

WESTERN PLACER UNIFIED SCHOOL DISTRICT
600 SIXTH STREET, FOURTH FLOOR,
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,
Vacant Position - Member
Paul Long - Member

DISTRICT ADMINISTRATION

Scott Leaman, Superintendent
Bob Noyes, Assistant Superintendent of Personnel Services
Mary Boyle, Assistant Superintendent of Educational Services
Terri Ryland, Interim Chief Business Official
Cathy Allen, Assistant Superintendent of Facilities and Maintenance Services

STUDENT ENROLLMENT

<u>School</u>	<u>01/05/09</u>	<u>02/05/09</u>
Sheridan School (K-5)	73	73
First Street School (K-5)	418	424
Carlin C. Coppin Elementary (K-5)	424	427
Creekside Oaks Elementary (K-5)	620	620
Twelve Bridges Elementary (K-5)	712	721
Foskett Ranch Elementary (K-5)	507	514
Glen Edwards Middle (6-8)	641	647
Twelve Bridges Middle School (6-8)	840	836
Lincoln High School (9-12)	1,436	1428
Phoenix High School (10-12)	79	81
Lincoln Crossing Elementary	582	579
PCOE Home School	0	0
TOTAL:	6,332	6,350

Preschool/Head Start

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

Pre-K Special Ed

Foskett 23
FSS PPPIP 63

Adult Education 316

First-5 Program

Sheridan 20
First Street 29

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
February 18, 2009, 7:00 P.M.
LINCOLN HIGH SCHOOL – PERFORMING ARTS THEATER
790 J Street, Lincoln, CA

AGENDA

2008-2009 Goals & Objectives (G & O) for the Management Team: Component I: Quality Student Performance; Component II: Curriculum Themes; Component III: Special Student Services; Component IV: Staff & Community Relations; Component V: Facilities/Administration/Budget.

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

6:00 P.M. START

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

6:05 P.M.

2. **CLOSED SESSION** – Lincoln High School – Office Conference Room

2.1 **PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**

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

2.3 **CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION**

7:00 P.M.

3. **DISCLOSURE OF ACTION TAKEN IN CLOSED SESSION, IF ANY**
ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE – Lincoln High School Theater

3.1 **PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**

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

3.3 **CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION**

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 Certificated Personnel Report.**

Agenda

- 4.3 Student Discipline/Stipulated Expulsion Student #08-09 Y.
- 4.4 Ratify the contract with Warren Land Surveying, Inc. for a Topographic Survey at the proposed Lincoln High School classroom and walkway additions.
- 4.5 Ratify the Contract with Fugro West, Inc. for Geological Hazard Assessment & Geotechnical Investigation for a proposed classroom addition at Lincoln High School.
- 4.6 School Accountability Report Cards (SARC's)

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.

6. REPORTS & COMMUNICATION

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

6.A PUBLIC HEARING

During the Public Hearing portion for adoption of a new Level II Developer Fee at the December 2008 Board meeting, Mr. Darin Gale, representing the BIA (Building Industry Association), spoke to the Board and questioned the methodology the district used in calculating capacity, specifically at the middle school level. Mr. Gale also questioned our site acquisition and development costs used to derive the fee in the study. The Board voted to table the adoption and allow staff time to investigate Mr. Gale's comments and determine whether a new fee rate should be calculated.

After further discussions with our consultant, School Facility Consultants, it was determined that our means and methods of calculating the fee were appropriate. Mr. Gale then sent another e-mail citing an Ed Code reference in regards to capacity calculations. At this point, although our consultant still believes the data and the methodology in the report to be accurate, legal counsel was consulted. Based on legal counsel opinion, the district is proceeding with the adoption of a new Level II fee as proposed in the original report.

Based on meeting certain criteria set forth in Senate Bill 50, the District is authorized to collect residential developer fees over-and-above the Level I rate established by the State Allocation Board. The fee, based upon the criteria outlined in the School Facilities Needs Analysis and Justification Study, known as Level II fees, is proposed to be \$4.74 per square foot of residential development. This is an increase from the \$4.56 the Board adopted in June 2008 due to a State augmentation in the per pupil grant amount.

In the event that the State Allocation Board is no longer approving apportionments for new construction in accordance with Education Code section 17072.20 due to lack of funds, the Level II fees will be supplemented with an additional fee and the combined total is known as the Level III fee. The Level III fee, if implemented, will be \$9.48 per square foot of residential development.

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The Level II fee goes into effect immediately after adoption by the Board of Trustees.

This public hearing provides the Board of Trustees an opportunity to hear public comment regarding the establishment of Level II and Level III school facility fees. The proposed fee increases are as follows:

	Level II	Level III
Residential	\$4.74	\$9.48

7. **◆ ACTION ◆ DISCUSSION ◆ INFORMATION**

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

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

7.A (D/A) ADOPT RESOLUTION NO. 08/09.11 TO INCREASE SCHOOL

FACILITY FEES - Allen (08-09 G & O Component IV-V)

- Following the Public Hearing the Board may take action to adopt a new Level II Fee as proposed in the study.

7.1 (I/D) DRAFT EDUCATIONAL CAMPAIGN TIMELINE – Leaman (08-09

G & O Component IV-V)

- At the January board meeting, there was discussion of engaging in an educational campaign to highlight the district and its facility needs. The district met with Capitol Campaigns and requested a timeline of activities to attain this goal. The timeline is attached for discussion and information.

7.2 (I) KINDERGARTEN REGISTRATION – Boyle (08-09 G & O Component IV-V)

- Western Placer Unified School district is getting ready for Kindergarten Registration for the 2009-2010 school year. Registrations will be occurring in March through local elementary school sites offices. Children must be five years of age on or before December 2, 2009 and must have completed immunizations in order to register. More complete information is offered in the attachments.

7.3 (I/D/A) APPROVAL OF AMENDED ADMINISTRATIVE REGULATION

5117 (INTERDISTRICT AGREEMENTS) – Leaman (08-09 G & O Component IV-V)

- The board is being asked to approve amended Administrative Regulation 5117. The law allowing direct approval for child care has expired and is no longer applicable.

7.4 (I/D) TITLE I ANNUAL REPORT Boyle (08-09 G & O Component IV-V)

- WPUSD receives Federal Title I monies annually to support student achievement in schools with 35% or more students qualifying for free and reduced lunch. Under the federal No Child Left Behind Act, schools and districts receiving Title I monies must meet Annual Yearly Progress (AYP) targets for student proficiency in English Language Arts (ELA) and Mathematics. These targets are being raised by approximately ten percentage points annually making the targets exceedingly difficult to reach. Students in ALL significant subgroups

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must meet the proficiency targets in both ELA and Math at the site and district levels. Failure to make the AYP target for two consecutive years in the same subject area (ELA or Math) results in Title I schools and/or districts entering into Program Improvement (PI). Currently, we have three schools in PI: First Street School (Year 2), Carlin C. Coppin School (Year 1) and Phoenix High School (Year 1). The remaining Title I schools, Creekside Oaks Elementary School, Sheridan School and Glen Edwards Middle School, and the district as a whole are not currently in PI. We have made significant progress in raising the achievement scores of ALL of our students and in closing the achievement gap for our significant subgroups. However, it is possible that we may not make all AYP targets in 2009 testing resulting in additional schools and/or the district entering Program Improvement for the 2009 – 2010 school year.

7.5 (I/D/A)

APPROVE RESOLUTION 08/09.14 ON SPECIAL EDUCATION BEHAVIORAL INTERVENTION PLANS (HUGHES BILL) MANDATED COST CLAIM SETTLEMENT - Boyle (08-09 G & O Component IV-V)

• The State and school test claimants San Diego USD, Butte COE and San Joaquin COE have agreed on a settlement for the Behavioral Intervention Plans (Hughes Bill) Mandated Cost Claim. The legislation which is the source of the claim requires school agencies to develop behavioral intervention plans for special education students with serious behavioral problems. In order to trigger the obligation by the Legislature to enact the funding, at least 85% of all school districts, county offices of education and SELPAs must approve the waiver, sign it and return it to CDE by February 27, 2009. In approving the resolution, our local Board will enable the district to share in ongoing increased AB602 funding, thus being reimbursed for the costs of this mandate without filing annual mandate claims.

7.6 (D)

BUDGET PHILOSOPHY - Leaman (08-09 G & O Component IV-V)

• At the last meeting, the Board was informed of the severity of the Governor's proposed cuts and their impact on the District. In addition to the \$3.9M of non-COLA and a WPUSD budget reduction of \$1.15M proposed through 2009-10 and reflected at First Interim, the proposal now includes an **additional** \$2.7M of cuts over the current and budget years. The lack of revenue increases and the enactment of cuts total \$6.6M over two years!

At the same time, District staff is on the verge of being informed of the amount of prior and current "Basic Aid Supplement Charter School Adjustment" monies that will be apportioned. This notification is literally a few days away. Given the verbal assurances as to the ranges of the monies, staff is recommending several unique approaches to the statewide budget crisis.

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

February 18, 2009

Agenda

- 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):
 - March 4, 2009, 7:00 P.M., Lincoln High School Performing Arts Center
 - March 18, 2009, 7:00 P.M., Twelve Bridges 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>

Posted: 021309

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Western Placer Unified School District

CLOSED SESSION AGENDA

Place: Lincoln High School – Office Conference Room

Date: Wednesday, February 18, 2009

Time: 6:05 P.M.

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

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

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

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

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

DISTRICT GLOBAL GOALS

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


SUBJECT:

Public Employee Discipline/
Dismissal/Release

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

Bob Noyes 
Assist. Superintendent, Personnel Services

ENCLOSURES:

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

Categorical

MEETING DATE:

February 18, 2009

ROLL CALL REQUIRED:

BACKGROUND:

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

RECOMMENDATION:

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

3.1

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

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
<ol style="list-style-type: none">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 students2. 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:

Update on Certificated and Classified
Negotiations

AGENDA ITEM AREA:

Disclosure of action taken in
closed session

REQUESTED BY:

Bob Noyes, Asst. Superintendent of Personnel
Scott Leaman, Superintendent

ENCLOSURES:

No

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 18, 2009

ROLL CALL REQUIRED:

No

BACKGROUND:

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

ADMINISTRATION RECOMMENDATION:

Administration recommends the board of trustees be updated on negotiations.

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

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SUBJECT:

Anticipated Litigation

AGENDA ITEM AREA:

Closed Session Disclosure

REQUESTED BY:

Scott Leaman,
Superintendent

ENCLOSURES:

N/A

REQUESTED BY:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 18, 2009

ROLL CALL VOTE REQUIRED:

No

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to Anticipated Litigation.

RECOMMENDATION:

Administration recommends the Board of Trustee disclose action taken in closed session in regard to Anticipated Litigation.

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:

Certificated Personnel Report

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Bob Noyes

Assist. Superintendent, Personnel Services

ENCLOSURES:

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

Categorical

MEETING DATE:

February 18, 2009

ROLL CALL REQUIRED:

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the certificated personnel report.

4.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

February 18, 2009

CERTIFICATED/MANAGEMENT

REQUEST FOR MATERNITY/CHILD REARING LEAVE

- 1. Stephanie Maul, Kindergarten Teacher, Creekside Oaks Elementary**
- 2. Catherine Pfitzer, RSP Teacher, Twelve Bridges Middle School**
- 3. Dayna Swanson, Kindergarten Teacher, Lincoln Crossing Elementary**

4.1.1

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

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

SUBJECT:

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:

February 18, 2009

ROLL CALL REQUIRED:

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the classified personnel report.

4.2

4.2.1

RESIGNATION

6. **Name:** Sherry Boone
 Position: Campus/Café Supervisor
 Site: Twelve Bridges Middle
 Hours: 2 hours
 Effective: 1/30/09

7. **Name:** Jenny Deatherage
 Position: Campus/Café Supervisor
 Site: Creekside Oaks Elementary
 Hours: 2 hours
 Effective: 1/30/09

REQUEST FOR CHILD REARING LEAVE

8. Gabriela Ayala, Instructional Aide/Bilingual, First Street School

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

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SUBJECT:

Ratify the Contract with Warren Land
Surveying, Inc. for a Topographic Survey
At the Proposed Lincoln High School
Classroom and Walkway Additions

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Cathy Allen
Assistant Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Facilities & Maintenance Services

FINANCIAL INPUT/SOURCE:

COPs

MEETING DATE:

February 18, 2009

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract authorizes Warrant Land Surveying, Inc. to conduct a topographic survey of the Lincoln High School Site to identify any potential impediments to the proposed classroom additions at Lincoln High School. The cost is not to exceed \$11,000. This work is required to be performed prior to civil drawings being developed and will assist us in detailing the scope of work and subsequently, the cost associated with site work.

RECOMMENDATION:

Staff recommends the Board ratify the agreement between Warren Land Surveying, Inc. and WPUSD.

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WARREN LAND SURVEYING, INC.

January 6, 2009

Fax: (916) 645-6582

Cathy Allen, Assistant Superintendent
Facilities & Maintenance Services
Western Placer Unified School District
600 6th Street, Fourth Floor
Lincoln, CA 95648

160 Blue
Ravine Road
Suite C
Folsom
California
95630

RE: **REVISED PROPOSAL FOR THE TOPOGRAPHIC SURVEY AT
LINCOLN HIGH SCHOOL CLASSROOM AND WALKWAY
ADDITIONS**

Dear Cathy,

Our proposal for surveying services for the above referenced project consists of the following scope of work:

- A. Topographic Survey of the proposed project area, see attached sketch and checklist for items to be covered.
- B. CAD Data reduction to produce finished drawing version 2008.
- C. See enclosed checklist for items to be covered.
- D. Order title report for the Lincoln High School Campus.

Phone:
916-985-1874

Fax:
916-985-1877

Email:
wls@wlsinc.net

Hourly Not To Exceed: \$11,000.00

If this proposal is acceptable, please sign and return one copy.

Very truly yours,

Accepted:

Cathy Allen

George D. Warren II

George D. Warren II, P.E.

Date:

1/8/09

GDW/tlb

Cc: Steve Newsome, LPA via fax only: (916) 774-3571

09P.S001rev

441

TOPOGRAPHIC SURVEY CHECKLIST**DATE: 01/06/09**

TO: Cathy Allen

PROJECT: Topo Survey of Lincoln High School Classroom Addition

LOCATION:

APN:

OWNER: Western Placer Unified School District

ADDRESS:

ITEMS NEEDED FROM OWNER

- ☐ 1. Title Report – NEEDED WITH NOTICE TO PROCEED.
- ☐ 2. Permission to Enter Site
- ☐ 3. Contact Person and Phone Number
- ☒ 4. Owner to provide as built or design drawings of existing facilities on-site if available.

DRAWINGS

- ☒ 5. Scale of finished drawing shall be 1" = 20'.
- ☒ 6. Finish drawing shall be a signed bond paper plot.
- ☒ 7. CD AutoCAD disk, 2008 Release.

BOUNDARY

- ☒ 8. Property line bearings, dimensions, reference points, and other pertinent data.
- ☐ 9. Locate and identify monuments and markers found.
- ☐ 10. Set a monument at each change in boundary course when no monument is existing, and file record survey with the County.
- ☒ 11. Indicate easements, rights of way, and encroachments on and immediately adjacent to the property as per title report.
- ☐ 12. Boundary will be as shown from record information provided by Owner.
- ☒ 13. Establish a temporary benchmark within the area surveyed.
- ☒ 14. Identify if the project is within a flood hazard area as determined by FEMA and the local jurisdiction and note on the survey.

44.2

PROJECT: Topo Survey of Lincoln High School Classroom Addition
DATE: 01/06/09

TOPOGRAPHY

- ☒ 15. Contour interval shall be 1 foot in non-building areas.
- ☒ 16. Point elevation grid interval shall be 50 feet, approximate.
- ☒ 17. Indicate special point elevations as may be required to provide complete land surface picture (i.e., high points, swales, etc.).
- ☒ 18. Indicate surface water conditions including ditches, drainage channels, ponds, and natural courses.
- ☐ 19. Other: _____

PLANIMETRIC

- ☒ 20. Location and floor elevation of all permanent structures, at all exterior doors.
- ☒ 21. Indicate miscellaneous walks, roads, structures, paving, fences, etc.
- ☒ 22. Show individual trees with diameters larger than 6 inches. If trees are numerous, indicate perimeter of dripline.
- ☒ 23. Ground elevation at tree trunk.
- ☐ 24. Indicate tree dripline, ground elevation at four quadrants of tree dripline.
- ☒ 25. Indicate tree dripline, no ground elevation.
- ☒ 26. Show location and elevation of frontage improvements, such as curbs, gutters, walks, and edge of paving, and centerline.
- ☒ 27. Show frontage improvements across street from property frontage.
- ☒ 28. Show above ground utilities and elevation of top of subsurface utility structures.
- ☐ 29. Other: _____

PROJECT: Topo Survey of Lincoln High School Classroom Addition

DATE: 01/06/09

UNDERGROUND

- ☒ 30. Indicate size, location and invert elevation of accessible subsurface piping and conduit including abandoned lines.
- ☒ 31. Indicate size, location and invert elevation of subsurface piping and conduit available in existing records including abandoned lines.
- ☒ 32. Indicate size, location of visible wells, septic tanks, pumps, basements and similar subsurface improvements; active or abandoned.
- ☐ 33. Indicate areas of irrigation utilizing subsurface systems, showing system layout where available.
- ☒ 34. Information on subsurface improvements within street right of way as outlined in Item 26.
- ☒ 35. Information on subsurface improvements within street right of way as outlined in Item 27.
- ☒ 36. Owner to provide as built or design drawings of existing facilities on-site, if available.
- ☐ 37. Other if requested: _____
- ☒ 38. See attached sketch.
- ☐ 39. See attached material.
- ☐ 40. Direct proposal to Architect C/O Owner.
- ☒ 41. Direct proposal to Owner.

Comments: _____

444

**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:

Ratify the Contract with Fugro West, Inc.
For Geological Hazard Assessment &
Geotechnical Investigation for a Proposed
Classroom Addition at Lincoln High School

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Cathy Allen
Assistant Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Facilities & Maintenance Services

FINANCIAL INPUT/SOURCE:

COPs

MEETING DATE:

February 18, 2009

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract authorizes Fugro West, Inc. to provide the state required Geological Hazard Assessment and Geotechnical Investigation for the proposed classroom additions at Lincoln High School. The cost is estimated at \$16,450. This work is required to be performed prior to civil drawings being developed and will assist us in detailing the scope of work and subsequently, the cost associated with site work.

RECOMMENDATION:

Staff recommends the Board ratify the agreement between Fugro West, Inc. and WPUSD.

45



502 Giuseppe Court, Suite 11
Roseville, California 95678
Tel: (916) 773-2600
Fax: (916) 782-4846

January 29, 2009
Fugro Proposal No. 09.008 P1a

Ms. Cathy Allen
Assistant Superintendent, Facilities & Maintenance Services
Western Placer Unified School District
810 J Street
Lincoln, CA

Attention:

Subject: **Proposal for Geological Hazard Assessment and Geotechnical Investigation
for the Proposed Classroom Additions at Lincoln High School, Lincoln,
California**

Dear Cathy:

Thank you for requesting our services for the proposed classroom additions at Lincoln High School, which is located at 790 J Street, Lincoln, California. In preparation for this proposal, we have visited the site and discussed the project with you.

Overview and Understanding of the Project

We understand that the proposed classroom additions will consist of ^{five} ~~three~~ single story modular/portable units. The footprint of each unit is approximately between 2,000 and 3,000 square feet. Two of the units will be located slightly to the south of the recently completed administration buildings by the roundabout. ^{Three} ~~The third~~ unit will be located along the eastern edge of the school near the gate entrance with 7th Street. It is anticipated that the modular/portable units will be lightly loaded structures and designed in accordance with DSA guidelines. Based on the level nature of the existing site, we are assuming that grading, if any, will be minor.

SCOPE OF WORK

Our geologic hazards assessment is intended to satisfy the requirements presented in DSA Interpretation of Regulations Document IR A-4, Geologic Hazards Review Requirements. Our geotechnical investigation is intended to provide the project team with the necessary geotechnical parameters for design and construction of the proposed school additions. Our proposed scope of work for the school site is presented below in two tasks: Task 1 - Geologic Hazards Investigation, and Task 2 - Geotechnical Investigation Report (GIR).

45.1



Task 1 - Geologic Hazards Investigation

The purpose of this task will be to perform a geologic study of the proposed school site to identify engineering geology and/or soil constraints, which may significantly impact site use or project construction costs. The scope of the geologic study will include:

1. Review of relevant studies completed in the project vicinity and published documents pertaining to site geology and soil conditions. This would include a review of geologic maps produced by the United States Geologic Survey, State Division of Mines and Geology, and the United States Department of Agriculture Soil Survey.
2. Preparation of a report summarizing our findings and conclusions and identifying significant geologic and/or soil constraints. Items to be addressed would include site geology and soil conditions, faulting, ground shaking, liquefaction, expansive soil, compressible soil, and slope stability.

Task 2 - Geotechnical Investigation

The purpose of our work will be to perform a geotechnical investigation that will include drilling, logging, sampling, and laboratory testing to generate recommendations for grading, earthwork, foundation design and concrete flatwork placement.

Based on our understanding of the proposed improvements and the anticipated site conditions, we propose the following scope of work:

1. Prepare Site Plan: the proposed boring locations will need to be marked in the field based on our site plan and check for access restrictions and overhead obstructions.
2. Underground Service Alert (USA): meet with subscribers and employ the services of a private utility locator to verify the location of existing underground utilities and relocate the proposed boring locations as necessary.
3. Drilling and Sampling: Complete drilling and soil sampling at the site by drilling a maximum of five (5) borings to depths of approximately 10 to 20 feet below the existing grade. The borings will be sampled at regular intervals and would be used to define the soil and groundwater conditions and to obtain soil samples for laboratory testing. A technical specialist from Fugro's office will log all borings.

Based on information in the vicinity of the site, it is anticipated that bedrock will be encountered at a depth of about 15 to 20 feet below the ground surface. If this is not the case there may be the need to extend one of the borings to a depth of 50 feet. This will involve additional cost, which is not included as part of this proposal.

4. Laboratory Testing: selected soil samples will be tested to classify the soil and determine general strength parameters and soil behavior characteristics. Tests are expected to include moisture-density, Atterberg limits, grading and corrosivity.



5. Preparation of a Report: the report will summarize our findings, conclusions, and recommendations for site development. Recommendations will include:
- a) Summaries of soil descriptions, consistency, and engineering properties, and discussions of groundwater conditions.
 - b) Recommend values for foundation design including allowable bearing capacities and passive resistance for new shallow foundations. Comment on the expansion potential of the near surface soils. Present seismic design values based on 2007 California Building Code (CBC) criteria.
 - c) Recommendations for concrete slabs including interior slabs and exterior flatwork.
 - d) Recommendations for general site grading, earthwork, and trench backfill.

ESTIMATED COSTS AND SCHEDULE

The lump sum cost for conducting the proposed scope of work is \$16,250 for both the Geologic Hazards report and the Geotechnical Investigation Report. A breakdown of the estimated cost is given in the table below. This cost includes laboratory testing, drilling subcontractor charges, and miscellaneous expenses for travel and report reproduction.

Item	Costs			
	Labor	Hours	ODC	Total
TASK #1				
Desk Study, Analysis and Report Production	\$3,450	25	-	\$3,450
Sub-Total =	\$3,450	25	-	\$3,450
TASK #2				
Planning, Preparation and Site Meetings	\$1,200	7		\$1,200
USA and Private Utility Clearance	\$400	3	\$600	\$1,000
Fieldwork	\$1,600	12	\$3,300	\$4,900
Lab Testing	\$135	1	\$1,565	\$1,700
Analysis, LOTB and Report Finalization	\$4,125	29	\$75	\$4,200
Sub-Total =	\$7,460	52	\$5,340	\$13,000
Total for Task 1 and 2 =	\$10,910	77	\$5,340	\$16,450

Note: ODC – Other direct costs
LOTB – Log of Test Borings

The above cost proposal assumes that an environmental permit will be required to undertake the fieldwork and that borings will need to be backfilled with grout.

Our field exploration program would begin within 2 weeks of receipt of a signed authorization to proceed and clearance to drill within the site. Our geotechnical investigation and geologic hazards study reports would be available approximately 3 to 4 weeks following the completion of drilling.



The above cost proposal assumes conducting field work during normal business hours (7 am to 5 pm). If it would be desirable to minimize disruption to school activities, we could schedule work to commence Friday afternoon and finish on Saturday. This would incur a slight additional cost of about \$500.

If, during the desk study phase, we are able to identify a previous Geologic Hazards Report for the recent administration building project that is considered appropriate to the proposed classroom additions, it may be possible to eliminate the need for a separate geologic hazards study. This would reduce our lump sum cost to \$13,000.

PROPOSAL ASSUMPTIONS

Our estimated costs are based on the following assumptions:

1. A consulting contract can be mutually agreed on, which includes our 2009 Schedule of Fees as the basis of billing for services, this scope of work, and our Proposal Assumptions.
2. No encroachment permits are required and you will be able to provide timely site access prior to fieldwork
3. Access to the borings off 7th Street along the eastern boundary of the school will require the coning off of parking spaces. We are assuming that you will be able to arrange this provide we give you at least 48-hours notice.
4. The site is assumed to be accessible to a truck-mounted drilling rig during normal business hours.
5. Borings will be backfilled with grout and soil cuttings will be removed from site.
6. No hazardous materials, weather conditions, or site access conditions prevent the timely completion of our work.
7. Attendance of meetings and involvement during construction is not included in this scope. However, we would be happy to provide scope and costs for such tasks in the future when appropriate and when plans and more construction detail is provided.

We have enclosed two copies of this proposal and attachments. If this is acceptable to you, please sign and return below and on the following pages, and return each copy as our authorization to proceed. We will return a fully executed copy to you for your records.



We appreciate the opportunity of being able to provide this scope of work and cost estimate for you attention and look forward to working with you on this project. Please call me if you have any questions.

Sincerely,

FUGRO WEST, INC.

~~Original signed~~

A handwritten signature in cursive script that reads "Michael Hughes".

Michael Hughes, P.E.
Regional Manager

Enclosed: Professional Service Agreement
2009 Schedule of Fees

Approved & Authorized by Cathy Allen

Date: 1/30/09

Printed Name Cathy Allen

Title Asst. Supt. Fac Maint. Services

G:\Proposed Work\2009\09.008 - Lincoln High School Expansion Project\09.008P1a Lincoln High School Classroom Addition.doc



PROFESSIONAL SERVICE AGREEMENT FOR CONSULTING SERVICES

THIS AGREEMENT, effective as of this _____ day of _____, 20____, is by and between **Western Placer Unified School District**, ("Client") and **FUGRO WEST, INC.** ("Fugro").

The Project is described in Fugro's attached PROPOSAL, dated 29th day of January, 2009, which is hereby incorporated into and made a part of this Agreement.

1. Services. Fugro will perform the Services described in the PROPOSAL in accordance with the standards of competent geotechnical engineers providing similar services under similar conditions. No warranty or guarantee, either express or implied, applies to the Services.

2. Independent Contractor. Fugro will perform Services under this Agreement as an independent contractor.

3. Payments to Fugro. Client will pay Fugro's invoices within 30 days following the invoice date, along with a late payment charge at the rate of 1 % per month after that date. Fugro may, at its sole option, suspend or terminate this Agreement if Client does not make payments when due. Unless otherwise agreed in writing, Fugro will bill its Services on a time-and-materials basis using its current schedule of fees and costs. Limitations stated in the PROPOSAL on the amount to be billed are estimates only, and are not an agreement by Fugro that it will complete the Services for the estimated amount. Client will reimburse Fugro for any costs, including legal fees, associated with the collection of past due unpaid amounts.

4. Site Access. Client agrees to provide access and/or obtain permission for Fugro to enter upon all property as necessary to perform the Services. Fugro will exercise reasonable care to reduce damage, but Client recognizes that Fugro's operations and investigative equipment may unavoidably alter or affect the Project site. The cost of repairing such damage will be borne by Client and is not included in the fee unless otherwise stated in the PROPOSAL.

5. Relevant Information. Client will provide Fugro with all information Client has, or can reasonably obtain, concerning the Project site, including subsurface conditions and the location of subsurface or hidden pipes, utilities or structures. Fugro will endeavor to avoid damage to such pipes, utilities and structures, but is not responsible for any damage to such items not properly identified in the information provided to it by Client. Fugro may reasonably rely on the accuracy and completeness of any information supplied by Client, without independently verifying its accuracy. Prior to the commencement of Services, Client will notify Fugro of any known potential health or safety hazard existing on or near the Project site, with particular reference to Hazardous Materials or conditions.

6. Hazardous Materials. The term Hazardous Materials means any toxic substances, chemicals, radioactivity, pollutants or other materials, in whatever form or state, known or suspected to impair the environment in any way whatsoever, including but are not limited to, those substances defined, designated or listed in any federal, state or local law, regulation or ordinance concerning hazardous wastes, toxic substances or pollution. Fugro's Services under this Agreement are limited to geotechnical engineering and Fugro has no responsibility to locate, identify, evaluate, treat or otherwise address Hazardous Materials. Client is solely responsible for notifying all appropriate federal, state, municipal or other governmental agencies and potentially affected public of the existence of any Hazardous Materials located at the Project site during performance of this Agreement. If hazardous materials are discovered at the Project site, Fugro can terminate this Agreement.

7. Limitation of Liability. The total cumulative liability of Fugro and its subcontractors, employees and agents to Client arising from Services under this Agreement will not exceed the gross compensation received by Fugro under this Agreement or \$50,000, whichever is greater. This limitation applies to all lawsuits, claims or actions that allege errors or omissions by Fugro, whether alleged in tort, contract, or under any other legal theory. Upon Client's written request, Fugro and Client may agree to increase the limitation to a greater amount in exchange for an increase in Fugro's fee. Neither Fugro nor Client will be liable to the other for any special, consequential, incidental or penal losses or damages. Further, both Client and Fugro waive any right to sue, or otherwise make any claim against any of the other party's officers, directors, shareholders or employees, past or present, as individuals.

8. Insurance. Fugro will maintain policies of general liability, automobile liability, workers compensation and professional liability insurance throughout the duration of this Agreement. Client will maintain property insurance sufficient to protect any property in which it has an insurable interest. Fugro and Client each waive any claims against each other for damage to property covered, or that should have been covered by property insurance required by this



paragraph, including subrogated claims. Upon request, Fugro and Client will each provide the other with a certificate(s) of insurance evidencing the insurance required by this section.

9. Indemnification of Client. Subject to the provisions and limitations of this Agreement, Fugro agrees to indemnify and hold harmless Client (including its shareholders, officers, directors and employees) from and against any and all claims, suits, liabilities, damages, expenses (including without limitation reasonable attorney's fees and defense costs) or other losses, to the extent caused by Fugro's negligent performance of its Services under this Agreement.

10. Indemnification of Fugro. Client will indemnify and hold harmless Fugro (including its shareholders, officers, directors and employees) from and against any and all claims, suits, liabilities, damages, expenses (including without limitation reasonable attorney's fees and costs of defense) or other losses, to the extent caused by the negligence of Client, its employees, agents and contractors. In addition, except to the extent caused by Fugro's sole negligence, Client expressly agrees to defend, indemnify and hold harmless Fugro from and against any and all Losses arising from or related to the existence, disposal, release, discharge, treatment or transportation of Hazardous Materials, or the exposure of any person to Hazardous Materials, or the degradation of the environment due to the presence, discharge, disposal, release of or exposure to Hazardous Material.

11. Mediation: Fugro and Client agree to mediate any dispute regarding this Agreement or its performance as a precondition to instituting any legal action against the other, each party sharing equally the mediation fees and costs.

12. Termination: Either party may terminate this Agreement for convenience by giving 14 days written notice to the other party, and for cause by giving 7 days written notice. If Client terminates this Agreement, in addition to any other compensation due under this Agreement, it will pay amounts incurred by Fugro in preparing to perform Services, performing them, and in their orderly termination.

13. Continuing Agreement. The indemnity obligations and the limitations of liability established under this Agreement will survive its expiration or termination. If Fugro provides Services to Client that the parties do not confirm in an executed amendment to this Agreement, the obligations of the parties to indemnify each other and the limitations on liability established under this Agreement will apply to such Services as if the parties had executed an amendment.

14. Assignment; Use of Fugro's Work Product. No party other than Client may rely on documents produced by Fugro's without Fugro's express prior written consent and receipt of additional compensation. During the term of this Agreement and following its completion or termination, neither Fugro nor Client may assign this Agreement or any right or claim under it, in whole or in part, without the prior written consent of the other party, although Fugro may subcontract for the services of others without obtaining Client's consent if Fugro deems it necessary or desirable for others to perform certain Services.

15. Full and Final Agreement: This Agreement is the full and final agreement between Fugro and Client and supersedes any prior agreements. This Agreement may not be modified except by a writing executed by both parties.

FUGRO WEST, INC.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Address: 502 Giuseppe Court, Suite 11

600 6th St 4th Floor

Roseville, CA 95678

Lincoln CA 95648

By: Michael Hughes, PE

Cathy Allen

Title: Regional Manager

Asst. Supt. Fac. + Maint. Serv.

Signature: Michael Hughes

Cathy Allen

Date: 2/2/09

1/30/09



**NORTHERN CALIFORNIA 2009 FEE SCHEDULE
FOR CONSULTING SERVICES**

PROFESSIONAL STAFF	HOURLY RATE
Staff I Professional	\$ 120
Staff II Professional	135
Project I Professional	155
Project II Professional	160
Senior Professional	175
Associate	190
Principal	215
Principal Consultant	260

TECHNICAL AND OFFICE STAFF	
Engineering Field Technician I – Non-Prevailing Wage, Straight Time	93
Engineering Field Technician II – Non-Prevailing Wage, Straight Time	98
Engineering Field Technician III – Non-Prevailing Wage, Straight Time	103
Engineering Field Technician I, II and III – Prevailing Wage, Straight Time	108
Engineering Assistant	110

Office Assistant	65
Word Processor/Clerical	85
Technical Assistant/Illustrator	95
Illustrator II	100
Laboratory Technician	98
CADD Operator	105
GIS Technician	105
Construction Services Manager	140
HSE Manager	163

Overtime Rates for Technical and Office Staff

- a. Saturday or over 8 hours/day during weekdays 1.3 x straight time
- b. Sundays/holidays 1.5 x straight time
- c. Swing or graveyard shift premium 1.3 x straight time

**Fees for expert witness preparation, testimony, court appearances,
or depositions will be billed at the rate of \$400 per hour.**

OTHER DIRECT CHARGES

Subcontracted Services	Cost Plus 15%
Outside Reproduction	Cost Plus 15%
Outside Laboratory	Cost Plus 15%
Out-of-Pocket Expenses	Cost Plus 15%
Travel and Subsistence	Cost Plus 15%
Vehicle and Basic Sampling Equipment	12/hour
Specialized Software Applications	25/hour

Report reproduction and data reporting costs per staff hourly rates

A surcharge of \$3 per linear foot of test boring depth will be added to cover the cost of
standard engineering field supplies including sample tubes and caps, stakes, etc.

Fee Schedule is subject to revision periodically

LABORATORY AND SPECIALTY TESTING AND EQUIPMENT See Separate Schedule

4.5.8

**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:

School Accountability Report Cards (SARC's)

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Mary Boyle

ENCLOSURES:

School Fact Sheets
Complete SARC's Available on
WPUSD Website-Parent Resources

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

None

MEETING DATE:

February 18, 2009

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 and a Fact Sheet, which are available in each school site office and on the WPUSD website under Parent Resources. Included in each SARC is information on student achievement testing, textbooks and curriculum, API and AYP, school leadership, teachers and staff. SARC's are required to be provided in February for the previous academic year.

RECOMMENDATION:

Approve WPUSD School Accountability Report Cards for 2007 – 2008.

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	All Dist. Info Rec'd	All CTE Complete	Wms textbooks Complete	Wms Teacher Vacancy Complete	Wms Teacher Misssign Complete	Labs Complete or Explained	Facilities Inspection Name + Date	Facilities Ratings Complete	Finance: All Tables Have Values	Dis Li:
WESTERN PLACER UNIFIED										
Elementary Schools										
Carlin C. Coppin Elementary	OK		OK	OK	OK		OK	OK	OK	
Creekside Oaks Elementary	OK		OK	OK	OK		OK	OK	OK	
First Street	OK		OK	OK	OK		OK	OK	OK	
Foskett Ranch Elementary	OK		OK	OK	OK		OK	OK	OK	
Sheridan	OK		OK	OK	OK		OK	OK	OK	
Lincoln Crossing Elementary	OK		OK	OK	OK		OK	OK	OK	
Twelve Bridges Elementary	OK		OK	OK	OK		OK	OK	OK	
Middle Schools										
Glen Edwards Middle	OK		OK	OK	OK		OK	OK	OK	
Twelve Bridges Middle	OK		OK	OK	OK		OK	OK	OK	
High Schools										
Lincoln High	OK	OK	OK	OK	OK	OK	OK	OK	OK	
Phoenix High (Continuation)	OK	OK	OK	OK	OK	OK	OK	OK	OK	

School Fact Sheet, 2007-2008

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Carlin C. Coppin Elementary School

ADDRESS: 150 East 12th St., Lincoln, CA 95648 PHONE: (916) 645-6390

PRINCIPAL: Terri Dorow GRADE RANGE: K-5 SCHEDULE: Traditional

TEACHERS AND STUDENTS

Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	23	24	26
Students per teacher	18	20	20
Average years of teaching experience	13	13	13
Teachers with one or two years of teaching experience	9%	9%	11%
Male teachers	9%	11%	14%
Full credential holders	100%	99%	97%
Trainee credential holders	0%	1%	2%
Emergency permit holders	0%	1%	2%

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 13 years of teaching experience to their classes. All of our teachers have a full credential. Statewide about 97 percent of elementary school teachers hold this credential.

Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
Kindergarten	24	20	20
First grade	19	19	19
Second grade	16	19	19
Third grade	19	19	20
Fourth grade	32	29	28
Fifth grade	30	28	29

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

Average class sizes at our school vary across grade levels from a low of 16 students to a high of 32 students. Our average class size for all classes schoolwide is 23 students. The average class size schoolwide for other elementary schools in the state is 23 students.

Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	403	473	523
English learners	8%	10%	33%
Low-income students	35%	22%	55%
Students whose parents attended/graduated college	82%	84%	54%

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

The factors above may affect students' performance in school. Most of the 32 students at our school designated as English learners speak Spanish at home.

KEEPING YOU INFORMED

A complete annual accountability report for our school is available on our district Web site. You can request printed copies of this report at our school or district office. For more information, contact the district at:

Western Placer Unified School District
600 6th St., Fourth Floor
Lincoln, CA 95648
(916) 645-6350

To view this report and the reports of other schools in our district online, please visit our Web site at:
<http://www.wpusd.k12.ca.us>

This data is current as of September 2008 but is subject to change. Facts about teachers and students are from the census of early October 2007. Testing data is based on tests taken in the spring of 2008. The CDE issued API and AYP results in September 2008.

ACADEMIC PERFORMANCE

California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
---------	------------------------------	------------	-------------

English/Language Arts (Reading and Writing)

Our school	53%	
Calif. elementary schools	48%	

Math

Our school	67%	
Calif. elementary schools	56%	

Science

Our school	55%	
Calif. elementary schools	47%	

SOURCE: The scores for the California Standards Tests are from the spring 2008 test cycle. State averages represent elementary schools only.

MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

ACADEMIC PERFORMANCE INDEX (API): This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 814, compared with 777 for the average elementary school. The state expects schools to attain an API of 800 eventually.

ADEQUATE YEARLY PROGRESS (AYP): This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups* of students. We met 15 out of 16 criteria for yearly progress. Because we fell short in one area, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API	FEDERAL AYP
ACADEMIC PERFORMANCE INDEX	ADEQUATE YEARLY PROGRESS
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	814
Growth attained from prior year	+6
Met subgroup* growth targets	Yes
Met AYP	No
Met schoolwide test participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* test participation rate	Yes
Met subgroup* test score goals	No
Met API for AYP	Yes
Program Improvement school	Yes

SOURCE: API growth score, 2008 test cycle. API and AYP current as of September 2008.
*Numerically significant groups, such as English learners and ethnic groups, with separate API and AYP goals.
N/A-Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



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46.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Creekside Oaks Elementary School

ADDRESS: 2030 First St., Lincoln, CA 95648 **PHONE:** (916) 645-6380

PRINCIPAL: Linda Pezanoski **GRADE RANGE:** K-5 **SCHEDULE:** Traditional

TEACHERS AND STUDENTS

Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	30	24	26
Students per teacher	20	20	20
Average years of teaching experience	8	13	13
Teachers with one or two years of teaching experience	29%	9%	11%
Male teachers	6%	11%	14%
Full credential holders	100%	99%	97%
Trainee credential holders	0%	1%	2%
Emergency permit holders	0%	1%	2%

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of eight years of teaching experience to their classes. All of our teachers have a full credential. Statewide about 97 percent of elementary school teachers hold this credential.

Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
Kindergarten	28	20	20
First grade	18	19	19
Second grade	19	19	19
Third grade	20	19	20
Fourth grade	30	29	28
Fifth grade	28	28	29

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

Average class sizes at our school vary across grade levels from a low of 18 students to a high of 30 students. Our average class size for all classes schoolwide is 23 students. The average class size schoolwide for other elementary schools in the state is 23 students.

Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	600	473	523
English learners	14%	10%	33%
Low-income students	45%	22%	55%
Students whose parents attended/graduated college	79%	84%	54%

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

The factors above may affect students' performance in school. Most of the 86 students at our school designated as English learners speak Spanish at home.

KEEPING YOU INFORMED

A complete annual accountability report for our school is available on our district Web site. You can request printed copies of this report at our school or district office. For more information, contact the district at:

Western Placer Unified School District
600 6th St., Fourth Floor
Lincoln, CA 95648
(916) 645-6350

To view this report and the reports of other schools in our district online, please visit our Web site at:
<http://www.wpusd.k12.ca.us>

This data is current as of September 2008 but is subject to change. Facts about teachers and students are from the census of early October 2007. Testing data is based on tests taken in the spring of 2008. The CDE issued API and AYP results in September 2008.

ACADEMIC PERFORMANCE

California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
---------	------------------------------------	------------	-------------

English/Language Arts (Reading and Writing)

Our school	44%	
Calif. elementary schools	48%	

Math

Our school	59%	<div><div></div></div>
Calif. elementary schools	56%	<div><div></div></div>

Science

Our school	37%	
Calif. elementary schools	47%	

SOURCE: The scores for the California Standards Tests are from the spring 2008 test cycle. State averages represent elementary schools only.

MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

ACADEMIC PERFORMANCE INDEX (API): This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 785, compared with 777 for the average elementary school. The state expects schools to attain an API of 800 eventually.

ADEQUATE YEARLY PROGRESS (AYP): This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups* of students. We met 16 out of 17 criteria for yearly progress. Because we fell short in one area, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	No
API score	785
Growth attained from prior year	+8
Met subgroup* growth targets	No

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	No
Met schoolwide test participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* test participation rate	Yes
Met subgroup* test score goals	No
Met API for AYP	Yes
Program Improvement school	Yes

SOURCE: API growth score, 2008 test cycle. API and AYP current as of September 2008.
 *Numerically significant groups, such as English learners and ethnic groups, with separate API and AYP goals.
 N/A—Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



4.6.3

School Fact Sheet, 2007-2008

WESTERN PLACER UNIFIED SCHOOL DISTRICT

First Street School

ADDRESS: 1400 First St., Lincoln, CA 95648 PHONE: (916) 645-6330

PRINCIPAL: Ruben Ayala GRADE RANGE: K-5 SCHEDULE: Traditional

TEACHERS AND STUDENTS

Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	24	24	26
Students per teacher	18	20	20
Average years of teaching experience	10	13	13
Teachers with one or two years of teaching experience	17%	9%	11%
Male teachers	13%	11%	14%
Full credential holders	96%	99%	97%
Trainee credential holders	4%	1%	2%
Emergency permit holders	0%	1%	2%

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of ten years of teaching experience to their classes. About 96 percent have a full credential. Statewide about 97 percent of elementary school teachers hold this credential.

Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
Kindergarten	25	20	20
First grade	20	19	19
Second grade	18	19	19
Third grade	16	19	20
Fourth grade	31	29	28
Fifth grade	27	28	29

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

Average class sizes at our school vary across grade levels from a low of 16 students to a high of 31 students. Our average class size for all classes schoolwide is 21 students. The average class size schoolwide for other elementary schools in the state is 23 students.

Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	435	473	523
English learners	61%	10%	33%
Low-income students	69%	22%	55%
Students whose parents attended/graduated college	78%	84%	54%

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

The factors above may affect students' performance in school. Most of the 264 students at our school designated as English learners speak Spanish at home.

KEEPING YOU INFORMED

A complete annual accountability report for our school is available on our district Web site. You can request printed copies of this report at our school or district office. For more information, contact the district at:

Western Placer Unified School District
600 6th St., Fourth Floor
Lincoln, CA 95648
(916) 645-6350

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<http://www.wpusd.k12.ca.us>

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ACADEMIC PERFORMANCE

California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
---------	------------------------------	------------	-------------

English/Language Arts (Reading and Writing)

Our school	40%		
Calif. elementary schools	48%		

Math

Our school	59%		
Calif. elementary schools	56%		

Science

Our school	55%		
Calif. elementary schools	47%		

SOURCE: The scores for the California Standards Tests are from the spring 2008 test cycle. State averages represent elementary schools only.

MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

ACADEMIC PERFORMANCE INDEX (API): This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 776, compared with 777 for the average elementary school. The state expects schools to attain an API of 800 eventually.

ADEQUATE YEARLY PROGRESS (AYP): This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups* of students. We met 18 out of 21 criteria for yearly progress. Because we fell short in three areas, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	Yes	Met AYP	No
Met growth target for prior school year	Yes	Met schoolwide test participation rate	Yes
API score	776	Met schoolwide test score goals	Yes
Growth attained from prior year	+61	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	Yes	Met subgroup* test score goals	No
		Met API for AYP	Yes
		Program Improvement school	Yes

SOURCE: API growth score, 2008 test cycle. API and AYP current as of September 2008.
*Numerically significant groups, such as English learners and ethnic groups, with separate API and AYP goals.
N/A—Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



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46.4

School Fact Sheet, 2007-2008

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Foskett Ranch Elementary School

ADDRESS: 1561 Joiner Pkwy., Lincoln, CA 95648 PHONE: (916) 434-5255

PRINCIPAL: Kelly Castillo GRADE RANGE: K-5 SCHEDULE: Traditional

TEACHERS AND STUDENTS

Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	21	24	26
Students per teacher	21	20	20
Average years of teaching experience	11	13	13
Teachers with one or two years of teaching experience	10%	9%	11%
Male teachers	14%	11%	14%
Full credential holders	100%	99%	97%
Trainee credential holders	0%	1%	2%
Emergency permit holders	0%	1%	2%

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 11 years of teaching experience to their classes. All of our teachers have a full credential. Statewide about 97 percent of elementary school teachers hold this credential.

Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
Kindergarten	27	20	20
First grade	19	19	19
Second grade	20	19	19
Third grade	19	19	20
Fourth grade	25	29	28
Fifth grade	31	28	29

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

Average class sizes at our school vary across grade levels from a low of 19 students to a high of 31 students. Our average class size for all classes schoolwide is 22 students. The average class size schoolwide for other elementary schools in the state is 23 students.

Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	445	473	523
English learners	6%	10%	33%
Low-income students	17%	22%	55%
Students whose parents attended/graduated college	89%	84%	54%

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

The factors above may affect students' performance in school. Most of the 25 students at our school designated as English learners speak Spanish at home.

KEEPING YOU INFORMED

A complete annual accountability report for our school is available on our district Web site. You can request printed copies of this report at our school or district office. For more information, contact the district at:

Western Placer Unified School District
810 J St.
Lincoln, CA 95648
(916) 645-6350

To view this report and the reports of other schools in our district online, please visit our Web site at:
<http://www.wpusd.k12.ca.us>

This data is current as of September 2008 but is subject to change. Facts about teachers and students are from the census of early October 2007. Testing data is based on tests taken in the spring of 2008. The CDE issued API and AYP results in September 2008.

ACADEMIC PERFORMANCE

California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
---------	------------------------------	------------	-------------

English/Language Arts (Reading and Writing)

Our school	55%	
Calif. elementary schools	48%	

Math

Our school	73%	
Calif. elementary schools	56%	

Science

Our school	67%	
Calif. elementary schools	47%	

SOURCE: The scores for the California Standards Tests are from the spring 2008 test cycle. State averages represent elementary schools only.

MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

ACADEMIC PERFORMANCE INDEX (API): This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 842, compared with 777 for the average elementary school. The state expects schools to attain an API of 800 eventually.

ADEQUATE YEARLY PROGRESS (AYP): This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups* of students. We met all 11 criteria for yearly progress. As a result, we succeeded at making AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API	FEDERAL AYP
ACADEMIC PERFORMANCE INDEX	ADEQUATE YEARLY PROGRESS
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	842
Growth attained from prior year	-7
Met subgroup* growth targets	Yes
Met AYP	Yes
Met schoolwide test participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* test participation rate	Yes
Met subgroup* test score goals	Yes
Met API for AYP	Yes
Program Improvement school	No

SOURCE: API growth score, 2008 test cycle. API and AYP current as of September 2008.
*Numerically significant groups, such as English learners and ethnic groups, with separate API and AYP goals.
N/A=Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



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4.6.5

School Fact Sheet, 2007-2008

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Lincoln Crossing Elementary School

ADDRESS: 635 Groveland Ln., Lincoln, CA 95648 PHONE: (916) 434-5292

PRINCIPAL: Kevin Kurtz GRADE RANGE: K-5 SCHEDULE: Traditional

TEACHERS AND STUDENTS

Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	25	24	26
Students per teacher	22	20	20
Average years of teaching experience	7	13	13
Teachers with one or two years of teaching experience	32%	9%	11%
Male teachers	20%	11%	14%
Full credential holders	96%	99%	97%
Trainee credential holders	0%	1%	2%
Emergency permit holders	4%	1%	2%

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of seven years of teaching experience to their classes. About 96 percent have a full credential. Statewide about 97 percent of elementary school teachers hold this credential.

Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
Kindergarten	27	20	20
First grade	20	19	19
Second grade	20	19	19
Third grade	20	19	20
Fourth grade	31	29	28
Fifth grade	30	28	29

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

Average class sizes at our school vary across grade levels from a low of 15 students to a high of 31 students. Our average class size for all classes schoolwide is 22 students. The average class size schoolwide for other elementary schools in the state is 23 students.

Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	555	473	523
English learners	10%	10%	33%
Low-income students	19%	22%	55%
Students whose parents attended/graduated college	88%	84%	54%

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

The factors above may affect students' performance in school. Most of the 56 students at our school designated as English learners speak Spanish at home.

KEEPING YOU INFORMED

A complete annual accountability report for our school is available on our district Web site. You can request printed copies of this report at our school or district office. For more information, contact the district at:

Western Placer Unified School District
600 6th St., Fourth Floor
Lincoln, CA 95648
(916) 645-6350

To view this report and the reports of other schools in our district online, please visit our Web site at:
<http://www.wpusd.k12.ca.us>

This data is current as of September 2008 but is subject to change. Facts about teachers and students are from the census of early October 2007. Testing data is based on tests taken in the spring of 2008. The CDE issued API and AYP results in September 2008.

ACADEMIC PERFORMANCE

California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
---------	------------------------------	------------	-------------

English/Language Arts (Reading and Writing)

Our school	57%	
Calif. elementary schools	48%	

Math

Our school	69%	
Calif. elementary schools	56%	

Science

Our school	38%	
Calif. elementary schools	47%	

SOURCE: The scores for the California Standards Tests are from the spring 2008 test cycle. State averages represent elementary schools only.

MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

ACADEMIC PERFORMANCE INDEX (API): This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 830, compared with 777 for the average elementary school. The state expects schools to attain an API of 800 eventually.

ADEQUATE YEARLY PROGRESS (AYP): This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups* of students. We met all 13 criteria for yearly progress. As a result, we succeeded at making AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	FEDERAL AYP ADEQUATE YEARLY PROGRESS		
Met schoolwide growth target	N/A	Met AYP	Yes
Met growth target for prior school year	N/A	Met schoolwide test participation rate	Yes
API score	830	Met schoolwide test score goals	Yes
Growth attained from prior year	N/A	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	N/A	Met subgroup* test score goals	Yes
		Met API for AYP	Yes
		Program Improvement school	No

SOURCE: API growth score, 2008 test cycle. API and AYP current as of September 2008.
*Numerically significant groups, such as English learners and ethnic groups, with separate API and AYP goals.
N/A=Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



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4.6.6

School Fact Sheet, 2007-2008

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Sheridan School

ADDRESS: 4730 H St., Sheridan, CA 95681 PHONE: (530) 633-2591

PRINCIPAL: Kris Knutson GRADE RANGE: K-5 SCHEDULE: Traditional

TEACHERS AND STUDENTS

Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	5	24	26
Students per teacher	16	20	20
Average years of teaching experience	20	13	13
Teachers with one or two years of teaching experience	0%	9%	11%
Male teachers	20%	11%	14%
Full credential holders	100%	99%	97%
Trainee credential holders	0%	1%	2%
Emergency permit holders	0%	1%	2%

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 20 years of teaching experience to their classes. All of our teachers have a full credential. Statewide about 97 percent of elementary school teachers hold this credential.

Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
Kindergarten	N/A	20	20
First grade	N/A	19	19
Second grade	10	19	19
Third grade	15	19	20
Fourth grade	N/A	29	28
Fifth grade	N/A	28	29

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

Average class sizes at our school vary across grade levels from a low of ten students to a high of 23 students. Our average class size for all classes schoolwide is 17 students. The average class size schoolwide for other elementary schools in the state is 23 students.

Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	79	473	523
English learners	20%	10%	33%
Low-income students	39%	22%	55%
Students whose parents attended/graduated college	90%	84%	54%

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

The factors above may affect students' performance in school. Most of the 16 students at our school designated as English learners speak Spanish at home.

KEEPING YOU INFORMED

A complete annual accountability report for our school is available on our district Web site. You can request printed copies of this report at our school or district office. For more information, contact the district at:

Western Placer Unified School District
600 6th St., Fourth Floor
Lincoln, CA 95648
(916) 645-6350

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ACADEMIC PERFORMANCE

California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
---------	------------------------------	------------	-------------

English/Language Arts (Reading and Writing)

Our school	56%	
Calif. elementary schools	48%	

Math

Our school	63%	
Calif. elementary schools	56%	

Science

Our school	N/A	NO DATA AVAILABLE
Calif. elementary schools	47%	

SOURCE: The scores for the California Standards Tests are from the spring 2008 test cycle. State averages represent elementary schools only.

MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

ACADEMIC PERFORMANCE INDEX (API): This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 762, compared with 777 for the average elementary school. The state expects schools to attain an API of 800 eventually.

ADEQUATE YEARLY PROGRESS (AYP): This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups* of students. We met all five criteria for yearly progress. As a result, we succeeded at making AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	No	Met AYP	Yes
Met growth target for prior school year	Yes	Met schoolwide test participation rate	Yes
API score	762	Met schoolwide test score goals	Yes
Growth attained from prior year	-12	Met subgroup* test participation rate	N/A
Met subgroup* growth targets	Yes	Met subgroup* test score goals	N/A
		Met API for AYP	Yes
		Program Improvement school	No

SOURCE: API growth score, 2008 test cycle. API and AYP current as of September 2008.
*Numerically significant groups, such as English learners and ethnic groups, with separate API and AYP goals.
N/A—Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



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4.6.7

School Fact Sheet, 2007-2008

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Twelve Bridges Elementary School

ADDRESS: 2450 Eastridge Dr., Lincoln, CA 95648 PHONE: (916) 434-5220

PRINCIPAL: Jeremy Lyche GRADE RANGE: K-5 SCHEDULE: Traditional

TEACHERS AND STUDENTS

Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	33	24	26
Students per teacher	20	20	20
Average years of teaching experience	8	13	13
Teachers with one or two years of teaching experience	15%	9%	11%
Male teachers	15%	11%	14%
Full credential holders	100%	99%	97%
Trainee credential holders	0%	1%	2%
Emergency permit holders	0%	1%	2%

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of eight years of teaching experience to their classes. All of our teachers have a full credential. Statewide about 97 percent of elementary school teachers hold this credential.

Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
Kindergarten	24	20	20
First grade	18	19	19
Second grade	19	19	19
Third grade	20	19	20
Fourth grade	28	29	28
Fifth grade	30	28	29

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

Average class sizes at our school vary across grade levels from a low of 18 students to a high of 30 students. Our average class size for all classes schoolwide is 22 students. The average class size schoolwide for other elementary schools in the state is 23 students.

Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	654	473	523
English learners	6%	10%	33%
Low-income students	8%	22%	55%
Students whose parents attended/graduated college	96%	84%	54%

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

The factors above may affect students' performance in school. Most of the 40 students at our school designated as English learners speak Spanish at home.

KEEPING YOU INFORMED

A complete annual accountability report for our school is available on our district Web site. You can request printed copies of this report at our school or district office. For more information, contact the district at:

Western Placer Unified School District
600 6th St., Fourth Floor
Lincoln, CA 95648
(916) 645-6350

To view this report and the reports of other schools in our district online, please visit our Web site at:
<http://www.wpusd.k12.ca.us>

This data is current as of September 2008 but is subject to change. Facts about teachers and students are from the census of early October 2007. Testing data is based on tests taken in the spring of 2008. The CDE issued API and AYP results in September 2008.

ACADEMIC PERFORMANCE

California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
---------	------------------------------	------------	-------------

English/Language Arts (Reading and Writing)

Our school	65%	
Calif. elementary schools	48%	

Math

Our school	76%	
Calif. elementary schools	56%	

Science

Our school	49%	
Calif. elementary schools	47%	

SOURCE: The scores for the California Standards Tests are from the spring 2008 test cycle. State averages represent elementary schools only.

MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

ACADEMIC PERFORMANCE INDEX (API): This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 860, compared with 777 for the average elementary school. The state expects schools to attain an API of 800 eventually.

ADEQUATE YEARLY PROGRESS (AYP): This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups* of students. We met all nine criteria for yearly progress. As a result, we succeeded at making AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API	FEDERAL AYP
ACADEMIC PERFORMANCE INDEX	ADEQUATE YEARLY PROGRESS
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	860
Growth attained from prior year	+7
Met subgroup* growth targets	Yes
Met AYP	Yes
Met schoolwide test participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* test participation rate	Yes
Met subgroup* test score goals	Yes
Met API for AYP	Yes
Program Improvement school	No

SOURCE: API growth score, 2008 test cycle. API and AYP current as of September 2008.
*Numerically significant groups, such as English learners and ethnic groups, with separate API and AYP goals.
N/A—Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



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4.6.8

School Fact Sheet, 2007-2008

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Glen Edwards Middle School

ADDRESS: 204 L St., Lincoln, CA 95648 PHONE: (916) 645-6370

PRINCIPAL: Michael Doherty GRADE RANGE: 6-8 SCHEDULE: Traditional

TEACHERS AND STUDENTS

Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	33	26	30
Students per teacher	21	22	22
Average years of teaching experience	9	14	12
Teachers with one or two years of teaching experience	18%	8%	15%
Full credential holders	97%	99%	93%
Trainee credential holders	3%	1%	5%
Emergency permit holders	0%	1%	4%

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent middle schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of nine years of teaching experience to their classes. About 97 percent have a full credential. Statewide about 93 percent of middle school teachers hold this credential.

Average Class Sizes

CORE COURSE	OUR SCHOOL	COUNTY AVG	STATE AVG
English	27	27	26
History/social science	31	30	29
Math	28	24	27
Science	31	30	29

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent middle schools only.

The average class size of core courses varies at our school from a low of 27 students to a high of 31 students. Our average class size for all classes schoolwide is 29 students. The average class size schoolwide for other middle schools in the state is 28 students.

Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	696	558	662
English learners	10%	5%	21%
Low-income students	42%	24%	52%
Students whose parents attended/graduated college	65%	82%	54%

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent middle schools only.

The factors above may affect students' performance in school. Most of the 69 students at our school designated as English learners speak Spanish at home.

KEEPING YOU INFORMED

A complete annual accountability report for our school is available on our district Web site. You can request printed copies of this report at our school or district office. For more information, contact the district at:

Western Placer Unified School District
600 6th St., Fourth Floor
Lincoln, CA 95648
(916) 645-6350

To view this report and the reports of other schools in our district online, please visit our Web site at:
<http://www.wpusd.k12.ca.us>

This data is current as of September 2008 but is subject to change. Facts about teachers and students are from the census of early October 2007. Testing data is based on tests taken in the spring of 2008. The CDE issued API and AYP results in September 2008.

ACADEMIC PERFORMANCE

California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
---------	------------------------------	------------	-------------

English/Language Arts (Reading and Writing)

Our school	45%	
Calif. middle schools	47%	

Math (excluding Algebra)

Our school	41%	
Calif. middle schools	42%	

Algebra

Our school	67%	
Calif. middle schools	42%	

History/Social Science

Our school	31%	
Calif. middle schools	37%	

Science

Our school	51%	
Calif. middle schools	51%	

SOURCE: The scores for the California Standards Tests are from the spring 2008 test cycle. State averages represent middle schools only.

MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

ACADEMIC PERFORMANCE INDEX (API): This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 756, compared with 743 for the average middle school. The state expects schools to attain an API of 800 eventually.

ADEQUATE YEARLY PROGRESS (AYP): This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups* of students. We met 15 out of 21 criteria for yearly progress. Because we fell short in six areas, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API	FEDERAL AYP
ACADEMIC PERFORMANCE INDEX	ADEQUATE YEARLY PROGRESS
Met schoolwide growth target	Yes
Met growth target for prior school year	N/A
API score	756
Growth attained from prior year	+12
Met subgroup* growth targets	Yes
Met AYP	No
Met schoolwide test participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* test participation rate	Yes
Met subgroup* test score goals	No
Met API for AYP	Yes
Program Improvement school	No

SOURCE: API growth score, 2008 test cycle. API and AYP current as of September 2008.
*Numerically significant groups, such as English learners and ethnic groups, with separate API and AYP goals.
N/A—Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



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4.6.9

School Fact Sheet, 2007-2008

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Twelve Bridges Middle School

ADDRESS: 770 Westview Dr., Lincoln, CA 95648 PHONE: (916) 434-5270

PRINCIPAL: Stacey Brown GRADE RANGE: 6-8 SCHEDULE: Traditional

TEACHERS AND STUDENTS

Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	33	26	30
Students per teacher	23	22	22
Average years of teaching experience	7	14	12
Teachers with one or two years of teaching experience	33%	8%	15%
Full credential holders	94%	99%	93%
Trainee credential holders	9%	1%	5%
Emergency permit holders	0%	1%	4%

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent middle schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of seven years of teaching experience to their classes. About 94 percent have a full credential. Statewide about 93 percent of middle school teachers hold this credential.

Average Class Sizes

CORE COURSE	OUR SCHOOL	COUNTY AVG	STATE AVG
English	31	27	26
History/social science	33	30	29
Math	31	24	27
Science	32	30	29

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent middle schools only.

The average class size of core courses varies at our school from a low of 31 students to a high of 33 students. Our average class size for all classes schoolwide is 32 students. The average class size schoolwide for other middle schools in the state is 28 students.

Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	744	558	662
English learners	6%	5%	21%
Low-income students	24%	24%	52%
Students whose parents attended/graduated college	79%	82%	54%

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent middle schools only.

The factors above may affect students' performance in school. Most of the 46 students at our school designated as English learners speak Spanish at home.

KEEPING YOU INFORMED

A complete annual accountability report for our school is available on our district Web site. You can request printed copies of this report at our school or district office. For more information, contact the district at:

Western Placer Unified School District
600 6th St., Fourth Floor
Lincoln, CA 95648
(916) 645-6350

To view this report and the reports of other schools in our district online, please visit our Web site at:
<http://www.wpusd.k12.ca.us>

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ACADEMIC PERFORMANCE

California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
---------	------------------------------	------------	-------------

English/Language Arts (Reading and Writing)

Our school	66%	
Calif. middle schools	47%	

Math (excluding Algebra)

Our school	61%	
Calif. middle schools	42%	

Algebra

Our school	53%	
Calif. middle schools	42%	

History/Social Science

Our school	56%	
Calif. middle schools	37%	

Science

Our school	73%	
Calif. middle schools	51%	

SOURCE: The scores for the California Standards Tests are from the spring 2008 test cycle. State averages represent middle schools only.

MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

ACADEMIC PERFORMANCE INDEX (API): This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 843, compared with 743 for the average middle school. The state expects schools to attain an API of 800 eventually.

ADEQUATE YEARLY PROGRESS (AYP): This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups* of students. We met all 17 criteria for yearly progress. As a result, we succeeded at making AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API	FEDERAL AYP
ACADEMIC PERFORMANCE INDEX	ADEQUATE YEARLY PROGRESS
Met schoolwide growth target	Yes
Met growth target for prior school year	N/A
API score	843
Growth attained from prior year	+26
Met subgroup* growth targets	Yes
Met AYP	Yes
Met schoolwide test participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* test participation rate	Yes
Met subgroup* test score goals	Yes
Met API for AYP	Yes
Program Improvement school	No

SOURCE: API growth score, 2008 test cycle. API and AYP current as of September 2008.
*Numerically significant groups, such as English learners and ethnic groups, with separate API and AYP goals.
N/A—Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



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4.6.10

School Fact Sheet, 2007-2008

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Lincoln High School

ADDRESS: 790 J Street, Lincoln, CA 95648 PHONE: (916) 645-6360

PRINCIPAL: David Butler GRADE RANGE: 9-12 SCHEDULE: Traditional

TEACHERS AND STUDENTS

Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	61	59	54
Students per teacher	23	22	23
Average years of teaching experience	12	14	12
Teachers with one or two years of teaching experience	11%	7%	14%
Full credential holders	92%	98%	93%
Trainee credential holders	8%	1%	5%
Emergency permit holders	0%	1%	5%

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent high schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 12 years of teaching experience to their classes. About 92 percent have a full credential. Statewide about 93 percent of high school teachers hold this credential.

Average Class Sizes

CORE COURSE	OUR SCHOOL	COUNTY AVG	STATE AVG
English	25	24	26
History/social science	27	30	30
Math	25	22	27
Science	18	28	29

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent high schools only.

The average class size of core courses varies at our school from a low of 18 students to a high of 27 students. Our average class size for all classes schoolwide is 25 students. The average class size schoolwide for other high schools in the state is 28 students.

Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	1,430	1,227	1,247
English learners	6%	4%	15%
Low-income students	29%	16%	42%
Students whose parents attended/graduated college	62%	83%	56%

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent high schools only.

The factors above may affect students' performance in school. Most of the 81 students at our school designated as English learners speak Spanish at home.

COLLEGE PREPARATION

Three factors indicate how effectively we prepare students for college: whether students are taking the courses required for college admission, whether the school offers Advanced Placement (AP) courses, and where students ultimately enroll in the state's public college system.

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
2007 graduates meeting UC or CSU course requirements	19%	37%	37%
AP exams passed per 100 juniors and seniors (2007)	9	25	26
2006 graduates attending UC	3%	7%	8%
2006 graduates attending CSU	6%	13%	13%
2006 graduates attending community colleges	14%	8%	31%

SOURCE: 2007 CBEDS data, California Dept. of Education. California Postsecondary Education Commission. County and state averages represent high schools only.

Information in this report changes throughout the year. A complete annual accountability report is available from our school or district office, and on our district Web site: <http://www.wpusd.k12.ca.us>

ACADEMIC PERFORMANCE

California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
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English/Language Arts (Reading and Writing)

Our school	48%	
Calif. high schools	44%	

Geometry

Our school	15%	
Calif. high schools	21%	

US History

Our school	51%	
Calif. high schools	40%	

Biology

Our school	58%	
Calif. high schools	43%	

Science

Our school	45%	
Calif. high schools	41%	

SOURCE: The scores for the California Standards Tests are from the spring 2008 test cycle. State averages represent high schools only.

MEASURES OF ACADEMIC PROGRESS

ACADEMIC PERFORMANCE INDEX (API): This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 741, compared with 710 for the average high school. The state expects schools to attain an API of 800 eventually.

ADEQUATE YEARLY PROGRESS (AYP): This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups* of students. We met all 18 criteria for yearly progress. As a result, we succeeded at making AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API	
ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	741
Growth attained from prior year	+16
Met subgroup* growth targets	Yes

FEDERAL AYP	
ADEQUATE YEARLY PROGRESS	
Met AYP	Yes
Met schoolwide test participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* test participation rate	Yes
Met subgroup* test score goals	Yes
Met API for AYP	Yes
Met graduation rate	Yes
Program improvement school	No

SOURCE: API growth score, 2008 test cycle. API and AYP current as of September 2008.
*Numerically significant groups, such as English learners and ethnic groups, with separate API and AYP goals.
N/A—Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



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4.6.11

School Fact Sheet, 2007-2008

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Phoenix High School

ADDRESS: 870 J St., Lincoln, CA 95648 PHONE: (916) 645-6395

PRINCIPAL: John Wyatt GRADE RANGE: 10-12 SCHEDULE: Traditional

TEACHERS AND STUDENTS

Teachers

KEY FACTOR	CONTINUATION HIGH		
	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	4	8	8
Students per teacher	23	19	18
Average years of teaching experience	21	18	15
Teachers with one or two years of teaching experience	0%	0%	11%
Full credential holders	100%	100%	94%
Trainee credential holders	0%	0%	4%
Emergency permit holders	0%	0%	5%

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent continuation high schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 21 years of teaching experience to their classes. All of our teachers have a full credential. Statewide about 94 percent of continuation high school teachers hold this credential.

Average Class Sizes

CORE COURSE	CONTINUATION HIGH		
	OUR SCHOOL	COUNTY AVG	STATE AVG
English	N/A	15	17
History/social science	N/A	16	18
Math	N/A	16	16
Science	N/A	13	18

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent continuation high schools only.

The average class size schoolwide for other continuation high schools in the state is 17 students.

Students

KEY FACTOR	CONTINUATION HIGH		
	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	93	144	137
English learners	8%	5%	22%
Low-income students	45%	56%	52%
Students whose parents attended/graduated college	53%	59%	38%

SOURCE: 2007 CBEDS data, California Dept. of Education. County and state averages represent continuation high schools only.

The factors above may affect students' performance in school. Most of the seven students at our school designated as English learners speak Spanish at home.

COLLEGE PREPARATION

Two factors indicate how effectively we prepare students for college: whether students are taking the courses required for college admission, and where students ultimately enroll in the state's public college system.

KEY FACTOR	CONTINUATION HIGH		
	OUR SCHOOL	COUNTY AVG	STATE AVG
2007 graduates meeting UC or CSU course requirements	0%	0%	3%
2006 graduates attending UC	N/A	0%	0%
2006 graduates attending CSU	N/A	2%	0%
2006 graduates attending community colleges	N/A	10%	22%

SOURCE: 2007 CBEDS data, California Dept. of Education. California Postsecondary Education Commission. County and state averages represent continuation high schools only.

Information in this report changes throughout the year. A complete annual accountability report is available from our school or district office, and on our district Web site: <http://www.wpusd.k12.ca.us>

ACADEMIC PERFORMANCE

California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	8%		
Calif. continuation high schools	7%		

Algebra

Our school	N/A	NO DATA AVAILABLE
Calif. continuation high schools	2%	

US History

Our school	0%	
Calif. continuation high schools	6%	

Science

Our school	17%	
Calif. continuation high schools	7%	

SOURCE: The scores for the California Standards Tests are from the spring 2008 test cycle. State averages represent continuation high schools only.

MEASURES OF ACADEMIC PROGRESS

ACADEMIC PERFORMANCE INDEX (API): This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 478, compared with 543 for the average continuation high school. The state expects schools to attain an API of 800 eventually. Many continuation high schools account for their results using the Alternative School Accountability Model (ASAM). If you see "N/A" in the tables below, ours may be an ASAM school.

ADEQUATE YEARLY PROGRESS (AYP): This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups* of students. We met five out of six criteria for yearly progress. Because we fell short in one area, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API	FEDERAL AYP
ACADEMIC PERFORMANCE INDEX	ADEQUATE YEARLY PROGRESS
Met schoolwide growth target	N/A
Met growth target for prior school year	N/A
API score	478
Growth attained from prior year	-74
Met subgroup* growth targets	N/A
Met AYP	No
Met schoolwide test participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* test participation rate	N/A
Met subgroup* test score goals	N/A
Met API for AYP	No
Met graduation rate	Yes
Program Improvement school	Yes

SOURCE: API growth score, 2008 test cycle. API and AYP current as of September 2008.
 *Numerically significant groups, such as English learners and ethnic groups, with separate API and AYP goals.
 N/A—Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.

4.6.12

Public Hearing

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

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Establish School Fees in Accordance
with the Provisions of Senate Bill 50

AGENDA ITEM AREA:

Public Hearing

REQUESTED BY:

Cathy Allen, Assistant Superintendent
Facilities & Maintenance Services

ENCLOSURES:

Yes

DEPARTMENT:

Facilities

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 18, 2009

ROLL CALL REQUIRED:

N/A

BACKGROUND:

During the Public Hearing portion for adoption of a new Level II Developer Fee at the December 2008 Board meeting, Mr. Darin Gale, representing the BIA (Building Industry Association), spoke to the Board and questioned the methodology the district used in calculating capacity, specifically at the middle school level. Mr. Gale also questioned our site acquisition and development costs used to derive the fee in the study. The Board voted to table the adoption and allow staff time to investigate Mr. Gale's comments and determine whether a new fee rate should be calculated.

After further discussions with our consultant, School Facility Consultants, it was determined that our means and methods of calculating the fee were appropriate. Mr. Gale then sent another e-mail citing an Ed Code reference in regards to capacity calculations. At this point, although our consultant still believes the data and the methodology in the report to be accurate, legal counsel was consulted. Based on legal counsel opinion, the district is proceeding with the adoption of a new Level II fee as proposed in the original report.

6A

Based on meeting certain criteria set forth in Senate Bill 50, the District is authorized to collect residential developer fees over-and-above the Level I rate established by the State Allocation Board. The fee, based upon the criteria outlined in the School Facilities Needs Analysis and Justification Study, known as Level II fees, is proposed to be \$4.74 per square foot of residential development. This is an increase from the \$4.56 the Board adopted in June 2008 due to a State augmentation in the per pupil grant amount.

In the event that the State Allocation Board is no longer approving apportionments for new construction in accordance with Education Code section 17072.20 due to lack of funds, the Level II fees will be supplemented with an additional fee and the combined total is known as the Level III fee. The Level III fee, if implemented, will be \$9.48 per square foot of residential development.

The Level II fee goes into effect immediately after adoption by the Board of Trustees.

This public hearing provides the Board of Trustees an opportunity to hear public comment regarding the establishment of Level II and Level III school facility fees. The proposed fee increases are as follows:

	Level II	Level III
Residential	\$4.74	\$9.48

RECOMMENDATION:

Board conduct public hearing. No further action is required.

6A.1

INFORMATION

DISCUSSION

ACTION

ITEMS

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

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Adopt Resolution No. 08/09.11 to Increase
School Facility Fees

AGENDA ITEM AREA:

Discussion/Action

REQUESTED BY:

Cathy Allen, Assistant Superintendent
Facilities & Maintenance Services

ENCLOSURES:

Yes

DEPARTMENT:

Facilities

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 18, 2009

ROLL CALL REQUIRED:

Yes

BACKGROUND:

Following the Public Hearing the Board may take action to adopt a new Level II Fee as proposed in the study.

RECOMMENDATION:

Staff recommends the Board of Trustees adopt Resolution No. 08/09.11 to establish school facility fees in accordance with the provision of Senate Bill 50.

7A

RESOLUTION NO. 08/09.11

A RESOLUTION OF THE GOVERNING BOARD OF THE
WESTERN PLACER UNIFIED SCHOOL DISTRICT
ESTABLISHING SCHOOL FACILITY FEES IN
ACCORDANCE WITH THE PROVISIONS OF SENATE BILL 50

WHEREAS, under Government Code Section 65995.5 which was enacted pursuant to Chapter 407, Statutes of 1998 ("Senate Bill 50" or "SB 50"), a school district's governing board may establish fees to offset the cost of school facilities made necessary by new construction following the making of certain findings by such governing board; and

WHEREAS, the Western Placer Unified School District ("District") has undertaken a review of its eligibility to establish fees under the provisions of SB 50; and

WHEREAS, separate and apart from determining its eligibility to establish such fees, the District has prepared an analysis entitled "Facility Needs Analysis" dated September, 2008 (the "Needs Analysis") in accordance with the provisions of SB 50; and

WHEREAS, the District seeks to establish fees in accordance with and under the authority of Senate Bill 50 for the purpose of funding the construction of school facilities made necessary by development within the District's boundaries; and

WHEREAS, the District continues to submit applications to the State Allocation Board of California for new construction funding when necessary and has been determined by the State Allocation Board to meet the eligibility requirements for new construction in accordance with the provisions of Government Code section 65995.5(b)(1); and

WHEREAS, the District has issued debt for capital outlay equal to at least 30% of its bonding capacity in accordance with the provisions of Government Code section 65995.5(b)(3)(C); and

WHEREAS, at least 20% (twenty percent) of the teaching stations within the District are relocatable classrooms in accordance with the provisions of Government Code section 65995.5(b)(3)(D); and

WHEREAS, in accordance with Government Code section 65995.5, a purpose of this Resolution is to declare the District's eligibility for, and to establish fees under the provisions of SB 50 consistent with the information and data set forth in the Needs Analysis and upon such other information and documentation prepared by or on file with the District, as presented and described to the Board.

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Western Placer Unified School District as follows:

7A.1

Section 1. Procedure. This Board hereby finds that prior to the adoption of this Resolution, the Board conducted public hearings at the December 2, 2008 and February 18, 2009 meetings at which oral and written presentations were made. Notice of the time and place of both public hearings, including a general explanation of the matter to be considered, have been published in a newspaper of general circulation in accordance with Government Code section 65995.6(d), and a notice, including a statement that the Needs Analysis required by Government Code section 65995.6 was available, was mailed at least 30 days prior to both public hearings to any interested party who had filed a written request with the District for mailed notice of the meeting on new or increased fees or service charges within the period specified by law. At least 30 days prior to the public hearing, the District made available to the public in its Needs Analysis, data indicating the amount of the cost, or estimated cost, required to provide the facilities for which the fee is to be levied pursuant to this Resolution. By way of such public meetings, the Board received oral and written presentations by District staff which are summarized and contained in the District's Needs Analysis along with the District's related facility planning documents (the "Plan") and along with other materials which formed the basis for the action taken pursuant to this Resolution.

Section 2. Findings. The Board has reviewed the provisions of the Needs Analysis and the Plan as they relate to proposed and potential development, the resulting school facilities needs, the cost thereof, and the available sources of revenue including the fees provided by this Resolution, and based thereon and upon all other written and oral presentations to the Board, the Board hereby approves and adopts the Needs Analysis and makes the following findings:

- (a) Enrollment at the various District schools is presently at or exceeding capacity.
- (b) Additional development projects within the District involving increases in habitable areas will increase the need for school facilities.
- (c) Without the addition of new school facilities, further residential development projects within the District will result in a significant decrease in the quality of education presently offered by the District.
- (d) New residential development is projected within the District's boundaries and the enrollment produced thereby will exceed the capacity of the schools of the District. Projected development within the District, without additional school facilities, will result in conditions of overcrowding which will impair the normal functioning of the District's educational programs.
- (e) The fees proposed in the Needs Analysis and levied pursuant to this Resolution are for the purpose of providing adequate school facilities and related support facilities to maintain the quality of education offered by the District.
- (f) The fees proposed in the Needs Analysis and levied pursuant to this Resolution will be used for the construction of school facilities and support facilities as identified in the Needs Analysis.

7A.2

(g) The uses of the fees proposed in the Needs Analysis and levied pursuant to this Resolution are reasonably related to the types of development projects on which the fees are imposed.

(h) The fees proposed in the Needs Analysis and levied pursuant to this Resolution bear a reasonable relationship to the need for school and support facilities created by the types of development projects on which the fees are imposed.

(i) The fees proposed in the Needs Analysis and levied pursuant to this Resolution do not exceed the estimated amount required to provide funding for the construction of school and support facilities for which the fees are levied; and in making this finding, the Board declares that it has considered the availability of revenue sources anticipated to provide such facilities, including general fund revenues.

(j) The fees will be collected for school and support facilities for which an account has been established and funds appropriated and for which the District has adopted a construction schedule or in some instances, will be used to reimburse the District for expenditures previously made.

Section 3. Fee. Based upon the foregoing findings, the Board hereby establishes a new fee upon residential construction, to be known as the "Level II Fee", as follows:

(a) The Level II Fee for residential units is hereby established and set at the rate of \$4.74 per square foot of residential development.

(b) The Level II Fee shall be collected as a precondition to the issuance of any building permit for construction within the District's boundaries.

Section 4. Determination of Eligibility.

(a) The District continues to submit applications to the State Allocation Board of California for new construction funding when necessary and has been determined by the State Allocation Board to meet the eligibility requirements for new construction in accordance with the provisions of Education Code section 17071.10 et seq. and section 17071.75 et seq. along with Government Code section 65995.5(b)(1); and

(b) In accordance with the provisions of Government Code section 65995.5(b)(3)(C), the District has issued debt for capital outlay equal to at least 30% of its local bonding capacity.

(c) In accordance with the provisions of Government Code section 65995.5(b)(3)(D), at least 20% (twenty percent) of the teaching stations within the District are relocatable classrooms.

7A.3

(d) The Board has reviewed the provisions of the Needs Analysis along with such oral and written information as has been presented by District staff and consultants and has determined that the Needs Analysis meets the requirements of Government Code section 65995.6 and is a suitable basis for the establishment of Level II fees in accordance with the provisions of Government Code section 65995.5.

Section 5. Determination of "Level III Fee". In accordance with the provisions of Government Code section 65995.7, the District's Board is authorized to establish a fee in an amount higher than the Level II fee in the event the State Allocation Board is no longer approving apportionments for new construction in accordance with Education Code section 17072.20 due to lack of funds and the State Allocation board has notified the Secretary of the Senate and Chief Clerk of the Assembly, in writing, of the determination that such funds are no longer being allocated. In the event that on or before the Anniversary Date of this Resolution as defined below, the State Allocation Board is no longer approving apportionments due to inadequate funding and such fact is relayed to the appropriate state representatives, the Level II fee shall be supplemented with an additional fee amount which when combined with the Level II fee shall be known as the "Level III Fee" as follows:

(a) The Level III Fee for residential development shall be \$9.48 per square foot of residential development.

(b) The Level III Fee shall be placed in effect immediately by action of the Superintendent, without any additional action by the Board other than the approval of this Resolution upon a determination by the Superintendent that the requirements of Government Code section 65995.7 as outlined above have been met.

Section 6. Fee Adjustments and Limitations. The fees established herewith shall be subject to the following:

(a) The District's Level II Fee (or the Level III Fee in the event it is implemented by the Superintendent) shall be effective for a period of one year following the adoption date of this Resolution as set forth below (the "Anniversary Date") and shall be reviewed on or before the Anniversary Date, and annually thereafter to determine if such fee is to be re-established or revised.

(b) The Level II Fee established hereby (or the Level III Fee in the event it is implemented by the Superintendent) shall not apply during the term of any mitigation agreement entered into between a subdivider or builder and the District, or any applicable city or county on or before January 1, 1987, that requires the payment of a fee, charge or dedication for the construction of school facilities as a condition to the approval of residential development.

(c) The Level II Fee established hereby (or the Level III Fee in the event it is implemented by the Superintendent) shall not apply during the term of any mitigation agreement entered into between a person and the District or any applicable city or county, after January 1, 1987 but before November 4, 1998 that requires payment of a fee, charge, or dedication for school facilities mitigation.

7A.4

(d) The Level II Fee established hereby (or the Level III Fee in the event it is implemented by the Superintendent) shall not apply to any construction that is not subject to a mitigation agreement such as described above, but that is carried out on real property for which residential development was made subject to a condition relating to school facilities imposed by a state or local agency in connection with a legislative act approving or authorizing such residential development after January 1, 1987 but before November 4, 1998. Any such construction shall be required to comply with such condition until January 1, 2000. On and after January 1, 2000, such construction shall be subject to the Level II Fee or the Level III Fee as applicable.

Section 7. Additional Mitigation Methods. The policies set forth in this Resolution are not exclusive, and the Board reserves the authority to undertake other or additional methods to finance school facilities including but not limited to the Mello-Roos Community Facilities Act of 1982 (Government Code §§53311, et seq.) and such other funding mechanisms as are authorized by Government Code section 65996. This Board reserves the authority to substitute the dedication of land or other property or other form of requirement in lieu of the fees levied by way of this Resolution at its discretion, so long as the reasonable value of land to be dedicated does not exceed the maximum fee amounts contained herein or modified pursuant hereto.

Section 8. Implementation. For construction projects within the District, the Superintendent, or the Superintendent's designee, is authorized to issue Certificates of Compliance upon the payment of any fee levied under the authority of this Resolution.

Section 9. California Environmental Quality Act. The Board hereby finds that the fees established pursuant to this Resolution are exempt from the provisions of the California Environmental Quality Act (CEQA).

Section 10. Commencement Date. The Board orders that the fees established hereby shall take effect immediately.

Section 11. Notification of Local Agencies. The Secretary of the Board is hereby directed to forward copies of this Resolution along with a map of the District's boundaries to the planning commission and city council of the City of Lincoln, the planning commission and board of supervisors of Placer County and to file a Notice of Exemption from the California Environmental Quality Act with the Placer County Clerk.

Section 12. Severability. If any portion of this Resolution is found by a Court of competent jurisdiction to be invalid, such finding shall not affect the validity of the remaining portions of this Resolution. The Board hereby declares its intent to adopt this Resolution irrespective of the fact that one or more of its provisions may be declared invalid subsequent hereto.

7A.5

APPROVED, PASSED and ADOPTED by the Governing Board of the Western Placer Unified School District this 18th day of February, 2009, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

President, Governing Board
Western Placer Unified School District

ATTEST:

Secretary, Governing Board
Western Placer Unified School District

7A.6

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

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Draft Educational Campaign Timeline

AGENDA ITEM AREA:

Information/Discussion

REQUESTED BY:

Scott Leaman, Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

District office

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 18, 2009

ROLL CALL REQUIRED:

No

BACKGROUND:

At the January board meeting, there was discussion of engaging in an educational campaign to highlight the district and its facilities needs. The district met with Capitol Campaigns and requested a time-line of activities to attain this goal. The time-line is attached for discussion and information.

RECOMMENDATION:

Discussion of the initiative.

71

WESTERN PLACER SCHOOL DISTRICT District Communication and Facilities Needs Education Time-Line

FEBRUARY – JUNE 2009

Begin comprehensive strategy to increase district communication with the community – Capitol Campaigns to provide plan and facilitate all stages of implementation

Use detailed survey results to inform district communication strategy

Identify facilities needs and the needs at every school

Research bond capacity for district

Identify and develop team necessary to implement communication plan (consultants and district staff)

Begin bi-weekly communication meetings

Implement Grand Jury recommendation to “communicate aggressively with the public”

- Quarterly Newsletter - Mailing #1 - March
- Develop community presentations
- Develop school facilities information for local realtors, developers and home buyers
- Expand use of earned media
- Update district website

Form Facilities Needs Committee (representatives from each school)

- Meet monthly – March, April, May, June
- Capitol Campaigns to attend March meeting and provide structure and direction for Committee

4.1.1

JULY – DECEMBER 2009

District Personnel Training Workshop – August

District communication continues

- Quarterly Newsletter – Mailing #2 – September
- Quarterly Newsletter – Mailing #3 – December
- Update community presentation with work of the Facilities Needs Committee
- Earned media

JANUARY – MARCH 2010

Conduct a district evaluation and Voter Opinion Research Survey - Godbe

Capitol Campaigns will use survey results to inform district decision to proceed with a bond

Draft resolution, ballot language, and project list

District communication continues

- Newsletter - Mailing #4 - February
- Community presentations
- Earned media

DEADLINE Final maps and boundaries to County – 125 Days prior to election

DEADLINE to submit Ballot Measure – 120 days prior to election

Administrative deadline - 88 Days prior to election statutory deadline

DEADLINE Arguments in favor – 78 days prior to election or 10 days after ballot measure deadline

MARCH – JUNE 2010

District communication continues:

- School site literature detailing effect of the bond on school
- Design and erect school site bond information signs
- Mailing #5 – Citizens Oversight Committee Application
- Community meeting presentations
- Continue aggressive earned media strategy

7.1.2

**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.

DISTRICT GLOBAL GOALS

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

SUBJECT:

Kindergarten Registration

AGENDA ITEM AREA:

Information

REQUESTED BY:

Mary Boyle

ENCLOSURES:

Press Release
Immunization Notice

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

None

MEETING DATE:

February 18, 2009

ROLL CALL REQUIRED:

No

BACKGROUND:

Western Placer Unified School District is getting ready for Kindergarten Registration for the 2009 – 2010 school year. Registrations will be occurring in March through local elementary school site offices. Children must be five years of age on or before December 2, 2009 and must have completed immunizations in order to register. More complete information is offered in the attachments.

RECOMMENDATION:

Information only.

WPUSD Kindergarten Registration

Immunizations must be current when
registration materials are turned in.

If only the FINAL required
immunization (Polio, DPT, MMR) is
incomplete, the school will accept the
packet, but the child may not be
enrolled in a class until all the
immunizations are complete.

Thank you.

7.2.1

WPUSD Kindergarten Registration
For 2009 – 2010 School Year
Press Release

Elementary schools within Western Placer Unified School District will be making kindergarten registration packets available for kindergarten enrollment for the 2009 – 2010 school year beginning March 10. Families may pick up the kindergarten registration packet from the elementary school office of their attendance area and may turn in completed packets to those offices beginning March 19. For questions about elementary school attendance boundaries, please see the WPUSD website at www.wpusd.k12.ca.us and click on "Parent Resources" or contact the Transportation Department at 645-6346. Children must be five years of age on or before December 2, 2009 to be enrolled in kindergarten in the fall. Immunizations must be current when the completed materials are turned in. If only the FINAL required immunization (polio, DPT, MMR) is incomplete, the school will accept the packet, but the child may not be enrolled in a class until all the immunizations are complete. Exceptions to the immunization requirement must be approved by the District Nurse. For more information about kindergarten registration, please contact your local elementary school.

7.2.2

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

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.	
DISTRICT GLOBAL GOALS	
<ol style="list-style-type: none">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 students2. Foster a safe, caring environment where individual differences are valued and respected.3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.5. Promote student health and nutrition in order to enhance readiness for learning.	

SUBJECT:

Approval of Amended Administrative Regulation 5117
(Interdistrict Agreements)

AGENDA ITEM AREA:

Information/Discussion/Action

REQUESTED BY:

Scott Leaman, Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

District office

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 18, 2009

ROLL CALL REQUIRED:

No

BACKGROUND:

The board is being asked to approve amended Administrative Regulation 5117. The law allowing direct approval for child care has expired and is no longer applicable.

RECOMMENDATION:

Approval of Administrative Regulation 5117

7.3

Board Policy 5117

The Board of Trustees recognizes that students who reside in one district may choose to attend school in another district and that such choices are made for a variety of reasons.

(cf. 5116.1 - Intradistrict Open Enrollment)

The Board desires to communicate with parents/guardians and students regarding the educational programs and services that are available in the district.

The Superintendent or designee may approve interdistrict attendance agreements with other districts on a case-by-case basis to meet individual student needs.

The interdistrict attendance agreement shall not exceed a term of five years and shall stipulate the terms and conditions under which interdistrict attendance shall be permitted or denied. (Education Code 46600)

The Superintendent or designee may deny applications for interdistrict transfers because of overcrowding within district schools or limited district resources.

Legal Reference:

EDUCATION CODE

46600-46611 Interdistrict attendance agreements

48204 Residency requirements for school attendance

48300-48315 Student attendance alternatives

48915 Expulsion; particular circumstances

48915.1 Expelled individuals: enrollment in another district

48918 Rules governing expulsion procedures

48980 Notice at beginning of term

52317 ROP, enrollment of students, interdistrict attendance

GOVERNMENT CODE

6250-6270 Public Records Act

ATTORNEY GENERAL OPINIONS

7.3.1

84 Ops.Cal.Atty.Gen. 198 (2001)

87 Ops.Cal.Atty.Gen. 132 (2004)

COURT DECISIONS

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

Management Resources:

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

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

Policy WESTERN PLACER UNIFIED SCHOOL DISTRICT

adopted: September 4, 2007 Lincoln, California

7.3.2

Administrative Regulation 5117

The Superintendent or designee may approve interdistrict attendance agreements for the following reasons:

~~1. To meet the child care needs of the student when options within the district of residency is not available. If an option within the district is available, only cases of hardship may be granted. (Education Code 46601.5)~~

~~Once a permit has been issued based on childcare needs, a student in grades K-7 may not be required to reapply for an interdistrict transfer as long as the student continues to receive a childcare in the district. (Education Code 46601.5)~~

2. To meet a child's special mental or physical health needs, as certified by a physician, and school psychologist or other appropriate school personnel with approval from the sending district.

(cf. 6159 – Individualized Education Program)

3. When the student has a sibling(s) attending school in a receiving district, to avoid splitting the family's attendance unless the student in the receiving district is attending based on an interdistrict agreement.

4. To allow a student to complete a school year when his/her parents/guardians have moved out of the district during that year.

5. To let eighth grade students attend the same school they attended as seventh grade students, even if their families moved out of the district during their seventh grade year.

6. To let seniors attend the same school they attended as juniors, even if their families moved out of the district during the junior year.

7. When the parent/guardian provides written evidence, that the family will be moving to the receiving district in the immediate future and would like the student to start the year in that district.

8. When recommended by the School Attendance Review Board or by county child welfare, probation or social service agency staff in documented cases of serious home or community problems, which make it inadvisable for the student to attend the school of residence.

9. Other significant reasons not included on the Interdistrict Request Application.

Interdistrict attendance agreements or applications shall not be required for students enrolling in a regional occupational center or program. (Education Code 52317)

7.3.3

The Superintendent or designee may deny initial requests for interdistrict attendance agreements if the school's facilities are overcrowded at the relevant grade level and based on other considerations that are not arbitrary. However, once a student is admitted based on child care needs, his/her continued attendance may not be denied because of overcrowding.

The Superintendent or designee shall notify parents/guardians of a student who is denied interdistrict attendance regarding the process for appeal to the County Board of Education as specified in Education Code 46601.

(cf. 5145.6 – Parental Notifications)

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or decisions while expulsion proceedings are pending, or during the term of the expulsion. (Education Code 46601)

(cf. 5119 – Students Expelled from Other Districts)

(cf. 5114.1 – Suspension and Expulsion/Due Process)

Transportation

The Superintendent or designee may authorize transportation for students living outside the attendance area to and from designated bus stops within the attendance area if space is available based on the student fee schedule.

Regulation WESTERN PLACER UNIFIED SCHOOL DISTRICT

approved: August 7, 2007 Lincoln, California

7.3.4

**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

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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:

Title I Annual Report

AGENDA ITEM AREA:

Information/Discussion

REQUESTED BY:

Mary Boyle

ENCLOSURES:

Title I Annual Report Handout

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

Categorical Funding – Approx.
\$750,000

MEETING DATE:

February 18, 2009

ROLL CALL REQUIRED:

No

BACKGROUND:

WPUSD receives Federal Title I monies annually to support student achievement in schools with 35% or more students qualifying for free and reduced lunch. Under the federal No Child Left Behind Act, schools and districts receiving Title I monies must meet Annual Yearly Progress (AYP) targets for student proficiency in English Language Arts (ELA) and Mathematics. These targets are being raised by approximately ten percentage points annually making the targets exceedingly difficult to reach. Students in ALL significant subgroups must meet the proficiency targets in both ELA and Math at the site and district levels. Failure to make the AYP target for two consecutive years in the same subject area (ELA or Math) results in Title I schools and/or districts entering into Program Improvement (PI). Currently, we have three schools in PI: First Street School (Year 2), Carlin C. Coppin School (Year 1) and Phoenix High School (Year 1). The remaining Title I schools, Creekside Oaks Elementary School, Sheridan School and Glen Edwards Middle School, and the district as a whole are not currently in PI. We have made significant progress in raising the achievement scores of ALL of our students and in closing the achievement gap for our significant subgroups. However, it is possible that we may not make all AYP targets in 2009 testing resulting in additional schools and/or the district entering Program Improvement for the 2009 – 2010 school year.

RECOMMENDATION:

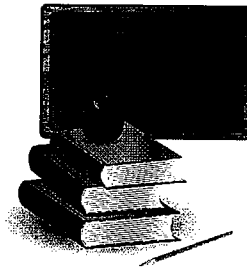
Information and discussion re Title I funding and programs.

7.4

Title I Annual Report

Western Placer Unified School
District

February, 2009



Title I Schools

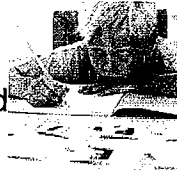
- Carlin C. Coppin Elementary
- Creekside Oaks Elementary
- First Street School
- Sheridan School
- Glen Edwards Middle School
- Phoenix High School



7.4.1

Title I Eligibility Requirements

- School – Based on 35% Free/Reduced Lunch
- Students – Based on Academic Need
 - Below Basic/Far Below Basic on CST ELA
 - Below Basic/Far Below Basic on CST Math
 - < 25%ile on CAT-6 ELA
 - < 25%ile on CAT-6 Math
 - Not Meeting Grade Level Standard
 - Basic ELA/Math (lower priority)



Title I Parental Involvement

- Requirements of Title I
 - Eligible students; achievement expectations; supports available; allocations of funds
 - Involve parents in review of the program
 - School-Parent Compacts jointly developed to provide high-quality curriculum and instruction
 - On-going communication between school and parents
 - Encourage/training in parental involvement
 - Parent attendance at special school events

7.4.2

Examples of Parental Involvement

- SBLT Membership at Title I Schools/LEAP Plan Input
- ELAC & DELAC Membership
- PIQE – Parent Involvement for Quality Education
- “Project Redirect” and Latino Leadership Council Involvement
- Parent Outreach Nights at Sites (Movie Night, Coffee with Principal, Technology Evening, Open House, Back-to-School)

Using the Data

- Monitoring of Individual Student Progress
- Site Discussions of Data & Goal-Setting
- SBLT Discussions of Data & Goal-Setting
- C & I Discussions of Data & Goal-Setting
- Discussing Results with Parents
- Sharing Results with the Board of Trustees



7.4.3

Increases in Students Scoring Proficient/Advanced in Language Arts

Grade	2004	2005	2006	2007	2008	Increase 2004 - 2008	Increase 2007 - 2008
2	31	50	49	53	51	20	-2
3	31	36	42	40	44	13	4
4	38	49	52	58	63	25	5
5	42	43	46	49	54	12	5
6	39	47	45	50	55	16	5
7	38	52	57	53	57	19	4
8	37	42	51	54	55	18	1
9	42	45	54	55	57	15	2
10	36	36	38	48	42	6	-6
11	32	43	36	34	39	7	5

Increases in Students Scoring Proficient/Advanced in Mathematics

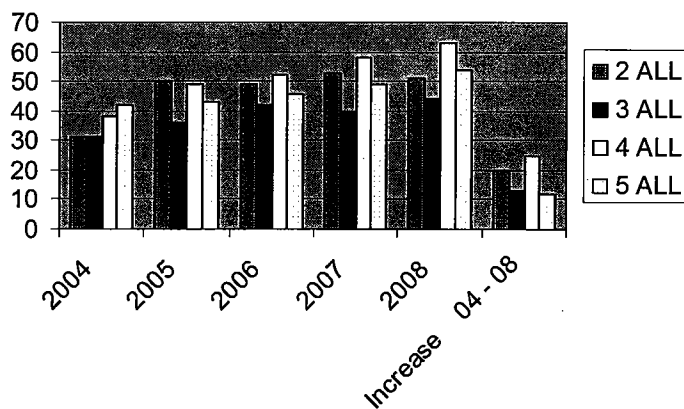
Grade	2004	2005	2006	2007	2008	Increase 2004 - 2008	Increase 2007 - 2008
2	46	63	58	61	62	16	1
3	44	55	64	62	68	24	6
4	39	51	69	65	72	33	7
5	37	38	52	58	69	32	11
6	38	47	40	51	54	16	3
7	41	45	46	43	52	11	9
Gen Math 8	17	24	15	33	41	24	8
Gen Math 9	0	0	8	0	0	0	0
Algebra 7	**	**	**	60	57	N/A	-3
Algebra 8	22	43	55	52	57	35	5
Algebra 9	9	12	23	19	13	4	-6
Geometry 8	0	48	53	68	62	62	-6
Geometry 9	44	31	31	33	29	-15	-4
Alg II - 9	**	**	50	45	48	-2	3
Alg II - 10	11	25	21	25	33	22	8
Alg II - 11	0	3	3	3	10	10	7
Sum'tive-10	**	**	**	31	44	N/A	13
Sum'tive-11	11	29	43	26	41	30	15

7.4.4

Elementary Language Arts Subgroup Improvements – % Pro/Adv

Grade	2004	2005	2006	2007	2008	Increase 04-08	Increase 07-08
2 ALL	31	50	49	53	51	20	-2
3 ALL	31	36	42	40	44	13	4
4 ALL	38	49	52	58	63	25	5
5 ALL	42	43	46	49	54	12	5
2 Hispanic	5	26	24	31	25	20	-6
3 Hispanic	12	11	28	24	22	10	-2
4 Hispanic	21	28	27	41	48	27	7
5 Hispanic	27	23	25	29	38	11	9
2 EL>12 Mo	12	16	9	22	20	8	-2
3 EL>12 Mo	4	11	9	9	11	7	2
4 EL>12 Mo	15	9	19	19	27	12	8
5 EL>12 Mo	16	12	6	11	18	2	7
2 Econ Dis	16	25	26	36	32	16	-4
3 Econ Dis	20	15	21	19	24	4	5
4 Econ Dis	28	34	32	41	44	16	3
5 Econ Dis	29	31	28	32	38	9	6
2 Disabilities	17	31	22	22	28	11	6
3 Disabilities	0	19	13	18	21	21	3
4 Disabilities	8	31	24	25	40	32	15
5 Disabilities	4	15	18	15	17	13	2

All Elementary Students % Pro/Adv Language Arts

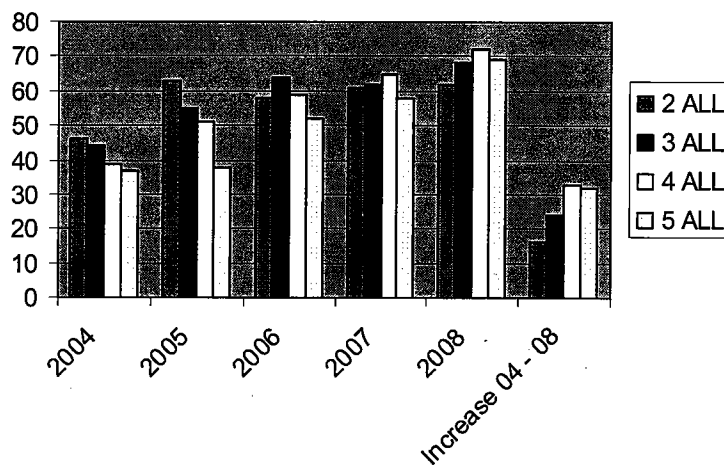


7.45

Elementary Mathematics Subgroup Improvements - % Pro/Adv

Grade	2004	2005	2006	2007	2008	Increase 04 - 08	Increase 07 - 08
2 ALL	46	63	58	61	62	16	1
3 ALL	44	55	64	62	68	24	6
4 ALL	39	51	59	65	72	33	7
5 ALL	37	38	52	58	69	32	11
2 Hispanic	24	52	34	44	43	19	-1
3 Hispanic	22	22	53	49	52	30	3
4 Hispanic	22	33	34	57	64	42	7
5 Hispanic	27	17	26	30	58	31	28
2 EL>12 Mo	32	56	23	39	41	9	2
3 EL>12 Mo	11	29	45	34	45	34	11
4 EL>12 Mo	19	14	22	41	54	35	13
5 EL>12 Mo	20	6	15	16	49	29	33
2 Econ Dis	34	55	39	49	45	11	-4
3 Econ Dis	32	35	49	44	50	18	6
4 Econ Dis	28	39	39	48	63	35	15
5 Econ Dis	27	26	34	32	55	28	23
2 Disabilities	33	49	32	29	41	8	12
3 Disabilities	9	32	41	32	34	25	2
4 Disabilities	17	35	36	31	63	46	32
5 Disabilities	9	13	20	13	35	26	22

All Elementary Students % Pro/Adv Math

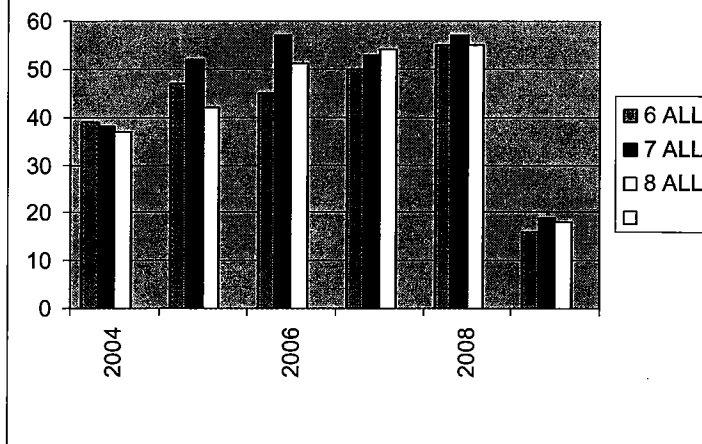


7.4.6

Middle School Language Arts Subgroup Improvements - % Pro/Adv

Grade	2004	2005	2006	2007	2008	Increase in PRO/ADV 04-08	Increase in PRO/ADV 07-08
6 ALL	39	47	45	50	55	16	5
7 ALL	38	52	57	53	57	19	4
8 ALL	37	42	51	54	55	18	1
6 Hispanic	26	42	22	30	33	7	3
7 Hispanic	16	42	40	26	34	18	8
8 Hispanic	26	20	29	38	27	1	-11
6 EL>12 Mo	11	8	9	10	23	15	13
7 EL>12 Mo	6	N/A	0	27	9	3	-18
8 EL>12 Mo	11	N/A	15	19	3	-8	-16
6 Econ Dis	20	44	32	28	33	13	5
7 Econ Dis	32	38	42	33	38	6	5
8 Econ Dis	30	27	33	45	39	9	-6
6 Disabilities	3	6	7	14	8	5	-6
7 Disabilities	4	8	6	11	9	5	-2
8 Disabilities	0	14	8	8	0	0	-8

All Middle School Students % PRO/ADV Language Arts

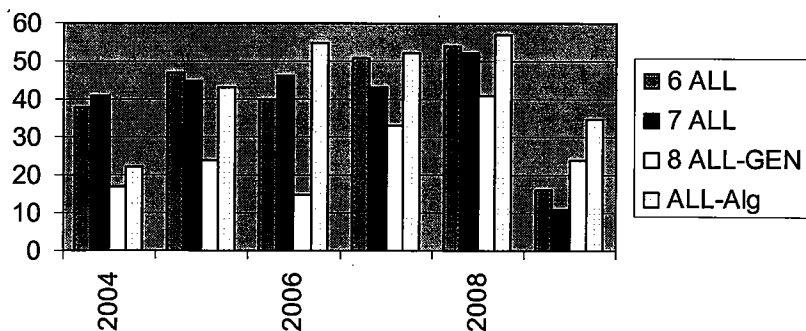


7.4.7

Middle School Mathematics Subgroup Improvements % Pro/Adv

Grade	2004	2005	2006	2007	2008	Increase in PRO/ADV 04-08	Increase in PRO/ADV 07-08
6 ALL	38	47	40	51	54	16	3
7 ALL	41	45	46	43	52	11	9
8 ALL-GEN	17	24	15	33	41	24	8
ALL-Alg	22	43	55	52	57	35	5
6 Hispanic	23	30	24	27	53	30	26
7 Hispanic	21	33	26	18	24	3	6
8 Hispanic-GEN	9	21	3	22	40	31	18
8 Hispanic-Alg	11	29	41	46	30	19	-16
6 EL>12 Mo	16	0	14	25	23	23	-2
7 EL>12 Mo	10	N/A	13	25	15	5	-10
8 EL-Gen	7	N/A	N/A	35	35	28	0
8 EL-Alg	N/A	N/A	N/A	N/A	NA	N/A	N/A
6 Econ Dis	25	39	28	31	31	6	0
7 Econ Dis	29	32	35	29	33	4	4
8 Econ Dis-Gen	18	22	13	30	34	16	4
8 Econ Dis-Alg	17	24	46	44	55	38	11
6 Disabilities	3	9	12	17	10	7	-7
7 Disabilities	7	8	10	11	9	2	-2
8 Disab-Gen	0	12	0	7	9	9	2
8 Disab-Alg	N/A	0	0	N/A	N/A	N/A	N/A

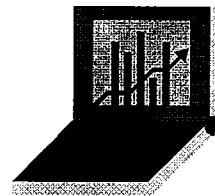
All Middle School Students % PRO/ADV Math



7.4.8

General Program Evaluation Results – Site & District Conclusions

- Significant increase in % Students PRO/ADV in ELA - Overall and for All Subgroups
- Significant increase in % Students PRO/ADV CST in Math - Overall and for All Subgroups



What about our Title I Students?

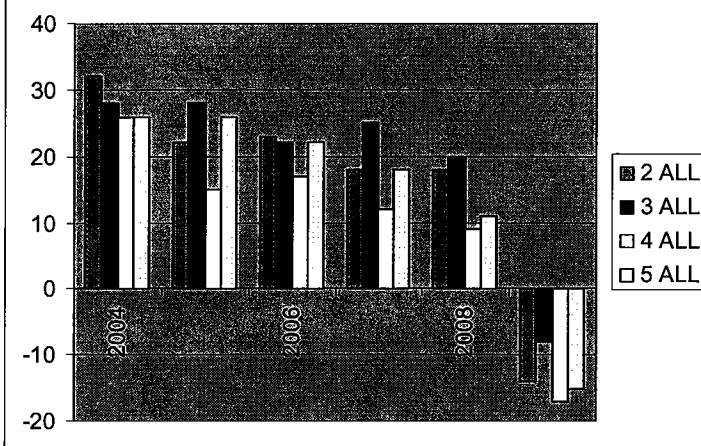


7.4.9

**Subgroup Improvements – Reduction in Elementary
% BB/FBB Language Arts**

Grade	2004	2005	2006	2007	2008	Decrease in BB/FBB 04-08	Decrease in BB/FBB 07-08
2 ALL	32	22	23	18	18	-14	0
3 ALL	28	28	22	25	20	-8	-5
4 ALL	26	15	17	12	9	-17	-3
5 ALL	26	26	22	18	11	-15	-7
2 Hispanic	60	45	43	36	31	-29	-5
3 Hispanic	54	59	34	40	37	-17	-3
4 Hispanic	40	30	39	18	15	-25	-3
5 Hispanic	34	38	42	30	19	-15	-11
2 EL>12 Mo	63	56	54	44	33	-30	-11
3 EL>12 Mo	59	60	57	52	46	-13	-6
4 EL>12 Mo	56	43	52	34	23	-33	-11
5 EL>12 Mo	51	48	60	47	35	-16	-12
2 Econ Dis	47	39	41	28	30	-17	2
3 Econ Dis	42	51	43	45	36	-6	-9
4 Econ Dis	37	31	35	19	17	-20	-2
5 Econ Dis	35	33	34	29	21	-14	-8
2 Disabilities	49	51	52	53	46	-3	-7
3 Disabilities	72	57	45	63	33	-39	-30
4 Disabilities	50	44	53	38	23	-27	-15
5 Disabilities	78	53	51	57	35	-43	-22

**All Elementary Students % BB/FBB
Language Arts**

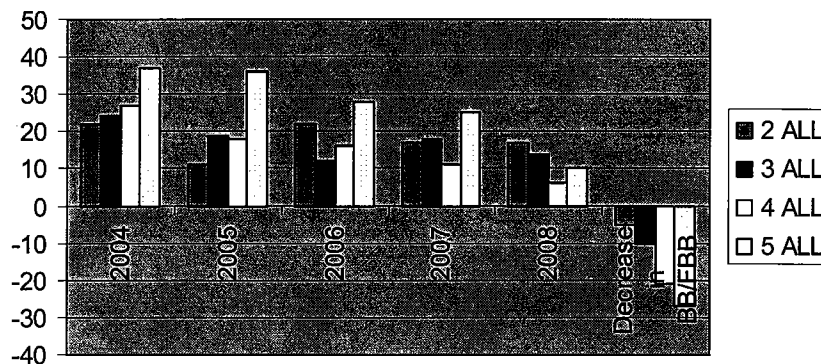


7.4.10

Subgroup Improvements – Reduction in Elementary % BB/FBB Mathematics

Grade	2004	2005	2006	2007	2008	Decrease in BB/FBB 04- 08	Decrease in BB/FBB 07- 08
2 ALL	22	11	22	17	17	-5	0
3 ALL	24	19	12	18	14	-10	-4
4 ALL	27	18	16	11	6	-21	-5
5 ALL	37	36	28	25	10	-27	-15
2 Hispanic	39	19	43	28	28	-11	0
3 Hispanic	47	40	21	30	23	-24	-7
4 Hispanic	36	32	26	18	12	-24	-6
5 Hispanic	57	55	54	51	15	-42	-36
2 EL>12 Mo	34	24	50	37	33	-1	-4
3 EL>12 Mo	59	37	28	39	23	-36	-16
4 EL>12 Mo	47	51	28	29	13	-34	-16
5 EL>12 Mo	65	68	66	71	20	-45	-51
2 Econ Dis	32	15	37	25	29	-3	4
3 Econ Dis	37	29	21	36	23	-14	-13
4 Econ Dis	37	35	26	26	13	-24	-13
5 Econ Dis	54	43	44	44	18	-36	-26
2 Disabilities	43	20	47	48	44	1	-4
3 Disabilities	65	43	37	49	33	-32	-16
4 Disabilities	51	48	44	30	16	-35	-14
5 Disabilities	87	67	70	64	36	-51	-28

All Elementary Students % BB/FBB Math

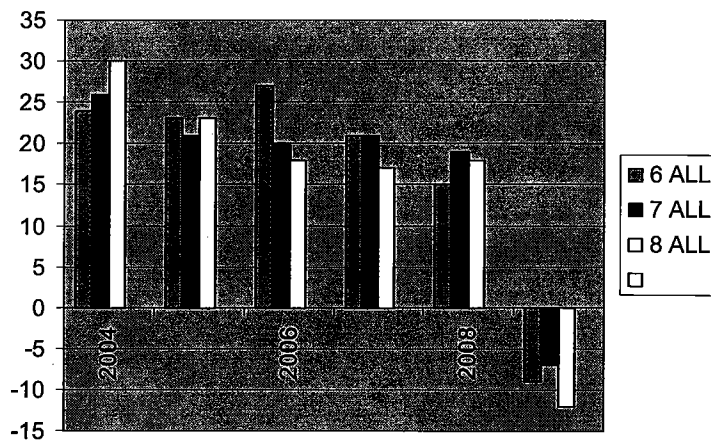


7.4.11

**Subgroup Improvements – Reduction in Middle School
% BB/FB Language Arts**

Grade	2004	2005	2006	2007	2008	Decrease in BB/FB 04-08	Decrease in BB/FB 07-08
6 ALL	24	23	27	21	15	-9	-6
7 ALL	26	21	20	21	19	-7	-2
8 ALL	30	23	18	17	18	-12	1
6 Hispanic	38	38	45	38	26	-12	-12
7 Hispanic	39	30	36	42	35	-4	-7
8 Hispanic	41	36	38	26	34	-7	8
6 EL>12 Mo	N/A	84	61	61	51	-33	-10
7 EL>12 Mo	83	N/A	60	50	63	-20	13
8 EL>12 Mo	64	N/A	69	30	65	1	35
6 Econ Dis	38	34	40	34	26	-12	-8
7 Econ Dis	39	32	31	38	32	-7	-6
8 Econ Dis	38	37	33	23	31	-7	8
6 Disabilities	81	75	83	67	58	-23	-9
7 Disabilities	75	78	75	73	80	5	7
8 Disabilities	89	57	81	66	76	-13	10

**All Middle School Students % BB/FB
Language Arts**

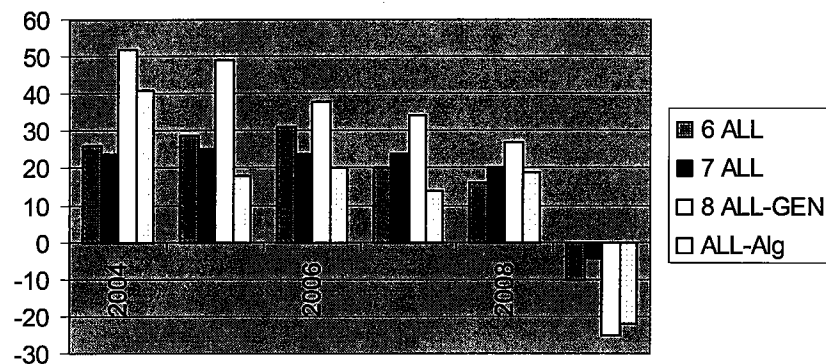


7.4.12

**Subgroup Improvements – Reduction in Middle School
% BB/FBB Mathematics**

Grade	2004	2005	2006	2007	2008	Decrease in BB/FBB 04-08	Decrease in BB/FBB 07-08
6 ALL	26	29	31	20	16	-10	-4
7 ALL	24	25	24	24	20	-4	-4
8 ALL-GEN	52	49	38	34	27	-25	-7
ALL-Alg	41	18	20	14	19	-22	5
6 Hispanic	33	42	48	43	32	-1	-11
7 Hispanic	34	32	39	46	34	0	-12
8 Hispanic-GEN	53	57	38	42	27	-26	-15
8 Hispanic-Alg	61	29	38	15	35	-26	20
6 EL>12 Mo	N/A	67	69	52	52	-15	0
7 EL>12 Mo	65	N/A	67	53	63	-2	10
8 EL-Gen	54	N/A	N/A	25	39	-15	14
8 EL- Alg	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6 Econ Dis	40	36	43	35	28	-12	-7
7 Econ Dis	37	37	31	36	32	-5	-4
8 Econ Dis-Gen	47	58	34	38	32	-15	-6
8 Econ Dis-Alg	42	36	28	20	15	-27	-5
6 Disabilities	81	81	71	65	62	-19	-3
7 Disabilities	90	86	68	68	80	-10	12
8 Disab - Gen	96	72	77	70	79	-17	9
8 Disab - Alg	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**All Middle School Students % BB/FBB
Math**



7.4.13

What About Our Title I Students?

- We are showing significant reductions in the percentages of our students who score BB/FBB in Language Arts and BB/FBB in Mathematics in all subgroups at all grade levels!
- Some of these students receive Title I services – but not all.
- Data from individual sites indicates effectiveness of Title I services for those students served.



Monitoring Individual Student Progress

STUDENT NAME	SCHOOL	ANNUAL TESTING					PROGRESS MONITORING DURING THE YEAR									
		2007 CST		CELEST			ADEPT				2007 CAAS		BEN LEARNING STAR			
		LA	MATH	OS	OS	OT	ANGL	NOID	ESPE	ASPE	LA	MATH	AS	NO	ES	AS
Ex - Juan Lopez	4	345	355	BEG	EI		BEG	EI	INT		35	35				
Ex - Susie Smith	11	347	365								349	255	33			

7.4.14

Site & District Conclusions

- Hispanic and Economically Disadvantaged subgroups are making equivalent or greater increases in scores to the overall group. Continue efforts at improvement in this area to close the achievement gap.
- Continue to offer interventions during the day and after school; continue to track individual student progress toward proficiency.
- Continue to develop and implement interventions.



What About Program Improvement?

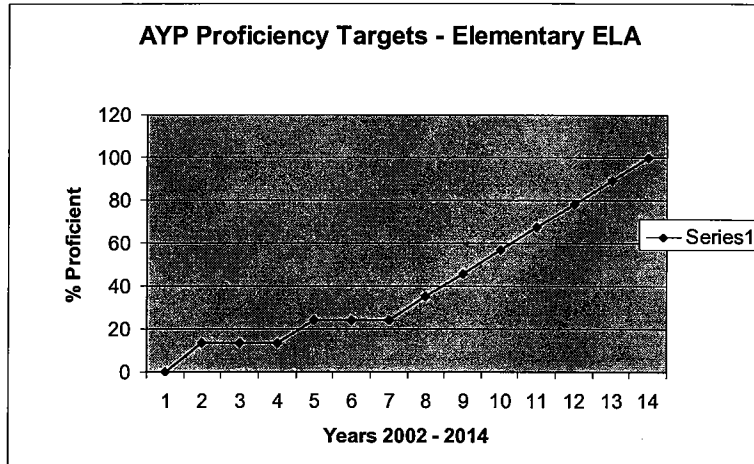
- Only Title I Schools and Districts can qualify as Program Improvement (PI)
- Schools and districts qualify as PI by missing one or more AYP targets in the SAME category (ELA or Math) in ANY subgroup two years in a row
- AYP targets include 95% participation rate, meeting proficiency growth for ALL subgroups & meeting API goal
- A District can be PI even if none of its schools is PI
- AYP growth targets are going up dramatically!



7.4.15

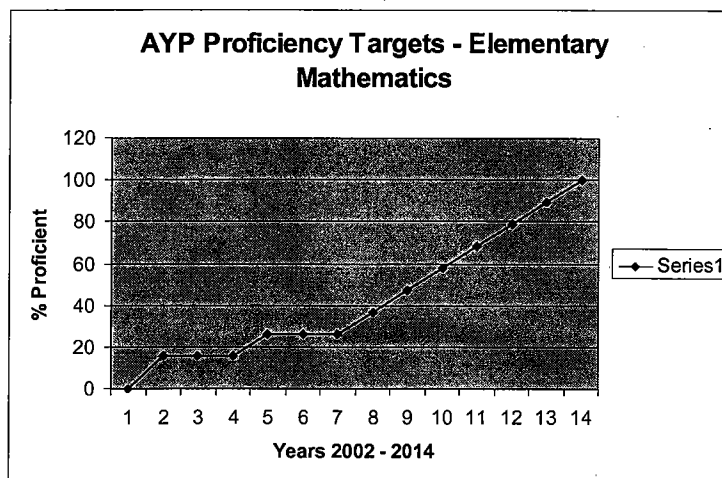
AYP Proficiency Requirements –

From 35.2% in '08 to 46.0% Pro/Adv ELA in '09



AYP Proficiency Requirements –

From 37% in '08 to 47.5% Pro/Adv Math in '09



7.4.16

Current PI Status – Sites & District

- Three Title I Schools Currently in PI
 - CCC – Year 1 (ELA – SED & SWD)
 - FSS – Year 2 (ELA – Hispanic, SED & EL)
 - PHS – Year 1 (API)
- Three Title I Schools NOT in PI
 - COES, Sheridan, GEMS
- District is NOT in PI
- Five Schools NOT Title I so cannot be PI
 - FRES, LCES, TBES, TBMS, LHS



Avoiding Program Improvement

- PCOE Workshop Series
- Attended by All Title I Site Administrators and Teacher Teams
- Goal – to avoid/exit PI by raising student scores to proficiency targets and/or making Safe Harbor



7.4.17

Projections for Next Year

- PI Schools – FSS, CCC, PHS continue
- New PI Schools – Possibly GEMS
- District –
 - NOT PI currently
 - May be PI next year
 - Hispanic (ELA - 33.7% in '08 – needed 34% - made grade span alternative)
 - EL (ELA – 22.4% in '08 – needed 34% - did not make grade span alternative)
 - SWD (ELA – 24.8% in '08 – needed 34% - made grade span alternative)

What about Safe Harbor?

- Safe Harbor allows for meeting AYP requirements by showing significant improvement even if targets aren't met.
- Must meet ALL AYP targets or reach Safe Harbor in ALL areas for ALL subgroups to avoid or exit PI.



7.4.18

Safe Harbor - WPUUSD

- **English Learners** - the ONLY subgroup for which district didn't make AYP targets using Grade Span Alternative Method in ELA.
 - 22.4% Proficient ELA in '08; 77.6% not Prof.
 - For 2009 – Need 46% Proficient in ELA
 - Safe Harbor – Reduce % Non-Proficient by 10%
 - $77.6 \times .10 = 7.76$
 - $77.6 - 7.76 = 69.84$ Non-Proficient
 - $100 - 69.84 = 30.16$ Proficient
 - Can make AYP Target with 30.16% Pro – not 46%

Whatever Happened to API?

State Requirement; a PART of Federal AYP

School or Subgroup Growth Targets

- 200 – 690: 5 percent of the difference between the Base API and the statewide performance target of 800
- 691 – 795: Gain of 5 points
- 796: Gain of 4 points
- 797: Gain of 3 points
- 798: Gain of 2 points
- 799: Gain of 1 point
- 800 or more: Maintain an API of at least 800

7.4.19

Individual School Title I Data & Reports

- Creekside Oaks Elementary
- Carlin C. Coppin Elementary
- First Street School
- Sheridan School
- Glen Edwards Middle School
- Phoenix High School



7.4.20

**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:

Approve Resolution 08/09.14 on Special Education
Behavioral Intervention Plans (Hughes Bill)
Mandated Cost Claim Settlement

AGENDA ITEM AREA:

Information/Discussion/Action

REQUESTED BY:

Mary Boyle
Assistant Superintendent of Curriculum

ENCLOSURES:

Samples & Resolution
Reimbursement amounts provided
at Board Meeting

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

Approx \$14.85/ADA for 2011-17

MEETING DATE:

February 18, 2009

ROLL CALL REQUIRED:

Yes

BACKGROUND:

The State and school test claimants San Diego USD, Butte COE and San Joaquin COE have agreed on a settlement for the Behavioral Intervention Plans (Hughes Bill) Mandated Cost Claim. The legislation which is the source of the claim requires school agencies to develop behavioral intervention plans for special education students with serious behavioral problems. In order to trigger the obligation by the Legislature to enact the funding, at least 85% of all school districts, county offices of education and SELPAs must approve the waiver, sign it and return it to CDE by February 27, 2009. In approving the resolution, our local Board will enable the district to share in ongoing increased AB602 funding, thus being reimbursed for the costs of this mandate without filing annual mandate claims.

RECOMMENDATION:

Approve Resolution re Special Education Behavioral Intervention Plans (Hughes Bill)
Mandated Cost Claim Settlement

AGENDA ITEM

For consideration and action:

No. _____

Resolution approving Behavioral Intervention Plans [Hughes Bill] Mandated Cost Claim Settlement and waiving rights to file any claim regarding the Hughes Bill statute and regulations in the future.

Background [Optional – use according to local practice; note alternate wording in first paragraph depending on district, county, or SELPA use]:

In the resolution, the Board (1) approves the settlement which will bring [the District approximately \$____ per 2007-08 ADA annually for the six-year period beginning 2011-12 through 2016-17] [the county office of education approximately \$____ per December 2007 county special education pupil count in 2009-10 and not less than \$5,000][the SELPA approximately \$____ per December 2007 special education pupil count in 2009-10 and not less than \$10,000] and approximately \$____ per ADA for the SELPA as part of the AB 602 funding formula, beginning in 2009-2010, and increasing by COLA and ADA growth in subsequent years; (2) agrees to waive its ability to file future mandated cost claims on the Hughes Bill statute and regulations as currently worded; and (3) directs the District's authorized representative to sign the Waiver to implement this action.

The Behavioral Intervention Plans [Hughes Bill] Mandated Cost Claim Settlement settles the test claim CSM-4464 initiated by San Diego Unified School District, Butte County Office of Education, and San Joaquin County Office of Education, and the related Sacramento Superior Court case, case No. 03CS01432, regarding reimbursement for costs associated with behavioral intervention plans required by the Hughes Bill statute and regulations under state law. If approved, it ends a fourteen-year dispute with the State of California regarding funding for state behavioral intervention plan requirements that are in excess of federal law. The settlement provides \$520 million in reimbursement for past costs associated with behavioral intervention plans and \$65 million annually for ongoing costs. The Legislature's obligation to fund the settlement is contingent on 85% of all districts, county offices of education, and special education local plan areas constituting 92% of statewide ADA waiving their rights to file additional mandated cost claims on the current Hughes Bill statute and regulations.

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California School Boards Association

Education Legal Alliance

We fight better when we stand together.

The Education Legal Alliance takes on legal issues that impact schools.

Major victory

Thanks to the efforts of the Education Legal Alliance, on behalf of San Diego USD and Butte and San Joaquin COEs, there has been a settlement in the long-standing behavioral intervention plan (BIP) mandate with the state. As a result, **ALL** school districts, county offices and SELPAs (LEAs) will receive additional money in 2009–10.

What is this settlement about?

In response to legislation (AB 2586, the Hughes Bill), the State Board of Education in 1993 adopted regulations requiring LEAs to develop BIPs for special education students who exhibit serious behavioral problems. The regulations imposed detailed and costly requirements that exceed federal law. This claim has been tied up in the mandate reimbursement process and in the courts for over 14 years.

How much will LEAs receive?

Starting in 2009–10, LEAs will see increased AB 602 funding (the special education funding mechanism) in the amount of **\$65 MILLION**. Commencing in 2010–11, that amount will be subject to cost-of-living adjustments. In addition, in settlement of the BIP costs going back to 1993–94, school districts will receive **\$510 MILLION** payable in **\$85 MILLION** annual installments over six years starting in 2011–12 and ending in 2016–17. **All payments will be made into school districts' general funds based on 2007–08 P2 ADA.** Also, in 2009–10 an additional **\$7.5 MILLION** will be paid to COEs and SELPAs.

What are the next steps?

CSBA and the Education Legal Alliance have the responsibility for securing approval of the proposed settlement. Before the end of the year, LEAs will receive materials from CSBA asking for approval of the terms of the settlement. Each LEA must act on the approval and return the signed document to CSBA before the end of February. In order for the settlement to take effect, 85 percent of the LEAs representing 92 percent of the statewide ADA must approve it.



California School Boards Association
Education Legal Alliance

3100 Beacon Boulevard, West Sacramento, CA 95691 | 800.266.3382 | Fax: 916.371.3407 | legal@csba.org

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Education Legal Alliance



NOTICE TO LEAS

Re: Pending Settlement of the Behavioral Intervention Plans
[Hughes Bill] Mandated Cost Claim

This Notice is intended to inform all local educational agencies ("LEAs") in California about their rights regarding the Behavioral Intervention Plans Mandated Cost Test Claim, claim CSM-4464, initiated September 28, 1994 by San Diego Unified School District, Butte County Office of Education, and San Joaquin County Office of Education ("Claimants"), and the subsequent Sacramento Superior Court case, case No. 03CS01432, regarding this same test claim ("the Claim"). For purposes of this Notice, LEAs include all school districts, county offices of education, special education local plan areas ("SELPAs"), and joint agencies composed of such organizations in the State of California. The Claim has significant fiscal implications for LEAs. For this reason, LEAs are advised to review this Notice and the attached Waiver with legal counsel before deciding whether to sign the Waiver.

In reviewing this Notice, please be aware of the following items:

1. This Notice and the attached Waiver apply only to the Behavioral Intervention Plans Mandated Cost Claim and claims arising from California Education Code section 56523 and California Code of Regulations, title 5, sections 3001, subdivisions (c), (d), (e), (f), and (aa), and 3052, as those sections read on or before July 1, 2008, (collectively "the Hughes Bill Statute and Regulations").
2. This Notice and the attached Waiver do not affect any rights any LEAs may have to file test claims with the Commission on State Mandates ("the Commission") on any mandates created as a result of changes to state or federal statutes or regulations that occur after July 1, 2008.

A. What is the Behavioral Intervention Plans Mandated Cost Claim?

The Behavioral Intervention Plans Mandated Cost Claim is a fourteen-year effort by local school districts, county offices of education, and SELPAs to obtain reimbursement for costs associated with behavioral intervention plans required by the Hughes Bill Statute and Regulations under state law.

The California Constitution requires that whenever the Legislature mandates a new program or a higher level of service, the State must provide funds to reimburse local government for the actual costs of implementation, with certain exceptions. State law requires that the State shall reimburse each local agency for all unfunded costs mandated by the State. The Commission has the authority to hear and decide tests claims that local agencies file as a result of new laws passed by the Legislature and signed into law by the Governor. The legal framework and authority for the mandated claims reimbursement process is found at article XIII B, section 6, of the California Constitution, sections 17500 through 17630 of the California Government Code, and sections 1181 through 1189.11 of title 2 of the California Code of Regulations.

The Behavioral Intervention Plans Mandated Cost Claim was initiated in 1994 when San Diego Unified School District, Butte County Office of Education, and San Joaquin County Office of Education filed test claim CSM-4464 asking the State to reimburse LEAs for the unfunded costs associated with behavioral intervention plans, as required by state law under the Hughes Bill

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Statute and Regulations. Under the Commission's rules, test claims are treated like class actions, and therefore the Claim is applicable to all LEAs statewide.

B. What is the Outcome of the Behavioral Intervention Plans Mandated Cost Claim?

On September 28, 2000, after years of filings and hearings, the Commission adopted a Statement of Decision regarding CSM-4464 finding that the Hughes Bill Statute and Regulations imposed a reimburseable state mandate on school districts by requiring the following seven activities in excess of federal law: SELPA plan requirements, development and implementation of behavioral intervention plans, functional analysis assessments, modifications and contingent behavioral intervention plans, development and implementation of emergency interventions, prohibited behavioral intervention plans, and due process hearings. The settlement of the Special Education Mandated Cost Claim in 2000-01 explicitly omitted the Behavioral Intervention Plans Mandated Cost Claim. (Ed. Code § 56836.156(g).)

Subsequently, Claimants proposed parameters and guidelines for the CSM-4464 claiming process, but various disputes arose with the State and a final draft of the claiming parameters and guidelines was never adopted by the Commission. The parties attempted to settle without success and the matter reached a stalemate.

On September 26, 2003, the State's Department of Finance filed a lawsuit in the Sacramento Superior Court (Department of Finance v. Commission on State Mandates, Case No. 03CS01432) challenging the Commission's decision in CSM-4464. The State and the Claimants ("Parties") agreed to delay the proceedings before the Court in order to attempt to negotiate a settlement. The initial settlement negotiations were unsuccessful.

On October 4, 2007, pending reforms in the mandate process prompted the Parties to continue negotiations. The Parties began meeting to work on a mutually agreeable resolution.

A chief task in the settlement process was developing a statewide cost estimate for the claim. Claimants surveyed more than 20 SELPAs representing more than 10% of the public school students statewide. The State's Department of Finance staff reviewed copies of all survey returns and verified that the cumulative cost totals accurately reflected the SELPA data.

In May 2008, the Sacramento Superior Court notified the State that it must bring its case to trial by September 26, 2008, or be subject to dismissal under the state law which requires all matters to be brought to trial within five years. The Parties filed a stipulation with the Sacramento Superior Court agreeing to extend the five-year period pending this resolution.

C. What is the Outcome of the Settlement Negotiations?

The State and Claimants have negotiated a settlement agreement ("Agreement") which is contingent upon the following three events occurring:

1. On or before February 28, 2009, no less than 85% of all K-12 school districts, county offices of education (COEs), and SELPAs shall sign the Waiver, attached hereto as Exhibit A. In addition, the school districts and county offices of education signing Exhibit A must have served student populations accounting for no less than 92% of the second principal apportionment ("P-2") average daily attendance ("ADA") in the 2007-08 fiscal year.

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2. The parties shall seek a superior court ruling that the settlement is final and binding on all LEAs, assuming implementing legislation is enacted. In the absence of such a ruling, the parties shall seek an alternative, mutually agreeable final and formal resolution of the dispute.
3. Legislation must be enacted appropriating the following funds for the settlement:
 - a. \$65 million as a permanent increase to the AB 602 base, commencing 2009-10, subject to COLA and ADA growth in subsequent years.
 - b. \$510 million retroactive payment in total for general fund use payable to school districts in \$85 million installments over six years, commencing 2011-12 and ending 2016-17, all payments to be based on 2007-08 P-2 ADA. The State may enlarge these installments, discharging the obligation more quickly if it so decides. These payments may be suspended in a year in which Test 3 of Proposition 98 is operative. If the payment is suspended in any year or years, it must be made in the year or years immediately following the designated six-year period or lesser period if the State has discharged its obligation prior to the end of the six years.
 - c. \$10 million lump sum retroactive payment for general fund use payable in 2009-10, divided as follows:

\$1.5 million to COEs based on December, 2007 county special education pupil count, with no county office of education receiving less than \$5000;

\$6.0 million to SELPAs based on December, 2007 special education pupil count, with no SELPA receiving less than \$10,000; and

\$2.5 million to San Joaquin County Office of Education for administrative costs incurred in pursuing the Claim.

By separate agreement among the Claimants, the \$2.5 million allocation to the San Joaquin County Office of Education will be used to pay for the administrative costs incurred to pursue the Claim from 1994 to the present.

The Parties intend that the legislation will be requested in early 2009 and enacted on an urgency basis prior to or concurrent with the Budget Act for the 2009-10 fiscal year. It is possible that non-substantive changes to the proposed legislation described above may occur with the consent of the parties.

D. What Rights Are Waived by LEAs Who Elect to Sign the Waiver?

Under article XIII B, section 6, of the California Constitution, sections 17500 through 17630 of the California Government Code, and sections 1181 through 1189.11 of title 2 of the California Code of Regulations, LEAs have the right to file mandated cost claims with the Commission on State Mandates. Further, under section 1542 of the Civil Code, a waiver does not extend to unknown claims. However, LEAs who sign this Waiver agree to give up certain of these rights as follows:

1. **Known Claims:** LEAs electing to sign the attached Waiver agree to waive their right to file or to otherwise pursue reimbursement claims for the mandated programs and services contained in the Behavioral Intervention Plans Mandated Cost Claim or any other known claim arising from California Education Code section 56523 and California Code of Regulations, title 5, sections 3001, subdivisions (c), (d), (e), (f), and (aa), and

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3052, as those sections read on or before July 1, 2008. Further, LEAs signing the Waiver acknowledge that the amount needed to satisfy the State's minimum funding obligation under Proposition 98 shall not be increased by the retrospective payments required by the settlement and forever give up their right to contend otherwise.

2. **Unknown Claims:** LEAs electing to sign the attached Waiver also agree to waive their right to pursue any unknown mandated cost claim arising from California Education Code section 56523 and California Code of Regulations, title 5, sections 3001, subdivisions (c), (d), (e), (f), and (aa), and 3052, as those sections read on or before July 1, 2008.
3. **Exemptions:** The Waiver does not prohibit LEAs from filing mandated cost claims to the extent that state or federal statutes or regulations are amended or added or changed in any way after July 1, 2008.

Of course, unless the three events take place which are set out in Section C above, the Waiver is not binding.

E. Where is More Detailed Information on the Settlement Available?

With the mailing of this notice all LEAs have been sent a copy of the Settlement and Release Agreement in this matter and a copy of the Proposed Draft Legislation. A review of these documents provides additional information. For more information or additional copies of these documents go to CSBA's website at:

<http://www.csba.org/LegislationAndLegal/Legal/ELAUpdates.aspx> under "Legal Resources"

or email Carol Cox at ccox@csba.org and Dick Hamilton at (916) 669-3270, e-mail rhamilton@csba.org.

PLEASE NOTE:

A copy of the Waiver is attached to this notice. The original Waiver (separately enclosed) should be signed and mailed, using the enclosed self-addressed envelope to:

Dick Hamilton, Associate General Counsel and Director
Education Legal Alliance
California School Boards Association
3100 Beacon Blvd.
West Sacramento, CA 95691

The signed Waiver must reach Mr. Hamilton on or before **February 28, 2009**.

In doing so you are indicating support for the Settlement and approval of the Waiver.

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RESOLUTION NO. 08/09.14

**GOVERNING BOARD OF THE WESTERN PLACER U.S. DISTRICT
[COUNTY OFFICE OF EDUCATION OR
SPECIAL EDUCATION LOCAL PLAN AREA (as appropriate)]**

**APPROVAL OF BEHAVIORAL INTERVENTION PLANS [HUGHES BILL]
MANDATED COST CLAIM SETTLEMENT AND AGREEMENT
TO WAIVE FUTURE CLAIMS**

WHEREAS, the Commission on State Mandates ("the Commission"), in a test claim known as the Behavioral Intervention Plans [Hughes Bill] Mandated Cost Claim, has determined that, since 1993, there are unfunded state mandates exceeding the federal requirements in the following seven (7) components of the Hughes Bill Statute and Regulations (California Education Code section 56523 and California Code of Regulations, title 5, sections 3001, subdivisions (c), (d), (e), (f), and (aa), and 3052): special education local plan area ("SELPA") plan requirements, development and implementation of behavioral intervention plans, functional analysis assessments, modifications and contingent behavioral intervention plans, development and implementation of emergency interventions, prohibited behavioral intervention plans, and due process hearings;

WHEREAS, these state mandates remain required components of the Hughes Bill Statute and Regulations;

WHEREAS, final claiming instructions for the Behavioral Intervention Plans Mandated Cost Claim were never adopted by the Commission due to various disputes that arose with the State;

WHEREAS, the State's Department of Finance disputes that any of the identified Behavioral Intervention Plans Mandated Cost Claim mandates qualify for state reimbursement because it contends they are required by federal law, and therefore the State has filed a lawsuit with the Sacramento Superior Court, case No. 03CS01432, to contest the Commission's decision in the Behavioral Intervention Plans Mandated Cost Claim;

WHEREAS, the Test Claimants believe that the identified mandates require new programs and increased levels of service in excess of federal law, and are therefore unfunded state mandates, and therefore the Test Claimants oppose the court action filed by the State challenging the Commission's decision;

WHEREAS, this litigation could thwart resolution of these matters for a number of years;

WHEREAS, to avoid the cost and uncertainty of further litigation, to alleviate the uncertainty regarding the Hughes Bill Statute and Regulations funding, and to expedite the resolution of this long-pending mandate claim, the State and the Test Claimants ("Parties") have determined to compromise and settle the claims set forth in the Behavioral Intervention Plans Mandated Cost Claim;

WHEREAS, the Parties have negotiated a settlement agreement ("Agreement"), which provides \$520 million as general fund reimbursement for past costs associated with the Hughes Bill Statute and Regulations, allocated as follows:

- \$510 million to school districts based on 2007-08 P-2 average daily attendance ("ADA") (about \$14.85 per ADA annually for six years, beginning in 2011-12, or for a lesser period at the State's discretion should the State choose to accelerate payment of such reimbursement);
- \$1.5 million to county offices of education in 2009-10 based on December 2007 county special education pupil count, about \$35.06 per pupil, with no county office of education receiving less than \$5,000;
- \$6 million to SELPAs in 2009-10 based on December 2007 special education pupil count, about \$8.85 per pupil, with no SELPA receiving less than \$10,000; and
- \$2.5 million in 2009-10 for administrative costs incurred in pursuing the Claim;

WHEREAS, the settlement further provides \$65 million as a permanent increase to the AB 602 funding base for special education programs and services beginning in 2009-10, resulting in each SELPA's funding rate increasing by about \$10.92 per ADA, with this amount increasing by the cost of living adjustment and ADA growth in subsequent years;

WHEREAS, by approving this settlement the Western Placer Unified School District [COE or SELPA (as appropriate)] will receive approximately \$ 525,247.17 [total] in discretionary funding for retroactive reimbursement, \$ 87,541.20 [amount of installment] over six-years in equal installments [districts only], unless the State, in its discretion, accelerates payment of such reimbursement;

WHEREAS, the Western Placer Unified School District [COE or SELPA (as appropriate)], in exchange for the foregoing financial settlement, must waive its right to file any further mandate claims arising from the Hughes Bill Statute and Regulations, or to benefit from any new Hughes Bill Statute and Regulations claims filed, unless the Hughes Bill Statute and Regulations change;

WHEREAS, if for some reason the settlement process is not completed, the Waiver will not take effect;

WHEREAS, the Governing Board of the Western Placer Unified School District [COE or SELPA (as appropriate)] has reviewed the Notice to LEAs Re: Pending Settlement of the Behavioral Intervention Plans [Hughes Bill] Mandated Cost Claim and the required Waiver; and

WHEREAS, the District [COE or SELPA (as appropriate)] administrative staff, having reviewed the terms of the pending settlement, recommends that the Governing Board approve the

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settlement and agree to waive its rights to file mandated cost claims arising from the Hughes Bill Statute and Regulations in the future or to benefit from such claims unless the Hughes Bill Statute and Regulations change;

NOW THEREFORE, BE IT RESOLVED, the Governing Board of the Western Placer Unified School District [COE or SELPA (as appropriate)] approves the terms of the pending settlement of the Behavioral Intervention Plans Mandated Cost Claim, agrees to waive its rights regarding claims as set forth in the attached Waiver, and authorizes the Superintendent [or Associate/Assistant Superintendent (as appropriate)] [or in the case of the COE the Board President and County Superintendent] [or SELPA Director] to sign the required Waiver and to deliver it as requested by no later than February 28, 2009, and to complete any other administrative task necessary to effectuate this decision.

Passed and adopted by the Governing Board of the Western Placer Unified School District [COE or SELPA (as appropriate)] on February (date) 18, 2009, by the following vote:

Ayes: _____

Noes: _____

Absent: _____

President, Governing Board - Paul Carras

Western Placer Unified School District
School District (COE, SELPA as appropriate)

Placer
County, California

Attested by: _____
Secretary to the Board - Scott Leaman

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SETTLEMENT AND RELEASE AGREEMENT
BEHAVIORAL INTERVENTION PLANS [HUGHES BILL] MANDATED COST CLAIM

This settlement and release agreement ("Agreement") is entered into this _____ day of 2008 by and between the State of California ("the STATE") on the one hand, and San Diego Unified School District, Butte County Office of Education, and San Joaquin County Office of Education (collectively "CLAIMANTS") on the other, who, in consideration of the promises made herein, agree as follows:

I. Nature and Status of the Dispute

Effective January 1, 1991, Education Code section 56523 was added to the Education Code. That section required the development and adoption of regulations governing positive behavioral interventions for special education students by the State Board of Education ("the SBE"). In 1993, the SBE promulgated California Code of Regulations, title 5, sections 3001, subdivisions (c), (d), (e), (f), and (aa), and 3052 to implement Education Code section 56523. The Education Code section and its implementing regulations are referred to cumulatively as "the Hughes Bill."

The Behavioral Intervention Plans Mandated Cost Claim was initiated on September 28, 1994, when San Diego Unified School District, Butte County Office of Education, and San Joaquin County Office of Education filed test claim CSM-4464 with the Commission on State Mandates ("the Commission"). The Behavioral Intervention Plans Mandated Cost Claim asked the STATE to reimburse local educational agencies ("LEAs"), including school districts, county offices of education, special education local plan areas ("SELPA's"), and joint agencies composed of such organizations for the costs of implementing the Hughes Bill.

On September 28, 2000, the Commission adopted a Statement of Decision on CSM-4464 finding that the Hughes Bill imposed a reimbursable state mandate on school districts by requiring the following seven activities: SELPA plan requirements, development and implementation of behavioral intervention plans, functional analysis assessments, modifications and contingent behavioral intervention plans, development and implementation of emergency interventions, prohibited behavioral intervention plans, and due process hearings. The settlement of the Special Education Mandated Cost Claim in 2000-2001 explicitly omitted the Behavioral Intervention Plans Mandated Cost Claim (Ed. Code § 56836.156(g)).

Subsequently CLAIMANTS proposed parameters and guidelines for the CSM-4464 claiming process but various disputes arose with the STATE and a final draft was never adopted by the Commission. The parties attempted settlement without success and the matter reached a stalemate.

On September 26, 2003, the STATE's Department of Finance filed a Petition for Administrative Mandamus in the Sacramento Superior Court challenging the Commission's decision in CSM-4464. It named the Commission as Respondent, and CLAIMANTS as Real Parties in Interest (*Department of Finance v. Commission on State Mandates*, Sacramento Superior Court Case No. 03CS01432). The Petition maintained that the Hughes Bill was not a reimbursable state mandate because 1) it was required by federal law, 2) it merely implemented federal requirements, and

3) it did not exceed those requirements. The matter is still pending. CLAIMANTS have filed no responsive pleadings as yet.

On October 4, 2007, the Deputy Attorney General representing the STATE's Department of Finance in the above case wrote to CLAIMANTS stating that pending reforms in the mandate process could present a timely opportunity to continue negotiations. The Deputy Attorney General noted that the mandate reform legislation, AB 1222, included the option of the joint development of a reasonable reimbursement methodology and cost estimate. The Deputy Attorney General suggested a meeting if CLAIMANTS were interested in resolving the matter and noted that, absent successful settlement, she planned to schedule a hearing in Sacramento Superior Court in April 2008. In response, CLAIMANTS contacted the Deputy Attorney General and the parties began meeting to work on a mutually agreeable resolution.

A chief task in the settlement process was developing a statewide cost estimate for the claim. Ultimately CLAIMANTS completed surveys of more than 20 SELPAs representing more than 10% of public school students statewide. The STATE's Department of Finance staff reviewed copies of all survey returns and verified that the cumulative cost totals accurately reflected the SELPA data.

In May 2008, the Sacramento Superior Court notified the STATE that it must bring its case to trial by September 26, 2008, or be subject to dismissal under the state law which requires all matters to be brought to trial within five years ("the five-year rule"). Ultimately, the parties filed a stipulation with the court agreeing to extend the five-year period to March 27, 2009, in the hopes that agreement could be reached.

The STATE's Department of Finance continues to dispute the Commission's decision in CSM-4464 that the Hughes Bill is a reimbursable mandate. CLAIMANTS believe the Commission's decision was correct and that the Hughes Bill imposes requirements on school districts that are not mandated by federal law.

To avoid the costs and uncertainty of further litigation, to alleviate the uncertainty regarding the Hughes Bill funding, and to expedite the resolution of this long-pending mandate claim in the spirit of AB 1222, the parties have determined to compromise and settle the claims raised in Sacramento Superior Court Case No. 03CS01432 and the underlying administrative decision of the Commission on State Mandates in CSM-4464 on the terms and conditions set forth below.

II. Actions to Resolve Dispute

A. The mutual obligations and duties of the parties set forth herein are contingent upon all of the following events occurring:

1. On or before February 28, 2009, no less than 85% of all K-12 school districts, county offices of education, and SELPAs shall sign the Waiver, attached hereto as Exhibit A. In addition, the school districts and county offices signing Exhibit A must have served student populations accounting

for no less than 92% of the second principal apportionment (P-2) average daily attendance in the 2007-08 fiscal year.

2. The parties shall seek a superior court ruling that the settlement is final and binding on all LEAs, assuming implementing legislation is enacted. In the absence of such a ruling, the parties shall seek an alternative, mutually agreeable final and formal resolution of the dispute.
 3. Prior to or concurrent with the enactment of the Budget Act for the 2009-10 fiscal year, legislation is enacted that contains provisions identical to or substantially similar to the language contained in Exhibit B. It is the intent of the parties that, on or before January 10, 2009, the Legislature shall be requested to enact such legislation on an urgency basis. Any modifications to the proposed legislation shall be made only with agreement of all the signatories to this settlement document.
 - a. The proposed legislation shall appropriate the amount of ten million dollars (\$10,000,000) payable upon enactment and allocated in accord with Section II.B. of this Agreement.
 - b. The proposed legislation shall require additional funding of five-hundred and ten million dollars (\$510,000,000) in total payable over a six-year period, or lesser period at the STATE's discretion, commencing July 1, 2011, and allocated in accord with Section II.B. of this Agreement.
 - c. The proposed legislation shall include statutory language to revise the existing special education funding model established by Assembly Bill 602 (Chapter 854, Statutes of 1997) to provide an ongoing increase of sixty-five million dollars (\$65,000,000) annually to special education programs. The proposed legislation shall appropriate the first year of funding.
 - d. The combination of the above appropriations is to be considered in full satisfaction of, and is in lieu of, any reimbursable mandate claims that would have been filed as a result of CSM-4464. By providing this funding for CSM-4464, the STATE in no way concedes the existence of an unfunded reimbursable mandate for that claim.
- B. For the purposes of this settlement only, to resolve any and all retrospective mandated cost claims from 1993-94 to 2008-09 arising from CSM-4464 and the Statement of Decision adopted by the Commission on State Mandates on September 28, 2000, the STATE agrees that:

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1. Upon enactment of legislation prior to or concurrent with the 2009-10 Budget Act, payment in the amount of ten million dollars (\$10,000,000) will be allocated to LEAs as follows:
 - a. One million five hundred thousand dollars (\$1,500,000) shall be allocated to county offices of education on an equal per-pupil basis. The amount of each agency's allocation shall be determined by dividing one million five hundred thousand dollars (\$1,500,000) by the total statewide county special education pupil count only, as reported by county offices of education as of December 2007. The allotment for each county office of education shall be the per-pupil amount times the county's special education pupil count reported as of December 2007. The State Superintendent of Public Instruction ("the Superintendent") shall adjust the computations in such a manner as to ensure that the allotment to each county office of education is at least five thousand dollars (\$5,000).
 - b. Six million dollars (\$6,000,000) shall be allocated to SELPAs that existed for the 2007-08 fiscal year. The amount of each agency's allocation shall be determined by dividing six million dollars (\$6,000,000) by the total statewide special education pupil count as of December 2007. The allotment for each agency shall be the statewide per-pupil amount times the SELPA's special education pupil count reported as of December 2007. The State Superintendent of Public Instruction ("the Superintendent") shall adjust the computations in such a manner as to ensure that the allotment to each SELPA is at least ten thousand dollars (\$10,000).
 - c. Two million five hundred thousand dollars (\$2,500,000) shall be paid to San Joaquin County Office of Education.
2. In accord with legislation enacted prior to or concurrent with the 2009-10 Budget Act, the State will pay an additional five hundred and ten million dollars (\$510,000,000) to school districts. This amount shall be allocated in installment payments of eighty-five million dollars (\$85,000,000) commencing July 1, 2011, and annually thereafter for a period of six years unless the STATE in its discretion enlarges the installment amount from time to time, thereby discharging the obligation in advance of the six year period. These payments shall be allocated to school districts on a per-pupil basis as follows:
 - a. The appropriation shall be divided by the total average daily attendance, excluding attendance for regional occupation centers and programs, adult education, and programs operated by the county superintendents of schools, for all pupils in kindergarten through grade twelve in all school districts as used by the Superintendent for the second principal apportionment for the

2007-08 fiscal year. Each school district shall receive an allocation equal to the per-pupil amount times the district's reported average daily attendance for the second principal apportionment for the 2007-08 fiscal year, excluding attendance for regional occupation centers and programs, adult education, and programs operated by the county superintendents of schools. The amount allocated to each school district shall be the same in all subsequent fiscal years as it is in the first fiscal year unless the State enlarges the appropriation as specified in II.B.2. above.

- b. In any fiscal year after 2011-12 in which the provisions of paragraph (b)(3) of Section 8 of Article XVI of the California Constitution are operative, the annual appropriation shall not be required to be made. If an appropriation is not made for a specific fiscal year or years, it shall instead be made in the fiscal year or years immediately succeeding the final payment pursuant to Section II.B.2 of this Agreement.

- C. To effectuate a stay of the five-year rule and to seek court approval of the settlement which makes it final and binding on LEAs, the parties agree to the following:

- 1. Within ten court days after execution of this Agreement, CLAIMANTS will file a response to the Petition for Administrative Mandamus, Sacramento Superior Court Case No. 03CS01432. Concurrently or as soon thereafter as the parties deem appropriate, the STATE and CLAIMANTS shall jointly stipulate to a stay of the five-year rule, and shall file such stipulation with the court. The stipulation shall provide for and ask the court to order the following:
 - a. A stay of the five-year rule for the purposes of this settlement, with the understanding that the five-year rule shall be in effect within ninety (90) days if the settlement terms cannot be effectuated.
 - b. Notice of the stay and of the settlement terms to all LEAs.
 - c. A court hearing, if necessary, to consider any objections to the settlement made by LEAs or other parties of standing.
 - d. Entry of judgment that the settlement is the final resolution of CSM-4464 assuming implementing legislation is enacted, and that after appropriate consideration of objections, if any, it is final and binding on all LEAs.

- D. In the absence of any entry of judgment as specified in Section II.C.1.d. of this Agreement, the parties shall seek an alternative mutually agreeable final and formal resolution of the dispute.
- E. If the events listed in Section II.A. as preconditions to the parties' obligations do not take place, the STATE or the CLAIMANTS may request the Superior Court to lift the stay issued pursuant to Section II.C.1.a., above, and to order that the five-year rule shall take effect in ninety (90) days.

III. Known Claims

With respect to section 56523 of the California Education Code and California Code of Regulations, title 5, sections 3001, subdivisions (c), (d), (e), (f), and (aa), and 3052 as those sections read on or before July 1, 2008, ("the Hughes Bill Statute and Regulations"), CLAIMANTS hereby knowingly and voluntarily waive the rights set forth under article XIII B, section 6, of the California Constitution, sections 17500 through 17630 of the California Government Code, and sections 1181 through 1189.11 of Title 2 of the California Code of Regulations. By signing this Agreement, CLAIMANTS hereby acknowledge that CLAIMANTS forever relinquish their right to file any mandated cost claim regarding the Hughes Bill Statute and Regulations, and further forever relinquish their right to receive any benefit(s) from any claim(s) so filed. CLAIMANTS may file mandated cost claims concerning such statutes and regulations only to the extent that state or federal statutes or regulations are amended or added or changed in any other way after July 1, 2008. CLAIMANTS further acknowledge and concede that the amount that is required to be appropriated for the purpose of satisfying the STATE's minimum funding obligation to school districts pursuant to article XVI, section 8, of the California Constitution shall not be required to be increased, to any extent, by payment of the amounts set forth in Sections II.B.1 and II.B.2 of this agreement.

IV. Unknown Claims

- A. CLAIMANTS expressly waive the application of California Civil Code section 1542 regarding mandated cost claims based on Education Code section 56523 and California Code of Regulations, title 5, sections 3001, subdivisions (c), (d), (e), (f), and (aa), and 3052 as those sections read on or before July 1, 2008.

VIII. Nonadmission

Nothing contained in the Agreement constitutes an admission or concession, by any party, as to any matter of fact or law at issue in Sacramento Superior Court Case No. 03CS01432 and/or CSM-4464, and no party hereto shall deem or construe this Agreement, or any part thereof, to be any such admission or concession. Further, nothing in this Agreement may be deemed or construed to be, by any entity or person not a party hereto, as against any party hereto, or any agency thereof, any admission or concession as to any matter of fact or law at issue in Sacramento Superior Court Case No. 03CS01432 and/or CSM-4464.

IX. Entire Agreement

This Agreement and Exhibits A and B attached hereto contain the entire Agreement between the parties. A breach of any portion of this Agreement shall be considered a breach of the whole Agreement.

X. Effective Date

This Agreement shall be effective immediately upon execution by the parties. This Agreement has retroactive effect to the extent specified herein.

XII. Governing Law

This Agreement is entered into, and shall be construed and interpreted, in accordance with the laws of the State of California and the United States.

00334.00100/105941.1

XIII. Counterparts

This Agreement may be signed in counterparts, such that signatures appear on separate pages. A copy or original of this document with all signature pages appended together shall be deemed a fully executed Agreement.

For the State of California:

Michael C. Genest
Director, Department of Finance

Dated: _____

Stephen P. Acquisto
Supervising Deputy Attorney General

Dated: _____

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VIII. Nonadmission

Nothing contained in the Agreement constitutes an admission or concession, by any party, as to any matter of fact or law at issue in Sacramento Superior Court Case No. 03CS01432 and/or CSM-4464, and no party hereto shall deem or construe this Agreement, or any part thereof, to be any such admission or concession. Further, nothing in this Agreement may be deemed or construed to be, by any entity or person not a party hereto, as against any party hereto, or any agency thereof, any admission or concession as to any matter of fact or law at issue in Sacramento Superior Court Case No. 03CS01432 and/or CSM-4464.

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For the State of California:

Michael C. Genest
Director, Department of Finance

Dated: _____

Stephen P. Acquisto
Supervising Deputy Attorney General

Dated: _____

75.17

Exhibit B to Settlement Agreement
Behavioral Intervention Plans Mandated Cost Claim

DRAFT LEGISLATION

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. The Legislature finds and declares that it is in the State's interest that legislation be enacted immediately to provide funding for positive behavioral intervention plans for special education students (Hughes Bill) and resolve a contested state mandate issue of fourteen-year standing. The Legislature anticipates that the Governor will request the enactment of the legislation prior to the enactment of the 2009-10 Budget Act.

SECTION 2. Section _____ is added to the Education Code to read:

[section number]

- (a) The Superintendent of Public Instruction shall determine the statewide total average daily attendance used for the purposes of section 56836.08 for the 2008-09 fiscal year. For the purposes of this calculation, the 2008-09 second principal average daily attendance for the court, community school, and special education programs served by the Los Angeles County Juvenile Court and Community School/Division of Alternative Education Special Education Local Plan Area shall be used in lieu of the average daily attendance used for that agency for the purposes of section 56836.08.
- (b) The Superintendent shall divide sixty-five million dollars (\$65,000,000), by the amount determined pursuant to subdivision (a).
- (c) For each special education local plan area, the Superintendent shall permanently increase the amount per unit of average daily attendance determined pursuant to subdivision (b) of section 56836.08 for the 2009-10 fiscal year by the quotient determined pursuant to subdivision (b). This increase shall be effective, beginning in the 2009-10 fiscal year.
- (d) Notwithstanding subdivision (c), for the Los Angeles County Juvenile Court and Community School/Division of Alternative Education Special Education Local Plan Area, the superintendent shall permanently increase the amount per unit of average daily attendance determined pursuant to subdivision (b) of section 56836.08 by the ratio of the amount determined pursuant to subdivision (b) to the statewide target per unit of average daily attendance determined pursuant to section 56836.11 for the 2008-09 fiscal year. This increase shall be effective beginning in the 2009-10 fiscal year.

7.5.18

- (e) The Superintendent shall increase the statewide target per unit of average daily attendance determined pursuant to section 56836.11 for the 2009-10 fiscal year by the amount determined pursuant to subdivision (b).
- (f) The funds provided in subdivisions (a)-(e) above are to be considered in full satisfaction of, and are in lieu of, any reimbursable mandate claims for the Behavioral Intervention Plans Mandated Cost Claim. By providing this funding, the State in no way concedes the existence of any unfunded reimbursable mandate with regard to Section 56523 and its regulations in California Code of Regulations, title 5, sections 3001, subdivisions (c), (d), (e), (f), and (aa), and 3052 as those sections and subdivisions read on July 1, 2008. These funds shall be used exclusively for programs operated under this part and, as a first priority, for the programs and services required under Section 56523 and its regulations, California Code of Regulations, title 5, sections 3001, subdivisions (c), (d), (e), (f), and (aa), and 3052 as those sections and subdivisions read on July 1, 2008. By virtue of these funds, Section 56523 and its regulations, California Code of Regulations, title 5, sections 3001, subdivisions (c), (d), (e), (f), and (aa), and 3052 as those sections and subdivisions read on July 1, 2008 shall be deemed to be fully funded within the meaning of Government Code Section 17556(e).
- (g) Within the meaning of Government Code section 17556(e), the funds appropriated for purposes of this section are not specifically intended to fund any state-mandated special education programs and services resulting from amendments enacted after July 1, 2008, to any of the following statutes and regulations:
- (1) The Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), if such amendments result in circumstances where state law exceeds federal law;
 - (2) Federal regulations implementing the Individuals with Disabilities Education Act (34 C.F.R. Parts 300 and 303), if such amendments result in circumstances where state law exceeds federal law;
 - (3) Part 30 (commencing with section 56000); and
 - (4) Sections 3000 through 4671, inclusive, of Title 5 of the California Code of Regulations.
- (h) State funds otherwise allocated to each special education local plan area pursuant to Chapter 7.2 (commencing with section 56836) of Part 30 and appropriated through the annual Budget Act shall supplement and not supplant these funds. These funds shall be in addition to the level of COLA provided for this program in the annual Budget Act.

7.5.19

SECTION 3. Section XXXXX is added to the Education Code, to read:

- (a) Commencing with the 2011-12 fiscal year and each fiscal year through the 2016-17 fiscal year, the amount of eighty-five million dollars (\$85,000,000), shall be appropriated, on a one-time basis each fiscal year, from the General Fund for allocation to school districts on a per-pupil basis. The Superintendent of Public Instruction shall compute the amount per pupil by dividing eighty-five million dollars (\$85,000,000), by the total average daily attendance, excluding attendance for regional occupation centers and programs, adult education, and programs operated by the county superintendents of schools, for all pupils in kindergarten through grade twelve in all school districts as used by the Superintendent of Public Instruction for the second principal apportionment for the 2007-08 fiscal year. Each school district's allocation shall equal the per-pupil amount times the district's average daily attendance as reported to the Superintendent of Public Instruction for the second principal apportionment for the 2007-08 fiscal year. The amount allocated to each school district shall be the same in all subsequent fiscal years as it is in the first fiscal year.
- (1) Notwithstanding the provisions of subdivision (a) above, the State, in its discretion, may cause to be appropriated and allocated amounts in excess of eighty-five million dollars (\$85,000,000) annually in the period 2011-12 through 2016-17 for the purpose of discharging the obligation in advance of the six year period, so long as the total amount appropriated and allocated under this section is five hundred ten million dollars (\$510,000,000).
- (2) In any fiscal year after 2011-12 in which the provisions of Article XVI, section 8, paragraph (b)(3), of the California constitution are operative, the annual appropriation shall not be required to be made.
- (3) The Director of Finance shall notify, in writing, the fiscal committees of both Houses of the Legislature, the Controller, and the Superintendent of Public Instruction no later than May 14, that the appropriation for the following fiscal year is not required, pursuant to paragraph (c). If any appropriation is not made for a specific fiscal year, or years, it shall instead be made in the fiscal year, or years, immediately succeeding the final payment pursuant to paragraph (a).
- (4) These funds shall be in addition to the level of COLA provided to school districts in the annual Budget Act.

7.5.20

- (b) From the funds appropriated for purposes of this section in subdivision (b) of Section 4 of the act adding this section, the Superintendent of Public Instruction shall allocate the following:

(1) From the appropriation provided by subdivision (b) of Section 4 of the act adding this section, the amount of one million five hundred thousand dollars (\$1,500,000) shall be allocated by the Superintendent to county offices of education on an equal per-pupil amount. The Superintendent shall determine the per-pupil amount by dividing one million five hundred thousand dollars (\$1,500,000) by the total statewide county special education pupil count only, reported by county offices of education as of December 2007. The allotment for each county office of education shall be the per-pupil amount times the county's special education pupil count reported as of December 2007. The Superintendent shall adjust the computations in such a manner as to ensure that the minimum allotment to each county office of education is at least five thousand dollars (\$5,000).

(2) From the appropriation provided by subdivision (b) of Section 4 of the act adding this section, the amount of six million dollars (\$6,000,000) shall be allocated by the Superintendent to SELPAs that existed for the 2007-08 fiscal year. The Superintendent shall determine the amount of each agency's allotment by dividing the six million dollars (\$6,000,000) by the statewide special education pupil count reported as of December 2007. The allotment for each agency shall be the statewide per-pupil amount times the SELPA's special education pupil count reported as of December 2007. The Superintendent shall adjust the computations in such a manner as to ensure that the minimum allotment to each SELPA is at least ten thousand dollars (\$10,000).

(3) From the appropriation provided by subdivision (b) of Section 4 of the act adding this section, the amount of two million five hundred thousand dollars (\$2,500,000) shall be allocated by the Superintendent to the San Joaquin County Office of Education.

- (c) The amounts appropriated by subdivisions (a), (b), and (c) of Section 4 of the act adding this section are in full satisfaction and in lieu of mandate claims resulting from the Commission on State Mandates' Statement of Decision CSM 4464, "Behavioral Intervention Plans."

SECTION 4.

- (a) The amount of sixty-five million dollars (\$65,000,000), is hereby appropriated from the General Fund in augmentation of Item 6110-161-0001 of 2009-10 Budget Act to the Superintendent of Public Instruction

7.5.21

for the purposes of Section 56836.08 of the Education Code. It is the intent of the Legislature that such funding be included in the annual budget act in subsequent fiscal years.

(b)

(1) The amount of ten million dollars (\$10,000,000), is hereby appropriated from the General Fund to the Superintendent of Public Instruction for allocation on a one-time basis to county offices of education, and special education local plan areas (SELPAs), as specified in subdivision (b) of section _____ of the Education Code. These funds shall be in addition to the level of COLA provided for county offices of education and special education local plan areas in the annual Budget Act.

(2) For the purposes of making the computations required by article XVI, section 8, of the California Constitution, this appropriation shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (a) of section 41202 of the Education Code, for the 2007-08 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of section 41202 of the Education Code, for the 2007-08 fiscal year.

SECTION 5. This Act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety with the meaning of Article IV of the Constitution and shall go into immediate effect. The facts constituting this necessity are: In order to alleviate the fiscal hardship to local educational agencies caused by the persistent shortfalls in federal funding for special education; to increase state funding for the special education program, thereby reducing encroachment; to facilitate the settlement of current litigation regarding those programs and the funding thereof; to obviate new litigation; and to resolve related school finance issues, it is necessary for this Act to take effect immediately.

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7.5.22

Exhibit A to Settlement Agreement
Behavioral Intervention Plans Mandated Cost Claim

WAIVER

This Waiver is entered into on _____ [DATE] by
_____ [NAME OF LEA], hereinafter "LEA,"
to fulfill one of the terms of the Settlement and Release Agreement for the Behavioral
Intervention Plans Mandated Cost Claim ("Agreement").

A. Known Claims

With respect to section 56523 of the California Education Code and the California Code of Regulations, title 5, sections 3001, subdivisions (c), (d), (e), (f), and (aa), and section 3052 as those sections read on or before July 1, 2008, (collectively "the Hughes Bill Statute and Regulations"), LEA hereby knowingly and voluntarily waives the rights set forth under article XIIB, section 6, of the California Constitution, sections 17500 through 17630 of the California Government Code, and sections 1181 through 1189.11 of Title 2 of the California Code of Regulations. By signing this Waiver, LEA hereby acknowledges that LEA forever gives up its right to file any mandated cost claim regarding the Hughes Bill Statute and Regulations, and/or to pursue any filed claim regarding that statute and regulations, and/or to benefit from such a claim, including any claim regarding the following programs and services:

1. Special education local plan area plan requirements pursuant to California Code of Regulations, title 2, sections 3001, subdivision (c), and 3052, subdivision (j), as these sections read on July 1, 2008;
2. Development and implementation of behavioral intervention plans pursuant to California Code of Regulations, title 2, sections 3001, subdivisions (c), (d), (e), and (f), and 3052, subdivisions (a), (c), (d), (e), and (f), as these sections read on July 1, 2008;
3. Functional analysis assessments pursuant to California Code of Regulations, title 2, sections 3001, subdivisions (d) and (f), and 3052, subdivisions (b), (c), and (f), as these sections read on July 1, 2008;
4. Modifications and contingent behavioral intervention plans pursuant to California Code of Regulations, title 2, section 3052, subdivisions (g) and (h), as these sections read on July 1, 2008;
5. Development and implementation of emergency interventions pursuant to California Code of Regulations, title 2, sections 3001, subdivisions (c) and (d), and 3052, subdivision (i), as these sections read on July 1, 2008;

7.5.23

6. Prohibited behavioral intervention plans pursuant to California Code of Regulations, title 2, sections 3001, subdivision (d), and 3052, subdivision (l), as these sections read on July 1, 2008; and
7. Due process hearings pursuant to California Code of Regulations, title 2, section 3052, subdivision (m), as this section read on July 1, 2008.

LEA further acknowledges and concedes that the amount that is required to be appropriated for the purpose of satisfying the STATE's minimum funding obligation to LEAs pursuant to article XVI, section 8, of the California Constitution shall not be required to be increased, to any extent, by payment of the retrospective amounts described in Paragraph II.B. of the Agreement, and by signing this Waiver LEA forever gives up its right to contend otherwise.

B. Unknown Claims

1. LEA expressly waives the application of California Civil Code section 1542 regarding mandated cost claims under California Education Code section 56523 and California Code of Regulations, title 5, sections 3001, subdivisions (c), (d), (e), (f), and (aa), and 3052 as those sections read on or before July 1, 2008.
2. LEA certifies that it has read the following provisions of California Civil Code Section 1542:

"A general release does not extend to claims which the creditor does not know or suspect to exist in his favor at the time of executing the release, which if known by him must have materially affected his settlement with the debtor."

3. LEA understands that it is agreeing that California Civil Code section 1542 does not apply to this Waiver. LEA understands and acknowledges that the significance and consequence of this waiver of California Civil Code section 1542 is:
 - a. LEA may have additional claims arising or occurring up to the date of this Waiver of which it is not now aware;
 - b. LEA may not make a further demand for any such claims;
 - c. LEA may not receive any benefit(s) from any such claims that may be filed by other claimants; and
 - d. LEA extends its waiver to include now unknown and/or later discovered claims.

7.5.24

C. Exemptions

LEA signs this Waiver with the understanding that it does not prohibit LEAs from filing mandated cost claims to the extent that the Hughes Bill Statute and Regulations are amended or added or changed in any way after July 1, 2008.

D. Advice of Attorney

LEA warrants and represents that it has reviewed and understands the Notice to LEAs Re: Pending Settlement of the Behavioral Intervention Plans Mandated Cost Claim ("the Notice") and this Waiver, and that it has been advised to seek legal advice from the attorney of its choice regarding the Notice and this Waiver. LEA acknowledges and represents either that it relied upon legal advice from its attorney in executing this Waiver or that it chose not to rely upon legal advice from its attorney in executing this Waiver. LEA further acknowledges and represents that, in executing this Waiver, it has not relied on any inducements, promises, or representations other than those stated in the Notice and Waiver.

E. Contingency of Waiver

LEA understands that this Waiver is binding only if the preconditions to the full implementation of the Settlement Agreement are satisfied. Those preconditions are set out in Section C of the Notice and Section II.A. of the Agreement, and are, in brief: (1) at least 85% of all LEAs sign this Waiver, including school districts and county offices of education who served student populations accounting for 92% of the P-2 2007-08 ADA; (2) the parties seek a superior court ruling that the settlement is final and binding on all LEAs; and (3) legislation is enacted appropriating the necessary funding and placing ongoing funding in statute.

Dated: _____

Signed: _____

Print or Type Name Above

Authorized Agent for: _____
Name of LEA

00334.00100/107130.1

7.5.25

**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:

Budget Philosophy

AGENDA ITEM AREA:

Discussion

REQUESTED BY:

Terri Ryland, Asst. Supt. Business Services

ENCLOSURES:

yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 18, 2009

ROLL CALL REQUIRED:

No

BACKGROUND:

At the last meeting, the Board was informed of the severity of the Governor's proposed cuts and their impact on the District. In addition to the \$3.9M of non-COLA and a WPUSD budget reduction of \$1.15M proposed through 2009-10 and reflected at First Interim, the proposal now includes an **additional** \$2.7M of cuts over the current and budget years. The lack of revenue increases and the enactment of cuts total \$6.6M over two years!

At the same time, District staff is on the verge of being informed of the amount of prior and current "Basic Aid Supplement Charter School Adjustment" monies that will be apportioned. This notification is literally a few days away. Given the verbal assurances as to the ranges of the monies, staff is recommending several unique approaches to the statewide budget crisis.

We believe that the amount of monies appropriated will be able to temporarily fill both the current year gap and the budget year gap with one-time funds – even though these are **on-going** deficits. Obviously, this merely buys us time until the State financial crisis settles down and the District can in a measured and thoughtful way reduce on-going expenditures into the future. These on-going reductions will need to be identified in the 2010-11 budget development process (only one year away.)

Discussions at the State and local level have highlighted two areas of immediate interest to the District: Class Size Reduction flexibility and next year's Title I Program Improvement status. At the current time, the level of CSR flexibility and the ultimate recommendation for continuation in the Title I program are unknown. While continuing the staffing ratios approved by the Board last spring, staff recommends providing for the needed budget flexibility through a limited personnel reduction based on the elimination of those two programs.

7.6

At the next board meeting, staff will bring back initial recommendations for the use of a portion of the new found one-time monies, including the potential for filling the budget shortfalls for the next two years. These recommendations may include:

- addressing the Board's goals of November 2007 related to adequate reserves. Reserves could include
 - maintaining a 5% reserve for economic uncertainty,
 - Wetlands reserve,
 - reserve to fund employees' retiree benefits,
 - new school, startup reserve
 - computer replacement reserve, and
 - a "Basic Aid" or supplemental revenue reserve
- staffing adjustments to provide for recent changes in State mandates
- addressing the Board's goals of November 2007 related to parity
- additional requirements of the business office related to the new money and obtaining future facilities funds
- reprioritizing our resources to cover certain City of Lincoln budget cuts
- addition of critical budget reductions from the prior year
- other Board priorities

The current budget subcommittee met to discuss the above, as well as items related to last year's budget reduction process and potential reinstatement(s).

RECOMMENDATION:

Discussion

7.6.1

WPUSD
Effects of Governor's Proposal
2008-09 and 2009-10

Assumptions at First Interim:

ADA 2008-09	6,075	
ADA 2009-10	6,230	
No Revenue Limit COLA for 2008-09	\$329/ADA	(\$1,999,000)
No Revenue Limit COLA for 2009-10	\$309/ADA	(\$1,925,000)
Budget cuts required in 2009-10		<u>\$1,150,000</u>
Two-Year Loss of Revenue reflected at First Interim		<u>(\$2,774,000)</u>
		(9.874% deficit)

Additional cuts proposed by Governor:

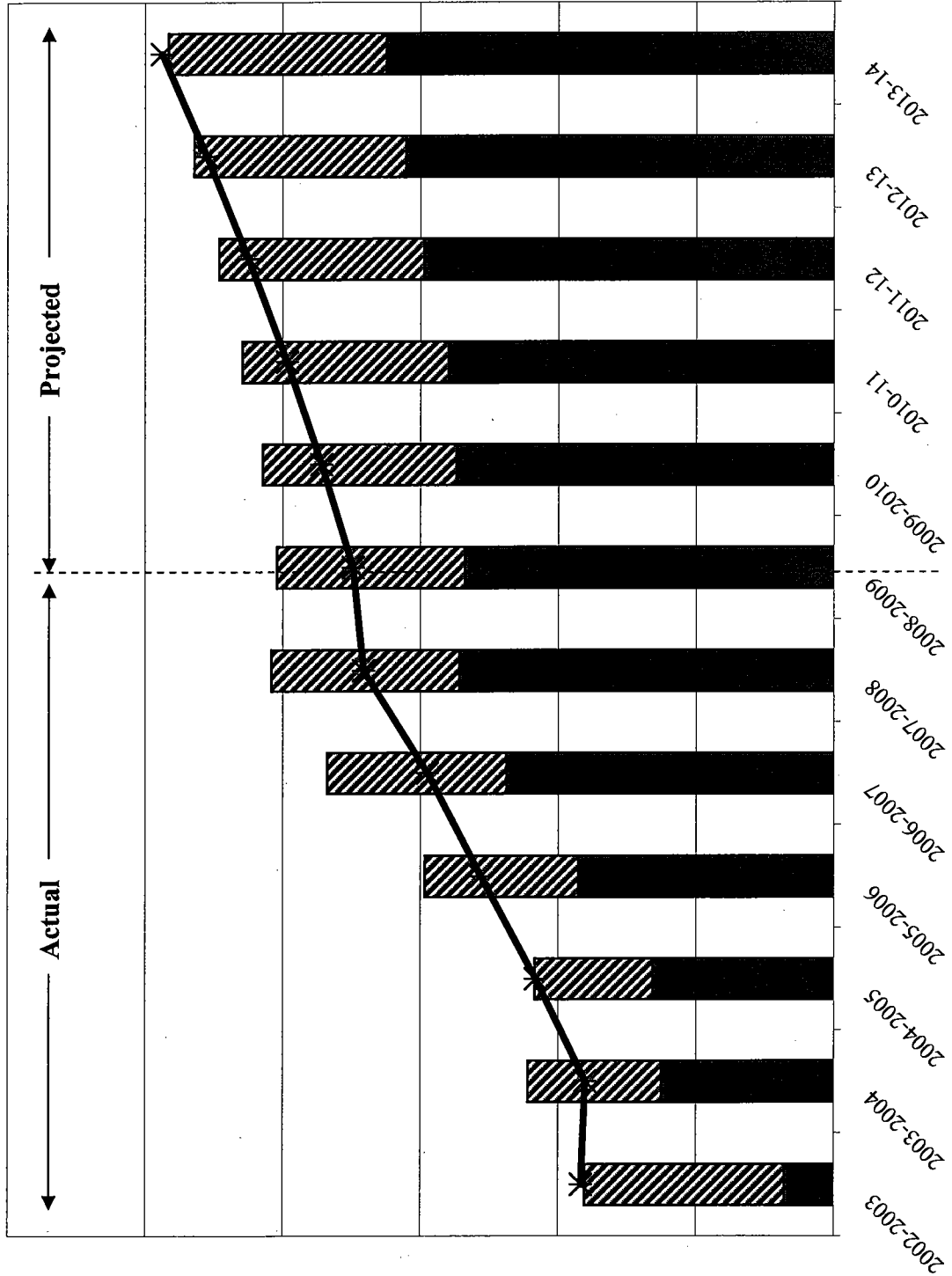
\$1.412 B 2008-09 Proposed Mid-Year RL Reduction	\$243/ADA	(\$1,476,000)
\$1.1 B 2009-10 proposed Rev Limit Reduction	\$199/ADA	<u>(\$1,240,000)</u>
Additional shortfall to reflect at Second Interim		<u>(\$2,716,000)</u> ¹

¹ Assumes that the \$15 B of additional revenues the Governor proposed go into effect as projected (in the next few months for many of them.)

	2008-09 (Billions)	2009-10 (Billions)
<i>Proposed revenue enhancements:</i>		
1 1/2 cent sales tax	2.35	7.10
sales and use tax on certain services	0.27	1.20
oil severance tax	0.36	0.85
alcohol tax, 5 cents per drink	0.24	0.58
personal income tax adjustment	-	1.44
vehicle license fees	0.90	0.36
	<u>4.12</u>	<u>11.53</u>

Note: While districts around the State are preparing for layoffs and severe budget cuts as necessary, we are planning for budget adjustments as well as continuing to work with the State on obtaining the prior state aid backfill as previously shared with the Board. Further updates to follow.

State Aid and Property Tax Funding Projection Through 2014



7.6.3