		
6. Cumulative Total (5.a. + 5.b. + 5.c. + 5.d. + 5.e.)		\$	37,301
7. Grand Total (line 3 + line 6)		\$	85,989
8. Unexpended Funds (line 1 - line 7)		\$	37,518

* Note that encumbrances through 03/31/10 may be included as an expenditure.

43.17

2009-10 District Allocation of Title III, Part A, Funds

Purpose: To allocate Title III, Part A, funds for 2009-10.

CDE Contact: Immigrant: Clifton Davis - 916 323-5808 - CDavis@cde.ca.gov

LEP: Patty Stevens - 916 323-5838 - PSTevens@cde.ca.gov

Agency:

Western Placer Unified

CD code:

3 | 1 | 6 | 6 | 9 | 5 | 1

☐ This page is not applicable because the LEA is not participating in Title III, Part A.

Description	SACS Resource Code: 4201		SACS Resource Code: 4203	
	Title III, Part A (Immigrant)		Title III, Part A (LEP)	
1. 2009-10 entitlement	0		72,200	
2. 2008-09 carryover (as of 6/30/2009)	(+) 1,567		37,340	
3. Repayment of funds	(+) 0		0	
4. Total approved allocation (line 1 + 2 + 3)	(=) 1,567		109,540	
5. Reserved for administration and indirect costs (2% cap on Limited English Proficient (LEP))	(-) 97		2,190	
6. Adjusted total allocation (line 4 - 5) for LEA use only	(=) 1,470		107,350	

Title III Expenditure Report for 2008-09 and 2009-10 Allocations

California Department of Education

Consolidated Application

Purpose: To report Title III LEP and/or Immigrant Program expenditures for the 2008-09 and 2009-10 allocations. Consortia Lead is responsible for reporting the entire consortia application.

CDE Contact: Immigrant: Giffon Davis 916 323-5808 - CDavis@cde.ca.gov
LEP: Patty Stevens 916 323-5838 - PStevens@cde.ca.gov

Agency:		Western Placer Unified									
CD Code:	3	1	6	6	9	5	1				
<input type="checkbox"/> The page is not applicable because the LEA did not participate in either type of funding.											

	Allocation Issued Fiscal Year 2008-09		Allocation Issued Fiscal Year 2009-10	
Description	Immigrant (SACS 4201)	LEP (SACS 4203)	Immigrant (SACS 4201)	LEP (SACS 4203)
1. Entitlement	\$ 15,580	\$ 65,930	\$ 0	\$ 72,200
2. Total expended to date (07/01/08 - 12/31/09)	\$ 15,580	\$ 65,930		
3. Total expended to date (07/01/09 - 12/31/09)			\$ 0	\$ 5,448
4. Unexpended funds	\$ 0	\$ 0	\$ 0	\$ 66,752
5. Interest earned	\$ 0	\$ 0		

0124

2008-09 Title IV, Part A (SDFSC), Annual Fiscal Report and Carryover Calculation

California Department of Education

Consolidated Application

Purpose: To report expenditures and determine available budget resources and to calculate Title IV, Part A (SDFSC), carryover from 2008-09.

CDE Contact: Lynette Mayhew 916-319-0198 LMayhew@cde.ca.gov

Agency:

Western Placer Unified

CD code:

3 | 1 | 6 | 6 | 9 | 5 | 1

☐ The page is not applicable. The LEA did not participate in Title IV, Part A (SDFSC), in 2008-09.

A. Title IV, Part A Annual Fiscal Report

1. 2008-09 entitlement amount (must be spent by 9/30/10)	16,664
2. Transferability - Transferred in for Title IV, Part A (SDFSC), use per Section 6123, NCLB	0
3. Transferability - Transferred out of Title IV, Part A (SDFSC), for use in another program per Section 6123, NCLB	0
4. 2008-09 REAP funds from other programs flexibly used for Title IV (SDFSC) per Section 6211, NCLB	0
5. 2008-09 Title IV (SDFSC) REAP funds flexibly used for other NCLB programs per Section 6211, NCLB	0
6. 2007-08 Title IV (SDFSC) Carryover funds (must have been spent or obligated by 9/30/09)	15,161
7. Total 2008-09 Resources	31,825
8. Total 2008-09 Expenditures and Encumbrances	31,820

B. Title IV, Part A Carryover Calculation

9. Unspent 2007-08 funds: If line 8 is greater than or equal to line 6, this is "0." If line 6 is greater than line 9, this is line 6 minus line 8. These unspent funds reverted 9/30/09. CDE will bill the LEA for these funds.	0
10. Balance to be carried forward into 2009-10 (line 7 minus lines 8 and 9)	5
11. Percent (%) of 2008-09 entitlement to be carried into 2009-10 (line 10 divided by line 1 times 100). If more than 25 percent, complete the bottom section of this page.	0.03%

C. Title IV, Part A Carryover Request Justification

- Explanation of why these funds could not be spent during fiscal year 2008-09. (The LEA must demonstrate good cause for not expending 75 percent or more of its 2008-09 Title IV, Part A (SDFSC), entitlement.)
- Description of how these carryover funds will be used to implement the SDFSC Program in fiscal year 2009-10.

Note: Carryover funds must be spent in accordance with the provisions set forth in Public Law 107-110, No Child Left Behind, Title IV, Part A SDFSC.

4.3.20

2009-10 District Allocation of Title IV, Part A (SDFSC), Funds

Consolidated Application

Purpose: To allocate Title IV, Part A (SDFSC), funds for 2009-10.		Agency: Western Placer Unified	
CDE Contact: Lynette Mayhew - (916) 319-0198 - LMayhew@cde.ca.gov		<input type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.	
Description		SACS Resource Code: 3710 Title IV, Part A (SDFSC)	
1.	2009-10 entitlement		18,196
2.	Transferred in	(+)	0
3.	Transferred out	(-)	0
4.	2009-10 amount after transfer (line 1 + 2 - 3)	(=)	18,196
5.	2008-09 carryover (as 6/30/09)	(+)	5
6.	Repayment of funds	(+)	0
7.	Funds available for flexible use under REAP*		0
8.	Total approved allocation (line 4 + 5 + 6)	(=)	18,201
9.	Reserved for administration and indirect costs (combined total capped at 2%)	(-)	364
10.	Adjusted total allocation (line 8 - 9)	(=)	17,837

*If page 2 indicates participation in Title IV, Subpart 1, REAP Flexibility, this will be line 1 - line 3 + line 5 + line 6; otherwise it will be zero.

4,321

2008-09 TUPE Annual Fiscal Report and Carryover Calculation

California Department of Education

Consolidated Application

Purpose: To determine available budget resources from previous years and to calculate Tobacco-Use Prevention Education (TUPE) carryover from 2008-09.

Agency:
Western Placer Unified

CDE Contact: Shalonn Woodard - (916) 319-0197 - SWoodard@cde.ca.gov

☐ The page is not applicable. The LEA did not participate in TUPE in 2008-09.

CD code: 3 | 1 | 6 | 6 | 9 | 5 | 1

TUPE Annual Fiscal Report		2008-09 TUPE Carryover Calculation						
1. 2008-09 entitlement	8,629							
2. 2007-08 TUPE carryover funds (must be spent or obligated by 6/30/10)	6,455							
3. 2006-07 TUPE carryover funds (must have been spent by 6/30/09)	0							
4. Total 2008-09 TUPE resources (sum of lines 1 - 3)	15,084							
5. Total 2008-09 Expenditures/Encumbrances	6,425							

TUPE Carryover Request Justification

<p>1. Explanation of why these funds could not be spent during the 2008-09 fiscal year. (The LEA must demonstrate good cause for not expending 75 percent or more of its 2008-09 TUPE entitlement.)</p> <p>With an intensive focus on implementing English Language Arts intervention programs and Professional Learning Communities to support student learning and to meet AYP and API requirements, we were not able to place as much focus on TUPE programs and activities.</p>	<p>2. Description of how these carryover funds will be used to implement TUPE in the 2009-10 fiscal year. (The use of TUPE carryover funds is limited to those activities that will directly result in the prevention of tobacco use and must comply with all TUPE program requirements, the Principles of Effectiveness, and the LEA's approved LEA Plan.)</p> <p>Further develop tobacco information and prevention programs through life science classes at the high school level through purchase of materials to support the understanding and study of healthy lungs and cardiovascular systems and prevention strategies.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

*These funds reverted 6/30/09. CDE will bill the LEA for these funds.

4,322

2009-10 Consolidation of NCLB Administrative Funds

Consolidated Application

Purpose: To declare the agency's intent to consolidate NCLB administrative funds and identify what programs will be included in the consolidation.

Agency:

Western Placer Unified

CD code:

3 | 1 | 6 | 6 | 9 | 5 | 1

☐ This page is not applicable because the LEA did not participate in any of the listed programs.

CDE Contact: Julie Brucklacher 916-327-0858 JBruckla@cde.ca.gov

Notes:

1. Section 9203 of the Elementary and Secondary Education Act of 1965, as amended by the NCLB Act of 2001, allows an LEA to consolidate, for the administration of one or more programs under NCLB (or such other programs as the U.S. Secretary of Education shall designate), not more than the percentage, established in each program, of the total available for the LEA under those programs.
2. Refer to the instructions for the maximum amount of administrative funds from the different NCLB titles that may be consolidated.
3. An LEA that consolidates administrative funds shall not use any other funds under the programs included in the consolidation for administration for that fiscal year (ESEA Sec. 9203(c)).
4. Pooled costs may be treated as one cost objective. An LEA is not required to keep separate records, by individual program, to account for costs relating to the administration of the programs included in the consolidation (ESEA Sec. 9203(e)).
5. CDE approval to consolidate administrative funds is valid only for the fiscal year requested.

The programs for which this agency is requesting to consolidate administrative funds are indicated by a check in the "YES" box below.

SACS Code	Programs	Yes	No
3010, 3011	Title I, Part A (Basic Programs)		X
3060	Title I, Part C (Migrant Education)		X
3025, 3026	Title I, Part D (Neglected and Delinquent Children)		X
4035	Title II, Part A (Teacher Training and Recruiting)		X
4036	Title II, Part A (Principal Training and Recruiting)		X
4045	Title II, Part D (Enhancing Education Through Technology)		X
4201	Title III (Immigrant Students)		X
4203	Title III (LEP Students)		X
3710	Title IV, Part A (Safe and Drug-Free Schools and Communities)		X
4124	Title IV, Part B (21st Century Community Learning Centers)		X

4, 3, 2, 1

October 2009 School-Level Free and Reduced-Price Meals Eligibility Data Collection

California Department of Education Consolidated Application

Purpose: To collect data used for LEA grant determinations for Title I, Part A as well as several other state and federal categorical programs. Additionally, the data will be used on the Title I ranking page of Part I of the 2010-11 ConApp.

CDE Contact: (916) 323-8068 - trpminfo@cde.ca.gov

A		B	C	D		E	F
Name of School School Code	Charter School Number	Lowest Grade Served	Highest Grade Served	Number of Enrolled Students Ages 5-17			
				Enrolled	Eligible for Free Meals*	Eligible for Reduced- Price Meals*	
Twelve Bridges Elementary	0106443	KK	05	712	48	24	
Foskett Ranch Elementary	0108514	KK	05	548	91	36	
Twelve Bridges Middle	0111385	06	08	840	177	45	
Lincoln Crossing Elementary	0113068	KK	05	605	89	23	
Phoenix High (Continuation)	3130036	09	12	85	38	9	
Lincoln High	3134657	09	12	1,459	357	122	
Sheridan	6031363	KK	05	91	45	15	
Carlin C. Coppin Elementary	6085252	KK	05	443	146	42	
Creekside Oaks Elementary	6098610	KK	05	640	233	46	

Agency:

Western Placer Unified

CD code:

3 | 1 | 6 | 6 | 9 | 5 | 1

4,324

October 2009 School-Level Free and Reduced-Price Meals Eligibility Data Collection

California Department of Education Consolidated Application

Purpose: To collect data used for LEA grant determinations for Title I, Part A as well as several other state and federal categorical programs. Additionally, the data will be used on the Title I ranking page of Part I of the 2010-11 ConApp.

Agency:

Western Placer Unified

CD code:

3 | 1 | 6 | 6 | 9 | 5 | 1

CDE Contact: (916) 323-8068 - trpminfo@cde.ca.gov

A	B	C	D	E	F
Name of School School Code	Charter School Number	Lowest Grade Served	Highest Grade Served	Number of Enrolled Students Ages 5-17	
				Enrolled	Eligible for Free Meals*
Glen Edwards Middle 6108351		06	08	632	251
First Street 6117493		KK	05	415	267
					33

*Eligibility tables can be found at <http://www.cde.ca.gov/snu/sn/eligmaterials.asp>

52-23-4

2009-10 Consolidated Application Contact Pages

California Department of Education

Consolidated Application

Purpose: To maintain a complete listing of contact information for each district.

Agency:

Western Placer Unified

CD code:

3 | 1 | 6 | 6 | 9 | 5 | 1

CDE Contact: Linda Parker 916-319-0297 LParker@cde.ca.gov

Consolidated Application	<table border="1"> <tr> <td>Name</td> <td>Mary Boyle</td> <td>Title</td> <td>Asst Supt Ed Services</td> <td>Salutation</td> <td></td> </tr> <tr> <td>Phone</td> <td>(916) 645-6350</td> <td>FAX</td> <td>(916) 645-6356</td> <td>E-mail</td> <td>boylemar@wpusd.k12.ca.us</td> </tr> </table>	Name	Mary Boyle	Title	Asst Supt Ed Services	Salutation		Phone	(916) 645-6350	FAX	(916) 645-6356	E-mail	boylemar@wpusd.k12.ca.us	
Name	Mary Boyle	Title	Asst Supt Ed Services	Salutation										
Phone	(916) 645-6350	FAX	(916) 645-6356	E-mail	boylemar@wpusd.k12.ca.us									
Title I, Part A <input type="checkbox"/> Contact is N/A	<table border="1"> <tr> <td>Name</td> <td>Mary Boyle</td> <td>Title</td> <td>Asst Supt Ed Services</td> <td>Salutation</td> <td></td> </tr> <tr> <td>Phone</td> <td>(916) 645-6350</td> <td>FAX</td> <td>(916) 645-6356</td> <td>E-mail</td> <td>boylemar@wpusd.k12.ca.us</td> </tr> </table>	Name	Mary Boyle	Title	Asst Supt Ed Services	Salutation		Phone	(916) 645-6350	FAX	(916) 645-6356	E-mail	boylemar@wpusd.k12.ca.us	
Name	Mary Boyle	Title	Asst Supt Ed Services	Salutation										
Phone	(916) 645-6350	FAX	(916) 645-6356	E-mail	boylemar@wpusd.k12.ca.us									
Title I, D, Neglected or Delinquent <input type="checkbox"/> Contact is N/A	<table border="1"> <tr> <td>Name</td> <td>Mary Boyle</td> <td>Title</td> <td>Asst Supt Ed Services</td> <td>Salutation</td> <td></td> </tr> <tr> <td>Phone</td> <td>(916) 645-6350</td> <td>FAX</td> <td>(916) 645-6356</td> <td>E-mail</td> <td>boylemar@wpusd.k12.ca.us</td> </tr> </table>	Name	Mary Boyle	Title	Asst Supt Ed Services	Salutation		Phone	(916) 645-6350	FAX	(916) 645-6356	E-mail	boylemar@wpusd.k12.ca.us	
Name	Mary Boyle	Title	Asst Supt Ed Services	Salutation										
Phone	(916) 645-6350	FAX	(916) 645-6356	E-mail	boylemar@wpusd.k12.ca.us									
Parent/Family Involvement <input type="checkbox"/> Contact is N/A	<table border="1"> <tr> <td>Name</td> <td>Mary Boyle</td> <td>Title</td> <td>Asst Supt Ed Services</td> <td>Salutation</td> <td></td> </tr> <tr> <td>Phone</td> <td>(916) 645-6350</td> <td>FAX</td> <td>(916) 645-6356</td> <td>E-mail</td> <td>boylemar@wpusd.k12.ca.us</td> </tr> </table>	Name	Mary Boyle	Title	Asst Supt Ed Services	Salutation		Phone	(916) 645-6350	FAX	(916) 645-6356	E-mail	boylemar@wpusd.k12.ca.us	
Name	Mary Boyle	Title	Asst Supt Ed Services	Salutation										
Phone	(916) 645-6350	FAX	(916) 645-6356	E-mail	boylemar@wpusd.k12.ca.us									
Title II, Part A (Teacher Quality) <input type="checkbox"/> Contact is N/A	<table border="1"> <tr> <td>Name</td> <td>Mary Boyle</td> <td>Title</td> <td>Asst Supt Ed Services</td> <td>Salutation</td> <td></td> </tr> <tr> <td>Phone</td> <td>(916) 645-6350</td> <td>FAX</td> <td>(916) 645-6356</td> <td>E-mail</td> <td>boylemar@wpusd.k12.ca.us</td> </tr> </table>	Name	Mary Boyle	Title	Asst Supt Ed Services	Salutation		Phone	(916) 645-6350	FAX	(916) 645-6356	E-mail	boylemar@wpusd.k12.ca.us	
Name	Mary Boyle	Title	Asst Supt Ed Services	Salutation										
Phone	(916) 645-6350	FAX	(916) 645-6356	E-mail	boylemar@wpusd.k12.ca.us									
Title III, Part A (LEP/Immigrant) <input type="checkbox"/> Contact is N/A	<table border="1"> <tr> <td>Name</td> <td>Mary Boyle</td> <td>Title</td> <td>Asst Supt Ed Services</td> <td>Salutation</td> <td></td> </tr> <tr> <td>Phone</td> <td>(916) 645-6350</td> <td>FAX</td> <td>(916) 645-6356</td> <td>E-mail</td> <td>boylemar@wpusd.k12.ca.us</td> </tr> </table>	Name	Mary Boyle	Title	Asst Supt Ed Services	Salutation		Phone	(916) 645-6350	FAX	(916) 645-6356	E-mail	boylemar@wpusd.k12.ca.us	
Name	Mary Boyle	Title	Asst Supt Ed Services	Salutation										
Phone	(916) 645-6350	FAX	(916) 645-6356	E-mail	boylemar@wpusd.k12.ca.us									

43.26

2009-10 Consolidated Application Contact Pages

California Department of Education

Consolidated Application

Purpose: To maintain a complete listing of contact information for each district.

Agency:

Western Placer Unified

CD code:

3 1 6 6 9 5 1

CDE Contact: Linda Parker 916-319-0297 LParker@cde.ca.gov

Title IV (SDFSC) and TUPE

☐ Contact is N/A

Name	Title	Salutation
Mary Boyle	Asst Supt Ed Services	
Phone	FAX	E-mail
(916) 645-6350 Ext.	(916) 645-6356	boylemar@wpusd.k12.ca.us

Title I, Part A, Supplemental Ed. Services

☐ Contact is N/A

Name	Title	Salutation
Mary Boyle	Asst Supt Ed Services	
Phone	FAX	E-mail
(916) 645-6350 Ext.	(916) 645-6356	boylemar@wpusd.k12.ca.us

Foster Youth Education Liaison

Name	Title	Salutation
Mary Boyle	Asst Supt Ed Services	
Phone	FAX	E-mail
(916) 645-6350 Ext.	(916) 645-6356	boylemar@wpusd.k12.ca.us

Homeless Liaison

Name	Title	Salutation
Mary Boyle	Asst Supt Ed Services	
Phone	FAX	E-mail
(916) 645-6350 Ext.	(916) 645-6356	boylemar@wpusd.k12.ca.us

Rural Education Achievement Program (REAP)

☒ Contact is N/A

Name	Title	Salutation
Phone	FAX	E-mail
() - Ext.	() -	

School Safety & Violence Prevention
AB 1113, 1999

Name	Title	Salutation
Mary Boyle	Asst Supt Ed Services	
Phone	FAX	E-mail
(916) 645-6350 Ext.	(916) 645-6356	boylemar@wpusd.k12.ca.us

4.3.27

**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:

Report of Disclosure Requirements for Quarterly Reports of Investments.

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Joyce Lopes
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

January 19, 2010

ROLL CALL REQUIRED:

No

BACKGROUND:

Government Code 53646 requires that if a local agency has placed all of its investments in the Local Agency Investment Fund or in a Federal Deposit Insurance Corporation insured accounts in a bank or savings and loan association, in a county investment pool or any combination of these, the chief financial officer needs to provide to the Board of Trustees the most recent statement of statements received by the local agency from these institutions.

The District maintains its entire reserve in the County of Placer investment pool. Therefore, to meet the requirements of Government Code 53646, the County of Placer Treasurer's Investment Reports are submitted to the District's Board of Trustees on a quarterly basis for their review.

RECOMMENDATION:

Accept the report of disclosure requirements for quarterly reports of investments.

4.5

Office of
Jenine Windeshausen
Treasurer-Tax Collector
County of Placer



COUNTY OF PLACER

TREASURER'S POOLED INVESTMENT REPORT

For the Month of OCTOBER 31, 2009

4.5.1

2976 Richardson Drive • Auburn, California 95603
Tax Collector / Business Licenses (530) 889-4120 • Treasurer (530) 889-4140 • Bonds (530) 889-4146

PREFACE

Placer County Treasurer's Pooled Investment Report

October 31, 2009

Market values are only relevant if the investment is sold prior to maturity. Profit or loss would be realized only if the specific investment were to be sold.

For the purpose of clarity the following glossary of investment terms has been provided.

Book Value is the purchase price of a security plus amortization of any premium or discount. This may be more or less than face value, depending upon whether the security was purchased at a premium or at a discount.

Face Value is the principal amount of a security and the amount of principal that will be paid at maturity.

Market Value is the value at which a security can be sold at the time it is priced or the need to sell arises.

Government Code 53646 Compliance Report

The following information is a monthly update of funds on deposit in the Placer County Treasury pursuant to California Government code Section 53646. Further details of individual investments are included in the Treasurer's Monthly Investment Report. All investment transactions and decisions have been made with full compliance with California Government Code and Placer County's Statement of Investment Policy.

Individual securities are priced at the end of each month by Wells Fargo Bank.

The Weighted Average Maturity of the investments with the Treasury is 1,266 days.

The ability of the Placer County Treasury to meet its cash flow needs is demonstrated by \$113,258,029.01 in cash and investments maturing in the next 180 days.

4.5.2



**General Fund
Portfolio Management
Portfolio Summary
October 31, 2009**

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 360 Equiv.	YTM 365 Equiv.
U.S. Treasury Coupons	50,000,000.00	50,756,618.76	49,944,567.02	5.05	1,040	784	1.875	1.901
Federal Agency Coupons	618,973,000.00	622,572,118.21	618,883,817.87	62.62	1,426	1,233	2.533	2.568
Medium Term Notes	191,085,000.00	197,164,593.75	192,704,400.09	19.50	1,090	577	3.850	3.701
PFA - HELICOPTER	1,500,000.00	1,500,000.00	1,500,000.00	0.15	2,559	2,353	2.442	2.476
Local Agency GO Bond	245,000.00	245,000.00	245,000.00	0.02	931	801	0.545	0.552
Local Agency Bonds	34,637,963.00	34,637,963.00	34,637,963.00	3.50	10,861	9,648	4.941	5.010
Rolling Repurchase Agreements - 2	90,347,949.88	90,347,949.88	90,347,949.88	9.14	1	1	0.132	0.134
Investments	986,798,912.88	997,224,243.60	988,263,697.86	100.00%	1,546	1,266	2.582	2.618
Cash								
Passbook/Checking (not included in yield calculations)	5,134,934.70	5,134,934.70	5,134,934.70		1	1	0.000	0.000
Total Cash and Investments	991,933,847.58	1,002,359,178.30	993,398,632.56		1,546	1,266	2.582	2.618

Total Earnings	October 31 Month Ending	Fiscal Year To Date
Current Year	2,132,520.33	9,183,590.99
Average Daily Balance	989,327,748.71	1,042,773,891.67
Effective Rate of Return	2.54%	2.61%

Kimberly Hawley
KIMBERLY HAWLEY, CHIEF DEPUTY TREASURER

11/2/09

F.S.B.

General Fund
Portfolio Management
Portfolio Details - Investments
October 31, 2009

Page 2

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
U.S. Treasury Coupons											
912828HU7	06920	U. S. TREASURY COUPON		04/08/2008	10,000,000.00	10,064,800.00	9,992,046.83	1.750	1.921	160	03/31/2010
912828HY9	08070	U. S. TREASURY COUPON		08/30/2008	10,000,000.00	10,498,400.00	10,115,596.98	3.125	2.732	1,278	04/30/2013
912828KJ3	08226	U. S. TREASURY COUPON		06/09/2009	10,000,000.00	10,040,851.64	9,924,759.13	0.875	1.355	576	05/31/2011
912828LB4	09266	U. S. TREASURY COUPON		08/12/2009	10,000,000.00	10,075,513.04	9,947,877.23	1.500	1.718	987	07/15/2012
912828KP4	09267	U. S. TREASURY COUPON		08/12/2009	10,000,000.00	10,077,054.08	9,964,286.85	1.375	1.631	926	05/15/2012
		Subtotal and Average	49,941,032.40		50,000,000.00	50,756,818.78	49,944,587.02		1.875	784	
Federal Agency Coupons											
31331YVX5	06895	FEDERAL FARM CREDIT BANK		03/18/2008	10,000,000.00	10,125,000.00	10,012,882.35	3.950	3.733	1,219	03/04/2013
31331GQG7	08150	FEDERAL FARM CREDIT BANK		03/17/2009	10,000,000.00	10,150,000.00	10,000,000.00	1.800	1.775	501	03/17/2011
31331GQF9	08157	FEDERAL FARM CREDIT BANK		03/24/2009	10,000,000.00	10,046,800.00	10,008,798.40	1.850	1.738	507	03/23/2011
31331GP45	09280	FEDERAL FARM CREDIT BANK		09/10/2009	10,000,000.00	10,075,000.00	10,000,000.00	2.000	1.973	1,044	09/10/2012
31331GS28	09281	FEDERAL FARM CREDIT BANK		09/23/2009	10,000,000.00	10,037,500.00	9,992,897.92	2.350	2.337	1,422	09/23/2013
31331GV63	09290	FEDERAL FARM CREDIT BANK		10/07/2009	10,000,000.00	10,021,900.00	10,000,000.00	2.700	2.683	1,436	10/07/2013
31333NVV7	06802	FEDERAL HOME LOAN BANK		01/04/2008	10,000,000.00	10,075,000.00	10,000,000.00	4.625	4.582	1,160	01/04/2013
31333XPZ31	06898	FEDERAL HOME LOAN BANK		03/19/2008	10,000,000.00	10,146,800.00	10,000,000.00	4.000	3.945	1,234	03/19/2013
31333XRE55	07017	FEDERAL HOME LOAN BANK		06/09/2008	10,000,000.00	10,200,000.00	10,000,000.00	3.550	3.501	585	06/09/2011
31333TW77	08233	FEDERAL HOME LOAN BANK		06/22/2009	10,000,000.00	10,103,100.00	9,955,972.22	2.250	2.341	864	06/22/2012
31333XUN33	09276	FEDERAL HOME LOAN BANK		08/27/2009	10,000,000.00	10,012,500.00	10,000,000.00	2.250	2.219	1,030	08/27/2012
31333XUFN8	09279	FEDERAL HOME LOAN BANK		09/01/2009	10,000,000.00	10,052,850.00	10,020,033.02	2.100	2.028	1,013	09/01/2012
31333XUT94	09282	FEDERAL HOME LOAN BANK		08/24/2009	10,000,000.00	10,015,600.00	10,000,000.00	2.070	2.042	1,058	08/24/2012
31333XUYR8	09285	FEDERAL HOME LOAN BANK		09/29/2009	10,000,000.00	10,046,900.00	10,000,000.00	2.050	2.022	1,082	09/28/2012
31333XUUS0	09287	FEDERAL HOME LOAN BANK		09/30/2009	10,000,000.00	10,009,400.00	9,990,172.22	2.500	2.487	1,794	09/30/2014
31333XUW82	09289	FEDERAL HOME LOAN BANK		10/08/2009	10,000,000.00	10,012,500.00	10,000,000.00	2.375	2.342	1,800	10/08/2014
31333XV2E0	09292	FEDERAL HOME LOAN BANK		10/15/2009	10,000,000.00	10,025,000.00	10,000,000.00	2.000	1.973	1,079	10/15/2012
3128X8HR6	08133	FED HOME LOAN MORT CORP		02/05/2009	10,000,000.00	10,054,800.00	9,957,393.00	3.000	3.066	1,556	02/04/2014
3128X8HR6	08135	FED HOME LOAN MORT CORP		02/10/2009	10,000,000.00	10,054,800.00	9,954,710.70	3.000	3.073	1,556	02/04/2014
3128X8KQ4	08148	FED HOME LOAN MORT CORP		03/12/2009	10,000,000.00	10,075,400.00	9,875,510.36	3.250	3.268	1,570	02/18/2014
3128X8RT1	08149	FED HOME LOAN MORT CORP		03/16/2009	10,000,000.00	10,054,000.00	10,000,000.00	2.125	2.098	500	03/16/2011
3128X8QG0	08153	FED HOME LOAN MORT CORP		03/23/2009	10,000,000.00	10,062,300.00	10,062,300.00	2.125	2.198	691	09/23/2011
3137EABG3	08174	FED HOME LOAN MORT CORP		04/14/2009	10,000,000.00	10,128,100.00	10,099,045.08	2.875	0.857	180	04/30/2010
3128X8WF5	08179	FED HOME LOAN MORT CORP		04/23/2009	10,000,000.00	10,032,100.00	10,000,000.00	3.000	2.959	1,632	04/21/2014
3128X8MY5	08192	FED HOME LOAN MORT CORP		05/05/2009	18,978,000.00	19,098,130.74	19,024,617.10	3.250	3.072	1,583	03/03/2014
3128X8SK9	08195	FED HOME LOAN MORT CORP		05/08/2009	10,000,000.00	10,068,800.00	10,033,596.21	2.600	2.198	873	03/23/2012
3128X8A93	08202	FED HOME LOAN MORT CORP		05/11/2009	10,000,000.00	10,053,000.00	9,986,518.52	2.050	2.076	922	05/11/2012
3128X8ZQ8	08218	FED HOME LOAN MORT CORP		05/19/2009	10,000,000.00	10,001,800.00	10,000,000.00	3.125	3.082	1,660	05/19/2014

Data Updated: FUNDSNAP: 11/03/2009 15:45
Run Date: 11/03/2009 - 15:45

Portfolio PLCR
NLI AC
PM (PRF_PW2) SymRept 6.42

Report Ver. 5.00

49.4

General Fund
Portfolio Management
Portfolio Details - Investments
October 31, 2009

Page 3

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
Federal Agency Coupons											
3128X8E99	08219	FED HOME LOAN MORT CORP		05/19/2009	9,995,000.00	10,003,395.80	9,985,000.00	2.250	2.219	1,114	11/19/2012
3128X8W57	08234	FED HOME LOAN MORT CORP		06/22/2009	10,000,000.00	10,022,800.00	10,000,000.00	2.000	1.973	781	12/22/2011
3128X8Y69	08248	FED HOME LOAN MORT CORP		07/02/2009	10,000,000.00	10,128,700.00	9,985,330.56	3.400	3.364	1,704	07/02/2014
3128X9E98	08283	FED HOME LOAN MORT CORP		09/24/2009	10,000,000.00	10,005,000.00	10,000,000.00	3.125	3.082	1,788	09/24/2014
3128X9DM9	08284	FED HOME LOAN MORT CORP		08/24/2009	10,000,000.00	10,057,855.58	10,030,314.60	2.200	2.073	1,044	08/10/2012
3128X9HL7	08286	FED HOME LOAN MORT CORP		08/30/2009	10,000,000.00	10,013,500.00	9,987,051.87	3.100	3.084	1,794	08/30/2014
3128X9GL8	08288	FED HOME LOAN MORT CORP		10/05/2009	10,000,000.00	10,025,000.00	9,987,375.56	1.600	1.631	886	04/05/2012
3138F8YW9	08776	FEDERAL NATIONAL MORT. ASSOC.		12/14/2007	10,000,000.00	10,043,800.00	10,000,000.00	4.800	4.537	1,139	12/14/2012
3138F9AH6	08887	FEDERAL NATIONAL MORT. ASSOC.		03/19/2008	10,000,000.00	10,143,800.00	10,028,450.00	4.100	3.742	1,234	03/19/2013
3138F9P20	07005	FEDERAL NATIONAL MORT. ASSOC.		05/28/2008	10,000,000.00	10,075,000.00	9,978,550.00	4.050	4.081	1,304	05/28/2013
3138FHBB0	08145	FEDERAL NATIONAL MORT. ASSOC.		02/26/2009	10,000,000.00	10,000,000.00	10,000,000.00	2.000	1.973	1,578	02/26/2014
3138FHBB0	08146	FEDERAL NATIONAL MORT. ASSOC.		02/26/2009	20,000,000.00	20,000,000.00	20,000,000.00	2.000	1.973	1,578	02/26/2014
3138FAVX7	08151	FEDERAL NATIONAL MORT. ASSOC.		03/19/2009	10,000,000.00	10,065,600.00	9,984,041.87	2.500	2.482	869	03/19/2012
3138FHDR3	08154	FEDERAL NATIONAL MORT. ASSOC.		03/23/2009	10,000,000.00	10,140,600.00	9,988,004.63	2.500	2.474	873	03/23/2012
3138FHFV2	08156	FEDERAL NATIONAL MORT. ASSOC.		03/25/2009	10,000,000.00	10,040,600.00	10,000,000.00	2.375	2.342	1,240	03/25/2013
3138FHHH1	08172	FEDERAL NATIONAL MORT. ASSOC.		04/14/2009	10,000,000.00	9,928,100.00	9,991,084.44	2.000	3.140	1,625	04/14/2014
3138FHHH1	08173	FEDERAL NATIONAL MORT. ASSOC.		04/14/2009	10,000,000.00	9,928,100.00	9,985,547.22	2.000	3.129	1,625	04/14/2014
3138FAWL2	08177	FEDERAL NATIONAL MORT. ASSOC.		04/16/2009	10,000,000.00	10,050,000.00	10,000,000.00	1.750	1.726	530	04/16/2011
3138FHLD5	08181	FEDERAL NATIONAL MORT. ASSOC.		04/27/2009	10,000,000.00	10,031,300.00	9,985,851.85	1.250	1.250	908	04/27/2012
3138FHMA0	08183	FEDERAL NATIONAL MORT. ASSOC.		04/29/2009	10,000,000.00	10,071,900.00	9,997,861.11	2.250	2.227	1,093	10/29/2012
3138FHNU5	08193	FEDERAL NATIONAL MORT. ASSOC.		05/06/2009	10,000,000.00	10,043,800.00	9,980,972.22	2.000	1.993	1,647	05/06/2014
3138FHRW7	08215	FEDERAL NATIONAL MORT. ASSOC.		05/18/2009	10,000,000.00	10,003,100.00	10,000,000.00	1.750	1.726	747	11/18/2011
3138FHTY1	08222	FEDERAL NATIONAL MORT. ASSOC.		06/02/2009	10,000,000.00	10,018,800.00	9,987,897.22	3.000	3.034	1,674	06/02/2014
3138FHUF0	08223	FEDERAL NATIONAL MORT. ASSOC.		06/04/2009	10,000,000.00	10,037,500.00	10,000,000.00	1.500	1.479	948	06/04/2012
3138FHYM1	08225	FEDERAL NATIONAL MORT. ASSOC.		06/09/2009	10,000,000.00	10,012,500.00	9,981,577.78	1.500	1.521	1,681	06/09/2014
3138FAVH2	08240	FEDERAL NATIONAL MORT. ASSOC.		06/24/2009	10,000,000.00	10,062,500.00	9,978,752.25	3.250	3.258	1,563	02/11/2014
3138FHN50	08245	FEDERAL NATIONAL MORT. ASSOC.		06/29/2009	10,000,000.00	10,034,400.00	9,990,989.02	2.500	2.495	1,153	12/28/2012
3138FHR80	08247	FEDERAL NATIONAL MORT. ASSOC.		06/30/2009	20,000,000.00	20,037,600.00	20,000,000.00	2.550	2.515	1,702	06/30/2014
3138FH4S1	08274	FEDERAL NATIONAL MORT. ASSOC.		08/19/2009	10,000,000.00	10,103,100.00	9,990,571.43	2.375	2.372	1,206	02/19/2013
3138FJGW5	08293	FEDERAL NATIONAL MORT. ASSOC.		10/28/2009	10,000,000.00	9,975,000.00	9,997,005.00	3.000	2.985	1,822	10/28/2014
3138FJFL0	08294	FEDERAL NATIONAL MORT. ASSOC.		10/29/2009	10,000,000.00	10,028,586.11	10,012,486.98	2.125	2.088	1,163	01/07/2013
Subtotal and Average					618,973,000.00	622,572,118.21	618,983,817.87		2.533	1,233	

Medium Term Notes

080505DC5	08024	BANK OF AMERICA CORP		08/05/2008	10,000,000.00	9,991,300.00	9,973,568.81	0.527	1.927	201	05/21/2010
080508AA9	08100	Bank of America Corp - FDIC		12/04/2008	10,000,000.00	10,412,900.00	10,008,571.01	3.125	3.048	957	08/15/2012

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Portfolio Details - Investments
October 31, 2009

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM	Days to Maturity	Maturity Date
Medium Term Notes											
06406HBA6	08124	Bank of New York Mellon		01/14/2009	10,000,000.00	10,728,500.00	10,392,603.77	5.125	3.018	730	11/01/2011
084664AR2	08242	BERKSHIRE HATHAWAY FINANCE		11/16/2006	10,000,000.00	10,075,400.00	9,983,049.52	4.125	4.956	75	01/15/2010
084664AR2	08099	BERKSHIRE HATHAWAY FINANCE		12/04/2008	5,000,000.00	5,037,700.00	5,012,389.00	4.125	2.849	75	01/15/2010
33901AA6	05180	FLEETBOSTON FINANCIAL CORP		12/12/2005	10,000,000.00	10,044,600.00	10,017,746.11	7.375	4.932	30	12/01/2009
36962GM68	09259	General Electric Company		08/03/2009	10,000,000.00	10,502,400.00	10,361,871.98	4.375	2.941	750	11/21/2011
36962GX82	08106	GENERAL ELECTRIC CAPITAL CORP		08/29/2006	10,000,000.00	10,094,200.00	10,000,000.00	5.720	5.844	659	08/22/2011
36962G3T9	08280	GENERAL ELECTRIC CAPITAL CORP		09/03/2009	10,000,000.00	10,873,066.67	10,535,504.30	4.800	4.367	1,277	05/01/2013
38146FAA9	08101	Goldman Sachs Group - FDIC		12/04/2008	10,000,000.00	10,452,700.00	10,051,645.95	3.250	2.959	957	06/15/2012
423328BM4	08127	HELLER FINANCIAL INC/GE		01/22/2009	4,000,000.00	4,000,000.00	4,000,000.00	7.375	2.002	0	11/01/2009
459200GK1	08110	IBM CORP		12/11/2008	10,000,000.00	10,105,300.00	9,808,956.20	0.086	3.135	634	07/28/2011
59018YU22	05178	MERRILL LYNCH		12/12/2005	10,000,000.00	10,093,800.00	9,980,969.59	4.250	4.971	99	02/08/2010
949746NB3	08251	WELLS FARGO & CO.		11/21/2006	10,000,000.00	10,386,400.00	9,972,712.01	4.875	5.059	437	01/12/2011
949746NY3	08104	WELLS FARGO & CO.		12/08/2008	10,000,000.00	10,412,800.00	9,804,121.98	4.375	4.977	1,187	01/31/2013
949746JJ1	08134	WELLS FARGO & CO.		02/09/2009	9,095,000.00	9,151,843.75	9,130,554.41	4.200	4.816	75	01/15/2010
949748AF4	08291	WELLS FARGO BANK		10/09/2009	13,000,000.00	13,866,883.33	13,860,135.45	6.450	1.997	457	02/01/2011
949744AA4	08106	WELLS FARGO & CO - FDIC		12/10/2008	10,000,000.00	10,381,600.00	10,000,000.00	3.000	2.859	768	12/08/2011
949744AA4	08107	WELLS FARGO & CO - FDIC		12/10/2008	20,000,000.00	20,763,200.00	20,000,000.00	3.000	2.959	768	12/09/2011
Subtotal and Average					191,095,000.00	197,164,593.75	192,704,400.09		3.660	577	

PFA - HELICOPTER

SYS08169	08169	Public Finance Authority		04/09/2009	1,500,000.00	1,500,000.00	1,500,000.00	2.476	2.442	2,353	04/11/2016
Subtotal and Average					1,500,000.00	1,500,000.00	1,500,000.00		2.442	2,353	

Local Agency GO Bond

SYS08241	08241	Newcastle Elem. School Distric		06/24/2009	60,000.00	60,000.00	60,000.00	0.580	0.572	242	07/01/2010
SYS08242	08242	Newcastle Elem. School Distric		06/24/2009	60,000.00	60,000.00	60,000.00	1.090	0.614	607	07/01/2011
SYS08243	08243	Newcastle Elem. School Distric		06/24/2009	60,000.00	60,000.00	60,000.00	1.370	0.504	973	07/01/2012
SYS08244	08244	Newcastle Elem. School Distric		06/24/2009	65,000.00	65,000.00	65,000.00	1.830	0.492	1,338	07/01/2013
Subtotal and Average					245,000.00	245,000.00	245,000.00		0.545	801	

Local Agency Bonds

SYS05311	05311	MIDDLE FORK JPA		03/29/2008	34,637,963.00	34,637,963.00	34,637,963.00	5.010	4.941	9,648	04/01/2036
Subtotal and Average					34,637,963.00	34,637,963.00	34,637,963.00		4.941	9,648	

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General Fund
Portfolio Management
Portfolio Details - Investments
October 31, 2009

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM	Days to Maturity	Maturity Date
Rolling Repurchase Agreements - 2											
SYS08254	09254	CANTOR FITZGERALD		07/28/2009	40,027,705.15	40,027,705.15	40,027,705.15	0.050	0.049	1	
SYS08164	08164	WFB REPURCHASE-SWEEP		04/01/2009	50,320,244.73	50,320,244.73	50,320,244.73	0.200	0.197	1	
		Subtotal and Average	102,393,993.54		90,347,949.88	90,347,949.88	90,347,949.88		0.132	1	
		Total and Average	989,327,748.71		886,798,912.88	887,224,243.60	989,263,697.86		2.582	1,266	

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General Fund
Portfolio Management
Portfolio Details - Cash
October 31, 2009

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM	Days to 360 Maturity
Cash at Bank										
SYS00000	00000	PLACER COUNTY CASH			3,925,180.36	3,925,180.36	3,925,180.36		0.000	1
Undeposited Receipts										
SYS00000VAULT	00000VAULT	PLACER COUNTY CASH			1,208,754.34	1,208,754.34	1,208,754.34		0.000	1
		Average Balance	0.00							1
Total Cash and Investments			989,327,748.71		991,933,847.58	1,002,359,178.30	993,398,632.56		2.582	1,266

4,5.8



General Fund
Purchases Report
Sorted by Fund - Investment Number
October 1, 2009 - October 31, 2009

CUSIP	Investment #	Fund	Sec. Type	Issuer	Original Par Value	Purchase Date	Payment Periods	Principal Purchased	Accrued Interest at Purchase	Rate at Purchase	Maturity Date	YTM 365	Ending Book Value
General Fund													
3128X9GL8	09288	1010	FAC	FHLMC	10,000,000.00	10/05/2009	04/05 - 10/05	9,987,000.00		1.600	04/05/2012	1.653	9,987,375.56
3133XUW82	09289	1010	FAC	FHLB	10,000,000.00	10/06/2009	04/06 - 10/06	10,000,000.00		2.375	10/06/2014	2.375	10,000,000.00
31331GV63	09290	1010	FAC	FFCB	10,000,000.00	10/07/2009	04/07 - 10/07	10,000,000.00		2.700	10/07/2013	2.700	10,000,000.00
948748AF4	09291	1010	MTN	WF	13,000,000.00	10/08/2009	02/01 - 08/01	13,736,060.00	158,383.33	6.450	02/01/2011	2.025	13,860,135.45
3133XV2E0	09292	1010	FAC	FHLB	10,000,000.00	10/15/2009	04/15 - 10/15	10,000,000.00		2.000	10/15/2012	2.000	10,000,000.00
3138FJGW5	09293	1010	FAC	FNMA	10,000,000.00	10/28/2009	04/28 - 10/28	9,997,000.00		3.000	10/28/2014	3.007	9,997,095.00
3138FJFLO	09294	1010	FAC	FNMA	10,000,000.00	10/28/2009	04/07 - 10/07	9,999,500.00	12,886.11	2.125	01/07/2013	2.127	10,012,486.98
				Subtotal	73,000,000.00			73,719,560.00	171,369.44				73,857,002.99
				Total Purchases	73,000,000.00			73,719,560.00	171,369.44				73,857,002.99

4.5.9

Office of
Jenine Windeshausen
Treasurer-Tax Collector
County of Placer



COUNTY OF PLACER

TREASURER'S POOLED INVESTMENT REPORT

For the Month of NOVEMBER 30, 2009

4,510

2976 Richardson Drive • Auburn, California 95603
Tax Collector / Business Licenses (530) 889-4120 • Treasurer (530) 889-4140 • Bonds (530) 889-4146

PREFACE

Placer County Treasurer's Pooled Investment Report

November 30, 2009

Market values are only relevant if the investment is sold prior to maturity. Profit or loss would be realized only if the specific investment were to be sold.

For the purpose of clarity the following glossary of investment terms has been provided.

Book Value is the purchase price of a security plus amortization of any premium or discount. This may be more or less than face value, depending upon whether the security was purchased at a premium or at a discount.

Face Value is the principal amount of a security and the amount of principal that will be paid at maturity.

Market Value is the value at which a security can be sold at the time it is priced or the need to sell arises.

Government Code 53646 Compliance Report

The following information is a monthly update of funds on deposit in the Placer County Treasury pursuant to California Government code Section 53646. Further details of individual investments are included in the Treasurer's Monthly Investment Report. All investment transactions and decisions have been made with full compliance with California Government Code and Placer County's Statement of Investment Policy.

Individual securities are priced at the end of each month by Wells Fargo Bank.

The Weighted Average Maturity of the investments with the Treasury is 1,147 days.

The ability of the Placer County Treasury to meet its cash flow needs is demonstrated by \$158,572,099.20 in cash and investments maturing in the next 180 days.

4,511



**General Fund
Portfolio Management
Portfolio Summary
November 30, 2009**

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 360 Equiv.	YTM 365 Equiv.
U.S. Treasury Coupons	50,000,000.00	51,033,313.04	49,916,230.54	4.76	1,040	754	1.875	1.901
Federal Agency Coupons	588,978,000.00	593,255,874.15	588,844,919.84	56.14	1,443	1,217	2.557	2.593
Medium Term Notes	187,095,000.00	194,128,928.83	189,558,141.58	18.07	1,114	585	3.617	3.667
Negotiable Certificates of Deposit	20,000,000.00	20,001,400.00	20,000,000.00	1.91	56	45	0.190	0.193
Commercial Paper Disc. -Amortizing	20,000,000.00	19,987,544.44	19,987,450.00	1.91	35	27	0.170	0.172
PFA - HELICOPTER	1,500,000.00	1,500,000.00	1,500,000.00	0.14	2,559	2,323	2.442	2.476
Local Agency GO Bond	245,000.00	245,000.00	245,000.00	0.02	931	771	0.545	0.552
Local Agency Bonds	34,937,963.00	34,937,963.00	34,937,963.00	3.30	10,961	9,618	4.941	5.010
Rolling Repurchase Agreements - 2	144,262,141.57	144,262,141.57	144,262,141.57	13.75	1	1	0.184	0.188
Investments	1,046,718,104.57	1,059,061,866.03	1,048,981,846.53	100.00%	1,428	1,147	2.377	2.410
Cash								
Passbook/Checking (not included in yield calculations)	4,446,325.16	4,446,325.16	4,446,325.16		1	1	0.000	0.000
Total Cash and Investments	1,051,164,429.73	1,063,508,190.19	1,053,408,171.69		1,428	1,147	2.377	2.410

Total Earnings	November 30 Month Ending	Fiscal Year To Date
Current Year	2,523,354.24	11,706,945.23
Average Daily Balance	1,014,116,256.60	1,037,154,747.54
Effective Rate of Return	3.03%	2.69%

Kimberly Hawley
KIMBERLY HAWLEY, CHIEF DEPUTY TREASURER

12/12/09

General Fund
Portfolio Management
Portfolio Details - Investments
November 30, 2009

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
U.S. Treasury Coupons											
912828HU7	06920	U. S. TREASURY COUPON		04/08/2008	10,000,000.00	10,053,100.00	9,993,637.47	1.750	1.921	120	03/31/2010
912828HY8	08070	U. S. TREASURY COUPON		09/30/2008	10,000,000.00	10,823,400.00	10,112,879.18	3.125	2.732	1,246	04/30/2013
912828KU3	08226	U. S. TREASURY COUPON		08/09/2009	10,000,000.00	10,068,000.00	9,926,638.35	0.875	1.355	546	05/31/2011
912828LB4	09266	U. S. TREASURY COUPON		08/12/2009	10,000,000.00	10,166,113.04	9,949,808.41	1.500	1.718	957	07/15/2012
912828KP4	08267	U. S. TREASURY COUPON		08/12/2009	10,000,000.00	10,122,700.00	9,933,267.13	1.375	1.631	696	05/15/2012
Subtotal and Average						51,033,313.04	49,916,230.54		1.876	754	
Federal Agency Coupons											
31331YVX5	06895	FEDERAL FARM CREDIT BANK		03/18/2008	10,000,000.00	10,093,800.00	10,009,747.88	3.950	3.733	1,189	03/04/2013
31331CGG7	08150	FEDERAL FARM CREDIT BANK		03/17/2009	10,000,000.00	10,162,600.00	10,000,000.00	1.800	1.775	471	03/17/2011
31331GQF8	08167	FEDERAL FARM CREDIT BANK		03/24/2009	10,000,000.00	10,037,500.00	10,005,362.12	1.850	1.738	477	03/23/2011
31331GP45	09280	FEDERAL FARM CREDIT BANK		09/10/2009	10,000,000.00	10,103,100.00	10,000,000.00	2.000	1.973	1,014	09/10/2012
31331GS26	09281	FEDERAL FARM CREDIT BANK		09/23/2009	10,000,000.00	10,121,900.00	9,992,854.17	2.350	2.337	1,392	09/23/2013
31331GV63	09290	FEDERAL FARM CREDIT BANK		10/07/2009	10,000,000.00	10,025,000.00	10,000,000.00	2.700	2.683	1,406	10/07/2013
3133XNVV7	08802	FEDERAL HOME LOAN BANK		01/04/2008	10,000,000.00	10,040,600.00	10,000,000.00	4.625	4.562	1,130	01/04/2013
3133XPZ31	08898	FEDERAL HOME LOAN BANK		03/19/2008	10,000,000.00	10,112,500.00	10,000,000.00	4.000	3.945	1,204	03/19/2013
3133XRE55	07017	FEDERAL HOME LOAN BANK		06/09/2008	10,000,000.00	10,175,000.00	10,000,000.00	3.550	3.501	555	08/09/2011
3133XTW77	08233	FEDERAL HOME LOAN BANK		06/01/2009	10,000,000.00	10,086,900.00	9,957,361.11	2.200	2.341	934	08/22/2012
3133XUJF8	09279	FEDERAL HOME LOAN BANK		09/24/2009	10,000,000.00	10,040,350.00	10,017,674.53	2.100	2.028	983	09/10/2012
3133XUT94	09282	FEDERAL HOME LOAN BANK		09/29/2009	10,000,000.00	10,050,000.00	10,000,000.00	2.070	2.042	1,028	09/24/2012
3133XUYR8	09285	FEDERAL HOME LOAN BANK		09/30/2009	10,000,000.00	10,018,800.00	10,000,000.00	2.050	2.022	1,032	09/28/2012
3133XUUS0	09287	FEDERAL HOME LOAN BANK		10/06/2009	10,000,000.00	10,021,900.00	9,980,338.89	2.500	2.487	1,764	09/30/2014
3133XUW82	09289	FEDERAL HOME LOAN BANK		10/15/2009	10,000,000.00	10,018,800.00	10,000,000.00	2.375	2.342	1,770	10/06/2014
3133XVZE0	09292	FEDERAL HOME LOAN BANK		02/05/2009	10,000,000.00	10,048,300.00	10,000,000.00	3.000	1.973	1,049	10/15/2012
3128X8HR6	08133	FED HOME LOAN MORT CORP		02/10/2009	10,000,000.00	10,061,600.00	9,955,586.99	3.000	3.068	1,526	02/04/2014
3128X8KQ4	08135	FED HOME LOAN MORT CORP		03/18/2009	10,000,000.00	10,042,000.00	9,976,083.33	3.250	3.073	1,526	02/04/2014
3128X8RT1	08149	FED HOME LOAN MORT CORP		03/23/2009	10,000,000.00	10,048,500.00	10,000,000.00	2.125	3.266	1,540	02/18/2014
3128X8QG0	08153	FED HOME LOAN MORT CORP		04/14/2009	10,000,000.00	10,112,500.00	10,082,445.35	2.875	2.086	470	03/16/2011
3137EABG3	08174	FED HOME LOAN MORT CORP		04/23/2009	10,000,000.00	10,079,500.00	10,000,000.00	3.000	2.188	661	09/23/2011
3128X8WF5	08179	FED HOME LOAN MORT CORP		05/05/2009	18,978,000.00	19,113,882.48	19,013,153.88	3.250	0.857	150	04/30/2010
3128X8MY5	08192	FED HOME LOAN MORT CORP		05/06/2009	10,000,000.00	10,054,800.00	10,026,498.42	3.500	2.969	1,602	04/21/2014
3128X8SK9	08195	FED HOME LOAN MORT CORP		05/11/2009	10,000,000.00	10,057,600.00	10,000,000.00	2.500	3.072	1,553	03/03/2014
3128X8A93	08202	FED HOME LOAN MORT CORP		05/19/2009	10,000,000.00	10,042,400.00	9,985,962.96	2.050	2.199	843	03/23/2012
3128X8ZQ8	08218	FED HOME LOAN MORT CORP		06/22/2009	10,000,000.00	10,009,400.00	10,000,000.00	3.125	2.076	892	05/11/2012
3128X8W57	08234	FED HOME LOAN MORT CORP						2.000	3.082	1,630	05/19/2014
									1.973	751	12/22/2011

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
Federal Agency Coupons											
3128X9Y89	08248	FED HOME LOAN MORT CORP		07/02/2009	10,000,000.00	10,158,500.00	9,995,413.89	3.400	3.364	1,674	07/02/2014
3128X9EN6	08283	FED HOME LOAN MORT CORP		08/24/2009	10,000,000.00	10,052,600.00	10,000,000.00	3.125	3.082	1,758	08/24/2014
3128X9DM9	08284	FED HOME LOAN MORT CORP		08/24/2009	10,000,000.00	10,050,065.56	10,025,254.38	2.200	2.073	1,014	09/10/2012
3128X9HL7	08286	FED HOME LOAN MORT CORP		09/30/2009	10,000,000.00	10,021,500.00	9,987,101.67	3.100	3.064	1,764	09/30/2014
3128X9GL8	08288	FED HOME LOAN MORT CORP		10/05/2009	10,000,000.00	10,035,300.00	9,987,808.89	1.600	1.631	856	04/05/2012
3136F8YW9	08776	FEDERAL NATIONAL MORT. ASSOC.		12/14/2007	10,000,000.00	10,012,500.00	10,000,000.00	4.600	4.537	1,109	12/14/2012
3136F9AH6	08897	FEDERAL NATIONAL MORT. ASSOC.		03/19/2008	10,000,000.00	10,112,500.00	10,020,700.00	4.100	3.742	1,204	03/19/2013
3136F9PZ0	07005	FEDERAL NATIONAL MORT. ASSOC.		05/28/2008	10,000,000.00	10,780,600.00	9,979,050.00	4.050	4.061	1,274	05/28/2013
3136FHBB0	08145	FEDERAL NATIONAL MORT. ASSOC.		02/26/2009	10,000,000.00	10,018,800.00	10,000,000.00	2.000	1.973	1,548	02/26/2014
3136FHBB0	08146	FEDERAL NATIONAL MORT. ASSOC.		02/26/2009	20,000,000.00	20,037,600.00	20,000,000.00	2.000	1.973	1,548	02/26/2014
31389AVX7	08151	FEDERAL NATIONAL MORT. ASSOC.		03/19/2009	10,000,000.00	10,062,500.00	9,994,250.00	2.500	2.492	839	03/19/2012
3136FHDR3	08154	FEDERAL NATIONAL MORT. ASSOC.		03/23/2009	10,000,000.00	10,178,100.00	9,998,074.07	2.500	2.474	843	03/23/2012
3136FHV2	08156	FEDERAL NATIONAL MORT. ASSOC.		03/25/2009	10,000,000.00	10,043,800.00	10,000,000.00	2.375	2.342	1,210	03/25/2013
3136FHHR1	08172	FEDERAL NATIONAL MORT. ASSOC.		04/14/2009	10,000,000.00	10,028,100.00	9,981,281.11	2.000	3.140	1,595	04/14/2014
3136FHHR1	08173	FEDERAL NATIONAL MORT. ASSOC.		04/14/2009	10,000,000.00	10,028,100.00	8,995,630.56	2.000	3.129	1,595	04/14/2014
3139BAWL2	08177	FEDERAL NATIONAL MORT. ASSOC.		04/15/2009	10,000,000.00	10,040,600.00	10,000,000.00	1.750	1.250	500	04/15/2011
3136FHLD5	08181	FEDERAL NATIONAL MORT. ASSOC.		04/27/2009	10,000,000.00	10,025,000.00	9,985,990.74	1.250	1.260	878	04/27/2012
3136FHMA0	08183	FEDERAL NATIONAL MORT. ASSOC.		04/28/2009	10,000,000.00	10,125,000.00	9,997,920.63	2.250	2.227	1,063	10/29/2012
3136FHNU5	08193	FEDERAL NATIONAL MORT. ASSOC.		05/06/2009	10,000,000.00	10,131,300.00	9,991,138.88	2.200	1.993	1,817	05/06/2014
3136FHTY1	08222	FEDERAL NATIONAL MORT. ASSOC.		06/02/2009	10,000,000.00	10,000,000.00	9,988,480.56	3.000	3.034	1,644	06/02/2014
3136FHUF0	08223	FEDERAL NATIONAL MORT. ASSOC.		06/04/2009	10,000,000.00	10,000,000.00	10,000,000.00	1.500	1.479	916	06/04/2012
3136FHYM1	08225	FEDERAL NATIONAL MORT. ASSOC.		06/09/2009	10,000,000.00	10,003,100.00	9,981,911.11	1.500	1.521	1,651	06/09/2014
31389AVH2	08240	FEDERAL NATIONAL MORT. ASSOC.		06/24/2009	10,000,000.00	10,056,300.00	9,976,166.17	3.250	3.258	1,533	02/11/2014
3136FHNS0	08245	FEDERAL NATIONAL MORT. ASSOC.		06/29/2009	10,000,000.00	10,015,600.00	9,991,207.31	2.500	2.495	1,123	12/28/2012
3136FHR80	08247	FEDERAL NATIONAL MORT. ASSOC.		06/30/2009	10,000,000.00	20,031,200.00	20,000,000.00	2.550	2.515	1,672	08/30/2014
3136FHAS1	08274	FEDERAL NATIONAL MORT. ASSOC.		08/19/2009	10,000,000.00	10,140,800.00	9,990,809.52	2.375	2.372	1,178	02/19/2013
3136FJGW5	08283	FEDERAL NATIONAL MORT. ASSOC.		10/28/2009	10,000,000.00	10,085,800.00	9,987,055.00	3.000	2.965	1,792	10/28/2014
3136FJFL0	08284	FEDERAL NATIONAL MORT. ASSOC.		10/29/2009	10,000,000.00	10,103,586.11	10,012,500.05	2.125	2.088	1,133	01/07/2013
Subtotal and Average					588,876,000.00	593,255,874.15	588,844,919.84		2.557	1,217	

Medium Term Notes

060505DC5	08024	BANK OF AMERICA CORP		08/05/2008	10,000,000.00	9,984,600.00	9,977,513.76	0.387	1.788	171	05/21/2010
060508AA9	08100	Bank of America Corp - FDIC		12/04/2008	10,000,000.00	10,493,500.00	10,006,298.63	3.125	3.048	927	08/15/2012
06406HBA6	08124	Bank of New York Mellon		01/14/2009	10,000,000.00	10,747,400.00	10,376,245.28	5.125	3.018	700	11/01/2011
06406HBE8	09295	Bank of New York Mellon		11/02/2009	10,000,000.00	10,924,875.00	10,811,792.05	4.950	2.042	1,066	11/01/2012
084664AR2	06242	BERKSHIRE HATHAWAY FINANCE		11/16/2008	10,000,000.00	10,045,100.00	9,989,921.33	4.125	4.958	45	01/15/2010

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General Fund
Portfolio Management
Portfolio Details - Investments
November 30, 2009

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM	Days to Maturity	Maturity Date
Medium Term Notes											
084684AR2	08089	BERKSHIRE HATHAWAY FINANCE		12/04/2008	5,000,000.00	5,022,550.00	5,007,366.43	4.125	2.849	45	01/15/2010
33901AAA6	05180	FLEETBOSTON FINANCIAL CORP		12/12/2005	10,000,000.00	10,000,000.00	10,000,000.00	7.375	4.932	0	12/01/2009
36962GM68	09269	General Electric Company		08/03/2008	10,000,000.00	10,502,700.00	10,283,248.78	4.375	2.941	720	11/21/2011
36962GX82	06108	GENERAL ELECTRIC CAPITAL CORP		08/29/2008	10,000,000.00	10,053,100.00	10,000,000.00	5.720	5.644	628	08/22/2011
36962G3T9	08280	GENERAL ELECTRIC CAPITAL CORP		09/03/2009	10,000,000.00	10,610,400.00	10,363,860.55	4.800	4.367	1,247	05/01/2013
38146FAA9	08101	Goldman Sachs Group - FDIC		12/04/2008	10,000,000.00	10,522,100.00	10,059,686.86	3.250	2.959	927	08/15/2012
56018YU22	05179	MERRILL LYNCH		12/12/2005	10,000,000.00	10,085,000.00	9,986,855.28	4.250	4.971	69	02/08/2010
949746NB3	08251	WELLS FARGO & CO.		11/21/2006	10,000,000.00	10,388,400.00	9,974,611.40	4.875	5.059	407	01/12/2011
949746NY3	08104	WELLS FARGO & CO.		12/08/2008	10,000,000.00	10,481,700.00	9,809,148.79	4.375	4.977	1,157	01/31/2013
949746JU1	08134	WELLS FARGO & CO.		02/09/2009	9,095,000.00	9,130,470.50	9,116,140.46	4.200	4.816	45	01/15/2010
949748AF4	09291	WELLS FARGO BANK		10/09/2009	13,000,000.00	13,894,833.33	13,813,351.87	6.450	1.997	427	02/01/2011
949744AA4	08106	WELLS FARGO & CO - FDIC		12/10/2008	10,000,000.00	10,417,300.00	10,000,000.00	3.000	2.859	738	12/09/2011
949744AA4	08107	WELLS FARGO & CO - FDIC		12/10/2008	20,000,000.00	20,834,900.00	20,000,000.00	3.000	2.959	738	12/09/2011
		Subtotal and Average	189,634,661.38		187,095,000.00	184,128,828.83	185,558,144.58		3.617	585	
Negotiable Certificates of Deposit											
90531C658	08288	UNION BANK OF CALIFORNIA		11/20/2009	20,000,000.00	20,001,400.00	20,000,000.00	0.180	0.190	45	01/15/2010
		Subtotal and Average	7,333,333.33		20,000,000.00	20,001,400.00	20,000,000.00		0.180	45	
Commercial Paper Disc. -Amortizing											
83365RZU2	09299	SOCIETE GENERALE N AMER		11/23/2009	20,000,000.00	19,997,544.44	19,997,450.00	0.170	0.170	27	12/28/2009
		Subtotal and Average	5,332,565.16		20,000,000.00	19,997,544.44	19,997,450.00		0.170	27	
PFA - HELICOPTER											
SYS08169	08169	Public Finance Authority		04/09/2009	1,500,000.00	1,500,000.00	1,500,000.00	2.476	2.442	2,323	04/11/2016
		Subtotal and Average	1,500,000.00		1,500,000.00	1,500,000.00	1,500,000.00		2.442	2,323	
Local Agency GO Bond											
SYS08241	08241	Newcastle Elem. School Distric		06/24/2009	60,000.00	60,000.00	60,000.00	0.580	0.572	212	07/01/2010
SYS08242	08242	Newcastle Elem. School Distric		08/24/2009	60,000.00	60,000.00	60,000.00	1.080	0.614	577	07/01/2011
SYS08243	08243	Newcastle Elem. School Distric		06/24/2009	80,000.00	80,000.00	80,000.00	1.370	0.504	943	07/01/2012
SYS08244	08244	Newcastle Elem. School Distric		06/24/2009	65,000.00	65,000.00	65,000.00	1.830	0.492	1,308	07/01/2013
		Subtotal and Average	245,000.00		245,000.00	245,000.00	245,000.00		0.545	771	

Portfolio PLCR
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Data Updated: FUNDSNAP: 12/01/2009 14:07
 Run Date: 12/01/2009 - 14:07

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General Fund
Portfolio Management
Portfolio Details - Investments
November 30, 2009

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
Local Agency Bonds											
SYS05311	05311	MIDDLE FORK JPA		03/29/2008	34,637,963.00	34,637,963.00	34,637,963.00	5.010	4.941	9,618	04/01/2036
		Subtotal and Average	34,637,963.00		34,637,963.00	34,637,963.00			4.941	9,618	
Rolling Repurchase Agreements - 2											
SYS09286	09286	CANTOR FITZGERALD		11/03/2009	40,030,774.04	40,030,774.04	40,030,774.04	0.150	0.148	1	
SYS09297	09297	WFB REPURCHASE-SWEEP		11/02/2009	104,231,367.53	104,231,367.53	104,231,367.53	0.200	0.197	1	
		Subtotal and Average	108,807,862.94		144,262,141.57	144,262,141.57	144,262,141.57		0.184	1	
		Total and Average	1,014,116,255.50		1,048,718,104.57	1,059,051,865.03	1,048,981,846.53		2.377	1,147	

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Data Updated: FUNDSNAP: 12/01/2009 14:07
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General Fund
Portfolio Management
Portfolio Details - Cash
November 30, 2009

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM	Days to 360 Maturity
Cash at Bank										
SYS000000	00000	PLACER COUNTY CASH			4,206,296.58	4,206,296.58	4,206,296.58		0.000	1
Undeposited Receipts										
SYS000000	00000	PLACER COUNTY CASH			240,028.58	240,028.58	240,028.58		0.000	1
		Average Balance	0.00							1
Total Cash and Investments			1,014,116,256.60		1,051,164,429.73	1,063,508,190.19	1,053,408,171.69		2.377	1,147

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Placer County

**General Fund
Purchases Report
Sorted by Fund - Investment Number
November 1, 2009 - November 30, 2009**

CUSIP	Investment #	Fund	Sec. Type	Issuer	Original Par Value	Purchase Date	Payment Periods	Principal Purchased	Accrued Interest at Purchase	Rate at Purchase	Maturity Date	YTM 365	Ending Book Value
General Fund													
06406HBE8	09296	1010	MTN	BK	10,000,000.00	11/02/2009	05/01 - 11/01	10,832,800.00	1,375.00	4.950	11/01/2012	2.070	10,811,792.05
SYS09296	09296	1010	RR2	CF	40,028,094.31	11/03/2009	/ - 1 Day	40,028,094.31		0.080		0.080	40,030,774.04
SYS09297	09297	1010	RR2	WFB-S	57,231,107.35	11/02/2009	/ - Monthly	57,231,107.35		0.200		0.200	104,231,367.53
90531C6S6	09298	1010	NCB	UBKCAL	20,000,000.00	11/20/2009	01/15 - At Maturity	20,000,000.00		0.190	01/15/2010	0.193	20,000,000.00
83365RZU2	09299	1010	ACP	SOCNAM	20,000,000.00	11/23/2009	12/28 - At Maturity	19,996,694.44		0.170	12/28/2009	0.172	19,987,450.00
			Subtotal		147,259,201.66			148,088,696.10	1,375.00				195,071,383.62
			Total Purchases		147,259,201.66			148,088,696.10	1,375.00				195,071,383.62

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Office of
Jenine Windeshausen
Treasurer-Tax Collector
County of Placer



COUNTY OF PLACER

TREASURER'S POOLED INVESTMENT REPORT

For the Month of DECEMBER 31, 2009

4.5.19

2976 Richardson Drive • Auburn, California 95603
Tax Collector / Business Licenses (530) 889-4120 • Treasurer (530) 889-4140 • Bonds (530) 889-4146

PREFACE

Placer County Treasurer's Pooled Investment Report

December 31, 2009

Market values are only relevant if the investment is sold prior to maturity. Profit or loss would be realized only if the specific investment were to be sold.

For the purpose of clarity the following glossary of investment terms has been provided.

Book Value is the purchase price of a security plus amortization of any premium or discount. This may be more or less than face value, depending upon whether the security was purchased at a premium or at a discount.

Face Value is the principal amount of a security and the amount of principal that will be paid at maturity.

Market Value is the value at which a security can be sold at the time it is priced or the need to sell arises.

Government Code 53646 Compliance Report

The following information is a monthly update of funds on deposit in the Placer County Treasury pursuant to California Government code Section 53646. Further details of individual investments are included in the Treasurer's Monthly Investment Report. All investment transactions and decisions have been made with full compliance with California Government Code and Placer County's Statement of Investment Policy.

Individual securities are priced at the end of each month by Wells Fargo Bank.

The Weighted Average Maturity of the investments with the Treasury is 1,039 days.

The ability of the Placer County Treasury to meet its cash flow needs is demonstrated by \$316,141,361.44 in cash and investments maturing in the next 180 days.

4.5.20



**General Fund
Portfolio Management
Portfolio Summary
December 31, 2009**

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 360 Equiv.	YTM 365 Equiv.
U.S. Treasury Coupons	90,000,000.00	90,710,722.44	90,458,852.62	7.18	921	736	1.410	1.429
Federal Agency Coupons	618,978,000.00	619,785,889.65	618,889,490.57	49.10	1,422	1,208	2.477	2.512
Medium Term Notes	197,095,000.00	203,266,515.42	199,863,389.46	15.86	1,090	630	3.363	3.409
Negotiable Certificates of Deposit	50,000,000.00	50,000,500.00	50,000,000.00	3.97	70	42	0.194	0.197
Commercial Paper Disc. -Amortizing	130,000,000.00	128,976,472.21	129,976,472.22	10.31	48	30	0.129	0.130
Treasury Discounts -Amortizing	10,000,000.00	9,995,233.33	9,995,233.33	0.79	163	132	0.132	0.134
PFA - HELICOPTER	1,500,000.00	1,500,000.00	1,500,000.00	0.12	2,559	2,292	2.442	2.476
Local Agency GO Bond	245,000.00	245,000.00	245,000.00	0.02	931	740	0.545	0.552
Local Agency Bonds	37,422,119.00	37,422,119.00	37,422,119.00	2.97	10,961	9,587	5.494	5.570
Rolling Repurchase Agreements - 2	122,034,271.19	122,034,271.19	122,034,271.19	9.68	1	1	0.134	0.136
Investments	1,257,274,390.19	1,264,936,723.24	1,260,384,828.39	100.00%	1,275	1,039	2.052	2.080

Cash								
Passbook/Checking (not included in yield calculations)	2,010,789.87	2,010,789.87	2,010,789.87		1	1	0.000	0.000
Total Cash and Investments	1,259,285,180.06	1,266,947,513.11	1,262,395,618.26		1,275	1,039	2.052	2.080

Total Earnings	December 31 Month Ending	Fiscal Year To Date
Current Year	2,115,134.85	13,821,826.72
Average Daily Balance	1,199,823,151.58	1,064,560,837.35
Effective Rate of Return	2.08%	2.58%

Kimberly Hawley
KIMBERLY HAWLEY, CHIEF DEPUTY TREASURER

**General Fund
Portfolio Management
Portfolio Details - Investments
December 31, 2009**

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
U.S. Treasury Coupons											
912828HU7	06920	U. S. TREASURY COUPON		04/08/2008	10,000,000.00	10,038,700.00	9,995,281.12	1.750	1.921	89	03/31/2010
912828HY9	08070	U. S. TREASURY COUPON		09/30/2008	10,000,000.00	10,418,800.00	10,110,070.79	3.125	2.732	1,215	04/30/2013
912828KU3	08228	U. S. TREASURY COUPON		06/09/2009	10,000,000.00	10,012,100.00	9,930,803.57	0.875	1.355	515	05/31/2011
912828LB4	09266	U. S. TREASURY COUPON		08/12/2009	10,000,000.00	10,027,013.04	9,951,803.96	1.500	1.718	926	07/15/2012
912828KP4	09267	U. S. TREASURY COUPON		08/12/2009	10,000,000.00	10,000,000.00	9,935,575.97	1.375	1.631	865	05/15/2012
912828LX6	09302	U. S. TREASURY COUPON		12/01/2009	10,000,000.00	9,934,177.35	10,088,030.47	1.375	1.069	1,049	11/15/2012
912828LX6	09311	U. S. TREASURY COUPON		12/10/2009	10,000,000.00	9,937,595.86	10,049,286.36	1.375	1.216	1,049	11/15/2012
912828LT5	09313	U. S. TREASURY COUPON		12/11/2009	10,000,000.00	10,002,325.97	10,050,712.76	1.000	0.772	668	10/31/2011
912828EG1	09317	U. S. TREASURY COUPON		12/15/2009	10,000,000.00	10,340,010.22	10,347,287.62	3.875	0.305	257	09/15/2010
Subtotal and Average					90,000,000.00	90,710,722.44	90,458,852.62		1.410	736	

Federal Agency Coupons

31331YVX5	06895	FEDERAL FARM CREDIT BANK		03/18/2008	10,000,000.00	10,062,500.00	10,006,503.40	3.950	3.733	1,158	03/04/2013
31331GQG7	08150	FEDERAL FARM CREDIT BANK		03/17/2009	10,000,000.00	10,125,000.00	10,000,000.00	1.800	1.775	440	03/17/2011
31331GQF9	08157	FEDERAL FARM CREDIT BANK		03/24/2009	10,000,000.00	10,025,000.00	10,003,925.84	1.850	1.738	446	03/23/2011
31331GP45	08280	FEDERAL FARM CREDIT BANK		09/10/2009	10,000,000.00	10,043,800.00	10,000,000.00	2.000	1.973	983	09/10/2012
31331GS26	08281	FEDERAL FARM CREDIT BANK		09/23/2009	10,000,000.00	9,981,300.00	9,993,010.42	2.350	2.337	1,361	09/23/2013
31331GV63	08290	FEDERAL FARM CREDIT BANK		10/07/2009	10,000,000.00	9,981,300.00	10,000,000.00	2.700	2.663	1,375	10/07/2013
31331G4J5	09303	FEDERAL FARM CREDIT BANK		12/03/2009	10,000,000.00	9,865,600.00	10,000,000.00	2.300	2.269	1,341	09/03/2013
31331G4Y2	09304	FEDERAL FARM CREDIT BANK		12/03/2009	10,000,000.00	9,881,300.00	10,000,000.00	2.450	2.416	1,432	12/03/2013
31331G7L7	09319	FEDERAL FARM CREDIT BANK		12/22/2009	10,000,000.00	9,800,000.00	9,997,512.50	2.820	2.787	1,816	12/22/2014
3133XNVR7	08802	FEDERAL HOME LOAN BANK		01/04/2008	10,000,000.00	10,000,000.00	10,000,000.00	4.625	4.562	1,099	01/04/2013
3133XPZ31	08898	FEDERAL HOME LOAN BANK		03/19/2008	10,000,000.00	10,078,100.00	10,000,000.00	4.000	3.945	1,173	03/19/2013
3133XRE55	07017	FEDERAL HOME LOAN BANK		06/09/2008	10,000,000.00	10,140,600.00	10,000,000.00	3.550	3.501	524	06/09/2011
3133XTW77	08233	FEDERAL HOME LOAN BANK		06/22/2009	10,000,000.00	10,071,900.00	9,958,750.00	2.200	2.341	903	06/22/2012
3133XUFN8	08279	FEDERAL HOME LOAN BANK		09/01/2009	10,000,000.00	10,027,850.00	10,015,316.04	2.100	2.028	952	08/10/2012
3133XUT94	08282	FEDERAL HOME LOAN BANK		08/24/2009	10,000,000.00	10,000,000.00	10,000,000.00	2.070	2.042	997	09/24/2012
3133XUYR8	08285	FEDERAL HOME LOAN BANK		08/29/2009	10,000,000.00	10,018,800.00	10,000,000.00	2.050	2.022	1,001	09/28/2012
3133XUW82	08289	FEDERAL HOME LOAN BANK		10/06/2009	10,000,000.00	9,971,900.00	10,000,000.00	2.375	2.342	1,739	10/06/2014
3133XV2E0	08292	FEDERAL HOME LOAN BANK		10/15/2009	10,000,000.00	10,003,100.00	10,000,000.00	2.000	1.973	1,018	10/15/2012
3133XS558	08310	FEDERAL HOME LOAN BANK		12/09/2009	10,000,000.00	10,126,472.22	10,127,124.39	2.900	2.816	1,278	07/02/2013
3133XW2N8	08314	FEDERAL HOME LOAN BANK		12/14/2009	10,000,000.00	9,950,625.00	9,988,322.31	0.750	0.782	1,075	12/11/2012
3133XVVP3	08318	FEDERAL HOME LOAN BANK		12/17/2009	10,000,000.00	9,850,000.00	10,000,000.00	2.000	1.973	1,811	12/17/2014
3128X8HR6	08133	FED HOME LOAN MORT CORP		02/05/2009	10,000,000.00	10,024,800.00	9,959,060.59	3.000	3.066	1,495	02/04/2014
3128X8HR6	08135	FED HOME LOAN MORT CORP		02/10/2009	10,000,000.00	10,024,600.00	9,956,483.28	3.000	3.073	1,495	02/04/2014
3128X8KQ4	08148	FED HOME LOAN MORT CORP		03/12/2009	10,000,000.00	10,037,700.00	9,976,556.31	3.250	3.268	1,509	02/18/2014

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
Federal Agency Coupons											
3128X8RT1	08149	FED HOME LOAN MORT CORP		03/16/2009	10,000,000.00	10,028,200.00	10,000,000.00	2.125	2.096	439	03/16/2011
3128X8QG0	08153	FED HOME LOAN MORT CORP		03/23/2009	10,000,000.00	10,033,200.00	9,982,722.22	2.125	2.198	630	09/23/2011
3137EABG3	08174	FED HOME LOAN MORT CORP		04/14/2009	10,000,000.00	10,090,600.00	10,065,845.61	2.875	0.857	119	04/30/2010
3128X8WF5	08179	FED HOME LOAN MORT CORP		04/23/2009	10,000,000.00	9,995,200.00	10,000,000.00	3.000	2.959	1,571	04/21/2014
3128X8MY5	08192	FED HOME LOAN MORT CORP		05/05/2009	18,978,000.00	19,024,306.32	19,001,690.66	3.250	3.072	1,522	03/03/2014
3128X8SK9	08195	FED HOME LOAN MORT CORP		05/06/2009	10,000,000.00	10,039,200.00	10,019,400.63	2.500	2.199	812	03/23/2012
3128X8A93	08202	FED HOME LOAN MORT CORP		05/11/2009	10,000,000.00	10,026,400.00	9,987,407.41	2.050	2.076	861	05/11/2012
3128X8ZQ8	08218	FED HOME LOAN MORT CORP		05/19/2009	10,000,000.00	9,964,600.00	10,000,000.00	3.125	3.082	1,599	05/19/2014
3128X8Y89	08248	FED HOME LOAN MORT CORP		07/02/2009	10,000,000.00	10,078,300.00	9,995,497.22	3.400	3.364	1,643	07/02/2014
3128X9EN6	09283	FED HOME LOAN MORT CORP		09/24/2009	10,000,000.00	9,952,100.00	10,000,000.00	3.125	3.082	1,727	09/24/2014
3128X9DM9	09284	FED HOME LOAN MORT CORP		09/24/2009	10,000,000.00	10,025,855.56	10,020,194.11	2.200	2.073	983	09/10/2012
3128X9HL7	09286	FED HOME LOAN MORT CORP		09/30/2009	10,000,000.00	9,975,600.00	9,987,151.67	3.100	3.064	1,733	09/30/2014
3128X9GL8	09288	FED HOME LOAN MORT CORP		10/05/2009	10,000,000.00	9,993,100.00	9,988,242.22	1.600	1.631	825	04/05/2012
3128X9SU5	09323	FED HOME LOAN MORT CORP		12/30/2009	10,000,000.00	9,941,194.44	9,988,704.38	2.150	2.157	1,274	06/28/2013
3136F9AH6	06887	FEDERAL NATIONAL MORT. ASSOC.		03/19/2008	10,000,000.00	10,078,100.00	10,014,950.00	4.100	3.742	1,173	03/19/2013
3136F9PZ0	07005	FEDERAL NATIONAL MORT. ASSOC.		05/28/2008	10,000,000.00	10,603,100.00	9,979,550.00	4.050	4.061	1,243	05/28/2013
3136FHBB0	08145	FEDERAL NATIONAL MORT. ASSOC.		02/26/2009	10,000,000.00	9,993,800.00	10,000,000.00	2.000	1.973	1,517	02/26/2014
3136FHB80	08146	FEDERAL NATIONAL MORT. ASSOC.		02/26/2009	20,000,000.00	19,987,600.00	20,000,000.00	2.000	1.973	1,517	02/26/2014
31398AVX7	08151	FEDERAL NATIONAL MORT. ASSOC.		03/19/2009	10,000,000.00	10,046,900.00	9,984,458.33	2.500	2.492	808	03/19/2012
3136FHDR3	08154	FEDERAL NATIONAL MORT. ASSOC.		03/23/2009	10,000,000.00	10,118,800.00	9,998,143.52	2.500	2.474	812	03/23/2012
3136FHFV2	08156	FEDERAL NATIONAL MORT. ASSOC.		03/25/2009	10,000,000.00	10,021,900.00	10,000,000.00	2.375	2.342	1,179	03/25/2013
3136FHHH1	08172	FEDERAL NATIONAL MORT. ASSOC.		04/14/2009	10,000,000.00	9,909,400.00	9,991,427.78	2.000	3.140	1,564	04/14/2014
3136FHHH1	08173	FEDERAL NATIONAL MORT. ASSOC.		04/14/2009	10,000,000.00	9,909,400.00	9,995,713.89	2.000	3.129	1,564	04/14/2014
31398AWL2	08177	FEDERAL NATIONAL MORT. ASSOC.		04/15/2009	10,000,000.00	10,031,300.00	10,000,000.00	1.750	1.726	469	04/15/2011
3136FHL05	08181	FEDERAL NATIONAL MORT. ASSOC.		04/27/2009	10,000,000.00	10,021,900.00	9,995,129.63	1.250	1.250	847	04/27/2012
3136FHMA0	08183	FEDERAL NATIONAL MORT. ASSOC.		04/29/2009	10,000,000.00	10,043,800.00	9,997,980.16	2.250	2.227	1,032	10/29/2012
3136FHN05	08193	FEDERAL NATIONAL MORT. ASSOC.		05/06/2009	10,000,000.00	10,025,000.00	9,991,305.56	2.000	1.993	1,586	05/06/2014
3136FHUF0	08223	FEDERAL NATIONAL MORT. ASSOC.		06/04/2009	10,000,000.00	10,028,100.00	10,000,000.00	1.500	1.479	885	06/04/2012
31398AVH2	08240	FEDERAL NATIONAL MORT. ASSOC.		06/24/2009	10,000,000.00	10,031,300.00	9,979,580.08	3.250	3.258	1,502	02/11/2014
3136FH4S1	09274	FEDERAL NATIONAL MORT. ASSOC.		08/19/2009	10,000,000.00	10,071,900.00	9,991,047.62	2.375	2.372	1,145	02/19/2013
3136FJGW5	09293	FEDERAL NATIONAL MORT. ASSOC.		10/28/2009	10,000,000.00	9,928,100.00	9,997,105.00	3.000	2.965	1,761	10/28/2014
3136FJFL0	09294	FEDERAL NATIONAL MORT. ASSOC.		10/28/2009	10,000,000.00	9,997,386.11	10,012,513.11	2.125	2.098	1,102	01/07/2013
3136FJA27	09320	FEDERAL NATIONAL MORT. ASSOC.		12/28/2009	10,000,000.00	9,909,400.00	9,995,011.90	2.000	1.987	1,274	06/28/2013
3136FJC66	09321	FEDERAL NATIONAL MORT. ASSOC.		12/28/2009	10,000,000.00	9,965,800.00	9,995,013.89	1.125	1.126	1,092	12/28/2012
3136FJGT0	09322	FEDERAL NATIONAL MORT. ASSOC.		12/30/2009	10,000,000.00	9,909,400.00	9,980,011.11	2.400	2.409	1,824	12/30/2014
31398AB84	09324	FEDERAL NATIONAL MORT. ASSOC.		12/30/2009	10,000,000.00	9,893,800.00	9,950,027.78	3.000	3.066	1,824	12/30/2014

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM	Days to Maturity	Maturity Date
Subtotal and Average			604,113,039.91		618,978,000.00	619,785,885.65	618,889,490.57		2.477	1,208	
Medium Term Notes											
060505DC5	08024	BANK OF AMERICA CORP		08/05/2008	10,000,000.00	9,984,500.00	9,981,590.21	0.387	1.788	140	05/21/2010
060508AA9	08100	Bank of America Corp - FDIC		12/04/2008	10,000,000.00	10,362,000.00	10,008,026.25	3.125	3.048	896	06/15/2012
06408HBA6	08124	Bank of New York Mellon		01/14/2009	10,000,000.00	10,654,100.00	10,359,886.79	5.125	3.018	869	11/01/2011
06408HBE8	08295	Bank of New York Mellon		11/02/2009	10,000,000.00	10,771,175.00	10,788,637.28	4.950	2.042	1,035	11/01/2012
084684AR2	06242	BERKSHIRE HATHAWAY FINANCE		11/16/2006	10,000,000.00	10,009,700.00	9,996,793.15	4.125	4.956	14	01/15/2010
084684AR2	08099	BERKSHIRE HATHAWAY FINANCE		12/04/2008	5,000,000.00	5,004,850.00	5,002,343.87	4.125	2.849	14	01/15/2010
36962GM68	09259	General Electric Company		08/03/2009	10,000,000.00	10,414,800.00	10,252,125.60	4.375	2.941	689	11/21/2011
36962GX82	08106	GENERAL ELECTRIC CAPITAL CORP		08/29/2006	10,000,000.00	10,169,200.00	10,000,000.00	5.720	5.644	598	08/22/2011
36962GG3T9	08280	GENERAL ELECTRIC CAPITAL CORP		09/03/2009	10,000,000.00	10,452,700.00	10,355,083.46	4.800	4.367	1,218	05/01/2013
36962G4E1	09305	GENERAL ELECTRIC CAPITAL CORP		12/03/2009	10,000,000.00	10,313,244.44	10,409,452.69	3.500	2.269	955	08/13/2012
38146FAA9	08101	Goldman Sachs Group - FDIC		12/04/2008	10,000,000.00	10,389,300.00	10,057,727.77	3.250	2.859	886	06/15/2012
59018YUJ22	05179	MERRILL LYNCH		12/12/2005	10,000,000.00	10,032,100.00	9,992,740.98	4.250	4.971	38	02/08/2010
78008HRD4	09306	Royal Bank of Canada		12/08/2009	10,000,000.00	10,000,000.00	10,000,000.00	1.250	1.233	1,072	12/08/2012
949746NB3	06251	WELLS FARGO & CO.		11/21/2006	10,000,000.00	10,361,000.00	9,976,510.80	4.875	5.059	376	01/12/2011
949746NY3	08104	WELLS FARGO & CO.		12/08/2008	10,000,000.00	10,386,800.00	9,814,175.60	4.375	4.977	1,126	01/31/2013
949746JU1	08134	WELLS FARGO & CO.		02/09/2009	9,095,000.00	9,102,912.85	9,101,726.51	4.200	4.816	14	01/15/2010
949748AF4	09291	WELLS FARGO BANK		10/09/2009	13,000,000.00	13,887,033.33	13,766,568.50	6.450	1.997	398	02/01/2011
949744AA4	08106	WELLS FARGO & CO - FDIC		12/10/2008	10,000,000.00	10,323,700.00	10,000,000.00	3.000	2.959	707	12/09/2011
949744AA4	08107	WELLS FARGO & CO - FDIC		12/10/2008	20,000,000.00	20,647,400.00	20,000,000.00	3.000	2.959	707	12/09/2011
Subtotal and Average			196,986,332.94		197,095,000.00	203,266,515.42	199,863,389.46		3.363	630	
Negotiable Certificates of Deposit											
90531C6S6	09298	UNION BANK OF CALIFORNIA		11/20/2009	20,000,000.00	20,000,200.00	20,000,000.00	0.190	0.190	14	01/15/2010
90531C7J5	09309	UNION BANK OF CALIFORNIA		12/08/2009	10,000,000.00	10,000,300.00	10,000,000.00	0.250	0.250	96	04/07/2010
90531C7L0	09315	UNION BANK OF CALIFORNIA		12/14/2009	20,000,000.00	20,000,000.00	20,000,000.00	0.170	0.170	42	02/12/2010
Subtotal and Average			39,354,838.71		50,000,000.00	50,000,500.00	50,000,000.00		0.194	42	
Commercial Paper Disc. -Amortizing											
36959JEL3	09308	GENERAL ELECTRIC CAPITAL CORP		12/08/2009	20,000,000.00	19,980,694.44	19,980,694.44	0.250	0.250	139	05/20/2010
4042F1AF6	09301	HSBC FINANCE CORP		12/01/2009	30,000,000.00	29,998,016.67	29,998,016.67	0.170	0.170	14	01/15/2010
83365SA86	09307	SOCIETE GENERALE N AMER		12/08/2009	20,000,000.00	19,998,416.66	19,998,416.67	0.150	0.150	7	01/08/2010
83365SAK9	09316	SOCIETE GENERALE N AMER		12/15/2009	20,000,000.00	19,998,400.00	19,998,400.00	0.160	0.160	18	01/19/2010
90262DA62	09325	UBS FINANCE, INC - DELAWARE		12/30/2009	40,000,000.00	39,999,944.44	39,999,944.44	0.010	0.010	5	01/08/2010
Subtotal and Average			97,395,371.06		130,000,000.00	129,976,472.21	129,976,472.22		0.129	30	

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
Treasury Discounts -Amortizing											
912795/Q2	09300	U. S. TREASURY BILL		12/01/2009	10,000,000.00	9,995,233.33	9,995,233.33	0.130	0.132	132	05/13/2010
		Subtotal and Average	9,994,691.67		10,000,000.00	9,995,233.33	9,995,233.33		0.132	132	
PFA - HELICOPTER											
SYS08169	08169	Public Finance Authority		04/09/2009	1,500,000.00	1,500,000.00	1,500,000.00	2.476	2.442	2,292	04/11/2016
		Subtotal and Average	1,500,000.00		1,500,000.00	1,500,000.00	1,500,000.00		2.442	2,292	
Local Agency GO Bond											
SYS08241	08241	Newcastle Elem. School District		06/24/2009	60,000.00	60,000.00	60,000.00	0.580	0.572	181	07/01/2010
SYS08242	08242	Newcastle Elem. School District		06/24/2009	60,000.00	60,000.00	60,000.00	1.090	0.614	546	07/01/2011
SYS08243	08243	Newcastle Elem. School District		06/24/2009	60,000.00	60,000.00	60,000.00	1.370	0.504	912	07/01/2012
SYS08244	08244	Newcastle Elem. School District		06/24/2009	65,000.00	65,000.00	65,000.00	1.830	0.492	1,277	07/01/2013
		Subtotal and Average	245,000.00		245,000.00	245,000.00	245,000.00		0.545	740	
Local Agency Bonds											
SYS05311	05311	MIDDLE FORK JPA		03/29/2006	37,422,119.00	37,422,119.00	37,422,119.00	5.570	5.494	9,587	04/01/2036
		Subtotal and Average	34,727,774.48		37,422,119.00	37,422,119.00	37,422,119.00		5.494	9,587	
Rolling Repurchase Agreements - 2											
SYS09296	09296	CANTOR FITZGERALD		11/03/2009	60,035,571.57	60,035,571.57	60,035,571.57	0.070	0.069	1	
SYS09297	09297	WFB REPURCHASE-SWEEP		11/02/2009	61,998,699.62	61,998,699.62	61,998,699.62	0.200	0.197	1	
		Subtotal and Average	125,977,324.16		122,034,271.19	122,034,271.19	122,034,271.19		0.134	1	
		Total and Average	1,199,823,151.58		1,257,274,390.19	1,264,936,723.24	1,260,384,828.39		2.052	1,039	

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM	Days to 360 Maturity
Cash at Bank										
SYS00000	00000	PLACER COUNTY CASH			1,777,433.98	1,777,433.98	1,777,433.98		0.000	1
Undeposited Receipts										
SYS00000VAULT	00000VAULT	PLACER COUNTY CASH			233,355.89	233,355.89	233,355.89		0.000	1
		Average Balance	0.00							1
Total Cash and Investments			1,199,823,151.58		1,259,285,180.06	1,256,947,513.11	1,252,395,618.26		2.052	1,039

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General Fund
Purchases Report
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CUSIP	Investment #	Fund	Sec. Type	Original Par Value	Purchase Date	Payment Periods	Principal Purchased	Accrued Interest at Purchase	Rate at Purchase	Maturity Date	YTM 365	Ending Book Value
General Fund												
912795UQ2	09300	1010	ATD USTB	10,000,000.00	12/01/2009	05/13 - At Maturity	9,994,113.89		0.130	05/13/2010	0.134	9,995,233.33
4042F1AF6	09301	1010	ACP HSBCF	30,000,000.00	12/01/2009	01/15 - At Maturity	29,993,625.00		0.170	01/15/2010	0.172	29,998,016.67
912828LX6	09302	1010	TRC USTN	10,000,000.00	12/01/2009	05/15 - 11/15	10,084,375.00	6,077.35	1.375	11/15/2012	1.084	10,088,030.47
31331G4J5	09303	1010	FAC FFCB	10,000,000.00	12/03/2009	03/03 - 09/03	10,000,000.00		2.300	09/03/2013	2.300	10,000,000.00
31331G4Y2	09304	1010	FAC FFCB	10,000,000.00	12/03/2009	06/03 - 12/03	10,000,000.00		2.450	12/03/2013	2.450	10,000,000.00
36962G4E1	09305	1010	MTN GE CAP	10,000,000.00	12/03/2009	02/13 - 08/13	10,311,500.00	108,944.44	3.500	08/13/2012	2.300	10,409,452.69
78008RD4	09306	1010	MTN RY	10,000,000.00	12/08/2009	06/08 - 12/08	10,000,000.00		1.250	12/08/2012	1.250	10,000,000.00
83365SA86	09307	1010	ACP SOCNAM	20,000,000.00	12/08/2009	01/08 - At Maturity	19,997,416.67		0.150	01/08/2010	0.152	19,999,416.67
36959JEL3	09308	1010	ACP GE CAP	20,000,000.00	12/08/2009	05/20 - At Maturity	19,977,361.11		0.250	05/20/2010	0.254	19,980,694.44
90531C7J5	09309	1010	NCB UBKCAL	10,000,000.00	12/08/2009	04/07 - At Maturity	10,000,000.00		0.250	04/07/2010	0.253	10,000,000.00
3133XSS58	09310	1010	FAC FHLB	10,000,000.00	12/09/2009	01/02 - Final Pmt	10,015,000.00	126,472.22	2.900	07/02/2013	2.855	10,127,124.39
912828LX6	09311	1010	TRC USTN	10,000,000.00	12/10/2009	05/15 - 11/15	10,040,625.00	9,495.86	1.375	11/15/2012	1.233	10,049,286.36
4042F0ZU8	09312	1010	ACP HSBCF	10,000,000.00	12/11/2009	12/28 - At Maturity	9,989,386.11		0.130	12/28/2009	0.132	0.00
912828LT5	09313	1010	TRC USTN	10,000,000.00	12/11/2009	04/30 - 10/31	10,040,625.00	11,325.97	1.000	10/31/2011	0.783	10,050,712.76
3133XW2N8	09314	1010	FAC FHLB	10,000,000.00	12/14/2009	06/11 - 12/11	9,987,500.00	625.00	0.750	12/11/2012	0.782	9,988,322.31
90531C7L0	09315	1010	NCB UBKCAL	20,000,000.00	12/14/2009	02/12 - At Maturity	20,000,000.00		0.170	02/12/2010	0.172	20,000,000.00
83365SAK9	09316	1010	ACP SOCNAM	20,000,000.00	12/15/2009	01/19 - At Maturity	19,996,888.89		0.160	01/19/2010	0.162	19,998,400.00
912828EG1	09317	1010	TRC USTN	10,000,000.00	12/15/2009	03/15 - 09/15	10,266,406.25	97,410.22	3.875	09/15/2010	0.309	10,347,287.62
3133XVWP3	09318	1010	FAC FHLB	10,000,000.00	12/17/2009	06/17 - 12/17	10,000,000.00		2.000	12/17/2014	2.000	10,000,000.00
31331G7L7	09319	1010	FAC FFCB	10,000,000.00	12/22/2009	06/22 - 12/22	9,997,500.00		2.820	12/22/2014	2.825	9,997,512.50
3136FJA27	09320	1010	FAC FNMA	10,000,000.00	12/28/2009	06/28 - 12/28	9,995,000.00		2.000	06/28/2013	2.015	9,995,011.90
3136FJC66	09321	1010	FAC FNMA	10,000,000.00	12/29/2009	06/28 - 12/28	9,995,000.00		1.125	12/28/2012	1.142	9,995,013.89
3136FJG70	09322	1010	FAC FNMA	10,000,000.00	12/30/2009	06/30 - 12/30	9,980,000.00		2.400	12/30/2014	2.443	9,980,011.11
3128X9SU5	09323	1010	FAC FHLMC	10,000,000.00	12/30/2009	06/28 - 12/28	9,987,500.00	1,194.44	2.150	06/28/2013	2.187	9,988,704.38
31399AB84	09324	1010	FAC FNMA	10,000,000.00	12/30/2009	09/30 - 12/30	9,950,000.00		3.000	12/30/2014	3.109	9,950,027.78
90262DA62	09325	1010	ACP UBSF	40,000,000.00	12/30/2009	01/08 - At Maturity	39,999,922.22		0.010	01/08/2010	0.010	39,998,944.44
Subtotal				350,000,000.00			350,609,745.14	359,545.50				340,938,203.71
Total Purchases				350,000,000.00			350,609,745.14	359,545.50				340,938,203.71

4.5.27

INFORMATION

DISCUSSION

ACTION

ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

State Budget Update

AGENDA ITEM AREA:

Information

REQUESTED BY:

Joyce Lopes
Assistant Superintendent, Business Services

ENCLOSURES:

No

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

January 19, 2010

ROLL CALL REQUIRED:

No

BACKGROUND:

The Governor's January Budget released January 8, 2010, acknowledges a combined shortfall of \$19.9 billion over 2009-10 and 2010-11. While the Governor has indicated he proposes no mid-year cuts in 2009-10 for individual school districts, we do anticipate cuts to the funding we receive in 2010-11. Staff attended the School Services of California Governor's Budget Workshop on January 12, 2010. An update will be provided to the Board at the meeting.

RECOMMENDATION:

Administration recommends the Board receive the update on the State budget.

7.1

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

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

DISTRICT GLOBAL GOALS

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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 Resolution 09/10.15 Establishment
of Senior Management Position of the Classified
Service: Director of Maintenance

AGENDA ITEM AREA:

Discussion/Action

REQUESTED BY:

Scott Leaman
Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

District Office

FINANCIAL INPUT/SOURCE:

General Fund and others

MEETING DATE:

January 19, 2010

ROLL CALL REQUIRED:

Yes

BACKGROUND:

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 Maintenance position as "Senior Management."

RECOMMENDATION:

Approve the attached resolution.

7.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Resolution 09/10.15

**A RESOLUTION BEFORE THE GOVERNING
BOARD OF THE WESTERN PLACER UNIFIED
SCHOOL DISTRICT APPROVING DIRECTOR
MAINTENANCE AS BEING DESIGNATED A
CLASSIFIED POSITION**)
)
)
)
)

WHEREAS, California Education Code Section 45100.5 allows the Governing Board of the Western Placer Unified School District to designate certain classified positions as "senior management" positions of the classified service; and

WHEREAS, such designation of certain classified positions is not a matter subject to collective bargaining negotiations but is subject to review by the Public Employment Relations Board; and

WHEREAS, 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; and

WHEREAS, 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"; and

WHEREAS, as a school district with less than 10,000 ADA, the Western Placer Unified School District may designate a maximum of two senior management positions.

NOW THEREFORE, BE IT IS RESOLVED, that the district's Director of Maintenance is the highest position in the respective principal program area of Maintenance and has district-wide responsibilities for administering the maintenance department; and

BE IT FURTHER RESOLVED, that the following district classified position is hereby designated as senior management:

Director of Maintenance

PASSED AND ADOPTED, at a regular meeting of the Western Placer Unified School District Governing Board on the 19th day of January 2010, by the following vote

Ayes:
Noes:
Absent:

7.2.1

Governing Board President
Western Placer Unified School District

Board Clerk
Western Placer Unified School District

**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:

John Adams Academy (Charter School)

AGENDA ITEM AREA:

Information

REQUESTED BY:

Scott Leaman
Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Administrative Office

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

January 19, 2010

ROLL CALL REQUIRED:

No

BACKGROUND:

Western Placer Unified School District received a fax notification of a charter petition for the establishment of the John Adams Academy (Charter School). Mr. Leaman will update the Board of Trustees on the results of the public hearing.

RECOMMENDATION:

DATE: 1/13/2010

NUMBER OF PAGES including cover sheet: 2

TO: SUPERINTENDENT

FROM: Dean Forman

OF: WESTERN PLACER USD

John Adams Academies, Inc.

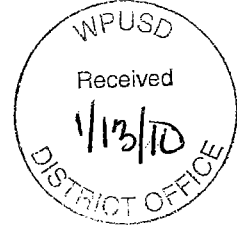
PHONE

PHONE (916) 955-6363

FAX: 916-645-6356

FAX: (916) 960-1445

EMAIL: info@johnadamsacademy.com



RE JOHN ADAMS ACADEMY

7.3.1

John Adams Academies, Inc.

1508 Eureka Road, Ste 190
Roseville, CA 95661
916-955-6363

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

Re: Notice Pursuant to California Education Code Section 47605.1(d)

Dear Superintendent Leaman:

The purpose of this letter is to provide notice pursuant to Education Code Section 47605.1(d) that the Loomis Union Elementary School District ("District") is currently considering a charter petition for the establishment of the John Adams Academy ("Charter School"). A public hearing will be held by the Governing Board of the District on January 14, 2009. If approved, the Charter School may maintain a facility within the boundaries of the Western Placer Unified School District.

Sincerely,



Dean Forman, Lead Petitioner
John Adams Academy

Cc: Paul Johnson, Loomis Union Elementary School District

7.3.2

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

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

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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:

Cabinet Review of Hiring and Purchases

AGENDA ITEM AREA:

Information/Discussion

REQUESTED BY:

Scott Leaman
Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

District Office

FINANCIAL INPUT/SOURCE:

All Funds

MEETING DATE:

January 19, 2010

ROLL CALL REQUIRED:

Yes

BACKGROUND:

Based on the current state and district budget situations, the superintendent is enacting a cabinet hiring and purchase order review. Each vacancy and purchase order will be reviewed to determine if the action is essential. If a vacancy or purchase order is denied, the person forwarding the request will receive feedback and other options, if available.

RECOMMENDATION:

This item is for information and discussion only.

7.4

**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
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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:

School Accountability Report Cards (SARC's)

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Mary Boyle

ENCLOSURES:

School Site SARC's

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

None

MEETING DATE:

January 19, 2010

ROLL CALL REQUIRED:

No

BACKGROUND:

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

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

Each WPUSD school has produced a SARC which is available in each school site office and on the WPUSD website under Educational Programs. Included in each SARC is information on student achievement, testing, textbooks, curriculum, API, AYP, school leadership, teacher credentialing and staff. SARC's are required to be provided in February for the previous academic year.

RECOMMENDATION:

Approve WPUSD School Accountability Report Cards for 2008 – 2009.

4.4

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

Lincoln High School

Address: 790 J St. , Lincoln CA 95648-1614

Phone: 916-645-6360

Principal: David Butler

Grade Span: 9 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Lincoln High School has experienced considerable growth over the past five years. Our student enrollment has increased from 1100 in 2005-2006 to over 1500 in 2009-2010. Along with increased enrollment, we have added A.P. classes, Exit Exam classes, increase tutoring and vocational educational opportunities. We urge everyone to consult our website to view the many and varied programs offered to the students at Lincoln High School.

WELCOME MESSAGE FROM THE PRINCIPAL

Welcome to Lincoln High School, home of the "Fighting Zebras." We have an outstanding staff of teachers, counselors, secretaries and custodians, all of whom are dedicated to the education and well being of our students. Our curricular offerings accommodate interests of all students. We offer many A.P. courses, as well as R.O.P. and vocational classes including those held at our 280 acre farm. Some of the more unique course offerings are: Natural History, C.S.I., Auto, I-Design, Floral Design, and Academic Decathlon.

Extracurricular activities include athletics, drama productions, marching band and a number of clubs. We encourage every student to be involved in as many activities as possible.

It is our goal to provide all students with the support they need to become successful, productive citizens.

Student Enrollment

Group	Percent
African American	1.56 %
American Indian or Alaska Native	1.15 %
Asian	3.05 %
Filipino	2.24 %
Hispanic or Latino	24.24 %
Pacific Islander	0.81 %
White (not Hispanic)	65.17 %
Multiple or No Response	1.77 %
Socioeconomically Disadvantaged	32.00 %
English Learners	5.00 %
Students with Disabilities	8.00 %
Total Number of Students	1473

4.41

Teachers

Indicator	Teachers
Teachers with full credential	58
Teachers without full credential	4
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	53%
Mathematics	20%
Science	58%
History-Social Science	56%

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	762
Statewide Rank (from 2008 Base API Report)	7
2009-10 Program Improvement Status (PI Year)	N/A

School Facilities

Summary of Most Recent Site Inspection

The most recent inspection of Lincoln High School resulted in a status that everything was in good shape.

Repairs Needed

None.

Corrective Actions Taken or Planned

The alarm system is being installed. We will have a new roof in 2010.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

4.42

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4838
District	\$5030
State	\$5,512

School Completion

Indicator	Result
Graduation Rate	94.6 %

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	46
Graduates Who Completed All Courses Required for University of California or California State University Admission	24%

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

4,4,3

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC Web page](#). For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009-10)

This section provides the schools contact information.

School		District	
School Name	Lincoln High	District Name	Western Placer Unified
Street	790 J St.	Phone Number	916-645-6350
City, State, Zip	Lincoln , CA 95648-1614	Web Site	www.wpusd.k12.ca.us
Phone Number	916-645-6360	Superintendent	Scott Leaman
Principal	David Butler	E-mail Address	s_leaman@wpusd.k12.ca.us
E-mail Address	d_butler@wpusd.k12.ca.us	CDS Code	31- 66951- 3134657

School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2008-09)

Expected School-Wide Learning Results

ESLRs

- Students will increase academic achievement and be proficient in the areas of reading, writing, mathematics, social science, and technology by:
 - Meeting or exceeding proficiency standards for all coursework

4, 4, 4

- Being able to analyze and evaluate all situations
- Developing technology skills to solve problems and communicate effectively
- **Students will be able to communicate effectively by:**
 - Reading with comprehension
 - Writing with clarity
 - Listening with understanding
 - Speaking with confidence and purpose
- **Students will develop an awareness of diverse viewpoints, beliefs, and abilities by:**
 - Recognizing a responsibility towards people and the community
 - Working towards resolving conflicts in a non-violent manner
 - Understanding and respecting cultural diversity and students with special needs
- **Students will receive the skills necessary to transition into the world of work or next-level academic pursuits by:**
 - Setting and pursuing realistic and challenging goals
 - Developing a personal career path and education plan to meet those goals

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

Lincoln High School urges all parents to be actively involved in their student's education. Several ways to be involved include the Site-Based Leadership, Booster Club, Quarterback Club, Agricultural Advisory, tutoring and volunteering.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0

445

Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	433
Grade 10	389
Grade 11	336
Grade 12	315
Ungraded Secondary	0
Total Enrollment	1473

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	1.56 %
American Indian or Alaska Native	1.15 %
Asian	3.05 %
Filipino	2.24 %
Hispanic or Latino	24.24 %
Pacific Islander	0.81 %
White (not Hispanic)	65.17 %
Multiple or No Response	1.77 %
Socioeconomically Disadvantaged	32.00 %
English Learners	5.00 %
Students with Disabilities	8.00 %

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.8	8	30	2	25.0	14	19	9	28.2	5	19	12
Mathematics	27.8	4	20	5	24.9	11	12	6	27.0	6	14	11
Science	23.0	11	17		17.8	20	19		17.4	27	14	1
Social Science	31.2	1	10	9	26.1	5	20	2	30.2	1	17	8

III. School Climate

School Safety Plan (School Year 2008-09)

4,46

This section provides information about the school's comprehensive safety plan.

Lincoln High School's comprehensive safety plan was revised and updated in October 2009.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	18.9	11.3	9.2	10.0	9.5	8.7
Expulsions	0.0	1.5	0.9	0.1	0.5	0.5

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The most recent inspection of Lincoln High School resulted in a status of "good".

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	√			N/A
Interior: Interior Surfaces	N/A	√			N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	√			N/A
Electrical: Electrical	N/A	√			N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	√			N/A
Safety: Fire Safety, Hazardous Materials	N/A	√			N/A
Structural: Structural Damage, Roofs	N/A	√			N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	√			N/A
Overall Rating		√			N/A

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

	School	District
--	--------	----------

4.4.7

Teachers	2006-07	2007-08	2008-09	2008-09
With Full Credential	53	57	58	475
Without Full Credential	4	5	4	13
Teaching Outside Subject Area of Competence				N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality Web page](#).

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	96.7	3.3
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	97.9	2.1

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	491
Library Media Teacher (Librarian)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		

4.4.8

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Language of Literature by McDougal Little. Adopted in 2007	0%
Mathematics	Algebra I, Geometry, Integrated Math 1 & 2 by McDougal Little. Algebra II, & Pre-Calculus by Glencoe. Calculus by Houghton Mifflin. Practical Mathematics by Holt. Adopted in 2007	0%
Science	Biology & Earth Science California Edition & Ag Science 2B by Prentice Hall. Chemistry & Conceptual Integrated Science by Pearson. Physics: Principles & Problems by Glencoe. BCSC Biology: An Ecological Approach by Kendall-Hunt. The Science of Agriculture by Herran-Del Mar Publishers. Adopted in 2007	0%
History-Social Science	The Americans by McDougal Littell. Modern Times, Economics, United States Government by Glencoe. The American Pageant by Houghton Mifflin. Comparative Politics by Pearson. Adopted in 2007	0%
Foreign Language	Vin Conmigo by Holt & Bien Dit by Holt adopted in 2003	0%
Health	Lifetime Health by Holt. Adopted in 2007	0%
Visual and Performing Arts	Theatre in Action by Glencoe adopted in 2001	0%
Science Laboratory Equipment (grades 9-12)	Microscopes, Centrifuges, Anatomical Models, Eyeglass UV sanitation Cabinet/Storage, Scales/Balances, Bunsen Burners, Incubators, and PASCO Spark Lab Stimulators.	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the [CDE Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the [CDE Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,863	\$2,025	\$4,838	\$61,548
District	\$6,969	\$1,939	\$5,030	\$61,629
Percent Difference – School Site and District	-1.55%	4.25%	-3.98%	1.03%
State	\$8,594	\$3,082	\$5,512	\$65,808
Percent Difference – School Site and State	-25.23%	-52.20	-13.94%	-4.2%

Types of Services Funded (Fiscal Year 2008-09)

4.4.9

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

CAHSEE funds are used to support the cahsee math and English classes through the purchase of materials and providing tutoring for all students that require, seek, or need help with the exit exams.

EIA funds are used to support such programs as AVID, the writing lab, and students that are having difficulty with their studies. The support comes in the form of tutors, aides, and materials that may be necessary.

The Agricultural program at Lincoln High School is partially funded by the California Agricultural Incentive Grant. These funds are obtained by allocation based on a list of quality and performance criteria. Funds are used to aid continuing development and maintenance of the Agriculture program, including but not limited to: curriculum, materials, equipment, trips, FFA record books, transportation, student registration, and travel expenses. Grant funds are matched by the district in a variety of ways, including bussing, and maintenance projects.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,758	\$40,917
Mid-Range Teacher Salary	\$63,255	\$64,688
Highest Teacher Salary	\$83,181	\$82,849
Average Principal Salary (Elementary)	\$95,522	\$102,130
Average Principal Salary (Middle)	\$97,096	\$108,050
Average Principal Salary (High)	\$110,684	\$117,805
Superintendent Salary	\$145,000	\$176,845
Percent of Budget for Teacher Salaries	43.00 %	40.30 %
Percent of Budget for Administrative Salaries	5.40 %	5.90 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public](#) guide. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

	School	District	State
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44.10

Subject	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	54	61	64	48	49	55	43	46	50
Mathematics	38	42	47	39	44	47	40	43	46
Science	50	46	58	42	46	53	38	46	50
History-Social Science	36	47	56	29	35	41	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	30	14	*	31
American Indian or Alaska Native	38	46	*	73
Asian	72	33	*	78
Filipino	68	18	*	60
Hispanic or Latino	34	12	43	41
Pacific Islander	*	*	*	*
White (not Hispanic)	59	22	61	61
Male	49	21	58	64
Female	56	20	58	49
Economically Disadvantaged	39	14	46	44
English Learners	4	5	*	17
Students with Disabilities	9	2	7	13
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	85	87	88	84	86	86	78	78	80

4,411

Mathematics	84	87	88	83	87	86	76	79	81
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Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	35.8	27.3	36.9	36.8	42.8	20.4
Male	40.8	30.4	28.8	34.6	43.8	21.6
Female	30.4	23.8	45.8	39.3	41.7	19.0
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	54.7	21.3	24.0	48.0	34.7	17.3
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	32.4	26.3	41.3	34.3	44.8	21.0
English Learners	82.9	11.4	5.7	62.9	31.4	5.7
Socioeconomically Disadvantaged	45.5	29.8	24.8	45.1	39.3	15.6
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	90.9	3.0	6.1	90.9	9.1	0.0

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing (PFT) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.4%	28.6%	23.7%
7	18.5%	28.3%	27.2%
9	15.9%	29.6%	43.8%

X. Accountability

Academic Performance Index

44.12

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\) Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	6	6	7
Similar Schools	2	3	3

"N/A"

means a number is not applicable or not available due to missing data.

"B"

means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C"

means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * "

means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	21	19	18	762
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	27	21	14	690
Pacific Islander				
White (not Hispanic)	23	14	15	781
Socioeconomically Disadvantaged	21	21	33	709
English Learners				
Students with Disabilities				

4.4.13

"N/A"

means a number is not applicable or not available due to missing data.

""**

means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	YMA

"Yes"

Met 2009 AYP Criteria

"No"

Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	3

4.4.14

Percent of Schools Currently in Program Improvement

N/A

25.0

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [General Admissions Information Web page](#) (Outside Source).

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [Undergraduate Admission & Requirements Web page](#) (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest Web page](#).

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	0.4	3.4	1.5	3.0	7.1	3.6	3.5	4.4	3.9
Graduation Rate	98.4	96.0	94.6	75.5	79.1	83.5	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	98%	Lincoln High School	N/A
African American	100%	Lincoln High School	N/A
American Indian or Alaska Native	100%	Lincoln High School	N/A
Asian	100%	Lincoln High School	N/A
Filipino	100%	Lincoln High School	N/A
Hispanic or Latino	96%	Lincoln High School	N/A
Pacific Islander	100%	Lincoln High School	N/A
White (not Hispanic)	99%	Lincoln High School	N/A
Socioeconomically Disadvantaged	77%	Lincoln High School	N/A
English Learners	96%	Lincoln High School	N/A
Students with Disabilities	95%	Lincoln High School	N/A

4.4.15

Career Technical Education Programs (School Year 2008-09)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

CTE has a long history at Lincoln High School. We have a comprehensive Agricultural program, Wood Technologies, and Automotive departments. CTE courses begin with exploratory classes in middle school. Upon entering high school, students are able to enroll directly to the Agricultural program, or shop orientation. From shop orientation or introduction to AG Science, students may choose their desired career path and continue their education through another 280 sequential hours of instruction. Students also have the opportunity to enroll in a very well designed ROP program including Accounting, Art and Animation, Entrepreneurship and Virtual Enterprise, Business Tech, Computer Studies, Financial Service Careers, Graphic Communication Arts, Sports Medicine, and Video Production. Students are enrolled according to their interest. Our district uses a trimester system. This system allows a student to enroll in 30% more classes than students in a typical semester system. Because of this extra time, a student can not only take a full sequence of CTE courses, but also accomplish A-G requirements. Extra space in the student schedule allows time for students to gain career experience with local business programs, boasting over 200 industry partners.

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	303
Percent of the school's pupils completing a CTE program and earning a high school diploma	4%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	35%

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	75%
Graduates Who Completed All Courses Required for UC/CSU Admission	25%

Advanced Placement Courses (School Year 2008-09)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE [DataQuest](#) Web page.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	1	1.5
Fine and Performing Arts		N/A
Foreign Language	1	1.5
Mathematics	2	1
Science	2	1
Social Science	1	1.5

4,4.16

All courses

7

7.5 (110 students)

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Western Placer provides 3 days annually for the District staff. One is used by the District and two by the site for the teachers. Additionally the district provides 6 hours of staff development through the buyback program. Lincoln High also has 9 days of early release and 8 days of late start for staff development.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress Web page](#) (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\) Web page](#).

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

4.4.17

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

4,4.18

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

Carlin C. Coppin Elementary School

Address: 150 E. 12th St., Lincoln CA 95648-2058
Principal: Terri Dorow

Phone: 916-645-6390
Grade Span: K - 5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Carlin C. Coppin Elementary is located in Western Placer Unified School District in the city of Lincoln. The school serves kindergarten through fifth grades; the enrollment is 449, with two to four classes at each grade level. Built in 1972 it houses a library, computer lab, multipurpose room, administration building, classrooms, the STAR Program portable and the Headstart/State Preschool Program. All buildings are kept clean and inviting by a dedicated custodial staff. The school garden and pots of colorful flowers add to the warm and inviting school environment.

Student Enrollment

Group	Percent
African American	0.47 %
American Indian or Alaska Native	0.70 %
Asian	1.17 %
Filipino	0.70 %
Hispanic or Latino	25.47 %
Pacific Islander	0.47 %
White (not Hispanic)	65.89 %
Multiple or No Response	5.14 %
Socioeconomically Disadvantaged	37.00 %
English Learners	10.00 %
Students with Disabilities	22.00 %
Total Number of Students	428

Teachers

Indicator	Teachers
Teachers with full credential	22
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

44.19

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	62.9%
Mathematics	65.3%
Science	53%
History-Social Science	N/A

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	816
Statewide Rank (from 2008 Base API Report)	7
2009-10 Program Improvement Status (PI Year)	In PI

School Facilities

Summary of Most Recent Site Inspection

The school facility repair status is "good."

Repairs Needed

No repairs are needed at this time.

Corrective Actions Taken or Planned

No corrective actions are needed at this time.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	N/A
Health	N/A
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,486
District	\$5,030
State	\$5,512

School Completion

Indicator	Result
-----------	--------

4.4.20

Graduation Rate	N/A %
-----------------	-------

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

4.4.21

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009-10)

This section provides the schools contact information.

School		District	
School Name	Carlin C. Coppin Elementary	District Name	Western Placer Unified
Street	150 E. 12th St.	Phone Number	916-645-6350
City, State, Zip	Lincoln , CA 95648-2058	Web Site	www.wpusd.k12.ca.us
Phone Number	916-645-6390	Superintendent	Scott Leaman
Principal	Terri Dorow	E-mail Address	s_leaman@wpusd.k12.ca.us
E-mail Address	tdorow@wpusd.k12.ca.us	CDS Code	31- 66951- 6085252

School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2008-09)

Carlin C. Coppin Elementary School is located at 150 E. 12th Street in the community of Lincoln. The school is one of ten schools (six elementary schools) in the Western Placer Unified School District.

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

4.4.22

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

Parents play important roles at Carlin C. Coppin through their active participation and involvement in School Site Council (SSC), Parent Teacher Club (PTC), English Learner Advisory Council (ELAC), annual events, and volunteering in the classrooms. Parents support PTC activities such as family nights, school assemblies, and purchase of teaching resources and rewards. Parents fully implement a monthly art docent program.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	75
Grade 1	80
Grade 2	66
Grade 3	73
Grade 4	82
Grade 5	52
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	428

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	0.47 %
American Indian or Alaska Native	0.70 %
Asian	1.17 %
Filipino	0.70 %
Hispanic or Latino	25.47 %
Pacific Islander	0.47 %
White (not Hispanic)	65.89 %
Multiple or No Response	5.14 %
Socioeconomically Disadvantaged	37.00 %
English Learners	10.00 %
Students with Disabilities	22.00 %

4,423

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25.3		3		23.7		3		25.3		3	
1	18.3	4			19.3	3			20.0	4		
2	19.8	4			16.0	2			19.8	4		
3	18.3	3			18.5	4			20.0	3		
4	28.0		3		32.0		2		31.0		2	
5	27.0		3		30.0		2		30.0		1	
6												
K-3	20.0	1										
3-4												
4-8					30.0		1		30.0		1	
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

Each school year the Carlin C. Coppin comprehensive school safety plan is reviewed and revised to reflect current practices and procedures.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	6.0	10.4	1.6	10.0	9.5	8.7
Expulsions	0.0	0.0	0.0	0.1	0.5	0.5

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

4,424

Carlin C. Coppin was constructed in 1972. Since that time, 18 portable classrooms have been added (though some have since been removed). These classrooms house both special needs and general education students. Science, music, library and the computer lab are housed in the portable classrooms. The restrooms remain in good repair. Although a chain link was added at the entrance path this year to remind parents and visitors to check in through the office, a larger more secure fence should be considered, one that is designed to encircle all entrances in front of the school.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating	GOOD				N/A

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	25	23	22	475
Without Full Credential	0	0	0	13
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

4.4.25

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	5	0	0
Total Teacher Misassignments	5	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	96.7	3.3
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	97.9	2.1

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		

VII. Curriculum and Instructional Materials

4,4,26

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Legacy of Literature, 2003; Reading Mastery 2002	0%
Mathematics	Harcourt School Publishers CA HSP Math, 2009	0%
Science	FOSS Science 2008	0%
History-Social Science	Scott Foresmann: History Social Science for CA, 2006	0%
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,534	\$2,048	\$5,486	\$66,770
District	\$6,969	\$1,939	\$5,030	\$61,629
Percent Difference – School Site and District	7.5%	5.3%	8.31%	8.77%
State	\$8,594	\$3,082	\$5,512	\$65,808
Percent Difference – School Site and State	-14.07	-50.49%	-0.47%	3.93%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

4,427

Funding at Carlin C. Coppin provides many opportunities to support students. Materials for intervention and enrichment, Intervention Support Personnel, Instructional Aides, conferences, library materials, and printing costs are many of the projects funded with categorical monies. In addition to that, our general fund monies are used to provide substitutes, additional hours for teachers, instructional supplies for teachers and office supplies.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,758	\$40,917
Mid-Range Teacher Salary	\$63,255	\$64,688
Highest Teacher Salary	\$83,181	\$82,849
Average Principal Salary (Elementary)	\$95,522	\$102,130
Average Principal Salary (Middle)	\$97,096	\$108,050
Average Principal Salary (High)	\$110,684	\$117,805
Superintendent Salary	\$145,000	\$176,845
Percent of Budget for Teacher Salaries	43.00 %	40.30 %
Percent of Budget for Administrative Salaries	5.40 %	5.90 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

4.4.28

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	54	53	61	48	49	55	43	46	50
Mathematics	62	67	64	39	44	47	40	43	46
Science	38	55	49	42	46	53	38	46	50
History-Social Science	0	0	0	29	35	41	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*	*		
Asian	*	*	*	
Filipino	*	*		
Hispanic or Latino	45	51	*	
Pacific Islander	*	*	*	
White (not Hispanic)	68	70	56	
Male	61	64	38	
Female	61	65	62	
Economically Disadvantaged	55	58	48	
English Learners	21	46	*	
Students with Disabilities	42	40	46	
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing (PFT) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

44.29

5	19.4 %	26.6%	23.7%
7	18.5%	28.3%	27.2%
9	15.9%	29.6%	43.8%

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\) Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	7	7	7
Similar Schools	1	3	2

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

"*" means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change	Growth API Score
-------	-------------------	------------------

4,430

	2006-07	2007-08	2008-09	2009
All Students at the School	5	6	10	816
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino		52	-15	757
Pacific Islander				
White (not Hispanic)	15	-6	29	849
Socioeconomically Disadvantaged	-27	20	56	777
English Learners				
Students with Disabilities				674

"N/A"

means a number is not applicable or not available due to missing data.

*** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

Participation rate on the state's standards-based assessments in ELA and mathematics
Percent proficient on the state's standards-based assessments in ELA and mathematics
API as an additional indicator
Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	YMA

"Yes"

Met 2009 AYP Criteria

4.4.31

"No"

Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2008-2009	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	25.0

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [General Admissions Information](#) Web page (Outside Source).

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [Undergraduate Admission & Requirements](#) Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	N/A	N/A	N/A	3.0%	7.1 %	3.6%	3.5%	4.4%	3.9%
Graduation Rate	N/A	N/A	N/A	75.5 %	79.1%	83.5%	83.4%	80.6%	80.2 %

Completion of High School Graduation Requirements

44,32

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	N/A	N/A	N/A
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

Career Technical Education Programs (School Year 2008-09)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

N/A

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	N/A
Percent of the school's pupils completing a CTE program and earning a high school diploma	N/A
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	N/A
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

44.33

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Western Placer Unified School District provides three days annually for district-wide staff development: one day is planned by the district, two days are planned by sites and/or teachers. Additionally, WPUSD provides up to six hours of paid after-hours staff development for teaching staff through the Staff Development Buyback program.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress Web page](#) (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the [CDE National Assessment of Educational Progress \(NAEP\) Web page](#).

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

44.34

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

Creekside Oaks Elementary School

Address: 2030 First St., Lincoln CA 95648-2173

Phone: 916-645-6380

Principal: Linda Pezanoski

Grade Span: K - 5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Creekside Oaks has a vision in which staff, families, community, and students work together to promote responsibility, personal integrity, and an enthusiasm for learning. Families and staff collaborate to create a nurturing, child-centered academic climate that will instill in children a life-long love of learning. We accomplish this collaboration through the Parent Teacher Organization (PTO) and the School Site Council (SSC), both of which include teachers, parents and the principal.

The principal is Linda Pezanoski, with 20 years of teaching and 14 years of administration in the Western Placer Unified School District. She can be contacted by mail at L-Pezanoski@wpusd.k12.ca.us or at (916) 645-6380. Creekside Oaks Elementary is located at 2030 First Street, Lincoln, California. The school is in Western Placer Unified School District and adopted the name Creekside Oaks Elementary School when grades kindergarten through five relocated to the new site in 1994.

Our school serves 629 students in kindergarten through fifth grade. As a part of the district's class-size reduction program, (6) first grade classes, (5) second grade classes, and (5) third grade classes, at 20 students or less per class, provide for primary students. There are (3) fourth grade classes and (3) fifth grade classes serving intermediate students and (5) kindergarten classes.

Student Enrollment

Group	Percent
African American	2.76 %
American Indian or Alaska Native	1.13 %
Asian	2.59 %
Filipino	1.78 %
Hispanic or Latino	32.41 %
Pacific Islander	0.81 %
White (not Hispanic)	53.32 %
Multiple or No Response	5.19 %
Socioeconomically Disadvantaged	49.00 %
English Learners	17.00 %
Students with Disabilities	14.00 %
Total Number of Students	617

Teachers

Indicator	Teachers
Teachers with full credential	31
Teachers without full credential	0

44.35

Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	44.5%
Mathematics	56.1%
Science	
History-Social Science	

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	775
Statewide Rank (from 2008 Base API Report)	6
2009-10 Program Improvement Status (PI Year)	Not in PI

School Facilities

Summary of Most Recent Site Inspection

The results of the most recently completed school site inspection to determine the school facility's repair status was given an overall rating of "good". The system inspected list included: **Systems** (gas leaks, mechanical/HVAC, Sewer) **Interior** (Interior surfaces), **Cleanliness** (overall cleanliness, pest/vermin infestation), **Electrical** (all electrical), **Restrooms/Fountains** (restrooms, sinks/fountains) **Safety** (fire safety, hazardous materials), **Structural** (structural damage, roofs) **External** (playground/school grounds, windows/doors/gates/fences).

Repairs Needed

None noted.

Corrective Actions Taken or Planned

None noted.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	None
Mathematics	None
Science	None
History-Social Science	None
Foreign Language	-
Health	-
Visual and Performing Arts	None
Science Laboratory Equipment (grades 9-12)	-

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,813
District	\$5,030

4.4.36

State

\$5,512

School Completion

Indicator	Result
Graduation Rate	N/A

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

4.4.37

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC Web page](#). For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009-10)

This section provides the schools contact information.

School		District	
School Name	Creekside Oaks Elementary	District Name	Western Placer Unified
Street	2030 First St.	Phone Number	916-645-6350
City, State, Zip	Lincoln , CA 95648-2173	Web Site	www.wpusd.k12.ca.us
Phone Number	916-645-6380	Superintendent	Scott Leaman
Principal	Linda Pezanoski	E-mail Address	s_leaman@wpusd.k12.ca.us
E-mail Address	l_pezanoski@wpusd.k12.ca.us	CDS Code	31- 66951- 6098610

School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2008-09)

Creekside Oaks Elementary is located at 2030 First Street, Lincoln, California. The school is in Western Placer Unified School District and adopted the name Creekside Oaks Elementary School when grades kindergarten through five relocated to the new site in 1994.

It is a Spanish-style school with permanent and modular buildings. The campus is big and very well cared for by our custodians. We have a library, computer lab, cafeteria, science and music classrooms, a west playground for 1st-4th grade students, a north playground for 5th grade students and the kindergarten classrooms have a separate playground.

Our school serves 629 students in kindergarten through fifth grade. As a part of the district's class-size reduction program, (6) first grade classes, (5) second grade classes, and (5) third grade classes, at 20 students or less per class, provide for primary students. There are (3) fourth grade classes and (3) fifth grade classes serving intermediate students and (5) kindergarten classes.

4.4.38

Creekside Oaks Elementary's Mission Statement is to "Empower students with the skills, knowledge, and attitudes for success in an ever changing world."

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

The Parent-Teacher Organization meets each month in the evening so as many parents as possible can be involved in the planning of school activities and fundraisers. The President of the PTO is Debbie Dredge and she can be contacted at (916) 645-6380. The School Site Council membership has one administrator, three certificated staff, one classified staff member and five parents. Monthly meetings are held to discuss school programs and act upon request for categorical funds.

Parents volunteer in the classrooms, participate in the Art Docent Program, work in the school garden, and coordinate Family Nights.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	115
Grade 1	121
Grade 2	101
Grade 3	92
Grade 4	99
Grade 5	89
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	617

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	2.76 %
American Indian or Alaska Native	1.13 %
Asian	2.59 %
Filipino	1.78 %
Hispanic or Latino	32.41 %
Pacific Islander	0.81 %
White (not Hispanic)	53.32 %

44.39

Multiple or No Response	5.19 %
Socioeconomically Disadvantaged	49.00 %
English Learners	17.00 %
Students with Disabilities	14.00 %

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27.4		5		27.8		4		23.2		5	
1	19.8	6			18.4	5			20.2	5	1	
2	19.1	7			18.6	5			20.6	2	3	
3	19.4	5			19.8	4	1		18.2	5		
4	31.0		3		30.0		2		31.7		2	1
5	31.0		3		28.0		3		27.7		3	
6												
K-3					17.0	1						
3-4												
4-8	30.0		1		30.0		1					
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

Creekside Oaks Safe School and Crisis Plan is updated each year by a School Safety Committee; Teachers (Lana Parr, Karen Wold, Annie Larsen, Tracy Pellegrino, Jodi Lamparter, and Linda Pezanoski, Principal) and the School Site Council Team. The School Site Council is the forum for final approval.

The Safe School and Crisis Plan is a comprehensive plan that provides an overview of people, programs, physical environment, incident reporting, emergency and evacuation procedures.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	3.6	4.7	5.3	10.0	9.5	8.7
Expulsions	0.0	0.0	0.0	0.1	0.5	0.5

IV. School Facilities

4,440

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The Western Placer Unified School District maintenance department has worked at Creekside Oaks Elementary on drainage, additional outdoor lighting, installing indoor blinds, and tree trimming.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status:

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating	Good				N/A

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	36	31	31	475
Without Full Credential	1	0	0	13
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

4,4,41

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	96.7	3.3
High-Poverty Schools in District		
Low-Poverty Schools in District	97.9	2.1

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)	1	
Psychologist	2 days a week	
Social Worker		
Nurse	1 day a week	
Speech/Language/Hearing Specialist	1.0	
Resource Specialist (non-teaching)	1.5	
Other		

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Legacy of Literature 2003; Reading Mastery 2002	0%
Mathematics	Harcourt School Publishers CA HSP Math, 2009	0%

4,4,42

Science	FOSS Science, 2008	0%
History-Social Science	Scott Foresman: History Social Science for CA, 2006	0%
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,514	\$1,701	\$4,813	\$57,383
District	\$6,969	\$1,939	\$5,030	\$61,629
Percent Difference – School Site and District	-6.98%	-13.96%	-4.52%	-6.15%
State	\$8,594	\$3,082	\$5,512	\$65,808
Percent Difference – School Site and State	-31.93%	-81.14%	-14.53%	-10.68%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Creekside Oaks Elementary qualifies for Title I, EIA, SLIG, ELAP and GATE funding.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,758	\$40,917
Mid-Range Teacher Salary	\$63,255	\$64,688
Highest Teacher Salary	\$83,181	\$82,849
Average Principal Salary (Elementary)	\$95,522	\$102,130
Average Principal Salary (Middle)	\$97,096	\$108,050
Average Principal Salary (High)	\$110,684	\$117,805
Superintendent Salary	\$145,000	\$176,845
Percent of Budget for Teacher Salaries	43.00 %	40.30 %

4.4.43

Percent of Budget for Administrative Salaries	5.40 %	5.90 %
-----------------------------------------------	--------	--------

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results Web site](#). Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public](#) guide. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	44	45	44	48	49	55	43	46	50
Mathematics	53	59	55	39	44	47	40	43	46
Science	41	37	45	42	46	53	38	46	50
History-Social Science	0	0	0	29	35	41	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native	*	*		
Asian	46	62	*	
Filipino	*	*	*	
Hispanic or Latino	31	42	39	
Pacific Islander	*	*		
White (not Hispanic)	48	61	56	
Male	47	60	50	
Female	41	49	39	
Economically Disadvantaged	33	45	40	

44,44

English Learners	18	33	12	
Students with Disabilities	42	42	53	
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.4%	28.6%	23.7%
7	0.0	0.0	0.0
9	0.0	0.0	0.0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\) Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	6	6	6
Similar Schools	2	1	1

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

"*" means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

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Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	2	8	-5	775
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	10	12	-44	709
Pacific Islander				
White (not Hispanic)	-7	21	14	813
Socioeconomically Disadvantaged	4	-8	-1	723
English Learners				643
Students with Disabilities	-25			742

"N/A" means a number is not applicable or not available due to missing data.

*** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the [CDE Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met

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each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	No

"Yes"

Met 2009 AYP Criteria

"No"

Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	25.0

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [General Admissions Information Web page](#) (Outside Source).

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [Undergraduate Admission & Requirements Web page](#) (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest Web page](#).

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Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	N/A	N/A	N/A	3.0	7.1	3.6	3.5	4.4	3.9
Graduation Rate	N/A	N/A	N/A	75.5	79.1	83.5	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	N/A	N/A	N/A
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

Career Technical Education Programs (School Year 2008-09)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

N/A

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	N/A
Percent of the school's pupils completing a CTE program and earning a high school diploma	N/A
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.

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UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	N/A
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Western Placer Unified School District provides three days annually for district-wide staff development. one day is planned by the district, two days are planned by sites and/or teachers. Additionally, WPUSD provides up to six hours of paid after-hours staff development for teaching staff through the Staff Development Buyback Program.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress Web page](#) (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\) Web page](#).

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level –

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Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

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School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

First Street School

Address: 1400 First St. , Lincoln CA 95648-1688
Principal: Ruben Ayala

Phone: 916-645-6330
Grade Span: K - 5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

First Street School is located at 1400 First Street in Lincoln, California. The school is one of six elementary schools in the Western Placer Unified School District. The school serves kindergarten through fifth grades; the enrollment is 418, with two to three classes at each grade level. The ethnic composition of the student body is 67% Hispanic, 27% Caucasian, and 6% other designations. The school operates a Structured English Immersion (SEI) program for the school's English learners; it also houses the district's Gifted and Talented Education program (GATE) for elementary students. Support services include a Special Education Resource Program, Speech and Language, and a Title I reading intervention program for our primary students. In addition, an innovative collaboration between the district and California State University, Sacramento provides individual and small group counseling services to at-risk students.

Student Enrollment

Group	Percent
African American	0.24 %
American Indian or Alaska Native	0.24 %
Asian	0.96 %
Filipino	1.91 %
Hispanic or Latino	67.46 %
Pacific Islander	%
White (not Hispanic)	27.03 %
Multiple or No Response	2.15 %
Socioeconomically Disadvantaged	70.00 %
English Learners	44.00 %
Students with Disabilities	10.00 %
Total Number of Students	418

Teachers

Indicator	Teachers
Teachers with full credential	20
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0

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Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	50.5%
Mathematics	65.25%
Science	47%
History-Social Science	N/A

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	809
Statewide Rank (from 2008 Base API Report)	5
2009-10 Program Improvement Status (PI Year)	In PI

School Facilities

Summary of Most Recent Site Inspection

Pursuant to Education Code Section 1240c, a "Williams" review team from the Placer County Office of Education conducted a school inspection of First Street School on September 28, 2009. The inspection of the facilities evaluated 35 areas to determine if the school facilities were in "good repair" as defined by Education Code Section 17002(d)(2). The facilities were found to be exemplary.

Repairs Needed

N/A

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	N/A
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7,700
District	\$6,969
State	\$5,512

44,52

School Completion

Indicator	Result
Graduation Rate	N/A

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

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School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC Web page](#). For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009-10)

This section provides the schools contact information.

School		District	
School Name	First Street	District Name	Western Placer Unified
Street	1400 First St.	Phone Number	916-645-6350
City, State, Zip	Lincoln , CA 95648-1688	Web Site	www.wpusd.k12.ca.us
Phone Number	916-645-6330	Superintendent	Scott Leaman
Principal	Ruben Ayala	E-mail Address	s_leaman@wpusd.k12.ca.us
E-mail Address	r_ayala@wpusd.k12.ca.us	CDS Code	31- 66951- 6117493

School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2008-09)

First Street School is located at 1400 First Street in Lincoln, California. The school is one of six elementary schools in the Western Placer Unified School District. The school serves kindergarten through fifth grades; the enrollment is 415, with two to three classes at each grade level. The ethnic composition of the student body is 67% Hispanic, 30% Caucasian, and 3% other designations. English, Spanish and Portuguese are the most common languages spoken in the community. The school offers Structured English Immersion (SEI) for the school's English learners; it also houses the district's Elementary Academy for identified Gifted and Talented Education (GATE) and high achieving elementary-age students. Support services include a Special Education Resource Program, Speech and Language, and Title I. In addition, an innovative collaboration between the district and California State University, Sacramento provides individual and small group counseling services to at-risk students.

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Parents play important roles at First Street School through their active participation and involvement in Site Based Leadership Team (SBLT), Parent Teachers Club (PTC), annual events and regular volunteering in the classrooms. Parent volunteers fully implement a monthly art docent program. First Street School is becoming a focal point and community center for students and their parents.

First Street School's Mission Statement

The mission of First Street School is to create a quality educational environment where the unique gifts, abilities and culture of our students are acknowledged, affirmed, and developed. Students, faculty, parents and community work as a unifying force to create a safe, supportive and tolerant atmosphere where academic, emotional, social, artistic and physical development can reach their fullest potential. For our students to become productive members of society and lifelong learners, our school promotes making responsible choices, embracing cultural diversity, and respecting one's self and others.

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

Parents and community members are an important part of our academic program. We welcome your participation in our school activities and encourage you to join our PTC and School Based Leadership Team. Our entire staff looks forward to working with you and our students on another year of academic success.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	70
Grade 1	63
Grade 2	63
Grade 3	70
Grade 4	82
Grade 5	70
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	418

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Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	0.24 %
American Indian or Alaska Native	0.24 %
Asian	0.96 %
Filipino	1.91 %
Hispanic or Latino	67.46 %
Pacific Islander	%
White (not Hispanic)	27.03 %
Multiple or No Response	2.15 %
Socioeconomically Disadvantaged	70.00 %
English Learners	44.00 %
Students with Disabilities	10.00 %

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25.3		3		24.7		3		24.0		3	
1	19.0	4			20.0	3			17.7	1	2	
2	19.5	4			18.0	4			16.0	4		
3	19.7	3			16.0	5			20.3	2	1	
4	28.0		2		31.0		2	1	32.0		1	1
5	24.7		3		27.0		1		29.5		2	
6												
K-3												
3-4												
4-8									30.0		1	
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

Western Placer Unified School District has a full and comprehensive Safe School Plan for all district sites and facilities. A well planned and trained Crisis Response Support Team has been identified to respond to a full array of potential emergencies. Periodic drills are planned and carried out annually. A new district-

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wide communication system for emergency use only has been recently installed. A copy of the complete plan is on file at each site.

In addition, a safety plan was developed for First Street School. A committee composed of administration, certificated and classified personnel, parents, and law enforcement collaborated in the development of a plan that addresses the unique needs of our campus.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	2.0	2.8	0.7	10.0	9.5	8.7
Expulsions	0.0	0.0	0.0	0.1	0.5	0.5

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The campus is clean and secure. A campus-wide communication system with individual telephones in all areas and school-wide "all call" capabilities enables clear, effective announcements at any time. State-of-the-art security and fire prevention systems, including video surveillance, enhance the overall security of the campus. Consistent guest registration procedures provide further safety.

District maintenance staff regularly mows the lawns and maintains the overall exterior environment. All staff and students assist to pick up and dispose of litter from the grounds regularly. Students, teachers and all staff take great pride in the campus grounds and classrooms.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			

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External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		
Overall Rating	GOOD			N/A

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	25	23	20	475
Without Full Credential	2	1	1	13
Teaching Outside Subject Area of Competence	LEA Provided	LEA Provided	LEA Provided	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	95.2	4.8
All Schools in District	96.7	3.3
High-Poverty Schools in District		
Low-Poverty Schools in District	97.9	2.1

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

4.4.58

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.6	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Legacy of Literature, 2003; Reading Mastery 2002	0
Mathematics	Harcourt School Publishers CA HSP Math, 2009	0
Science	Foss Science, 2008	0
History-Social Science	Scott Foresmann; History Social Science for CA, 2006	0
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	N/A	0
Science Laboratory Equipment (grades 9-12)	N/A	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,700	\$2,402	\$5,298	\$63,329
District	\$6,969	\$1,939	\$5,030	\$61,629
Percent Difference – School Site and District	9.49%	19.28%	5.05%	3.81%

4,459

State	\$8,594	\$3,082	\$5,512	\$64,246
Percent Difference – School Site and State	-11.61%	-28.30%	-4.05%	-1.43%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

First Street School houses a number of programs unique to this site. The Structured English Immersion program (SEI) serves the English learners with the main focus of the program being the implementation of a successful immersion model that meets the specific needs of our English learner student population. First Street School also serves as the home to the district's Elementary Academy for GATE / High Achiever identified students in third through fifth grade.

First Street School is also committed to integrating technology into everyday instruction. Each classroom at First Street School has a mini computer lab with four to five student-use computers that are Internet compatible in addition to a newly installed 32 station lab that accommodates entire classes. The teaching staff has received extensive training on the implementation of technology in the classroom and is encouraged to integrate computer use by the students as a daily activity.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,758	\$40,917
Mid-Range Teacher Salary	\$63,255	\$64,688
Highest Teacher Salary	\$83,181	\$82,849
Average Principal Salary (Elementary)	\$95,522	\$102,130
Average Principal Salary (Middle)	\$97,096	\$108,050
Average Principal Salary (High)	\$110,684	\$117,805
Superintendent Salary	\$145,000	\$176,845
Percent of Budget for Teacher Salaries	43.00 %	40.30 %
Percent of Budget for Administrative Salaries	5.40 %	5.90 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program](#)

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Summary Results to the Public guide. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	31	40	50	48	49	55	43	46	50
Mathematics	43	59	64	39	44	47	40	43	46
Science	23	55	48	42	46	53	38	46	50
History-Social Science	0	0	0	29	35	41	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native	*	*		
Asian	*	*		
Filipino	*	*	*	
Hispanic or Latino	38	57	37	
Pacific Islander				
White (not Hispanic)	73	75	83	
Male	40	62	48	
Female	59	67	48	
Economically Disadvantaged	44	59	33	
English Learners	29	47	22	
Students with Disabilities	32	46	*	
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [CDE Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.7	30.1	30.1
7	0.0	0.0	0.0
9	0.0	0.0	0.0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\) Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	3	3	5
Similar Schools	1	1	2

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

"*" means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	24	61	38	809
African American				
American Indian or Alaska Native				

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Asian				
Filipino				
Hispanic or Latino	42	51	44	763
Pacific Islander				
White (not Hispanic)	12	65	13	899
Socioeconomically Disadvantaged	33	45	53	777
English Learners	38	49	44	751
Students with Disabilities				

"N/A"

means a number is not applicable or not available due to missing data.

means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	YMA

"Yes"

Met 2009 AYP Criteria

"No"

Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2006-2007	
Year in Program Improvement	Year 2	
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	25.0

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [General Admissions Information Web page](#) (Outside Source).

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [Undergraduate Admission & Requirements Web page](#) (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest Web page](#).

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	N/A	N/A	N/A	3.0%	7.1%	3.6%	3.5	4.4	3.9
Graduation Rate	N/A	N/A	N/A	75.5%	79.1%	83.5%	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students			N/A
African American			N/A
American Indian or Alaska Native			N/A

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Asian			N/A
Filipino			N/A
Hispanic or Latino			N/A
Pacific Islander			N/A
White (not Hispanic)			N/A
Socioeconomically Disadvantaged			N/A
English Learners			N/A
Students with Disabilities			N/A

Career Technical Education Programs (School Year 2008-09)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

N/A

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	N/A
Percent of the school's pupils completing a CTE program and earning a high school diploma	N/A
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	N/A
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Western Placer Unified School District provides three days annually for district-wide staff development: one day is planned by the district, two days are planned by sites and/or teachers. Additionally, WPUSD provides up to six hours of paid after-hours staff development for teaching staff through the Staff Development Buyback Program.

XIII. National Assessment of Educational Progress

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National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress Web page](#) (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\) Web page](#).

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

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School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

Foskett Ranch Elementary School

Address: 1561 Joiner Parkway , Lincoln CA 95648

Phone: 916-434-5251

Principal: Kelly Castillo

Grade Span: K - 5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Foskett Ranch Elementary School, located in the Western Placer Unified School District, opened its doors in 2005. Twenty – classrooms, a state of the art science and computer lab, a library and a multi-purpose room including a stage for performances housed on sixteen acres. The facility was designed in conjunction with the city of Lincoln and includes a joint use park and multi purpose room that allows the community to use the facilities beyond the regular school hours.

Student Enrollment

Group	Percent
African American	1.97 %
American Indian or Alaska Native	1.77 %
Asian	3.74 %
Filipino	1.97 %
Hispanic or Latino	12.40 %
Pacific Islander	0.79 %
White (not Hispanic)	71.06 %
Multiple or No Response	6.30 %
Socioeconomically Disadvantaged	19.00 %
English Learners	3.00 %
Students with Disabilities	11.00 %
Total Number of Students	508

Teachers

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Indicator	Teachers
Teachers with full credential	26
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	65%
Mathematics	80.3%
Science	82.5%
History-Social Science	N/A

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	864
Statewide Rank (from 2008 Base API Report)	8
2009-10 Program Improvement Status (PI Year)	

School Facilities

Summary of Most Recent Site Inspection

Foskett Ranch was constructed in 2005. The site custodian reports any concerns to district maintenance as he makes his daily inspection rounds, site personnel report needs for any repairs in their classrooms, and the district maintenance staff conduct fire safety inspections throughout the year. The classrooms, restrooms, kitchen and the multipurpose room are cleaned and disinfected daily by site custodial staff. Deep cleaning (such as carpet cleaning, wall scrubbing) take place during school holidays and as needed. District landscape personnel maintain the grounds on a weekly basis.

Repairs Needed

During the last inspection Foskett Ranch was found to be in good overall condition and no repairs were needed.

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	N/A
Health	N/A

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Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,156
District	\$5,030
State	\$5,512

School Completion

Indicator	Result
Graduation Rate	N/A

Postsecondary Preparation

Measures	Per
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N
Graduates Who Completed All Courses Required for University of California or California State University Admission	N

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

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NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

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School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC Web page](#). For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009-10)

This section provides the schools contact information.

School		District	
School Name	Foskett Ranch Elementary	District Name	Western Placer Unified
Street	1561 Joiner Parkway	Phone Number	916-645-6350
City, State, Zip	Lincoln , CA 95648	Web Site	www.wpusd.k12.ca.us
Phone Number	916-434-5255	Superintendent	Scott Leaman
Principal	Kelly Castillo	E-mail Address	s_leaman@wpusd.k12.ca.us
E-mail Address	castilke@wpusd.k12.ca.us	CDS Code	31- 66951- 0108514

School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2008-09)

Mission Statement:

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At Foscett Ranch Elementary School our focus is to promote and support academic, personal and social achievement.

Foscett Ranch opened its doors to 360 students in August 2005 and has grown to over 550 Pre-school through 5th grade students. In addition to quality instruction based on high standards for achievement, our focus has been to build positive school and community relations. Staff and parents organize family nights, festivals, and events to honor various achievements. During the 2008-2009 school year we continued our journey towards developing our school into a Professional Learning Community (PLC) group that continually seeks answers to the questions- What do we want our students to know? How will we know they have achieved the objectives? What will we do when students do not achieve the objectives? What will we do when students advance beyond the objectives? This results-based, student-centered process focuses our instruction, intervention, professional development and plays a major role in our success. The positive energy, collaborative spirit and devotion of adults on campus towards student achievement make Foscett Ranch a wonderful place to learn and grow.

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

Foscett Ranch parents are actively involved. Parents assist teachers daily in the classroom with small group instruction, art presentations and projects, preparing lessons, chaperoning field trips and at class social events. Our Parent Teacher Organization (PTO) enhances the school's instructional program. Parents and staff on this committee organize and host activities and even such as fundraisers, family nights held each trimester, book fairs, after-school enrichment clubs and Santa Shop. Parent volunteers also play a vital role on our Site-Based Leadership Team, an advisory committee that helps with the school improvement plan. Our Watch D.O.G.S (Dads of Great Students) Program promotes that active participation of fathers and figures in various activities on campus and in the classroom.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	109
Grade 1	91
Grade 2	77
Grade 3	83
Grade 4	84
Grade 5	64
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	508

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Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	1.97 %
American Indian or Alaska Native	1.77 %
Asian	3.74 %
Filipino	1.97 %
Hispanic or Latino	12.40 %
Pacific Islander	0.79 %
White (not Hispanic)	71.06 %
Multiple or No Response	6.30 %
Socioeconomically Disadvantaged	19.00 %
English Learners	3.00 %
Students with Disabilities	11.00 %

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24.8		4		26.7		3		25.3		4	
1	20.0	4			19.3	4			21.0	1	3	
2	20.0	4			19.5	4			19.3	4		
3	18.0	4			18.5	4			20.8	1	3	
4	30.0		2		24.5	1	1		29.0		2	
5	29.0		2		31.0		1		32.0		1	
6												
K-3												
3-4												
4-8					27.0		1		26.0		1	
Other												

III. School Climate

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School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

Foskett Ranch has on file a Safe Schools Plan (SSP) incorporating elements of Board Policy, the Single Plan for Student Achievement, the Family Handbook, and the Site Crisis Management Plan. The SSP addresses a wide range of safety issues as student discipline, safe entry and exit to campus, physical plant safety, and crisis intervention. The SSP is reviewed annually and updated as necessary by the Site-Based Leadership Team.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	.0075	.002	.002	10.0	9.5	8.7
Expulsions	0.0	0.0	0.0	0.1	0.5	0.5

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Foskett Ranch recently completed construction of a new Special Education complex and playground that houses three Special Education Pre-School classrooms. The buildings and grounds are inspected on a regular basis and repairs are made as needed.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		x			
Interior: Interior Surfaces		x			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		x			
Electrical: Electrical		x			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		x			
Safety: Fire Safety, Hazardous Materials		x			
Structural: Structural Damage, Roofs		x			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		x			

4.4.74

Overall Rating	Good	N/A
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V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	22	21	26	475
Without Full Credential	0	0	3	13
Teaching Outside Subject Area of Competence				N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	1	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	96.7	3.3

4.4.75

High-Poverty Schools in District		
Low-Poverty Schools in District	97.9	2.1

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	
Library Media Teacher (Librarian)	1	N/A
Psychologist	2	N/A
Social Worker	N/A	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	3.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	N/A	

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Good	0 %
Mathematics	Good	0 %
Science	Good	0 %
History-Social Science	Good	0 %
Foreign Language	N/A	N/A
Health	Good	0 %

4.4.76

Visual and Performing Arts	Good	0 %
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,056	\$1,900	\$5,156	\$65,197
District	\$6,969	\$1,939	\$5,303	\$61,629
Percent Difference -- School Site and District	1.24%	-2.03%	2.44%	-6.56%
State	\$8,594	\$3,082	\$5,512	\$65,808
Percent Difference -- School Site and State	-21.79%	-62.17%	-6.91%	1.47%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Homework club is an afterschool program that allows students in grades 3-5 the opportunity to work with certificated staff to receive assistance with homework completion. After school tutoring allows identified students the opportunity to participate in additional direct instruction in Language Arts and Math. The Western Placer Extended Programs (WPEP) provides an opportunity for students to participate in afterschool enrichment classes. During grade level differentiation time, students at risk of retention receive intensive Language Arts intervention by certificated and classified staff. Students that qualify for Special Education receive services as outlined in their Individualized Education Plans (IEP).

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

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Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,758	\$40,917
Mid-Range Teacher Salary	\$63,255	\$64,688
Highest Teacher Salary	\$83,181	\$82,849
Average Principal Salary (Elementary)	\$95,522	\$102,130
Average Principal Salary (Middle)	\$97,096	\$108,050
Average Principal Salary (High)	\$110,684	\$117,805
Superintendent Salary	\$145,000	\$176,845
Percent of Budget for Teacher Salaries	43.00 %	40.30 %
Percent of Budget for Administrative Salaries	5.40 %	5.90 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results Web site](#). Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public](#) guide. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09

44.78

English-Language Arts	58	55	65	48	49	55	43	46	50
Mathematics	77	74	70	39	44	47	40	43	46
Science	64	67	82	42	46	53	38	46	50
History-Social Science	0	0	0	29	35	41	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*	*		
Asian	*	*		
Filipino	*	*	*	
Hispanic or Latino	61	79	86	
Pacific Islander	*	*	*	
White (not Hispanic)	67	84	88	
Male	56	76	89	
Female	72	82	77	
Economically Disadvantaged	48	75	*	
English Learners	*	*	*	
Students with Disabilities	48	64	*	
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing (PFT) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

4,4.79

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.4%	28.6%	23.7%
7	18.5%	28.3%	27.2%
9	15.9%	29.6%	43.8%

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\) Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	9	9	8
Similar Schools	6	4	2

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and ranking information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

"*" means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

4,4.80

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-18	-7	29	864
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	0	-11	26	875
Socioeconomically Disadvantaged			48	816
English Learners				
Students with Disabilities				

"N/A"

means a number is not applicable or not available due to missing data.

means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2006-07 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

4,4.81

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	YMA

"Yes"

Met 2009 AYP Criteria

"No"

Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status	N/A	Not In PI
First Year of Program Improvement	N/A	
Year in Program Improvement	N/A	
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	25.0

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [General Admissions Information Web page](#) (Outside Source).

California State University

4.4.82

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [Undergraduate Admission & Requirements Web page](#) (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the [CDE DataQuest Web page](#).

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	N/A	N/A	N/A	3.0%	7.1%	3.6%	3.5	4.4	3.1
Graduation Rate	N/A	N/A	N/A	75.5%	79.1%	83.5%	83.4	80.6	80.1

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	N/A	N/A	N/A
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

Career Technical Education Programs (School Year 2008-09)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

4,4.83

N/A

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	N/A
Percent of the school's pupils completing a CTE program and earning a high school diploma	N/A
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	N/A
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Western Placer Unified School District provides three days annually for district-wide staff development: one day is planned by district and two days are planned by sites and/or teachers. Additionally, WPUSD provides up to six hours of paid after-hours development for teaching staff through the Staff Development Buyback Program.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the

4,484

NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress Web page \(Outside Source\)](#).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\) Web page](#).

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners

4.4.85

Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

44.86

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

Lincoln Crossing Elementary School

Address: 635 Groveland Ln., Lincoln CA 95648

Phone: 916-434-5292

Principal: Kevin Kurtz

Grade Span: K - 5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Lincoln Crossing Elementary School opened in August of 2006. Based on a farm theme, the school operates on the principle of partnership between staff, parents, students, and community. This partnership focuses on creating a safe, respectful, positive and consistent. Excellence in teaching, learning, parenting and community support is the key to helping our students achieve their fullest potential. Each individual in this partnership is encouraged to take an active part in helping the school be a place where the needs of students are met. Music and Science are considered core curriculum with students receiving instruction in these areas by a music and science teacher. To support the social, emotional and academic growth of students, the school participates in a Positive Action program where students learn to interact with others in a positive manner as well as learning to take responsibility for their own actions; has implemented a leadership program at grades four and five; provides focused instruction based on an analysis of student progress that addresses the academic level of students through weekly tailored lessons; encourages the involvement of parents through classroom volunteers, the WatchDOG program (where Dad's volunteer one day a year), the Art Docent Program (with parents teaching monthly art lessons), and an active Parent Teacher Club.

Student Enrollment

Group	Percent
African American	2.58 %
American Indian or Alaska Native	0.86 %
Asian	6.87 %
Filipino	4.81 %
Hispanic or Latino	11.86 %
Pacific Islander	1.72 %
White (not Hispanic)	63.92 %
Multiple or No Response	7.39 %
Socioeconomically Disadvantaged	21.00 %
English Learners	8.00 %
Students with Disabilities	12.00 %
Total Number of Students	582

Teachers

Indicator	Teachers
-----------	----------

4.4.87

Teachers with full credential	26
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	58.1%
Mathematics	64.1%
Science	69.0%
History-Social Science	N/A

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	831
Statewide Rank (from 2008 Base API Report)	8
2009-10 Program Improvement Status (PI Year)	

School Facilities

Summary of Most Recent Site Inspection

Campus found to be in good condition.

Repairs Needed

No repairs needing to be completed.

Corrective Actions Taken or Planned

No corrective actions to be taken noted.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0.0%
Mathematics	0.0%
Science	0.0%
History-Social Science	0.0%
Foreign Language	0.0%
Health	0.0%
Visual and Performing Arts	0.0%
Science Laboratory Equipment (grades 9-12)	0.0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,600

4,488

District	\$5,030
State	\$5,512

School Completion

Indicator	Result
Graduation Rate	N/A

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

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School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009-10)

This section provides the schools contact information.

School		District	
School Name	Lincoln Crossing Elementary	District Name	Western Placer Unified
Street	635 Groveland Ln.	Phone Number	916-645-6350
City, State, Zip	Lincoln , CA 95648	Web Site	http://lces.wpusd.k12.ca.us
Phone Number	916-434-5292	Superintendent	Scott Leaman
Principal	Kevin Kurtz	E-mail Address	s_leaman@wpusd.k12.ca.us
E-mail Address	kkurtz@wpusd.k12.ca.us	CDS Code	31- 66951- 0113068

School Description and Mission Statement (School Year 2008-09)

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Lincoln Crossing Elementary School opened in August of 2006. The school serves students in grades K-5 with RSP and Speech support services offered. Science and music curriculum is provided to students in grades 1-5. The school has a library, computer lab, and multipurpose room.

The school vision is as follows:

At Lincoln Crossing Elementary School the staff, parents, students, and community work in partnership creating a safe, respectful, positive and consistent environment that focuses on the education of all students. High standards and expectations enable all students to achieve their fullest potential through excellence in teaching, learning, parenting and community support.

Opportunities for Parental Involvement (School Year 2008-09)

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Parents are considered key partners in the education of all students and are involved in a variety of ways including:

- Serving on an active Parent Teacher Club coordinating monthly events/activities that include an annual spaghetti/silent auction, movie nights, jog-a-thon, father/daughter dance, moms/kids muffins breakfast, providing special assemblies, assisting in the funding of classroom and school materials, and supporting extra curricular activities.
- Serving as a classroom Art Docent presenting monthly art lessons in classrooms.
- Dad's serving as a WatchDOG by volunteering at least one day a year on campus. These dad's help in their child's classrooms and provide extra supervision during lunches and recesses.
- Serving on the School Site Council which is responsible for monitoring the School Improvement Plan.
- Volunteering in their child's classroom and/or assisting the teacher with various activities on and off campus.
- Attending class fieldtrips scheduled throughout the school year.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	101
Grade 1	101
Grade 2	100
Grade 3	98
Grade 4	93
Grade 5	89
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	582

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
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African American	2.58 %
American Indian or Alaska Native	0.86 %
Asian	6.87 %
Filipino	4.81 %
Hispanic or Latino	11.86 %
Pacific Islander	1.72 %
White (not Hispanic)	63.92 %
Multiple or No Response	7.39 %
Socioeconomically Disadvantaged	21.00 %
English Learners	8.00 %
Students with Disabilities	12.00 %

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K					26.8		4		25.3		4	
1					20.0	4	1		20.2	4	1	
2					19.6	5			20.0	5		
3					19.6	5			19.6	5		
4					31.0		1		31.0		3	
5					29.5		2		29.7		3	
6												
K-3												
3-4												
4-8					15.0	1						
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

The School Safety Plan, revised and approved in November of each year, lays out a plan for insuring students learn in a secure and safe environment that covers routine and emergency procedures. Arrival and departure procedures are in place to insure the safe and orderly ingress/egress of students. The campus is closed during the day with all visitors checking in through the office. Staff monitors students at all times throughout the school day including movement about campus and recess times. Classroom doors have been designed to be locked from the inside should lock-down procedures be implemented. Emergency procedures are rehearsed throughout the school year. The Positive Action Program is in place to recognize and reward students for positive behaviors that specifically contribute to a school climate that minimizes negative behaviors (such as bullying, fighting, teasing).

4.492

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions		0.9	2.9	10.0	9.5	8.7
Expulsions		0.0	0.0	0.1	0.5	0.5

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Lincoln Crossing is 3 years old. The new campus is clean and well maintained. Necessary repairs are taken care of promptly.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating	GOOD				N/A

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest Web page](#).

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential		24	26	475
Without Full Credential		1	1	13

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Teaching Outside Subject Area of Competence	LEA Provided	LEA Provided	LEA Provided	N/A
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Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	96.3	3.7
All Schools in District	96.7	3.3
High-Poverty Schools in District		
Low-Poverty Schools in District	97.9	2.1

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.1	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year

4.494